INTERNATIONAL TECHNOLOGICAL UNIVERSITY

DEPARTMENT OF BUSINESS ADMINISTRATION

Respectfully submitted

October 3, 2016

ACCREDITATION COUNCIL FOR BUSINESS SCHOOLS AND PROGRAMS (ACBSP)
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INSTITUTIONAL OVERVIEW

The contents of the self-study begin with completing and submitting information about the institution in general, and business programs specifically in the ACBSP online reporting portal (request access from ACBSP accreditation staff if access has not already been provided). Following is an outline that may be used to create the overview.

The intent of the overview is to address what is most important to the business programs, the key factors that influence how business programs operate, and where the business programs are headed. The information provided here establishes the foundation to evaluate to the standards and criteria.

1. Contact Information

Name of institution: International Technological University
Name of business school or program: Department of Business Administration
Name/title of president/chancellor: Dr. Gregory O'Brien

Address of president (if different from primary contact address below):
Name/title of chief academic officer/Provost: ITU Provost Dr. Barry Ryan
Name/title of business unit head: Dr. Amal Mougharbel
Academic year covered by the self-study: 2016-2017

The institution's self-study coordinator contact information:
Name: Amal Mougharbel
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The primary institutional contact information during the accreditation site visit:
Name: Amal Mougharbel
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Country: USA
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Phone: 1-888-488-4968
FAX: not available
E-mail:amougharbel@itu.edu
Proposed date of accreditation site visit:

2. Identification of Individuals Who Helped Prepare the Self-study

Name	Title
Dr. Amal Mougharbel	Chair, Department of Business Administration
Prof. Patricia Wiggin	Core Faculty, Department of Business Administration
Nutan Bhat	SAP & Business Research Manager, Department of Business Administration

3. Review of all academic activities

TABLE 1 Review of all academic activities

A. Business or Business Related Programs	B. Program in Business Unit	C. To be Accredited by ACBSP	D. Number of Degrees Conferred During Self-Study
Master of Business Administration (MBA)	Yes	Yes	267 (Including HCM)
MBA in Business Analytics	Yes	Yes	0*
MBA in HealthCare Management	Yes	Yes	31***
Doctorate of Business Administration	Yes	Yes	2**

* The Department of Business Administration went through a program restructure. The MBA in Business Analytics is a new program and starts in Fall 2016. The MBA in Healthcare Management has been restructured and begins in Spring 2017. The MBA program remains the same.

**At the time of writing this self-study, the DBA program has four candidates enrolled. These candidates have passed their qualifying exams and are at the dissertation stage. Two of these candidates are expected to graduate by Summer 2017.

*** In 2014 there were 44 students enrolled in the program. In 2016, the year of the self-study, the remaining number of students in the program was 13. At the time of writing the self-study, there were 31 students who received their degree of MBA in Healthcare Management.

4. Organizational Charts

Place in an Appendix of the self-study a copy of:

1) The institution's organizational chart and
2) Business program's organizational chart

Identify here the Appendix number: _(**1A**)__

Attached are ITU's institutional and business charts.

5. 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.

ITU is accredited by the Western Association of Schools and Colleges (WASC). Our official notification of accreditation is attached. (**Appendix 1B**.)

Changes:

There have been no changes to our regional and national accreditation status at the time of completing this self-study

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).

Statement of Mission:

ITU pioneers a modern, industry-focused educational model to deliver education globally. ITU's educational pedagogy cultivates innovative thinking, ethical leadership, and an entrepreneurial spirit through practical, industry relevant curriculum that reflects Silicon Valley's culture. ITU closes the employment skills gap and empowers people to lead successful, enriching lives as meaningful contributors to the global community.

There are six industry-oriented departments within ITU delivering high-quality academic and practical training educational programs. These departments offer programs in electrical engineering, digital arts, computer science, computer engineering, software engineering, engineering management, inter-disciplinary sciences and business administration.

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

Statement of Mission: In order to become a **center of distinction**, the Department of Business Administration strives to prepare its students and graduates with the knowledge and practical skills to serve as business and industrial leaders. We believe this aspiration is achieved through collaboration with our high quality faculty and ongoing engagement with our communities.

Statement of Vision: The vision of the department of business administration is to become a prominent and cooperative establishment within its educational and industrial community. We aspire to provide our stakeholders with the foundations for excellent education and research and to be a **center of distinction** where business leaders, academicians and students work together in an increasingly complex global environment.

Following the global and technological mission of ITU, the Department of Business Administration offers degrees that equip students with the skills required to advance in an international business career. The degree programs include topics on business analytics, the organizational impact of globalization and competition, and techniques of healthcare management.

d. Public Information. An electronic copy or website link to the catalog or bulletin and an electronic copy of the completed self-study should be submitted to ACBSP using the ACBSP online reporting system. Access to the online system will be available once candidacy status has been established.

Please state the catalog page number(s) where each of the following is located:

1) listing of the business degree programs - page number(s) 43
2) the academic credentials of all faculty members - page number(s) 43
3) the academic policies affecting students, along with a clear description of the tuition and fees charged the students - page number(s) 23,14
4) the statement of mission of the institution - page number(s) 8
5) the statement of mission of the business unit or Program - page number(s) 43

e. Accreditation of Doctoral Programs. Accreditation of doctoral programs requires meeting the following requirements:

1) *Institution must have ACBSP accredited 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; and*
4) *Accreditation can only be awarded after individuals have graduated from the*

program.

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

This self-study includes accreditation for the Doctorate in Business Administration. At the time of writing this self-study, we do not yet have graduates from this program but we do expect to have at least two candidates graduating with a DBA by Summer 2017.

f. Please list below all campuses of your institution where a student can earn a business degree.

There is only one campus in San Jose.

g. The business unit must routinely provide reliable information to the public on its performance, including student achievement, such as assessment results.

To demonstrate compliance with this criterion:

Describe how you routinely provide reliable information to the public on your performance, including student achievement, such as assessment results and program results. For example: Website, student achievement, assessment results and program results

Most information relating to enrolment, student achievement and assessment results is made publicly available through ITU's website. This is done on an institutional basis with information breakdown by various academic departments, including the department of business administration. Other methods of disseminating information include departmental and institution wide meetings (e.g. Peregrine external assessment results), meetings with external parties such as the Industry Advisory Board (IAB), publication through ITU Journal, blog posts and ITU's Facebook page. In addition, student achievements on their Capstone projects are publicized at forums such as new student orientation and through ITU website posts and stories.

If you provide a link to aggregate business student results, please ensure the link goes directly to the results rather than your home page (such as http://www.nccu.edu/formsdocs/proxy.cfm?file_id=2299). Please include the link to your public website in your self-study.

Please use the following link to access ITU's aggregate Business Department student results: http://itu.edu/about-itu/institutional-research/

6. Business Program's Organizational Profile

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

The importance of Beginning with 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 and the Organization Challenges on documents included within the self-study as an Appendix, or immediately following these pages. Limit the response to the Organizational Profile to not more than five pages.
a. Organizational Description

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

International Technological University (ITU) is an intensive graduate non-profit university, offering programs in engineering, computer science, business administration, digital media and related technologies, and healthcare management, as well as interdisciplinary programs. Following a family legacy, the University was founded in 1994 by the late Professor Dr. Shu-Park Chan, to extend the scientific and technological excellence fostered by the educational institutions and technology innovators of Silicon Valley to graduate students around the world. ITU is located in Silicon Valley, California, approximately 50 miles south of San Francisco, in San Jose, CA. Our unique location allows us to combine in our curriculum the best of the technology center of the world with traditional and emerging academic business models. The University provides a practical academic experience for students who want to learn directly from the people shaping our technology-driven society. From the University's inception, Silicon Valley's best minds have been part of our faculty, advisory board, and Board of Trustees, ensuring we deliver a premier education in technology and business. ITU faculty members bring a high-level of industry experience to the courses they teach, giving students an edge on the latest discoveries and implementations in tech innovation. Our professors use their real-world experiences at innovative companies like Google and Oracle to give our classrooms practical relevance. In order to empower our students throughout their careers, ITU has built an atmosphere where teaching, learning and application is principal in its mission.

We summarize the information about the Department of Business Administration's key stakeholders and their relationship with the Department in the **table 2** below. A copy of our Graduate Student Exit Survey (Survey Monkey) cited in the table below is attached. Table 2: Key stakeholders and Communication Mechanisms is attached (**Appendix 1C**)

Table 2: Key stakeholders and Communication Mechanisms

Stakeholder	Engagement criteria	Communication mechanisms
Students	Two-way engagement where ITU provides students with industry focused education programs and skills.	• Curricula • Pre and post course evaluations • Focus groups • SGA and other campus

	Students also provide feedback about programs through pre and post course evaluations and other mechanisms.	activities • Employer or internship final reports • Signature assignment performance • Capstone course performance
Faculty and Staff	Staff provides student and department support. Students engage with Advisors for program requirements on an ongoing basis. Other departments such as ISO, Career Services and others also support the student needs in line with their program. The department chair evaluates faculty formally and informally during each trimester. Formal methods include performance evaluations for core faculty. Faculty also formally provides the department chair with suggested syllabi and coursework prior to the start of each trimester for approval. The department chair will schedule class visits on an informal basis with adjunct faculty as needed to determine coaching needs and quality compliance.	• One on one appointments with advisors, ISO and Career Services • Ticketing systems for EMS and Registrars Office • Faculty Orientation each trimester • Academic Talk Workshops each trimester • Program Review meetings annually • Informal visits to classrooms as needed • On going dialog with staff, faculty and department chair as needed
Community	Our key relationships with the community include members of the Industry Advisory Board who comment on existing programs and skills needed by graduates. Internship providers evaluate student performance on internship placements and comment on specific areas of improvement for students' capabilities. Alumni routinely engage with the institution through activities such as ITU Toastmasters Club, mentoring the Student Government Association and other volunteering activities. In addition, they also provide	• Internship provider final reports • IAB meeting minutes • Student exit surveys and engagement. An example of this survey is included with the evidence files (**Appendix 1C**) • Alumni phone focus groups

	program feedback through an exit survey.	

Within your response, include answers to the following:

1) Organizational Environment

a) What delivery mechanisms are used to provide your education programs, offerings, and services to students?

University-Wide Programs, Offerings and Services, of which the Business Department participates:

ITU offers courses in various academic programs through weekdays, weekends and online schedules. Each professor indicates office hours and availability to students in their syllabus for all course offerings.

Every trimester, the university participates in a new student orientation. The University as a whole also provides other support, such as Academic Advisors, for each department. The Academic Advisor is available in person, via phone or Skype appoints, as needed. The ISO advisors have walk-in appointments during the week and advise students on Internship-related matters. Additionally, the ISO Advisor will consult and advise with students on post-study practical training (OPT) matters. A Career Services Advisor also consults with students on Internship and OPT matters, available for walk-in or appointments. A Student Government Association (SGA) provides advocacy on student-related questions or issues, and orchestrate events. They offer walk-in appointments, or scheduled appointments. The Library Services Team offers guidance and advice on thesis writing, content, plagiarism and research. They also collaborate with the SGA for student support during final exams.

ITU has a fully chartered Toastmasters Club, which fosters excellence in public speaking and leadership. The university supports student transportation needs by subsidizing public transportation services to and from the site.

In addition, different academic departments encourage students to become professionally certified in areas such as CAPM, ASQ, PMP and others. In the Business Department, students' level of knowledge in various business areas is measured upon entering and graduation from the program. The in-bound and out-bound tests, administered by Peregrine, taken in the students' first trimester and last trimester, provide a yardstick of program effectiveness of its incoming students and graduates. Peregrine assessments are mandatory for all incoming and outgoing students in the Business Department from Spring 2016.

As part of a Student at Risk Program, the Business Department initiates conversations with Faculty at the mid-term of each trimester, requesting a list of students who may fail their courses. The faculty and Business Department work together to solve student problems and communicate with the students to support their needs.

b) What is your organizational context/culture?

ITU strives to build and sustain a culture that supports teaching excellence and creates a more unified educational experience for all students. ITU fosters a culture of caring, aimed at continual improvement of efficiency, and excellent customer service for all students. All members of the university are responsible for building a culture of integrity, responsibility, and transparency.

ITU is committed to full accountability of its own actions and relays the same commitment to all students. The institution will strive to promote transparency on all levels by keeping healthy lines of communication open, both externally and internally.

To support ITU's vision of global expansion, the university will continue to build strong ties with the local and international communities. Leveraging these strategic partnerships can guide ITU towards the development of external knowledge and merit recognition as a leading graduate and research institution. By reaching out to the local community, ITU will be able to strengthen local business ties and improve the community one step at a time. Establishing lasting global partnerships will help the university acquire high visibility and mutual-learning benefits.

Table 2 above outlines our key stakeholders and methods used to communicate and engage with these groups.

c) What is your stated vision?

ITU's vision is to empower people and advance global prosperity through inventive, industry-linked Silicon Valley education.

d) What are your stated values?

Our stated values are Openness, Responsibility, Teamwork, Learning, and Innovation.

e) What is your faculty and staff profile? Include education levels, workforce and job diversity, organized bargaining units, and use of contract employees?

ITU is a mission driven institution that focuses on practical, industry relevant education. As a result, we rely heavily on industry experts (adjunct faculty) to teach our students. Some faculty are experts in multiple disciplines and teach in more than one department.

A listing of faculty by department and qualifications is available through the university catalog link https://ituedu-141b.kxcdn.com/Forms/ITU-Catalog-2016-2017.pdf
The university website also lists a faculty directory categorized by department, featuring individual faculty profiles. A link to this information on our website is provided: http://itu.edu/contact-us-home/facultydir/

Faculty and staff profiles are attached. (**Appendix 1D**)

f) What are your major technologies, equipment, and facilities?

Software Technologies at ITU:
The Office of Technology team provides all required technology tools for university needs.
Following are this of technologies:

1. **Jenzabar: (http://www.jenzabar.com/)**Jenzabar is one of the leading SAS based company, which provides various services, which helps ITU's Admission/Registration and finance teams to handle all the student services
2. **EMS (Education Management System): ems.itu.edu** This is our in-house developed tool, which helps all our faculty and students to teach courses in-house and online. This is a SAS based application
3. **ITU Bridge: bridge.itu.edu** Which helps all our Alumni to find jobs this is our in-house developed tool

4. **AccuClass:** Helps to track student's attendance this tool is tightly connect with EMS for data Sync.
5. **Box.com**: Centralized digital data storage system
6. **SalesFroce**: For marketing and recurring services
7. **Google Apps**: For Staff, students email services
8. **Amazon AWS:** For Video digital services
9. **Zen desk : support.itu.edu :** 24X7 Student support system
10. **8x8 :** To handle all students phone support services (Monday- Friday 9 AM – 6 PM)

Equipment and Facilities:
Address: 2711 N First Street San Jose CA 95134
76,076 sq feet
10 Classrooms
4 Research Labs
1 Research Office
2 Practical Labs
271 parking spaces,
380 person seating capacity Multi-purpose Auditorium
1000 Sq ft Gym Space
1000 Sq ft Yoga/dance studio space
2,200 Sq Ft for ELS
2,000 Sq Ft Library Space
600 Sq ft Student Games Zone
One coin operated multi-function student printer, scanner and copier
Entry- way lounge seating and 4 vending/1 coffee machines
Laptops for faculty and interns
2 Student lounge areas
100 ft to the light rail station

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?*

Table 2 above outlines our key stakeholder groups and communication mechanisms among these groups

The University emphasizes communication between students and other key stakeholders, promotes and maintains practical research, and attempts to respond to community needs. ITU has built an atmosphere where teaching and learning are principal in its mission.

Other key stakeholders include faculty, alumni and the partner internship locations; businesses that require students to be practically taught and trained in line with current business trends. ITU routinely benchmarks and improves its offerings to industry trends in order to fulfill student and industry expectations. The Business Department meets with its external stakeholders such as the Industry Advisory Board (IAB) to continuously align industry expectations with program offerings.

The university's primary stakeholders are the students. The student body is comprised of graduate students from 52 countries. Many of the students come to ITU having obtained previous graduate degrees or work experience. The students attend ITU due to the practical focus of the degree programs, which may be immediately applied to business settings. They expect to attend a graduate school in the US and to be able to experience living and working in the US, in order to enrich their contributions to their work at home.

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.

Table 2 above outlines our key stakeholder groups and communication mechanisms among these groups

ITU and the Business department partner with internal and external communities. ITU communicates with stakeholders through the website, http://itu.edu/ and publications such as the ITU Journal.

Students routinely interface with internal departments such as Student Advising, ISO, Library, SGA, Career Center and Student Services in person, email, conference calls (call-a-thons) and other media such as Skype and blog posts.

ITU supports stakeholders with special needs and makes every effort to accommodate these needs. Students with disabilities and other needs are able to raise request to internal departments for special assistance. For example,

> "*Additionally, we are projected to complete a private family restroom remodel by 9/30th, in time for [the student] to utilize the family room for her needs. The family room will be located close to the 307 classroom and will be a private single person room with restroom facilities and workstation with outlets for her needs*"… Communication between Associate Director of Facilities Development & Operations and SGA executive member dated 09/16/16

The Business Department communicates with students through the course evaluations, focus groups, surveys and questionnaires and social media. In addition, a Learning Management System (EMS) provides an additional platform for interactions between stakeholders during courses.

Key communication mechanisms with faculty include faculty orientations, academic talk workshops (faculty development), meetings and frequent emails. In addition, the Chair of the Department of Business Administration monitors program quality by reviewing pre and post course student surveys and providing feedback to faculty through meetings and classroom visits.

Communication with other external stakeholders occurs through meetings with the Industry Advisory Board (IAB) for the Business Department. ITU, in addition, invites internship providers to a bi-annual career fair to enhance dialog between students and potential internship providers.

Lastly, ITU and the business school partners with San Jose Libraries, SAP University Alliance, City Employees – San Jose Police and Firefighters, Fulbright Institute of International Education, Rotary Club, and Toastmaster Clubs. Others include San Jose Silicon Valley Chamber of Commerce, American Society of Quality (ASQ) Silicon Valley Chapter, CIC (Jiuzhou Industry Holdings Group), Institute of Software and Microelectronics of Peking University, AKAEDU and many others.

b. 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.

ITU positions itself as a university that imparts an integrated model of practical and academic knowledge. ITU mainly offers graduate level programs. ITU is located in Silicon Valley, surrounded within 75 miles by institutions such as Santa Clara University, San Jose State University, Stanford and others, such as Cal State East Bay Hayward, and Sofia University in Menlo Park. ITU has a unique and practical focus and as such, comparison to the institutions mentioned previously would not be on par. However, the Department of Business Administration does consider these universities as a basis for benchmarking exercises and program assessments.

ITU's growth was relatively static in, with moderate increases in student numbers from 2015 to 2016. The university grew well enough to warrant relocating in 2015 to a larger campus.

In summary, the rich community of educational institutions surrounding ITU combined with the innovative spirit of Silicon Valley makes ITU an attractive destination for students considering higher education.

b) What are the principal 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.

ITU's success comes from three sources: its students, faculty and its programs. In addition, ITU's degree programs are affordable and enriched by practical experiences through faculty and student dialog. As a result of its unique focus, ITU is able to offer creative solutions for higher education. For example, within the MBA program, ITU offers courses targeted at real life work needs such as the opportunity to earn a joint certificate with the SAP University Alliance and other certifications like PMP, CAPM, Lean Six Sigma and many others.

ITU is diverse and international in the composition of its students. At the present writing, our graduate students represent over 52 countries. This demographic mirrors the global diverse workplace, and especially the work environment in Silicon Valley. As a result, the student population blends their experience, values, beliefs and perspectives into classroom discussions and university activities. This group infuses every academic and program experience with valuable diverse points of view that model the current world business economy.

Faculty at ITU possesses a blend of academic rigor combined with valuable industry experience. Many of the faculty have advanced degrees, and teach at prestigious local institutions such as Stanford, Berkeley, Santa Clara and San Jose State Universities. Many others are currently employed in demanding Silicon Valley technology sector jobs such as Apple, IBM, Google and NASA. This teaching perspective meets ITUs mission and vision to provide academic experiences that are relevant to the competitive needs of our global economy. ITU's degree programs are built on the integration of real world applications into a solid academic learning environment.

While ITU strives to grow in its breadth of program and research capabilities, another strength is its ability to be agile in reaction to internal demands or external needs. The capacity to rapidly respond to shifts in curriculum or program content comes from strong leadership with solid academic and practical experience, and an organizational culture that values continuous improvement.

ITU's competitive opportunities are grounded in its focus of blending real world experience into academic programs. After the first trimester, each student is required to take at least one credit of internship study. Many students land internships in local Silicon Valley technology companies, learning how to apply their course work to real life. Students then bring their current work life experiences back into the classroom environment. The ability to blend course work with internship courses provides a strong competitive advantage and opportunity for the university as well as the students.

Our proximity to Silicon Valley's brand of entrepreneurship continually opens opportunities for ITU to innovate its course and program offerings. Through its faculty expertise, recommendations, and technology trends in industry, ITU routinely blends emerging technologies into program offerings. ITU is a young and agile institution. As a result, we have the flexibility to pioneer programs, workshops or individual courses to build in valuable student experiences during and after their degree programs.

2) *Strategic Challenges*
What are your key strategic challenges? Include education and learning, operational, human resource, and community challenges, as appropriate.

While ITU's vision is to be a center of distinction and a university that offers relevant courses tailored to industry requirements and the forefront of technological advancements, ITU is a relatively young institution. In this context, ITU faces some key challenges. ITU views these challenges as a way to create opportunities for future growth and development.

The biggest challenge we face as a new and growing institution is the collection and dissemination of key data from internal business processes. Over time and with other accreditation compliance requirements such as WASC, ITU has improved but we continue to identify gaps in data collection and improve on these. ITU will need to create routine processes for internal data collection, reporting and process improvements as a result of looking inward.

Yet another key challenge faced by ITU is a certain lack of visibility and bonding from members of the communities it operates in. However, ITU is currently working hard at forging strategic industry partnerships locally in the Silicon Valley as well as internationally in an attempt to recruit high quality students and faculty whose goals and vision are aligned with ITU's strategic goals and vision. ITU is also strategically partnering with internship providers and alumni to foster better relationships with its students, alumni and external communities.

ITU's key distinction as a practically focused institution creates challenges in recruiting faculty with the right blend of academic and professional qualifications. Our faculty is primarily adjunct. As a result, they face many competing demands while balancing professional commitments with their passion for educating young professionals.

Lastly, like any other institution, ITU faces routine problems in motivating its student body to balance their academic and professional aspirations and outside interests. Student retention has also been an ongoing focus for ITU. This focus has resulted in university wide initiatives aimed at improving the rate of student engagement with their chosen program until graduation.

A key threat to ITU is the high cost of living within the Bay Area. ITU also does not offer subsidies for living arrangements. Hence, stakeholders may not consider ITU as their prime destination. In addition, the high cost of housing and living may detract students from their academic priorities. To mitigate this threat, ITU is currently seeking authorization under Title IV to gain access to federal financial aid for students. Like other institutions of its size, ITU also operates under the jurisdiction of federal regulations. Compliance with these regulations and any added guidelines are always on our radar.

3) *Performance Improvement System*
   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.

As an institution, quality and performance improvement is of great importance and is driven from the top. In Summer 2016, ITU appointed a new provost. His focus has been to improve business processes and data collection from these processes. Another key outcome of his leadership has been to base performance decisions on institutional research.

Currently, ITU conducts weekly academic leadership/quality meetings. At this forum, the university discusses quality issues and performance improvement measures. These initiatives are further reinforced through monthly staff meetings. Quality of services provided by administrative departments to various stakeholders (including students) is gauged through electronic surveys of experience.

Academic quality and performance improvements within the Department of Business Administration occur on several levels. Students evaluate courses at the beginning and end of each trimester. The results from these evaluations are used by the Department Chair to tailor program/course improvements. These are also used as a measure of faculty performance.

The Business Department conducts a "Faculty Academic Talk" Workshop once or twice per trimester. The purpose is to introduce or review academic issues with faculty and to continually improve the pedagogical process. Topics include designing proper course learning outcomes, ideas for group activities, adding courses, program content discussions, and assessment requirements.

Students are assessed externally for business area knowledge through Peregrine Services. They are assessed in their first trimester and in their last trimester at ITU. The results from these assessments point to how well students have improved their overall business knowledge as a result of instruction at ITU. In addition, these results also point to specific areas of improvement. ITU student results are compared against a pool of ACBSP accredited US schools offering MBA programs as a way of benchmarking student performance. Further, internship provider evaluations are used as an additional external measure of student performance in a practical setting.

Internally, student performance is measured by results from signature assignments in core courses and capstone courses. Once per trimester, the Department runs student focus groups to involve the students in evaluating the Business curriculum, gauge interest in current or new offerings, or to ask for feedback about specific components of a course. The Doctorate programs now offer a Doctoral Colloquium to discuss publications and paper presentations. These outcomes also contribute to needed changes to the program or course content.

STANDARDS AND CRITERIA

STANDARD #1. Leadership

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

CRITERIA

Use the following criteria to document the extent to which the business programs meet the standard for Leadership. Justify any omissions.

For each criterion, list key things administrators and the 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.

The **vision** of the Department of Business Administration is to become a prominent and cooperative establishment within its educational and industrial community. We aspire to provide our stakeholders with the foundations for excellent education and research and to be a center of distinction where business leaders, academicians, and students work together in an increasingly complex global environment.

The Business Department chair, ITU administrators, and faculty are the academic leaders. Learning is one of their highest priorities for students, staff, and themselves. Teaching, improvement in curriculum, assessment, and leadership practices are the focus of the leaders. They infuse their professional learning and perspective into the department's vision. These Leaders align the university's goals for student learning, use data to observe and evaluate effects on student performance. The ITU leaders are engaged in developing and approving policies and decisions to support teaching and learning to increase student success and for performance improvements.

A list of key actions promoting compliance by the chair of the department of business administration follows. The remainder of this self-study contains detailed descriptions of each of these compliance methods.

- Program Review
- Student Focus Group
- IAB engagement and meetings
- Faculty Academic Talk workshops
- Peregrine external assessments
- Chair review of courses, curricula and content, and CLOs every trimester

- Internal assessments comparison eg signature assignments, capstones
- Pre and post course evaluation surveys
- Student satisfaction
- Chair's evaluation of faculty
- Continuous review of ACBSP standards and criteria to align to program improvements

Criterion 1.1.a. Administrators and the faculty must set, communicate, and deploy business programs values and performance expectations.

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

Business program values are:

Affiliative Relationships

- Ongoing development of cooperative relationships with strategic industry leaders to enhance student learning, and career opportunities.

Authenticity

- Hiring and developing a corps of well-qualified, energetic, talented and professional faculty who bring rich practical knowledge and experience to their courses.

Technology Focused

- Combining education and the latest technology to provide students with relevant tools available in their areas of study and research.

Entrepreneurial Leading

- Focusing on innovation, agility and practicality to enable students to be successful leaders in a rapidly changing professional environment.

Continuous Learning

- Knowing, doing and being: encouraging life-long growth and professional development among students, faculty and alumni.

These values are embedded in all our departmental actions, and drive achievement. We passionately endeavor to develop leaders who add value to the local and global community. Our values are communicated internally through program reviews and externally through publication on our website and through social media.

Criterion 1.1.b. Administrators and the faculty must review business programs performance and capabilities to assess business programs success and your business 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.

<u>Internal Reviews:</u>

The Business Department Chair reviews the program curriculum through an Annual Program review meeting with the Business Faculty to deploy the department values mentioned above. They review program content, add new courses deemed important to relevant business fields and suggest eliminating outdated courses.

Internal performance is monitored through beginning and end of term student-course evaluations, collected through the Education Management System (EMS). A summary of course evaluations is presented from the Institutional Review Department to the Department Chair. These outcomes are reviewed at monthly Business Department staff meetings.

Every trimester, student performance data is collected and analyzed from the signature assignments and capstone courses. Data is compared across trimesters and sections of the same course.

Additionally, the Business Department Chair conducts student focus groups, once per trimester, or as needed, to gauge student feedback on the program or new business initiatives. The outcomes from the student evaluations and from the focus groups are shared during monthly meetings with the department's staff meetings.

<u>External Reviews</u>:

The Business Department requires students take in-bound (in their first trimester in the program) and out-bound (last trimester) Peregrine Assessments. The results are compared to previous ITU student scores, and also compared to other US graduate institutions, accredited by ACBSP, offering MBA programs. The results from the comparative reviews are then provided to the Academic Leadership Committee every trimester.

The Annual Program Review meeting outcomes are shared and evaluated by the Business Department Industry Advisory Board every trimester, for further program improvements.

At the completion of each trimester, internship providers submit an evaluation survey based on the performance of the ITU students and their work. These results are discussed every trimester at the monthly Business Department meeting.

Criterion 1.1.c. Business programs must have processes in place for evaluating the performance of both administrators and the faculty.

Explain how the performances of administrators and the faculty are evaluated.

Instructor effectiveness for one of the Core classes is coordinated by a course coordinator faculty collaborating with another instructor delivering the same course in a different format. The faculties assigned to the class discuss course syllabi, instructor materials, instructional methods, and instructor self-reports. The faculty collaboration ensures any class changes are implemented for all sections of the course. The Department Chair reviews the work of the course coordinator

The Department Chair conducts random in-classroom instructor observations during the term. These classroom observations are unannounced and occur several times per year for new faculty, and once a year for existing faculty. A copy of the faculty classroom observation form is attached. (**Appendix 3***.)

Student course evaluations: Student evaluations are conducted by the department of Institutional Research at the start and end of each course. Students fill in an anonymous questionnaire for that particular class. The Department Chair collects this data for program and faculty performance improvements. A copy of the pre and post course evaluation forms are attached. (**Appendix 4***.)

Peer-Review: The Department Chair regularly collects instructors' materials (lessons, student assignments, exams) and peer-reviews them once per trimester with the Core Faculty. The Department Chair reviews and approves the syllabi of all courses two weeks before the start of each trimester.

Instructor Self-Assessment: All core faculty members are requested to create a self-assessment dossier in order to reflect on their skills and areas of improvement. The dossier self-assessment is reviewed by the Department Chair and discussed with faculty, as needed. A copy of the dossier is attached. (**Appendix 5***.)

The data is collected from numerous sources: EMS, student surveys, and class visitations by the Department Chair, and is then analyzed by the Department Chair and the Office of Institutional Research. This report is reviewed with the Core Faculty, once per trimester.

Data is also presented to all participants at annual program review meetings, which are attended by all faculty and the Department Chair. Suggestions and ideas for improvements are solicited in these regular meetings. Any improvements and amendments are voted on by all parties and they are presented at Academic Leader Committee (ALC), which meets weekly.

The Department Chair also serves as a full time Administrator. Performance for the Chair is evaluated yearly through a performance review meeting with the University Provost, in accordance with HR policies. In addition, the Department Chair also hires assistants for administrative duties. The Department Chair and relevant faculty evaluate their performance in accordance with HR policies for interns. A copy of the intern performance evaluation form is attached. (**Appendix 5***.)

Criterion 1.2 Social Responsibility

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

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

Attendance is mandatory for all students. The attendance is taken using an electronic system, called AccuClass, used campus-wide. Students swipe ID badges when entering and leaving class for the day. Faculty keep manual attendance records, as needed, in conjunction with course expectations, participation points, etc. Students who do not attend class typically do not receive full credit for class participation or for the course, as judged by faculty.

Academic honesty is reinforced through the written policies, student catalog and handbook, the student code of conduct (see below), syllabi content, library classroom presentations describing information literacy and plagiarism, and on the Education Management System (EMS). Students are not allowed to plagiarize and faculty may use a variety of methods to discourage plagiarism. Methods include creating a Turnitin account for an instructor's course, and referring the student to the ESL writing center for tutoring and writing guidance.

Upon admission, students are made aware of the Student Code of Conduct. This code of conduct governs student behavior including ethical and academic conduct. For example, if students are caught plagiarizing they may fail their course. Faculty complete a code of conduct form when they encounter student plagiarism, or ethical problems, and submit the form to a Code of Conduct committee to review student cases.

In addition, the Student Government Association (SGA) governs student run clubs. These clubs are bound by a student clubs policy, which provides guidelines for ethical conduct for student run clubs.

As an institution, ITU complies with the Equal Employment Opportunity Policy (EEOP) by displaying posters in strategic areas such as the staff lunchroom as well as areas with high staff traffic.

Please refer to Table 1.2 below for an outline of our key compliance mechanisms.

Criterion 1.2.b. Business programs should address the impacts on society of its program offerings, services, and operations.

Explain how societal impacts are addressed and measured.

Table 1.1 below summarizes key societal impacts and how they are addressed and measured.

The Business Department Program offerings are aimed at meeting the needs of industries and businesses, large or small, public or private within the global and US economy. The course of study from the Business Department is geared towards educating students for readiness, to meet the industry expectations and challenges of a high-tech, global marketplace. Offerings include knowledge and application in project management, sustainability management, finance, business analytics, marketing, leadership, human resources and more.

Additional offerings within the Business Department, such as certificate preparation within courses and Internship opportunities also aim to facilitate students' abilities to support the skills and requirements of a competitive global economy. These impacts are measured through Internship Provider evaluations, conducted at the end of each trimester.

ITU also offers all students the opportunity to join a Toastmasters public speaking club, preparing them with abilities to speak, inform and persuade within the needs of an industry or career. The students who complete ten public speeches with Toastmasters are deemed Competent Speakers and advance to higher levels of speaking tracks. Within the Toastmasters club organization, there are opportunities to mentor other speakers or other clubs, measured through the Competent Leader track and higher-level tracks they complete. The students may be elected to officer positions, preparing them for service as a leader in future jobs. The number of students who advance each trimester is publicized through the Business Department and is tracked through Toastmasters Clubs International.

Other operations exist within ITU, such as the Student Government Association (SGA), which promotes student service within the community through yearly bone-marrow drives, blood donation drive, the second harvest food bank drive, and Alzheimer's walk-a-thons. The SGA provides information on student participation during each trimester.

ITU provides the opportunity for a scholarship to all students. When a student applies for a scholarship, among the requirements are service and volunteer experiences, which influence the outcome of receiving a scholarship. The number of scholarships awarded each year is publicized within the Academic Leader Committee, for each term; many times their stories are highlighted during the Scholarship Award evening each trimester.

Another offering with impact on society is the required Capstone Project or Thesis, taken during the students' last trimester of study. Students may conduct thesis research in their field of study, or may create a business plan or project. The number of capstone and thesis projects is monitored each trimester, and each thesis project student is encouraged to publish their work. Students may take their original work to local conferences. Each term, the Business Department features a student's thesis presentation at new student orientation. These projects and thesis study scholarly articles increase original contributions to the literature as well as creating new business ventures, business tools or new business practices. The Business Department monitors trimester accomplishments, including published papers, or conference attendance. The results are publicized to the internal community through the ALC, to the external community through the ITU Journal Publication and by announcements to the IAB.

Criterion 1.2.c. Business programs should ensure ethical business and academic practices in all student and stakeholder transactions and interactions.

Explain how ethical business practices are ensured.

The University and the Business Department has developed codes of ethics and conduct for both faculty and students that cover both academic honesty and social ethical conduct. There is a Code of Conduct Committee, which includes Legal and student representation that meets when needed, to discuss and decide on issues where a student has breached ethical requirements. These codes are on the website and are included in course syllabi, on the Education Management System, in the faculty and in the students handbook. A link to the code of conduct and ethical requirements is provided: http://itu.edu/regulations/acadpol/student-code-of-conduct/

The University and the Business Department both strive to discuss and resolve any breach in student ethical practices, while operating within the guidelines of maintaining student confidentiality.

Any Faculty needs for support, or any Faculty ethical concerns are brought to the Department Chair and to HR for resolution as needed. The Department Chair will resolve the ethical or faculty needs immediately.

ITU's cloud provider limits accessibility to inappropriate websites including but not limited to plagiarism sites, file sharing, streaming and downloading.

Stakeholders of the university comprise students, staff, faculty, and internship providers among others. The university takes conduct issues between these stakeholders seriously. Policies and action plans govern such conduct.

Criterion 1.2.d. Business programs should have processes in place for monitoring regulatory and legal compliance.

Explain how regulatory and legal compliance are ensured.

ITU and the Business department are in compliance with all laws and rules governing the providing of higher education. In addition, we employ legal counsel to advise on matters of legal and regulatory compliance. Members of ITU's administration are also closely involved in tracking and ensuring compliance with regulations such as FERPA. Any disclosures consequent to these compliance and accreditation requirements are made publicly on our website. We provide a link as follows: http://itu.edu/consumer-information/

A Quality Assurance System is the basis for continuous improvement of services both internally and externally. The Business Department acknowledges its obligation to excellence and supports responsibility, cooperation, technical help, and continuous improvement.

Note: Many examples of tables are provided throughout the criteria to help organize data and information. These tables are examples that may be modified to fit the institution's needs.

Table 1.1
Impact on Society

	Societal Requirements	Key Compliance Process	Measures
Business Department Programs	Understand societal impacts of student participation	Societal impacts are built into course learning outcomes, which in turn enable students to understand the consequence of their actions.	• Signature assignments • Capstone courses • Toastmasters Club • Student run clubs
Services	Faculty students and staff engage in service opportunities to the community; individually and in partnership with each other	These processes are reported in the University Annual Report and the University Strategic Plan.	Number of activities: • Bone Marrow Drive • Second Harvest Food Drive • Blood Donation Drive • Breast cancer awareness • Cultural Fair • Alzheimer's Walk • Advising student clubs • Donations to charity Individual societal contributions: • Faculty mentoring (listed on bio)
Operations	The department of business general concern for societal impact	• ITU Journal stories highlighting faculty and student service projects	• Feedback from administration and legal counsel is considered as needed.

Table 1.2
Ethical Behavior

Key Process for Measuring or Monitoring Ethical Behavior		Measures or Indicators	Frequency of Measure
Within your Business programs	• Academic Honesty • Faculty information literacy presentations • Course evaluations	• Turnitin (plagiarism software) • Faculty reports • Number of information literacy presentations and classroom visits • Student surveys	Every trimester
With your key partners	• Internship providers final evaluation report	• Written feedback/survey from internship providers	Every trimester
In your Governance Structure	• Academic Talk Workshop • Program Review • Student Code of Conduct Committee • Governance policies and procedures • EEOP	• Faculty feedback and improvement suggestions • Student issues escalated • EEOP Charts posted across the organizations	• Every trimester • Annual • As needed • Continuous

STANDARD #2. Strategic Planning

Business programs 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.

CRITERIA

Use the following criteria to document the extent to which the business programs meet the standard for Strategic Planning. Justify any omissions.

Criterion 2.1. The <u>business unit</u> 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.

The strategic plan for the Department of Business emphasizes the vision, mission, values, strategic principles and goals of the Business Administration Department. These are closely aligned with ITU's vision, mission, etc.

The department's strategic plan is a five-year cycle, reviewed annually by faculty, students and the Industry Advisory Board. Updates occur in concert with the University Strategic Plan. An Operations Plan for the Department is developed annually to reflect key strategic priorities. The strategic plan process covers three key areas:

-Promote a positive and practical student learning environment

-Build a learning community that is experienced and focused on international business.

-Foster an environment of high ethical practice, innovation and collaboration

We include a copy of the Business Department's strategic plan (attached). (**Appendix 6**)

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

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

The steps in the strategic planning process followed by the Department of Business Administration are described below.

<u>Step 1</u>

The Department Chair begins the strategic planning process by involving the Business Core Faculty and department Interns in a discussion on industry trends, needs for curriculum development and new initiatives. Concurrently, the yearly meeting with the IAB serves to bring any department program needs to the surface.

The Chair will conduct a benchmarking exercise to review content or requirements. Additionally the Chair conducts surveys or focus groups with internal stakeholders (students) on feasibility and interest.

Step 2

The Department Chair will write the strategic plan. She will consult with the Finance staff and other staff as needed and will create a one-year, three-year and five-year plan, including projects and initial budget request. The business department usually involves other faculty and staff in providing input and suggestions. Specific recommendations are recognized for application.

Step 3

Faculty review the strategic planning when it is developed, through the yearly program review meeting or through a faculty Academic Talk, each trimester. Faculty support, and comment on the Strategic Plan. Other feedback may be sought through student surveys, or internal communities through continual engagement. Notes/minutes from the meetings are published and stored by the Department Chair.

Step 4

Staff and administrators contribute to the strategic planning process as well with their review and suggestions that demonstrate knowledge, and values to serve and support ITU's mission.

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 in an appendix, and summarize it using a table (such as Table 2.1).

Please refer to the attached Table 2.1 Strategic Direction for a detailed presentation of the strategic plan for the Department of Business Administration. (**Appendix 6**)

Table 2.1
Strategic Direction

Key Strategic Objectives	Goals	Timetable
Introduce innovative programs to attract students of exceptional caliber	Equip students with exceptional academic learning and experiences to be successful global leaders	Short to medium term
Institute a research center for the Business Department		Medium to long term
Encourage innovation in Business Department programs to attract high quality faculty	Recruit, Develop and Retain world-class faculty with outstanding teaching acumen and strong roots in industry, research and innovation.	Short to medium term
Recruit, develop and review faculty qualifications for subject matter expertise and teaching acumen		Continuous
Involve community partners in analyzing academic and industry trends to provide high quality programs	Interact with and reach our community to seek collaboration and support for continuous improvement in curricular and non-curricular initiatives	Short to medium term

Criterion 2.2 Strategy Deployment

Criterion 2.2.a. Strategic action plans should address both short- and long-term objectives.

Summarize your short- and long-term action plans and objectives (as in Figure 2.2).

*The Short – and long-term action plans and objectives are stated in the Business Department Strategic Plan, pages 4, 5, and 6. Refer to Strategic Plan attached. (**Appendix 6**)*

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

Action Plans

Current year action plans:

- Benchmark current program offerings to competitors and providers known as the best in the field.
- Implementing new programs: DBA, Business Analytics, Healthcare and MBA
- Extend offerings in the areas of Online courses, Certificate programs and Open Campus initiatives
- Create a "Think tank" that encourages innovative thought and knowledge building and sharing
- Create a repository for faculty training, development and resource sharing through online (e.g. EMS, YouTube) portals
- Institute a process for faculty to identify high caliber/potential students for research/internship placements
- Review of faculty credentials at the time of hiring.
- Institute a process for checking course set-up in a timely manner (EMS) in accordance with faculty recruitment contracts.
- Publicize faculty achievements/research projects via the ITU Journal, ITU FB page and other social/professional network
- Continue faculty performance review process by the Department Chair.
- Continue ongoing faculty development including online training sessions
- Encourage and support research by Faculty and collaborative research by faculty and students with a view to publication.
- Institute formal projects with national and/or federal bodies (e.g. NSF) to stimulate Business Department research in various fields
- Encourage and support faculty participation at academic and professional conferences
- Continue supporting exchange programs for the purposes of Business Department research and collaborations
- Continue the requirement for external student assessment through Peregrine
- Research new industry and business trends with a view to improve program offerings (e.g. hiring trends for Business Analytics).
- Seek advice and recommendations regarding curricular and non-curricular activities from the IAB
- Encourage student, faculty and community participation in practical business clubs (e.g. Toastmasters Club)
- Encourage participation in Business Plan competitions (e.g. Capstone projects, ERPSim*)

- Support getting ITU on list of schools eligible to download free software such as Tableau
- Support getting ITU on the list of schools for company internship purposes
- Collaborate with community partners through the ITU Journal
- Conduct regular workshops/coaching for students on key business topics/trends and technologies
- Encourage faculty, student and faculty-student joint research publications with community involvement

Long-term action plans:

- Extend on-campus initiatives to engage students in holistic/experiential learning
- Encourage publication of student research and student-faculty joint research in academic journals
- Revive the ITU Journal for relevant business department content
- Institute formal projects with national and/or federal bodies (e.g. NSF) to attract funding for Business Department research in various fields
- Encourage student, faculty and community participation in practical business clubs (e.g. Finance club, ITU Journal Club case study and leadership, innovation clubs and business alumni reunions)

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 Table 2.3).

The Business Department Strategic Plan, attached, outlines the performance measures for each item of the action plan. *(**Appendix 6**)*

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 members, staff, and stakeholders.

The final Strategic Plan is reviewed with the Core Faculty in a monthly meeting.

Additional final comments are sought from the entire Business Faculty in a "Faculty Academic Talk" Workshop, taking place each trimester. Minutes from the two most recent Faculty Academic Talk workshops are attached. The faculty comment and make suggestions to the strategic plan in a review meeting. The notes of the meeting are documented and saved; any relevant changes are implemented. *(**Appendix 7**)*

The strategic plan content will also be communicated to staff and stakeholders in the Academic Leadership Committee (ALC), and the Academic Quality Committee (AQC) meetings for further comment and review.

STANDARD #3. Student and Stakeholder Focus

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

CRITERIA

Use the following criteria to document the extent to which the business programs meet the standard for Student and Stakeholder Focus. Justify any omissions.

Criterion 3.1 Business programs must determine (or target) the student segments its educational programs will address.

State targeted and served student segments.

ITU targets graduate students. Our current student body represents 52 countries. Many come to ITU having obtained previous graduate degrees or work experience. The students attend ITU due to the practical focus of the degree programs, which may be immediately applied to business settings. They expect to attend a graduate school in the US and to be able to experience living and working in the US, in order to enrich their contributions to their work at home.

Many students already have very diverse backgrounds in academia or in industry, which contributes to an enriched classroom experience.

Some student segments have specific professional interests, certifications in particular. The business school, in consultation with the IAB offers certificates embedded in the courses. Some courses offer specific case studies for practical application of content, such as for SAP, based on current software trends in the industry. If students successfully complete three SAP courses, they gain a joint certificate from ITU and SAP Alliance. Other course content is geared to support student preparations towards taking their certification exams, outside of the course.

ITU, as its name suggests has two key foci; international and technology. As a result of this and the founder's vision, ITU primarily serves international students with an emphasis on technological education. The university also supports the education of city personnel, armed services veterans and members of the Silicon Valley Chamber of Commerce and the California Chamber of Commerce by providing education discounts. Other student segments include open campus initiatives and partnerships with professional bodies. In the near future, the university has a goal to provide financial aid, which will also open doors to a broader, potentially domestic target audience.

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.

The Business school stakeholders are students, faculty, employers, alumni, and external community (Government, Regulatory Bodies, Industry Advisor Board), as well as other University Academic and Support Departments, with whom we collaborate.

The Business Department conducts surveys, focus groups, interviews and questionnaires. Student surveys are conducted three times per trimester to know the students feedback about the business courses and curriculum. The entire Academic team meets weekly in a forum called the Academic Leadership Council, where the departments collaborate with the entire staff of ITU.

In addition, a meeting is held once per trimester with IAB, who are leaders in the industry to know the requirements of the workplace, which benefits the community.
Briefly describe how you gather and use relevant information from students and stakeholders.

Please refer to Table 3.0A for an overview of our key stakeholders and how we determine their requirements and expectations. Table

Table 3.0A

Stakeholder Requirements & Expectations

Stakeholders/mechanisms	**Listen and Learn Mechanisms**
Academic Accreditation Bodies, ISO advisor updates, RO updates or updates from NACRO	Policy Updates Academic Liaison Officer Participation in Information Events Official Notifications News Media
Regulatory Bodies/	All available compliance training Maintaining current policy guidance Membership/participation in regulatory agencies Participation at regulatory conferences, workshops and trainings Communication with designated liaison for the institution
Employers/Final Internship surveys, Internship Advisors/ CFL Instructors providing updates/Updates from Career Services Manager	Post internship interviews with employers Employer satisfaction surveys Employer evaluations Business Advisory Council Meetings Institution hosted workshops, training, and

	meetings for local employers
Alumni	Satisfaction Surveys Alumni Events Alumni Conference calls

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.

To keep the Business program up to date, a program review is conducted annually to review the curriculum requirements, PLOs, CLOs, ILOs and map changes. The program review is also discussed in student Focus Groups to involve the students in the ~~annual program~~ review process. IAB evaluates the results of the program review and give feedback to improve the program. The Business department continually improves its programs to satisfy student and stakeholder needs.

The Department of Business Administration uses its monthly team meetings as a forum to identify and prioritize action items resulting from our listening and learning mechanisms. These meetings are called by the chair of the department and are attended by core faculty, business department interns, adjunct faculty and administrative staff as relevant.

Interns of the business department track action items through formal meeting minutes. Action items from these meetings are allocated on a priority basis to relevant stakeholders and flagged for follow-up.

If matters relating to program or curricular changes arise from the process above, the department chair escalates these to leadership at weekly ALC meetings. Here, the issues are formally reviewed and approved.

Table 3.0B below describes these listening and learning methods, stakeholders and review processes.

MBA Program
MBA students complete pre and post course evaluations. The department chair reviews the survey questions and responses. This allows for modifications to course content and teaching methods.
Every trimester, the Business Department offers a three-hour workshop on Research methodologies. This workshop benefits students working towards completing their capstone courses.

Faculty regularly participates in professional meetings with organizations such as ACBSP, WASC Assessment Leader Academy (ALA), ASQ, and the Industry Advisory Board. These meetings introduce faculty to new developments in the field of business as well as best new practices in education.

The Academic Counselors for the Business Administration Program meet with student cohorts throughout their program to solicit feedback on strengths of the program and opportunities for improvement and other academic matters.

Annual Program reviews are conducted for all departments at ITU. As part of this yearly review, external experts, both from the academic world and business professionals throughout the community, are asked to review and offer suggestions for improvements.

DBA Program

DBA students complete course evaluations. The department chair reviews the survey questions and responses. This allows for modifications to course content and teaching methods.

The Business Department offers a four-hour workshop on Research methodologies for candidates working on their dissertations.

Faculty and candidates attend and participate in national and international conferences. These meetings introduce them to new developments in the field of business and provide opportunities for them to present their research.

ITU also conducts faculty development events on campus, which bring professors from all over the world to ITU. For example, ITU is part of the Fulbright Commission Network, and as part of it, Fulbright Scholars visit the ITU campus on a regular basis.

Visiting Scholars

In 2015, ITU welcomed and hosted two visiting scholars (J1 program) from China. The Business Department chaired a committee to steer the visiting professor's activities during their time in San Jose. Both scholars were Business professors in China and came to ITU to conduct research during their visit. The Chair of the Department of Business Administration acted as their advisor and mentor.

During their yearlong visit the Chair involved faculty in the ITU Business Department to assist in their project support, as well as the Language Development Program (LDP) to guide their English language and writing skills.

One of the visiting professors published two articles. The other Scholar wrote an extensive research paper.

Table 3.0B – Review of Listening and Learning Mechanisms

Listening & Learning Mechanism	Frequency of review	Review personnel	Outcome of review process
Program Reviews	Annual	Chair, Faculty and selected internal and external experts	• Identification of program/ course improvements or deletions • Program changes • New program introductions • **Relevant issues brought up to ALC meetings with leadership for review and approval**
Faculty Academic Talk Workshops	Every trimester	Chair, Faculty and certain key internal staff members, stakeholders	• Identification of program/ course improvements or deletions • Program changes • Discussion of concerns • Discussion of program introductions • **Relevant issues brought up to ALC meetings with leadership where relevant for review and approval**
Pre and Post course evaluations	Every trimester	Chair, Faculty and IR	• Identification of student expectation of course and faculty; determine if expectations were met. • **Relevant issues are assessed and addressed by the Chair with faculty**
Student Focus Groups	Every trimester	Chair and Core Faculty	• Ongoing improvement of program and campus experience for students. • **Issues are addressed by the Chair in the first instance and relevant issues may be escalated to leadership through the ALC meetings for review and approval**
Student graduate surveys; conference calls	Annual; every trimester	Chair, Core Faculty, Career Services	• Gathering idea of graduates' experience of the program, skills gained and relevance to jobs on graduation; ongoing engagement with alumni • **Program issues are discussed with department chair and brought up where necessary to leadership through ALC and other forums for required reviews and approvals**
IAB meetings	Every trimester	Chair, Faculty	• Identifying relevant skills required by employers for business department graduates and determining appropriate program/ curricular changes • **The Department Chair and Faculty discuss outcomes from these meetings through formal meetings and resolutions from these are further taken to the Career Services team. In addition, any changes resulting to program offerings are brought up to leadership and ALC for discussion and approval**
Assessments	Every	Chair,	• Continuous assessment of academic

(Signature assignments & Capstones)	trimester	Faculty	progress on learning outcomes. • **Faculty reviews these and curricular changes are escalated to the department chair and brought up to ALC for approval where relevant.**
Internship provider evaluation	Every trimester	Faculty, Career Services	• Ongoing assessment of skills relevant to the job market. • **The faculty assesses evaluations. Specific areas are escalated to the department chair for discussion with Career Services and the IAB. Program or curricular changes arising out of these are brought up to the ALC for review and approval.**

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 Table 3.1.)

In general, information collected from students, faculty and our community, including alumni and internship providers is used to facilitate program and course improvements. ITU is mission driven and aims to provide its students a practically focused education.

Student information

We collect data through student course evaluations at the beginning and end of each course. These evaluations assess course quality, student expectations, learning management system feedback and faculty interactions. We also interface directly with students every trimester through focus groups to collect information and feedback on new programs and campus offerings such as Toastmasters. This data is directly used for future process and program improvements.

We also collect data from external student assessments through Peregrine Services. Students are assessed at the beginning of their program and at the end of their program on various business knowledge areas. The results are compared between trimesters and also externally to US based, ACBSP accredited institutions offering MBA programs. Knowledge areas requiring improvement are identified through this process and incorporated into program offerings.

The Department of Business Administration also works directly with students to improve their language and writing capabilities through the ESL Writing Center. Faculty assesses students' coursework. Students identified as requiring additional writing and language support are recommended to work as needed with the ESL Writing Center to enable their academic success. This process is integrated into the course delivery as a performance measure.

Every trimester, students and their internship providers are required to fill out evaluations of their internship experience. This data is collated by the Business department and verified during meetings with the Industry Advisory Board to provide industry relevant course content.

Faculty information

The business department routinely consults with the faculty and members of the Industry Advisory board to identify current business and technology trends. This information, backed by independent benchmarking and feasibility studies is used to structure new programs, refine existing programs and improve the students' experience.

Each trimester, the Department chair consults with Business Department faculty through the faculty academic talk workshop. Annually, a program review meeting is also conducted with the same audience. These forums are used to identify program deficiencies, proposals for future program offerings and student concerns about programs and courses.

Faculty performance evaluations are collated and analyzed by the Department chair to understand students' perceptions of the quality of instruction. Feedback is passed on to the relevant faculty for performance improvements and raising the quality of instruction.

Other Stakeholder information

Other stakeholders of the Department of Business Administration comprise the wider community such as alumni, internship providers, and our strategic partners. We communicate with these stakeholders through various mechanisms, including surveys, emails, conference calls, social media, alumni outreach and many others. Information from these stakeholders are analyzed by various administrative departments and the Department of Business Administration with the intent to make specific and industry relevant changes to course and program offerings.

Table 3.1
Student and Stakeholder Groups

Stakeholder Group	Stakeholder Requirement	Educational Program Addressing Requirement
Students	High quality, industry focused education	• Pre and post course evaluation • ESL Writing Center support • New program offerings • Focus groups • Peregrine • Toastmasters
Faculty	High quality student instruction on latest business trends and technologies	• Faculty academic talk workshops • IAB meetings • Program review meetings • Faculty performance evaluation • Course evaluation feedback on instruction quality
Community (alumni, internship providers, IAB, other strategic partners)	High quality community relations, reputable Alma Mater	• IAB Meetings • Alumni outreach • Industry conferencing • Internship provider evaluations

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.

The business department is working with the admission department on contacting students who showed interest to study in the Business program. The Chair and the Core Faculty routinely participate in a call-a-thon project to ask the students about their reasons for not completing their registration, and to encourage them to register.

The business department offers students unique and industry relevant programs. These courses offer students the opportunity to undertake professional certifications such as PMP, ASQ, CAPM, Lean Six Sigma and others. In addition, ITU's Business Department has an established relationship with the SAP University Alliance program. Students who successfully complete three or more SAP courses at ITU get a joint recognition award.

ITU and the Business Department form strategic partner relationships with student providers in several countries. Locally, discounted tuition is provided to public servants such as members of the armed forces, firefighters, and others. As part of student retention efforts, ITU and the Business Department offer students who drop out of their respective programs, the opportunity to complete their degrees with discounted fees.

In addition, the Chair of the department, along with the Core Faculty, always meets with the new students in a New Student Orientation open house each trimester, that is implemented by the Admissions department.

The Business Faculties who are the Internship Advisors also contact the employers to follow up on the student performance and to build a relationship with the internship employers.

The University Career Services department holds an Internship Provider reception each year, and the Business Department Chair and Faculties who are the Internship Advisors attend. The meeting serves to build face-to-face relationships with the Providers. In addition, the Business Department conducts routine conferences and outreach programs with its alumni and other community stakeholders to strengthen relationships with these groups.

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

Describe processes pertinent to this criterion.

The Business Department seeks to support students who might be struggling during their classes. At the mid-term of each trimester, the department chair emails faculty asking for students who are at risk of failing the course. Depending on the nature of the problem, we contact the student for a face-to-face meeting with a view to resolve the issue.

The methods used to solicit information from stakeholders previously identified also serve as methods to receive complaints and gauge stakeholder satisfaction and/or concerns.

In addition, when students have classroom, grades or course issues, they contact their professors, first. If the issues are not resolved, they contact the Academic counselors. If further help is needed to solve the problems, either the students or the counselors contact the Department Chair to review each case and communicate with the counselors and students by emails or meetings.

For complete policy information, consult ITU's current Academic Grievance Procedures (ITU Student Handbook, p 34-35):

Faculty grievances are taken seriously. The Chair of the Department of Business administration is the first point of contact for any faculty who has concerns. The Department Chair will attempt to resolve the issue in the first instance and draw on the expertise of other internal departments as necessary. The policy governing the faculty grievance procedure is provided in the attached link https://sites.google.com/a/itu.edu/staff/employee-resources/faculty-staff-handbooks

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.)

ITU has a system to record the student complaints. When the students have complaints they send a request through the support center. The department chair and/or the relevant department(s) receive the complaints and initiates resolution. In addition, we use other measures to gauge stakeholder satisfaction. These include focus groups with students on key topics, survey questionnaires, meetings with stakeholders and internship and course evaluations. The data received from these measures are collated and analyzed by the Department Chair and the core faculty monthly for resolution and future improvements.

As mentioned previously about the "Students at risk" program, the Department Chair evaluates reports at the end of each term to check frequency of students concerned about their grades. Any changes to grades, however, are governed by a robust process, which is discussed on a case-by-case basis by the Department chair and the Registrar's Office. This program is a way of tracking student success from term to term.

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

Criterion 3.7 outlines various forms of assessment of student/stakeholder satisfaction. The results from these assessments are presented to stakeholders on different platforms such as the website, student and faculty orientations, staff and department meetings. Also, key results are disseminated on campus screens and social media platforms.

Attached are the following reports and graphs pertinent to this standard. ***(Appendix 7)*** We list these as follows:

- Results of Peregrine inbound and outbound exams – Spring vs Summer 2016
- Results of program, course and faculty evaluations (graphical information) – end of Summer 2016
- Results from focus groups – July 23, 2016 and October 29, 2016
- Minutes of faculty academic talk workshop – June 17, 2016 and October 14, 2016
- Minutes of Program review meeting – December 11, 2015
- Minutes of IAB meeting – July 27, 2016
- Results from internship provider evaluations

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 program is responsible for developing its own outcomes assessment program.

CRITERIA

Use the following criteria to document the extent to which the business programs meet the standard for Measurement and Analysis of Student Learning and Performance. Justify any omissions.

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 programs and the level of the degree awarded. Accordingly, business programs 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.

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

To demonstrate compliance with this criterion:

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.

MBA Program Learning Outcomes:

ITU and the Business Department structure learning outcomes using the following hierarchy across the MBA and the DBA programs:

Institutional Learning Outcomes (ILOs) – As an institution, ITU emphasizes learning outcomes. These are high-level concepts that are required of all students to have developed at an advanced level. These are common for Masters and Doctoral programs.

Program Learning Outcomes (PLOs) – Each PLO listed below is linked and related to the ILO listed above it. The PLOs are different for the Masters and Doctoral programs. These PLOs are specific to the Business Department.

Emphasis Learning Outcomes (ELOs) – These are learning outcomes that students are expected to develop as part of their chosen emphasis for industrial or job related application. Currently, there are no ELOs for the Doctoral program.

Course Learning Outcomes (CLOs) – These are learning outcomes specific to each course in the Masters and Doctoral programs. The business department offers core, capstone and elective courses with specific learning outcomes associated with each. These learning outcomes will be provided upon request. The attachments to this document contain CLOs for the core and capstone courses within the business department.

ILO 1: Problem Solving

PLO 1: Justify the usage of core business theories to solve problems in the business environment.

ILO 2: Critical Thinking

PLO 2: Appraise critical thinking models to make effective business decisions

ILO 3: Communication literacy

PLO 3i: Construct business documents clearly, concisely, and analytically.
PLO 3ii: Illustrate effective speaking skills in groups and in public.

ILO 4: Collaboration and Teamwork

PLO 4: Assemble teams for business projects using effective group dynamics.

ILO 5: Technical literacy

PLO 5: Illustrate in depth knowledge of key technical functions for business to work efficiently.

ILO 6: Research skills and Information literacy

PLO 6: Identify and apply research methods to understand current business practices

ILO 7: Individual Responsibility

PLO 7: Model sound ethical social responsibility.

DBA Program Learning Outcomes:

1. Appraise the theoretical knowledge and relate it to use in business practice.

2. Relate existing academic contributions to the practice of management in industry.

3. Generate a greater level of effectiveness as a professional in managing technology, innovation and related organizational change.

4. Select the appropriate research methodology, which supports the desired dissertation outcomes.

5. Formulate original research, which includes research design, tools and structure.

Emphasis Student Learning Outcomes:
The *Business Analytics* program aims to help students to graduate with the ability to:

1. Identify situations to learn from the application of Decision Sciences practices.
2. Design systems to mechanize data collection and data mining that can deeply influence the success of a business.
3. Explain the main features of information technology principles and tools, with their application in a business setting.
4. Determine appropriate data analytics methodologies to support critical thinking for decision-making.
5. Illustrate effective communication skills that help the presentation of analysis outcomes.

Emphasis Student Learning Outcomes:
The *Healthcare Management* program aims to help students to graduate with the ability to:

1. Identify and assess the development of evolving information technologies to enhance all parts of health care management.
2. Determine the health information technology for strategic planning, knowledge management, and decision support.
3. Explain the health care information technology that improves patient information security and privacy to encourage ethical health care decisions.
4. Justify basic health care management ideas to current issues.
5. Create the process of managing information to increase the effectiveness of health care organizations.

Emphasis Student Learning Outcomes

The *MBA* program aims to help students to graduate with the ability to:

1. Identify analytical skills applying problem-solving, business analysis, and data management to support decision-making process.
2. Determine strengths in areas, such as effectiveness, self-awareness, management, and communication.
3. Explain the value of information technology and how it can enhance professional performance.
4. Illustrate the required skills to integrate ideas from numerous disciplines to develop business plans.
5. Create business management methods to help development and control in a changing environment.

Attachments to this document contains the following ***(Appendix 8)***:

- MBA Curriculum: Business Analytics Program, Healthcare Management Program and MBA Program
- Mapping between the various levels of learning outcomes mentioned above for all Masters Programs
- Study Plans for Masters Programs
- Doctoral program policy 2015-2016
- Doctoral program benchmarking (GRE/GMAT benchmarking)

b. *Describe your learning outcomes assessment process for each Concentration;*

Table 4.1

Learning Outcomes Assessment Data

Program	Nature of Assessments	Frequency of Measure	Performance Target
MBA, Business Analytics and Healthcare Management	Peregrine Exam (External)	Inbound exam (taking in the first trimester); Outbound exam (taking in the last trimester)	At least 10% improvement in scores between Inbound and Outbound exams
	Signature Assignment in the form of Group Project Presentation (Internal)	Once per trimester	Performance score of at least 85% by all students
	Internship Evaluation (internal & external)	Upon completion of every internship	100% employer satisfaction with intern performance and alignment of student skills earned with industry requirements
	Capstone courses (internal)	End of program	Performance score of at least 85% by all students

DBA	Paper publication or conference attendance	Once per trimester	Two published papers during program coursework; accepted to peer reviewed Journals, or attend conference and present paper
	Qualifying exam	On completion of fundamental and core courses	Minimum of 77% to pass the exam and qualify as a DBA candidate.
	Dissertation	End of program	Sign off or approval by the dissertation committee and 100% success at defense.

See the following **attachments (*Appendix 7A - Appendix 7B*):**

- Peregrine assessment report for Spring and Summer 2016
- Peregrine assessment report for Spring, Summer and Fall 2016
- Signature assignment analytics report for Spring, Summer and Fall 2016
- Capstone analytics report for Spring, Summer and Fall 2016
- Internship evaluation report for Spring, Summer and Fall 2016
- Doctoral program policy (as mentioned above)

Within the Masters and the Doctoral areas, we develop at least 5 critical program learning outcomes. In general, these are skills students are expected to have learned during their time with studying the Business programs at ITU at a "highly developed" level. "Highly developed" refers to ITU's four level rubric framework in use to assess students progress in relation to program, emphasis and/or course learning outcomes. The nomenclature for these four levels is Initial, Emerging, Developed and Highly Developed. Typically, the program, emphasis and/or course learning outcomes represent a skill set students can take away and apply to their roles in the industry. The Business department develops these learning outcomes. These learning outcomes are reviewed annually during program review meetings for the purposes of continuous program improvements. These outcomes are in alignment with ITU's strategic goals and vision.

Program learning outcomes in both the Masters and Doctoral degrees are assessed internally and externally. As explained in the table above, external assessments comprise (a) Peregrine Inbound and Outbound exams on several knowledge areas for Masters students and (b) internship provider's evaluation reports. Doctoral students are assessed on program learning outcomes through publication in journals and attendance at conferences.

Internal assessments comprise signature assignments and capstone courses for Masters students. Signature assignments are associated with two or more learning outcomes for each course. Each instructor develops rubrics to assess students for proficiency with the course learning outcomes. Grading is conducted on a standardized four level rubric scoring system. At the end of any course, all students are expected to be at the "Highly Developed" level. In reality, while most students will naturally progress from initial to the higher levels of rubric scoring, there will always be certain students in each course who do not progress to the higher levels. In addition, each faculty develops the course learning outcomes for their classes, which are reviewed and approved by the Chair of the Business program. The CLOs are included in the syllabus and on the EMS to help the students understand the objectives and corresponding content of the course.

As explained previously, the Business Department uses a hierarchy of learning outcomes: ILO

– PLO – ELO – CLO. All CLOs are mapped upwards to the ILOs. A mapping document explaining the relationship between the various learning outcomes and their associated assessment schema is attached. ***(Appendix 8)***

Internal assessments for Doctoral students comprise a DBA qualifying exam and a dissertation defense. A Dissertation Committee evaluates this. This committee has clearly set guidelines for the defense from students.

Program and/or course learning outcomes assessments in the Department of Business are also conducted formatively and summatively. Formative assessments are methodically administered to students during each course. These are tied to the course learning outcomes and assessed on the basis of the rubric scale previously discussed. The methodology for formative assessments of course learning outcomes consists of instructor observation, feedback, self and peer evaluations, specific questioning on course learning outcomes, discussion groups/forums (especially for online classes) and presentations.

Summative assessments are assessed in each course through signature assignment portfolios. These assessments not only support course learning, but they encourage students to seek sources outside of their course to support learning. In addition, specific course based summative assessment is conducted through the Capstone course for Master's students and Dissertation defense for Doctoral students. This measures the cumulative or summative learning of students which culminates in graduation with a degree. Students are required to apply their knowledge from (a) their courses (and therefore, learning outcomes) and (b) from their external experience of internships to demonstrate unique projects or theses.

Peregrine External Assessments
In addition, from an external standpoint, the Peregrine assessment is administered to students on admission to their Master's program. The inbound exam constitutes external formative assessment of program learning outcomes. An outbound test administered to graduating students measures summative learning in the Master's program. The methodology has been explained in the paragraphs above. Both inbound and outbound measures the students' knowledge base at the start and at the end of their program in relation to our program learning outcomes. The specific program learning outcomes assessed by the Peregrine exams are:

- PLO 1: Justify the usage of core business theories to solve problems in the business environment.
- PLO 6: Identify and apply research methods to understand current business practices
- PLO 7: Model sound ethical social responsibility.

Internship Evaluations
Achievement on learning outcomes within the Master's program is also assessed from an external standpoint through the internship provider evaluations. This is especially valuable in areas where students have continued their internship with the same provider during the course of their degree. Internship evaluations therefore, constitute formative and summative assessments along pre-defined learning outcomes.
The specific program learning outcomes assessed by the internship evaluations are:

- PLO 1: Justify the usage of core business theories to solve problems in the business environment.
- PLO 2: Appraise critical thinking models to make effective business decisions.
- PLO 3i: Construct business documents clearly, concisely and analytically
- PLO 3ii: Illustrate effective speaking skills in groups and in public*
- PLO 4: Assemble teams for business projects using effective group dynamics
- PLO 5: Illustrate in depth knowledge of key technical functions for business to work efficiently
- PLO 6: Identify and apply research methods to understand current business practices

- PLO 7: Model sound ethical social responsibility.

* The Toastmasters club on campus effectively supports on going student development of public speaking and communication skills.

The Department of Business Administration has a process of continuous improvement in place to ensure that the programs offered are in line with ITU's unique industry focused mission and provide value to students and the industries they work in. The Department of Business has chosen certain core competencies to assess students and to ensure value and fulfillment of stakeholder needs. These 5 areas comply and align with expectations for student competencies as mandated by WASC. Different stakeholders were consulted for input and feedback on these competencies, including employers of Business school graduates and members of the Industry Advisory Board (IAB). These core competencies include:

- Written communication
- Quantitative reasoning
- Oral communication
- Information literacy
- Critical thinking

These competencies are tested internally and externally along the various methods previously explained.

For a summary of the ranked PLOs and the associated ELOs with assessment evidence and results, see attached **Criterion 4.1_Table 4.1A_Learning Outcomes Assessment Data**

Table 4.1A

Learning Outcomes Assessment Data

Program	Ranking of Learning Outcomes	ELO mapping	Assessment Evidence	Assessment Result
MBA - PLOs	**ILO 3:** Communication literacy **PLO 3i**: Construct business documents clearly, concisely, and analytically. **PLO 3ii**: Illustrate effective speaking skills in groups and in public.	**Business Analytics:** ELO 2 ELO 3 ELO 4 ELO 5 **Healthcare Management:** ELO 1 ELO 2 ELO 3 ELO 5 **MBA:** ELO 2 ELO 3 ELO 4 ELO 5	**PLO 3i** Internship Signature Assignment Capstone (projects and theses) **PLO 3ii** Toastmasters Signature Assignment Capstone	**Internship:** -Attendance at ITU Presents -Written reports **Signature Assignment**: -Case study analysis -Presentation -Written report **Capstone Project/Thesis**: -Written proposal -Presentation **Toastmasters**: -Presentation (manual tracks) -Contest representation -Public Relations activities
	ILO 4: Collaboration and Teamwork **PLO 4**: Assemble teams for business projects using effective group dynamics	**Business Analytics:** ELO 2 ELO 3 ELO 5 **Healthcare Management:** ELO 2 ELO 5 **MBA:** ELO 2 ELO 4	Internship Signature Assignment Capstone Projects Toastmasters	**Internship:** -Team and manager meetings -Project reporting structures **Signature Assignment**: -Group projects **Capstone Projects**: -Group pitch

		ELO 5		**Toastmasters**: -Meeting and feedback collaboration -Contest representation
	ILO 2: Critical Thinking **PLO 2**: Appraise critical thinking models to make effective business decisions	**Business Analytics:** ELO 1 ELO 2 ELO 3 ELO 4 ELO 5 **Healthcare Management:** ELO 2 ELO 5 **MBA:** ELO 1 ELO 4 ELO 5	Internship Signature Assignment Capstone (projects and theses) Toastmasters	**Internship:** -Self evaluation -Employer evaluation **Signature Assignment**: -Case study analyses **Capstone (projects and theses)** -Innovativeness of project/thesis **Toastmasters**: -Speech quality evaluation -Special events -Contest representation -Public Relations activities

DBA - PLOs	**PLO 4**: Select the appropriate research methodology, which supports the desired dissertation outcomes.	Not applicable	Research methodology workshops Paper publication Conference attendance/presentations Qualifying exams	**Research methodology workshops:** -Proposal approval -Dissertation defense **Paper publication** -Survey design/collection -Qualitative methods design **Conference attendance/presentations** -Workshops -Training -Poster boards -Paper presentations **Qualifying exams** -Quantitative and qualitative research methodology review -Empirical practices: Industry application of theory -Theoretical review
	PLO 1: Appraise the theoretical knowledge and relate it to use in business practice.	Not applicable	Dissertation process (including literature review) Conference attendance/presentations Qualifying exams	**Dissertation process** -Review established business theories -Honing research question for new research avenues **Conference attendance/presentations** -Workshops -Training -Poster boards -Paper presentations **Qualifying exams** -Empirical practices: Industry application of theory -Theoretical review

Table 4.2
Learning Outcomes Assessment Data

Degree Program	Internal Data and Information	External Data and Information
MBA, Business Analytics and Healthcare Management	• Signature assignment portfolios • Evaluations & Observation • Discussion forums • Presentations • Capstone projects/theses	• Peregrine Inbound exam • Peregrine Outbound exam • Internship evaluation
DBA	• Evaluations & Observation • Qualifying exams • Completion of Dissertation	• Publication of two papers in peer-reviewed journals • Presentation at conferences

Degree Program	Summative Data and Information	Formative Data and Information
MBA, Business Analytics and Healthcare Management	• Signature assignment portfolios • Presentations • Capstone projects/theses • Peregrine Inbound exam • Peregrine Outbound exam	• Assignments (including tests) • Internship evaluation • Discussion forums • Evaluations & Observations
DBA	• Qualifying exams • Completed Dissertation • Publication of two papers in peer-reviewed journals • Presentation at conferences	• Assignments (including tests) • Evaluations & Observation • Publication of two papers in peer-reviewed journals • Presentation at conferences

***Criterion 4.2. To identify trends, the business programs should report, at a minimum, three successive sets of periodic assessment results*.**

The Department of Business has administered Peregrine data for 2 and then 3 continuous academic periods; Spring 2016, Summer 2016 and Fall 2016 for both Inbound and Outbound assessments. Please refer to the results of the Peregrine inbound and outbound exams in the attached documents. In general, the Peregrine data has been compared between trimesters for inbound and outbound students. In addition, both data sets have been compared to other ACBSP accredited schools in the US offering MBA programs and registered on the Peregrine platform
(***Appendix 7***).

Peregrine assessments have only recently been administered since Spring 2016. However, the process of ongoing external assessment results on a periodic basis continues. It has been observed currently that the overall quality of incoming business students has improved from one trimester to the next. Outbound students across trimesters show dramatically improved results across all knowledge areas in comparison to inbound students. An additional level of analysis is performed to compare inbound and outbound students to the ACBSP schools within the US offering MBA programs. Here too, ITU students show higher scores than the ACBSP pool registered with Peregrine.

MBA Peregrine Analytics Spring-Summer 2016 report is attached.

MBA Peregrine Analytics Spring-Fall 2016 report is attached.

The DBA program has several candidates pursuing their dissertation. These candidates intend to graduate as early as Spring 2017. Therefore, the only available scores are the scores from the Qualifying exam. However, most candidates have presented their areas of research at prestigious venues and conferences.

ITU core competencies identified in the section above are assessed consistently through all courses for all programs administered by the Department of Business Administration. These include a combination of tools such as research papers, in-class presentations, group discussion forums, case study challenges, and many others.

Key assessments for the Master's program comprise Peregrine, Signature assignments, Internship evaluations, and Capstone projects. Results from the assessments evaluating learning outcomes and core competencies are available on a variety of media. These include ITU's Education Management System (EMS) where students and faculty have access to grades, scores and other trend data regarding student performance on individual learning outcomes. In addition, Peregrine assessment data (both internal and external) is disseminated through ITU's website. Various internal departments such as Institutional Research and/or Marketing, Academic Leadership use this data for decision-making and for reviewing and maintaining academic quality. An internship evaluation of student performance includes a Likert Scale survey. This information is collated and reviewed by the internal departments to measure employer satisfaction of ITU student interns. Outcomes from signature assignments and capstone courses are disseminated on a trimester basis through the EMS and other avenues such as the Academic Talk workshop, Program Review, IAB meetings and ALC meetings.

Internship evaluations, Capstone analytics and Signature Assignment analytics reports are attached.

All assessments (internal and external) are reviewed for quality and comment by the IAB on a trimester basis. In addition, faculty is also consulted for feedback, review and quality on matters of assessment (internal and external) as well as student internship outcomes. Students who internalize objectives of their signature assignments share scholarship in their communities such as the Toastmasters Club and presentations at new student orientation.

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 Table 4.2.)

The Department of Business undergoes an ongoing process of benchmarking in relation to all its program offerings. Benchmarking is conducted comparing academic institutions who offer similar programs and also are in the same geographic area as ITU. This benchmarking data fuels any program changes and learning outcomes from programs. Institutions benchmarked against are invariably San Jose State University (SJSU), Santa Clara University (SCU), University of Southern California (USC), University of California (UC various campuses), Stanford University and others renowned for best academic practices such as Harvard and MIT where relevant.

MBA, Business Analytics, Healthcare benchmarking reports are attached
Results from other methods of comparative assessment covered previously such as internship evaluations, course evaluations, Peregrine external assessments, signature/capstone assignments are attached. *(**Appendix 7**)*

In Spring 2015, new leadership at ITU requested a review of the doctoral program. Benchmarking was conducted against the University of Illinois, Berkeley, University of Pennsylvania, Golden Gate University, MIT and Stanford. Further benchmarking was conducted in Spring 2016. Results from this benchmarking exercise are contained in the evidence files (see GMAT.GRE benchmarking attached). A doctoral program committee, which previously existed, reviewed and voted on the changes that were introduced in Spring 2016. The committee reviews processes and methods once a year. Recommendations resulting from this process are voted upon and then approved. In addition, in December 2015, ITU approved its Institutional Review Board (IRB) policy. *(**Appendix 9**)*

A copy of the IRB handbook is attached.

After the IRB policy was passed, an internal board representing the IRB was created at ITU. Professors and Doctoral candidates wishing to conduct research using human subjects first need to be certified by National Institute of Health (NIH) and Protecting Human Research Participants (PHRP). Once certified, Doctoral candidates write a proposal to ITU's IRB and provide supporting documentation. The members of the board review the documentation provided and issue certificates to the candidate upon approval.

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 its 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.

The previous sections outlined several methods ITU and the business department uses to assess and analyze assessment results. Consequently, we have made a few program improvements, which are outlined below. However, ITU is a growing university and this is an ongoing process. As a result of the accreditation process, we have highlighted specific business department program improvements, which we hope to implement in the near future.

As a result of advise from our ACBSP mentor, benchmarking, discussions with faculty and the IAB and surveys to the student body, we have eliminated redundant concentrations in the Business Department. In addition, in response to industry demands, our programs include a Master's program in Business Analytics, Healthcare Management and a Masters in Business Administration (MBA). Also as a result of this exercise and aligning it with accreditation requirements, the department of business administration has instituted more rigor in its processes for hiring qualified faculty with strong roots in industry.

ITU is industry focused. The opportunity for students to earn professional certifications is valuable as demonstrated by the Faculty Academic Talk workshops, IAB meetings and focus groups with students. This has led to certain key courses in the business department offering certification in the areas of PMP, CAPM, ASQ and Six Sigma. Also, in response to student requests for Business Analytics courses in the SAP area, additional courses such as Business Analytics using SAP Lumira have been introduced. Finally, the business department responded to IAB and faculty recommendations for business communication and leadership skills by championing a Toastmasters Club on site. Students in the Department of Business Administration are encouraged to attend Toastmasters sessions through extra credit assignments.

Previously, we have mentioned that ITU is allied with Peregrine Services to provide external assessment of students' knowledge on several business areas. This assessment has been in place for all inbound and outbound business students since Spring 2016. We have identified certain areas of improvement for our students and based on further data collection, we will be providing students the ability to strengthen areas of weakness through additional modules. We will continue to evaluate Peregrine results to determine program improvements.

Program Improvements

Internship Evaluation Report

As a result of investigating the employer internship reports, several areas of improvement have been identified. These include the need for maintaining consistency (length, Likert scaling, etc) in survey mechanisms and assignment nomenclature set up in the EMS. In addition, the business department has initiated discussions at an institutional level to implement a user-friendly method for storing these internship reports and surveys (manual vs. digitized). In general, this process has created a sense of urgency in the institution for greater staffing and support.

Peregrine Inbound and Outbound Exams

Having administered Peregrine exams over three consecutive periods, it was noticed that scores in certain areas such as HR Management, Operations Management and Organizational Behavior across both inbound and outbound assessments needed improvement. Other areas such as Business Ethics, Business Finance, Management, Legal Environment of Business, Marketing and Information Systems have shown improvements as the student has progressed from the start of his/her degree until graduation. However, since the Peregrine exams were introduced in Spring 2016, the data set (inbound and outbound) do not feature the same students. Discussions are being conducted at a departmental level to assess the need to provide additional modules to improve scores in the areas identified.

Signature Assignments

An analysis of student signature assignment scores between Spring 16 and Fall 16 yielded the need for mapping and assessing these assignments at a ELO level as opposed to a CLO level. Other areas of improvement identified were similar to the internship evaluation reports (previously discussed). Variations in grading methodology (by faculty) were noticed in these reports. This resulted in a presentation at the department's academic talk workshop. At this forum, signature assignments were discussed and defined per accreditation guidelines. The need for standardizing grading these signature assignments across all courses (especially core courses) is widely discussed. An improvement measure arising from this discussion is a standardized signature assignment-grading rubric.

Capstone Course Analytics

The capstone courses at ITU comprise a choice between an entrepreneurial business venture project and a thesis paper. An analysis of student capstone course scores between Spring 16 and Fall 16 yielded the need for mapping and assessing these assessments at an ELO level as opposed to a CLO level. Variations in grading methodology (by faculty) were noticed in these reports. As a result of the accreditation process, business department capstone reports are available for circulation with the ITU library. In addition, further discussions are underway to publish student master's theses in reputed journals and be presented at conferences.

Overall

In summary, as a result of these assessment measures, the business department has increased its focus on data, systems and infrastructure needed to support its programs and its overall growth. Specific areas targeted for further discussion and improvement are IT, EMS and IR. Routine meetings and discussions are ongoing to implement these initiatives.

Table 4.3 Comparative Information and Data is attached.

Table 4.3
Comparative Information and Data

Comparative Information and Data	Targets/Performance Improvements	Results
Internship Evaluation Report	• Data consistency • Assignment Nomenclature consistency • Survey consistency • Data storage consistency • Digitize internship documents	• Need for greater staffing and support. • EMS flexibility in data retrieval • Targeted departmental dialog aimed at curricular changes • Qualitative review of employer and student reports
Peregrine Report	• Benchmarking to other ACBSP accredited institutions • Internal assessment (between trimesters)	• Consideration of additional modules for target areas (see above). • Positive PR statements about program and student quality • Improved perceived degree value
Signature Assignment Report	• Mapping required to ELOs vs. CLOs • Data consistency • Missing data • Assignment Nomenclature consistency • Data storage consistency • Digitize reports • Data trend analytics by ELOs • Grading variations	• EMS improvement strategies • Targeted departmental dialog aimed at curricular changes • Data quality improvements • Standardization of grading (via rubric)

Capstone Report	• Mapping required to ELOs vs. CLOs • Data consistency • Data storage consistency • Assignment Nomenclature consistency • Digitize reports • Data trend analytics by ELOs • Grading variations • Increase thesis publication • Increase visibility (internal and external) for capstone project (venture capitalist pitching competitions)	• EMS improvement strategies • Targeted departmental dialog aimed at curricular changes • Data quality improvements • Standardization of grading (via rubric) • Library circulation • Publication in academic journals • Presentation at conferences • Greater awareness of business department projects • Invite external project/thesis evaluators
Overall	• Increased focus on data, systems and infrastructure • IT, EMS and IR focus for program support and improvement	• See above for listing of improvements to curricular, degree and/or systems functionality

STANDARD #5. Faculty and Staff Focus

The ability of business programs to fulfill the mission of the department or unit the business programs are in and meet its objectives depends on the quality, number, and deployment of the faculty and staff. Hence, each institution seeking ACBSP accreditation for its business programs 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.

CRITERIA

Use the following criteria to document the extent to which the business programs meet the standard for Faculty and Staff Focus. Justify any omissions.

Section 5.1 Human Resource Planning

Criterion 5.1 The business unit will have a human resource plan that supports its strategic plan.

a. In an appendix, present your current human resource (HR) plan.
b. In a brief statement here, explain your HR plan's relationship to your strategic goals.

The current HR plan is attached. It outlines our faculty hiring process among other things (***Appendix 10***).

The business department's HR plan is related to the second goal of our strategic plan, which is to "Recruit, Develop and Retain world-class faculty with outstanding teaching acumen and strong roots in industry, research and innovation". This goal is further related to strategic objectives 1 and 2, which are, first to "encourage innovation in Business Department programs to attract high quality faculty"; and second to "recruit, develop and review faculty qualifications for subject matter expertise and teaching acumen". In order to achieve this goal, the Business Department is working to hire faculty with strong teaching and industry experience. *(**Appendix 6**)*

Attached is the Business Department strategic plan.

As a graduate school, most of our students have already a graduate degree and own a good educational background. One of the requirements of ITU programs is an internship. The internship courses are considered elective courses and students can take up to 10 internship credits. To accomplish this requirement, students are hired in companies in the Silicon Valley, the house of ITU. Well-known companies, such as Google, Tesla and Cisco, hire many of our students. The Business program is looking to offer high education to satisfy the needs of the students and of the employers. To reach this aim, the Business Department brings faculty with actual world, and academic methodologies experience to the classrooms to be able to bridge any gap between the workplace practices and academic theory and research. Due to the high student expectations, the Business Department tries to hire, attract and retain professionally and academically qualified faculty.

Our Human Resource plan has an important step in the hiring process, which is carefully examine the candidates' Curriculum Vitae to make sure they have the required combination of academic and work qualification. The Business Chair works with HR to make sure we hire faculty who will help to meet our goal. As ITU is seeking to offer education with practice, and to be able to mentor our students, the faculty's work experience is a must, and the essential industry knowledge is important to help dynamic, and practical learning. Many years of industry work, especially in well-known companies is considered the minimum standard.

Effective implementation of our hiring process is clear by the various learning projects and internships offered in almost every course. Supportive evidence can be provided by the capstone course projects and by the internship assignment courses. Many students' survey and evaluation show that they like and appreciate the knowledge and real world experiences of the faculty.

Section 5.2   Employment Practices

Criterion 5.2.1 The business programs 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.

The business faculty is composed of full time core faculty as well as a number of adjunct faculty. The Chair of the Business Department is a full time administrator. Four core faculty are also employed full time. Their load includes an equivalent to 10 courses annually. This load is further described as including teaching no more than 9 courses per year, or no more than three in any given trimester. Credit for an additional course equivalent is recognized for administrative and student support responsibilities. The teaching load may be further reduced if faculty members are engaged in additional duties beyond the one course equivalent. Teaching load for core or adjunct faculty is assigned based on their degree, number of relevant credits completed during their doctorate or Master degrees, and on their professional work.

As part of its unique mission to serve the professional educational needs of those in Silicon Valley, ITU is deeply committed to hiring outstanding core and adjunct faculty who have valuable industry experience. Many of those persons who are qualified both academically and by means of unusually significant industry experience are not available to teach full time as core faculty members. Nevertheless, they offer unparalleled access to cutting-edge research and practice in some of the business environments that are the most dynamic on the planet. To miss out on the opportunity to have ITU students exposed to such individuals would be a travesty and, therefore, ITU welcomes such qualified leaders to join us as superb adjunct faculty members. Without their participation, ITU would be unable to fulfill its vital mission and better serve our students.

The business faculty is hired with a rich combination of academic and professional experience. They are assigned courses that match their field of study, their academic and professional experience. Most of the faculty hold doctoral degrees. The ones who do not have a doctorate, possess a master's degree with certification in the topic they are teaching.

The qualifications of faculty are suitable to the field and level of their assignments. The qualifications are evaluated by the degrees held, proof of scholarship, innovative activities, teaching capabilities, and appropriate experience, research, and training.

Our core and adjunct faculty have significant work experience, remarkable academic qualifications and follow the mission of the Business Department. During the hiring process, the candidate's real-world experience is considered a priority. If a candidate's Curricula Vitae does not show the practical aspect of their areas of expertise, he/she is not considered. As a result, all our faculty own the essential practical knowledge to advise the students, and to evaluate their internship work and papers.

Based on their experience, the faculty can influence the students to excel in the practical learning experiences, which are vital to ITU's mission. The Business program offers courses requiring the students to work and submit projects and internship courses, which are important to their learning.

In addition, core and adjunct faculty also have focused on research and professional activities, which have real-world relevance. Many of the faculty have published books, journal articles, and other scholarly papers and have served on important industry boards, councils, or executive committees. As we stated earlier, our students expect to interact with faculty who can bring real world experience, and methodologies to the classroom, relating these practices to academic theory and research. Our student evaluations and surveys offer proof that our faculty has satisfied the expectations of the students.

In doing so, you may address:

> *a. how the composition of your faculty provides for intellectual leadership relative to each program's objectives;*

The Business department hire faculty in all the business areas. As leaders in the industry, the faculty are assigned courses that fit in their education, and experience. All faculty are required to develop their courses' material. They develop their courses syllabus and rubrics two weeks before the trimester starts. Upon the approval of the Department Chair, the faculty upload the syllabus and rubrics on the EMS. Faculty are responsible to assure that the content and approaches of teaching meet the academic and professional principles.

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

As mentioned previously, ITU hires faculty with industry experience. Their experience is shown in the content of their courses. Every faculty develops their Course Learning Outcomes. They also invite guest speakers, who are expert in the course's topics, to share their experience and to present cases that are beneficial to student learning. The faculty draws on research and broad experience to make course work important and strives to explain approaches and provide practice in classrooms.

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.

Recruiting and training

ITU holds a faculty orientation every trimester. During the orientation, the Office of Human Resources provides information on how to complete new-hire paperwork and about employee benefits. In addition, the Office of Human Resources provides workshops on harassment. ITU also holds staff meetings once per month. Faculty are invited to attend the meeting. In this meeting, staff and faculty are informed of the most important events and activities.

The chair initially provides the faculty with an example of a syllabus for the assigned course. The example includes the textbook information, course description, course leaning outcomes, distribution of the content of the materials, etc. Faculty receive the syllabus example four to five weeks before the start of the trimester to give the faculty enough time to prepare for their courses. During the syllabus development process, the Chair provides guidance and support on testing, grading, teaching methods, and the use of technology. After the syllabus is developed, the chair reviews it to verify that the syllabus is proper with special importance placed on the assessment tools used and to make sure all the requirements, such as credit hours, attendance, academic dishonesty, etc., are included. Faculty should upload the syllabus two weeks before the start of the trimester.

Faculty Development

Faculty development continues throughout their work at ITU. Teaching is the focus of faculty work. The department chair evaluates teaching quality annually. Students also fill out an evaluation survey for their faculty, courses and program once per trimester.

In addition, our Educational Management Systems (EMS) team supports all faculty teaching on-campus and the online classes. This team offers individual training and discussions on the use of all technology used in our teaching systems.

The Department Chair supports faculty professional development by discussing research plans and projects with faculty. A monthly Business Departmental meeting is held to discuss research projects, ideas and opportunities. This meeting is intended to keep faculty up-to-date regarding any administrative policy changes and to restate the expectations of offering continued quality in the program. All faculty members receive departmental support throughout their teaching at ITU. Once faculty is hired, they are assigned appropriate courses by the Business Department Chair, who provides guidance on all features of the assigned course including course content, syllabi, rubrics, assessment, utilization of technology resources, etc.

The Business program hosts faculty development sessions, such as the Faculty "Academic Talk" workshops, once or twice per trimester. During these development sessions, faculty are introduced to other faculty, especially the ones who are teaching the same courses with the hope that they will be eager to discuss teaching pedagogy. They are also encouraged to network with each other to discuss course materials, best teaching practices, new improvements, the use of technology, etc., especially the core courses and capstone courses.

Explain or describe:

a. how you develop qualified full-time and part-time faculty members;

ITU holds numerous faculty development events and workshops, some of them university-wide and others only for the Business Administration department. Previous workshops include talks on Copyright and Teaching for Retention. Moreover, we are part of the Fulbright Network, which allows us to bring three Fulbright Ambassadors to talk to our faculty per academic year.
The Business department hosts every trimester, a Faculty "Academic Talk" workshop, in which faculty are encouraged to engage in academic discussion regarding instructional challenges. Topics of the "Academic Talk" are Designing of CLOs and Rubrics, Signature Assignments, APA format, Improving the teaching methodology, Writing across the Curriculum, etc.
In addition, ITU provides EMS training to teach the new faculty how to upload their course materials on the EMS.

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

All faculty members are invited before the beginning of the trimester to a Faculty Orientation dinner. At this meeting, faculty members are introduced to ITU, its history and culture, as well as policies and regulations. New faculty receive a personalized orientation session by the Education Management System (EMS) team on features and capabilities of the EMS.

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

Faculty members are assigned courses based on their field of study, their specialization and years of industry experience in the specific subject. Before the beginning of the trimester, the Chair of the Business Department requests from the faculty to send their syllabus and rubrics for review. Faculty sends the textbooks and materials information to the Research Librarian to order them. Courses are offered with single section.

Some courses are offered with two or more sections. This is true especially of the core courses. Where a professor is available to teach 2 sections, he/she will be assigned to teach both sections. Otherwise, different professors teach both sections. When more than one professor is teaching multiple sections of the same course, the department Chair assigns a course coordinator.

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

As mentioned in part C, when more than one professor is teaching the sections of the same course, the Department Chair assigns a coordinator of the course. The Chair and course coordinator work closely to make sure the same materials and important assignments are offered in all sections. For instance, in the core course, MGT 503 Organizational Leadership Theories, 4 to 5 sections are offered every trimester. The reason for offering this number of sections is because all new students should register in this course in the first trimester of starting the MBA program. In this course, the students are required to take the Inbound exam from Peregrine. When two or more professors are teaching MGT 503, the coordinator meets with the faculty to discuss the assigned requirements approved by the Chair and to follow up with the faculty on any issue.

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

At the time of interview, the Department Chair introduces to the faculty the requirements and teaching methodology. Many times, the faculty has previous experience teaching the particular topic. They might recommend course materials from their experience. In such cases, the department chair allows faculty the freedom to choose their textbooks, to develop tests and to grade them.

Teaching methodology is frequently discussed in the Faculty "Academic Talk" workshop. The syllabus includes information on the textbook, course content, tests, and assignments with grading, teaching methodology, credit hours, academic dishonesty and attendance. The Chair reviews the syllabus and approves it before it is uploaded on the EMS. For text ordering, faculty works with their department Chair as well as with the Research Librarian.

f. *how you provide for course monitoring and evaluation.*

We use numerous methods for evaluating our courses. This includes course material reviews by the Chair, peer reviews and student evaluations.

- Chair Review of course materials: the Department Chair regularly collects instructors' materials (syllabi, lessons, student assignments, exams), and in conjunction with other faculty members, peer reviews these.
- Peer-review of assignments: Signature assignments are prepared and reviewed by all the faculty of the multiple sections, and approved by the Chair. The Signature Assignment is graded by more than one faculty teaching the same course. The signature assignments are linked to two or more CLOs, which are mapped to the programs' ELOs. These are in turn, mapped to the Business Department's PLOs and subsequently mapped to the university ILOs.
- Student Evaluations: Student evaluations are conducted by the department of Institutional Research. These anonymous questionnaires are administered to students at the start and end of each class.

The Department Chair, Core faculty and the Office of Institutional Research, then analyzes data collected. Data is presented to all participants at program review meetings. Suggestions and ideas for improvements are discussed in these regular meetings. Any improvements and amendments agreed on by all participants are presented at Academic Leadership Committee (ALC) that meets weekly.

Section 5.3. Faculty Qualifications, Workload, and Coverage

Criterion 5.3.1. The composition of the 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.*

Table 5.1 Faculty Qualifications is attached.

Table 5.1
Faculty Qualifications

Faculty member	Year of initial appointment	Highest Degree		Assigned teaching discipline(s)	Professional Certifications	Level of qualification	Tenure
		Type	Discipline				
Mougharbel, A (Chair)	2008	PhD	Management	Management& Accounting		AQ	No
Hussein, M (Core)	2012	PhD	Organization & Management	Management & Org Dev.		AQ	No
Konda, R (Core,	2010	PhD	Computer Information	Management Information	Quality Engineer	AQ	No

Assistant Chair)			Systems	Systems			
Wiggin, P (Core)	2008	DBA	Leadership	Leadership		PQ	No
Bhat, N (Full time)	2017	MBA	ERP	ERP, Accounting	C.A. (Aus/NZ; CPA equivalent), SAP	PQ	No
Flores, J (Adjunct)	2015	DM, PhD	Information Systems, Human and Organizational Development	Management Information Systems	PMP, CAPM, CSME, GPHR	AQ	No
Hallawi, L (Adjunct)	2014	DBA	Information Technology Management	Management Information Systems		AQ	No
Arnoldussen, B (Adjunct)	2010	DBA (Candidate), RN	Healthcare	Healthcare	CPHQ	PQ	No
Abdeljabbar W (Adjunct)	2016	Ed.D	Management Information Systems	Management Information Systems		AQ	No
Abusweilem M (Adjunct)	2016	PhD	Business Administration	Management		AQ	No
Ackerman, G (Adjunct)	2014	PhD, JD	Law	Business Law, Business Ethics		AQ	No
Guim, G (Adjunct)	2013	Ed.D	Organization & Leadership, Environmental Management, Economics	Economics & Finance, Leadership		AQ	No
Amistad, F (Adjunct)	2011	JD, MBA	Law, Business	Business Law, Finance	Mortgage	AQ	No
Paterson, S (Adjunct)	2015	MBA	Business Administration	Project Management	ASQ, PMP, Six Sigma	PQ	No
Tehrani, N (Adjunct)	2016	PhD, MBA	Marketing, E-Commerce	E-Commerce, Management		AQ	No
Omran, C (Adjunct)	2011	MBA, DBA candidate	Finance, Management	Accounting, Finance		PQ	No
Lesniak, R (Adjunct)	2016	PhD, MBA	Management in leadership and Organizational Management	Management, Entrepreneurship		AQ	No
Humbert, P (Adjunct)	2014	PhD	Physics	Quality Management	Six Sigma, CQA, QPA	PQ	No
Park, S (Adjunct)	2015	MBA	Accounting	SAP/ERP, Accounting	SAP-FICO, CAP	PQ	No
Gopal, V (Adjunct)	2012	PhD, Master of Sience	Biotechnology Chemisty	Bio Management	CGMP and Quality Issues for Biopharmaceuticals,	AQ	No
Brooks, D (Adjunct)	2014	Candidate Ed.D, MBA	Business Administration	Marketing		PQ	No
Ghofraniha, J (Adjunct)	2016	PhD, Master of Applied Science	Engineer, Applied Science	Business Analytics		PQ	No
Haley Allen, K (Adjunct)	2015	MA	HR, Organization Development	Organizational Theories and Leadership		PQ	No

b. *Provide credit-hour production data by faculty member, separating full-time and part-time faculty. (See Table 5.2)*

Table 5.2 Faculty Credit-Hour Production or Equivalent is attached

Table 5.2
Faculty Credit-Hour Production or Equivalent

Faculty member	Total Student Credit Hours (or equivalent) in Business Program					
	Fall trimester	Spring trimester	Summer trimester	Qualification Level Graduate		
	Grad	Grad	Grad	AQ	PQ	Other
Hussein, M (Core)	135	135	180	450		
Konda, R (Core)	135	135	180	450		
Wiggin, P (Core)	135	135	180		450	
Bhat, N (Full time)	135	135	180		450	
Flores, J (Adjunct)	45	45	45	135		
Hallawi, L (Adjunct)	45	45	45	135		
Arnoldussen, B (Adjunct)	45	45	45		135	
Abdeljabbar, W (Adjunct)	90	90	90	270		
Abusweilem, M (Adjunct)	45	45	45	135		
Ackerman, G (Adjunct)	90	90	90	270		
Guim, G (Adjunct)	135	135	135	405		
Amistad, F (Adjunct)	135	135	135	405		
Paterson, S (Adjunct)	90	90	90		270	
Tehrani, N (Adjunct)	90	90	90	270		
Omran, C (Adjunct)	135	135	135		405	
Lesniak, R (Adjunct)	45	45	45	135		
Humbert, P (Adjunct)	90	90	90		270	
Park, S (Adjunct)	45	45	45		135	
Gopal, V (Adjunct)	45	45	45	135		
Brooks, D (Adjunct)	90	90	90		270	
Ghofraniha, J (Adjunct)	45	45	45		135	
Haley Allen, K (Adjunct)	90	90	90		270	
TOTALS	1,935	1,935	2,115	3,195	2,790	

c. *Present your coverage of programs by academically- and/or professionally-qualified faculty members in a table such as Table 5.3*

Table 5.3 Faculty Coverage Summary is attached

Table 5.3
Faculty Coverage Summary

During the self-study year:	Graduate level
Total student credit hours in business program taught by faculty members in the business unit	5,985
Total credit hours taught by academically and professionally qualified faculty members	5,985
Percentage of total credit hours taught by academically and professionally qualified faculty members	100
Total credit hours taught by academically qualified faculty members	4,185
Percent of Total credit hours taught by academically qualified faculty members	53

Criterion 5.3.2.a

Document every full-time and part-time faculty member teaching courses in the business unit. A recent curriculum vitae (not more than two years old) for all business faculty should be provided and included as an appendix in the self-study report.

Note: Faculty members 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 members who teach courses that are under the direct administration of the business unit head and coded as business courses."

Attached are the Faculty CV's. (**Appendix 10**)

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 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 meet these historically acceptable levels, you may consider this section complete, 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 mission of ITU states that "..ITU's educational pedagogy cultivates innovative thinking, ethical leadership, and entrepreneurial spirit through practical, industry relevant curriculum that reflects Silicon Valley's culture.."

To meet the mission, in addition to hiring Academically Qualified Faculty (AQ), the Business Department also focuses on hiring Professionally Qualified (PQ) faculty, whose knowledge builds the industry relevant curriculum. The Business faculty either has PhDs in the field related to the courses they are teaching or they have a Masters degree with certificates related to the courses they are teaching. In addition, they are leaders in the industry and bring their knowledge and experience to the classroom. Such experience and knowledge makes ITU reputable in offering its programs.

The Business Department hires yet another category of faculty, who hold "out of field doctorate degrees". This category is also considered Professionally Qualified (PQ) with either earning a certificate or having an industry experience or both, in the field they are teaching in relation to Faculty Qualification level graduate. Faculty in this category is classified in the following manner: (a) vast industry experience in the topics they are teaching with professional certifications, or (b) many years of industry experience in the topics they are teaching.

In relation to the ACBSP standards, 100 percent of the graduate credit hours in business are taught by academically- or professionally-qualified faculty. 53 percent of the graduate credit hours in business are taught by academically-qualified faculty and 47 percent of the graduate credit hours in business are taught by professionally-qualified faculty. However, the diversity in the faculty academic and professional knowledge enhances the high quality of the Business program. This is evidenced by the performance of ITU students on the Peregrine Outbound exam in comparison to other students who have taken the same exam from other ACBSP accredited universities in the

US.

Only academically qualified faculty are teaching DBA courses. The faculty who are teaching the DBA courses are Dr. Magdy Hussein, Dr. Ramesh Konda, Dr. George Guim. In addition, the faculty who are supervising the DBA dissertation are also academically qualified faculty.

As previously mentioned, the qualifications of faculty are suitable to the field and level of their assignments.

As an example, the emphasis learning outcomes in the business programs focus on diverse practical areas listed below. For a comprehensive listing, please see attached document of emphasis learning outcomes (ELOs).

- Data mining and decision making or forecasting processes (Business Analytics emphasis)
- Technologies impacting healthcare management (Healthcare Management emphasis)
- Using information technology to support organizational performance and decision making (MBA)

Section 5.4 Faculty Deployment

Criterion 5.4. 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 the 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.

ITU has only one campus in San Jose. Some of the courses are offered in multiple sections. For example, the course MGT 503 Organizational Leadership theories is an overview core course. This course is offered in four or five sections, on weekday, weekend and online, taught by two or more professors. To make sure the students attending the classes of all the sections receive the same learning, the same syllabus content is used in all sections, with same course contents and signature assignment supported by coordination among the faculty. In addition, the same textbook is used. The class includes a group case study project, which simulates real life leadership scenarios, including teams formulating not only what each student will cover, but how the students should interact with each other to complete the project.

All weekday, weekend or online courses receive the same learning time, which is 45 hours, 3 hours for 15 weeks for the weekday, 15 hours per week for the weekend, and 7 to 8 hours per week for the online courses.

To demonstrate compliance, present your deployment pattern in a table such as Table 5.4

Table 5.4
Deployment of Faculty by Program

Faculty member	Number of classes/sections taught in the business program								
	Fall trimester			Spring trimester			Summer trimester		
	Graduate			Graduate			Graduate		
	Weekday	Weekend	Online	Weekday	Weekend	Online	Weekday	Weekend	Online
Hussein, M (Core)	3			3			4		
Konda, R (Core)	1	2			2	1	2	2	
Wiggin, P (Core)		3			3			4	
Flores, J (Adjunct)			1			1			1
Hallawi, L (Adjunct)			1			1			1
Arnoldussen, B (Adjunct)		1				1			1
Abdeljabbar, W (Adjunct)		2			2			2	
Abusweilem, M (Adjunct)		1			1			1	
Ackerman, G (Adjunct)			2			2			2
Guim, G (Adjunct)	1	1	1	1	1	1	1	1	1
Amistad, F (Adjunct)	1	1	1	1	1	1	1	1	1
Paterson, S (Adjunct)	1	1		1	1		1	1	
Tehrani, N (Adjunct)	1	1		1	1		1	1	
Omran, C (Adjunct)	1	1	1	1	1	1	1	1	1
Lesniak, R (Adjunct)	1			1			1		
Humbert, P (Adjunct)	1	1		1	1		1	1	
Park, S (Adjunct)		1			1			1	
Gopal, V (Adjunct)		1			1			1	
Brooks, D (Adjunct)		1	1		1	1		1	1
Ghofraniha, J (Adjunct)		1			1			1	
Haley Allen, K (Adjunct)			2			2			2
TOTALS	11	19	10	10	18	12	13	19	11

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.

ITU has only one campus in San Jose. All faculty is teaching on the same campus. The Business program has four core faculty. The position of core faculty is equivalent to full time. The core faculty is qualified to teach in the MBA, Business Analytics concentrations and the Doctoral programs. A RN teaches in the Healthcare Management concentration.

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.

ITU offers three (3) concentrations, MBA, Business Analytics, Healthcare Management and DBA
The faculty who teach in the Masters concentrations are:

MBA – Dr. Magdy Hussein, Patty Wiggin
Business Analytics – Dr. Ramesh Konda
Healthcare Management – Barbara Arnoldussen
DBA - Dr. Magdy Hussein, Dr. Ramesh Konda, Dr. George Guim

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.

As previously mentioned, the qualifications of faculty are suitable to the field and level of their assignments.

As an example, the emphasis learning outcomes in the business programs focus on diverse practical areas listed below. For a comprehensive listing, please see attached document of emphasis learning outcomes (ELOs).

- Data mining and decision making or forecasting processes (Business Analytics emphasis)
- Technologies impacting healthcare management (Healthcare Management emphasis)
- Using information technology to support organizational performance and decision making (MBA)

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.

Human Resources are available and provide leadership to ITU. They developed, with the help and approval of the Department Chairs, a faculty hiring process (a copy is attached) (**Appendix 10**). In addition, upon the request of each department to hire new faculty, Human Resources place a faculty-hiring ad internally and externally, such as Higher Ed, Craigslist, ACBSP Career Center for Business faculty and others. They help in scheduling the interview meetings and in collecting copies of the new faculty credentials reviewed by the Chair prior to the interview meetings. After hiring a faculty, and upon publishing the schedules, Human

Resources send the faculty the contract and other hiring papers with an ITU email address and access key to ITU to make sure the faculty is legally and able to start his/her academic duties.

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.

Section 5.5 Faculty Size and Load

The number of faculty members in the business programs should be sufficient to effectively fulfill its mission of excellence in educating business students.

ITU hires core faculty equivalent to full-time. A core faculty generally teaches three (3) courses per trimester. The total teaching courses annually is ten (10) courses with a release time for administrative work equivalent to one (1) course. The core faculty teaching load per trimester may be reduced based on the projects they are working on, such as research projects, Toastmaster meetings, and others. The courses are the equivalent of three (3) hours weekly for a total of forty five (45) hours per trimester.

The faculty is evaluated by students who fill out evaluation questionnaires before the end of the trimester and by filling out a performance evaluation form, reviewed by the chair who assesses faculty performance. The adjunct faculty's main role is teaching. But they also have important contributions in course and outcomes development. During the Business department meetings, adjunct faculty has the chance to take an active role in curriculum development. In addition, the business department chair asks feedback from adjunct in the development of the concentrations, curriculum and courses as their practical experience equips our curriculum with the "real world" emphasis that our students need.

Provide a table such as Figure 5.5 to summarize your faculty loads.

Table 5.5
Faculty Load

FACULTY LOAD, FULL-TIME FACULTY MEMBERS

Full time Faculty member	Trimester hours taught/ academic year	Number of Preps/ year	Number of disciplines /trimester			Number of advisees	Scholarly activity	Professional activities	Number of committees	Community Service	Administrative Duties	Business and industry interaction	Special projects	Travel to off campus locations	Number of theses supervised
			Fall	Spring	Summer										
Mougharbel, A		9				*	Yes	Yes	10**	Yes	Dept. Chair	Yes	Yes	No	0
Wiggin, P	450	9	1	1	1		Yes	Yes	4	Yes	Core Faculty	Yes	Yes	No	0
Hussein, M	450	5	3	3	3	50	Yes	Yes	5**	Yes	Core Faculty	Yes	Yes	No	10
Konda, R	450	7	3	3	3	55	Yes	Yes	5	Yes	Core Faculty	Yes	Yes	No	10

* There is no specific number, the Chair advises most of the Business students, especially the special cases that need the Chair approval.
** Amal Mougharbel committees: ALC, AQC, HOD, DPC, Colloquia, Internship, Student Conduct, Retirement Plan, WASC steering and ACBSP.
Patty Wiggin Committees: AQC, Student Conduct, WASC steering and ACBSP.
Magdy Hussein Committees: IRB membership, 4 DBA dissertation committees (2 as chairman and 2 as a member)
Ramesh Konda Committees: AQC, 4 DBA dissertation committees (2 as chairman and 2 as a member)

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 members;

In 2014, under the guidance of the Western Association of School and Colleges, ITU's Chief Academic Officer developed a Faculty Adequacy Model, which serves as a guide to the recruitment and maintenance of sufficient faculty to implement all degree programs. For the purposes of this staffing and adequacy model, the maximum academic workload per faculty full-time equivalent (FTE) is calculated to be no more than forty (40) hours per week averaged over any consecutive fifteen (15) week period.

The faculty adequacy model is attached. (**Appendix 10**)

As mentioned previously, core faculty are considered full time. Ten (10) courses is their annual load. But they are teaching three (3) courses per trimester with administrative work equivalent to one (1) course. They are also given a release time from the three (3) teaching courses per trimester to work on additional administrative work and projects.

Activities requiring direct student contact, preparation of educational materials, academic administration and research are included in workload calculations. Thus, ITU decided that 70% of faculty time is spent in teaching-related activities. Subsequently, with every course being forty five (45) hours, our faculty members are limited to teach up to nine (9) courses annually; in other words, faculty are limited to a maximum teaching load of nine (9) credit hours per trimester.

b. how you demonstrate that the faculty and staff are of sufficient number to ensure performance of the above nine functions;

We use the faculty adequacy model mentioned above. (**Appendix 10**)

c. the institutional policy that determines the normal teaching load of a full-time faculty member;

At ITU, we have Core Faculty members and adjuncts. ITU's policy states that Core Faculty members are expected and limited to teach ten (10) classes annually. Adjunct faculty members are allowed to teach up to three (3) courses. If an adjunct faculty teaches more than 3 courses per trimester, the additional courses require the provost's approval.

d. how the combination of teaching and other responsibilities for full- and part-time faculty members is consistent with fulfilling all nine functions effectively; and

Our core faculty members spend 70% of their time lecturing; the other 30% of their time is reserved for other academic and professional activities. Though our faculty enjoys some flexibility regarding this 30% of their time, there are some duties and responsibilities they are required to fulfill. All faculty members, not just core, are required to have one (1) office hour per week for the students to perform academic advising and counseling. However, the completion of a three (3) credit capstone course, either thesis or project is a requirement in the Business program. Faculty members are assigned to the capstone thesis or project "course." Thus, supervising and directing capstone thesis and projects is counted as part of the faculty teaching load.

ITU's Business Administration faculty members are expected to participate in scholarly and professional activities and to engage in industry interactions. The faculty participate in numerous scholarly and professional activities, such as publishing research papers in peer-reviewed journals, such as the International Journal for Quality & Reliability Management; and the Global Journal of Management and Business Research. Moreover, they also regularly participate in conferences, such as the Academic Resource Conference (ARC) hosted by the Western Association of Schools and Colleges (WASC); ASQ Silicon Valley hosted by the American Society for Quality; among many others.

Administratively, faculty members are required to attend faculty development workshops. The Business Administration department holds a Faculty "Academic Talk" workshop once per trimester, where programs are reviewed, and improvements are proposed.

The faculty members of the Business Administration department make important service contributions to the university. All of the Business Administration core faculty are members of the Academic Quality Committee, which has responsibility for the conduct of ITU's academic programs and to ensure consistency with the academic mission of the university in administering all Master's and Doctoral programs. Moreover, they actively participate in faculty development activities.

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

At ITU, adjunct faculty are highly encouraged to participate in scholarly events, both at ITU and other universities. They also actively engage in industry partnerships in addition to the activities mentioned above.

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.

At ITU, faculty members can contribute to the university's mission and vision by providing administrative services at the university, and representing ITU in industry. When faculty members do so, their teaching load is reduced proportionally.

The Faculty Adequacy Model in attached. (**Appendix 10**)

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

Section 5.6 Faculty Evaluation

Criterion 5.6.1 Each business 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 programs. 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.

At hiring stage, the department chair reviews faculty's credentials and other documentation such as their CV, degrees, and transcripts to ascertain that the new faculty is qualified to teach the business topics. Upon hiring the faculty, he/she will be assigned courses aligned with their academic and professional backgrounds.

The department chair visits classrooms when classes are in progress to evaluate and observe teaching methodology. This process is conducted during the first teaching trimester of the new faculty and is repeated annually.

A faculty evaluation form is attached.

At the end of the trimester, students evaluate the quality of instruction. The department chair reviews this evaluation. Any concerns flagged during the evaluation process are carefully considered by the Chair and is then discussed with the faculty concerned.

All core faculty are required to complete a performance evaluation form to the department chair, at the end of each academic year. The chair then meets with the faculty to discuss their performance.

b. *how you monitor/evaluate your faculty's student advising and counseling*.

All faculty are required to have at least one (1) office hour per week to meet/advise/counsel students. Any issues related to plagiarism, attendance, credit hours are posted by the faculty in their syllabi on EMS. This is presented/described on the first day of the class.

As part of internship assignment, faculty is required to review students' internship documents including their goals, objectives, duties and employer offer letter. Faculty shall match these to the students' area of study/degree/courses to ensure that the students' internship in aligned with their course of study. The faculty is provided these instructions prior to the allocation of internship advising duties by the chair.

At each new student orientation, the department chair informs all students to resolve any problems early on with their faculty. As a consequence, all student concerns are flagged to the faculty in the first instance. Only in the event that the problem is unresolved, the Chair of the department will intervene as a mediator to resolve the problem.

c. *how you monitor/evaluate your faculty's scholarly, professional, and service activities (see glossary of terms for scholarly activities).*

   ITU has a doctoral colloquium meeting every other month to discuss faculty scholarly activities (papers, conferences, etc).

   Faculty is encouraged to share their professional/industrial experiences as part of their ITU teaching. The business department chair extends every support to faculty who wish to form industry alliances.

   The faculty also submits their scholarly and professional achievements to the department chair for distribution at the faculty academic talk workshops. The business department requires the faculty to submit these achievements regularly for publication on ITU Business Administration website.

   Lastly, faculty is also encouraged to participate in service and community efforts such as the Blood Donation Drive, Bone Marrow Drive and the Cultural Fair among others.

d. *how you monitor/evaluate your faculty's business and industry relations.*

Each faculty member states his or her industry experience clearly on his or her syllabi. Some faculty members invite industry leaders from their professional networks to join the Industry Advisory Board.

In the classroom, faculty shares their industry experience with the students. This is stated clearly in the syllabus and is also reflected in the construction of the signature assignment.

The department chair reviews their industry background at the time of hiring. This is monitored continually through the review of faculty syllabi, with special emphasis on the signature assignment.

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

Firstly, faculty is required to attend EMS training to understand usage of the system for course related activities. For online teaching, faculty is required to pass mandatory online training for eligibility to teach online courses.

In addition, the business department holds a faculty academic talk workshop once every trimester to provide more academic knowledge such as development of curricular methodology, course learning outcomes, rubrics, signature assignment development and others.

In the process of enhancing their academic teaching quality, faculty is encouraged to pursue professional and academic certification in their areas of certification such as PMP, ASQ, Six Sigma, ERP, Finance and Accounting and others. Upon earning such certification, faculty sends an updated CV to the department chair. Knowledge earned from the certification is transferred to students with the aim of having students certified in these areas.

Another area of faculty development is publication of papers in academic journals and participation in conferences. The business department supports such endeavor when possible.

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

Where faculty is involved in any consulting activities outside ITU, they provide this information on their CV to the chair of the business department.
Currently, with the majority of ITU's faculty being adjunct, such consulting activities are considered personal endeavors of the faculty.

g. how your faculty and staff demonstrate and promote a student focus.

Usually, the business department in conjunction with the faculty and staff, administers a student focus group. The chair of the business department, staff and faculty holds focus groups in one of the courses once every trimester. The focus group aims to collect curricular information about the program and concentrations, services, extracurricular information such as ESL programs, Toastmasters programs, etc.

Faculty and staff in the business department are always available to respond to student queries and concerns regarding their study and any other issues. Business department personnel also demonstrate a student focus by routinely advising students and providing them study plans to help them plan their degree.
In addition, students are provided regular information on the Peregrine inbound and outbound exams through the business department and other administrative departments.

At the new student orientation every trimester, the Business department (chair, faculty and staff) provide students guidance on their academic journey at ITU. In addition, students are also introduced to various ways ITU can help them improve their skills and acumen (e.g. Toastmasters Club activities, internships, workshops, etc)

The department chair, faculty and staff are always available (by email, phone, or meetings) to advise/counsel students on any area of their program and/or campus experience.

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*

   Performance evaluations are used to assess faculty merit and to decide any potential salary increases.

   In addition, ITU has a system of recognizing distinguished faculty. Such faculty is nominated by the department chair and approved by ITU and is honored each year at the Commencement Ceremony.

   Students demonstrating academic excellence and the spirit of community service are invited to apply for merit based scholarships. A committee comprising of department chairs, faculty and administrative staff decides on these awards. The President, Provost and Department Chair present scholarships every trimester at a scholarship reception evening.

   The Business Department encourages promising students the ability to participate in an internship program within the department. Assessment of the candidates is made on several levels including academic merit, on campus service and prior experience in their study area.

   All the above enable higher motivation of faculty and students towards higher performance and satisfaction, therefore reinforce the system of learning objectives, student focus and/or faculty/student performance. Such performance, student and faculty successes and learning are published in the ITU journal, website blogs and other social media. Students are strongly encouraged to publish their achievements in their portfolios, which are available for external employers to view.

i. *how you improve your faculty/staff evaluation system.*

   Evaluation of faculty and staff is conducted regularly and discussed with the faculty and staff concerned, for continuous improvement. Any improvements identified are presented at ALC meetings. Input from leadership are considered before making and changes to the evaluation system.

Section 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. *Present in an appendix a copy of your faculty handbook, or equivalent, and here explain how it is disseminated in your institution. If this appendix does not address these bulleted items, please explain why not.*

(**Appendix 11**) A copy of the Faculty Handbook is attached. We indicate below the relevant sections of the faculty handbook that address the sections below.

The faculty handbook is available on ITU's website for all faculty to read. In addition, key areas of this document are discussed each trimester at the New Faculty Orientation.

- faculty development, including eligibility criteria – Section 6.3, 6.4.1
- tenure and promotion policies – Section 5.7.2, 6.6, 8.5
- evaluation procedures and criteria – Section 5.7.2, 6.6, 7.9, 7.10
- workload policies – Section 6.4.2, 6.5
- service policies – Section 5.4, 6.1, 6.4.1, 6.5, 6.6, 7.7, 7.8
- professional expectations – Section 6.1, 6.2, 6.4.1, 6.6, 11.1, 11.4
- scholarly expectations – Section 6.6
- termination policies – Section 6.7, 6.8, Faculty Handbook Receipt Acknowledgement

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

Review
There is a robust review process of these policies, procedures and practices. The HR department updates these documents as necessary and works closely with different academic departments to add new content as they arise. In the event that any content in these documents need to be changed or updated, the proposal for change is brought up to the ALC meeting (conducted weekly) for review.

Improvements
In the event that improvements are identified, the ALC requests discussions of topics offline. A committee is then designated to make improvements to the policy and procedures. When finalized and agreed upon by this committee, the improvements are brought back to the ALC for approval.

Criterion 5.7.2 Each business program must provide an opportunity for faculty and staff development consistent with faculty, staff, and institutional needs and expectations. Part-time faculty members 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; and*
b. *what orientation and training programs are available;*

There are various types of faculty and staff development.

First, all faculty are required to attend faculty orientation at the beginning of every trimester. The new faculty is given personal training on EMS prior to the start of the trimester.

Second, all the faculty receives EMS training annually if needed or when the software is updated. Faculty can interface with the EMS team at anytime for resolution of problems or for new feature requests.

Third, the Business department Faculty Academic Talk workshop is a forum where faculty is provided with ongoing development and training in teaching methodology.

Last, all faculty, if interested to teach online, are required to complete training to teach online courses. This training is mandatory and no faculty may teach online courses without first passing this course.

c. *how you get input from the faculty and staff about their development needs;*

   Faculty is able to email the department chair at any time about specific development needs. Since a large proportion of our faculty is adjunct, they pursue their development through ITU or externally through their employers and/or community.

   Other means of getting this input are through Faculty Academic Talk workshops or through issues flagged from the end of term student course evaluations, and the class visits by the department chair. The Chair discusses these needs and observations with the individual faculty.

d. *how you allocate faculty and staff development resources; and*

e. *how you make development activities available to part-time faculty members; 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.*

Faculty and staff in the Business department are generally provided with technological resources as needed. These include but are not restricted to hardware and software.

Faculty may also gain access to academic resources through the library. These resources include subscription to the NY Times, access to scholarly databases and journals and ordering textbooks and other course materials. The department chair grants approval of these resources.

As needed, the business department will support faculty participation in scholarly activities such as conferences, community service and professional networking.

The department chair reviews historical spending and consults with all faculty for allocating funding for future resource requirements. The university reviews this twice every year.

The policy for development activities, leaves of absence and other support can be found in the Faculty Handbook. (**Appendix 11**)

Section 5.8 Scholarly and Professional Activities

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

5.8.1 Scholarship:

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.*

In Fall 2014, ITU restructured its programs to include four core courses and capstone courses. Capstone courses may either be theses or projects. The earliest that students can be enrolled in these courses is on completion of twenty seven (27) credits. ITU faculty advises students. In the business programs, students are encouraged to begin their research in their core overview course, MGT 503 Organizational Leadership Theories. Faculty who will teach them in the capstone courses guides students.

These faculty are continually involved in research activities and have experience authoring papers in academic journals. Our faculty routinely reviews textbooks, write textbooks and support publishers in reviewing and making editing suggestions.

All faculty are encouraged to participate in scholarly and professional activities. In Fall 2016, the business department has begun a process of collecting data on the scholarship activities its faculty is involved in. This information will be provided in due course. Further, our strategic plan outlines several specific goals in the area of academic scholarship. (A copy of the strategic plan is attached) (**Appendix 6**)

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:

<u>The scholarship of teaching</u> 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. Writing 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.

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 members 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 faculty members 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 practical problems in either 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); and*
- *professionally-related service activities directly tied to the academic discipline of the faculty member and consistent with the stated mission of the business programs. (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 well as 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; participation in a professional meeting as a program chairperson, paper presenter or a discussant; or participation in seminars, symposia, short courses, and/or workshops intended as professional development or enrichment activities.

A. To demonstrate compliance with Criterion 5.8.2, please describe or explain:

- *professional activities in which your faculty members are involved; and*

Most of the Business faculty are involved in professional activities. For instance, Dr. Ramesh Konda is actively involved in professional organizations. In American Society for Quality (ASQ), he served as Chair-Elect of ASQ Nebraska section, and Chair of Silicon Valley ASQ section. He is also on the editorial board of International Journal of Quality & Reliability. He worked as

President of “Telugu Association of Minnesota”, and of “Bay Area Telugu Association” (BATA). Many other faculty are also actively involved in the community and they are members or Chairpersons of ASQ. Some of the faculty are advisory board of other universities.

Dr. Amal Mougharbel, Prof. Karen Haley Allen and Prof. Patricia Wiggin are members and officers of the Toastmasters Club. Professor Fel Amistad is a State Commissioner (non-paid position), Bureau of Professional Engineers, Land Surveyors, and Geologists, California Dept. of Consumer Affairs Board Member, overseeing 105,000 licensed professionals, Gubernatorial appointment, State public servant. In addition, he serves the San Mateo County Community as a volunteer county commissioner providing policy making advice to its county leaders in the area of human health services. He is also an active community leader/participant with his local county government, serving in a non-paid volunteer position. Dr. Wael Abdeljabbar participated in four Plenary Sessions at the ASCCC (Academic Senate for California Community Colleges) as a delegate representing Mission College

- *how you improve the balance and degree of faculty involvement in scholarly and professional activities that support the fulfillment of the institution’s mission.*

The business department hire faculty with a strong industry experience. In addition, most of them are involved in research and scholarly activities. The faculty are encouraged to participate in conferences, workshops, and community activities.

B. Summarize each faculty member's scholarly and professional activities for the last three years in a table similar to Table 5.6.

Please see table 5.6 below for a summary these activities by faculty

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.

Table 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).

Table 5.6
Scholarly and Professional Activities

Faculty Member	Highest Degree Earned	Professional Certifications	Scholarly Activities				Professional Activities				Others
			Papers Presented	Published Articles/ Manuscripts/Books	Unpublished Articles/ Manuscripts /Books	Consulting	Professional Related Service	Professional Conferences / Workshops	Professional Meetings	Professional Memberships	
Dr. Amal Mougharbel (2016,2015 ,2014)	PhD	IRB		B = 2	C = 1		B = 1	(A,B,C,D) = 6	10	2	

Patricia Wiggin (2016,2015,2014)	MBA DBA Candidate		A,B,C,D = 1 B = 1	B = 2	B = 2			(A,B,C,D) = 2	10	3	
Barbara Arnoldussen (2016)	MBA RN licensure Public Health Nurse (PHN)	Certified Professional in Healthcare Quality (CPHQ)	A = 1 (UCGH)	D =1 (First Year Nurse)	B = 1 (Dissertation) C = 1 (Concepts 3e)	D = 2 (ASU Pearson)	2 conf 1 workshop			American Medical Writing Association (AMWA)	Secretary for Northern California Chapter of AMWA (Elected officer as Volunteer)
2015		Same as Above	A = 1 (Santa Cruz)	C = 1 (Drugs)				1 Plus 1 (MOOC)	1	Same as Above	Same as above. + Volunteer session leader for Santa Cruz conference.
2014		Same as Above		C = 1 (Concepts 2e)	C = 1 (IEEE)			1		Same as Above	
2013		Same as Above	D=1 (OSAP)	C = 1 (Drugs)				1 Plus 1 (MOOC)	1		
Dr. Magdy M. Hussein (2016,2015,2014)	PhD	Certified Moodle Faculty IRB	A = 2	A = 8	A = 3	D = 1	D = 2	(A,D) = 3	18	10	
Dr. Ramesh Konda 2016	PhD	CQE CQA OCP			B = 2	D=1	(B,D) = 2	B = 1	4	2	
					B = 1	D=1	(B,D) = 2	B = 1	4	2	
					B = 1	D=1	(B,D) = 2	B = 1	4	2	

Codes to Use for Scholarly Activities

A = Scholarship of Teaching
B = Scholarship of Discovery
C = Scholarship of Integration
D = Scholarship of Application

Criterion 5.8.3 Scholarship for Doctoral Programs:

A minimum of 80 percent of the academically- and/or professionally-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.*

Our entire faculty teaching in the Doctoral program are Academically Qualified (AQ) and Professional. ITU's mission and vision have long been industry focused. As such, we have cultivated the business department, including faculty, with extensive reach in the high tech community surrounding the university. Although many faculty pursue scholarly activities, ITU places a higher priority on professional success. The faculty brings a diversity and richness of business experiences to our academic environment.

Our faculty members are heavily involved in leadership and pedagogical improvements at ITU and at other business schools. They also advise at other universities within their business departments. As a consequence of their external leadership roles, core faculty especially, synthesizes and brings in improvements in teaching methodologies to ITU. This adds and enriches the dialog at ITU in relation to teaching pedagogy and improvement mechanisms.

Only faculty with doctoral degrees teach the doctoral program courses. The DBA program is currently emerging and growing. The Business Department hired a core faculty with a focus on research. This core faculty is responsible for the capstone thesis and DBA course.

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 an implicit graduation 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.

Business programs must have policies and procedures addressing the areas of recruiting, admitting and retaining its students.

CRITICIA

> ***Use the following criteria to document the extent to which the business programs meet the standard for Educational and Business Process Management. Justify any omissions.***

Section 6.1 Education 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

Business programs must describe and explain approaches 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.

Design of educational programs and offerings, methods for curricular changes and stakeholder inputs:

For the Master's program:

In order to design and create programs in the Department of Business Administration, we create emphasis-learning outcomes (ELO) that map to our institution and program learning outcomes. Our ELOs aim to foster critical thinking, problem solving, research and information literacy and intellectual curiosity among others.

The process of designing new programs begins with an evaluation and benchmarking of current offerings against other business schools in the USA and globally. We also study the feasibility of these programs in the context of our own business department. We involve stakeholders such as students through mechanisms such as surveys and focus groups to gather feedback and input on proposed programs and offerings.

We also involve core business department faculty in designing the new programs and all other faculty for review and comment of the final program offerings. Avenues to make curricular design and changes come from meetings such as the Academic Talks and Program Reviews, informal conversations, emails and other dialog with faculty. The Chair meets with the Career Services department at least once every trimester to get updates to match industry relevant skills with the curriculum content. This information is used to improve course design and delivery. In addition, we solicit external feedback from subject matter experts.

ITU leadership such as the President, Provost and members of ITU's administration are also closely involved in evaluating and supporting the new offerings and final determinations. The President and the Provost formally approve new program offerings and curricular changes.

Finally, we also involve the IAB to receive their feedback, suggestions and recommendations on programs for local and global industrial needs and opportunities.

For the DBA program:

Initially, the DBA program was designed with 3 foci. These were entrepreneurship, global business and customized DBA programs. However, in recognizing the demand in the Silicon Valley, changes will be made to the DBA program to be purely an Executive DBA program. In addition, the Business Department will undertake continuous improvement for all programs including the DBA. To support this continuous improvement of programs, ITU will engage with an external mentor to provide guidance that meets specific executive and leadership needs of the Silicon Valley.

The DBA program is offered in 2 parts: theoretical and empirical research prior to taking the qualifying exam. After the qualifying exam, the program focuses on the dissertation research. A Dissertation Committee guides this research. This is comprised of 5 advisors, with one being an external reviewer from industry. The other advisors on the committee include ITU professors from the Department of Business Administration and could include a professor from a non-business department.

The program is delivered on campus on weekdays.

Like the MBA program, the DBA program was created after benchmarking to offerings and needs in the Silicon Valley. Feasibility studies were conducted to identify alignment with ITU and the Business Department mission, vision and strategic objectives. After this, ITU's leadership was involved in designing and approving the DBA program in its current form.

Apart from benchmarking to the industry and undertaking feasibility studies, ITU also involves external and internal stakeholders from the IAB to advise on the DBA curriculum. A program review exists to review the offerings and comment on current structure and propose changes. There is a doctoral colloquium that is comprised of department heads and doctoral faculty from all departments at ITU. They meet to discuss any matters related to students admitted, program guideline review and other topics related to the DBA program.

Table 6.1

Educational Design

Programs	Curricular Content	Stakeholder Input	Measures
MBA	New MBA structure – addition of relevant courses and deletion of redundant courses	Internal and external community review; business department and IAB; Peregrine assessment results	Number of students enrolled in and graduating from the program; pre and post program and course evaluations.
Business Analytics	Added new Business Analytics program	Internal and external community review; business department and IAB; Peregrine assessment results	Number of students enrolled; student performance through signature assignments. Eventually, capstone projects will be used as an additional method of evaluation

Healthcare Management	New structure – addition of relevant courses and deletion of redundant courses	Internal and external community review; business department and IAB; Peregrine assessment results	Number of students enrolled; student performance through signature assignments. Eventually, capstone projects will be used as an additional method of evaluation
DBA	New proposed structure – Executive DBA	Internal and external community review; business department, other ITU academic departments and IAB	Number of students enrolled; Number of students passing the qualifying exam; Number of students passing the comprehensive oral dissertation defense; Number of papers presented at conferences; Number of papers published

Criterion 6.1.2 Degree Program Delivery

Describe the degree program delivery for each degree program to be accredited.

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);*

For the Master's Program:

As per the catalog and the student handbook (a copy is attached (**Appendix 2**)), a student can complete the Master's program in 4 trimesters. Students who have approved transfer credits from other accredited institutions may complete their Masters in 3 trimesters. Also, students may wish to defer completion of their degree due to trimester breaks. This could push completion out to more than 4 trimesters.

For the DBA Program:

To complete the DBA program, students must take 60 credits of courses. Here, 42 credits constitute course work and 18 credits are allocated to dissertation defense. After students' complete 24 credits of coursework, they are eligible to take the qualifying exam. On passing the qualifying exams, the students are considered candidates and can start working on their dissertation. The program can be completed anywhere between 4 and 8 years. Candidates are required to publish papers in scholarly, peer-reviewed journals as well as present their papers at scholarly conferences. In addition, on completion of 18 credits, students are eligible and encouraged to teach courses at ITU.

b. ***the program delivery methods employed in each program (classroom, competency based, independent study, online, etc.);***

The Masters courses are offered on campus and online. The campus courses are offered on weekends and weekdays. The DBA courses are offered on-campus, typically on week days.

c. ***the number of contact (coverage hours or equivalent) hours required to earn three (3) semester hours (four (4) quarter hours) of credit or equivalent; and***

For the Masters and DBA courses, the number of hours is 45 in class per trimester. The number of teaching hours is 42 with 3 hours for project presentations or final exams. The students should spend for each in class hour at least 2 hours outside the classroom. The total outside class hours is 84 (42*2) hours and the total credit hours is 129 (42+84+3).

d. if your unit confers nontraditional business degrees, such as accelerated, competency based, executive, etc., specially designed to meet the needs of specific stakeholders other than traditional college students, etc., describe how:

The business program doesn't yet offer nontraditional degrees.

1. nontraditional degrees support and/or relate to the business school's

or program's mission and objectives;

2. credits are earned in these programs;

3. you assess their academic merit; and

4. you provide trend data of results comparing traditional to nontraditional students as required in criterion 4.2 and 4.3.

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.

Masters students are required to complete 36 credits to graduate with any of the masters programs. DBA students are required to complete 60 credits to graduate with a DBA degree.

Each course constitutes 3 credit hours. For each credit hour in class, students are required to spend at least 2 hours outside class on course work. In addition, faculty is available to respond to student queries through regular office hours and/or by email.

All courses are delivered on-campus; weekdays and weekends and online with the exception of the DBA program which is currently only offered on-campus on weekdays. Students are only allowed to take 1 online course per trimester.

Each masters student, in their respective degrees is required to complete a capstone (project/thesis) on completion of 27 credits. The doctoral students are required to complete 42 credits of course work to start working on their dissertation defense. In the event a student is unable to complete their dissertation after completing the required number (42) of coursework credits, they will be eligible to graduate with a "terminal" masters' degree.

All masters programs at ITU emphasize the practical aspect of education. Hence, all students are required to participate in at least 1 credit of internships. Students may take up to 10 credits of internships in lieu of elective courses.

Table 6.2

Degree Programs

Programs	Time to Degree	Delivery Methods	Coverage Hours/3 Semester Hours or equivalent
MBA	4 trimesters	Traditional lectures (on-campus) and/or online	45 contact hours and 84 outside course hours per course
Business Analytics	4 trimesters	Traditional lectures (on-campus) and/or online	45 contact hours and 84 outside course hours per course
Healthcare Management	4 trimesters	Traditional lectures (on-campus) and/or online	45 contact hours and 84 outside course hours per course
DBA	4 – 8 years	Traditional lectures (on-campus, weekday)	45 contact hours and 84 or more outside course hours per course

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 Business Department evaluates incoming students for their CPC abilities by administering a Peregrine assessment. Modules for development are administered to students as needed based on an analysis of student scores on the Peregrine exam.

To graduate with a Master's degree in the Business Administration department, students need to complete 36 credits. Students have the option to graduate with an MBA, a Masters in Business Analytics or a Masters in Healthcare Management. Topics include Accounting, ERP, Finance, Human Resource Management, Information Systems Management, International Business, Management, Marketing and Project Management. In addition, a typical student's graduate path must include at least 1 credit towards an internship. Up to 10 credits on internships may be applied towards elective courses.

To graduate with a DBA, students need to complete 60 credits.

Please see table 6.5 for a comprehensive overview of credit requirements per program.

As previously stated, ITU does not currently offer undergraduate programs. Admissions into the business programs require prior undergraduate degree(s) assessed for US equivalency.

Please refer to criterion 6.1.2 for credit hour information.

Table 6.5 Masters and DBA curriculum credits is attached

Table 6.5

Masters and DBA Curriculum Credits

Program	Core Requirements	Foundation Core Requirements	Elective	Capstone/ Dissertation	Total Credit Hours Required for Graduation
MBA	12	0	21	3	36
Masters in Business Analytics	12	0	21	3	36
Masters in Healthcare Management	12	0	21	3	36
DBA	15	9	18	18	60

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 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.

ITU accepts students with a prior related Master's degree at ITU or other accredited institutions into the DBA program. As part of these requirements, they must have valid undergraduate CPC's as well as a Masters in a business field. The DBA program at ITU operates on a trimester basis. ITU requires that students complete 60 credit hours beyond the Master's degree.

While it is acceptable for doctoral students to take some master's level courses in a doctoral program as elective courses, a substantial percentage of the required course work are in courses reserved for doctoral students.

Specifically, students may take courses at the master level as elective courses but these cannot be the same courses taken in the Master degree if the students graduated from an ITU Master's Program~~.~~

The topics specific to the DBA program are research methods, data analysis and statistical inference, formal academic writing, quantitative, qualitative and research methods and courses in the area of business specialization. In recognition of the uniqueness of the Silicon Valley, a lot of the DBA courses are also geared towards entrepreneurial and global business environments.

In addition, the candidates should publish papers in scholarly peer-reviewed journals and attend conferences as a requirement of the DBA program.

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.

NA

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

Please see attached course catalog for each graduate program. This information is also tabulated above in Table 6.5 (**Appendix 2**)

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;***

The number of 36 hours of graduate level work at ITU was determined for all programs by the founder of ITU, Dr. Shu-Park Chan who previously served as the Chair of the Electrical Engineering Department at Santa Clara University.

In order to ensure current program adequacy and quality, the business department benchmarked against equivalent business institutions and established the appropriateness of the number (36) of hours to deliver a high quality of business education for graduate level learning.

This process of review and benchmarking occurs on a yearly basis and is approved by the faculty who are industry and academic leaders.

Note: If your business programs 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.

NA

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 programs' offerings.

Methods and processes for program evaluation:

As explained previously, the process of designing new programs begins with an evaluation and benchmarking of current offerings against other business schools in the USA and globally. We also study the feasibility of these programs in the context of our own business department. We involve stakeholders such as students through mechanisms such as surveys and focus groups to gather feedback and input on proposed programs and offerings. These are also the avenues used for evaluating the efficacy of the programs in the Business Department.

We also involve core business department faculty in designing the new programs and all other faculty for review and comment of the final program offerings. Evaluations occur during meetings such as the Academic Talks and Program Reviews, informal conversations, emails and other dialog with faculty.

The Chair meets with the Career Services department at least once every trimester to get updates to match industry relevant skills with the curriculum content. This information is used as an evaluation mechanism. In addition, we solicit external feedback from subject matter experts.

ITU leadership such as the President, Provost and members of ITU's administration are also closely involved in evaluating and supporting the new offerings and final determinations. The President and the Provost formally approve new program offerings and curricular changes.

Students are required to complete post course evaluations in the form of a short survey. These evaluations are administered through ITU's Learning Management System (EMS).

Results are compiled and analyzed by the Department Chair and program offerings are adjusted.

External methods of program evaluation include an inbound and outbound assessment of business knowledge areas administered by Peregrine. Assessment data is collated by the Business Department every trimester and is assessed for areas of improvement and program changes. Finally, we also involve the IAB to receive their feedback, suggestions and recommendations on programs for local and global industrial needs and opportunities.

The business department works closely with IR to gather data on enrollment, graduation, retention and other performance trends. At a University level, a course cancellation policy is triggered based on a profitability study conducted by the Finance Department. Any exemptions to this policy are considered carefully on the basis of need for the course content on a case-by-case basis.

The Business Department conducts a yearly review process where it evaluates the current program performance based on courses attended (with the number of students enrolled) or courses dropped, due to low enrollment. In some cases, the courses are not deleted, but they may be revised and supported by additional delivery (e.g. workshops) if the content is deemed necessary.

In addition, based on the results of the data from IR, the department of business works with the Registrar's Office and Student Advising to implement or improve course offerings.

The process of program evaluation followed above for the Master's program is also followed for the DBA program. In addition, an external mentor has been engaged for advise on program evaluation.

Table 6.8 Education Evaluation is attached.

Table 6.8

Education Evaluation

Program	Course/Instructor Evaluation	Indicators/Measures for Education Evaluation	Other Evaluations
MBA	Post course student surveys via EMS and evaluation of faculty and course by the Chair and Core faculty	-Term statistics, trend analyses for enrollment, retention and dropped classes, graduation rates -Surveys, focus groups, benchmarking, market research	-IAB and external consultation -Peregrine external assessment trends and comparisons -Consultations with Career Services, RO, Student Counselors

Business Analytics	Post course student surveys via EMS and evaluation of faculty and course by the Chair and Core faculty	-Term statistics, trend analyses for enrollment, retention and dropped classes, graduation rates -Surveys, focus groups, benchmarking, market research	-IAB and external consultation -Peregrine external assessment trends and comparisons -Consultations with Career Services, RO, Student Counselors
Healthcare Management	Post course student surveys via EMS and evaluation of faculty and course by the Chair and Core faculty	-Term statistics, trend analyses for enrollment, retention and dropped classes, graduation rates -Surveys, focus groups, benchmarking, market research	-IAB and external consultation -Peregrine external assessment trends and comparisons -Consultations with Career Services, RO, Student Counselors and internship providers
DBA	Post course student surveys via EMS and evaluation of faculty and course by the Chair and Core faculty	-Term statistics, trend analyses for enrollment, retention and dropped classes, graduation rates -Surveys, focus groups, benchmarking, market	-IAB and external consultation -Consultations with Career Services, RO, Student Counselors and internship

Section 6.2 Management of Educational Support Service Processes and Business Operation Processes

Criterion 6.2.1 Education Support Processes

Business programs 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

The business department program offerings, as a whole, are designed and implemented by the Department Chair and Core Faculty with input and support from various departments and stakeholders. The process is intended to offer the best learning for students.

ITU expends significant resources to ensure student success. At every stage of a graduate student's experience at ITU, support is offered.

Starting with admissions, we offer students appointments by walk in and conference calls during regular hours. Before the deadline for registrations each term, the faculty, staff and student representatives participate in a call-a-thon to answer new student questions regarding registration.

Continuous improvement: Meetings once every trimester with the Chair of Business to discuss improving support in admissions into the program.

In addition, other internal departments such as the ISO and Student Advising regularly meet with students in person, via Skype and/or email and help desk tickets. Any student issues with IT, EMS and RO are addressed via an online Zendesk help system.

Continuous improvement: ISO regularly contacts business department faculty to evaluate student internship documentation for better alignment with their course of study. Student Advising routinely escalates matters of concern to the Chair of Business as needed. Any pervasive concerns are addressed through processes. An example of this is the creation of degree plans. This assists Student Advising with any student questions on the courses students need to take in specific trimesters and timing to complete their degree. These degree plans are reviewed every trimester for changes and applicability.

ITU also has academic counsellors who support students in their academic goals, decision making or any educational concerns. They also interface with faculty on matters of student participation. The Business Department works closely with the department of Student Advising on matters related to Student Affairs in the area of compliance support for Peregrine Assessment, student attendance and student success or risk. The relationship is supported by the Department Chair's weekly participation in the ALC meetings and meeting as needed.

Continuous improvement on Peregrine participation: Students completion of Peregrine is tracked. This data is used to encourage students in each trimester to complete the assessment earlier in the trimester. Faculty and Business Department staff discusses completion dates to encourage earlier compliance each term. In addition, early completion enables the department to identify knowledge gaps so that students can then undertake further modules of study to improve their knowledge.

The Business Department participates in the new student orientation every trimester. The Department Chair and core faculty will introduce new students to the department's offerings.

Continuous improvement: The department chair invites new and existing faculty to participate in the new student orientations each trimester. In response to anecdotal feedback, the Chair has moved away from formal presentations to more interactive and friendly communications.

The Department of Business interfaces with Library Services at the beginning of each trimester for support in ordering textbooks prior to start of classes. Additionally, the Research Librarian routinely attends Faculty Academic Talks disseminating website course resources, based on faculty, Chair and individual course needs, or based on general resource needs, such as plagiarism training or APA writing essay format resource information. The Research Librarian also provides students with guidance on literature reviews for their theses.

Continuous improvement: The Business Department and members of the IAB routinely interact with the research librarian on matters of research and thesis literature reviews. As a result of this collaboration, the number of presentations are measured quantitatively by the increase in the number of faculty and student presentations given by the research librarian.

The Career Services department works closely with the Business Department on Internship opportunities and in sharing information on resume, career guidance, resources, and in supporting student needs for career readiness.

Continuous improvements: The Chair meets with the Career Services department at least once every trimester to get updates to match industry relevant skills with the curriculum content. This information is used to improve course design and delivery.

ITU supports students in their writing needs through an ESL writing center. They routinely advise students remotely on their assignments for organization, clarity, grammar, etc.

Continuous improvements: the ESL and writing center reaches out to the Business Department every trimester. The Business Department Chair circulates this email among all business department faculty to co-ordinate with the ESL and writing center for specific student needs. In addition, the Toastmasters Club reminds students on a weekly basis to use the ESL center for grammar and writing support for their speeches.

ITU has labs for many programs such as EE, DA, etc. The SAP lab is a Business Department initiative which advises students on SAP course content and software administration every trimester. Different department collaborate with each other as needed for student support such as Market Research and Conference audio-visual support.

Continuous improvement: The SAP lab administrators routinely meet with faculty and students and use the information gathered to tailor and improve course delivery. The SAP administrator also routinely communicates with the SAP University Alliance and its academic partners for course offerings and administrative requirements.

Another initiative of the Business Department is the affiliation with Toastmasters International. Students are required to participate in the club through one of their core courses as an assignment. The club is only for students.

Continuous improvement: the Toastmaster Club at ITU has recently chartered. We solicit feedback from guests, participants, and external mentors to track club performance and deliver better outcomes. In addition, chartered clubs get mandatory training from Toastmasters International on a regular basis which helps improve the quality of the club.

The Student Government Association (SGA) serves as an advocate for student issues. In addition, the SGA conducts campus events that foster student camaraderie and fellowship. The SGA has office hours during the week to meet with students. The SGA also reports on a yearly basis to the President and the Provost. In addition, they will also present to new students at Orientation and as needed by ITU Leadership and Student Services. Lastly, the SGA partners with ITU on volunteering for community causes.

Continuous improvement: In keeping advocacy and advice to the student body consistent across different student governments, the current SGA has an incident register. In addition, all matters of concern are voted upon democratically by the core members of the SGA. This has led to changes being made to the constitution and by-laws of the SGA.

The Business Department Chair and Core Faculty routinely meet and review their student support processes for improvement and to identify avenues to increase support.

Continuous improvement: On a monthly basis and by appointment, we discuss issues of concern and ways to improve.

Table 6.9 Education Support Processes

Employee Handbook is attached

Table 6.9

Education Support Processes

Department	Usage Rates	Success Rates	Student and Stakeholder Feedback
Admissions	100% of business department students served by Admissions	46-50% of business students historically admitted were converted to successful business department enrollments	In person engagement Call-a-thon to increase enrollment rates every trimester Social media engagement ongoing basis
ISO	100% of business department students served by ISO. 33% of ISO time dedicated to Business Department students.	97% success rates for Business department students served.	Success rates dependent on MBA student retention. Feedback is received through tracking sheets, tickets, weekly meetings and other stakeholder dialog
SAP Lab	100% usage by students enrolled in SAP courses each trimester	Successful deployment of licenses and SAP GUI for each course	Anecdotal feedback – students like engaging with the system or course evaluations. System issues are resolved within 24 hours
Academic Counselors	100% usage by students who need academic advise	Successful completion of student requests for advice.	Any complaints are resolved in a timely manner. Feedback is generally anecdotal and provided in person to the advisor
New student orientation	All new students are required to attend their respective student orientation attending by Dept	78% of Business department students attended Presentations for Toastmasters and student business theses during department sessions	Improvements noted to increase student engagement at orientation including food, flight advisory, spouse attendance, line management, and others.

ESL and writing center	Initiating a new program to make ESL writing center usage a business department requirement.	This initiative will start in Fall 2016. Tracking will start then and data will be compiled each trimester. Success rates and measures will be available after the end of Fall 2016	This initiative will start in Fall 2016. Tracking will start then and data will be compiled each trimester
Toastmasters	All students admitted to the business programs join any Toastmasters club including ITU's Toastmasters Club	Success is tracked on completion of speaking assignments and customized evaluations by evaluators and faculty	Focus group of a sample of students revealed that students were tremendously satisfied with the outcome of their participation in the club.
Research Library	100% of Business Department theses deposited with the library. 100% of Business department 90% of department faculty comply with new trimester textbook and course material requirements (HEOA)	70% of business department students request and receive subscription to Business Source Elite database and NY Times within 4 weeks of start of trimester. Highest usage of library resources used by business department students/faculty. Participation by librarian in business department faculty academic talk workshops every trimester.	Increasing demand for collaboration in class information literacy instruction by business department faculty and research librarian.
Career Services	100% of all business department students served	High participation of business department students at 15 1-hour career workshops 2 career fairs on campus to meet business representatives 1 virtual career fair for students interested in technical careers with Google 70 one on one career advising sessions with Business students 1 internship provider reception with business student involvement	130 students participated at career workshops More accurate tracking by department will be provided in future

Student Government	100% of all business students requiring advocacy served. SGA also routinely volunteers in events conducted by the Business Department	Over time, there has been an increase in the student clubs created and advocacy to students. However, the student government works across all departments.	All issues have been successfully resolved. On resolution, there have been no complaints received.

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

b. *how the following types of information are used to evaluate your support processes:*

1. feedback from students, stakeholders, faculty members and staff
2. benchmarking
3. peer evaluations and
4. data from observations and measurements

Criterion 6.2.2 Business Operation Processes

Business programs 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. for all educational locations and the Internet. Explain or describe:

a. *your key business operation processes;*

Recently, ITU has adopted a 5-year strategic plan. Each business unit or department at ITU has its own formalized Operational Plan, which contributes to the strategic plan and the yearly budget. These operational plans are a listing of key activities and projects, which are aligned with departmental and institutional strategic goals and priorities.

The business programs, both Masters and DBA are supported by various operational departments and related processes such as Admissions, Registrars Office, Marketing, HR, Accounting and other Administrative departments. The business department works with all departments to provide better services to the students.

Student Counseling/Advising

Two Advisors for the Business Program are available to advise the students during their study and in the selection of their courses.

Marketing

The business department works with the marketing team on the production of the ITU Journal, creating the business program flyers, and updating the business program on the website. In developing new programs for the business department, Marketing routinely advises the Business Department on avenues of market research and engagement with our key stakeholder groups.

Accounting

The department also works with the Department of Accounting Services in the preparation of the budget. Due to the small size of our institution, the budgeting process is centralized within the Department of Accounting Services. Every year, we begin by utilizing past, current, and forecasted enrollment data to determine our projected revenue for the business department. With the enrollment data, we also make certain assumptions, based on trends, to project necessary expenses such as textbooks for instruction and library resources.

Expenses for the fiscal year are tied to the institution's overarching strategic plan. The small size of the institution led to the development of a single strategic plan, with key strategic and operational goals to be accomplished by each department. Every quarter, each department assesses progress on the accomplishment of its goals.

Admissions

The Business Department works closely with the Admissions department during various times to understand admissions requirements, student needs, admissions gaps and courses of interest to students. In addition, the department also keeps the Admissions office informed of new programs and other initiatives in student interest through regular meetings.

Registrar's Office

The Business Department works closely with the Offices of the Registrar to offer the proper number of courses and to review the catalog, which is done once annually with addendum when necessary.

Institutional Research

The Business Department works very closely with IR during the department's annual program review to collect and analyze key data and trends related to enrollment, graduation, retention, and others. For example, the enrollment data drives course scheduling and offering each trimester (or three times a year). IR data and trend analyses also act as key inputs in deciding whether new courses are viable to be offered by the Business Department. In addition, IR liaises with other internal departments in providing survey results from end of course evaluations to the Business Department for review and decision making.

IT, Operations and EMS

IT provides support to faculty in troubleshooting and resolving access and other issues. IT also provides laptops to key personnel and also undertakes routine maintenance of these laptops (hardware and software). In conjunction with the Operations department, IT also helps the Business Department to function smoothly during meetings through support for audio-visual requirements (A/V).

EMS provides students and faculty with the learning management platform. Course materials, lesson outlines, class set up and grading are some of the functions that EMS supports the

Business Department with. In addition, they also help faculty with basic training, website navigation and troubleshooting and improvement suggestions with the EMS platform.

Others (ESL, Toastmasters, Student Services, SGA, Career Services, Library Services)

In addition to the departments listed above, the Business department also works closely with the Director of the ESL Program and the Writing Center team to monitor and elevate students' English language and writing abilities. The Business Department also oversees the managing of the on campus student Toastmasters Club, and provides budgetary and manages on-going activities.

The Research Librarian and the Library Services team supports the Business Department in textbook orders every trimester, training and advising students on research, academic writing, plagiarism awareness and providing faculty resources. In addition, Library Services, in complying with regulations, ensures that the departments and students are aware of course requirements in advance of the start of the trimester.

The Student Services department and the Student Government Association (SGA) also provide input on matters of student advocacy.

The Business Department also meets with the Director of Career Services and employers (through the IAB) routinely to understand skills requirements for students in relation to internship opportunities. This input is incorporated into course offerings if necessary.

b. how you determine your key customer requirements;

ITU's strategic plan is developed with internal and external communities in mind. These include among others, the community, and the board of trustees, business partners, faculty, staff and students.

The key stakeholders for the Business Department constitute students, faculty and the community, which includes the IAB, alumni, internship providers and others who support and contribute towards goal setting for the business department.

Meeting with and conducting focus groups and surveys from students and stakeholders help determine the key customer requirements. Additionally, the Business Department meets with the IAB every trimester to ensure alignment with key customer requirements. Annual program review meetings with the faculty help identify unique requirements of our customer groups. Also, the Department Chair solicits feedback from students, staff and faculty on a routine basis to identify any gaps and new requirements of the stakeholder groups.

c. how you set measures and/or indicators and goals;

At the institutional level, ITU prepares its operational plan. This involves the submission of a proposal from each department, which includes a list of their milestones, KPI's, timelines and budget requirements. The board reviews the operational plan and carefully considers each KPI prior to approval.

Each department tracks performance on an ongoing basis in accordance with their initial goals. The process includes an informal mid-year review. An annual formal review leads to the publication of an annual performance report, typically in October.

To ensure effective management of the business program with key business operation processes, the business program measures, indicators and goals are set in relation to ITU's overarching strategic goals and objectives. Every department, including the business department, sets KPIs to gauge its progress on achieving its operational goals.

ITU's operational plan is attached (**Appendix 6**)

d. how you monitor performance;

The Chair of the Business Department owns her operational plan. She reviews it during monthly meetings with core faculty. The current operational plan for the business department has the following projects:

1. Accreditation (ACBSP and WASC visit and ARC)
2. Toastmasters Club
3. Academic and Student Success
    a. Hiring and developing qualified faculty (academic talk workshop, EMS training)
    b. Program Review
    c. IAB meetings to close gaps between academia and industry expectations
4. ITU Journal
5. SAP Program
6. Research

The primary mechanisms for monitoring performance are review meetings. These are conducted annually or on a trimester basis. In addition, the Chair of the business department conducts discussion sessions and round-tables with faculty to evaluate programs, curricula and other activities such as the ITU Journal, Toastmasters Club and Accreditation matters among others. On a monthly basis, a department meeting is conducted with core faculty to suggest improvements, track issues, report on research and make recommendations.

For SAP programs, we consult with the SAP University Alliance Partners to ensure that we are in compliance with program offerings and requirements.

Faculty is consulted halfway into the trimester to highlight students at risk of failing. The department chair and core faculty work with these students to provide additional support for success.

The institution performs a yearly review of all of its programs combined, in terms of financial stability, retention, and enrollment. The entire institution is benchmarked against similar educational institutions in the area. The business department is compared to its past financial and enrollment performance, and its trends are reviewed and assessed yearly to gauge what resources are needed to achieve the strategic and operational goals. The business department, like all departments, also has KPIs set every year, which are reviewed on a quarterly basis to track its progress to achieving ITU's overarching strategic plan.

e. *how you evaluate and improve business operation processes to achieve better performance, including cost and productivity; and*

ITU is a small institution. The business operations and processes that support the business department also support ITU as a whole. As explained above, these operations include Accounting, Marketing, Admissions, Registrar's Office, Student Counseling/Advising, Career Services, and others. The Business Department involves all these departments at various stages of building and reviewing programs and courses. With each term, the department becomes more targeted on incremental improvements.

For example, in Fall 2014, university leadership implemented standardized curricula across all academic departments. This included uniformity in the number of core courses offered, the requirement for capstone (thesis/project) courses and a minimum standard for internship participation. Numerous meetings were conducted to evaluate the effectiveness and success of the new structure.

More recently, the Business Department has restructured its Masters program offerings into three (3) major concentrations; MBA, Business Analytics and Healthcare Management. In offering these concentrations, and to be more productive across all administrative departments, a degree planner was created for circulation to Student Counselors and the Registrar's Office. This helps both teams to map a student's program path and respond to student queries in the most cost efficient and productive manner.

Copies of degree planners are attached. (**Appendix 8**)

Most cost and process productivity discussions are conducted at an institutional level at regular review meetings with department chairs, core faculty and other administrative departments. In addition, the university receives and provides updates on process improvements through weekly AQC and ALC meetings. Also, all departments are required to present process improvement updates at monthly staff meetings.

Lastly, University Affairs and the accounting department lead cost efficiencies and productivity across all departments (academic and operational) by focusing on critical and/or high priority projects. The priority is assigned to projects based on university resources and capacity.

f. how you use the following types of information to evaluate your key business operation processes:

1. feedback from students, stakeholders, faculty members, and staff;
   Some of the feedback we seek is through annual surveys. These are sent out for strategic planning purposes to students, staff, faculty and alumni.

2. benchmarking;
   We benchmark and assess for feasibility for our unique culture and model, seeking other similar institutions

3. peer evaluations;
   Every department presents their process improvements at mid year at staff meetings or ALC/AQC.

4. data from observations and measurements.
   ITU has instituted a Data Quality Committee, which partners with IR. This committee ensures that reporting and data analyses are standardized across the institution. The committee continuously evaluates their reporting mechanisms and looks for improvements. Data such as enrollment is used in budget planning and development of the operational plan. It is also a key consideration for the board when they approve proposals. Faculty data is used in conjunction with enrollment data to ensure adequate faculty to student ratio for each class offered.

   Table 6.10 Business Operation Processes is attached.

Table 6.10

Business Operation Processes

Department	Stakeholder Feedback	Benchmarking	Data from Observations and Measurements
Student Counseling/Advising	Business Department meets regularly to discuss needs and advising processes	Based on best practices, anecdotal experiences and student/stakeholder feedback	100% utilization of departmental resources and no complaints received from stakeholders
Marketing	Business Department meets regularly to explain programs and activities for better marketing	Contribution to ITU Journal, Website and Blogs Social media hits and reach Email blasts to key stakeholders Audiences reached through advertising/promotional	Metrics on number of student leads to enrollment Leads from vendor partnerships Feedback from surveys
Accounting Resources	Budget review – target critical activities based on capacity and resources	Number of projects successfully implemented Cost savings year on year	Enrollment data, faculty hired, Faculty to students served ratio
Admissions	Emails received by Chair of Business from Admissions to consult on student eligibility for	Requests for additional information from Chair before making decisions	Number of queries responded to with required information
RO	Department Chair provides initial course schedule every trimester and receives updates on finalization of schedule	Scheduling is performed based on enrollment data and past trends.	Classes added or cancelled based on enrollment or student requests
IR	Regular meetings for Program Review, Scheduling and other trends/analytical reports	Data trends analyzed between trimesters Projections and estimates of trends for future enrollment	Successful offering of new courses/programs Program changes to courses based on enrollment and graduation

IT, Operations and EMS	Regular conversations with teams for beta testing of new EMS releases Discussion of process improvements Scheduling faculty training Ad-hoc support	Improvements between versions of EMS interface Process efficiencies from involving department chairs in standardizing program inputs (eg. PLO, CLO, SLO, Signature Assignments, mapping, rubrics, reporting, etc)	Ad-hoc email updates on improvements, changes, additions, etc to the EMS platform Responses to faculty concerns and needs Trouble-shooting and solutions based on priority
Others (ESL, Toastmasters, Student Services, SGA, Career Services, Library Services)	Business Department meets regularly to discuss needs and processes	Integrating services into Business curriculum such as Career Services advice on employer needs Interdepartmental standardization of service integration (e.g. Toastmasters in other departments) Collaboration with Library Services on research requirements	Successful completion of assignments from integrating services into curriculum Providing information on successful implementation of Toastmasters in classroom assignments and student feedback. Implementing thesis deposit policy with the library

Section 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

NA

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

NA

Criterion 6.3.2. External Articulation Process

The business unit should include in an appendix (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, use a table such as Figure 6.11, and to explain or describe any articulation and/or course transfer arrangements you have with other institutions, and report on the following areas as appropriate for your institution:

a. what ongoing communication exists between the administration and the faculty of the business unit and representatives of two-year institutions from which the business unit regularly receives transfer students;

NA

b. the principal institutions from/to which the institution receives/sends transfer students;

NA

c. the policies and procedures pertaining to the admission of transfer students from outside institutions into your business programs;

NA

d. any mechanisms in place to avoid requiring students to unnecessarily duplicate course work and the student advisement process that counsels students as to the transferability of course work;

NA

e. policies for acceptance of transfer of credit from other institutions and the method of validating the credits for both undergraduate and graduate programs.

NA

f. persistency rates and other key student performance-related indicators of transfer students from ACBSP-accredited institutions; and

NA

g. total amount of transfer credits earned at previous ACBSP-accredited member institutions versus total amount of credits applied toward business degree requirements at receiving institution.

NA

Table 6.11 External Articulation is attached.

Table 6.11

External Articulation

This table is not applicable to ITU's Business Department

Develop a table similar to this:			
	University	Great College	Internal
Agreement in Place			
Business Unit			
Institution			

Criterion 6.3.3 Graduate Program Articulation & 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:

ITU has admissions policies for the acceptance of all students into graduate programs. The Business Department follows the same policies for admissions when admitting students into its own Masters programs. In addition, the DBA program has its own set of admissions policies, which will be discussed, in the sections to follow.

a. the admission policies of the business unit for each of the graduate level programs;

The Business Department has two (2) primary graduate level programs; Masters and DBA. The Masters program consists of the MBA, Business Analytics and Healthcare Management programs. The DBA program on the other hand has evolved into a single executive DBA program. Admissions policies for both are as follows:

Masters level:

This admissions policy has been in effect since Fall 2015. It was approved at an AQC meeting on May 4, 2015.

Students applying for admission into ITU master's degree programs are expected to demonstrate the knowledge, skills, and experience necessary to succeed in a rigorous graduate educational environment.

As such, successful applicants who are admitted to the University should have earned (the equivalent of) a US bachelor's degree with a cumulative 2.75 GPA or above, or (the equivalent of) a US master's degree with a cumulative 3.0 GPA or above.

Degrees earned in the United States must be from a regionally accredited US institution. In some cases, ITU may also consider other evidence of readiness for academic studies at the graduate level, including: outstanding undergraduate work in the major, completion of graduate-level coursework at a 3.0 GPA or above, post-baccalaureate studies, and professional certifications.

Given the diversity of grading scales and accreditation standards worldwide, ITU requires that any foreign credentials (i.e. undergraduate/graduate diploma and transcript) be evaluated by an approved third-party evaluation service. The University will only accept foreign credentials that are deemed by the approved service provider as equivalent to a US bachelor's or master's degree.

International applicants will also need to provide proof of English proficiency (This is governed by ITU's policies on requirements for English Language proficiency).

In addition to the above, the Business Department requires that students be admitted into pre-requisite courses and/or have prior graduate level study in key areas such as Financial Accounting and Managerial Accounting if they intend to focus their Masters at ITU on subject areas that require previous knowledge of these concepts. The Department Chair, Faculty and the Office of the Registrar assess competency with the final decision made by the Department Chair.

DBA level

Students make an initial application to the Office of Admissions. The Chair of the Business Department in conjunction with the Doctoral Program Council (DPC) assesses the applicants' eligibility into the program on a case-by-case basis. Currently, the DBA program does not accept international students on F-1 visa statuses.

Other admission requirements are as follows:

- Resume
- Completed application form
- MBA or a relevant Master's Degree and work experience
- Official transcripts of graduate and undergraduate degrees
- GMAT or GRE examination: you are required to take the GMAT or GRE examination (within 10 years prior to application to the program) and have the test score results sent to the university. GRE or GMAT scores are considered alongside several other factors during the application review process.
- TOEFL 80 or IELTS 6.5 is required for international students of non-English speaking countries

- Recommendations: Three letters of recommendations from professionals attesting your ability to succeed in a doctoral program are required.
- Statement of purpose: A statement of purpose of approximately 1,000 words is required. This statement should address your reasons for seeking the doctoral degree and how the doctorate will advance your personal and career goals.

The DBA may not be completed in less than three years. The maximum time allowed is eight years, during which the candidate works under a supervisor, who is also a member of the jury before which the candidate will defend his or her dissertation.

Admissions are highly competitive. Candidates are expected to have a cumulative grade-point average (GPA) of 3.5 or higher in a relevant, accredited master's program.

b. the page numbers in the academic catalog that describe the admission policy for graduate programs in business;

Please refer to page 10 of the academic catalog for admissions requirements into the Master's Program and Page 12 for admissions requirements into the DBA Program.

The catalog is attached. (**Appendix 2**)

It is available via the following link https://ituedu-141b.kxcdn.com/Forms/ITU-Catalog-2016-2017.pdf

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 how these classifications are administered. (Also, give the student catalog page number as a reference.);

Student classifications for the purposes of admission into the graduate programs in the Masters programs are as follows. The catalog reference for these requirements is Page 10.

This document is attached (**Appendix 2**) and available via the following link https://ituedu-141b.kxcdn.com/Forms/ITU-Catalog-2016-2017.pdf

- **Conditional Admissions** - Applicants that meet ITU's academic criteria but do not meet ITU's English proficiency requirement may be offered a "Conditional Admission" from the Office of Admissions. A conditional admission is valid for one year and current admission records will be kept on file during this time. The conditional admission will be fulfilled if the student provides sufficient evidence of English proficiency through one of the following conditions stated in the English Proficiency Policy. 13 Conditional Admission may be granted to Second Master's Degree applicants whose first ITU degree has not been conferred. Please refer to the Second ITU Master's Degree Admissions Requirements section for additional details.

- **Provisional Admission** - In cases where a student meets the academic requirements for admission to ITU, but experiences delays in supplying supplemental documentation to support their application, the Admissions

Exceptions Committee may grant a provisional admission for the student to enroll for the first term. The student would receive an acceptance letter that describes the necessary provisions for completing the admission process and sets a deadline for the student to complete those requirements. The official admission will not be granted until the necessary items, such as an official final transcript showing award of the bachelor's degree or master's degree, are received. All admission provisions must be cleared by the end of the first trimester of enrollment. In order to avoid any difficulties, students are strongly encouraged to meet the terms of their provisional admission prior to the start of the anticipated trimester. If a student fails to clear their provisional status by the end of the first enrolled term, an administrative hold will be placed on their academic record, which may result in their inability to register for classes and/or continue their graduate studies in future terms. The Office of Admissions will monitor provisionally accepted students and notify the appropriate departments about students who do not complete their requirements. The University retains the right to rescind admissions decisions and cancel registration for any student who is found not to be eligible after final admissions documentation has been evaluated.

- **Transfer Students** - Program Admissions Criteria and Processes: In a unique case beyond the uniform minimum requirements for admission, a department may choose any criteria that is appropriate as a basis for its evaluation. This includes but is not limited to undergraduate and graduate grade point averages, work experience, test scores, letters of recommendations, and evidence of past achievements. Admissions criteria and decision procedures are subject to review by a department chair and the Admissions Committee.

- **International Students Admissions Requirements** - International applicants who have completed their postsecondary education from an institution outside the U.S. must hold a degree from a university recognized by their Ministry of Education as a degree-granting institution. International applicants coming from overseas are recommended to apply within the first month of each admission cycle (May, September, January) to ensure enough processing time for visa, if admitted. In addition to the regular application requirements, international applicants must also provide: 1) Foreign credential evaluation for any non US degrees and foreign credits transferred to a US undergraduate or graduate degree. ITU will accept a course-by-course evaluation completed by one of our approved credential evaluation service providers: http://itu.edu/evaluations. 2) Proof of English proficiency. Students may demonstrate English proficiency through one of the following ways: • Test of English as a Foreign Language (TOEFL) examination. ITU looks for a score of 72 or better for the internet-based test (ibt). • International English Language Testing System (IELTS) examination. ITU looks for a band score of 6.0 or better for the academic module. • Accredited bachelor's or master's degree from a regionally accredited US institution or from a native English-speaking country. • Evidence that the applicant's first language is English. Applicant should submit documentation that s/he was schooled in a country where English is the official language and language of instruction. • Transcript demonstrating the completion of an accredited ESL program in the US, or in a non US Anglophone country, with a proficiency level equivalent to a B2 or above, according to the

Common European Framework (CEFR). * All documents submitted for admission become property of the University and will not be returned.

- **Open Campus Admissions -** An Open Campus student is a non-matriculating student who is enrolled in courses for a particular trimester, but not yet admitted into any degree program. Such a student may enroll in any master's level (numbered 500-699) course in any discipline at ITU, except for internship, capstone, and thesis courses. An Open Campus student may not enroll in a doctoral level course without special approval from the Department Chair. There is no credit hour maximum per trimester. However, the student may only apply nine (9) credit hours earned under Open Campus towards a degree program. Should a student later apply and be admitted into an ITU program, the student will have a choice of which nine (9) credit hours to apply towards the degree. The student must apply through regular admissions process prior to enrolling in the 10th credit hour, if all credit hours are to count towards graduation. Cumulative GPA earned under Open Campus will carry over to the degree program, regardless of whether the credit hours count towards graduation requirements. Open Campus students must adhere to any and all university policies and the Student Code of Conduct. Open Campus students are subject to the same tuition and fees, as well as refund schedule, as all other students, with the exception of the health insurance premium. Access to university facilities, services, and resources will be available. However, an Open Campus student cannot run for or be in a student leadership role at ITU. Current degree-seeking ITU students are not eligible to register as Open Campus students.

- **Second Master's Degree Admissions -** At ITU, the term "second master's degree" is used for students who received their first master's degree at ITU and would like to pursue a second ITU master's degree in a different field. Students who completed their first master's degree at another institution are not considered "second master's students" at ITU. Current and former ITU students who would like to apply for their second ITU master's degree must adhere to the current master's level admissions application requirements and admission cycles. Students applying for a second ITU master's degree before their first degree has been conferred are required to submit an official ITU transcript and must be in good academic standing. If all admission requirements are met, these applicants will be offered a "Conditional Admission." Upon completion of their first ITU master's degree, they will be offered full admission and may matriculate into their new program as normal.
- **Admissions Deferral** - If you have been admitted to ITU, but can no longer enroll by the start date, you may wish to postpone your admission until the next entry term. Once admitted, you can defer your admission only once; after that you must re-apply. Students must pay their Orientation Fee before they are eligible to request an Admissions Deferment. Submitting a request for deferral is not a guarantee of approval. If you are approved for deferment, you cannot enroll in another academic program at a different college or university, during your deferment period. A completed Admissions Deferral Request Form must be submitted to the Office of Admissions before pre-determined applications deadline.

The Admission report is attached.

d. *any difference between the day and evening graduate program in business in terms of admission and classification;*

   There is no difference in the admissions requirements between the 2 modes of delivery

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.*

   In conclusion, ITU's admissions policies and the Business Department's admissions policies are holistic. They are geared towards student success and supporting every student to succeed and thrive. For the Masters program, every effort is made at the Department Chair level to evaluate students who do not fully meet some of the admissions requirements.

   For the DBA program, a thorough evaluation of applicants is conducted by the DPC to admit students who would be reasonably expected to succeed.

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.

<u>Policy for academic probation</u>

Probation I will be placed based on Summer 2014 grades. ITU exercises a "three strikes" policy when it comes to academic probation, suspension, and expulsion.

Strike 1 – Probation I A student whose GPA for any trimester is below 3.00 will be placed on academic probation the following trimester. A hold will be placed on the student's record and the student MUST meet with their academic advisor before they are allowed to register for the next trimester. A student on academic probation is not considered to be in "good standing" and has therefore lost the following privileges: » Applying for on-campus jobs, including TA positions » Receiving an ITU scholarship » Running for student government A student on academic probation must earn a GPA above 3.00 the following trimester in order to return their academic status to "good standing."

Strike 2 – Probation II Earning a term GPA in any subsequent trimester that falls below 3.00 for a second time will result in Probation II. A hold will be placed on the student's record and the student MUST meet with their academic advisor before they are allowed to register for the next trimester. Probation II acts as a final warning before Expulsion.

Strike 3 – Expulsion If a student earns a GPA in any subsequent trimester that falls below 3.00 for a third time, the student will be expelled from the University. Once expelled, the student may not reapply for admission to the University for a period of one year.

Policy for suspension of student

Suspension of students may be triggered under the following conditions.

- Separation of the student from the University for a definite period of time, after which the student is eligible to return. Conditions for readmission may be specified.
- Interim Suspension - In certain circumstance, the Chief Student Affairs Administrator, or a designee, may impose an immediate University suspension. 1) Interim suspension may be imposed: A) To ensure the safety and well-being of member of the ITU community or preservation of University property; B) To ensure the student's own physical or emotional safety and well-being; or C) To ensure safety of others if the student poses a definite threat of disruption of or interference with the normal operation of the university, all at the discretion of the Chief Student Affairs Advisor or designee. 2) During the interim suspension, student shall be denied access to ITU premises and/or all other University activities or privileges for which the student might otherwise be eligible, as the Chief Student Affairs Administrator or designee may determine to be appropriate.

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 recruiting students; admitting students; and retaining students.

Admissions policies for the business department (both masters and doctoral programs) have been explained in the section prior.

ITU currently follows formal procedures to recruit and retain students; including providing discounted tuition to returning students. However, a formal policy is not yet available.

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, is encouraged.

Attached are Admission report, Retention, Enrollment, and Graduation files. (**Appendix 7**) The files cover the following areas:

- Admissions comparative data
- Enrollment comparative data
- Retention comparative data and
- Graduation comparative data

The attached table 6.12a Enrollment Management – Retention and table 6.12b Enrollment Management – Graduation have graphical representations of some of this data.

Table 6.12a

Enrollment Management - Retention

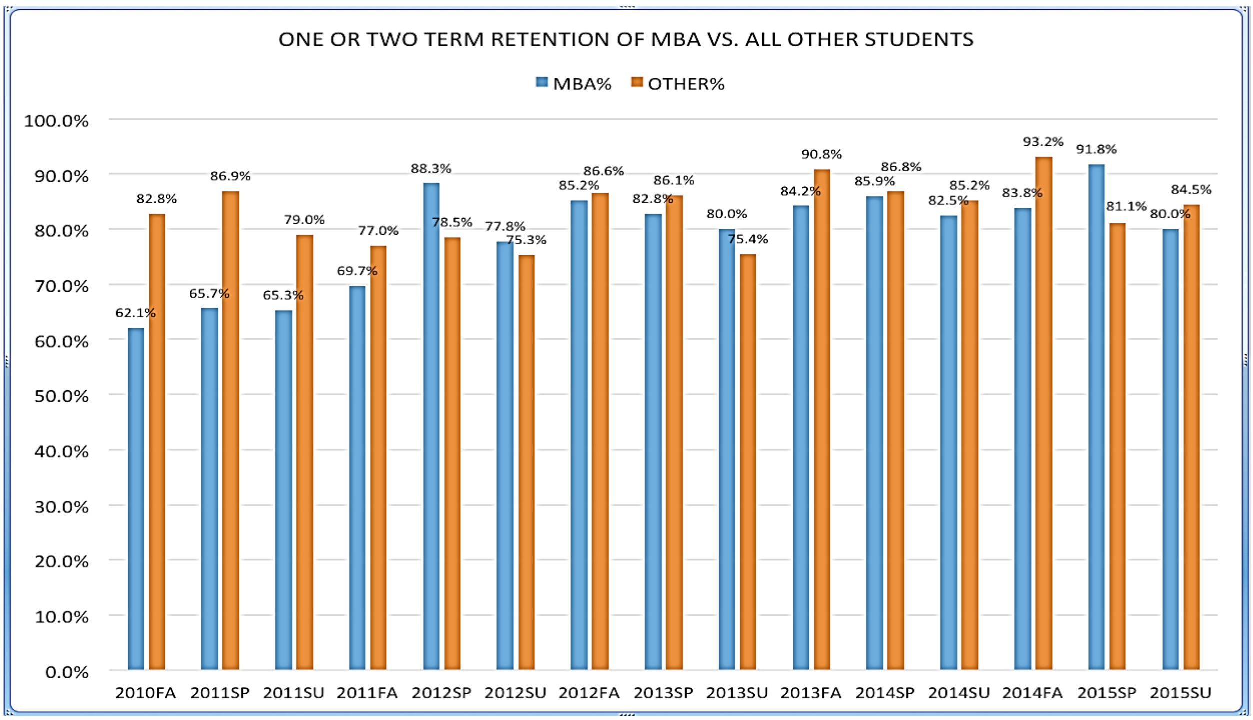
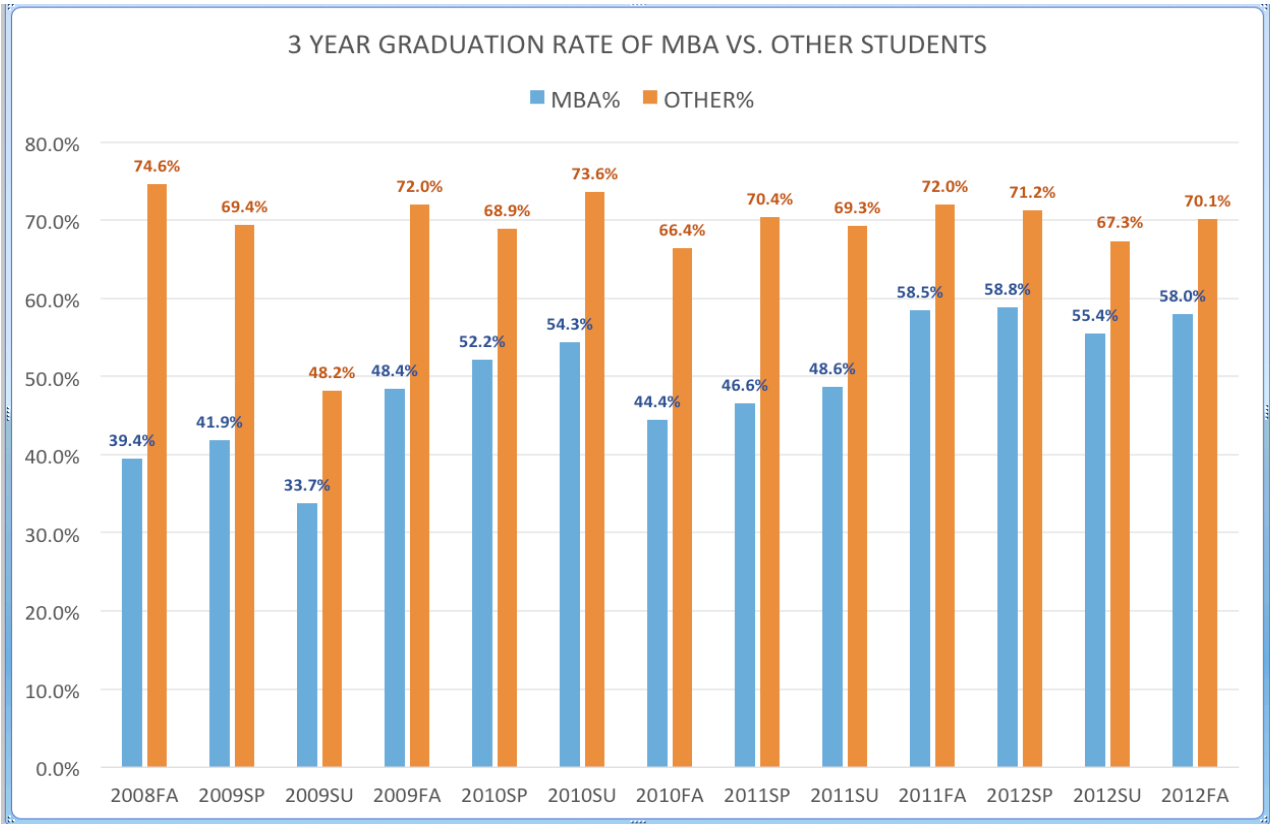


Table 6.12b

Enrollment Management - Graduation



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

As a result of completing this self-study, we have noticed certain gaps in the area of data collection, which we are working with administrative departments to improve upon.

Further, the Admissions department is also trying to bridge gaps in the admissions to enrollment cycle for all academic departments. Part of this improvement process involves a call-a-thon once every trimester. Business department faculty, staff and students are involved in speaking with students who have been admitted each trimester to enroll in classes for the trimester.

The Admissions department, in conjunction with the Marketing department, has recently entered into agreements with various suppliers of students in order to stimulate admissions. Various social media metrics are also analyzed to convert leads into admissions and finally enrollments. Other departments, in conjunction with the Business department, enter into routine discussions and meetings to ascertain educational and future aspirations of the students to tailor meaningful programs. The Business Analytics and revised healthcare programs are examples of such collaborations.