I - Review of All Academic Activities

Please complete Table 1, Review of All Academic Activities, found under the Evidence File tab (ACBSP Documents folder) above, referencing the information below.

a. Business Courses Offered by Business Unit. ACBSP accredits degree programs in business and business-related fields. The ACBSP accreditation process takes into account the traditional specializations in business, including accounting, business administration, finance, marketing, and management. Any of these specialized programs offered by the business unit seeking accreditation must be included in the self-study to be considered for accreditation.

b. Business Degrees Offered by Business Unit. The accreditation process includes a review of all academic activities in a business school or program. In other words, if an institution offers associate degrees, bachelor's degrees, and graduate (masters and doctorate) degrees in the business school or business program, the accreditation process embraces all of these in the self-study.

   If an institution has only a bachelor's or master's degree program at the time of accreditation, but adds the bachelor's or the master's degree at some later date, the institution will have a maximum of five years from the date of the program's inception to achieve accreditation. When a new degree program in business is added after an institution has been accredited, it must be referred to in the institution's annual report to ACBSP. The new degree program needs to be operational, with enrolled students, for at least two years and have graduates before it can be considered for accreditation.

c. Business Content Courses Not Offered by Business Unit. At the institution's written request, other business-related programs may be either included or excluded from the accreditation process. If they are to be excluded, appropriate justification should be set forth in the self-study material, and evidence must be included to ensure that the general public is clearly informed that these programs are not accredited.

d. Branch Campuses/Extension Centers. If an institution has a branch campus or campuses, or if there are extension centers or other types of auxiliary operations where business courses are taught, then the accreditation process will include all of these locations in the self-study. On a case-by-case basis, such entities may be excluded. If they are to be excluded, appropriate justification should be set forth in the self-study material, and evidence must be included to ensure that the general public is clearly informed that these programs are not accredited, and there must be sufficient distinction between accredited degrees and those degrees offered by excluded segments to justify their exclusion. An institution may ask in advance of conducting the self-study for a determination of inclusion or exclusion from the self-study.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Michael Zalot

Institution Response

a. The Business courses offered by Cedar Crest's Department of Business are:

UNDERGRADUATE COURSES
ACC 101 Financial Accounting - 3 credits
ACC 102 Managerial Accounting - 3 credits
ACC 203 Cost Accounting - 3 credits
ACC 250 Principles of Finance (cross-listed as BUA 250) - 3 credits
ACC 260 Advanced Business Systems (replaces BUA 205/ACC 205) - 3 credits
ACC 281 Professional Ethics (cross-listed as BUA 281) - 4 credits
ACC 282 Professional Ethics (cross-listed as BUA 282) - 3 credits
ACC 309 Intermediate Accounting I - 3 credits

ACC 310 Intermediate Accounting II - 3 credits
ACC 315 Personal Income Tax Accounting - 3 credits
ACC 316 Corporation Income Tax Accounting - 3 credits
ACC 321 Advanced I Accounting - 3 credit
ACC 322 Auditing - 3 credits
ACC 260, or 360 Special Topics - 1-3 credits
BUA 110 Principles of Management – 3 credits
BUA 204 Business Communications - 3 credits
BUA 211 Introduction to Health Care Systems - 3 credits
BUA 219 Quantitative Methods for Business and Economics - 3 credits
BUA 220 Human Resources Management - 3 credits
BUA 221 Business Law - 3 credits
BUA 239 Employment Law - 3 credits
BUA 240 International Business - 3 credits
BUA 250 Principles of Finance - 3 credits (cross- listed as ACC 250)
BUA 258 Health Care Management - 3 credits
BUA 260 Advanced Business Systems (replaces BUA 205/ACC 205) - 3 credits
BUA 281 Professional Ethics (cross-listed as ACC 281) - 4 credits
BUA 282 Professional Ethics (cross-listed as ACC 282) - 3 credits
BUA 320 Attracting, Selecting and Retaining Talent - 3 credits
BUA 325 Compensation Management - 3 credits
BUA 328 Power, Influence, and Negotiation - 3 credits
BUA 329 Organizational Behavior - 3 credits
BUA 335 Retail Management - 3 credits
BUA 340 Health Care Finance - 3 credits
BUA 341 Health Care Practice Management- 3 credits
BUA 345 Operations and Supply Chain Management - 3 credits
BUA 350 Organizational Leadership - 3 credits
BUA 351 Industry Analysis & Strategy - 3 credits
BUA 352 Innovation and Entrepreneurship - 3 credits
ECO 100 Business As A Social Process - 3 credits
ECO 101 Principles of Economics: Macro - 3 credits
ECO 102 Principles of Economics: Micro - 3 credits
ECO 222 Economic Geography - 3 credits
ECO 302 Labor Economics - 3 credits
ECO 304 Financial Markets and Institutions - 3 credits
ECO 315 International Economics - 3 credits
LDR 200 Foundations of Leadership - 2 credits
LDR 260 Emergent Leadership -3 credits
LDR 350 Leadership Action Project - 3 credits
LDR 351 Capstone in Leadership -1 credit
MRK 230 Principles of Marketing - 3 credits
MRK 240 Applied Public Relations - 3 credits
MRK 250 Consumer Behavior - 3 credits
MRK 320 Marketing Research - 3 credits
MRK 330 Branding and Advertising - 3 credits
MRK 331 Service Marketing - 3 credits
MRK 332 Sales Management - 3 credits
MRK 334 Applied Advertising - 3 credits
MRK 335 Business-to-Business Marketing - 3 credits
MRK 336 Global Marketing - 3 credits

GRADUATE COURSES
MBA 500 – Introductory Intensive (1 credit)
MBA 501—Decision-Making for the Business Leader (2 credits)
MBA 502—Decision-Making for the Business Leader (project, 1 credit)
MBA 503—Governance, Ethics and Public Policy (2 credits)
MBA 504—Governance, Ethics and Public Policy (project, 1 credit)
MBA 505—Business Statistics (2 credits)
MBA 506—Business Statistics (project, 1 credit)
MBA 507—Change and Innovation Management (2 credits)

MBA 508—Change and Innovation Management (project, 1 credit)
MBA 535—Financial Accounting and Reporting (2 credits)
MBA 536—Financial Accounting and Reporting (project, 1 credit)
MBA 537—Marketing Management, Strategy and Analytics (2 credits)
MBA 538—Marketing Management, Strategy and Analytics (project, 1 credit)
MBA 541—Organizational Financial Management (2 credits)
MBA 542—Organizational Financial Management (project, 1 credit)
MBA 543—Managerial Economics and Modeling (2 credits)
MBA 544—Managerial Economics and Modeling (project, 1 credit)
MBA 620—Operations, Process and Emerging Technologies (2 credits)
MBA 621—Operations, Process and Emerging Technologies (project, 1 credit)
MBA 640—Immersive Intensive (2 credits)
MBA 622—Intercultural Communication and Global Perspectives (2 credits)
MBA 623—Intercultural Communication and Global Perspectives (project, 1 credit)
MBA 650—Innovation and Entrepreneurship (capstone, 3 credits)

b. The Business degrees offered by Cedar Crest's Department of Business are:

Bachelor of Science in Accounting
Bachelor of Science in Business Administration
Master of Business Administration

c. All Business courses at Cedar Crest College are offered through the Business Department.

d. Cedar Crest College has no branch campuses or extension centers.

Sources

- CedarCrest_Bac_Grad_Table_Files_MZ_7_15b_19

II - Organizational Charts

Attach as a source document in the Evidence File:

1. The institution's organizational chart
2. The business school or program's organizational chart

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Christine Lombardo-Zaun

Institution Response

1. The Cedar Crest College Organizational Chart is attached.

2. Department of Business, Management & Economics organizational chart is also attached.

Sources

- Departmental Org Chart
- Orgchart as of 5.15.2019

III - Conditions of Accreditation

a. Institutional Accreditation. Institutions operating in the United States must be accredited by their regional body. Non-U.S. institutions must have equivalent accreditation or recognition as appropriate. For non-U.S. institutions, this is typically a copy in an Appendix of a certified translation of an official document from an appropriate government organization in their respective countries stating recognition, accreditation, and/or their right to grant degrees.

   Membership in ACBSP requires regional accreditation or the filing of the official document by non-U.S. institutions. It is not necessary to provide these documents unless ACBSP staff cannot verify this information or there have been changes in the status. If this cannot be verified or is questioned, the institution will be required to provide documentation before the process can continue. Please note below any changes in regional or national accreditation status.

b. Statement of Mission—Institution. Provide the approved statement of mission for the institution and state whether it is listed in the institution's catalog or program offerings bulletin (see subsection d).

c. Statement of Mission—Business School or Program. The business unit will be evaluated to the ACBSP Standards and Criteria within the framework of institutional and business unit mission. Schools and programs must have a mission consistent with that of ACBSP. State the mission of the business school or program and whether the mission is listed in the institution's catalog or program offerings bulletin (see subsection d).

d. Public Information. An electronic copy or website link for the catalog or bulletin must be provided in the Evidence File. Printed copies of the catalog and self-study are no longer needed. State the catalog page number(s) where each of the following is located:

   1. Listing of the business degree programs
   2. The academic credentials of all faculty members
   3. The academic policies affecting students along with a clear description of the tuition and fees charged to the students
   4. The statement of mission of the institution
   5. The statement of mission of the business school or program

e. Accreditation of Doctoral Programs. Accreditation of doctoral programs must meet the following requirements:

   1. Institution must have ACBSP accrediting programs at the baccalaureate and/or master's level.
   2. Institution must perform a self-study addressing the six general standards and criteria and related subcategories to the extent appropriate.
   3. Program must be authorized by the appropriate regional accrediting organization and/or the appropriate governmental agency.
   4. Accreditation can only be awarded after individuals have graduated from the program.

   If the self-study includes accreditation of a doctoral program, please indicate below, with attached documents as required, that you have met these requirements or you intend to meet these requirements.

f. Please list below all campuses at your institution at which a student can earn a business degree.

g. **Business programs must routinely provide reliable information to the public on its performance, including student achievement, such as assessment results.**

   To demonstrate compliance with this criterion:

   1. Provide evidence on the main business page website, or on business program websites, that demonstrate accredited programs provide information to the public on business student achievement. For example, evidence of business student achievement may include aggregate data by accredited programs regarding some of the following business student achievement measures:

· Attrition and retention

· Graduation

· Licensure pass rates

· Job placement rates (as appropriate)

· Employment advancement (as appropriate)

· Acceptance into graduate programs

· Successful transfer of credit

· Other

Note: Website links submitted to document the implementation of this requirement must be on the business landing page, clearly identified, and lead directly to information regarding business student achievement. Provide the link in Section III of the online reporting portal.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Christine Lombardo-Zaun

Institution Response

a. Cedar Crest College is regionally accredited by the Middle States Commission on Higher Education. It was first accredited in 1944, last reaffirmed in 2014, and will submit the next self study in the 2022-2023 school year. Here is the link to the MSCHE Cedar Crest College status page: https://www.msche.org/institution/0477/

b. Cedar Crest College's mission is:

> Cedar Crest College is a liberal arts college primarily for women dedicated to the education of the next generation of leaders. Cedar Crest College prepares students for life in a global community by educating the whole student at all stages of life and experience.
>
> A Cedar Crest graduate will:
> • Demonstrate the ability to engage in critical analysis and qualitative reasoning.
> • Demonstrate the ability to engage in scientific and quantitative reasoning.
> • Demonstrate technological competency and information literacy, including the ability to evaluate technological and informational resources and use them appropriately.
> • Demonstrate the ability to communicate clearly, both orally and through the written word.
> • Demonstrate the ability to participate in and appreciate artistic and creative

endeavors.
• Demonstrate the ability to understand and articulate the foundations of her own ethics and values, as well as understand the value systems of others.
• Demonstrate the ability to understand and respond to issues of local, national, and global significance.

As we move ahead, the vitality of all aspects of society will depend on the capacity of our colleges to educate women for leadership positions in all sectors and aspects of life. Cedar Crest is among the small group of institutions best suited to meet that challenge. Through its undergraduate liberal arts programs, students learn to make connections among a variety of academic disciplines. An 11:1 student-faculty ratio creates a cohesive community of scholars and learners where many opportunities exist for independent learning, individual exploration and personal growth. Students gain confidence in what they can achieve, not only for themselves, but also for society.

Cedar Crest's campus is situated in the western residential section of the city of Allentown, a part of the Lehigh Valley in eastern Pennsylvania. Allentown and the adjacent cities of Bethlehem and Easton have a combined population exceeding 600,000 and support a variety of cultural and community activities. The College is within 55 miles of Philadelphia and 90 miles of New York City. Groups of students are easily able to visit these cities.

Cedar Crest College provides a quality undergraduate education to a broad constituency of students at both the graduate and undergraduate levels.

Traditional Students: Women enrolled during the day who, at the time they enroll at Cedar Crest, graduated from high school within the last four years.
Cedar Crest College complies with all applicable federal, state, and local legislation and does not illegally discriminate in educational programs or in employment on the basis of race, color, religion, national or ethnic origin, age, gender, disability or sexual orientation. Further, in accordance with the provisions of Section 504 of the Rehabilitation Act of 1972 it is college policy that no person shall be denied consideration for admission solely by reason of her/his disability. Students with disabilities who wish to request accommodations should contact Academic Services at 610-606-4628. Students with documented disabilities and approved academic accommodations should discuss accommodations plans with their professors during the first two weeks of class.

The provisions of this catalog are not to be regarded as an irrevocable contract between the student and the College. The College reserves the right to change any provisions or requirements at any time.

Cedar Crest College is accredited by the Middle States Commission on Higher Education; 3624 W. Market Street, 2nd Floor West; Philadelphia, PA 19104.

The institutional mission statement is located on pp. 7-8 of the undergraduate catalog.

c. Cedar Crest's Business Programs have mission statements:

The Accounting Major/Minor's mission is:
The mission of the accounting degree program at Cedar Crest College is to prepare students for a career as a business leader through well rounded exposure to rigorous study of accounting theory and hands-on, practical experience in the combined areas of financial reporting and analysis, managerial accounting and decision support, taxation and assurance services, and ethical consideration and implication of business decision making and reporting in accordance with applicable standards in the global community

It is presented on page 133 of the current year undergraduate catalog.

The Business Major/Minor's mission is:
The mission of the Business Administration program is to provide students with the knowledge and tools they need to achieve and maintain productive relationships with peers, superiors and subordinates; with appropriate technology, assess and organize information from various sources; interpret information, draw conclusions, and communicate knowledge effectively; link functional business skills together and apply a systems-thinking approach to situations; innovate and orchestrate change; and sustain ethical standards and be aware of the challenges existing in a diverse and complex world.

It is presented on page 138 of the current undergraduate catalog.

The mission of the Master of Business Administration degree is:
The Graduate Program in Business Administration at Cedar Crest College prepares leaders of organizations who serve as responsible members of the community, possess advanced functional expertise, and apply best practices to shape organizational strategies that promote productivity, profitability, and ethical behavior.

It is presented on page 44 of the current year graduate catalog.

The mission of the Department of Business, Management, and Economics is presented on the website:
The mission of the business department is to provide an educational experience that allows the graduate to engage the world with passion and skills as a business leader and strong human being, and the focus to discover where his or her talents meet the needs of the community. There are five principles on which the Cedar Crest business student is encouraged to focus: passion, responsibility, intellect, creativity and effort.

It is available at: https://www.cedarcrest.edu/academics/business/index.shtm

d. Please see the individual items below.

1. Program Listing: Table of Contents, starting on page 2.

2. Faculty Credentials: Pages 521 -529

3. Academic Policies starting on page 43; Tuition and Fees starting on page 17.

4. Mission Statement, page 7.

5. Program Missions as above: Accounting, page 133 of undergraduate catalog, Business, page 138 of undergraduate catalog, MBA, page 44 of graduate catalog.

e. N/A (no doctoral programs)

f. Cedar Crest College
100 College Drive
Allentown, PA 18104

(one campus)

g. Graduation rates are presented on the Business Department landing page, under the ACBSP logo. The link is: https://www.cedarcrest.edu/academics/business/faculty.shtm

Sources

- 2018-2019UndergraduateCatalog53118
- GraduateCatalog2018-2019

IV - Organizational Description

The Organizational Profile is a snapshot of your business school or program, the key influences on how you operate, and the key challenges you face. It consists of two parts: Organizational Description and Organizational Challenges.

Importance of Beginning with your Organizational Profile. Your Organizational Profile is critically important because:

- it is the most appropriate starting point for self-assessment;
- it helps the institution identify potential gaps in key information and focus on key performance requirements and organizational performance results;
- it is used by ACBSP in all stages of review, including the site visit, to understand your organization and what you consider important;
- it also may be used by itself for an initial self-assessment; and
- if you identify topics for which conflicting, little, or no information is available, you can use these topics for goal-setting and action-planning.

Submit your responses to both the Organizational Description that follows and the Organization Challenges on the next page as documents and attach under the Evidence File tab above. Limit the response to the entire Organizational Profile to not more than five printed pages.

a. Organizational Description

Describe your organization's environment and key relationships with students and other stakeholders.

Within your response, include answers to the following:

1) Organizational Environment

a. What are the delivery mechanisms used to provide your education programs, offerings, and services to students?
b. What is the organizational context/culture?
c. What is your stated vision?
d. What are your stated values?
e. What is your faculty and staff profile? Include education levels, workforce and job diversity, organized bargaining units, use of contract employees.
f. What are your major technologies, equipment, and facilities?

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 among students and stakeholder groups?
b. What are your key partnering relationships and communication mechanisms?

Notes: Student segment and stakeholder group requirements might include special accommodation, customized curricula, reduced class size, customized degree requirements, student advising, dropout recovery programs, and electronic communication.

Communication mechanisms should be two-way and might be in person, electronic, by telephone, and/or written. For many organizations, these mechanisms might be changing.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Michael Zalot

Institution Response

1.a

Cedar Crest College delivers its educational programs through a variety of teaching formats. To accommodate our ever-changing student population, the College offers classes online, in a hybrid format, as well as flexible formats such as a weekend course. The traditional classroom system includes learning modalities such as lecture, seminars, student leadership of classes, video, projects, presentations and computer assisted examples of material. These measures are carried through to the other modalities such as online, hybrid, and weekend formats to ensure that the credit-hour requirements are met.

1.b

Cedar Crest College is an independent, comprehensive, liberal arts college for women dedicated to preparing students for lifelong learning and for meeting and exceeding established standards of excellence. The two mutually reinforcing aspects our mission are the liberal arts foundation and the experiential application of liberal arts concepts through application based activities such as internships, professional placements, and independent research projects. We are a small college with a close faculty and staff, who work together cooperatively and energetically.

1.c

The Business, Management and Economics Department aspires to be a model for excellence in undergraduate education in business disciplines, for the student majoring or minoring in business administration, economics or marketing, as well as the student who takes courses as electives. We will achieve this goal by:

- Adhering to the highest standards of excellence in teaching and learning
- Emphasizing problem solving and analytical thinking
- Actively engaging students in inquiry and research at an appropriate level
- Supporting and promoting young women who are capable of problem solving and encouraging them to consider pursuing the study of business.

The Business, Management and Economics Department strives to inspire all students to recognize the value of studying business, regardless of their major field, and to realize the important ways that the theory, discipline and techniques learned in a variety of subjects will empower them to improve their world.

1.d

The College will enhance the status of women and provide the highest quality education for women emphasizing:

- Critical and analytical thinking, effective communication, and problem solving skills
- The interconnectedness of knowledge through the liberal arts and interdisciplinary study
- The integration of academic study with off-campus learning experiences
- Professional programs in appropriate areas of undergraduate and graduate study.

1.e

Full-time Faculty and Staff:

- Christine Lombardo-Zaun, Esq, MBA--Full-time, tenured
- Michael C. Zalot, Ph.D., MBA--Full-time, non-tenure track
- David Burke, Ed.D, MM--Full-time, non-tenure track
- Marija Baltrusaitiene, MA--Full-time, non-tenure track
- Colleen Krcelich--CPA, MBA--Full-time, non-tenure track
- Terri Kressler--Departmental Administrator (shared with Math department)

Student Workers:

- Fesal Altogetr--Departmental Intern (Academic Year 2018-2019)
- Salika Sadek--Student Worker (Academic Year 2018-2019)

Part-time Faculty

- Please see Standard 5 for adjunct profiles

Contract Employees: Part-time faculty, approximately 22, who work on contract per class.

Collective Bargaining Units: We do not have any collective bargaining units.

Diversity: Every search committee has at least one member to advocate for and assess diverse hiring.

1.f

The Business Department is housed in Curtis Hall on Campus, in the wing known as the Roland and Doris Segal Center for Business and Technology. Facilities include:

- four traditional classrooms
- four multimedia classrooms
- three computer labs
- a distance learning facility

In addition, classrooms throughout the campus help support our offerings, including HBB (Hamilton Boulevard Building), Miller Building, and Blaney Hall.

All of our computers currently run Windows 7, and we offer classes that leverage the Microsoft Office Suite, including Word, Excel, and Powerpoint, as well as specialized accounting software QuickBooks. Our email system is Microsoft Outlook, and we have access to use the Outlook Calendar; we also have GoToMeeting access and a lecture sharing platform called Echo 360. Our Learning Management System is Instructure's Canvas, and our student data collection system is a custom-built web application called InfoNet, which runs on the My Cedar Crest website.

2.a

Student Groups:
Our student groups are detailed in Standard 3.1. They include:

- Traditional Undergraduate Students (Women)

- SAGE (School of Adult and Graduate Education)
- International Students

All of them require functional knowledge of business processes and goals, as well as industry practices and emerging trends to prepare them for entering the business world. All require the benefits of a broad-based liberal arts education, including critical thinking, understanding cross-discipline context, and communication skills, however, there are differences that are worth noting that affect our approach to serving these populations:

- Traditional Undergraduate Students are female, and benefit from approaches emphasizing the challenges and opportunities for women in the workplace
- SAGE students require flexibility, including scheduling evening, weekend, and hybrid/online classes. Adult learners benefit from additional choice and applied projects in their education, and this is a key approach used in the graduate program.
- International students may have language barriers and cultural issues, and they require specialized advising in partnership with the International Student Office due to curriculum restrictions placed on their by their sending country, as well as standard pragmatic concerns such as international visas.

Stakeholder Groups:
Our Stakeholder Groups are detailed in Standard 3.2. They are:

- Alumnae, specifically business alumnae
- Employers
- Industry Advisory Board
- College Leadership
- Part-time faculty
- Full-time faculty and staff

All of these stakeholders look to us to produce students capable of functioning in modern business environments, particularly the needs of the Lehigh Valley, and to uphold the standards of excellence set forth by Cedar Crest College. Some key differences include:

- Alumnae look to us to keep current through events such as Alumnae Weekend, where the College offers topics and instruction. They also seek to maintain the value of their degree through continuing association with the College, including former students connected to us via social media.
- Employers look to us to best prepare flexible, capable, independent, and ethical graduates.
- The Advisory Board seeks to partner with us in identifying opportunities that may be of mutual interest for students (e.g., co-ops, internships) while helping us identify local needs.
- College Leadership looks to us to maintain current curriculum, as well as develop strategic plans for the department overall (see Standard 2), and to partner internally with departments such as Admissions, Advising, the Bookstore, and the Registrar's Office to help us serve student needs for both current and future students.
- Part-time faculty look to us to provide guidelines for class delivery, syllabi templates, default textbook selections, and general approaches to to courses, as well as provide leadership by informing them of key processes and deadlines, new approaches to course delivery (including online modality) and helping address any student issues.
- Full-time faculty and staff in the department look to department leadership for a positive, teamwork-driven environment, maintaining academic freedom and integrity, acknowledgement of the realities of delivery of courses for multiple populations across multiple modalities and best practices for addressing any issues that may arise; clear direction and timely scheduling, appropriate development opportunities, and opportunities for advancement and recognition.

2.b

Our key partnering relationships include:

- The Provost's Office, who set overall departmental expectations, and provide input into our direction at the College level
- The Registrar's Office, with whom we work closely to schedule and adjust courses, as well as assign instructors
- Admissions, with whom we work closely to identify new opportunities for recruiting (e.g., program information sessions) as well as resolve any issues related to individual student admission (e.g., transfer credits and articulations)
- Advising and Student Success, with whom we partner for managing the advising and student clearance process, as well as documenting any students who may not be succeeding in a course
- International Student Services, with whom we partner to understand and address any issues related to our international student population
- Our Industry Advisory Board, with whom we identify areas for program improvement, and student opportunities for internships and co-ops

Our key communication mechanisms include:

- Face-to-face communication, for strategic and department meetings, student advising, and advisory board meetings where possible. There is no richer channel for communication that can provide deeper understanding and consensus, particularly in resolving challenging issues or exploring new paths.
- Telephone communication, for routine business matters that require some level of discussion, and minor problem-solving--particularly where partnering with internal departments. The phone can be effective for routine questions that are not addressable without multiple rounds of email.
- Email communication, for simple questions that can be resolved quickly in one or two rounds of reply, and also for departmental communications that require mass address, such as the semesterly email to adjuncts, or announcements of ceremonies.
- Virtual meetings, where necessary, such as with our Industry Advisory Board members, who may not otherwise be able to participate, or with remote vendors.
- There is a campus-wide alert system for emergencies that controls every office computer, and sends a text and an email to inform faculty and students if there is a safety concern.
- Our College website provides information about the college to students, including the catalog, specific course listings, faculty and staff information, forms, and processes.
- We have both undergraduate and graduate departmental handbooks to supplement the college catalog and communicate our mission, vision, and values to students.

Sources

There are no sources.

V - Organizational Challenges

Describe your organization’s competitive environment, your key strategic challenges, and your system for performance improvement.

Within your response, include answers to the following questions:

1. Competitive Environment
   a. What is your competitive position? Include your relative size and growth in the education sector and the number and type of competitors.
   b. What are the factors that determine your success relative to that of your competitors and other organizations delivering similar services? Include any changes taking place that affect your competitive situation.
2. Strategic Challenges
   a. What are your key strategic challenges? As appropriate, include education and learning, operational, human resources, and community challenges.
3. Performance Improvement System
   a. How do you maintain an organizational focus on performance improvement? Include your approach to systematic evaluation and improvement of key processes and to fostering organizational learning and knowledge sharing.

Notes: Factors might include differentiators such as program leadership, services,e-services, geographic proximity, and program options.

Challenges might include electronic communication with key stakeholders, reduced educational program introduction cycle times, student transitions, entry into new markets or segments, changing demographics and competition, student persistence, and faculty/staff retention.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Michael Zalot

Institution Response

1. Competitive Environment

a. Cedar Crest College is a traditionally women's college, making it distinct in the local LVAIC college community. The Lehigh Valley Association of Independent Colleges represents shared resources among colleges in the Lehigh Valley. We are a smaller college, with total enrollments under 2000, and a significant population of adult and international students. While LVAIC provides resources such as training and shared bargaining for benefits, the proximity of competitors--particularly Muhlenberg and DeSales--represents a challenge for attracting students.

b. Cedar Crest's College Department of Business, Management, and Economics differentiates from its competitors on student care. We know our students by name and seek to foster their intellectual growth through close interaction. Despite our relatively small size, we are the second largest department on campus in terms of overall course-takers. Our student clubs, including the Accounting Club, Society of Human Resource Management, Investment Club, and our Delta Mu Delta Honor Society, allow for many interaction opportunities and events. Our new hires (see below) have made continuing this positive culture of student interaction a priority.

2. Strategic Challenges

Cedar Crest College faces challenges seen across the higher education industry--declining enrollments brought on by increased competition from larger competitors and declining overall interest in the value proposition of the traditional four-year college experience. The College has worked with international agencies to build student populations by recruiting from overseas, and this has resulted in the business department having a significant number of international students, particularly those from Saudi Arabia. These students have unique challenges as their government agency, SACM (Saudi Arabian Cultural Ministry) does not allow for more than 3 online or hybrid classes during the entire student career--only face-to-face classes are acceptable for the bulk of student work. These students are also prohibited from taking certain kinds of classes (music and art, religious studies) beyond core requirements. The College is looking to build additional international partnerships going forward.

The Business Department is in a time of rebuilding its faculty and staff. Only one full-time faculty member remains from the 2017 academic year, Christine Lombardo-Zaun, who is Acting Chair. There has been significant turnover from 2017, including two retirements (Ibi Balog and Chris Duelfer), two faculty members leaving (Stephanie Colbry and John Bing), and the department administrator (Laurie Flanagan-Lebo) leaving. Three new hires were made in the 2018 academic year: Michael Zalot and David Burke in Fall 2018, and Marija Baltrusaitiene in Spring 2019. The department is newly energized and has an excellent sense of teamwork and future possibilities for expansion, but faces these opportunities as a new team facing significant learning curves. Christine Lombardo-Zaun is currently acting chair, and we spent most of Academic Year 2018-2019 without a full-time Departmental Administrator--temporary administrators have been brought in to help, and student workers have been supplementing the administrative workload.

3. Performance Improvement System

Cedar Crest College uses student evaluations, centralized and delivered electronically, to assess all courses. In addition, faculty members serve as peer mentors for adjuncts, including providing feedback as part of a formal review process. The Department Chair schedules observations, adjunct training, and team mentoring opportunities for adjuncts. The goal for faculty is yearly observation. Full-time faculty complete a self-evaluation, due to the chair in September for the prior academic year (which ends in the August immediately preceding). The College mandates a Periodic Performance Review (PPR), which is a significant review of all academic activities; this is centralized through the Provost's Office. Critical feedback is collected across departments, and each department is given a rating and objectives to improve for the upcoming year. Yearly reviews between PPRs are called AARs (Annual Assessment Reports) but still represent significant activity in formal, departmental assessment. Prior reviews are accessible for the departmental leadership team via the My Cedar Crest website. The Provost's Office reviews the AARs and PPRs with the Department Chair as part of the Institutional Assessment process.

Sources

There are no sources.

1 - Standard 1: Leadership

Administrators (chief academic officers, deans, department chairs) and faculty must personally lead and be involved in creating and sustaining values, business school or program directions, performance expectations, student focus, and a leadership system that promotes performance excellence. These values and expectations must be integrated into the business school's or program's leadership system; and the business school or program must continuously learn, improve, and address its societal responsibilities and community involvement.

Use the criteria on the following pages to document the extent to which the business school or program meets the standard for Leadership. Justify any omissions.

For each criterion on the pages that follow, list key things administrators and faculty do (or have recently done) that prove compliance.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Michael Zalot

Institution Response

Cedar Crest College's leadership is deeply committed to our organizational success. Final authority rests with the Board of Trustees for most college-level decisions, and the Board is actively involved in campus events and maintains a key presence. Our President serves as the day-to-day face of campus leadership and outreach. Our Provost is our Chief Academic Officer, and has final responsibility for academic processes campus-wide. For most of Academic Year 2018-2019, the Associate Provost of SAGE (School of Adult and Graduate Education) led key initiatives to develop new programs, particularly in the online modality. Our values as a campus reflect a more than 150 year history of empowering women in the workplace, and our expanded mission into the twenty-first century fosters valuing diversity and inclusion as cornerstones of our continued institutional success.

Within our Department, our Department Chair leads to create the department mission, vision, and values and set direction of our programs. Our MBA Director has defined values and objectives for the graduate program. Some of the value communication happens through official documents such as our departmental handbooks and website, but some of it also happens in our continued conversations at department meetings or even casual conversations—we all believe in student care, success, and academic integrity. Academic integrity is strongly tied to a personal sense of integrity and ethics—we seek to instill both of these in our students. Community involvement is a required part of our ethics course for traditional students—there is a required community service project.

All interactions with students, other departments, and our part-time faculty are seen through the lens of helping students succeed in their career paths. To create successful graduates, we must keep current with local industry needs, and that is part of the function of our Departmental Advisory Board. We must also review student feedback and be sure that student needs are addressed in courses or workshops. Finally, we must look to overall changes in industry—both in the job market, and by monitoring trends in business education—to be sure that we are providing the most up-to-date information possible. Continuous learning—through faculty development, program evaluation, and monitoring industry trends—is a key to our success as a department.

Sources

There are no sources.

1.1 - Criterion 1.1

For each criterion, list key things administrators and faculty do (or have recently done) that prove compliance.

Criterion 1.1 - 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.

State key actions of the leader of the business unit that promote compliance.

Criterion 1.1.a. - Administrators and faculty must set, communicate, and deploy business school or program values and performance expectations.

State key actions of administrators and faculty pertinent to this criterion.

Criterion 1.1.b. - Administrators and 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.

List the key performance measures regularly reviewed by your administrators and faculty, specifying who uses which measures and for what purposes.

Criterion 1.1.c. - The business school or program must have processes in place for evaluating the performance of both administrators and faculty.

Explain how the performances of administrators and faculty are evaluated.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Michael Zalot

Institution Response

1.1

The Department Chair is involved with continuous improvement through Cedar Crest College's Periodic Program Review (PPR) and Annual Assessment Report (AAR) programs driven by the Provost's Office. As will be described in 1.1.b, these assessments review performance on a wide range of activities to assure academic quality, program appropriateness, unit performance, and mission fit for the College. At an operational level, the Department Chair oversees annual faculty performance reviews for full-time faculty, and course observation and coaching for part-time faculty. The Department Chair also sends out periodic communications, particularly prior to the start of the semester, setting expectations and assuring that the communication channel is open. The Department Chair is the most frequent point of contact for ACBSP, having consistently attended the annual conference, and hosting the Fall 2019 Region 2 ACBSP conference on our campus. The Department Chair sets the expectations and timing for the current ACBSP reaffirmation in conjunction with the Provost; the MBA Director is the reaffirmation Champion.

1.1.a

The Department Chair ultimately has scope to control the Department mission and values statements, as well as determining appropriate program outcomes. The Annual Assessment Report (AAR) specifically looks each year at the mission and values of the Department, and looks for alignment with Cedar Crest College's overall values and mission. Each program's mission statement typically appears in the relevant college catalog. The department also provides graduate and undergraduate handbooks for student use, explaining the Business Department's values. Further, faculty use syllabi to enhance key values such as academic integrity and professionalism, which are part of our syllabus template. The handbooks also outline performance expectations for students in the department. By providing this information to students directly and repeatedly, administrators and faculty reinforce our values.

1.1.b

As mentioned above, Cedar Crest's Annual Assessment Report (AAR) and Periodic Program Review (PPR) processes examine the department's processes and capabilities; these are driven through the Provost's Office. The Annual Assessment Report (AAR) examines program mission and vision for fit with the overall College mission, as well as reviewing Student Learning Outcomes (SLOs) for support of the mission. Student Learning Outcomes are individually mapped to courses offered in the department. The Periodic Program Review (PPR) is much more comprehensive; in addition to the above data, it reviews, approximately every five years:

- All Syllabi
- All Rubrics
- All Handbooks
- Time to Graduation
- Faculty Qualifications and Service
- Student Trends
- Grading Data
- Resource Recommendations
- Student Support
- Student Satisfaction including Exit Data

1.1.c

The Department Chair completes an annual self-evaluation and submits it directly to the Provost, who then reviews it and provides written feedback and a performance review meeting. The Department Chair also receives written annual evaluations from individual faculty.

Individual full-time Faculty complete annual self-evaluations and submit them to the Department Chair; who reviews, provides feedback, and submits to the Provost. This includes the MBA Director role. The Provost also provides written feedback. The Provost and Department Chair review the self-evaluation with the Faculty member, and the written evaluation is kept as part of the Faculty member's permanent file at the Provost's Office. Faculty members on tenure track would have a extensive third-year review and meeting to assess progress toward tenure, however, we currently have no non-tenured tenure-track faculty in the department. Any tenured faculty would submit their annual self-evaluation directly to the Provost, bypassing the Department Chair. Please see pages 27-28 in Book III of the Faculty Handbook for a detailed explanation of these processes, including timelines for completion.

Individual part-time Faculty's performance is reviewed by annual peer review by full-time faculty, including a classroom and online (if applicable) observation, and a meeting with the part-time faculty member to discuss positive performance as well as any learning opportunities or potential opportunities for performance improvement.

The Departmental Administrator is subject to annual performance review by the Department Chair. As the current position is structured as a shared resource between the Business Department and Mathematics Department, both Department Chairs contribute to the performance review.

Sources

There are no sources.

1.2 - Criterion 1.2

For each criterion, list key things administrators and faculty do (or have recently done) that prove compliance.

Criterion 1.2 - Social Responsibility

Criterion 1.2.a. Administrators and faculty must create an environment that fosters and requires legal and ethical behavior.

State key actions by administrators and faculty pertinent to this criterion.

Criterion 1.2.b. - The business school or program should address the impacts on society of its program offerings, services, and operations.

Explain how societal impacts are addressed and measured.

Criterion 1.2.c. - The business school or program should ensure ethical business and academic practices in all student and stakeholder transactions and interactions.

Explain how ethical business practices are ensured.

Explain how ethical academic practices are ensured.

Criterion 1.2.d. - The business school or program should have processes in place for monitoring regulatory and legal compliance.

Explain how regulatory and legal compliance are ensured.

Note: Many examples of tables are provided throughout the criteria to help organize data and information.
The tables, which are found under the Evidence File tab (ACBSP documents folder) above, are examples that may be modified to fit the institution's needs.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Michael Zalot

Institution Response

1.2.a

Some key actions by administrators and faculty that foster legal and ethical behavior:

- Clear authority for FERPA Compliance at the College level
- Clear authority for Title IX Issues at the College level
- Additional staff position for Diversity and Inclusion at the College level
- Access to legal council by Board of Trustees
- Required ethics course in department
- Required service project in ethics course for traditional students
- College Honor Code in course catalog

- References to Honor Code suggested in all syllabi
- Penalties for academic misconduct, including potential expulsion
- Process in place for filing academic misconduct reports
- Process in place for reviewing academic misconduct cases
- Faculty emphasis on legal compliance in coursework

Faculty ethical behavior and process for addressing concerns is outlined in Book Five of the Faculty handbook, on page 4: "The College emphasizes its commitment to the highest legal and ethical standards in all aspects of its business dealings. The Office of Human Resources will continue to advise and assist in the identification, examination and appropriate reporting of any incidents or practices that may be determined to be inconsistent with the College's mission and values by providing direction and advice on matters affecting compliance with the College's Business Conduct Policy, investigating violations of College policies and assisting in incorporating College policies into internal training and communications sessions. The Office of Human Resources is available to offer support and guidance regarding any questions or concerns an employee may have about this or any other College policy outlined in the Employee Handbook" Similar language is presented on p. 13 of the Staff handbook. Adjunct faculty are presented with an Adjunct faculty handbook that references the core Faculty Handbook set with regard to ethical concerns.

In addition, EthicsPoint, an outside vendor, is available to handle ethical complaints that cannot be resolved through the normal processes. Their website is: https://secure.ethicspoint.com/domain/media/en/gui/24519/index.html

1.2.b

Our largest societal impact is that we are a traditional women's college. We have advocated for women for more than 150 years, believing in equal educational and work opportunities, and we still offer a safe, welcoming environment. In the current political climate, the importance of schools focused on female learners cannot be overstated. Women need to feel comfortable within their academic environment, to build self-confidence and a professional skill set to help them succeed at the highest levels in their chosen careers. For the Business Department, this means encouraging future female business leaders and providing examples of successful female executives and entrepreneurs. We are partnered with Admissions in fostering the new Women's Business Leadership Club, a student-run organization that has a presence in our Department. Likewise, leadership and technical expertise are developed through our other organizations, including the Accounting Club and Society of Human Resource Management (SHRM), which provide ideas and examples of how to succeed to students of all genders and gender identities. Within the Lehigh Valley, we are unique in offering programs that specifically build leaders, and are primarily targeted to women.

As a liberal arts institution of higher education, our goals are to produce well-rounded citizens, capable of critical thinking, flexibility, dedication, communication, and a sense of context. While we do rely on external departments to provide some of the liberal arts curriculum, students in our department take math (BUA 219), speech and writing (BUA 204), ethics (BUA 281 or 282), technology (BUA 260), and social science (ECO 101 and 102). Business students must be flexible due to the evolving nature of business in society, and by preparing them for business within the context of liberal arts, we are already assuring that they are well-rounded in addition to having managerial and technical skills within the field of business. Traditional students are required to give back service time to their local community as part of a course grade, and full-time faculty are assessed in part of service provided, which can include community service. The College maintains a community liaison specifically to identify opportunities for community involvement and regularly communicates these to the faculty.

1.2.c

Ethical Business Processes: All students are required to take a course in professional ethics. For traditional undergraduate day students, this means that they will undertake a one-credit service project to support the community. While the exact nature of the project is decided by the student and the instructor, the process of having to give back to the community as part of a core educational experience is designed to instill a sense of civic responsibility as part of an ethical core. Non-traditional students do not complete the service project, since they may be working full-time as adult learners; however, they are still required to take the professional ethics course. We instill a sense of legal compliance in every relevant area: for instance, preventing collusion in microeconomics in our discussion of oligopoly structures.

Ethical Academic Processes: All Cedar Crest students are required to adhere to the Cedar Crest Honor Code, which is presented in the academic catalogs, and referenced in each course syllabus. Students who act unethically are sanctioned by faculty, which can include assignment failure, course failure, or even recommendation for expulsion. Our process is that the faculty member files a Report of Academic Misconduct officially for each instance of plagiarism, copying, or other academic dishonesty; these are reviewed by the Provost's Office in assessing whether there is a repeated issue that needs to be addressed with the student. Faculty are free to assign a zero for the assignment or a failing grade for the course.

1.2.d

Our Registrar doubles as our FERPA (Family Educational Rights and Privacy Act; a key legislative work that strongly impacts processes in higher education) administrator; she is tasked with maintaining knowledge of compliance processes and procedures, and sharing policies and procedures regarding protecting student information, as well as any best practices or updates regarding appropriate handling of student information. She regularly offers training on the topic and handles any complaints or issues regarding FERPA compliance.

Our Title IX Coordinator is our HR Representative, likewise, she maintains responsibility for handling discrimination issues and providing any new developments or procedures to faculty. Our Diversity and Inclusion Coordinator is specifically tasked with handling any bias complaints, as well as keeping current with the latest developments in this field. All full-time Cedar Crest faculty must complete four separate workshops on Diversity and Inclusion within two years of being hired.

Per the CFO, the Board of Directors retains external general legal council to advise on any emergent issues that affect the College overall, or to assist with specific cases.

Sources

- 2018-19_Adjunct_Faculty_Handbook
- BOOK_FIVE_2016
- BOOK_FIVE_2016 (page number 4)

2 - Standard 2: Strategic Planning

The business school or program must have a process for setting strategic directions to better address key student and program performance requirements. The strategy development process should lead to an action plan for deploying and aligning key plan performance requirements. It should also create an environment that encourages and recognizes innovation and creativity.

Document the extent to which the business school or program meets the standard for Strategic Planning in Criterion 2.1 and 2.2. Justify any omissions.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Michael Zalot

Institution Response

Cedar Crest College's strategic direction is set by the overall leadership, including the Board of Trustees, the President, and the Provost, and that overall strategic direction informs any strategic choices made at the department level. Our strategic choices exist within our organizational context as a small, independent liberal arts college dedicated to women within a local consortium of colleges, LVAIC (Lehigh Valley Association of Independent Colleges, which also includes Lafayette, Lehigh, DeSales, Moravian, Muhlenberg)—and with additional competition from PASSHE schools (Pennsylvania State System of Higher Education, which includes local colleges Kutztown and East Stroudsberg), Penn State, which maintains a Lehigh Valley campus, as well as emerging and existing online competitors. As a smaller school, we seek to maintain our niche position, while facing declining enrollments—and as a result, have expanded our student population through international agreements. This is in keeping with Cedar Crest's mission of providing access to quality education to populations that may not otherwise be served. Cedar Crest's current strategic plan, entitled "The Aspiration of Others", is attached below.

Within this context, the Business Department is one of the largest departments on campus, second only to Nursing—and we serve not only traditional students, but also international students. We have the support of campus offices and work closely with International Student Services, for example, to keep current with any issues relating to coursework constraints and approaches for working with our international students. Major personnel changes in the last two academic years have made rebuilding our full-time faculty our key priority. Only one full-time faculty member remains in Academic Year 2018-2019 from the previous year, and we have made three new hires this academic year to replace retirements and separations. And we are still working through another search process to identify one more full-time faculty member—fully restaffing is still a key priority. From there, our second area of strategy was to be sure that our curriculum structure meets the needs of our student populations, including reviewing prerequisites to ensure that our sequencing is optimized. Despite these challenges, we have identified key opportunities for new strategic implementations, including moving toward a School of Business model by expanding our graduate offerings, including considering offering a new modular graduate program. While this remains a work in progress, it is a significant initiative that requires thought and care in execution, and thus is appropriately a multi-year development project. Thus, we are confident that we meet the requirements of Standard 2, as we have a strategic planning process, and existing strategic items that we have identified and made progress toward achieving through deployment in Academic Year 2018-2019.

Sources

- CCCStrategicPlan_Spreads

2.1 - Criterion 2.1

Use the following criteria to document the extent to which the business school or program meets the standard for Strategic Planning. Justify any omissions.

Criterion 2.1 - The business unit must have a formal process by which its strategic direction is determined, its action plans are formulated and deployed, and innovation and creativity are encouraged.

Describe your formal process for strategic planning.

Criterion 2.1.a. - The faculty and staff members of the business unit should have significant input into the strategic planning process.

Explain how faculty and staff members participate and/or have a voice in the strategic planning process.

Criterion 2.1.b. - The strategic plan should identify the business school's or program's key strategic objectives and the timetable for the current planning period.

Present your current strategic plan as a source document, and summarize it by using a table such as Figure 2.1 found under the Evidence File tab (ACBSP Documents folder) above.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Christine Lombardo-Zaun

Institution Response

2.1

- Cedar Crest's Department of Business, Management, and Economics determines its strategy at the Department level.
- Strategic meetings are convened by the Chair or Acting Chair, and may include college leadership (President, Provost, Associate Provost), departmental leadership (The Chair, MBA Director), or be open to the entire full-time faculty.
- Any strategic plans developed at a strategic meeting will be presented to the full-time departmental faculty for review and input, including generation of new ideas.
- The Department provides input and modifications,and approves the strategic plan.

2.1.a

All strategic plans are reviewed at the Department level via a Department Meeting, and are open to full-time Faculty input.

2.1.b

Please see Excel Spreadsheet in Evidence File.

Sources

There are no sources.

2.2 - Criterion 2.2

Use the following criteria to document the extent to which the business school or program meets the standard for Strategic Planning. Justify any omissions.

Criterion 2.2 - **Strategy Deployment**

Criterion 2.2.a. - Strategic action plans should address both short- and long-term objectives as in Figure 2.2 found under the Evidence File tab (ACBSP Documents folder) above.

Summarize your short- and long-term action plans and objectives.

Note: If you develop your key human resource plans as part of your business school or program's short- and long-term strategic objectives and action plans, please list "HR Plans (See Standard 5)" here, but describe those plans under Standard 5.

Criterion 2.2.b. -The business unit shall have established performance measures for tracking progress relative to strategic action plans.

Identify the performance measure(s) pertaining to each action item in your strategic plan. See Figure 2.3 found under the Evidence File tab above.

Criterion 2.2.c. - The leadership of the business unit should communicate strategic objectives, action plans, and measurements to all faculty, staff, and stakeholders, as appropriate.

Show evidence of how strategic objectives, action plans, and measurements are communicated to all faculty, staff, and stakeholders.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Michael Zalot

Institution Response

2.2.a

Please Refer to the Excel Spreadsheet Found in the Evidence File

2.2.b

Please Refer to the Excel Spreadsheet Found in the Evidence File

2.2.c

Strategic Objectives are communicated to the Faculty via weekly Department Meetings, and to the Industry Advisory Board via Advisory Board Meetings. Strategic objectives are conveyed to part-time faculty through email updates, which occur at least once per semester from the Department Chair.

Sources

There are no sources.

3 - Standard 3: Student and Stakeholder Focus

A business school or program must have a systematic procedure to determine requirements and expectations of current and future students and stakeholders, including how the business school or program enhances relationships with students and stakeholders and determines their satisfaction. Stakeholders may include parents, employers, alumni, donors, other schools, communities, etc.

Please use the criteria on the following pages to document the extent to which the business school or program meets the standard for Student and Stakeholder Focus. Justify any omissions.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Michael Zalot

Institution Response

The Department of Business has identified multiple student groups and stakeholders, and we demonstrate care for quality outcomes within our department. This requires us to understand the needs of the multiple student populations that we serve, in order to deliver outcomes in line with their needs, some of which may be unarticulated. This requires us to understand stakeholder needs, and build and continue to develop productive professional relationships with those who can enable us to better serve our students. By partnering with the campus community, and in particular other departments such as the Provost, Registrar, Admissions, Development, and Marketing, we can better serve our students and stakeholders, as the Criteria in Standard 3 demonstrate.

Sources

There are no sources.

3.1 - Criterion 3.1

Please use the following criterion to document the extent to which the business school or program meets the standard for Student and Stakeholder Focus. Justify any omissions.

Criterion 3.1 - The business school or program must determine (or target) the student segments its educational programs will address.

State targeted and served student segments.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
David Burke

Institution Response

There are several student populations that study Business at Cedar Crest College. Around 1,600 students from 29 states from Maine to Alaska and 30 countries including Ghana, India, Ukraine, Ecuador, Germany, Peru and South Africa.

We serve a diverse collection of populations, consisting of the following:

1. **Traditional Women's College:** Since its founding in 1867, Cedar Crest College has taken a bold approach to education - creating a college and a curriculum designed for women who want to achieve at the highest levels! Recognizing the multi-dimensional nature of students, Cedar Crest College is dedicated to the education of the next generation of women leaders by preparing the whole student for life in the global community.

2. **School of Adult and Graduate Education**: SAGE students are adults, male or female. They include graduate students as well as adults who have been out of high school for four or more years and are now pursuing a college degree or certificate. We empower adult learners to achieve their goals by meeting the needs of students in Allentown, Bethlehem, the Lehigh Valley, Reading and anywhere online. There are adults who complete undergrad degrees in Business as well as adults enrolled in the Master of Business (MBA) program.

3. **International Students**: Students from several countries are Business majors/minors. There is a large population of undergraduate students from Saudi Arabia.

Sources

There are no sources.

3.2 - Criterion 3.2

Please use the following criterion to document the extent to which the business school or program meets the standard for Student and Stakeholder Focus. Justify any omissions.

Criterion 3.2 - The business unit will have identified its major stakeholders, and found methods to listen and to learn from its stakeholders in order to determine both student and stakeholder requirements and expectations.

List your business unit's major stakeholders other than your students.

Briefly describe how you gather and use relevant information from students and stakeholders.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
David Burke

Institution Response

The stakeholders of the department of Business, Economics, and Management include:

1. Alumnae, specifically students who have graduated from our Business programs
2. Regional Employers--local professionals in both the profit and non-profit sectors
3. Business Department Industry Advisory Board
4. College Administrators such as the Associate Provost, the Provost, and the President
5. Adjunct Professors in the Business Department
6. Full-Time Faculty and Staff

There is on-going communication with Alumnae for numerous purposes. Firstly, the Business department professors and staff care about the well-being of our graduates both academically and professionally. Surveys are sent to Alumnae to collect data, titles, various jobs, salary ranges as well as placement in the overall Business community. Alumnae are oftentimes invited back to campus to guest speak, serve on panels and those grads with master's degrees are invited to teach as future adjuncts.

One of our main goals is for students to graduate and enter the various sub-disciplines of Business. The professors and staff work in tandem with the College Career Center to assist student's with internships, co-ops, and full-time positions, now and in the future. It is the goal of the professors to create numerous pipelines per Business discipline for internships, co-ops and first-time positions. This enables collaboration with the college and the community at large.

The Director of the MBA program, Dr. Michael Zalot, has created and organized a Business Department Advisory board. This consists of numerous industry representatives from the region as well as student leaders on campus. The well qualified team is a bridge between the academic foundation of Business courses and the real-world environment in regional businesses and organizations. The Business professionals offer expertise in what the students will need upon graduation to be successful in future careers as Business leaders.

The professors work in tandem with the Associate Provost, Provost and President to deliver a quality Business education for all students. The Business professors remain relevant regarding pedagogy and the best practices of the various delivery methods such as face to face, hybrid and online deliveries. The President recently attended our weekly Business department and encouraged all faculty and staff to increase the emphasis upon technology in all Business courses.

The full-time Business professors work collaboratively with the various adjuncts employed by the college. Each full-time professor leads, oversees and coordinates a group of professors in their arena of expertise. The full-time professors provide a listening ear, and a heart for training. The adjuncts attend required training events to prepare them to teach effectively inside and outside of the classroom. The full-time professors gain valuable feedback from adjunct faculty members in reference to what is working and what is not working in the classroom. The adjuncts also evaluate the use of textbooks and online resources for classes.

Sources

- CedarCrest_Bac_Grad_Table_Files_MZ_7_15b_19

3.3 - Criterion 3.3

Please use the following criterion to document the extent to which the business school or program meets the standard for Student and Stakeholder Focus. Justify any omissions.

Criterion 3.3 - The business unit will periodically review listening and learning methods to keep them current with educational service needs and directions.

Describe your periodic review processes pertinent to this criterion.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Michael Zalot

Institution Response

Cedar Crest College's Department of Institutional Research administers our student course evaluations, and reviews them in conjunction with the Provost's Office for fit with emerging and ongoing student concerns regarding course delivery. Our business faculty also review the kinds of data collected directly, as every course is evaluated every term, and faculty must include results from the course surveys as part of their annual self-evaluation. In other words, each of us sees the kinds of data collected from the student course evaluations and used as part of our self-development process; this invests is in not only the accuracy of the data collected, but also the methods used in collection. Any initial concerns regarding the process are first addressed with the Department Chair, either individually in a one-on-one meeting or informally at a department meeting. Formal concerns from the Department regarding the course evaluation process would be brought to the Provost by the Department Chair.

As some of our listening processes are managed by other departments, those departments review them for effectiveness. Alumnae relations listening methods are reviewed by our development staff; career services reviews methods used in gathering data from recently placed graduates; admissions reviews listening methods for incoming students and inquiries. Admissions works directly with Marketing on the lead generation process. Because we partner with these other departments, our department provides any necessary feedback directly to the department that collects it, following the same process outlined above for student surveys. Our Industry Advisory Board is a special case in that it is handled directly within our department; minutes from advisory board meetings are reviewed at the department meeting following their collection and distribution to the department. Meeting minutes from Academic Year 2017-2018 are presented, attached here. Any necessary changes to the advisory board process come from the Department Chair--potentially, but not necessarily from suggestions and discussions at department meetings--to the faculty member running the board meetings (currently, the MBA director).

Sources

- AdvisoryBoardMinutes_11_29_18
- GraduateAdvisoryBoard_4_29_19

3.4 - Criterion 3.4

Please use the following criterion to document the extent to which the business school or program meets the standard for Student and Stakeholder Focus. Justify any omissions.

Criterion 3.4 - The business unit will have a process to use the information obtained from students and stakeholders for purposes of planning educational programs, offerings, and services; marketing; process improvements; and the development of other services.

Describe your processes pertinent to this criterion. See Figure 3.1 found under the Evidence File tab (ACBSP Documents folder) above.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Michael Zalot

Institution Response

Cedar Crest has a variety of student and stakeholder listening processes in place, and review the results regularly as noted in Section 3.3 above. As noted, while we do collect some data--course evaluations and Industry Advisory Board feedback--many of the other listening processes function at the institutional level, and feedback is provided to us by other departments monitoring the processes for which they have scope of responsibility. Having dedicated, talent professionals focus on their area of specialization allows for deep understanding of stakeholder needs, and the Business Department benefits as a result. Nevertheless, we also collect information informally within the department from our conversations with students and other stakeholders--an example would be our involvement in local events such as FBLA competitions and LVAIC workshops.

Here are some ways that we use information obtained from students and stakeholders:

- Planning of Educational Programs: New program offerings are designed to meet emergent local needs (information from the Industry Advisory Board) but also to meet the strategic needs of Cedar Crest College (information from the Provost, President, and Board of Trustees). Feedback from Admissions is a key component in understanding our approach to new offerings: Admissions regularly gets inquiries from students seeking specific programs, some of which we may not currently offer. In Academic Year 2018-2019, Admissions helped identify an unfulfilled local need for a Graduate Certificate in Human Resources; this concept will enter the planning stage in the next Academic Year (2019-2020).
- Planning of (Current) Offerings: Our Industry Advisory Board reviews our current offerings regularly; this is one of their core functions. Program descriptions, objectives, and course lists are considered, as well as specific syllabi when there is a need to address a finer level of detail. We also work with the Registrar's Office closely to assure that our course rotations are meeting the needs of our populations; the Registrar tracks and assesses section enrollment, examining SAGE and Traditional sections offered.
- Planning of Services Offered: Services planning is addressed at the College level. Any desired services not currently offered would be addressed through the appropriate department on campus. Students desiring additional tutoring options, for example, would ultimately need to receive those services from our Academic Services department; the same would be true for disability accommodations, as those are offered through Academic Services as well. We would identify and discuss any gaps at the department level, and move them forward with the consent of the Department Chair. Any routine service needs identified within our Department would be forwarded to the appropriate campus committee to be assessed with campus leadership. We have direct relationships with both Information Technology and Library Services; we can request software or books based on student and stakeholder requests directly via those departments.
- Marketing: The Business Department works with the Marketing Department as a campus-internal

partnership. Marketing provides Admissions with outreach to potential leads to generate applicants, but relies on our department for accurate, up-to-date information about our programs. Faculty input is essential in creating marketing materials that truly reflect our programs and coursework, and comments from students may be provided to marketing to as examples of the perception of the quality of our offerings. The creation of a new program, or the significant revision of an existing one would benefit strongly from student and stakeholder feedback, and to the extent that stakeholder comments aid in the marketing process, we provide them.

- Process Improvements: We do provide feedback to other Departments on campus, as we work closely with them. Admissions provides us with a system to track and approve or reject applicants in our graduate program. The system is called ERx, and it is based on the SalesForce.com platform. As the system is new this year, the MBA Director has worked closely with Admissions to troubleshoot and streamline the workflow inside of ERx, including queue management for current applications under review.
- Development of Other Services: The Business Department is part of a larger campus community, and many services are offered at the College level, such as Admissions, Information Technology, Library Resources, etc. However, within the Department, we do offer local workshops, such as the Excel workshop in Spring 2019, and the MBA Saturday Symposium in Fall 2018. Student input directly shapes these workshops, which are offered on demand; the Industry Advisory Board also make recommendations for supplemental offerings.

Sources

There are no sources.

3.5 - Criterion 3.5

Please use the following criterion to document the extent to which the business school or program meets the standard for Student and Stakeholder Focus. Justify any omissions.

Criterion 3.5 - The business unit should have processes to attract and retain students, and to build relationships with desired stakeholders.

Define and describe your processes pertinent to this criterion.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
David Burke

Institution Response

The Department of Business, Management and Economics has a concerted goal to attract and retain students as business majors/minors at Cedar Crest College. There are external and internal methods that are applied to attract and retain students.

External Plan
The Business professors work collaboratively with the undergraduate and graduate admissions teams in creating a strategic plan to attract students to study business at Cedar Crest College. In addition, the professors work collaboratively with the Marketing team to promote our various disciplines of business study across locations.

Our faculty also serve at various events to attract students to study business at Cedar Crest College. For example, professors are engaged and serve at Admission sponsored Open Houses and Scholarship Days to connect with numerous potential future students. Faculty also represented the college at the Future Business Leaders of America state championships in Hershey, PA. It is the goal of the Business professors to individually and as a team create pipelines with regional businesses to attract and retain students at both the undergraduate and graduate levels.

Internal Plan
The professors and staff of the Department connect with students both inside and outside of the classroom. Simplistically stated, our delivery of business content is both academic and practical. Students enjoy the classroom curriculum as professors share a narrative of "real world," Business experiences that season and enhance the learning.

The professors apply the best practices of higher education which impact retention positively. Students are engaged in undergraduate research, internships and co-op programs, and capstone courses which lead to graduation and future careers in business.

Various business-based clubs meet regularly. These clubs not only engage in the various sub-disciplines of business, but students have the opportunity to serve as leaders and network with business professionals in the region. These campus clubs have a direct impact upon retention and student engagement. We have a chapter of the Society of Human Resource Management, Accounting Club, Investment Club, and a chapter of Delta Mu Delta honor society, among others. A Women in Business Club was launched this academic year.

The professors spend ample time building connections with students, advising them both academically and professionally. The professors work in tandem with the Career Center to motivate students to secure internships, co-ops and land their first occupational position upon graduation. In conclusion, there is an external plan and internal plan that leads to attracting and retaining business majors and minors via effective student engagement.

Sources

There are no sources.

3.6 - Criterion 3.6

Please use the following criterion to document the extent to which the business school or program meets the standard for Student and Stakeholder Focus. Justify any omissions.

Criterion 3.6 - The business unit should have a process to seek information, pursue common purposes, and receive complaints from students and stakeholders.

Describe process(es).

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
David Burke

Institution Response

Below are some of the appeal processes afforded to students at Cedar Crest College:

Student Appeals Process Student Due Process – Academic Matters
A student who has a disagreement with a faculty member about an academic matter should first attempt to resolve the matter through discussion with the instructor. If the issue is not resolved satisfactorily between the student and the instructor, the student may elect to contest the decision through the Student Complaints - Appeals Process (see below). If the issue is a dispute of a final grade received in a course, the appeal must be submitted within thirty days of the date that term grades are issued by the Registrar. Student Complaints – Appeal Process: A student who wishes to appeal the decision of an academic matter (academic matters include disputes over grades, allegations of academic misconduct, and program dismissals) or has a specific complaint regarding a non-academic matter should address the issue in writing to the Program Director of the academic program. If the complaint or appeal involves the Program Director, the student should address the issue in writing to the Department Chair. The original complaint or appeal will be kept on file with the Program Director. The Program Director in consultation with the Department Chair and any faculty named in the complaint or appeal or the Department Chair (if the complaint or appeal involves the Program Director) will make a decision on the adjudication of the complaint or appeal to the student in writing within thirty days. This decision will be kept on file with the Program Director. If the student is dissatisfied with the decision of the Program Director or Department Chair, the student has seven days to appeal in writing to the Dean of the School of Adult and Graduate Education. The student should submit all correspondences along with the appeal. The Dean will respond in writing to the student and Program Director within thirty days regarding the Dean's decision of the appeal. The decision of the Dean will be kept on file with the Provost. If the student is not satisfied with the decision of the Dean, the student has seven days to address the issue in writing to the Provost. The Program Director also has the option of appealing the Dean's decision to the Provost. Upon receipt of the appeal and all correspondences, the Provost will consult with the Dean and will have thirty days to respond in writing to the student, Dean, and Program Director regarding the decision of the Provost. The appeal to the Provost and the written response will be kept on file with the Provost. Decisions of the Provost are final.

Allegations of Student Academic Misconduct
Faculty who suspect academic misconduct on the part of a student, should first discuss the issue with the student. If, after discussion with the student, the faculty member believes that academic misconduct occurred the faculty member must report the incident to the Provost's Office in a timely manner using the "Report of Academic Misconduct" and attach relevant evidentiary documentation as appropriate. Contemporaneous with the submission of the report to the Provost's Office, the faculty member must report the incident in writing to the Program Director. This report will be kept with the Program Director. Within fourteen days of receiving the report, the Program Director in consultation with the faculty member issuing the report and the Department Chair will make a written notification to the Provost regarding the extent (if any) of the disciplinary action toward the student. The student will also receive written notification from the Program Director regarding this decision. Both the written notification to the Provost and to the student will be kept with the Program Director. Students disagreeing with the decision of the Program Director

should follow the Student Complaint – Appeals Process.

Sources

There are no sources.

3.7 - Criterion 3.7

Please use the following criterion to document the extent to which the business school or program meets the standard for Student and Stakeholder Focus. Justify any omissions.

Criterion 3.7 - The business unit should have a system to determine student and key stakeholder satisfaction and dissatisfaction.

Describe your system of assessing student and stakeholder satisfaction or dissatisfaction. See Figure 3.2 under the Evidence file tab (ACBSP Documents folder) above.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
David Burke

Institution Response

Evaluation and feedback are essential components to effectively evaluate the strengths and weaknesses of the Business program. As mentioned in other documents in this affirmation report, there are internal and external feedback systems.

1. Course Evaluations by Students: All courses are evaluated via an online portal by students in a given section or course. Even though there are face to face, hybrid and online delivery, the evaluations are completed by students online. The students rate the various aspects of the professors skill set, the delivery, the academics and the course experience. The report is given to the professor's with the ongoing goal of celebrating the strengths and setting goals to eliminating the weaknesses.

2. Adjunct Faculty Evaluations: Each semester, the full time faculty members evaluate all adjunct faculty members. The full time professors contact the adjuncts to inform them when they will be evaluating their class. The full time professors visit their classes and give a written report via a document to the chair of the department.

3. Peer Reviews: Each full time professor also contacts peers from the college to evaluate his/her strengths and weaknesses of teaching instruction in a given class.

4. There is a Business Department Industry Advisory Board, which consists of numerous business professionals who are actively engaged in various profit and non-profit Businesses and Organizations. This team meets and provides ongoing feedback to take the Business department to the next level and beyond.

5. Cedar Crest administers the NSSE (National Survey of Student Engagement). The instrument was last administered in 2017, and results for the Business department are attached in the evidence file for 3.8.

The aforementioned methodologies of feedback depict the formal, strategic plan for feedback and evaluation. Please note that there is informal feedback occurring weekly in the Business department.

Sources

There are no sources.

3.8 - Criterion 3.8

Please use the following criterion to document the extent to which the business school or program meets the standard for Student and Stakeholder Focus. Justify any omissions.

Criterion 3.8 - The business unit should present graphs or tables of assessment results pertinent to this standard.

Attach source documents and summarize assessment results using Figure 3.2 and Figure 3.3 found in the Evidence File tab above (ACBSP Documents folder).

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Michael Zalot

Institution Response

Please see the attached documents. Cedar Crest College administers the NSSE (National Survey of Student Engagement) to seniors and freshmen. The 2017 results are attached for business students. In particular, it's worth noting some of the following numbers:

- 70% of senior business students felt that their institution helped them academically succeed "quite a bit" or "very much"; 100% indicated that the school helped them with academic success.
- Senior student use of learning support services from "some" to "very much" was 92%.
- Senior student focus on a diverse learning environment from "some" to "very much" was 92%.
- Support for social involvement, overall well-being, and campus events was 85% from "some" to "very much" for senior students.

Freshman students responded positively when asked what the institution emphasizes:

- 55% of freshman students felt that the institution "very much" emphasized academic success.
- 45% of freshman students felt that the institution "very much" emphasized learning support; 36% of freshman responding felt that the institution emphasized learning support "quite a bit".
- 55% of freshman students felt that the school emphasized them balancing academic and non-academic responsibilities "quite a bit".

As part of the Periodic Performance Review (PPR) process, Cedar Crest conducts alumni surveys regarding salaries. Please see the spreadsheet attached here.

- 94% of Accounting students were employed or pursuing continuing education.
- 83% of Business graduates were employed or pursuing continuing education.
- 90% of MBA graduates who desired a position or continuing education had achieved it.

Sources

- AlumniSalarySurveyData_2017
- NSSE Survey 2017 Freshman and Seniors

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

Business schools and programs must have an outcomes assessment program with documentation of the results and evidence that the results are being used for the development and improvement of the institution’s academic programs. Each business school or program is responsible for developing its own outcomes assessment program.

ACBSP believes that the learning outcomes of the education process are of paramount importance. Student learning outcomes cover a wide range of skills, knowledge, and attitudes that can be influenced by the educational experience. Therefore, when implementing a student learning outcomes assessment program, careful consideration must be given to the learning outcomes that are most important to the missions of the institution and business school or program and the level of the degree awarded. Accordingly, a business school or program must have established a learning outcomes assessment program to indicate the effectiveness of the process, as well as new directions it might take.

The diversity of educational institutions, coupled with other characteristics unique to a given college or university, suggests that learning outcomes assessments may be conducted differently at each school. While the emphases may vary, the learning outcomes assessment plan implemented must approximate the learning outcomes assessment standard herein described.

Use the Standard 4 criteria on the following pages to document the extent to which the business school or program meets the standard for Measurement and Analysis of Student Learning and Performance. Justify any omissions.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Michael Zalot

Institution Response

Cedar Crest's Business Department regularly assesses student outcomes for our programs, using both internal data from our courses, and external data from vendor exams that can be benchmarked against peer institutions. All of our degree and certificate programs include student learning outcomes, and these are regularly assessed in key courses as part of Cedar Crest's internal institutional assessment process, including the Periodic Performance Review (PPR; every 5 years) and Annual Academic Report (AAR, typically annually save for PPR years). Though means of this process, the Provost's Office engages with each program across campus, and external raters from other departments are leveraged to assess how well each program is meeting its stated goals. As indicated in our departmental overview, this has been a time of transition for us, with 100% departmental leadership and administrative staff turnover and 85% faculty turnover between Academic Year 2017-2018 and 2018-2019.

Yet even in this time of change, we have continued to make improvements, collect data, and focus on our student outcomes. We have implemented a new exit testing system to more precisely identify potential areas for improvement at both the graduate and undergraduate levels. We have modified our prerequisite structure to better allow students to meet their goals in progressing through the program. And we have hired new faculty with expertise to replace departing members in Accounting and Economics, and to broaden our skill sets in Information Systems and Human Resources.

Sources

There are no sources.

4.1 - Criterion 4.1

Use the following criterion to document the extent to which the business school or program meets the standard for Measurement and Analysis of Student Learning and Performance. Justify any omissions.

Criterion 4.1 - The business unit shall have a learning outcomes assessment program.

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

   Note: Include learning objectives for each program. For example, for students completing the CPC courses and then 12 or more required credit hours in accounting, international business, or human resources, there must be measurable learning outcomes for the accounting, international business, and human resources programs.

b. Describe your learning outcomes assessment process for each program.
c. Identify internal learning outcomes assessment information and data you gather and analyze. See Figure 4.1 under the Evidence File tab (ACBSP Documents folder) above.
d. Identify external learning outcomes assessment information and data you gather and analyze. See Figure 4.1 under the Evidence File tab (ACBSP Documents folder) above.
e. Identify formative and summative learning outcome assessment information and data you gather and analyze. See Figure 4.1 under the Evidence File tab (ACBSP Documents folder) above.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Michael Zalot

Institution Response

a.

DEGREE: MASTER OF BUSINESS ADMINISTRATION--PROGRAM OBJECTIVES

As found in the 2018-2019 Graduate Catalog, page 51:

- Evaluate principles and strategies for ethical leadership and legal compliance within organizations.
- Integrate and apply expert use of marketing, financial, operating and strategic management techniques that include research based analytical and statistical methodologies
- Demonstrate proficiency in accounting concepts, procedures and applications which impact organizational stakeholders and strategic decision-makers.
- Investigate marketing approaches to understand markets (locally and globally) competitors, portfolios of products and analytic technologies.
- Understand the basis for economic theory and financial decision-making and use theoretical tools and practical experience to examine relationships among organizations.
- Explore and examine models of change and the implication of emerging technologies in organizations.

- Examine effective team-building and intercultural communication strategies to build and sustain productive work environments.

DEGREE: BACHELOR OF SCIENCE, ACCOUNTING--PROGRAM OBJECTIVES

As found in the 2018-2019 Undergraduate Catalog, page 135.

- Describe the fundamental functions of an organization's accounting system and the objectives of the users of financial reports.
- Prepare a set of complete financial statements and analyze the relationships of these statements.
- Consider the role of ethical behavior in financial reporting, accounting decisions and auditing, and evaluate the financial implications of business decision making.
- Design a budget based on forecasted sales and prepare the related forecasted financial statements.
- Apply relevant tax accounting concepts as applicable to personal and business tax returns.
- Analyze various attest functions and assurance services performed by independent accountants.

MINOR IN ACCOUNTING (18 CREDITS)--PROGRAM OBJECTIVES

Separate program objectives were not created or published for this minor in 2018-2019, nor do they exist in catalogs going back to 2009. As a result of this accreditation process, the following department-internal program objectives were created:

- Describe the fundamental functions of an organization's accounting system and the objectives of the users of financial reports.
- Prepare a set of complete financial statements and analyze the relationships of these statements.
- Design a budget based on forecasted sales and prepare the related forecasted financial statements.
- Analyze short-term and long-term assets and liabilities, with strategic implications for cash flow.

DEGREE: BACHELOR OF SCIENCE, BUSINESS ADMINISTRATION--PROGRAM OBJECTIVES

As found on page 141 of the 2018-2019 undergraduate catalog:

- Describe, explain, and apply fundamental concepts and relationships underlying accounting, economics, finance, management, marketing, and management information systems.
- Students will learn to effectively communicate in the context of business (oral and written communication)
- Students will learn to collaborate in a business environment and function effectively as team members
- Students will learn to use data to engage in critical thinking and effective decision-making in a business applying information technology appropriately
- Students will learn to act ethically in businesses and apply a global lens which values cultural diversity
- Students will demonstrate proficiency in core functional areas of business including accounting, economics/finance, marketing, management, planning & strategy.
- Students will learn to apply best practices of business administration in discipline specific functional areas of business.

CONCENTRATION IN ECONOMICS (12 CREDITS)--PROGRAM OBJECTIVES

Objectives for the program are presented in the Program Description on page 144 of the undergraduate catalog:

- Studying markets, cultures, and governments from the perspective of economics grounded in liberal arts and social science is a powerful complement to a student's degree in all disciplines.
- Educational background in theory and application of economic principles provides entry to positions in business, non-government organizations, public policy, and social advocacy.
- Students with economics backgrounds, for example, are found on Wall Street, in Washington D.C., and throughout all the state capitals.
- The Cedar Crest College minor provides an introduction to consumer and producer theory plus closer examination of advanced topics such as labor, financial markets, and economic geography.

CONCENTRATION OR CERTIFICATE IN HEALTH CARE MANAGEMENT (12 CREDITS)--PROGRAM OBJECTIVES

Objectives for the program are presented in the Program Description on page 146 of the undergraduate catalog:

- Apply important skills of organizational management and marketing to the health care industry
- Describe and work in teams to solve administrative or leadership problems that involve health care providers or suppliers
- Contribute to the development of operating and capital budgets that affect health care services
- Interpret and explain processes and procedures that govern reimbursement, revenue cycle and cost containment in health services organizations

CONCENTRATION OR CERTIFICATE IN HUMAN RESOURCES (12 CREDITS)--PROGRAM OBJECTIVES

As found on page 147 of the 2018-2019 undergraduate catalog:

- Evaluate market, legal and social conditions that may affect the organization
- Demonstrate a working knowledge of how employee compensation and benefits influence an organization
- Understand how management decisions affect the recruitment, selection, and retention of employees
- Interpret and describe individual and group behavior characteristics as they affect organizations
- Execute various practices and procedures associated with human resource management
- Make use of political, legal, and economic tools to help make decisions within the field of human resource management

CONCENTRATION IN MANAGEMENT (12 CREDITS)--PROGRAM OBJECTIVES

Separate program objectives were not created or published for this concentration in 2018-2019, nor do they exist in catalogs going back to 2009. As a result of this accreditation process, the following department-internal program objectives were created:

- Students acquire and leverage best practices in varied areas of operational management, such as the management of products, sales, organizations, strategy, and/or employees.
- Students gain an understanding of the relationship management techniques in working across a variety of

stakeholder concerns.
- Students develop their individual skill sets in a variety of management topics in their chosen area of interest.

CONCENTRATION IN MARKETING (12 CREDITS)--PROGRAM OBJECTIVES

Separate program objectives were not created or published for this concentration in 2018-2019, nor do they exist in catalogs going back to 2009. As a result of this accreditation process, the following department-internal program objectives were created, based on the marketing minor:

- Students gain an understanding of marketing as the science and practice of creating personal or mass relationships that influence people and organizations to change or maintain certain behaviors, including purchasing.
- Students leverage a broad base of knowledge of the human and organizational experience, critical thinking skills, decision making skills, and the ability to interact with others on a meaningful and ethical level.
- Students explore career opportunities for marketers in all types of business and non-profit organizations.

MINOR IN BUSINESS ADMINISTRATION (18 CREDITS)--PROGRAM OBJECTIVES

Separate program objectives were not created or published for this minor in 2018-2019, nor do they exist in catalogs going back to 2009. The following department-internal objectives were created as a result of this assessment process, including formative assessment points, to be used going forward:

- Students will be able to describe the fundamental functions of an organization's accounting system and the objectives of the users of financial reports.
- Students will learn to effectively communicate in the context of business (oral and written communication).
- Students will receive an introduction to economic principles, theories, and applications, focused on either consumer and producer theory or macroeconomic theory.
- Students will gain an understanding of marketing as the science and practice of creating personal or mass relationships that influence people and organizations to change or maintain certain behaviors, including purchasing.
- Students will gain an understanding of core functional areas of business such as accounting, economics/finance, marketing, management, planning & strategy.
- Students will learn to apply best practices of business administration in discipline specific functional areas of business.

MINOR IN ECONOMICS (18 CREDITS)--PROGRAM OBJECTIVES

Objectives for the program are presented in the Program Description on page 144 of the undergraduate catalog:

- Studying markets, cultures, and governments from the perspective of economics grounded in liberal arts and social science is a powerful complement to a student’s degree in all disciplines.
- Educational background in theory and application of economic principles provides entry to positions in business, non-government organizations, public policy, and social advocacy.
- Students with economics backgrounds, for example, are found on Wall Street, in Washington D.C., and throughout all the state capitals.
- The Cedar Crest College minor provides an introduction to consumer and producer theory plus closer examination of advanced topics such as labor, financial markets, and economic geography.

MINOR IN MARKETING (18 CREDITS)--PROGRAM OBJECTIVES

Objectives for the program are presented in the Program Description on page 145 of the undergraduate catalog:

- Marketing is the science and practice of creating personal or mass relationships that influence people and organizations to change or maintain certain behaviors.
- This program requires students have a broad base of knowledge of the human and organizational experience, critical thinking skills, decision making skills, and the ability to interact with others on a meaningful and ethical level.
- Students with marketing backgrounds find career opportunities in all types of business and social benefit organizations.

UNDERGRADUATE CERTIFICATE IN LEADERSHIP (12 CREDITS)--PROGRAM OBJECTIVES

As found on page 148 of the 2018-2019 undergraduate catalog:

- Master crucial skills in developing and communicating a vision
- Demonstrate working well with high performance teams
- Improve communication style, and build key relationships

POST-BACHELOR'S CPA PREPARATION CERTIFICATE (36 CREDITS)

Objectives for the program are presented in the Program Description on page 137 of the undergraduate catalog:

- According to the Pennsylvania State Board of Accountancy, a person who is interested in sitting for the CPA exam must have a baccalaureate or master’s degree and have completed at least a total of 36 semester credits in accounting and auditing, business law, finance or tax subjects. This specialized certificate is for those individuals who possess a bachelor’s degree in a field other than accounting.
- By completing the 36-credit certificate, students will be able to meet the educational requirements mandated by the State Board of Accountancy and will be qualified to sit for the CPA exam, as well as gain exposure to all areas of examination testing.
- When combined with a previously earned Baccalaureate degree, this program will fulfill the 150 semester hour requirement required by the American Institute of Certified Public Accountants, and by Pennsylvania and most states in the nation.

b.

For each program, internal learning outcomes assessment data is gathered by the course instructor at the end of the class. . At the undergraduate level, formative assessment data is typically at the discretion of the instructor, in order to give him or her academic freedom in constructing the course interaction and projects, however, some key assignments have been identified. At the graduate level, written portfolio project assignments are assessed for each SLO. Summative assessment data is assigned to a particular project, or in the case of accounting, a final exam for consistency of results. As noted above, objectives had to be defined for programs as a part of this assessment process, and therefore data will be collected going forward in accordance with the plans detailed here in the evidence file as well as in the Evidence File.

c.

External Learning Outcomes Data is provided by external vendors. For academic years 2016-2017 and 2017-2018, external data was provided by ETS by students completing the Major Field Test at both the undergraduate and graduate levels. Starting with Academic Year 2018-2019, students now take benchmarking exams from Peregrine Systems instead. The Department Chair felt that Peregrine's reporting was much more detailed and offered more benchmarking data points after seeing the system as part of an ACBSP Access Accreditation Workshop taken in Fall 2018 in preparation for our reaffirmation.

d.

As an institution, Cedar Crest College requires all programs to complete an Periodic Program Review (PPR) approximately every five years, and an Annual Academic Report (AAR) in years when a PPR is not submitted. The PPR process involves reviewing all objectives for each degree program (MBA, BS Accounting, BS Business Administration). The AAR Process has typically focused on continuous improvement of 1-2 SLOs per year. However, due to leadership and personnel changes within the department, no AARs were submitted for Academic Years 2015-2016 and 2016-2017. Academic Year 2018-2019 is a PPR year; the last PPR was 2014-2015, and the last AAR was 2017-2018.

Sources

There are no sources.

4.2 - Criterion 4.2

Use the following criterion to document the extent to which the business school or program meets the standard for Measurement and Analysis of Student Learning and Performance. Justify any omissions.

Criterion 4.2 - To identify trends, the business school or program should report, at a minimum, three successive sets of periodic assessment results.

Use Figure 4.2 found in the Evidence File tab (ACBSP documents folder) above, present tables and graphs, providing three to five consecutive sets of assessment results. Do not use course grades or grade point averages.

Note: You must have learning outcome competencies that are measurable in each core business program as well as competencies in each concentration (12 or more credit hours) associated with the core. As an example, you will have measurable competencies for the MBA program and if the MBA program has a concentration in International Business (12 or more credit hours) and you have an MBA with a concentration in Finance (12 or more credit hours) then you must have a measurable competency in both concentrations as well as the core.

Describe how these assessment results are made systematically available to faculty, administration, students, or other stakeholders, as appropriate.

Note: Ideally, report three to five years of trend data, but at a minimum, ACBSP requires three cycles of learning outcomes measurement data.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Michael Zalot

Institution Response

Please see Figure 4.2 in the Evidence File.

Results are systematically made available to faculty and administration through the internal PPR/AAR process for internal benchmarking.

Sources

There are no sources.

4.3 - Criterion 4.3

Use the following criterion to document the extent to which the business school or program meets the standard for Measurement and Analysis of Student Learning and Performance. Justify any omissions.

Criterion 4.3 - Assessment plans should be designed to yield comparative information and data both over time and with respect to benchmarks and intended outcomes.

Report your comparative assessment results. **See Figure 4.3** under the Evidence File tab (ACBSP Documents folder) above.

Describe the business schools or program's selection, management, and use of benchmarking (comparing to best practices) or comparison (comparing with other business schools or programs) information and data to improve overall performance.

Note: Results reported could be based upon a variety of assessment methods and should include current and past comparisons as developed in pursuit of Criterion 4.3. The methods used should reflect the school or program's primary improvement objectives and together represent holistic appraisals of students (i.e., appraisals with respect to quantitative skills and communication skills, ethical awareness and global awareness, etc.).

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Michael Zalot

Institution Response

For Academic Year 2016-2017 and 2017-2018, the Business Department used external assessment products provided by Educational Testing Services (ETS), namely, the MFT (Major Field Test) for Business. Students were tested as part of their capstone courses: BUA 351 for undergraduate students, and the former MBA 610 class (replaced in the new curriculum by MBA 650) for graduate students. The test provided a single score for each student and an average for those taking the test at the same time; benchmarking was provided through the test scale.

These results were found to be an insufficient method of assessing our students, and in 2018-2019, the Acting Department Chair finalized the transition of our department's external exit-test assessments to Peregrine systems. This process was under consideration in Academic Year 2017-2018, and was finalized after the Department Chair and MBA Director attended an ACBSP Access Accreditation workshop in Fall of 2018, and the Chair was able to connect with the vendor. Pergrine systems allows for rich data on specific areas where students struggle, allowing us to fine-tune our teaching and curriculum to create targeted outcomes expected in industry. Peregrine's system allows for benchmarking against a variety of potential datasets, including ACBSP Region 2 Schools, Small Liberal Arts Colleges, and schools in our geographic region. As this is our first year with deeper data and benchmarking, we have reviewed these results and have prioritized the following areas for curricular and program improvement: accounting, economics, and information systems at the undergraduate level, and human resource management and accounting at the graduate level.

Internal assessment is managed through our SLOs (Student Learning Objectives) for the program. Assessment takes place in key courses where a particular program objective is tested; results are reported to the Department Chair. As part of the AAR (Academic Assessment Report) process, 1 or 2 SLOs are focused on per year except in years where a PPR (Periodic Performance Review) takes place, as that process takes precedence.

Sources

There are no sources.

4.4 - Criterion 4.4

Use the following criterion to document the extent to which the business school or program meets the standard for Measurement and Analysis of Student Learning and Performance. Justify any omissions.

Criterion 4.4 - The business unit shall make use of the learning outcomes assessment results analyzed in criterion 4.2 to improve its educational processes in the interest of continuously improving student learning outcomes. The business unit must describe specific improvements it has made to is programs based on information obtained from its learning outcomes assessment results for a minimum of three improvement cycles.

To demonstrate compliance with this criterion:

Identify specific program improvements based on what the business unit has learned from analyses of assessment results.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Michael Zalot

Institution Response

Please see Figure 4.2 in the Evidence File.

Specific Actions Taken to Address MFT Score Decline at Undergraduate Level:

- Switched to Peregrine Systems Exit Exam to better able to identify areas of concern in order to address them.
- Specific enhancements made to curriculum include revision of BUA 205 into BUA 260, and then re-launch as BUA 202 in Fall of 2019 to better address Information Systems concepts requirements. Additionally, a new faculty member with a specialization in IT Management was hired (Zalot).
- New Faculty members were hired in both Economics (Baltrusaitiene; Calnon (Adjunct) and Accounting (Krcelich) to replace retiring faculty (Duelfer (Economics) and Balog (Accounting)).

Specific Actions Taken to Enhance and Sustain MFT Score at Graduate Level:

- Switched to Peregrine Systems Exit Exam to better able to identify areas of concern in order to address them.
- A new instructor (Jason Raines) was brought in to teach Accounting in 2019; a new instructor (Zalot) is teaching the course that addresses Human Resources concerns (Organizational Management); additionally, David Burke, who specializes in HR, was brought onto the Program Advisory Board.

Specific Actions to Address Exam Scores in ECO 102 (Assessment Point for SLO 4):

Lead Instructor (Duelfer) Comments:

- Expanded use of worksheets to review material has improved results.
- A number of international students had problems with language and comprehension.
- Work with Academic Services and ESL Specialist to improve results.

Specific Actions to Address Discussion Assignment in BUA 281/282 (Assessment Point for SLO 1):

Lead Instructor (Lombardo-Zaun) Comments:

- "Since the last QA report, I have attempted to create a warm and non-threatening environment where the students can share their opinion or answer a question without having the fear of being wrong. In fact, I encourage students to provide wrong answers as this turns into a great learning opportunity for the entire class. I also have continued to work hard at having a strong personal interest in each of my students and make sure to make time to address them individually to hopefully identify and remove those above noted obstacles."

Specific Actions to Address Mid-Term Grades in ACC 101 (Assessment Point for SLO 5):

Lead Instructor (Balog) Comments:

- "Students need to work more closely with Student Success Center and ESL Specialist." Recommendations were made for students to work more closely with International Student Advising Staff.

Sources

There are no sources.

5 - Standard 5: Faculty and Staff Focus

The ability of a business school or program to fulfill its mission and meet its objectives depends upon the quality, number, and deployment of the faculty and staff. Hence, each institution seeking ACBSP accreditation for its business school or program must:

1) develop and implement policies and plans that ensure an excellent faculty, including a staffing plan that matches faculty credentials and characteristics with program objectives;

2) evaluate the faculty based on defined criteria and objectives;

3) provide opportunities for faculty development to ensure scholarly productivity to support department and individual faculty development plans and program objectives; and

4) foster an atmosphere conducive to superior teaching.

Use the criteria on the following pages to document the extent to which the business school or program meets the standard for Faculty and Staff Focus. Justify any omissions.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Michael Zalot

Institution Response

1. The Business Department recruits professionally and academically qualified faculty to teach our courses, both as full-time and part-time faculty. We look to bring both real-world and academic expertise into the classroom and to serve as partners in delivering an excellent, up-to-date educational experience for our students. Faculty credentials and experience are the primary qualifiers to match an instructor with a course, and instructors are also chosen based on teaching demonstrations that assess knowledge, connectedness, professionalism, and the ability to engage students with any content. We seek to place the most appropriate faculty member available into a course, while continuing to develop our full-time and part-time teaching staff. Assuring faculty development through course variety and available training helps faculty seek--and explain--connections between interrelated areas of business.

2. Full-time faculty are evaluated based on an annual self-assessment and review with the Department Chair and the Provost. This review includes teaching evaluations using a student end-of-course survey, and peer evaluations for classroom visits. Both forms are standard, feature defined criteria and objectives, and are consistently used throughout Cedar Crest College. Part-time faculty use the same end-of-course survey and peer evaluation forms as well.

3. Faculty development funds are available through departmental budget for conferences and personal memberships; additional funds are available through the FDC. Local training options include free seminars from the LVAIC (Lehigh Valley Association of Independent Colleges) Consortium, a first-year faculty mentoring program, and training available through campus offices such as the Diversity and Inclusion Office. Full-time faculty may also take undergraduate courses at Cedar Crest College for free.

4. Our team strives to create a collegial, professional, positive, and productive environment in the Business Department. We support our colleagues while allowing them to leverage and apply their hard-earned industry and academic knowledge of behalf of the students that they serve. Our support processes and development opportunities allow faculty the chance to expand their knowledge further to enhance their outcomes in the classroom.

Sources

There are no sources.

5.1 - Criterion 5.1

Use the following criterion to document the extent to which the business school or program meets the standard for Faculty and Staff Focus. Justify any omissions.

Criterion 5.1 - The business unit will have a Human Resource Plan that supports its Strategic Plan.

a. Summarize and attach under the Evidence File tab above your current human resource (HR) plan.
b. In a brief statement here, explain your HR plan's relationship to your strategic goals.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Michael Zalot

Institution Response

5.1

a. Please see the file in the evidence folder below.

b. The department is currently understaffed according to our Human Resources plan. Part of our Strategic Plan is of necessity to complete staffing so that we can move forward as a department. Three full-time faculty members were added in Academic Year 2018; only one full-time faculty member remained from Academic Year 2017. In Fall 2018, a search was undertaken for Department Chair. That search was unsuccessful for external candidates, so Christine Lombardo-Zaun stepped up to take the position and help move the department forward. The MBA Director position was filled in Fall 2018, as was one of the other Full-Time Faculty positions. A second search was undertaken during Academic Year 2018 for a full-time accounting professor; however, that search led to the hire of Marija Baltrusaitiene, formerly an adjunct, as the economics professor, to replace Chris Duelfer, who had retired. A third search was undertaken to fill the accounting and finance position, which was left vacant by the retirement of Ibi Balog. That position led to the hire of Colleen Krcelich. Finally, two separate searches were conducted for a Departmental Administrator, the second of which led to a successful hire of Terri Kressler.

While the number of full-time line is ultimately decided by the Provost, the HR Plan overall must allow us for adequate staffing levels to deliver our programs to our target populations. Including no cap on hiring adjuncts allows us to backfill any gaps as we are in the process of filling our last full-time faculty line, and providing for support roles allows faculty to be more effective in their core tasks.

Sources

- BusinessDepartment_HR_Plan_2019

5.2 - Criterion 5.2

Use the following criterion to document the extent to which the business school or program meets the standard for Faculty and Staff Focus. Justify any omissions.

Criterion 5.2 - Employment Practices

Criterion 5.2.1 - The business school or program must show how the composition of the full-time and part-time faculty (in terms of their practical experience and academic credentials) matches program objectives. In doing so, you may address:

a. how the composition of your faculty provides for intellectual leadership relative to each program's objectives;
b. how the composition of your faculty provides for required depth and breadth of theory and practical knowledge to meet your student learning outcomes.

Criterion 5.2.2 - In your institution's use of multiple delivery systems and/or your program's use of part-time (adjunct) faculty, your human resource management process must include policies for recruiting, training, observing, evaluating, and developing faculty for these delivery systems.

Explain or describe:

a. how you develop qualified full-time and part-time faculty;
b. how you orient new faculty to the program;
c. how you orient new faculty to assigned course(s);
d. how you provide opportunity for part-time and/or full-time faculty to meet with others teaching the same courses;
e. how you provide guidance and assistance for new faculty in text selection, testing, grading, and teaching methods; and
f. how you provide for course monitoring and evaluation.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Michael Zalot

Institution Response

5.2.1

Currently, the Department of Business has four full-time faculty members and a pool of approximately 24 part-time adjunct faculty. There is a hiring line for a fifth full-time, non-tenure track faculty member. Faculty are hired and assigned based on their ability to deliver appropriate program content to their students within a given area of business. Our full-time faculty have the following specialties:

1. Christine Lombardo-Zaun, JD, MBA (Acting Chair): Business/Employment Law, Leadership, Sales, Management, Business Communications
2. Michael C. Zalot, Ph.D, MBA (MBA Director): Information Systems, Business Communications, Strategic Management
3. David Burke, Ed.D: Human Resource Management, Marketing

4. Marija Baltrusaitiene, MS: Economics, Accounting
5. Vacant Position Under Search: Accounting, Finance

Part-time faculty supplement and complement the skills and experience of full-time faculty; they typically have substantial industry experience in addition to a master's degree. Michael and David were hired in 2018 to fill unstaffed positions due to attrition; they are both doctorally qualified. Both Christine and Michael have experience with program management.

a.

As Department Chair, Christine provides leadership to the Business Administration undergraduate program, not only in the areas in which she specializes, but as overall thought-leader, creating and delivering programmatic values and a culture of care. Michael as MBA Director oversees the graduate program, guiding curriculum and textbook choices to assure targeted quality learning outcomes and creating an environment for student success. David is the thought-leader for our Human Resources certificate in addition to the input he has into the Business Administration major and minor. Marija, hired in Spring 2019 to replace a retiring faculty member (Chris Duelfer), has taken over intellectual leadership for economics and serving as our primary Accounting faculty lead until our vacant full-time faculty position for Accounting and Finance is filled.

b.

Most of our full-time faculty take a broad intellectual approach that cuts across functions and categories. Michael and Christine both have backgrounds in business communication, for example, and emphasize the importance of communication in all classes. Christine has interests in human resources, and Michael also enjoys marketing as well as economics. David has interests ranging from organizational development to marketing, and Marija bridges economics, management, and accounting. We help our students understand that knowledge between the corporate or organizational departmental silos is a necessary skill for the 21st century business leader. Seeing new connections means opportunities for optimization, growth, and efficiency, and a holistic understanding of all of the core areas of business is key to building that platform for innovation.

While we do take a breadth of knowledge as crucial to both undergraduate and graduate education, deep knowledge within a field can be an anchoring point from which to build a vantage. As a practicing attorney, Christine has deep, practical knowledge of the law; Michael has not only theoretical background in Information Systems and Communication, but industry experience in both. David not only completed his dissertation research, but served as an organizer for youth group events. Marija has deep knowledge in Economics as a result of her study and passion for the subject. We all "go deep" in our areas, but think broadly and widely across business and even the humanities as well.

Our adjuncts typically work in the field in which they teach as well, bringing practical, experiential knowledge in addition to the theoretical knowledge gained from their advanced academic study at the graduate level.

5.2.2

a.

Full-time faculty are selected based on having appropriate credentials and experience to start strongly qualified. Each faculty member has a master's degree or higher, as well as one or more specializations and general knowledge across multiple areas of business. Part-time faculty are selected to meet the needs of the department, to round out the skill sets provided by full-time faculty, but the minimum qualifications are a master's degree in an appropriate field and significant relevant work experience--our departmental standards align with ACBSP "professionally qualified" or higher. Recently, we have been hiring more academically qualified (doctorally prepared) candidates; examples include Michael and David in the full-time faculty, and Jason Raines in the part-time faculty. This has been to support our Master's program at the appropriate level of faculty qualifications.

In developing already-qualified faculty, the process must support the needs of the students in our department. The question for individual faculty development from our starting point is what enhancements benefit our students and existing programs directly, or the long-term strategic goals of our department? Often the needs focus around Canvas support but we have provided pedagogy workshops as well as training on MS Excel, available to not only students but part-time faculty members. Full-time faculty were recently training on Academic Advising by staff from multiple departments. Self-development is required for full-time faculty, and continued professional development is expected of part-time faculty, but the department seeks to identify and provide training that will help faculty deliver our programs and promote student success.

b.

New full-time faculty are oriented to the college through a required first-year mentoring program; in addition, faculty leaders within the department work one-on-one with new full-time department faculty in an initial orientation as well as continually through their first year. Training materials for many processes exist online to support new faculty in various processes across the college, for instance, in Academic Advising. Advising materials include guides and videos from the college, the website, describing multiple processes, and departmental checksheets for use in advising and degree audits. Finally, as a collaborative group dedicated to each others' success, our Department seeks through both informal discussion and discussion at weekly Department meetings to identify and address any questions newer faculty may have. New part-time faculty work with the Department Chair (undergraduate), MBA Director (graduate), or another full-time faculty member to get acclimated to the program, our delivery expectations, and our culture.

c.

Faculty teaching a course for the first time are given a copy of the last syllabus that was used, containing the course objectives, course description, textbook selection, and general outline of topics. All course syllabi are stored on the web for ease of access. In addition, discussion regarding the course happens in preparation for the instructor accepting the assignment, if the course is a new preparation. This discussion includes expectations and instructor fit for the course--ultimately the Chair (undergraduate) or MBA Director (graduate) typically review the course with the instructor, however, for some areas of specialization (such as economics), the full-time faculty member responsible for that area may be delegated to further acclimate the new faculty member as the resident subject matter expert.

d.

Part-time faculty who are teaching the same course generally are made aware of opportunities for collaboration by the Department Chair. This may be as simple as an in-person or electronic introduction, but part of the discussion for accepting the assignment typically involves who has taught that particular course already, and who may also be doing so in the current semester. Part-time instructors are made aware in the Chair discussion if a full-time faculty member typically teaches a particular course, so that full-time faculty member may serve as a resource to that adjunct.

e.

Textbooks are typically chosen at the department level for undergraduate courses in order to ensure consistency in quality and undergraduate experience. New part-time instructors are typically asked to use the departmental default textbook when teaching the course for the first time. Ultimately, full-time faculty seek to choose in the long run the books that best meet the needs of the students--we look at price vs. quality, and pros and cons of each textbook. When thinking through the selection, the textbook must be able to meet course and program outcome objectives. These criteria are shared with faculty who seek to use their own book selection, to assure that they are choosing a textbook for the right reasons, and not convenience or familiarity. For the graduate program, individual instructors choose the textbook on an exception basis in conjunction with the MBA Director, focused on the course and program objectives, and this leads to the revision of the standardized course shell.

The Department provides a series of written grading guidelines for what constitutes acceptable grading practice; it is up to individual instructors to adopt and follow these guidelines. Teaching methods are up to the individual instructors, but we have provided adjunct workshops on flipped classroom and pedagogical training on using Canvas LMS as a teaching platform for hybrid courses. Testing methods are at the discretion of the individual instructor, but must fit the goals and objectives of the course, as well as assure academic integrity. For the graduate program, a series of guidelines for delivery expectations is provided to new instructors as part of the initial training and orientation session; this includes teaching methods and best practices for working online. One of our goals for the upcoming year is to create an electronic archive of these teaching workshops, and for the MBA, build an electronic training and orientation shell for new faculty.

f.

Each course is electronically reviewed by students using a course survey; in addition, faculty are subject to annual classroom reviews as part of the peer evaluation process. The survey is generated automatically by the College for each student in each course, and results are reported to both the faculty member and the Department Chair. For the graduate program, these results are shared with the MBA Director to discuss with the individual faculty member. The Department Chair and Provost review these results in the aggregate as part of the Periodic Program Review (PPR) and Annual Assessment Report (AAR) process. In addition, departmental administrators have access to all running Canvas shells for evaluation and quality assurance purposes. Where non-administrative full-time faculty must observe a part-time faculty member as part of a peer review, access to the course is granted on an exception basis for that course only.

Sources

There are no sources.

5.3 - Criterion 5.3

Use the following criterion to document the extent to which the business school or program meets the standard for Faculty and Staff Focus. Justify any omissions.

Criterion 5.3 - Faculty Qualifications, Workload, and Coverage

Criterion 5.3.1 - The composition of faculty must include sufficient academic credentials and business or professional experience to ensure appropriate emphasis on both business theory and practice to meet program objectives.

To demonstrate compliance with Criterion 5.3.1, please:

a. Present your faculty qualifications in a table such as Figure 5.1, found under the Evidence File tab above. *Note 1. In Figure 5.1, Dr. True is considered academically qualified to teach marketing at the undergraduate level because she has taken five graduate-level marketing courses, has ten years as CEO with XYZ Publishing Company, and has successful teaching experience in the field. (See portfolio containing complete transcripts and vita with detailed description of professional experience.)*

b. Provide credit hour production data by faculty member, separating full-time and part-time faculty. See Figure 5.2 found under the Evidence File tab above.
Note (1). In Figure 5.2, Dr. Link also taught a statistics course for the Math Department, but since this is a service course for non-business majors it is not considered a part of the business program and therefore not included in this table.

c. Present your coverage of programs by academically and/or professionally qualified faculty in a table such as Figure 5.3 found under the Evidence File tab above.

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 in the Evidence File.

Directions: Create a sub-folder under Standard Five in the Evidence File called "Faculty Vitae" and upload a copy for all faculty teaching during the self-study academic year.

Note: Faculty who are not a part of the business unit, but teach a course required in the core business curriculum (e.g., Mathematics, Computer Science, Communications, etc.) should not be counted as business faculty because the student credit hours produced by them are not coded as business courses. On the other hand, if a non-business faculty member teaches a required course for the business unit, and the course is coded as a business course (and therefore part of the total business student credit hours), then that faculty member would be counted in this qualifications standard. The rule here is to "count all faculty who teach courses which are under the direct administration of the business unit head and coded as business courses."

Criterion 5.3.2.b - Historically, accredited programs have focused on faculty input as a basis for demonstrating quality. The following levels were considered appropriate:

- At least 80 percent of the undergraduate credit hours in business and 90 percent of the graduate credit hours in business are taught by academically or professionally qualified faculty. (See Glossary of Terms under the HELP tab for definitions of *academically and professionally qualified.*)
- At least 40 percent of the undergraduate credit hours in business and 70 percent of the graduate credit hours in business are taught by academically qualified faculty.
- One hundred percent of the doctorate credit hours in business are taught by academically qualified faculty.

If your faculty qualifications as presented in Figure 5.3 (under the Evidence File tab above in the ACBSP Documents folder) meet these historically acceptable levels, you may consider this section completed, and proceed to Section 5.4.

If your institution does not come within five percent of these historically acceptable faculty-credentialing levels, you must present your rationale for the differences, and provide detailed records of student learning outcomes to demonstrate that your faculty composition supports your mission and program objectives.

The requirements for Academically Qualified and Professionally Qualified faculty are listed below:

Academically Qualified:

To be considered academically qualified a faculty member must successfully complete a minimum of fifteen (15) graduate credit hours in the discipline in which she/he is teaching. In addition, the faculty member must:

1. Hold a doctorate in business with graduate level major, minor, or concentration in the area of teaching responsibility.
2. Hold a doctorate in business with professional certification in the area of teaching responsibility.
3. Hold a doctorate in business with five or more years of professional and management experience directly related to the area of teaching responsibility.
4. Hold a Juris Doctor (JD) and teach business law, legal environment of business or other area with predominantly legal content.
5. Hold an out of field doctorate,
(a) Demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (b) demonstrate scholarly productivity evidenced by publications in the discipline considered as expert work by external colleagues (refereed journals) or papers in the teaching discipline presented at a national meeting.
6. Hold an out of field doctorate,
(a) Demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes and (b) demonstrate successful professional practice evidenced by significant involvement in professional organizations related to the teaching field.
7. Hold an out of field doctorate,
(a) Demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes and (b) demonstrate successful professional practice evidenced by substantial professional or management level practice.
8. Hold an out of field doctorate,
(a) Demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes and (b) demonstrate successful professional practice evidenced by significant consulting activity.
9. Hold an out of field doctorate,
(a) A master’s degree in business with a major, concentration or specialization in the field; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate scholarly productivity evidenced by publications in the discipline considered as expert work by external colleagues (refereed journals) or papers in the teaching discipline presented at a national meeting.
10. Hold an out of field doctorate,
(a) Master’s degree in business with a major, concentration or specialization in the field; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate successful professional practice evidenced by substantial professional or management level practice.
11. Hold an out of field doctorate,
(a) A master’s degree in business with a major, concentration or specialization in the field; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate successful professional practice evidenced by significant involvement in professional organizations related to the teaching field.
12. Hold an out of field doctorate,
(a) A master’s degree in business with a major, concentration or specialization in the field; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c)

demonstrate successful professional practice evidenced by significant consulting activity.

In lieu of successfully completing a minimum of fifteen (15) graduate credit hours in the discipline, a faculty member may satisfy one of the following criteria:

1. Hold a Juris Doctor (JD) and hold a business related master's degree with a specialization in the area of teaching responsibility.
2. Hold a Juris Doctor (JD) and hold professional certification and teach in the area of the certification.
3. Hold a Juris Doctor (JD) and have five (5) or more years of professional and management experience directly related to the area of teaching responsibility.
4. Hold an out of field doctorate,
   (a) Possess professional certification in the area; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate scholarly productivity evidenced by publications in the discipline considered as expert work by external colleagues (refereed journals) or papers in the teaching discipline presented at a national meeting.
5. Hold and out of field doctorate,
   (a) Possess professional certification in the area; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate successful professional practice evidenced by substantial professional or management level practice.
6. Hold an out of field doctorate,
   (a) Possess professional certification in the area; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate successful professional practice evidenced by significant involvement in professional organizations related to the teaching field.
7. Hold an out of field doctorate,
   (a) Possess professional certification in the area; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate successful professional practice evidenced by significant consulting activity.
8. Hold an out of field doctorate,
   (a) Have completed a special post-graduate educational program (AVBSP approved) especially designed to improve the faculty member's knowledge and teaching skills in the area of the assigned teaching responsibilities; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate scholarly productivity evidenced by publications in the discipline considered as expe3rt work by external colleagues (refereed journals) or papers in the teaching discipline presented at a national meeting.
9. Hold an out of field doctorate,
   (a) Have completed a special post-graduate educational program (ACBSP approved) especially designed to improve the faculty member's knowledge and teaching skills in the area of assigned teaching responsibilities; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate successful professional practice evidenced by substantial professional or management level practice.
10. Hold an out of field doctorate,
    (a) Have completed a special post-graduate educational program (ACBSP approved) especially designed to improve the faculty member's knowledge and teaching skills in the area of the assigned teaching responsibilities; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate successful professional practice evidenced by significant involvement professional organizations related to the teaching field.
11. Hold an out of field doctorate,
    (a) Have completed a special post-graduate education program (ACBSP approved) especially designed to improve the faculty member's knowledge and teaching skills in the area of the assigned teaching responsibilities; (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes; and (c) demonstrate successful professional practice evidenced by significant consulting activity.

NOTE: The intent is that for faculty members with out of field doctorates to be academically qualified, they must demonstrate content knowledge, teaching effectiveness, and scholarly productivity or successful professional practice. The credentials committee will review those portfolios of faculty members who meet the general criteria in alternative ways or where the degree of meeting stated criteria is unclear. Credential review is at the request of an individual institution rather than the individual faculty member.

Professionally Qualified:

To be considered professionally qualified a faculty member must:

1. Hold an MBA plus three years relevant work and/or teaching experience to be qualified to teach principle or introductory level business courses only.
2. Be ABD, (All But Dissertation, meaning the individual has completed all course work required for a Ph.D. in business or DBA and passed the general exams, but has not completed a dissertation) with a major, minor or concentration in the area of assigned teaching responsibilities.
3. Hold a master's degree in a business-related field and professional certification (e.g., CPA, CDP, CFM, CMA, PHR., etc.) appropriate to his or her assigned teaching responsibilities.
4. Hold a Master's degree and have extensive and substantial documented successful teaching experience in the area of assigned teaching responsibilities, and demonstrate involvement in meaningful research directly related to the teaching discipline.
5. Hold a master's degree and have five or more years of professional and management experience in work directly related to his or her assigned teaching responsibilities.
6. Hold a master's degree and successfully complete a minimum of fifteen (15) graduate credit hours in the discipline in which she/he is teaching or have completed a special post-graduate training program (ACBSP approved) especially designed to improve the faculty member's knowledge and teaching skills in the area of the assigned teaching responsibilities.

Minimum Qualifications: The minimum qualifications for a faculty member must include a master's degree in a business-related discipline. An institution may make an exception to this minimum requirement only in emergency cases or special situations where the faculty member has unique qualifications that meet a specialized need.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Michael Zalot

Institution Response

5.3.1
a. Please see the table presented in the evidence file.
b. Please see the table presented in the evidence file.
c. Please see the table presented in the evidence file.

5.3.2
a. Please see the resumes presented in the evidence file.
b. Our percentage of professionally qualified faculty remains strong, and our percentage of academically qualified faculty has improved to bring us within the acceptable range for the standard.

Sources

There are no sources.

5.4 - Criterion 5.4

Use the following criteria to document the extent to which the business school or program meets the standard for Faculty and Staff Focus. Justify any omissions.

Criterion 5.4 - Faculty Deployment - Each school or program must deploy faculty resources among the disciplines, units, courses, departments, and major fields to ensure that every student attending classes (on or off campus, day or night, or online) will have an opportunity to receive instruction from an appropriate mix of faculty to ensure consistent quality across programs and student groups. For each academic major offered, a school or program must provide sufficient academic leadership at each location where the program is offered to ensure effective service to students and other stakeholders.

To demonstrate compliance, present your deployment pattern in a table such as Figure 5.4 found under the Evidence File tab (found in ACBSP Documents folder) above.

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.

Prepare a listing of all academic majors and concentrations at each location where a program is offered and show the name of one full-time academically and/or professionally qualified faculty member who teaches in that major field at that location. Please label this listing **'Deployment of Faculty by Major and Location.'**

If your business programs do not meet this criterion, you must present your rationale for the differences, and provide detailed records of student learning outcomes to demonstrate that your faculty composition supports your mission and program objectives.

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.

Describe the leadership, advisement and assessment processes for each location at which business unit programs are delivered. A narrative or tabular format may be used.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Michael Zalot

Institution Response

5.4
Please see the table presented in the evidence file.

Our FTE is based on 24 credits during the Fall, Winter, and Spring semesters. Summer courses are not part of regular load.

5.4.1

DEPLOYMENT OF FACULTY BY MAJOR AND LOCATION
----
1. ACCOUNTING: CEDAR CREST COLLEGE CAMPUS
Marija Baltrusaitiene
Christine Lombardo-Zaun
Michael Zalot

2. BUSINESS ADMINISTRATION: CEDAR CREST COLLEGE CAMPUS
Christine Lombardo-Zaun
Michael Zalot
Marija Baltrusaitiene
David Burke

3. MASTER OF BUSINESS ADMINISTRATION: CEDAR CREST COLLEGE CAMPUS
Michael Zalot
Marija Baltrusaitiene

5.4.2

We only have one location--the Cedar Crest College Campus, at 100 College Drive in Allentown, PA. Leadership at the College starts with the Board of Trustees, who approve all major decisions. There is a faculty position on the Board of Trustees, assuring faculty input; however, the faculty member currently appointed is from outside of our department. The Chair of the Board and members appear at various campus functions, including commencement and the promotion and tenure ceremony. Next in line is the President of the college, currently Elizabeth Meade. Reporting to the President is the Provost, currently Robert Wilson, and reporting to the Provost is the Department Chair of the Business Department, Christine Lombardo-Zaun. Various decisions are made at each level, depending on the type of decision made and its scope. Class scheduling is done at the Department Level and falls within the scope of the Department Chair's authority; the MBA Director provides input for the graduate courses. The Department Chair sets the strategic scope and mission of the department, however, that functions within the larger institutional mission of the College as established by the Provost, President, and Board of Trustees. Our faculty are generally given significant academic freedom to create their own syllabi, and choose their own textbook and develop their own teaching style, however, the department maintains programmatic objectives.

Advisement for business students is largely done by the department's full-time faculty, with the exception of first-year students, and international students. Freshman and sophomore students require advising before registration; graduate students must register for their first term classes under the guidance with the MBA Director. The Academic Advising Office provides guidelines and timelines for advising; they have trained all full-time faculty in the process of clearing students to register. Faculty are expected to record electronic notes from any significant advising session. Faculty log onto the My Cedar Crest website to view a list of students who must be cleared; they then reach out to those students for registration (if the students have not contacted the faculty first). Students who are allowed to self-register may also have questions about their program; they make an appointment with their faculty advisor when they have questions about their program or progress. The MBA Director advises all graduate students in the department; the other faculty advise approximately 1/3 of the remaining undergraduate population, save for those first-year students under the guidance of the Academic Advising Office, and international students, who must be cleared by their international student advisor in order to register, due to the restrictions placed on their studies by their sending government organization (limits on types of courses, and delivery modality).

Continual assessment for the department is carried out by the Provost's Office as Periodic Performance Review (PPR), which is a significant study into the department's outcomes, and the Annual Assessment Report (AAR) which only examines key data points. PPR and AAR examine GPAs within the department, credit hours of offerings, and more. The Department handles faculty performance. The Department Chair reviews student feedback of courses (collected electronically and provided by the Office of Institutional Research). In addition, the Chair also arranges for Peer Reviews of adjunct faculty; the target is observation once per year. The faculty Peer Review process allows for faculty coaching and mentoring from full-time staff to adjuncts, and provides a mechanism for feedback from adjuncts to full-time faculty and the Chair. The Department also administers the Exit Exam or Major Field Test to collect student data. Faculty teaching capstone courses are provided with access to the exam for students; student data is collectively reported on by the testing agency (For Academic Year 2018, Peregrine Systems; for

Academic Years 2017 and 2016, the Educational Testing Service's Major Field Test, or MFT). Results of the assessment processes are shared with the Department and individual faculty members (in the case of the Peer Review) by the Chair.

Sources

There are no sources.

5.5 - Criterion 5.5

Use the following criteria to document the extent to which the business school or program meets the standard for Faculty and Staff Focus. Justify any omissions.

Criterion 5.5 - Faculty Size and Load

The number of faculty in the business school or program should be sufficient to effectively fulfill its mission of excellence in educating business students.

Provide a table such as Figure 5.5, found under the Evidence File tab above, to summarize your faculty loads.

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
- Scholarly and professional activities
- Community and college service activities
- Administrative activities
- Business and industry interaction
- Special research programs and projects
- Thesis and dissertation supervision and direction, if applicable
- Travel to off-campus locations, and/or non-traditional teaching, if applicable

Teaching Loads:

The appropriate teaching load for a full time faculty member at ACBSP-Accredited Baccalaureate Institutions has historically been limited to not more than 12 credit hours per semester, with appropriate release time granted for administrative duties or for graduate teaching. Overload teaching has been prohibited as a business unit policy, and has been accepted by ACBSP only under emergency circumstances**.**

With regard to Criterion 5.5.1, please address:

a. how you determine the appropriate teaching load for your faculty;
b. how you demonstrate that faculty and staff are of sufficient numbers to ensure performance of the above nine functions;
c. the institutional policy that determines the normal teaching load of a full-time faculty member;
d. how the combination of teaching and other responsibilities for full- and part-time faculty is consistent with fulfilling all nine functions effectively; and
e. how your part-time faculty members participate in these essential functions.

If your business programs do not meet this criterion, you must present your rationale for the differences and provide detailed records of student learning outcomes to demonstrate that your teaching loads support your mission and program objectives.

Criterion 5.5.2 - A faculty member who is extensively engaged beyond what is normally expected in any one of the nine functions (e.g., one who teaches graduate level courses, has significant administrative duties, directs multiple graduate theses and/or dissertations, or is engaged in extensive approved research) should have an appropriate reduction in other professional responsibilities.

Explain your institution's policies with respect to the granting of release time for faculty performing the sorts of exceptional duties referred to in Criterion 5.5.2.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Michael Zalot

Institution Response

5.5.1

a.

The teaching load at Cedar Crest College for all faculty is 4+4, or four classes for Fall semester, and four classes in Spring semester. This is established in Book III of the Faculty Handbook, on page 23: "The full-time teaching load is 24 credits during the academic year, which may include day, evening, weekend, and/or Winter term assignments. A faculty member may elect to teach part of their load in the summer with the concurrence of the Chair." As noted, there is some leeway to use Summer in-load; otherwise, Summer classes are treated as exceptions to overload policy. Individuals may receive an overload on exception basis to serve the needs of our students and deliver our program across the modalities that we teach in. Appropriateness of these overloads is determined on a case-by-case basis by the Department Chair.

b.

The Business Department has five faculty lines, currently--four of which were staffed for the majority of the academic year. There is one tenured line of the five available, which is currently held by the Department Chair. The fifth line for a non-tenure track Assistant Professor specializing in Accounting and Finance was under search this year and a hire was made in May 2019. Colleen Krcelich was hired and starts this position formally in Fall 2019. Staffing levels are set by the Provost's Office in conjunction with Human Resources, based on Periodic Program Reviews (PPR) and Annual Assessment Report (AAR). The Department Chair provides feedback to the Provost regarding the appropriate staffing levels for the department.

With regards to the nine functions mentioned:

1. Classroom teaching assignments: These are determined by the faculty chair in consultation with the individual faculty member. Cedar Crest is a teaching institution and our first responsibility is to deliver our programs to our students to enable them to progress toward graduation. Adjunct faculty are hired proactively to meet anticipated needs, including developing pools of talent in areas of business not covered by full-time faculty. The Chair ultimately determines adjunct staffing levels in consultation with the department, and in particular, the MBA Director, as adjuncts may teach either undergraduate or graduate courses once hired.
2. Student advising and counseling activities: Full-time faculty in the department have appropriate advising loads as assigned by the Department Chair. Full-time faculty receive training from the Director of Advising, International Student Services, Department Chair, and additional staff on how to schedule, conduct, and document advising sessions. Thus the Department Chair determines whether in-department faculty are of sufficient number to meet advising needs; advising for first-year students is still handled through Academic Services, and international students always retain an advisor from International Student Services.
3. Scholarly and professional activities: Full-time faculty report scholarly and professional activities as part of their annual self-evaluation to the Chair. The Provost's Office also conducts a survey to capture data on scholarly and professional activity. While teaching activities take precedence, scholarship and professional activities are an important responsibility of our faculty, and are assessed by the Chair, who considers the overall output of the department holistically.
4. Community and college service activities: College service is a required part of faculty responsibility and how

the Department of Business provides service to the campus community. Beyond individual student advising, the Department Chair tracks which faculty members are active as club advisors and college committee members, taking this into account to not only serve the needs of the campus community but to help assure work/life balance for faculty.

5. Administrative activities: Faculty compliance with grading deadlines is checked by the Registrar Office and any discrepancies are addressed by the Department Chair. Timely entering of textbook requests is monitored by the bookstore manager and any discrepancies are addressed by the Department Chair. Two faculty roles within the department have administrative loads: the Department Chair and the MBA Director. The Department Chair's work is overseen by the Provost's Office regarding creation and staffing of course sections; however the work is largely undertake autonomously. The MBA Director position reports to the Department Chair with some process input from the Associate Provost of the School of Adult and Graduate Studies; again, the work is typically autonomous but is subject to periodic review. The Department Administrator (Terri Kressler, hired in April 2019) will report to the Department Chair as well as the Chair of the Mathematics department.
6. Business and industry interaction: Faculty self-report on this through their annual self-evaluation; the Chair and ultimately the Provost's Office review the activity levels for appropriateness. In Academic Year 2018-2019, the Department Chair increased outreach to include external organizations including the Future Business Leaders of America, and faculty served as workshop presenters at the FBLA PA State Finals competition in Hershey, PA. The MBA Director reconvened the departmental Industry Advisory Board, which had been dormant for several years.
7. Special research programs and projects: Faculty research is an individual faculty member responsibility, as outlined in the Faculty Handbook. Any shared research initiatives would be managed and monitored by the Department Chair, who would also determine their need. Special projects are assigned by the Department Chair with input from the Provost. The Department Chair monitors progress via a proactive, collaborative, hands-on approach. One recent example is the remodeling of the Curtis lounge. The Department Chair spearheaded the initiative by identifying needs and presenting them to Facilities Management; departmental faculty provided input into furniture design, aesthetics, modern media such as television and a proposed stock ticker. This required working with vendors on prices, space planning, and cooperation with other departments on campus (Facilities Management).
8. Thesis and dissertation supervision and direction, if applicable: Not applicable, as we do not currently have a doctoral program to require dissertations, and our MBA does not require a thesis. The MBA does require a capstone, and the capstone course is managed by the MBA Director directly. The MBA Director reports on the capstone outcomes to the Department Chair.
9. Travel to off-campus locations, and/or non-traditional teaching, if applicable: The Department Chair monitors any needs for off-campus travel. Cedar Crest College only has one physical location, so travel between campus locations isn't an issue. Travel to off-campus locations may occur as a component of a presentation at a conference, in which case the monitoring is budgetary only as faculty are responsible for their own scholarship activities. Any needs for travel required offsite are determined by the Department Chair or Provost's Office, who would delegate this identified need to the Department Chair. One example is the attendance of two faculty members at a recent training workshop for ACBSP accreditation; another is the need to travel to Hershey, PA for the FBLA State Championships. In the first case, the Provost's Office identified the need; in the second case, the Department Chair identified the need for greater outreach and saw the opportunity for not only community service but also an increased presence in the community. Finally, the MBA Director receives partnering suggestions from the Admissions department, including off-site visits to LVAIC functions and corporate employer career fairs. The Director reports these activities to the Chair, both informally and as part of the annual self-evaluation process.

5.5.2

Faculty members with significant additional responsibilities are granted release time. This is the case for two of the departmental roles, currently: the Department Chair, and the MBA Director. Because of the additional responsibilities associated with these roles, including course scheduling, coordination of teaching, and curriculum development and review, each role receives a one-course (3-credit) release per semester. Thus, the full-time faculty load for the Department Chair and MBA Director is effectively 3+3, not 4+4.

Instructors teaching graduate courses are not given a release, but are given a monetary stipend on top of the normal course compensation (which may simply be in-load for full-time faculty, but is a fixed amount for adjuncts). This is to recognize the extra time and care required to work with graduate students. Full-time faculty members engaged in significant research projects, may, after 7 years' service (repeatable), request a Sabbatical to pursue research. A Sabbatical represents one semester of full pay, or two semesters of half-pay without teaching load. The process for obtaining a Sabbatical is outlined in Book III of the Faculty Handbook, pp. 53-54, and requires approval from the Department Chair, Provost, and President, as well as a summary report delivered to the Board of Trustees upon conclusion of the leave.

Sources

- CedarCrest_Bac_Grad_Table_Files_MZ_7_15b_19

5.6 - Criterion 5.6

Use the following criterion to document the extent to which the business school or program meets the standard for Faculty and Staff Focus. Justify any omissions.

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 the awarding of tenure and/or promotion, as well as retention. This system must also provide processes for continuous improvement of instruction through formative evaluations.

This standard requires justification of personnel decisions based on the mission of the business school or program. The actual system of annual evaluation is within the jurisdiction of the individual school or program. The system of evaluation must provide for some measurement of instructional performance, and should consider related areas as appropriate, not limited to these topics:

a. How you monitor/evaluate your faculty's teaching.
b. How you monitor/evaluate your faculty's student advising and counseling
c. How you monitor/evaluate your faculty's scholarly, professional and service activities (see glossary of terms for scholarly activities).
d. How you monitor/evaluate your faculty's business and industry relations.
e. How you monitor/evaluate your faculty's development activities.
f. How you monitor/evaluate your faculty's consulting activities.
g. How your faculty and staff demonstrate and promote a student focus.
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, and
i. How you improve your faculty/staff evaluation system.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Michael Zalot

Institution Response

a.

All faculty in the Department of Business--both full-time and part-time--receive electronic student course evaluations for each course section taught, and are subject to Chair or peer class observation once per academic year. Course evaluation data is provided to the Department Chair. The observer and instructor discuss the observation form and class session, indicating best practices and room for improvement.

In addition, full-time faculty complete an annual self-review for the prior academic year by September 1st. For tenured faculty, this is due to the Provost. For non-tenured (and non-tenure track) faculty, this is due to the Department Chair. The form to be completed details how faculty members have met the expectations set in Article B of Book III of the Faculty Handbook, including a review of courses taught and evaluation outcomes, professional and scholarly development, and service, including advising and consulting activities. This is an opportunity for faculty to reflect upon their performance, and for the Department Chair and/or Provost to provide feedback only non only performance, but the faculty member's upcoming goals. For any faculty members that the Chair reviews, he or she provides a completed Chair's evaluation to the Provost.

b.

Full-time department faculty are assigned a pool of advisees, including majors, and minors/certificate students. Advising is mandatory before registration for freshman and sophomore students; juniors and seniors can register on their own. First-year students who have not declared a major are advised through the Academic Services Offices before being transitioned to the Business Department upon completing their First Year Experience. International students, who have different limitations than our other populations in terms of the course content acceptable to their government agency (SACM--Saudi Arabian Cultural Ministry as well as the number of online/hybrid courses that they can take, always have a second advisor from the International Student Services Office.

Students may have up to three advisors in total; the primary advisor is determined by their major, and generally the one who grants clearance to register, however, international students must be approved by their international advisor. Academic advising is primarily done within our department, but represents a cross-departmental cooperative activity. Student pools are assigned by the Department Chair, and new faculty are trained by the Chair and Academic Advising Office. All advising sessions are documented through My Cedar Crest, and structured by comprehensive program checksheets maintained within the department for all programs.

c.

Full-time faculty report on their scholarly, professional, and service activities in their annual self-evaluation to the Chair, as noted above. Faculty also complete a separate survey for the Office of Institutional Research, providing the number of professional and scholarly activities during the teaching year. In addition, informal discussions during the program year at department meetings help keep faculty and the chair aware of the kinds of activities faculty are engaged in, including the number of committees served on. The Chair or Provost may request that faculty engage in a particular activity (e.g., Accepted Students Day--service to the College) and in that case, will have and immediate knowledge of the activity. Additionally, faculty completing a significant activity are able to report it in the form of a Faculty Spotlight email, which is generated electronically and cleared via the Provost's Office. This email goes to all colleagues.

d.

Full-time faculty report on their business and industry relations under the self-evaluation form described above, as professional activities. In addition, weekly department meetings help keep faculty and the chair in a conversation regarding ongoing external connections, and the Chair creates new opportunities for community connections that we explore as a department. An example would be that we recently connected with the Future Business Leaders of America in the Lehigh Valley through direct Chair outreach; the Chair requested participation in their annual state championships. In addition, the Industry Advisory Board helps us maintain connections to industry; Advisory Board meetings are open to faculty and the minutes shared with the department.

e.

Full-time faculty report on their development activities as part of their annual self-evaluation. In conjunction with the Department Chair, faculty may undertake training or other professional development. As training items must be approved, the Chair is aware of how faculty development progresses during the year, and can plan for budget allocations in upcoming years. Professional development is defined as "Activities that contribute to faculty development are those that deepen and keep current the faculty member’s knowledge, improve existing skills or develop new ones, and maintain active membership in the faculty member’s discipline." by Book III of the Faculty Handbook (see p. 15) and may include both scholarship and consulting.

f.

Consulting may be undertaken by full-time faculty provided that it does not interfere with teaching, service, or scholarship. As with development, faculty discuss consulting work with the Chair before beginning, which is required by Book III of the Faculty Handbook (see p. 24), and also informally at department meetings. Consulting can be counted toward professional development as noted above, and therefore included in the annual faculty self-evaluation and Chair's/Provost's evaluation provided.

g.

Full-time faculty in the Business Department at Cedar Crest College are all involved with individual student advising and faculty advising for clubs. In addition, we run various events throughout the year, to help meet the needs of the students. These include the MBA program Saturday Symposium series, which presents topics requested by graduate students, and Microsoft Excel workshops, which have been requested by undergraduate students, we well as faculty meet and greet events. Because class sizes are reasonable, we know our students--and we care about their success in not only individual courses, but throughout their entire course of study and beyond. We have two social media groups for students on LinkedIn to share career opportunities and industry developments as well.

h.

Full-time faculty compensation targets are 70% of the salaries in our peer group institutions for base salary. Paying faculty an industry-standard wage encourages focus on the core set of responsibilities required by a Cedar Crest faculty member: teaching, service, and scholarship. Setting the teaching load at 4+4 sets the expectation that teaching comes first among the three areas under consideration. Faculty must be paid overload for any courses in excess of 4, and overloads are only granted on an exception basis. Faculty may spread their teaching load into summer to account for departmental needs; however, summer courses fall outside of the standard faculty load system (Book III, p. 23).

Faculty recognition is given through annual awards by the College. Eligible faculty are presented on the website and can be nominated by their peers. See https://www.cedarcrest.edu/alumnae/faculty_award.asp

Faculty promotion to additional ranks and review of tenure must be completed through the Promotion and Tenure Committee, after application to both the Department Chair and Provost; applications are reviewed through the Department's Senior Faculty for recommendation. Ultimately, the Departmental Recommendation is reviewed by the Provost, who makes a final assessment and recommendation to the Board of Trustees, who votes on the final decision for tenure or promotion. See Book III, pp. 33-35 (tenure) and p. 36 (promotion; the process is identical except that non-tenure track faculty may be promoted also, at the end of their sixth year). Advancement and awards are thus designed to keep faculty focused on their core objectives: teaching, service, and scholarship.

i. The overall college faculty is responsible for maintaining the faculty handbook, in conjunction with the Committee on Undergraduate Education (CUE) and the Graduate Programs and Policy Committee (GPPC). These two committees make any recommendations for changes and bring them to the monthly general faculty meeting for final approval via vote. Upon approval, the faculty handbook changes are made and posted to the Cedar Crest College website. Any changes to our faculty and staff evaluation system would follow this process.

Sources

There are no sources.

5.7 - Criterion 5.7

Use the following criterion to document the extent to which the business school or program meets the standard for Faculty and Staff Focus. Justify any omissions.

Criterion 5.7 - Faculty and Staff Operational Procedures, Policies and Practices, and Development

Criterion 5.7.1 - Each institution (school or program) must have a written system of procedures, policies, and practices for the management and development of faculty members. Written information on all of these must be available to faculty and staff members.

a. Attach under the Evidence File tab above or link a copy of your Faculty Handbook, or equivalent, and explain here how it is disseminated in your institution. If the information you present does not address these bulleted items, please explain why not.
    - Faculty development, including eligibility criteria
    - Tenure and promotion policies
    - Evaluation procedures and criteria
    - Workload policies
    - Service policies
    - Professional expectations
    - Scholarly expectations
    - Termination policies

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

Criterion 5.7.2 - Each business school or program 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.

In addressing Criterion 5.7.2, please describe or explain:

a. how you determine faculty and staff development needs;
b. what orientation and training programs are available;
c. how you get input from the faculty and staff about their development needs;
d. how you allocate faculty and staff development resources;
e. how you make development activities available to part-time faculty; and
f. whether the faculty and staff development process employs activities such as sabbaticals, leaves of absence, grants, provision for student assistants, travel, clerical, and research support, etc.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Michael Zalot

Institution Response

5.7.1

a.

Cedar Crest College's Faculty Handbook is available online as a series of documents. These files are attached in the evidence folder, and available on the web at: https://www.cedarcrest.edu/offices/for-faculty.shtm

The books of the bylaws are as follows:

- BOOK I--College bylaws, including the role of the Trustees and Administration
- BOOK II--Faculty bylaws, including shared governance and role of committees
- BOOK III--Faculty policies, including expectations, evaluation, promotion, and termination
- BOOK IV--Curricular, instructional, and academic policies and procedures
- BOOK V--Faculty personnel guide, including benefits and salary information
- BOOK VII--Graduate education policies and procedures

There is no Book VI due to historical anomaly.

The requested areas above are addressed specifically in:

- Faculty development, including eligibility criteria--Book III, pp. 15-16.
- Tenure and promotion policies--Book III, Article G., pp. 30-39.
- Evaluation procedures and criteria--Book III, Article F, pp. 24-30.
- Workload policies--Book III, Article E, pp. 23-24.
- Service policies--Book III, Article B, Section 4, pp. 17-18.
- Professional expectations--Book III, Article B, pp. 15-16.
- Scholarly expectations--Book III, Article B, also pp. 15-16 (presented with professional expectations).
- Termination policies--Book III, Article K, pp. 47-52.

b.

Each book of the faculty handbook contains its own procedure for amendment. The majority of the relevance policies for this criterion are covered under Book III. Book III's amendment procedure is listed on pp. 56-56 as Article O, Procedure to Amend. Key points include:

Amendments may be put forward by the Promotion and Tenure Committee (P&TC), for matters regarding promotion or tenure, or the Faculty Policy Committee (FPC) for all other matters. These committees make recommendations to the Faculty Committee (FAC). The FAC reviews and makes a recommendation, bringing the matter to a vote at a full general faculty meeting for all faculty or at a special faculty meeting convened specifically for that purpose. If the matter is approved by 2/3 of the faculty, the recommendation is given to the President to take to the Board of Trustees for final approval.

5.7.2

a.

Development needs are determined through both the initiative of administrators, including the Department Chair, Program Directors, and Associate Provost or Provost. Full-time faculty may bring their concerns to the Chair to address any emerging trends. Needs for development may also be discovered organically through discussion at department meetings or informal discussion.

b.

New full-time faculty are assigned a faculty mentor from any of the college's departments to assist with the transition to Cedar Crest. For the first year, monthly training meetings are held on a lunch hour, to review topics such as academic advising, international programs, and student demographics and culture. Faculty are also required to complete four Diversity and Inclusion modules during their first two years of employment. In addition, as Cedar Crest is part of the Lehigh Valley Association of Independent Colleges (LVAIC), additional training opportunities are provided at no cost. LVAIC is hosting a series of forward looking seminars dealing with changes in higher education throughout the 2018-2019 academic year. Part-time faculty are assigned a full-time mentor to acclimate them, review their courses and serve as a point of contact; the Department Chair is also an additional resource for those teaching undergraduate classes. Similarly, the MBA Director works with instructors for the graduate courses. Adjunct training sessions are typically run during the academic year, including techniques for managing threaded discussions and functions and settings of the Canvas LMS.

c.

Faculty and staff present their professional development needs to the Chair directly for approval. Discussions at department meetings, or informal discussions, may help identify those needs. The Chair or another administrator may also request that faculty attend training if there is an identified need. In Fall 2018, for instance, faculty (including the Chair and MBA Director) were sent to an ACBSP Access Accreditation workshop in preparation for the upcoming reaffirmation, at the request of the Provost, who had identified the need.

d.

The Lehigh Valley is a rich academic environment with its own consortium, and some resources are free to us as members of LVAIC. Typically email from the Provost's Office, SAGE Associate Provost's Office, or another office on campus will remind faculty of the upcoming training opportunities. For paid programs, there is a departmental budget that includes training funding for faculty. Faculty approach the Chair, who approves the individual request and associated budget, considering not only the needs of the department, but the faculty member's individual career path and developmental needs.

e.

Departmental workshops for adjuncts annually offer training on topics like Canvas LMS. New adjuncts receive a sit-down one-to-one training session with a faculty member, particularly in the graduate program, where Canvas integration is key to success in accelerated classes, and where the department uses a curated (but modifiable) content model.

f.

The faculty and staff development process includes items from both the College and the Department. For the items requested for review:

- Sabbatical leaves are available from the College, and are covered in Book III, p. 54.
- Professional leaves without pay are also available from the College, and are covered in Book III, p. 55.
- Grants are provided through the Faculty Development Fund for scholarly/creative projects, conference presentations, and training. Faculty may apply for these funds once per semester; they may receive partial awards or reimbursement. See Book III, Article M, pp. 53-54.
- The department does not currently use teaching assistants, however, we have a Student Worker and an Intern. These workers assist with event planning and departmental displays.
- Travel requests are handled by the Department when faculty development is approved, and reimbursed from the College after expenditures are approved.
- Clerical support is provided by our departmental Administrative Assistant. A new Administrator was hired in March 2019 to replace the prior Administrator, who had resigned in Fall 2018.
- Research is supported through development request to the Chair as above. In addition, faculty committees such as the human subjects committee, provide research resources and guidelines for faculty research activities as appropriate.

Sources

- Book One - College Bylaws
- BOOK_FIVE_2016
- BOOK_FOUR_2018
- BOOK_THREE_2018
- BOOK_TWO_2018
- BOOKSEVEN2018

5.8 - Criterion 5.8

Use the following criterion to document the extent to which the business school or program meets the standard for Faculty and Staff Focus. Justify any omissions.

Criterion 5.8 - Scholarly and Professional Activities

Criterion 5.8.1 - Scholarship

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.

To demonstrate compliance with Criterion 5.8.1., describe or explain:

- the types of scholarly research in which your faculty members are involved;
- the publications in which your faculty members have recently published; and
- how you improve the balance and degree of faculty involvement in scholarly and professional activities that support the fulfillment of the institution's mission.

Scholarship is defined to include four types of intellectual activity. They are: (1) the scholarship of teaching, (2) the scholarship of discovery, (3) the scholarship of integration, and (4) the scholarship of application. These four types of scholarship are to be equally recognized, accepted, and respected, and the overall performance of each faculty member is to be carefully accessed and held to a high standard of excellence. Each of these types of scholarship is discussed further below:

The scholarship of teaching can be the most rigorous scholarship of all. It starts with what the teacher knows—teachers must be widely read and intellectually engaged in their fields—but teaching becomes consequential only when knowledge can be conveyed and is understood by others. The scholarship of teaching has to do with understanding how students learn in different fields. To be a good teacher means not just knowing the field, but also understanding and using the most effective teaching methodologies available. This includes the development of new teaching materials, development and evaluation of new methods of instruction, and the development of techniques to evaluate the effectiveness of instruction. Each of these activities must be documented and assessed. Documentation could include publications dealing with pedagogy and/or teaching techniques, participation in workshops and seminars devoted to improving teaching skills, written evaluations of teaching materials, and the development of outcomes assessment tools.

The scholarship of discovery is the closest to what is meant by the term 'basic research.' Freedom of inquiry and freedom of scholarly investigation is an essential part of higher education. The capacity to carry out the scientific method and to conduct meaningful research is an important aspect of learning. In institutions whose primary mission is undergraduate teaching, the dissertation or other comparable piece of creative work could suffice for this; however, institutions having research missions and graduate programs would be expected to have on-going research activities.

The scholarship of integration seeks to interpret, to draw together, and to bring new insights to bear on original research. The scholarship of integration means fitting one's work into larger intellectual patterns. The scholarship of integration is necessary in dealing with the boundaries of the human problems of today, which do not always neatly fall within defined disciplines. It is essential to integrate ideas and then apply them to the world in which we live. Comprehensive articles and monographs, participating in curricular innovation, conducting interdisciplinary seminars and textbook writing are examples of the scholarship of integration.

The scholarship of application moves toward the active engagement of the scholar. It focuses on the responsible application of knowledge to consequential problems. In the past, this type of activity has been called applied research and/or development. Note that this is not to be a catch-all category. The scholarship of application does not include regular service activities or routine consulting. (These are considered professional activities and are discussed below.) The scholarship of application must be tied directly to one's field of knowledge and relate to and flow directly out of creative professional activity. The engagement in applied research and/or development may take the form of contract research, consultation, technical assistance, policy analysis, or program evaluation--if these are meaningful intellectual activities. This kind of scholarship requires creativity, and critical thought in analyzing real problems. These activities must be documented and should include an evaluation from those receiving these services.

Criterion 5.8.2 - Professional Activities

The concept of 'actively involved' intentionally implies that meeting attendance, though desirable as a professional activity, is not sufficient to demonstrate active engagement in scholarship.

The concept of 'reasonable balance' indicates that all four areas of scholarship teaching, discovery, application, and integration) and professional activities described below should be represented in the activities of the faculty as a whole. Though the extent of representation and the balance may vary from institution to institution based on mission, it is expected that students will be exposed to faculty with a full range of scholarly and professional activities.

It is also expected that each faculty member be continuously and actively engaged in scholarship and professional development activities. If adjunct faculties provide a significant portion of instruction, they must also demonstrate their contribution to the scholarship and professional development activities of the department or school.

For the purposes of this standard, **professional activities** are defined as:

- activities involving the use of professional expertise in helping solve either practical problems in the private or public sectors (e.g., professionally related consultation, policy analysis, etc.)
- activities in support of professional organizations (e.g., attending and participating in professional meetings and performing in leadership roles in professional organizations)
- professionally-related service activities directly tied to the academic discipline of the faculty member and consistent with the stated mission of the business school or program (Community and university service activities not directly related to the faculty member's discipline do not satisfy this standard.)

This category is designed to include the routine application of the faculty member's professional expertise in helping solve problems in either the private or public sectors. These may include activities for which the faculty member is paid, as wellas for volunteer services. The key determination is 'professionally-related.' Community activities that are not professionally related are not to be included. For instance, general community service, such as coaching a little league soccer team or delivering meals to shut-ins, would not be considered professionally-related.

The determination of 'professionally related' depends upon the nature of the activity. For example, if a CPA conducts a men’s bible class, it is not professionally-related; however, if the CPA conducts an annual audit of the church's financial affairs and prepares an opinion letter, it would be considered professionally related.

Professionally related also includes activities in support of professional organizations. This might include serving as an officer of a professional organization; it might include participation in a professional meeting as a program chairperson, paper presenter, or a discussant; or it could include participation in seminars, symposia, short courses, and/or workshops intended as professional development or enrichment activities.

Criterion 5.8.2.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 institution’s mission.

Criterion 5.8.2.b - Summarize each faculty member's scholarly and professional activities for the last three years in a table similar to Figure 5.6 found under the Evidence File tab (ACBSP Documents folder) above.

Another consideration to this example could be to add a column for classroom activities and take credit for developing case studies and exercises as scholarly activities.

Figure 5.6 is an example that assumes the Boyer model. If your school uses another model or process to determine scholarly activities please describe your process.

List the faculty member's name, highest earned degree, and any professional certificate held. Professional certificates must be the result of a written test monitored and graded by a professional organization (e.g., a Certified Public Accounting examination).

5.8.3 Scholarship for Doctoral Programs

A minimum of 80 percent of the academically and/or qualified faculty members providing education to doctoral students should actively participate in the scholarship of teaching, discovery, integration, or application. If your institution deviates significantly [five percent or more] from this research participation level, you must explain your explicit rationale for the alternate requirements, and provide performance evaluation results to demonstrate that your participation level is sufficient as related to your student learning and scholarship program objectives.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Monica Saylor

Institution Response

Please see the evidence file. Cedar Crest tracks faculty scholarship, professional activities, and service, but does not use the Boyer Model.

5.8.3 Scholarship for Doctoral Programs

Cedar Crest does not currently offer any doctoral programs in business.

Sources

There are no sources.

6 - Standard 6: Educational and Business Process Management

In order to prepare business graduates for professional careers, the curriculum must encompass not only business subjects, but also subjects dealing with the specifics of the global work place and the more general aspects of global society. Since business graduates must be equipped to interact with other members of society, adapt to societal changes, and serve as business advocates, students must be encouraged to study global topics that will prepare them for these challenges.

Given these academic demands, business schools and programs are encouraged to be innovative and to provide flexible curriculum options. Two of the major goals of the curriculum should be the development of intellectual curiosity and the creative capacity for independent thought and action. However, regardless of their major, all business graduates are expected to have received a general exposure to economic institutions, the complex relationships that exist between business, government, and consumers, and a basic knowledge of the functional areas of business.

Thus, business students share common professional requirements. For this reason, certain common subject matter (the Common Professional Component, or “CPC”) as well as areas of specialization are expected to be covered in baccalaureate degree programs in business.

The CPC is implicit graduate requirement for graduate-level business programs as well, whether required for admission to a graduate program, or delivered within a program as added coursework above the base of graduate program credit hours.

Financial resources, physical facilities, library and other learning resources, equipment including computing hardware and software, and resources at off-campus sites must be adequate to support a strong curriculum and excellence in teaching.

Each business school or program must have policies and procedures addressing the areas of recruiting, admitting, and retraining its students.

Use the following criteria to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Michael Zalot

Institution Response

Cedar Crest College is a liberal arts college, and our Business Department programs exist within the context of the general liberal arts mission: providing a well-rounded education that involves critical thinking, adaptability, curiosity and creativity, logic,mathematics, writing, and speaking skills, and broad-based knowledge of topics relevant to modern global society. All students in the Business Department are required to take a course that focuses on global business; this includes the MBA program as well.

Flexibility is build into our course offering rotation, as most courses are available in day and evening or online sections. Typically, two sections of a given course run per semester if that course is running in the rotation. For our Accounting program, we seek to provide students with comprehensive training in the field. Flexibility is curriculum is accomplished through a student's out-of-major courses, or additional certificates or concentrations that they may take within the department. Our Business Administration majors, by contrast, are more prepared as generalists, and therefore able to focus their studies on topics of interest to them. They are required to choose one option for a starting course within the major--management or societal ties with business. They are required to choose a global studies course within the major, from three available options, and they have two free electives to use within the department to complete their major. Students can combine these two electives with two additional courses to create a 12-credit concentration within the major--economics, healthcare management, human resource management, general management, or marketing. Our department offers these concentrations as certificates as well, and offers a undergraduate leadership certificate. We offer 18-credit minors in economics, business administration, marketing, and accounting for students both in, and outside of the department. Our MBA allows students choice in their portfolio projects, customizing their coursework to address an area of interest such as a given industry.

The following sections detail how we fulfill the CPC within our department for our majors, as well as detailing the campus support services offered to help foster excellence in curriculum development and teaching across all departments at Cedar Crest College. We address policies and procedures for recruiting, admission, retention, probation, and dismissal within the context of an inclusive liberal arts institution founded under the mission of expanding educational opportunities for women and those who have not historically had access to them. Not only do we bridge the complex, evolving relationships between society, business, and government--we do so for those who might not always have the opportunity to learn and engage elsewhere.

Sources

There are no sources.

6.1.1 - Criterion 6.1.1

Use the following criteria to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.

Criterion 6.1 - Educational Design and Delivery

This section examines the key learning-centered processes that create student, stakeholder, and organizational value. Emphasis is on how processes are designed, delivered, and improved to maximize student learning and success.

Criterion 6.1.1. - Educational Design

The business school or program must describe and explain its approach(es) to the design of educational programs and offerings, its method(s) of making curricular changes related to the business school's or program's mission statement and strategic plan, and its use of student and stakeholder input in these processes.

To fulfill this criterion, provide a narrative statement and a table such as Figure 6.1. found under the Evidence File tab (ACBSP Documents folder) above.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Michael Zalot

Institution Response

6.1.1

Our business programs are designed to offer students core understanding of the key functions and processes of business as well as any specialization area that they choose, such as accounting, marketing, or human resources. Cedar Crest is a liberal arts institution, and as such looks to create well-rounded graduates who are strong in communication, ethics, global perspective, quantitative and critical thinking, flexibility, and life-long learning, and our programs must be understood within this context. Our design for educational programs necessarily involves developing a liberal arts perspective within Cedar Crest's mission of inclusive education in its tradition as a women's college. Balancing the requirements of business training with overall institutional goals is therefore crucial to how we design and deliver our programs. Additionally, the department's mission and vision are guides for additional context for educational design and delivery. Yearly and long-term strategy are designed to help us evolve toward our mission and vision (see Standard 2). The mission and vision are reviewed at the College level as part of the Annual Academic Report (AAR). In order to fulfill our mission and move towards our vision, our programs are designed with Student Learning Objectives (SLOs) that guide the outcomes of each major program and help shape any course within it.

Our established courses have been developed through a process involving not only the Business Department, but the appropriate faculty committee, the Provost, the Faculty Council (FAC), and final approval by the entire faculty. These procedures are detailed and documented in Book IV of the Faculty Handbook, staring on page 19. Undergraduate courses may be proposed by an individual faculty member, and upon approval of the Department Chair and Provost, sent for review to the Committee on Undergraduate Education (CUE). This committee includes the Registrar, who assigns or verifies the course number. If CUE approves the course, it is sent to the faculty council, and should it be approved, sent to the overall faculty for a final vote. Once this process is completed, the course may be offered. Similarly, graduate courses are approved first by the Department Chair and Provost, then sent to GPPC (Graduate Programs and Policies Committee) before being brought to the Faculty Council, and then finally the entire faculty for a vote. Our established courses have all been through this process, and any new courses need to follow these College procedures. This Academic Year, we have moved forward with BUA 202, a course that focuses on MS Excel spreadsheet techniques as well as other common office technologies, based on student feedback for additional coverage of these topics.

For an individual faculty member teaching in the Business Department, this means that there is an existing approved course description and in most cases, approved syllabus for each course. Textbooks are recommended at the Department level based on these syllabi, but individual faculty members may choose their own textbook for a given course as long as they cover the requirements of the course description and any existing topic outline. Faculty are free to determine their own assignments and teaching style for a particular course as long as they are fulfilling the established learning objectives, as documented in the program SLOs and course description. Allowing faculty the freedom to leverage their knowledge allows us to keep current with industry trends and changes, and we rely on faculty expertise and academic freedom to leverage it in order to keep our courses fresh and relevant. Our faculty are involved stakeholders in the educational design and delivery process, and our goal is to deliver relevant educational experiences in order to meet the emerging needs of the College, our students and employers, as determined by our listening methods as addressed in Standard 3. As discussed above, the BUA 202 course was designed specifically to meet student needs as well as employer requirements, as spreadsheet knowledge is essential for business graduates.

New majors are developed in a multistep process similar to new courses, as described in Book IV of the Faculty Handbook, starting on page 19. However, new programs must also be approved by the President and Board of Trustees, including approval by the Board's Academic Affairs Committee. This process is not required for new concentrations, minors, and certificates; those follow the process above for developing a new course. Changes to graduate programs are detailed starting on page 10 of Book VII of the Faculty Handbook. The graduate program director (in our case, the MBA Director) sets the direction for program content, prerequisites, and policies, though these must be reported to the GPPC and Provost's Office (or Associate Provost) in writing. Any significant changes (as determined by GPPC) must be approved using the process above for developing a new course or certificate. The threshold for full review is "fundamentally changing" the nature of the program in question.

Sources

There are no sources.

6.1.2 - Criterion 6.1.2

Use the following criterion to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.

Criterion 6.1.2. - Degree Program Delivery

For each degree program, the business school or program must describe its degree program delivery.

To fulfill this criterion you must provide the following information:

a. the length of time that it takes for a full-time student to complete the degree (both as cataloged and actually, on-average);
b. the program delivery methods employed in each program (classroom, correspondence, independent study, computerized distance learning, etc.);
c. the number of contact (or coverage) hours required to earn three (3) semester hours (four quarter hours) of credit; and
d. If your unit confers nontraditional business degrees such as accelerated, executive, specially designed to meet the needs of specific stakeholders other than traditional college students, etc. describe how:
    1. nontraditional degrees support and/or relate to the business school or program's mission and objectives;
    2. credits are earned in these programs;
    3. you assess their academic merit; and
    4. demonstrate assessment data, their equivalence to traditional degree programs.

Note: Historically, 45 actual classroom contact (or coverage) hours have been considered the minimum acceptable to constitute three (3) Semester Credit-Hours. This number is equivalent to 15 weeks of classes at three scheduled classroom hours per week. (In some ACBSP institutions, a "scheduled classroom hour" is somewhat fewer than 60 minutes in duration to allow time for students to go from class to class.) For any program not meeting or exceeding this minimum, the business unit must justify with course content, learning outcomes, and/or stakeholder satisfaction data that the courses in its program are equivalent to traditional semester-long three credit-hour courses.

To fulfill Criterion 6.1.2, provide both a narrative statement and a table such as Figure 6.2. found under the Evidence File tab (ACBSP Documents folder) above.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Michael Zalot

Institution Response

a.

Cedar Crest's Bachelor's Degrees, including our Bachelor of Science programs in Accounting and Business Administration, are four-year, 120 credit programs. Our Master of Business Administration degree has flexible time to completion to accommodate adult learners; its 36 credits can be completed in a year full-time, or spread out over 24 or 36 months. Starting in 2016, Cedar Crest is offering a "Four Year Guarantee" for traditional undergraduate students who follow the approved plan of study, and consult every year before registering, but as the program is only in its second year, we do not yet have data on student time-to-completion under this new plan.

Please refer to the data table in the evidence file for time to completion. The time-to-completion data was provided by Lin Williams, in Cedar Crest's Office of Institutional Research. For undergraduate students, the average time to completion was calculated from the entering classes of 2010, 2011, and 2012, allowing the typical window of 6 years to undergraduate graduation (e.g., 2012-2018) to be sure that the averages were accurate; thus the data accounts for the average time to completion from three separate entering classes. For the graduate students, time-to-completion data was averaged from the entering students in 2015, 2016, and 2017. Our MBA launched in 2015 so that is the first entering class for which data are available for the program.

b.

Our classes use several modalities, including:

- traditional face-to-face modality, which is a requirement for almost all classes taken by our international student population; these classes are typically offered in a traditional day format, as well as a SAGE format (evenings or weekends)
- hybrid modality, where 50% of the coursework is completed online and class seat time is reduced accordingly
- online modality, where 100% of the coursework is completed online and there is no class seat time; online lectures, assignments, and discussions are leveraged to support student learning
- the MBA flex-path modality, which is essentially hybrid but allows students additional opportunities to complete work online if they cannot attend a class session or are entirely online learners

c.

Cedar Crest College assigns credit hours for all courses according to the following definition: A “credit hour” is a unit of measure for curricular material that includes at least 45 hours, of which at least 15 are scheduled contact hours of classroom instruction or equivalent instructional activities that have instructor supervision and are assessed for student competency in course learning outcomes. The remaining hours include out-of-class preparatory work by students. A “contact hour” is a period representing the equivalent of one hour (50 minutes) of scheduled instruction.

https://www.cedarcrest.edu/ca/offices/pdf/CreditHourDefinition.1.28.14.pdf

d.

All of our degree structures are traditional, however, we do offer accelerated courses. Our accelerated courses are 7 weeks in the Fall or Spring, and 6 weeks in Summer. An accelerated course may be fully onsite, such as meeting 6 hours per week in order to meet contact hour requirements, or hybrid/online, in which case it follows the online instructional equivalency charts set up by the College.

Prior to Fall 2018, all of the MBA courses were offered in an onsite 10-Week format, however, the course structure was changed to a 2 + 1 model for Fall 2018. Review of the older program structure reveled a need for additional learning activities and student engagement, and the program was redesigned by splitting the majority of classes into a 7-week 2-credit “content” module and a 7-week, 1-credit “project” module. The project module follows the content module sequentially, and due to the carousel style nature of the offerings, we are able to allow students to complete the degree within one calendar year, while still allowing for a full 14-weeks of instruction. Again, this does not represent a specialized kind of degree, but rather innovation in delivery modality of a traditional degree that is flexible to support adult and online adult learners.

1. By offering a graduate program targeted to adults, this allows us to develop adult students as “business leaders”, which is found in our mission, and allowing for students to focus on an area of specialization helps him or her “discover where his or her talents meet the needs of the community”.

2. Credits are earned in the MBA based on contact hours and/or instructional equivalency.

3. Student feedback for new students entering the program has been highly positive, and created additional program draw by allowing students to focus on an area of specialization

4. We collect external assessment data through Peregrine systems for the MBA and our results are on par with our benchmark/peer organizations. Please refer to Standard 4 for benchmarking data.

Sources

There are no sources.

6.1.3 - Criterion 6.1.3

Use the following criterion to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.

Criterion 6.1.3. - Undergraduate Common Professional Component (CPC)

Programs that include a B.A. (with a business major), B.S. (with a business major), B.B.A., B.S.B.A., or objectives that imply general business preparation with or without a functional specialization must include coverage of the Common Professional Component (CPC) at the level prescribed by the ACBSP. The CPC as outlined below must be included in the content of the courses taught in the undergraduate programs of all accredited schools and programs. Each CPC area must receive a minimum coverage of two-thirds of a three (3) semester credit-hour course (or equivalent), or approximately 30 coverage hours.

UNDERGRADUATE COMMON PROFESSIONAL COMPONENT

Functional Areas	a. b. c. d.	Marketing Business Finance Accounting Management, including Production and Operations Management, Organizational Behavior, and Human Resources Management
The Business Environment	e. f. g. h.	Legal Environment of Business Economics Business Ethics Global Dimensions of Business
Technical Skills	i. j.	Information Systems Quantitative Techniques/Statistics
Integrative Areas	k. l.	Business Policies, or A comprehensive or integrating experience that enables a student to demonstrate the capacity to synthesize and apply knowledge and skills from an organizational perspective.

Note: If your institution deviates significantly from these historically proven coverage levels, you must explain your explicit rationale for the reduced requirements, and provide performance evaluation results to demonstrate that your coverage is sufficient as related to your program objectives.

CPC topics covered in business core courses are not mutually exclusive.The CPC hours shown in this summary total more than 45 because certain topical areas of the CPC are covered along with the primary subject of marketing. For example, a lecture on international marketing could include hours under CPC headings of both "Marketing" and "Global" dimensions.

To demonstrate compliance with Criterion 6.1.3, identify where the topical areas of the CPC are covered in the required course offerings by completing an Abbreviated Course Syllabus for each undergraduate required course taught in the business core. (An example of a completed course syllabus is provided in Figure 6.4., found under the Evidence File tab (ACBSP Documents folder) above.) A completed example and blank template have been provided in the Excel file. Then, summarize the CPC content of your required undergraduate courses in a table such as 6.5 also found under the Evidence File tab above.

Note: For required courses in the business core that are taught by an academic department outside of the business unit, prepare an Abbreviated Syllabus and include it with this section of the self-study (e.g., statistics taught by Math Department).

Note: The totals that are less than 30 on Figure 6.5 would require additional coverage. The substance of this *requirement also applies to schools measuring coverage by percentage of a three credit-hour course.*

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Michael Zalot

Institution Response

Please see the Figure 6.5 .CedarCrest_Bac_Grad_Table_Files_MZ_7_15b_19

Abbreviated syllabi are also added below for your convenience.

Sources

- ACC101_FinancialAccounting
- ACC102_ManagerialAccounting
- ACC250_BUA250_PrinciplesOfFinance
- ACC260_BUA260_AdvancedBusinessSystems
- ACC281_ACC282_BUA281_BUA282_ProfessionalEthics
- BUA204_BusinessCommunications
- BUA219_QuantitativeMethods
- BUA221_BusinessLaw
- BUA345_OperationsSupplyChainManagement
- BUA351_IndustryAnalysisAndStrategy
- BUA352_InnovationAndEntrepreneurship
- CedarCrest_Bac_Grad_Table_Files_MZ_7_15b_19
- ECO101_PrinciplesOfEconomicsMacro
- ECO102_PrinciplesOfEconomicsMicro
- MRK230_PrinciplesOfMarketing

6.1.4 - Criterion 6.1.4

Use the following criteria to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.Curriculum Design Beyond CPC.

Curriculum 6.1.4.a. - Curriculum Design Beyond CPC

For each program or major, curriculum design must provide breadth and depth beyond the Common Professional Component through advanced and specialized business courses and general education and elective courses, all aimed at meeting student and stakeholder expectations and requirements.

Use Figure 6.6 found under the Evidence File tab above to support your presentations for Criterion 6.1.4.a.

Curriculum 6.1.4.b. - Curriculum Design for General Education

Schools of Business and programs should demonstrate a sufficient foundation in general education, which should generally be the equivalent of 40 percent of the hours required for the degree. Communication and critical thinking skills should be addressed.

Use Figure 6.6 found under the Evidence File tab (ACBSP Documents folder) above to support your presentations for Criterion 6.1.4.b.

In your narrative on Criteria 6.1.4.a. & 6.1.4.b., explain how your educational processes focus on students' active learning for the development of problem solving skills, intellectual curiosity, and capacity for creative and independent thought and action.

Note: Each institution should have on file, and available for inspection by the evaluators: syllabi; curriculum sheets; degree plans; degree audit forms; or other documents that reflect deployment of the curriculum design.

If your business programs do not meet this criterion, you must present your rationale for the differences, and provide detailed records of student learning outcomes to demonstrate that your general education coverage supports your mission and program objectives.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Michael Zalot

Institution Response

6.1.4.a

All students in the Business Department are required to take courses beyond the CPC. For Accounting students, the courses are predetermined advanced training in accounting, such as Intermediate and Advanced accounting courses. These courses represent the basic professional training required for accountants to succeed in their field and satisfy their employers. For Business Administration students, there are a multitude of choices within their programs, including two required electives, 3 optional global studies courses, 5 optional concentrations, minors, and certificate programs. Optional advanced and specialized courses are available as electives; these options help meet student needs for choice in their programs and employer expectations for adaptability and innovation within an area of study. Our Industry Advisory Board has told us that critical thinking, communication skills, and even general social skills are expected in business graduates, and represent a way that we can distinguish our students from others. Our general education course requirements help mold students into well-rounded adults and individuals, as detailed in 6.1.4.b. Please see the checklists attached in the Evidence File for program details.

6.1.4.b

Cedar Crest's Business programs are offered within the context of a liberal arts education. The mission statement of the college includes the following objectives (Undergraduate Catalog, p. 7):

- Demonstrate the ability to engage in critical analysis and qualitative reasoning.
- Demonstrate the ability to engage in scientific and quantitative reasoning.
- Demonstrate technological competency and information literacy, including the ability to evaluate technological and informational resources and use them appropriately.
- Demonstrate the ability to communicate clearly, both orally and through the written word.
- Demonstrate the ability to participate in and appreciate artistic and creative endeavors.
- Demonstrate the ability to understand and articulate the foundations of her own ethics and values, as well as understand the value systems of others.
- Demonstrate the ability to understand and respond to issues of local, national, and global significance.

To meet these stated objectives, students are required to take liberal arts courses in particular areas. Some of these requirements can be fulfilled by courses offered in the business department. Compliance with the Liberal Arts Curriculum (LAC) requirements is checked by the College Registrar, and not by the Business Department. Students must take courses from the following categories:

- Natural Science: 6-7 Credits, none of which can be taken in the Business Department
- Arts: 6 Credits, none of which can be taken in the Business Department
- Mathematics and Logic: 6 Credits including a college-level math course, 3 Credits of which can be fulfilled by BUA 219
- Ethics: 3 Credits, all of which can be fulfilled by BUA 281 or BUA 282
- Writing: 6 Credits, 3 of which can be fulfilled by BUA 204
- Humanities: 6 Credits, none of which can be taken in the Business Department
- Social Science: 6 Credits in two disciplines, 3 of which can be fulfilled by ECO 101 or ECO 102
- Global Studies: 3 Credits, all of which can be fulfilled by BUA 204, ECO 315, or MRK 336

Problem-solving skills are required for every college-level assignment. It may be the application of a technique to new data, or the creation of a marketing plan--at the core, there is an unfulfilled need or problem to be addressed by a novel solution. An accounting course, for instance, may provide students with a set of data from which they must construct a balance sheet. Some problems benefit from the proper application of tools, such as using statistics to understand sales trends. It may be the creation of a brand mark and integrated marketing campaign to foster a sense of corporate or organizational identity. Business is all about problem solving, even if the core concern is simply to generate additional revenue or reduce expenses.

Sometimes--as in an accounting problem--there is one clear-cut, correct solution. If there is only one correct answer to a problem, understanding that constraint is a crucial part of approaching the solution. More often in business and management, however, there can be a wide range of possible solutions--the key is to understand the criteria for developing an appropriate solution. There may be contingencies, situations may change, and there may be no "best" answer--which is why critical thinking goes hand-in-hand with problem-solving. Undergraduate students take BUA 219, which is a course on statistical reasoning as applied to business problems, and graduate students take MBA 501/502, which is a course on decision science. To be able to approach problems from a critical distance is a hallmark of mature and independent thought and action. Undergraduate students take BUA 281 or 282 to ground their tools for critical analysis in an ethical core.

All undergraduate students in the Business Department take BUA 351 and BUA 352, our two-course capstone sequence. During these courses, students learn how to develop a business proposal, and complete and present one. To do this successfully, they must understand what is required, and develop a project that fulfills the needs--critical and creative problem solving must clearly be used, as well as independent thought and action, as the project is a significant creative endeavor. Students develop this plan for a novel business, and the process sparks their intellectual curiosity as the apotheosis of business study. Graduate students in the department complete a writing portfolio, re-examining projects that they have completed for earlier classes. In gathering and reflecting on past work, they gain a synthesis of the major functional areas of business, but also insight into what areas they find interesting or valuable in business and where they would like to focus their careers moving forward beyond the MBA. The graduate portfolio is very much a personal, creative reflection that demonstrates problem-solving, creative, and analytic approaches to business.

Sources

- Accounting Major 2018-2019 (SAGE)
- Accounting Major 2018-2019 (TRADITIONAL)
- Accounting Minor 2018-2019
- Business Admin. Major 2018-2019
- Business Admin. Minor 2018-2019
- CPA Certificate 2018-2019
- Economics Minor 2018-2019
- Healthcare Management Certificate 2018-2019
- HR Management Certificate 2018-2019
- LAC Trad - check sheet
- Marketing Minor 2018-2019
- MBA Transition Worksheet BLANK
- Undergraduate Leadership Certificate 2018-2019

6.1.5 - Criterion 6.1.5

Use the following criterion to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.Curriculum Design Beyond CPC.Other Business-related Programs

Curriculum 6.1.5. - Other Business-related Program

Other business-related programs must include sufficient coverage of undergraduate CPC topics to meet the long-term needs of students and other stakeholders. Other business-related programs that lead to bachelors or master's degrees must have a minimum of 25 percent of the total undergraduate curriculum devoted to business. Other business-related programs might include programs such as sports management, master of science in management, hotel and motel management, computer information systems, etc.

In your narrative regarding this criterion, use the information from Figure 6.6, found under the Evidence File tab (ACBSP Documents folder) above, for each “other business-related program” to compute and report the percentage of the undergraduate curriculum devoted to business. Also report the hours of CPC coverage for undergraduate degrees, or CPC competency for a graduate degree. Explain how the coverage meets the long-term needs of students and other stakeholders, given the objectives of the program.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Michael Zalot

Institution Response

Cedar Crest College does not currently offer other business related programs at the undergraduate or graduate level that we seek to accredit. The Global Studies major does offer a concentration in International Business and Economics, but there are only 18 credits required, which is 15% of the undergraduate program, so the Global Studies major does not qualify.

Sources

There are no sources.

6.1.6 - Criterion 6.1.6

Use the following criterion to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.

Criterion 6.1.6. - Curriculum Design in Graduate Programs

Master's degree programs in business should require at least 30 semester credit hours or 45 quarter hours (or equivalent) of graduate level work in business coverage beyond the basic undergraduate Common Professional Component (CPC). The undergraduate CPC (excluding the comprehensive or integrating experience) may be determined through a competency based evaluation or by completing undergraduate or graduate courses. The 30 semester credit hours (45 quarter hours) of graduate-level work beyond the CPC topics normally should be in courses reserved for graduate students. The Master's degree program may be either 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, at least 15 credit hours should be in the area of specialization.

Doctoral programs in business should require that graduates have completed the equivalent of the undergraduate CPC, the master's level degree requirements in a business field, and doctoral courses equivalent to 30 semester hours (45 quarter hours) beyond the master's level. Doctoral program requirements will normally include courses in research methods, data analysis and statistical inference, formal academic writing and publication, as well as independent research and the preparation of a doctoral dissertation. While it is acceptable for doctoral students to take some master's-level courses in a doctoral program, a substantial percentage of the required course work should be in courses reserved for doctoral students.

Note: If your institution deviates significantly from this curriculum design, you must explain your explicit rationale for the alternate requirements, and provide student learning performance evaluation results to demonstrate that your coverage is sufficient as related to your program objectives.

In addressing Criterion 6.1.6., present your catalog descriptions of all your graduate programs, and tabulate here for each program:

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

Note: If your business school or program offers graduate programs (master and doctorate), the assessment requirements of Standards 3 and 4 apply to those programs. The assessment of student and stakeholder satisfaction and of learning outcomes for those programs, at that level, must be fully explained and reported in your self-study under Standards 3 & 4.

If your business programs do not meet this criterion you must present your rationale for the differences, and provide detailed records of student learning outcomes to demonstrate that your curriculum design in graduate programs support your mission and program objectives.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Michael Zalot

Institution Response

The Cedar Crest College Business Department currently offers one graduate degree: the Master of Business Administration (MBA) degree. Our MBA follows the traditional generalist curriculum grand-tour of functional areas of business, from marketing to finance, accounting to economics, operations to change management. We do not offer formal specializations or concentrations, but students complete a portfolio project as an outcome of each course block, and these portfolio projects may be focused on an area of particular interest in business, such as healthcare management, sports management, or information technology. For instance, a student in our Governance, Ethics, and Public Policy course may present cases dealing with sports business. In this way, our MBA is infinitely customizable to a student's particular area of interest, and this is only limited by the imagination and needs of the student as long as they stay within the framework of the course project. Students who do not have a preference for a particular area are directed to Strategic Leadership. These projects are collected and revised to comprise the student's graduate writing portfolio, which may be reviewed by potential employers.

Most course blocks are offered as 2+1 credit sequences comprising 2 credits of content mastery and 1 credit of portfolio project; each portion is 7 weeks or 6 weeks during the summer session. Students make take courses entirely online or in an onsite/hybrid format; the majority choose onsite/hybrid. This represents a re-launch of the program from its original 10-week per 3-credit format; this was done in August 2018 to assure that the amount of work done was appropriate for 3-credit graduate course.

We do not currently offer doctoral programs.

As a generalist degree, our MBA serves both students who have completed an undergraduate degree in business, and those who have not obtained one, but who have completed at least two years of professional employment or who have submitted significant results from the GRE or GMAT exam. Potential students for the program are screened holistically for interest and chance of success in an accelerated graduate business degree program. Students are recommended to have completed one semester of economics, one of social science, and one semester of statistics; they must also submit two letters of recommendation and a personal statement. We require 36 graduate credit hours for completion of the degree beyond the undergraduate CPC requirements. We recommend that students complete the program in 24 months, though it can be completed in 12 months full-time, or 36 months for students with a longer time horizon. Students who do not demonstrate mastery of the undergraduate CPC requirements are referred to tutoring through our SmartThinking service.

The number of credit hours in the program is designed to allow for coverage of the major functional areas of business as well as career development. The MBA 640 class requires students to select a mentor and interview professionals working in their desired field. The MBA 501/502 sequence is Decision-Making for the Business Leader, which introduces decision science. The MBA 650 class is the student's graduate portfolio practicum. We offer a course in Intercultural Communication and Global Perspectives (MBA 622/623) to assure a focus on globalization and working across national and cultural boundaries.

Here is the description of the MBA Program, as found on p. 45 of the 2018-2019 Cedar Crest Graduate Catalog: "The Cedar Crest College MBA program is a 36-credit degree, delivered in accelerated 7-week sessions, allowing students to complete their degree in as little as one year. Unique to the MBA program is the opportunity to create a customizable electronic business portfolio in consultation with a faculty advisor, based on the student’s individual career goals. Cedar Crest’s MBA is a collaborative, customizable, and career-centric program that prepares students for success in today’s ever-changing global environment, and challenges students to develop and apply strategic and leadership skills."

Sources

There are no sources.

6.1.7 - Criterion 6.1.7

Use the following criterion to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.

Curriculum 6.1.7. - Education (Design and Delivery) Evaluation

The school and/or program must provide evidence that ongoing educational programs and offerings are systematically tracked and regularly evaluated.

In addressing Criterion 6.1.7., report and explain your methods and processes for program evaluation. These observations and/or indicators could include such measures as: enrollment and participation figures, student evaluations of courses and instructors, success/completion rates, attendance rates, dropout rates, complaints, student feedback, and observations by school and/or program leaders. Explain whether these evaluations are internal to the business unit, or required by your institution, and in either case, how and by whom they are used in the continuous improvement of the business school or program's offerings.

A table such as Figure 6.8, found under the Evidence File tab (ACBSP Documents folder) above, should be included.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Michael Zalot

Institution Response

Cedar Crest College systematically tracks and regularly evaluates all academic programs at the college level. They are required by, and managed by, the institution. There are two major assessments:

Periodic Program Review (PPR), conducted every five calendar years

- Conducted last in CY 2014, scheduled and ongoing for CY 2019
- Designed to be a comprehensive review.
- Examines all syllabi
- Reviews all full-time faculty resumes and samples adjunct resumes
- Examines grading data
- Examines exit survey data for graduating seniors
- Examines all rubrics
- Examines departmental handbooks
- Examines use of consortium (OCICU) classes
- Samples final exams
- Assesses external department services provided (e.g., Marketing)
- Programs are assigned an overall assessment score as part of the process

Annual Assessment Report (AAR), conduct annually in years where a PPR doesn't occur.

- Conducted for 2017-2018

- Reviews departmental mission
- Reviews assessment of selected Student Learning Objectives (SLOs) within the major for outcomes mapping (focus on 1-2 per year)
- Reviews application of assessment outcomes to directly improve courses within the major
- Identifies the following year's SLOs to be assessed.

Additionally, each students in each course complete an end-of-course survey. This is also required by the institution, and delivered through the Office of Institutional Research. Course evaluation data is used directly in annual faculty self-evaluations.

Sources

- BUA AcademicAnnualAssessmentForm 2018-6-18-2018
- BusinessProgramPPR Final

6.2.1 - Criterion 6.2.1

Use the following criteria to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.

Criterion 6.2. - Management of Educational Support Service Processes and Business Operation Processes

Criterion 6.2.1. - Education Support Processes

Each business school or program should describe its use of education support processes (counseling, advising, placement, tutorial, computer facilities, equipment, classrooms, office space, and libraries) and explain how they are designed, managed, and improved, including those at all educational locations and on the Internet.

In addressing Criterion 6.2.1, present both a brief narrative and a table such as Figure 6.9 found under the Evidence File tab (ACBSP Documents folder) above.

Suggested topics for the narrative;

a. how you ensure that education support processes are performing effectively;
b. how are the following types of information used to evaluate your support processes:
    1. feedback from students, stakeholders, faculty and staff;
    2. benchmarking;
    3. peer evaluations; and
    4. data from observations and measurements

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Monica Saylor

Institution Response

Cedar Crest College uses a variety of educational support processes, most of which are provided by external departments. We know that they are functioning effectively from our listening methods as described in Standard 3, as well as the NSSE data. We maintain communication with these offices as well in the interest of serving not only our students, but the entire campus community. External departments maintain their own standards and benchmarking; our students and faculty serve as consumers of these services. Key educational support processes include:

- Advising: First year students are advised through the Advising Department and transferred to a faculty in the Business Department in their second year.
- Career Services: Provides resume services, appointments with students for career goals, and connections with employers.
- Computing Facilities: Provided by Cedar Crest College and maintained by IT; computers and projectors in the classroom. Scheduled by the Registrar.
- Counseling: Provided to traditional students; SAGE (School of Adult and Graduate Education) students are referred off-campus.
- Disability Services: Provided for students needing accommodations to support their studies.

- Information Technology: Support for desktop and classroom computing, shared services such as room scheduling, and significant information infrastructure items such as My Cedar Crest (including InfoNet, the student information system), Canvas LMS, and Jenzabar. The website is maintained by the Marketing and Communications department.
- International Student Services: Provides secondary advising for international students, some of whom have significant restrictions on the kinds of courses that they can take, such as SACM (Saudi Arabian Cultural Ministry) regulations, and who must maintain their status with regards to the US Government (e.g., number of minimum credits per semester); also OPT (Optional Professional Training) and similar work/study programs for international students.
- Library: Maintains both physical and electronic collections of books, documents, articles, and multimedia material used to support student learning and faculty research; partners with us to expand the collection as needed to support learning concerning emerging developments in all areas of business.
- Office Space: Provided by Facilities department; including space allocation door and lock maintenance, painting, cleaning; also bulletin boards, lighting, heat and air conditioning.

We evaluate our support services through our listening methods and also, in some cases, first-hand observation.

Feedback from Students, Stakeholders, Faculty, and Staff:

- Issues identified are brought to Department Chair's attention
- Department Chair may discuss at department meeting
- Department Chair will interface with Provost or other relevant department to address issue to the extent possible within operating budget.
- Department Chair may delegate address of issue to a full-time faculty member

Benchmarking:

- Departments providing external services may provide their own internal benchmarking.

Peer Evaluations:

- Issues identified from Peer Evaluations regarding externally-provided services are addressed through the process above, with Department Chair as advocate for our department and arbiter of decision.

Data from Observations and Measurements:

- As above; the same process is followed for Feedback and Evaluations.

Sources

There are no sources.

6.2.2 - Criterion 6.2.2

Use the following criteria to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.

Criterion 6.2.2. - Business Operation Processes

The business school or program should ensure effective management of its key business operation processes (financial resources, secretarial and other administrative services, marketing, information services, public relations, etc.).

In addressing Criterion 6.2.2., use a table such as Figure 6.10. found under the Evidence File tab (ACBSP Documents folder) above, for all educational locations and the Internet. Explain or describe:

a. your key business operation processes;
b. how you determine your key customer requirements;
c. how you set measures and/or indicators and goals;
d. how you monitor performance;
e. how you evaluate and improve business operation processes to achieve better performance, including cost and productivity; and
f. how you use the following types of information to evaluate your key business operation processes:
    1. feedback from students, stakeholders, faculty and staff;
    2. benchmarking;
    3. peer evaluations; and
    4. data from observations and measurements

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Michael Zalot

Institution Response

a.

Key business operations processes:

Budgeting of Financial Resources

- Cedar Crest College provides the Business Department with a budget for the Department, and a separate budget for the MBA.
- The Department Chair reviews the budgets for both areas and allocates resources as appropriate.
- Faculty provide input to the budget through Department Meetings.

Secretarial/Administrative Services

- Cedar Crest College provides the department with a Department Administrator, which is a shared reporting relationship with the Mathematics Department.

- The Administrator position is a 10-month position whose schedule is determined jointly by both the Business Department and Mathematics Department Chairs.
- Key responsibilities of the Administrator include coordination of events, collecting of data, departmental reminders, interfacing with the Administrator of the Provost's Office, addressing student meeting requests with the Chair, and maintaining departmental records and documents.
- Other administrative services are provided by other offices on campus; an example is that Faculty Contracts are produced by the Provost Office Administrator.

Marketing / Public Relations

- Cedar Crest College's Marketing and Communications department provides these services.
- Faculty are consulted for developing recruiting materials such as marketing brochure copy.
- The Marketing department maintains Cedar Crest College's website, and provides photography support for major events and graphic design services.

Information Services

- Cedar Crest College's Information Technology department provides these services.
- Services include laptop/desktop support, application support for courses, and Canvas LMS support.
- Faculty can request helpdesk and computing support through phone, walk-in services, email, or a dedicated website: http://help.cedarcrest.edu

Library Support

- Cedar Crest's library offers books, periodicals, films, and other material through physical and virtual means.
- For the business department a library guide is provided to indicate key resources.
- Students may access library databases directly from Canvas LMS after having logged in.
- The library periodically recommends textbooks for consideration, to be purchased out of a separate library budget line item for business; faculty approve these materials and the library handles the acquisition process.

b.

Our Department monitors the requirements of our customers through the various listening methods discussed in Standard 3, as well as through informal discussions with students. We seek to be sure that student needs are met by external service-providing departments. We also seek to be sure that external departments are fulfilling our own needs to the extent possible by the overall campus budget. Faculty share insights with the Department Chair via the weekly department meetings held during the traditional academic year. The Department Chair may request additional support or changes in operations procedures through the Provost or the appropriate department. For instance, the Departmental Administrator role was only recently filled after a long search, but the Department Chair requested support to the Provost, who had provided a temporary replacement.

c.

Most services provided to the department are provided by external departments on campus, and those departments have their own benchmarking processes. For example, the library maintains its own tracking of usage data, as does IT. The Departmental Administrator function, to the degree that the role is responsible to the Business Department, is managed directly by the Department Chair; this includes setting goals and performance metrics. The Department Chair assesses the budgets provided to the Business Department and provides feedback to the Provost.

d.

We monitor performance through the listening methods described in Standard 3. Concerns about IT services, for instance, would be expressed to us by students either in person, or through end-of-course feedback surveys or other data collection mechanisms. The Department Chair maintains and directly manages the budgets provided as well as manages the performance of the Departmental Administrator position. Faculty provide input to both processes as noted above.

e.

We evaluate processes on the primarily on the basis of whether or not they meet student needs, and secondarily whether or not they meet our departmental needs. We do not control the budgets or benchmarking of external departments but make make requests or suggestions via appropriate channels. The Department Chair serves as the interface to other departments on campus, often via the Provost, in terms of requesting additional support levels. Particular requests (e.g., installing software or requesting a periodical subscription be added to the library) may be made to the relevant department.

Formal assessment of external departments is done every five years as part of the Periodic Program Review (PPR) process as described in Standard 6.1.7.

f.

Feedback from Students, Stakeholders, Faculty, and Staff:

- Collected through the listening methods identified in Standard 3
- Discussed at Department Meeting or one-on-one with Chair
- Chair makes recommendations to Provost or approves requests to external department

Benchmarking:

- Collected through the AAR/PPR process and external vendors (Peregine Systems)
- Reviewed by Chair in conjunction with Provost for any operations issues
- Collected by external departments to manage their own performance standards

Peer Evaluations:

- Course survey data collected by Office of Institutional Research on campus
- Peer evaluations performed by annually by individual faculty for adjuncts
- Peer evaluations performed by senior faculty (including potentially outside the department) annually for full-time faculty
- Full-time data summarized as part of annual self-evaluation

Data from Observations and Measurements:

- For course evaluations, see peer evaluations above
- Any issues not addressed via external departments follow the general process of informing the Chair at a department meeting or one-on-one and the Department Chair addressing the issue with the Provost, except for the areas of budgeting and the management of the departmental administrator.

Sources

There are no sources.

6.3.1 - Criterion 6.3.1

Use the following criterion to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.

Criterion 6.3 - Enrollment Management

Criterion 6.3.1. - Admissions Policies and Procedures

The business unit should include in an appendix or refer to the page in the catalog wherein are found the policies and procedures for undergraduate admission to its programs in the business unit.

In addressing Criterion 6.3.1 you should provide:

a. the policies and procedures for admission of first-year students (freshmen); and
b. the policies and procedures for admission of transfer of students from within the institution to the undergraduate business programs.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Michael Zalot

Institution Response

a. The undergraduate admissions policies for freshmen start on page 14 of the 2018-2019 Cedar Crest College catalog.

b. Internal transfer students must complete a Change of Major form, and be approved by the Business Department; see page 56 of the 2018-2019 Cedar Crest College Catalog. Such students must complete 30 credits in the department, complete all courses with a C- or better, maintain a cumulative GPA of 2.25 and a major GPA of 2.5 (see catalog page 134 for Accounting and page 138 for Business Administration).

Sources

- 2018-2019UndergraduateCatalog53118

6.3.2 - Criterion 6.3.2

Use the following criterion to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.

Criterion 6.3.2. - External Articulation Process

The business unit should include a source document that includes (or refer to the page in the catalog wherein are found) the policies and procedures for articulation with relevant two-year business programs, and admission of undergraduate transfer students from other institutions to programs in the business unit.

For the purpose of satisfying Criterion 6.3.2, explain or describe any articulation and/or course transfer arrangements you have with other institutions. Also, please report:

a. what ongoing communication exists between the administration and faculty of the business unit and representatives of two-year institutions from which the business unit regularly receives transfer students;
b. the principal institutions from/to which the institution receives/sends transfer students;
c. the policies and procedures pertaining to the admission of transfer students from outside institutions into your business programs;
d. any mechanisms in place to avoid requiring students to unnecessarily duplicate course work, and the student advisement process which counsels students as to the transferability of course work; and
e. the policies for acceptance of transfer of credit from other institutions and the method of validating the credits for both undergraduate and graduate programs.
f. persistency rates and other key student performance-related indicators of transfer students from ACBSP accredited institutions; and
g. total amount of transfer credits earned at previous ACBSP accredited member institution versus total amount of credits applied toward business degree requirements at receiving institution.

See Figure 6.11 under the Evidence File tab (ACBSP Documents folder) for an example of a table for External Articulation.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Michael Zalot

Institution Response

a.

Our Admissions department maintains regular contact with all of our partner institutions. At the business unit level, our Department Chair has developed relationships with key strategic contacts with community colleges and high school organizations, including the Future Business Leaders of America. Our department recently presented at the FBLA State Championships in Hershey, PA, and acted as judges for the event.

b.

We have transfer articulation agreements with:

- Bucks County Community College

- Harrisburg Area Community College
- Lehigh Carbon Community College
- Luzerne County Community College
- Montgomery County Community College
- Northampton Community College
- Reading Area Community College
- Raritan Valley Community College
- Warren County Community College

c.

The articulation agreements are posted in the evidence file, and also available on the web at: https://www.cedarcrest.edu/sage/transfer_credits.shtm

d.

Students with an associate's (art or science, not applied) degree, a bachelor's degree, or 90 credits from a regionally accredited institution are exempted from having to take liberal arts requirements.

e.

Up to 68 credits are accepted from a community college, and up to 90 from a four-year college or university, provided that they were earned with a grade of C or better.

Up to 12 credits may be earned for life experience, and up to 12 credits for military training; students may be asked to develop a portfolio and the credits will be evaluated after the students earns 9 credits with a GPA of 2.5.

Policies are available here: https://www.cedarcrest.edu/sage/transfer_credits.shtm

f.

For Academic Years 2016-2017, 2017-2018, and 2018-2019, persistence of ACBSP transfer students was as follows:

B.S. ACCOUNTING
Transfer Students: 5
Rate: 100% Persistence

B.S. BUSINESS ADMINISTRATION
Transfer Students: 30
Rate: 90% Persistence (27 Persisted, 2 Withdrew, 1 on Leave of Absence)

MBA
Transfer Students: 1
Rate: 100% Persistence

Please see the Excel worksheet for 6.3.2.f in the Evidence File.

g.

Cedar Crest College does not track credits that aren't accepted for transfer.

Sources

- 6.3.2.f Transfer Credits business students 2016 2017 2018
- BCCCTransferGuide2015-161172017_a
- HACCTransfer-Guide2014-1510.29.15_2
- LCCCTransferGuide2015-1605022017
- LuzerneCCCTransferGuide2014-15-06.10.15
- MCCCTransferGuide-11102016
- NCCTransferGuide2015-2016_03272017
- RACCTransferGuideUpdated080420152
- RVCCTransferGuide2014-1508.04.15
- WCCCTransferGuide04122017

6.3.3 - Criterion 6.3.3

Use the following criterion to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.

Criterion 6.3.3 - Graduate Program Articulation and Admissions Policy

A graduate program must have an admissions policy that accepts students who can reasonably be expected to succeed in a graduate business school.

In addressing this criterion, report and explain or describe:

a. the admission policies of the business unit for each of the graduate level programs;
b. the page numbers in the academic catalog that describe the admission policy for graduate programs in business;
c. each type of student classification given to graduate students in the business unit (i.e., unclassified, post-baccalaureate, non-degree, provisional, conditional, probationary, etc.) and describe how these classifications are administered. (Also, give the student catalog page number as a reference.);
d. any difference between the day and evening graduate program in business in terms of admission and classification;
e. whether admissions requirements allow entry to students who can reasonably be expected to succeed in graduate business studies. Please explain and give reasons for this conclusion.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Michael Zalot

Institution Response

There is one graduate program currently offered by the unit, the Master of Business Administration degree.

a. Student applications are reviewed on a case-by-case basis by the MBA program director; each is assessed for prior business study at the undergraduate level, general academic achievement, work history or standardized tests, a personal statement, and two letters of recommendation. The MBA director may ask students for additional information related to their application.

b. Pages 46-47 in the 2018-2019 Cedar Crest College graduate catalog.

c. Graduate students may be classified as matriculated, or non-matriculated (visiting) students. All are considered SAGE students (Cedar Crest's School of Adult and Graduate Education).

d. The MBA classes run in the evening or online; there are no separate day sections, and therefore no differences between day and evening students.

e. Student applications are examined holistically as per the graduate catalog for a combination of factors that will lead to success: prior preparation in business, significant (2 years or more) work experience, and general achievement. In addition, recommendations from the admissions advisor may be considered, and the Department Chair may offer additional input. The MBA Director is familiar with the content of all courses as the position has oversight over the course development. Thus, the MBA Director can match the level of the applicant to the known rigor of the coursework for the greatest chance of success.

Sources

- GraduateCatalog2018-2019
- GraduateCatalog2018-2019 (page number 46)
- GraduateCatalog2018-2019 (page number 47)

6.3.4 - Criterion 6.3.4

Use the following criterion to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.

Criterion 6.3.4. - Academic Policies for Probation, Suspension, and Readmitting of students will be clearly stated.

Describe the academic policies used by the business unit for placing students on probation, for suspending students, and for readmitting students who were suspended.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Michael Zalot

Institution Response

6.3.4

The Department of Business follows the Academic Policies established by Cedar Crest College with regards to probation, suspension, and readmission.

PROBATION: Undergraduate probation policies are detailed on pp. 51-52 of the 2018-2019 Catalog.

- First-time, full-time, first-year, traditional matriculated students must achieve a 1.8 GPA in their first semester; any other (e.g., SAGE) students must achieve a 2.0 GPA. Part-time students must maintain a 2.0 GPA for every 9 credits taken. Students who do not meet these standards are placed into "conditional standing". Conditional standing is a precursor to academic probation.
- Students entering conditional standing must complete an academic recovery plan with their advisor and Academic Services, or be placed immediately on academic probation. Failure to complete the academic recovery plan or maintain a 2.0 GPA also places the student on academic probation.
- Students entering academic probation must complete an academic probation contract in conjunction with the Director of Student Success and Retention.

Graduate students are not placed on academic probation, rather they are dismissed if they fail to maintain academic standards--see below.

DISMISSAL: Undergraduate dismissal policies are primarily detailed on p. 52 of the 2018-2019 Catalog.

- After two consecutive semesters on conditional standing, or one semester on academic probation, students who do not have a 2.0 GPA are subject to dismissal.
- Any matriculated student who does not maintain a semester GPA of 1.0 is subject to dismissal.
- Students under dismissal may petition the Academic Policies and Standards Committee for continuation.
- Students may also be dismissed from the College for extreme disruptive classroom behavior provided that a faculty member makes a petition to the Provost (p. 51).
- The Provost and Board of Trustees may suspend or expel students from the college for extreme academic misconduct (p. 62).

Graduate dismissal procedures are primarily detailed on page 7 of the Graduate Catalog.

- Matriculated students who fail to achieve a cumulative GPA of 3.0 are dismissed after each semester.
- Additionally, students may be dismissed for academic misconduct, provided that an academic misconduct report was filed with the Provost's Office. Faculty, Program Directors, Associate Provosts, the Provost, and the Board of Trustees may file sanctions against students for academic integrity violations, up to an including dismissal.
- Students failing to comply with Pennsylvania drug and alcohol laws while on campus may be dismissed (p. 16).

READMISSION: Undergraduate readmission policies are detailed on p. 52 and p. 75 of the 2018-2019 Catalog.

- Students dismissed for academic reasons may petition the Academic Policies and Standards Committee for readmission (p. 52).
- Any readmitted students must have a plan for returning to good academic standing (p. 52).
- Readmitted students must maintain a 2.0 GPA or better every semester or be dismissed a second time (p. 52).
- Students dismissed a second time cannot be readmitted (p. 52).
- Students dismissed for poor academic performance must remain separated for one calendar year before reapplying (p. 75).
- Students dismissed for poor academic performance must complete 12 credits with a "C" or better to be readmitted (p. 75).
- Students separated for five or more years have the option to keep their previous grades or purge them if they are readmitted (p. 75).

Graduate readmission procedures are detailed on page 7 and 20-21 of the Graduate Catalog.

- Graduate students who are dismissed from their program for GPA may be readmitted at the discretion of the Program Director for the Department (p. 7).
- Graduate students seeking readmission must petition in writing the Program Director. If the student does not agree with the outcome (p. 21), she or he may appeal to, sequentially, the Department Chair, a Dean of SAGE (currently vacant), and the Provost. If the student's petition is rejected, he or she may appeal in writing to the next level within 7 days. The Provost's decision is final.

Sources

There are no sources.

6.3.5 - Criterion 6.3.5

Use the following criterion to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.

Criterion 6.3.5. - Academic Policies for Recruiting, Admitting, and Retaining Students will be clearly stated.

Describe the academic policies used by the business unit for:

a. recruiting students;
b. admitting students; and
c. retaining students.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Michael Zalot

Institution Response

a.

Student recruitment is managed through Cedar Crest's Admissions Office.

Undergraduate (Traditional) Student Recruitment:

Admissions staff visit high schools and attend college fairs. Students expressing an interest in business are given information specific to the business program and are encouraged to visit the school and meet with a professor. When on campus, students may also meet with admissions, financial aid, and athletics coaches as needed. Interested students are given regular updates about faculty and current student accomplishments. Cedar Crest is developing local partnerships with FBLA (Future Business Leaders of America) chapters.

Adult and Graduate Student (SAGE) Recruitment:

Undergraduate transfer students are recruited at community colleges, particular those that Cedar Crest has articulation agreements with. Communication plans for these students include emails specific to the business programs, and include talking points with program highlights. There are both virtual and on-campus information session events, including breakout sessions for both undergraduate and graduate students. Incoming students may make appointments to meet with Admissions advisors to review the application process, transferable classes, and the business curriculum. Additional recruiting opportunities include presence at community events such as the Greater Lehigh Valley Chamber of Commerce's Young Professionals Council, Business Council, and LGBT Business Summit, as well as the Lehigh Valley Economic Development Corporation and tuition discounts for local businesses through Pathways to Excellence. Business Department faculty attend these events as requested.

b.

The admissions process is managed through the Admissions Office as well. Undergraduate decisions are made by the Admissions staff; graduate decisions are made by the Business Department.

Cedar Crest College has a non-discrimination policy for admissions: "Cedar Crest College complies with all applicable federal, state, and local legislation and does not illegally discriminate in educational programs or in employment on the basis of race, color, religion, national or ethnic origin, age, gender, disability or sexual orientation. Further, in accordance with the provisions of Section 504 of the Rehabilitation Act of 1972 it is college policy that no person shall be denied consideration for admission solely by reason of her/his disability."

Undergraduate Student Admissions:

- Need-blind admissions process, per Admissions department.
- Students awarded aid based on undergraduate GPA in core courses and SAT/ACT score.
- Students applications considered a retention risk are reviewed by the VP of Enrollment management.

Graduate Student Admissions

- Applications are reviewed by the MBA Director for approval on a holistic basis. Students must submit official transcripts from prior institutions attended, a resume, two letters of recommendation, and a personal statement (Graduate Catalog, p. 46), as well as complete an initial registration advisement session with the MBA Director.
- Students are recommended to have completed one semester of economics, social science, and statistics; students without these requirements may be asked to complete them before taking graduate courses (Graduate Catalog, p. 46)
- Undergraduate GPA in business of 2.5 or higher, two years' professional working experience in management or organizational leadership with non-business major GPA of 2.9 or higher, and GRE/GMAT scores are used to assess candidates.
- The Department Chair serves as a second read on applications that may be program completion risks.
- The MBA Director may interview candidates before an Admissions decision is made.
- Students may be granted transfer credit of up to 6 credits from work at other institutions before matriculation, provided that the courses are equivalent to Cedar Crest's Courses (Graduate Catalog, p. 47)

c.

Please see Standard 6.3.4 for full details on probation and dismissal procedures--highlights are recapped here.

Undergraduate Student Retention (Undergraduate Catalog, pp. 51-52):

- Students may be placed on conditional standing if they fail to maintain a 2.0 cumulative GPA (1.8 for Traditional Undergraduate students), or a 1.0 semester GPA.
- Students placed on conditional standing must complete an Academic Recovery Plan or be placed on academic probation; students on probation failing to complete their Probation Contract are dismissed.
- Dismissed students may appeal to the APSC (Academic Policies and Standards Committee) for reinstatement, however, a second dismissal is permanent.
- Students may also be dismissed for non-academic (e.g, disruptive behavior) as detailed in standard 6.3.4.
- Additionally, mid-term grading is used institutionally to drive retention, and students in danger of failing a course receive a Finish Line system alert from faculty.

Graduate Student Retention (Graduate Catalog, p. 47):

- Students must maintain a 3.0 average.
- Students who receive a C or withdraw from a course are only allowed to repeat it one time.
- Students who do not maintain a 3.0 will be dropped from the program.
- Students receiving an F in the first attempt at a course will be placed on probation and may be dropped from the program.
- Students may also be dismissed for non-academic (e.g, drug-use policy violations) as detailed in standard 6.3.4.

Sources

There are no sources.

6.3.6 - Criterion 6.3.6

Use the following criterion to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.

Criterion 6.3.6. - Results of Enrollment Management will be reported.

Summarize results for enrollment management not reported elsewhere in the report.

You could include measures/indicators that reflect effectiveness in areas such as student retention, graduation rates, recruitment, and relationships with suppliers of students. The use of graphs, such as Figure 6.12 found under the Evidence File tab above, is encouraged.

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Monica Saylor

Institution Response

Please see figure 6.12 in the Excel spreadsheet.

This information was provided by our Office of Institutional Research. To summarize, the data shows yield, retention, and graduation rates for all three programs (Accounting, Business Administration, and MBA) for three Academic Years: 2016-2017, 2017-2018, and 2018-2019 (Self-Study Year).

- Yield rate is the number of accepted students who actually enrolled in courses.
- Retention rate includes total headcount from Fall to Fall, excluding graduates
- Graduation rate for undergraduate majors is the 6 year rate for incoming FT students in 2010, 2011, 2012 which was reported in 2015, 2016, 2017 respectively.
- Graduation rate for the MBA is persistence or successful graduation, only students who have discontinued the program count against the figure; this is due to the fact that the program only started in 2015.

Of note is that fact that the Academic Year 2018-2019 (self-study year) retention rates were above 80% in all programs--evidence of a positive environment for student learning and engagement. This represents an increase in every case from Academic Year 2017-2018. This is a significant jump for the MBA program in particular (approximately 17%), demonstrating the effectiveness of the new curriculum model and the personal dedication of the new MBA director toward student engagement.

Sources

There are no sources.

6.3.7 - Criterion 6.3.7

Use the following criterion to document the extent to which the business school or program meets Standard 6 Educational and Business Process Management. Justify any omissions.

Criterion 6.3.7. - Improvement in Enrollment Management will be pursued on a continuous basis.

Explain how you improve the enrollment management processes, and how the improvements are deployed across the organization

Self-Study

Status: Completed | **Due Date:** Not Set

Assigned To
Michael Zalot

Institution Response

The Admission department uses a variety of training sources to keep employees current with developments in the field. The process starts with training: admissions staff are onboarded through an in-house training program, and new counselors are sent to the PACAC (Pennsylvania Association of College Admissions Counseling) new counselor training held annually at Bucknell University. The staff meets with the Provost each semester for an update about majors and programs. Additional training received in Academic Year 2018-2019 included:

- Two counselors sent to a conference on generating higher yield at Agnes Scott College
- Two associate directors sent to Small College Admissions Institute in summer of 2018
- Associate director sent to NAFSA/Association of International Educators Conference

In August of each year, the SAGE (School of Adult and Graduate Education) Admissions team requests updates from program chairs and other offices regarding services that might assist them in recruiting students; they ask for talking points from faculty as well. The SAGE Admissions staff training includes webinars, including a recent one hosted by EAB (formerly Education Advisory Board) about marketing to the adult student. Members have attended CAEL (Council for Adult and Experiential Learning) with a focus on experiential learning, and members of both SAGE and Traditional Admissions staff have attended NACAC (National Association of College Admissions Counseling) or PACAC (Pennsylvania Association of College Admissions Counseling). Some members are members of NAGAP (National Association of Graduate Admissions Professionals.)

This year, SAGE admissions moved to an online platform called ERx; this allows specific communications plans to be developed for pipelined students by major. The system is now paperless and allows for multiple routing of admissions decisions electronically. Senior potential students have 325 items in their communication plan and the system facilitates the process for juniors as well. A process for managing interested freshman and sophomores is being launched in 2019. SAGE maintains a Pathways to Excellence program that allows them to offer tuition discounts to businesses and other organizations in the Lehigh Valley. The Pathways to Excellence program allows the Admissions staff to keep in contact with local employers to keep current with their needs as well.

Metrics are used to assess penetration: area high schools are ranked for fit from 1 to 10; the percentage of those visited is tracked. Last year the admissions staff visited 96% of the "10" schools and "46%" of the "9" schools. This has increased the conversion rate from admits to deposits. In Academic Year 2018-2019 (Fall through Spring) staff visited 472 college fairs and completed 463 high school visits. There were more than 1300 campus visits. The transfer recruiter visits each sending school once a week. Despite the geographic downturn of high school students, Cedar Crest has increased enrollment by 30%-40% (depending on the year) in the last four years. Additionally our family AGI has increased as has our overall grade point average of incoming students.

Please see the emails from the Admissions staff in the source file.

Sources

- CRITERION_6_3_7