Overview

Institution Name
Webster University

Address

Year Accredited
Not Set

Year Reaffirmed
Not Set

Years Covered by this Report
Not Set - Not Set

Date Submitted
07/15/2018

Completed By

Phone

Email

ACBSP Champion

ACBSP Co-Champion

I - Review of All Academic Activities

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

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

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

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

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

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

Self-Study

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

Assigned To
Not Assigned

Institution Response

a. Business Courses offered by Business Unit.

See Table 1.

b. Business Degrees Offered by Business Unit.

- Bachelor of Arts
- Bachelor of Science

- Master of Arts
- Master of Science
- Master of Business Administration
- Master of Health Administration
- Master of Public Administration
- Doctor of Management

c. Business Content Courses Not Offered by Business Unit.

None.

d. Branch Campuses/Extension Centers.

See Appendix 1.

Sources

- Appendix 1 - Webster Campus Locations
- Table One

II - Organizational Charts

Attach as a source document in the Evidence File:

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

Self-Study

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

Assigned To
Not Assigned

Institution Response

Appendix 2 - Webster University Organizational Chart

Appendix 3 - Walker School Organizational Chart

Sources

- Appendix 2 - Webster University Organizational Chart
- Appendix 3 - Walker School Organizational Chart

III - Conditions of Accreditation

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

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

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

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

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

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

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

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

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

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

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

   To demonstrate compliance with this criterion:

   Accredited business programs must routinely provide reliable information to the public on their performance, including student achievement. **A direct link to aggregate business student results should be placed on your business page website. The following link will provide an example: This link will provide an example: https://acbsp.campuslabs.com/242/evidence/viewfile/65146 Another good example is available in the evidence file above under ACBSP Documents, Good Example of Public Information.**

The following items must be available to the public for accreditation.

1. Student Learning Outcome Assessment Results: Such as what you report in standard #4, ETS, MFT, accounting assessment, management assessment, critical thinking, communication, etc. **A link to results such Figure 4.2 should be placed on your website.**

Program Results for Business Students: Such as graduation rates, retention rates, job placement, etc. How do you make the results public? **A link to results such Figure 6.10 should be placed on your website.** Ensure the link goes directly to business students' results such as the example on the ACBSP website located under baccalaureate/graduate degree accreditation.

If you provide a link to aggregate business student results please ensure the link goes directly to the results such as this link: **http://www.northern.edu/about/Documents/longitudinal/graduationtrendsfall15.pdf**

Self-Study

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

Assigned To
Not Assigned

Institution Response

a. Institutional Accreditation

Webster University is accredited by the Higher Learning Commission (HLC). HLC visited the University in March 2018 for re-accreditation. Please refer to this link for evidence of accreditation for Webster University: HLC: Statement of Accreditation Status.

Webster University maintains country-specific accreditation at some of its international branch campuses and additional locations. Webster University is accredited in Austria, Thailand, Ghana, and Greece by the appropriate bodies. Please refer to this link for evidence of accreditation for Webster University: Webster University HLC International Accreditation.

b. Statement of Mission—Institution

Webster University, a worldwide institution, ensures high quality learning experiences that transform students for global citizenship and individual excellence.

b. Statement of Mission—Business Unit's

George Herbert Walker School of Business & Technology Mission, Vision & Values

Mission

To prepare students for career success in an increasingly globally integrated business & technological economy utilizing a student-centered, real-world approach.

Vision

To be a leading institution of business & technology education by providing students with the academic and professional preparation needed to achieve upward career mobility.

Values

Respect - A culture of respect facilitates highly positive interactions between and among students, staff, faculty, and other stakeholders.

Knowledge - Knowledge allows us all, regardless of the role we serve, to maximize our capacity for achievement.

Potential - Every individual has the potential to succeed.

Diversity &Inclusion - Diversity in all its forms enriches the educational experience—both in and out of the classroom.

Global Perspectives - Students with global perspectives will be better prepared to serve the organizations and communities in which they live and work.

d. Public Information

The Webster University catalog is an electronic document that does not contain page numbers. Both the Graduate Studies Catalog and the Undergraduate Studies Catalog can be accessed via the website.

Graduate Studies Catalog

Undergraduate Studies Catalog

- listing of the graduate business degree programs - LINK
- listing of the undergraduate business degree programs - LINK

- the academic credentials of all faculty members - LINK / LINK

- the academic policies affecting graduate students - LINK
- the tuition and fees for graduate students - LINK;
- the academic policies affecting undergraduate students – LINK
- the tuition and fees for undergraduate students - LINK

- the statement of mission of the institution - LINK / LINK

- the statement of mission of the business unit or Program - LINK / LINK

e. Accreditation of Doctoral Programs

The Walker School's Doctor of Management program meets all ACBSP requirements for accreditation. The Walker School has held accreditation since 2008 for business programs including the Doctor of Management.

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

Appendix 1 - Webster Campus Locations

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

- Student Learning Outcome Assessment Results: Walker School Quality Assurance Webpage
- Program Results for Business Students: Such as graduation rates, retention rates, job placement, etc. How do you make the results public? Walker School Quality Assurance Webpage
- Organizational Performance Results (Figure 6.10)

Sources

- Appendix 1 - Webster Campus Locations

IV - Organizational Description

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

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

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

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

a. Organizational Description

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

Within your response, include answers to the following:

1) Organizational Environment

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

2) Organizational Relationships

a. What are your key student segments and stakeholder groups? What are their key requirements and expectations for your programs and services? What are the differences in these requirements and expectations among students and stakeholder groups?
b. What are your key partnering relationships and communication mechanisms?

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

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

Self-Study

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

Assigned To
Not Assigned

Institution Response

a. Organizational Description

1. Organizational Environment

Webster University was founded in 1915 by the Sisters of Loretto who established a culture of innovation and inclusion which continues to define Webster. The university has always been known for a spirit of innovation. It was an early adopter of evening courses beginning in the early 1960s. In 1966, it opened the first of what would become a global network of campuses in Kansas City. In 1967 the sisters, realizing that a private university would be better positioned to respond to the changing educational environment, transferred the university to a lay board.

The George Herbert Walker School of Business and Technology (the Walker School) has continued to innovate. It was one of the first schools to offer American-style business education in Europe when it began operations in Geneva, Switzerland in 1978. It was also an early adopter of online education, offering fully online degrees in 1999. Today, courses are offered in a variety of formats: face-to-face, online (asynchronously), hybrid with travel components, and WebNet+ (synchronous online learning). The emergence of WebNet+ and the continuing improvement of online resources will allow us to offer our first classes with enrollments from multiple campuses during the 2018/19 academic year.

Another tradition of the Sisters of Loretto is making education accessible to all. The Walker School continues to have an open admissions policy and to pride itself on serving a variety of populations including military, adult learners, first-generation college students, and African American and other minorities. We also take pride in the social mobility of our graduates which a 2017 CollegeNet study found to be the sixth highest in the nation among private institutions.

These traditions are in keeping with the Walker School's vision and values:

Vision: To be a leading institution of business & technology education by providing students with the academic and professional preparation needed to achieve upward career mobility.

Values:

- Respect - A culture of respect facilitates highly positive interactions between and among students, staff, faculty, and other stakeholders;
- Knowledge - Knowledge allows us all, regardless of the role we serve, to maximize our capacity for achievement;
- Potential - Every individual has the potential to succeed;
- Diversity & Inclusion - Diversity in all its forms enriches the educational experience—both in and out of the classroom;
- Global Perspectives -- Students with global perspectives will be better prepared to serve the organizations and communities in which they live and work.

The Walker School is headquartered in Webster Groves, Missouri. It offers degree programs there and at 63 other campuses. Of these, 30 are on military bases, 23 are non-military campuses located in the U.S. (metro), and 10 are at international locations. Enrollment breakdown is as follows: 27% online, 23% Saint Louis, 20% military, 12% metro, and 18% international.

The Walker School offers four undergraduate and 18 graduate degrees. The graduate degrees include specialized programs designed to meet the needs of our disperse campuses. For instance, the MA in Space Systems Operations Management was developed for our Colorado Spring campus and the MA in Health Management is taught in French and only available in Geneva.

Undergraduate programs are offered almost exclusively in St. Louis or on our international campuses. With the exception of the BA in Management, which is available online, they are only offered in the traditional classroom format. In total, as of Spring 2018, there are 1,467 undergraduate students. Graduate headcount is much larger at 7,417. Graduate programs are offered at all campuses and in all formats.

Curriculum development is centralized out of the Webster Groves campus. All U.S. full-time faculty are located here. In total there are 25 full-time Walker School faculty at Webster Groves. There are also 24 full-time faculty located at international sites. Approximately 95% of full-time faculty are academically qualified.

The majority of courses are taught by adjunct instructors. There are roughly 1,500 adjunct instructors teaching in the Walker School. The faculty is 68% male and 32% female. 72% are white, 23% black and 4% Hispanic.

The Walker School is headquartered in the East Academic Building (EAB) which opened in 2012. The EAB houses 31 classrooms, 10 computer labs and large meeting spaces for students. Conference rooms and designated classrooms are setup to optimize WebEx, the platform used to hold meetings and classes with faculty and students at remote sites. Online classes are offered on Canvas and managed through a centralized Online Learning Center. Faculty share course and program information through Canvas, the Faculty Course Information Channel on the Connections portal, and through file sharing on Microsoft's OneDrive.

2. Organizational Relationships

The Walker School designs programs and delivery methods to best serve our student segments. A traditional daytime format is available for most of our undergraduate programs. This caters to our traditional-age first-time freshman and transfer students. An accelerated 8-week undergraduate format is available to accommodate working students. We have consciously limited online offerings for undergraduates due to concerns over its effectiveness in teaching this group of students. Only the BA in Management is offered in this format.

The vast majority of Walker School graduate students are working adults attending school part-time. This has led to a focus on practical skills and specialized programs to best meet the career development plans of students. Consistent with our values we provide global opportunities for all of our students. Most of our graduate students are not able to participate in traditional study abroad programs. Thus, we offer hybrid courses which consist of seven weeks of online learning and one week of instruction at a common location. This allows working students the opportunity to explore global businesses and to connect with Webster students from other locations.

A recent growth area for the Walker School has been corporate cohorts. Two St. Louis-based health care agencies offer their employees the opportunity to enroll in Webster degree programs. Classes are taught at a location provided by the agency and students take classes one night a week. Currently 396 students are enrolled in graduate cohorts. Our first undergraduate cohort will begin in Spring 2019.

The Walker School communicates with students and alumni in a number of ways. The dean hosts a series of student events during the year, we publish a weekly newsletter, and conduct annual student and alumni surveys. We also contact students by phone, email, and by postcard on occasion as when we need to encourage semester enrollment, for example.

Other key stakeholders include: faculty, staff, campus directors, employers, and the dean's advisory board. Formal meetings with all groups occur regularly. There are monthly faculty and staff meetings, and semiannual meetings with adjunct faculty, campus directors and the advisory board. The Walker School hosts a series of recruitment events which allows faculty and students to meet with local corporations. Ad hoc meetings with stakeholders take place to discuss course or program changes.

Sources

There are no sources.

V - Organizational Challenges

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

Within your response, include answers to the following questions:

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

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

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

Self-Study

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

Assigned To
Not Assigned

Institution Response

b. Organizational Challenges

1. Competitive Environment

Walker School enrollments have been steadily declining since the 2013 academic year. In the last five years total enrollments have decreased 21%. This reflects both a declining market and increased competition. The Graduate Management Council shows stagnant growth in graduate business programs over the last decade in the U.S. The decline in the St. Louis undergraduate market is precipitated by the steep decline in enrollments in the local junior college system, which we depend on for the bulk of our transfer students.

Along with stagnant overall market growth Webster is facing increased competition. The Walker School was one of the first St. Louis universities to enter the online and evening markets. These markets have become highly competitive. Other private universities in St. Louis (Lindenwood, Fontbonne, and Maryville) offer strong competition in all markets. Public universities, such as the University of Missouri St. Louis, Southern Illinois University at Edwardsville, and Southern Illinois University at Carbondale provide low-cost competition as well. In St. Louis, where Webster has a strong historical presence, the decline in enrollments has been stemmed somewhat over the last couple of years. The metro and military sites, however, have struggled to compete.

Principal factors that determine our success relative to competitors delivering similar services include the fact that we count a number of area alumni among our ranks who often refer students to us; convenient course hours; and a relatively low pricing structure.

2. Strategic Challenges

The Walker School faces a number of strategic challenges:

- Budgetary constraints: Webster University is a tuition-driven institution with a small endowment. Declining enrollments have led to decreased budget. Recruitment and retention are key strategic initiatives, but we are faced with improving these systems on a reduced budget. New program initiatives also are difficult to properly investigate and launch with limited funding.
- Faculty and staff reduction: Related to the above, we have a reduced number of full-time faculty and staff. Full-time faculty in Webster Groves has decreased from 35 to 25 over the last 10 years. It is especially difficult for us to compete for faculty in high demand areas such as accounting and finance where the salary demands of academically qualified faculty exceed our pay structure. Providing oversight for our 22 degree programs with this limited number of faculty is challenging. Similarly, we have lost several staff members. Currently, five positions are unfilled. We are tasked with finding ways to improve operational processes with less staff support to do so.
- Maximizing the potential of our global network: One of the Walker School's unique characteristics is our long-standing physical presence in a number of international locations and the strong relationships we have built with our global directors and faculty. Providing students with global perspective is a main strategic objective of Webster and the Walker School. We have struggled to find ways to build truly integrative experiences between students at all diverse locations.

3. Performance Improvement System

Several initiatives are in place aimed at improving organizational performance.

- Increased reliance on adjunct and remote faculty: One way we have dealt with decreasing staff and faculty is to make use of our strong adjunct faculty pool and our international full-time faculty. We have many long-serving adjuncts with strong ties to the university who are willing to assist in improving our processes. These adjuncts have taken on lead roles in many of the items discussed below. Similarly, we have looked to international faculty to play a more active role in course and curriculum development.
- Innovation in teaching: A system-wide effort is being made to incorporate innovative methods into the classroom and to test their success. Our Geneva campus is leading the way in Europe with the creation of the Webster Center for Creativity and Innovation. In Webster Groves, adjunct and full-time faculty both participate in the pedagogy task force, which in addition to establishing best practice guidelines for teaching is supporting experimental courses beginning in Spring 2019.
- Mentoring and evaluation: Training and evaluation has been a difficult process for the Walker School to manage given the large number of adjunct relative to full-time faculty. In Fall 2018 we are piloting a system in which adjuncts will be assigned to a mentor during their first year of teaching. The mentor will support, advise, and, in conjunction with the associate dean, evaluate performance.
- Improved sharing of educational content: Faculty program leads have traditionally had the responsibility of

creating course guides, sample syllabi, and assessment instruments and sharing with all course-level faculty. However, much of our best content was not part of the centralized system. Individual course instructors had no means for sharing content with peers. The online learning center maintains much content but did not disseminate to non-online faculty. Similarly, the Faculty Development Center has several teaching resources available to faculty who visit their office or website. We are in the process of forming Canvas groups open to all faculty teaching a course. We will load the best content from all sources so that it is available to instructors. This will also provide a forum for instructors to discuss the course with their peers, suggest improvements, etc.

Sources

There are no sources.

1 - Standard 1: Leadership

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

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

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

Self-Study

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

Assigned To
Not Assigned

Institution Response

There is no response.

Sources

There are no sources.

1.1 - Criterion 1.1

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

Criterion 1.1 - The leader of the business unit is to be accountable for the development, execution and continuous improvement of the programs and processes in the business unit, and for their compliance with the ACBSP Standards and Criteria.

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

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

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

Criterion 1.1.b. - Administrators and faculty must review business school or program performance and capabilities to assess business school or program success and your business school's or program's ability to address its changing needs.

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

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

Explain how the performances of administrators and faculty are evaluated.

Self-Study

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

Assigned To
Not Assigned

Institution Response

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.

The leadership of the Walker School begins with the dean, Dr. Simone Cummings. She is ultimately responsible for all faculty and programs within the three departments of Business, Management, and Math & Computer Science and accountable for the development, execution, and continuous improvement of the programs and processes of the Walker School and for their compliance with ACBSP standards and criteria.

Dean Cummings has led a number of initiatives that serve to showcase her leadership of the Walker School:

Development of New Programs

- Supported the creation of a Bachelor of Science in Data Analytics and a Bachelor of Science in Management Information Systems.
- Expanded the Master of Science in Cybersecurity (non-ACBSP accredited) to extended sites.
- Initiated the creation of an undergraduate and graduate emphasis in Sports and Entertainment Management.

Execution of Programs and Processes

- Led the development of a required on-line orientation program for all new adjunct faculty.
- Pushed for the elimination of a number of low-performing programs and certificates.

Continuous Improvement of Programs and Processes

- Initiated a three-year cycle review process for all on-line courses within the MBA Program, to be expanded to all on-line programs.
- Initiated the development of a program review process for all Walker School programs.

During her first year as dean of the Walker School Dr. Cummings made quality improvement her primary focus. Having served as associate dean for academic quality assurance for the prior two years she came into the position familiar with the school's continuous improvement plan and ACBSP standards and criteria.

The focus on quality is clearly represented in the Walker School's four-point strategic plan:

1. Provide an opportunity for all students to engage in global experiences.
2. Provide student-centered, enriched learning opportunities for students.
3. Maximize student outcomes by enhancing academic programs and by improving student support systems.
4. Develop and implement integrated strategies that support enrollment and retention goals.

While the dean is ultimately responsible for program improvement, several other members of faculty and staff play significant roles in the process. New programs and program updates are overseen by department chairs. For each program, the chair appoints a program lead who has primary responsibility for implementing continuous quality improvement. Program leads work closely with the director of academic program administration to establish appropriate assessment plans and to monitor and update the program as necessary.

Prior to receiving the dean's approval, all new programs and program changes are presented to department faculty for review, discussion and approval. They are then vetted by the Walker School's Curriculum Committee. The committee is comprised of the associate dean, the director of academic program administration, and representatives from each academic department. The committee ensures that all new programs and program changes are consistent with the Walker School's mission, supported by evidence, and compliant with ACBSP Criteria. (See Appendix 1.1).

To further enhance quality, two task forces were formed in the 2017-18 academic year to improve instruction in the Walker School. The Pedagogy Task Force establishes best practices for instruction, encourages experimentation in content delivery and works to increase the use of interactive classroom activities. The Faculty Orientation, Training, Evaluation and Recognition Task Force focuses on improving training and evaluation of adjunct faculty. The latter committee has created guidelines for a Master Teacher/Mentoring program which will be piloted in Fall 2018.

In addition to her focus on quality, Dean Cummings has led efforts to ensure that the Walker School is in compliance with all ACBSP criteria. She required chairs to review all course hiring guidelines to ensure they are consistent with ACBSP standards. She encouraged chairs to explore Peregrine and other vendors to find the optimal way to add external comparisons to program reviews. She also worked with program leads to guarantee Common Professional Component (CPC) requirements are met by graduate students prior to beginning their program's core course work. Dean Cummings is an active champion of the idea that compliance with ACBSP accreditation standards will lead to better academic programs and increased value for students.

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

The mission, vision, and values of the Walker School were most recently updated during the 2016 strategic planning process.

The mission of the Walker School is: To prepare students for career success in an increasingly globally integrated business & technological economy utilizing a student-centered, real-world approach.

The vision of the Walker School is: To be a leading institution of business & technology education by providing students with the academic and professional preparation needed to achieve upward career mobility.

The values of the Walker School include:

- Respect - A culture of respect facilitates highly positive interactions between and among students, staff, faculty, and other stakeholders;
- Knowledge - Knowledge allows us all, regardless of the role we serve, to maximize our capacity for achievement;
- Potential - Every individual has the potential to succeed;
- Diversity & Inclusion - Diversity in all its forms enriches the educational experience—both in and out of the classroom;
- Global Perspectives -- Students with global perspectives will be better prepared to serve the organizations and communities in which they live and work.

The mission, vision, and values of the Walker School were set in consultation with faculty, and were reviewed and approved by faculty. They have been communicated to faculty in meetings, to advisory board members, and made available on the Walker School website for review by all constituents.

Department chairs have responsibility for ensuring that Walker School values are incorporated into programs. Program review and updates are overseen by the chairs through program leads.

Priorities for the upcoming year are communicated by the dean directly to faculty and staff at the first Walker School faculty and staff meeting of the academic year. The Walker School holds meetings with adjunct faculty twice a year. The dean shares plans for the upcoming year at the first of these meetings. Each meeting allows for adjuncts to meet and discuss program specific information with program leads. Adjunct faculty also are updated at monthly sessions with the dean. Communication with students occurs at regular meetings with the dean. Extended campus directors are updated in monthly WebEx meetings with the dean and associate dean. The directors are charged with updating staff and faculty at their sites. Walker School leadership, faculty and program leads also participate in regular global advisor webinars. This forum allows for updates, discussions and questions related to program changes and strategic initiatives with site directors and academic directors across the campus network.

Performance expectations of faculty are made explicit within the Faculty Handbook (See Appendix 1.2). Performance expectations of students are made explicit in the Student Handbook and are reinforced in the syllabus for each course in which a student is enrolled.

The Walker School deploys these program values and performance expectations in the way that it:

- Creates a student-centered environment accessible to individuals of diverse ages, cultures, and socio-economic backgrounds. (Source: Value of a Webster Degree)
- Sustains a personalized approach to education through small classes and close relationships between faculty and students. (Source: US News & World Reports)
- Develops educational programs that join theory and practice. (About the Walker School)
- Promotes international perspectives in the curriculum and experiences for students and faculty (Source: Global Mobility at Webster)

- Educates diverse populations, locally, regionally, nationally, and internationally. (Source: Diversity & Inclusion Recognition at Webster)

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.

A faculty member is assigned to lead each of the Walker School's programs. The program lead works with faculty to develop and maintain programs. To ensure that the program is delivered consistently across campuses and platforms, a sample syllabus is created for each course. An online course information page allows faculty to access the syllabus and other materials prior to teaching the course. Faculty are required to use Concourse Syllabus Manager to create their syllabi. These are automatically uploaded into the course page in Canvas and are available for program lead and campus director review.

During the 2017/18 academic year all assessment materials were moved to a shared folder maintained in Microsoft's OneDrive. This allows easy access to information for administration, faculty and staff review. From OneDrive, program leads can view assessment data for each term, review templates for required documentation such as curriculum maps and program assessment plans, and maintain program documentation. Other resources available on OneDrive include results from the annual outcomes survey of recent graduates prepared by the Office of Institutional Effectiveness, the Walker School's surveys of current students and alumni, and a site director survey.

Using information from the shared drive, each program lead prepares an annual assessment report (see Appendix 1.3) and a program summary report. (See Appendix 1.4). These reports summarize program success and detail any changes made to the program and related rationale. These reports are reviewed by the associate dean of quality assurance and the director of academic program administration. Results are shared with the dean and department chairs at leadership team meetings. Any issues determined from the review are to be resolved by the program lead working with the appropriate chair as needed. Key performance measures regularly reviewed by administration and faculty are shown in Table 1.1.

The dean meets regularly with advisory board members and leaders in the business community to discuss industry needs. She also receives information regarding program demand from an annual site director's survey and regular meetings with Webster's site directors.

Budgetary demands are also an important consideration in the Walker School's ability to successfully deliver programs. The dean regularly reviews enrollment and retention data. This information is used to allocate budgets and for the termination of unsuccessful programs. The dean also closely monitors course offerings and enrollments in each course as an indicator of program success at the sites and for budgetary savings. She has led initiatives to set course enrollments minimums to 10 students and to coordinate course scheduling and rotations for greater efficiencies and improved student experiences.

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

During each of their first seven years of service, tenure-track faculty are reviewed based on university guidelines. The department chair appoints a committee to evaluate faculty performance in three areas: teaching and advising, service to the university, and professional development. The committee reviews the faculty member's curriculum vitae, teaching evaluations, and evidence of scholarship. It also asks for feedback from the Webster community. In evaluating professional development, the Boyer Model has been adopted by the university. The committee composes a letter which is signed by the department chair and sent to the dean for approval.

Faculty with status are reviewed annually by the department chair using the Faculty Evaluation Form. (See Appendix 1.5) The Walker School maintains an online database of teaching, service and professional development activities in Digital Measures. This information is used to evaluate faculty based on the three criteria listed above. At the beginning of the academic year the faculty member and chair meet and agree on the weighting of each of the categories to be used in the evaluation. The form lists the ranges of acceptable weightings.

Department chairs are evaluated based on the same criteria. A committee of departmental faculty is assigned to conduct the review.

Currently, adjunct faculty are evaluated primarily based on course evaluations administered through Courseval. These are conducted online and compiled for the chairs by the online faculty coordinator. Extended campus directors are responsible for reviewing evaluations of their faculty and addressing any performance issues that arise. Adjunct faculty also maintain professional development information in the Individual Professional Development Database. Academic and professional achievements are available for campus director and administrative review.

One of the Walker School's major initiatives during the 2017/18 academic year was the creation of the Faculty Orientation, Training, Evaluation and Recognition Task Force. This task force recommended a system of evaluation of adjuncts (see Appendix 1.6) which will be piloted in the current academic year. This evaluation will include a classroom observation and review of course materials, professional development activities, and student feedback.

Staff and administrators are evaluated annually by their direct supervisor. (See Appendix 1.7). The evaluation includes a review of general and leadership competencies. It also evaluates the employee's success at meeting goals agreed upon at the end of the prior year with their supervisor.

The dean is evaluated every five years. The review is conducted by a committee convened by the vice president of academic affairs.

Sources

- Appendix 1.1 WSBT Curriculum Committee Cover Sheet
- Appendix 1.2 Webster University Faculty Handbook
- Appendix 1.3 Annual Program Summary Report Template
- Appendix 1.4 Sample Assessment Report AY1718
- Appendix 1.5 Webster University Faculty Evaluation Form
- Appendix 1.6 Adjunct Faculty Evaluation Proposal
- Appendix 1.7 Staff Performance Appraisal Form
- Table 1.1 Key Performance Measures

1.2 - Criterion 1.2

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

Criterion 1.2 - Social Responsibility

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

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

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

Explain how societal impacts are addressed and measured.

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

Explain how ethical business practices are ensured.

Explain how ethical academic practices are ensured.

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

Explain how regulatory and legal compliance are ensured.

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

Self-Study

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

Assigned To
Not Assigned

Institution Response

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

Administrators and faculty create an environment that fosters and requires legal and ethical behavior through the policies and procedures that are developed and promoted. Within the Webster Student Handbook, there exists a student code of conduct and procedures that outlines expectations of students with regard to legal and ethical behavior. Within the handbook, it is noted that:

> Each person is expected to respect the objectives of the University and the views expressed within the community. In so doing, all members of the University community, and their guests, are expected to conduct themselves in an appropriate and civil manner at all times. These behavioral expectations include behavior both on- and off-campus as defined herein.

Additionally, the Handbook also notes that:

> Participants in this shared enterprise strive to be governed by what ought to be rather than what is. To accomplish its goals, members of the University community aspire to a standard that is higher than mere compliance with formalized University requirements and local, state, and federal law. We endeavor to fulfill the following expectations:
>
> To preserve academic honor and integrity by repudiating all forms of academic and intellectual dishonesty;
>
> To treat others with respect and dignity;
>
> To respect the rights and property of others; and
>
> To act with concern for the safety and well-being of all our associates.

The Handbook further states that "Students are responsible for conducting themselves in a lawful, civil, and responsible manner and for observing all University rules, regulations, and policies."

Webster University takes seriously its obligation to ensure that all employees behave ethically as well. This starts with an ethics policy that details the legal and ethical expectations of employees. In support of this policy, the university maintains an anonymous online reporting site, EthicsPoint, which facilitates a risk-free way to report financial misconduct or violation of university policies.

All Walker School employees are required to complete online training on FERPA and sexual harassment. All new faculty members are made aware of university policies as part of the new faculty orientation process.

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

The Walker School is very proud about the impact on society of our program offerings, services, and operations. One of the things of which we are most proud is the fact that we graduate more African-American master's degree students than any other private or public university in the country. And we rank second in terms of the number of minority students who graduate with master's degrees. (Source: Diverse Issues in Higher Education). Additionally, within five years after graduation, undergraduate students who graduate from Webster earn an income greater than the community average from the locale in which they were raised. A 2017 CollegeNet study concluded that undergraduates at Webster had a significantly higher "social mobility" index than all other institutions in St. Louis, and had the sixth highest among all private institutions in the nation. Social mobility measures the ability of a graduate to earn an income at a higher rate than other similar students from the same high schools who did not finish or attend college. Our academic program help those who are sometimes marginalized in society, move forward.

This is further evident in the recognition and provided for first-generation college students. Walker School faculty and staff are actively engaged in this effort. They serve as advisors and mentors, and engage students through targeted events throughout the year.

The Walker School partners closely with the US Department of Defense, providing high-quality and cost-effective graduate programs for over 40 years at military installations throughout the United States. Webster has been recognized repeatedly for this service, and operates the Office of Military Affairs to ensure ongoing success of our military students.

The Walker School also hosts a number of events to encourage students to contribute to the community. CLICK (Creating Links in Community Knowledge) is an annual event that includes a speaker from a local not-for-profit and representatives of several local agencies who discuss agency and volunteer opportunities with students.

The University is an aggressive promoter of sustainability, and the Walker School is a key participant. The School promotes recycling by making recycling bins readily available. We distribute water bottles to students at orientation to encourage them to use our water fountains instead of disposable plastic bottles. Students also participate in a university sponsored Sustainability Week in which they learn about the benefits of caring for the environment.

Webster Works Worldwide is another activity in which Walker School students and faculty participate. On this day, all classes are canceled so that faculty, staff, and students can spend the day working together on service projects.

Figure 1.1 - Impact on Society

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

Webster University operates to ensure ethical business practices and ethical academic practices by articulating policies that serve to facilitate these practices.

Webster's expectations of student conduct are detailed in the Student Code of Conduct and Procedures. This document includes a Code of Ethics and describes both the rights and responsibilities of students. The Walker School includes the Code of Ethics and Webster's Academic Honesty Policy on every syllabus. (See Appendix 1.8.) Additionally, full-time first-time freshmen are required to take a First Year Seminar which covers the ethical standards expected of Webster students.

All graduate students have an ethics component included within their academic programs. Advisors who believe a graduate student would benefit from a course on writing and plagiarism prevention are enrolled in GSS 5000: Graduate Studies Success. GSS 5000 is a 9-week online writing course for graduate students in which students are provided with an opportunity to recognize plagiarism, work on sources, and improve their writing skills. The course is not offered for credit and does not count as an elective.

In addition, the university staffs a Plagiarism Prevention Program. Students who violate the academic honesty policy may be referred to the program. The program educates students on academic honesty, covers standards of academic writing and documentation, and has students incorporate these standards into their work. Program staff also aid students in appealing cases in which the students were found to have violated the academic honesty policy.

As discussed in Criterion 1.2.a. the university's ethics policy governs employee conduct. The faculty handbook contains policies pertinent to faculty. These policies are also detailed online in the Faculty Resource Guide.

Expectations for adjunct faculty are conveyed in an appointment letter (see Appendix 1.9) for each course taught, including the expectation that faculty "Provide an environment of diversity and inclusion, active learning, and professionalism"; adhere to Employment and Institutional Review Board (IRB) policies; and more.

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

Webster University has processes in place to monitor legal and regulatory compliance. The institutional offices responsible for monitoring are:

- Office of the President: nondiscrimination, Title IX and Section 504
- Office of Academic Affairs: academic policies
- Finance and Administration: fiscal policies and auxiliary activities
- Enrollment Management & Student Affairs: admission, financial aid and marketing
- Human Resources: employment regulations
- Registrar: FERPA

As part of its multi-campus operations Webster University must demonstrate compliance with state regulations as it secures license renewals. The University also adheres to the legal requirements in the countries in which it operates as required by country-specific accreditation reviews.

Figure 1.2 shows our processes for measuring and monitoring ethical behavior.

Sources

- Appendix 1.7 Staff Performance Appraisal Form
- Appendix 1.8 Sample Syllabus with Student Ethics - Academic Policy
- Appendix 1.9 Sample Appointment Letter
- Figure 1.1 Impact on Society
- Figure 1.2 Ethical Behavior

2 - Standard 2: Strategic Planning

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

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

Self-Study

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

Assigned To
Not Assigned

Institution Response

Sources

There are no sources.

2.1 - Criterion 2.1

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

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

Describe your formal process for strategic planning.

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

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

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

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

Self-Study

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

Assigned To
Not Assigned

Institution Response

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

The Walker School has had a formal strategic plan in place for each of the last 15 years and will continue to develop strategic plans as each prior plan moves into its final phase of existence.

The formal process for completing the plan has varied over the years, but most of the critical processes have remained constant. To start, the process begins with the formation of the strategic planning team. Generally, this team consists of the associate dean for quality assurance, three to four faculty members, and a staff support person. The chair of the committee, the associate dean, will hold a series of meetings in which the members discuss changes they'd like to see in the Walker School. They will vet and discuss these changes with the faculty and come back together to finalize a draft set of goals. The associate dean will then develop objectives, action plans, and timelines based on the conversations that have occurred, which support the goals. This fleshed out plan is then reviewed by the committee, the leadership team, and the faculty and staff for approval.

The process that occurred with respect to the most recent strategic plan differed somewhat because the University was also in the midst of developing a strategic plan. Thus, the Walker School's strategic goals were developed to be in alignment and consistent with the University goals. All other aspects of the process as described above remained constant.

The Walker School's most recent strategic plan was designed to coincide with the University's 2015 plan: Global Impact for the Next Century. It encompasses four themes directly tied to the university mission – "to ensure high quality learning experiences that transform students for global citizenship and individual excellence." The themes include: global innovation through inclusive leadership; a global, student-centered experience; a network of academic and operational excellence; and strategic and sustainable development.

The Walker School's current strategic plan (see Appendix 2.1) was finalized in 2016. It updates the Walker School mission, vision and goals. The new mission sets the tone – "To prepare students for career success in an increasingly globally integrated business & technological economy utilizing a student-centered, real-world approach."

The plan is designed to be relevant to students, meaningful to stakeholders and aligned with the university mission. It is practical, action-oriented, and was created in collaboration with faculty, staff, the Walker School Advisory Board and administration.

The current Walker School strategic plan was developed under the direction of Interim Dean, Thomas Johnson Ph.D., who worked closely with his leadership team composed of department chairs from each of the three Walker School departments, the associate deans, and the director of operations.

Conversations took place with all groups of stakeholders focusing on refining the plan, with drafts and revisions reviewed at monthly faculty & staff meetings. Drafts were shared with extended campus directors and faculty by email and webinars. Participants were invited to add insights and improvements to ensure that the plan met the objectives of the Walker School across Webster's extensive and diverse campus network.

The plan was universally approved and submitted to Webster's administration as a vital element of its Global Impact for the Next Century plan.

The Walker School's strategic plan is structured around four overarching goals that support the new mission, are aligned with Webster's strategy, and provide a framework for student career success. (See Table 2.1).

Table 2.1 - Webster-Walker School Goals

In June 2017 Simone Cummings Ph.D. took over the leadership of the school as dean. Her initiatives - increasing enrollment, improving retention and enhancing the quality of academic programs - infused the plan with greater focus and effect. Under Dean Cummings' leadership, the strategic plan has continued to be implemented successfully.

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

As noted above, faculty, staff, members of the advisory board, and administration were all involved in the strategic planning process and had a voice within that process. The associate dean for quality assurance met individually with key members of the University leadership team to review the most critical aspects of the plan. Following these meetings, the vice-presidents of the metro, military, and international campuses sent the plan to their constituents for review. After feedback was returned, the associate dean met with each vice-president to obtain buy-in for the updated plan. Additionally, the plan was presented at faculty and staff meetings during which faculty and staff were provided with an opportunity to provide feedback, as well as given an opportunity to provide feedback anonymously. Advisory board members were provided with the plan as well. Finally, Walker School work study students were provided with an opportunity to review the plan and provide a student's perspective on the goals and objectives. After all feedback was received and reviewed, the plan was updated and universally approved by the faculty and staff.

Please note that faculty and staff continue to be involved in the strategic plan as reviewers, direct collaborators and as executors of both short and long-term objectives as sections of the plan are implemented. Each objective, and many action items are assigned to key faculty & staff. They may convene working groups, such as the Adjunct Task Force for Pedagogy Improvements and the Adjunct Faculty Task Force for Orientation, Training, Evaluation and Recognition. These groups demonstrate the collaborative nature of the plan and are strengthened by the practitioner faculty who volunteer their time and knowledge to the school.

The dean meets regularly with extended campus leadership, including the dean and associate vice president of military campuses & online education, associate vice president of extended U.S. campuses, and the associate vice president of international campuses & initiatives. This allows for ongoing, informal conversations and updates on key strategic objectives and initiatives. These leaders discuss relevant objectives and share as appropriate with faculty and staff in their areas of responsibility.

The Walker School Advisory Board's recommendations are used to inform the strategic planning process. This board comprises senior executives, many of whom are Walker School alumni, whose experience cuts across many industries (see Appendix 2.2). This board meets twice per year to look at future opportunities for and threats to the business school. Recent meetings have focused on innovation and how the Walker School can meet the challenge of declining enrollment and the need for updated curriculum.

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.

Figure 2.1 - Strategic Direction

Sources

- Appendix 2.1 Strategic Plan
- Appendix 2.2 Walker School Advisory Board
- Figure 2.1 Strategic Direction
- Global Impact Image
- Table 2.1 - Webster-Walker School Goals

2.2 - Criterion 2.2

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

Criterion 2.2 - Strategy Deployment

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

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

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

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

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

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

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

Self-Study

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

Assigned To
Not Assigned

Institution Response

Criterion 2.2 Strategy Deployment

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

Figure 2.2 Action Plan.

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

Figure 2.3 Action Plan Measurement.

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.

Strategic plans, objectives, and progress on individual action plans for the Walker School are communicated frequently at many levels.

Alignment & Cross-functional Communication

Communication with other units of Webster takes place in weekly Provost Council meetings with the provost, deans of Webster Schools and Colleges and associate vice presidents of key functional areas. These meetings are focused on the strategic direction of the university, and provide a forum for the Walker School to report on strategic initiatives. Meeting participants may also recommend future opportunities for the business school, which maybe be brought back to the leadership team and the faculty & staff meetings for consideration.

The Walker School also produces an annual report to Webster University leadership outlining progress updates for key initiatives including strategic objectives and action items (see Appendix 2.3).

Walker School Advisory Board

The strategic planning process is assisted by the Walker School Advisory Board. The board is provided an update on strategic plans and objectives at each of its semiannual meetings. The board's recommendations are used to inform the strategic planning process.

Walker School Faculty & Staff

Many Walker faculty & staff are directly involved in the execution of strategic objectives and so provide ongoing communication and updates throughout the year at faculty & staff meetings, as well as via email and group webinars with extended campus faculty and staff. Academic program initiatives are communicated to a global academic advisory distribution list and are discussed at global academic advisor meetings which are held once a term in the spring and fall.

A summary of the plan including action items and timeline for completion are available to Walker School faculty & staff through the password protected Connections portal. The Walker School maintains a Faculty Course Information Channel as the primary source of academic program and system information specific to the school.

Students, Alumni and Community Stakeholders

Students, alumni and the community stakeholders are kept apprised of strategic initiatives via the Walker School website and direct emails related to specific action items, including Walker Weekly, a weekly email newsletter for students and faculty. Students can also review the alignment of student satisfaction survey feedback with initiatives in progress as a clear indication that their input is included in the Walker School's Strategic Plan.

Nota Bene, the annual publication produced by the Walker School highlights the accomplishments and strategic plan objectives for the year.

The Webster University Strategic Plan is available publicly via the Webster University website.

Sources

- Appendix 2.3 Annual Report to the Provost

- Figure 2.2 Action Plan
- Figure 2.3 Action Plan Measurement

3 - Standard 3: Student and Stakeholder Focus

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

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

Self-Study

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

Assigned To
Not Assigned

Institution Response

There is no response.

Sources

There are no sources.

3.1 - Criterion 3.1

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

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

State targeted and served student segments.

Self-Study

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

Assigned To
Not Assigned

Institution Response

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

The Walker School serves the following student segments:

Undergraduate

- Traditional age (18-25) first-time freshmen
- Traditional age transfer students
- Adult (>25) students
- International students studying in the US

Graduate

- Combined degree students from undergraduate programs
- Traditional graduate students with work experience
- Corporate Cohorts
- International students studying in the US

Recruitment, program delivery and support services differ for each of these segments. For instance, due to the increasing demand from area undergraduate transfer students, we offer many core business classes in accelerated evening format, which accommodates the needs of many transfer students who work full time. Furthermore, we accommodate many of these working students by offering evening courses at four Saint Louis area Webster University locations, spread strategically throughout the metro area in order to serve our students who either work downtown, Mid County, or in West County.

International students are another key segment. The Walker School has several recruiting efforts which target international students as well as processes in place to accommodate these students, including programs initiated by the Walker School as well as by the Office of International Recruitment. In 2017, Webster announced a strategic collaboration with Global University Systems (GUS) to grow global student recruitment.

Corporate cohorts are a growth area for the Walker School. We provide graduate degree programs at two local health care providers. Classes take place at the health care provider's location and students progress through the program with their cohort. Most of these students do not have a business background so specialized advising and tutoring services are provided to best meet their needs.

We further segment our students by campus type. Students at each of the location types typically share common characteristics which we account for in program services and delivery. For instance, our metro campuses are typically working adult learners so we focus on graduate degrees and nighttime classes. Similarly, military and online students have their own unique needs. Military students, in particular, demand specialized programming. For instance, Procurement and Acquisitions Management was designed to meet strong demand from our military campuses. Currently, we are designing a government contracting certificate which also has been requested by our military campuses. We divide our service locations into the following groupings:

- Webster Groves
- Metro
- Online
- Military
- International

Table 3.1 reports enrollment trends of some of these segments. Graph A shows undergraduate segments. Saint Louis and international campuses serve the bulk of these students. A few of the metro campuses run small programs and there is a degree completion BA in Management program offered online. With the exception of online, all segments have seen a reduction in enrollments. Overall, there has been a 14% decrease in business majors over the last two years.

Graph B shows a sharper decline for graduate students. Particularly hard hit are our two largest segments: military and metro where enrollments have declined 17% and 29% respectively.

Graph C looks at enrollments in two strategic segments discussed above. We anticipate our initiative with GUS and increased focus on international student recruitment will lead to an increase in enrollments in this segment. Our corporate cohorts have been successful in terms of enrollments. In Fall 2017 there were 365 students in our cohort programs. This academic year we will expand our offerings to undergraduate students.

Sources

- Table 3.1 Enrollments by Segment

3.2 - Criterion 3.2

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

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

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

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

Self-Study

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

Assigned To
Not Assigned

Institution Response

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 Walker School involves internal and external stakeholders, who provide valuable perspective and insights that shape the strategic direction of the school. These include:

Internal Stakeholders

1. Full-Time Faculty
2. Adjunct faculty
3. Webster University Staff and Administration

External Stakeholders

1. Alumni
2. Walker School Advisory Board
3. For-profit and not-for-profit organizations
4. Parents/Family
5. Webster University Corporate Partners
6. Local Communities

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

Students

Student feedback is critical to Walker School operations, and informs all levels of decisions, from the strategic plan to event organization, program development and student support services. There are multiple mechanisms and opportunities in place for students to voice opinions and suggestions. This happens formally through course evaluations and student satisfaction surveys, as well as informally through events with the dean or campus leadership. The dean meets regularly with student leaders and actively supports their initiatives.

The new Student Success Portal will continue to grow and provide additional feedback opportunities. This will allow faculty and staff to identify needs sooner and further support student success.

Alumni

Alumni are regularly tapped to engage in constructive conversations with Walker School leadership. Their insights can often more accurately assess the value of their educational experience at Webster. Feedback is collected through the Webster Student Outcomes Survey and the Walker School Alumni Survey. The Webster Alumni Association is an excellent resource that provides feedback to faculty directly. They maintain contact lists which serve as a conduit for students and alumni who are distributed throughout the United States and across the world to engage with each other.

Alumni have an opportunity to provide career advice to current students through the Webster Mentoring Program. Walker School Alumni also serve on the Walker School Advisory Board, present as guest speakers in the classroom, recruit students for internships and full-time jobs, and donate financially to the success of the school.

Faculty

Walker School faculty provide regular feedback related to academic program developments, strategic direction and student services.

Adjunct faculty comprise a large percentage of instructors, particularly in the graduate programs. In addition to bringing real-world expertise to the classroom, Adjunct faculty are strongly encouraged to participate in task forces, and university working groups. Regular faculty & staff meetings provide a forum for conversation and feedback.

Formal surveys include an annual textbook review, and a course lead survey, which informs the selection of course material used across the network. A faculty satisfaction survey has been administered in the past, and is under revision as it shifts to an annual schedule.

Full-time faculty are also surveyed annually. In addition, they attend monthly faculty & staff meetings with school leadership, as well as department meetings. These forums allow for feedback on initiatives, votes if required on proposed curriculum changes and a cross-disciplinary approach to department decision.

Corporate Organizations and Employers

The Walker School recognizes that the business world is an integral stakeholder, both to ensure the relevance of curriculum and, as stated in the mission, prepare students for career success. Feedback from these constituents is a challenge that is addressed through several forums.

The Walker School Advisory Board is composed of business leaders who are committed to the success of the school. Through two annual meetings and many ad hoc sessions with the dean and individual faculty, the advisory board acts as a powerful resource to identify industry needs, vet desirable student skills and knowledge, and support enrollment and financial initiatives.

The Office of Corporate Partnership offers an additional connection with industry. The dean works closely with this office to build corporate cohorts and onsite degree options to meet each organization's talent development needs. Feedback from these partners, as well as the students who participate in a cohort program, help assure the relevance of degree programs and the impact of individual faculty.

Employers provide general feedback on hiring trends through the Webster Career Planning & Development Center. The CPDC shares job readiness guidelines based on NACE annual job outlook surveys, as well as qualitative employer feedback based on their outreach and event surveys.

Faculty and students also regularly interact with industry professionals. Walker School student organizations including the Finance Club, Accounting Club, and the Entrepreneurship Club offer opportunities for area industry professionals to engage with students, provide professional guidance and beneficial networking opportunities.

Faculty are encouraged to maintain connections through professional organization memberships, consulting or as guest speakers. These connections provide an invaluable asset to the school, which translates into relevant content in the classroom.

Adjunct faculty provide a unique bridge, bringing their professional knowledge and contacts to the classroom. They often collaborate with full-time faculty and play a critical role in curriculum development and new program launches.

Sources

There are no sources.

3.3 - Criterion 3.3

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

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

Describe your periodic review processes pertinent to this criterion.

Self-Study

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

Assigned To
Not Assigned

Institution Response

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.

The Walker School employs several mechanisms by which to collect and analyze data from interested stakeholders and partners. The review process for data collection mechanisms occurs regularly to adjust for knowledge gaps, assess the relevancy of information collected, and periodically adjust for discrepancies.

Over the past five years, several significant changes have been implemented. Student feedback methods are particularly monitored. Course evaluations are monitored for response rates and overall data reliability. As a result of concerns regarding paper evaluations, they were shifted to a fully online system in 2015, with an additional shift in the evaluation questions in 2018.

The Student Satisfaction Survey has been refined over the year based on result patterns and a need for more in-depth data. In 2018 the surveys were shifted to a spring distribution timeframe and questions were retooled.

The Walker School Planning Day annually reviews survey distribution and completion statistics and makes adjustments accordingly. Institutional partners provide student placement statistics, enrollment trends and retention rates.

Data is shared with faculty and staff by email, the Walker School webpage and at a designated faculty & staff meeting each year. Comments, suggestions and feedback are welcomed at these forums.

Sources

There are no sources.

3.4 - Criterion 3.4

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

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

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

Self-Study

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

Assigned To
Not Assigned

Institution Response

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.

The Walker School systematically evaluates the data collected from students, alumni, and external stakeholders. Department chairs, as well as all faculty, are consistently seeking out ways in which to improve programs and rely heavily on data to substantiate strategic objections and school decisions. See Figure 3.1 for an outline of how feedback is aligned with educational programing.

Sources

- Figure 3.1 Student and Stakeholder Groups

3.5 - Criterion 3.5

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

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

Define and describe your processes pertinent to this criterion.

Self-Study

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

Assigned To
Not Assigned

Institution Response

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

The Walker School works closely with the Office of Enrollment Management & Student Affairs to attract academically prepared students. Admissions is centralized for strategy, data management and applications processing systems, and for International student support. The Walker School works closely with Global Marketing & Communications (GMC) to develop content used in recruitment material across the campus network. Specialized prospective student segments, such as international students are addressed with additional resources. Unique partnerships with organizations such as GUS attract international students while the Office of Corporate Partnerships seeks to establish new corporate cohort opportunities.

Individual campuses translate these tools to their local environment. Staff conduct recruiting events and community engagement activities. The Walker School supports these efforts, hosts school specific events and participates in all University-wide recruiting efforts.

Recruitment events are designed to meet individual needs of prospective students, both graduate and undergraduate. This factors into timing, faculty representation, resource availability and more. Prospective students often meet potential faculty advisors at these sessions and receive one-on-one information regarding their stated area of interest.

Recruiting mechanisms include interactive media, digital marketing tools, search engine optimization, social media mobile marketing, print material, billboards, radio, sponsorships and the occasional television commercial. The Walker School employs a Director of Recruitment and Retention who manages school activities and supports program promotions and sponsorship activities. This facilitates faculty and staff participation in events ranging from chamber events, business receptions, professional conferences, organization open houses and more.

Interested students can request information online and are contacted individually within 24 hours by admissions staff. Students are assisted throughout the inquiry and application process for undergraduate, graduate, and doctoral admissions. The Walker school enhances this process through targeted outreach with gifts, events and communications designed to welcome students to the Walker School community.

Ongoing activities and resources such as Walker EDGE, encourage student engagement outside the classroom and provide an additional level of retention support.

Once students have enrolled, the Walker School is active and efficient in providing student support services. Undergraduate students are assigned faculty advisors who meet and discuss course sequencing and registration. For traditional age undergraduate students these meetings are typically face-to-face. Graduate students work formally with an advisor in the Academic Advising Office for registration and program guidance. Faculty serve as informal advisors for academic and career related questions.

The Walker School works closely with the Academic Resource Center (ARC) to ensure that students have the resources they need with respect to reading comprehension, time management, study skills, academic accommodations and assistive technology. The ARC operates a Testing Center for students who cannot take an exam in class due to illness, traveling to represent Webster in athletic or other competition or other conflicts.

The Student Success Portal, powered by Starfish, was adopted in 2017. It provides a robust tool for faculty and staff to identify students who exhibit changes in classroom behavior including poor grades, attendance irregularity, missing assignments, disruptive behavior, depression indicators, etc. Instructors complete mid-term reports, and can raise flags or designate kudos to students at any time. This provides a log of student success and challenges. This shared knowledge assists faculty and staff in consistently supporting students academically and personally.

Sources

There are no sources.

3.6 - Criterion 3.6

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

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

Describe process(es).

Self-Study

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

Assigned To
Not Assigned

Institution Response

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

The Walker School encourages an "open-door" policy which allows students to visit the dean, share feedback, or file a complaint directly. Faculty and staff are encouraged to bring forward any concern without fear of retaliation. The dean's forums provide a public opportunity for students and faculty to engage her directly.

Students can express dissatisfaction with a course or instructor through the anonymous course evaluation system. Negative feedback is monitored for patterns and addressed by the department chair or campus site director. In extreme cases, the dean may get involved.

Students rate satisfaction with their experience at Webster through the annual student satisfaction survey. These generally trend positive, but dissatisfaction with things like textbook, updated curriculum and career development resources have informed Walker School strategic objectives directly.

The Walker School has official processes in place for students to submit grade appeals or formal complaints.

Complaints about grades are handled according to the Undergraduate Grading Policy and the Graduate Grade Appeal Policy.

Students are encouraged to communicate first with their instructor to address specific grade concerns. When issues cannot be resolved with the instructor, the appeal is elevated to the department chair or campus site director. On behalf of the department chair, the online faculty coordinator directs students to complete an official grade appeal, which requires the submission of supporting documentation. An official notification is sent to the respective instructor for a response. Both instructor and student responses are reviewed and an official letter with the decision of the chair is provided to the student by email. At the extended campuses, campus directors conduct the initial grade appeals. It may be elevated to the department chair if required. Students may request a review of the decision by the dean. Upon review of the documentation, her decision is final.

A similar process has been put in place to address general student complaints. Students are provided the Course Concern Portal as an efficient means of collecting documentation from the student. The instructor or other relevant personnel is then contacted for feedback. Upon review of all documentation, the department chair makes a decision which is provided by email. At the extended campuses, campus directors conduct the initial student complaint investigation. It may be elevated to the department chair if required. Students may request a review of the decision by the dean. Upon review of the documentation, her decision is final.

Webster University maintains a formal grievance process, as described in the Grievance Policy in the Student Handbook. While the process has been formalized and is very structured, it is seldom used.

The Walker School is required by the institution to track and report on all official student complaints annually. (See Appendix 3.1).

Sources

- Appendix 3.1 AY1718 Student Complaint Record

3.7 - Criterion 3.7

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

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

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

Self-Study

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

Assigned To
Not Assigned

Institution Response

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

The Walker School has identified satisfaction measures for students, alumni, faculty and corporate partners as outlined in Figure 3.2 Student and Stakeholder Satisfaction.

As an example of the responsiveness of the Walker School to student feedback, Table 3.2 demonstrates some of the strategic action steps directly address student input from the Walker School Student Satisfaction Survey and Alumni Survey.

Sources

- Figure 3.2 Student and Stakeholder Satisfaction
- Table 3.2 Stakeholder Feedback and Action Steps

3.8 - Criterion 3.8

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

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

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

Self-Study

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

Assigned To
Not Assigned

Institution Response

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

See Figure 3.3 Student and Stakeholder Focus.

Sources

- Figure 3.3 Student and Stakeholder Focus

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

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

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

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

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

Self-Study

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

Assigned To
Not Assigned

Institution Response

Sources

There are no sources.

4.1 - Criterion 4.1

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

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

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

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

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

Self-Study

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

Assigned To
Not Assigned

Institution Response

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

The Walker School is comprised of three departments: Management, Business, and Math and Computer Science. Each academic program is housed in one of the departments. Department chairs select faculty members to serve as program leads. These faculty members have primary responsibility for overseeing assessment and updating curriculum.

Program Learning Outcomes (PLOs) are shown in Appendix 4.1. Program leads design curriculum to best achieve the PLOs. The process starts with a curriculum map (see Appendix 4.2). This map shows where and how outcomes are addressed throughout the program and highlights the points at which assessment occurs. The program lead also prepares an assessment plan (see Appendix 4.3) which details the assessment process.

Once the plan is in place, the program lead selects assessment instruments. A faculty assessment package is created for each course in which assessment occurs. The package contains the instrument and associated grading rubric. It also contains instructions for reporting the data collected. Instructors evaluate student work and input results on a Qualtrics form which is downloaded and compiled by the dean's office. Each term this information is made available to program leads on OneDrive.

Annually, program leads prepare an assessment report which analyzes results and lists any suggested program improvements. A proposal is written for any change that is recommended to the program. Proposal review begins with the department. If the department accepts the lead's recommendation it goes to the Walker School's Curriculum Committee. This committee reviews the proposed change to verify that it is consistent with the school's strategic plan, is supported by data and is consistent with all regulations of the university and its accrediting agencies. The curriculum committee sends its recommendation to the dean who makes the final determination. Once approved by the Walker School the proposal is sent to the appropriate university committee for review and approval.

Figure 4.1 lists the assessment data used in each Walker School program. Most programs collect internal, summative data. Most commonly, internally created exams or assignments are used for assessment in the capstone course. In addition to reporting student results, capstone instructors are asked to provide comments and suggestions for program improvements. Other internal data that may be collected include:

- Student course evaluations and feedback
- Adjunct and student feedback given during monthly meetings with the Dean
- Formal and informal communication with faculty, advisory boards and other stakeholders.

The Walker School has begun to utilize external data in its assessment program. The priority has been to add it to our most significant undergraduate and graduate programs first (BA Management, BS Business Administration, MA Management and Leadership, MBA). We are adding other programs as we move forward.

External information comes from a variety of sources. The Peregrine Business Administration exam provides external information for the BA Management and BS Business Administration. Both incoming and outgoing students take the exam. The CAPSIM simulation and COMPXM exam allow for external comparison of MBA students and (beginning in Fall 2018) MA Management and Leadership students. Until 2014 when it was discontinued, the Military Installation Voluntary Education (MIVER) provided information on the appropriate performance at our military campuses. Other external sources are CPA exam pass rates, advisory boards, focus groups, and employers (especially onsite corporate MBA cohorts).

Sources

- Appendix 4.1 Program Learning Outcomes
- Appendix 4.2 Curriculum Map MS Finance
- Appendix 4.3 Program Assessment Plan MS Finance
- Figure 4.1 Student Learning Outcomes Assessment Data

4.2 - Criterion 4.2

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

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

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

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

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

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

Self-Study

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

Assigned To
Not Assigned

Institution Response

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

Assessment results are reported in Figure 4.2. With few exceptions, three cycles of results are reported for each program. Results are publicly available on our Quality Assurance website.

Face-to-face meetings play a significant sharing assessment results with stakeholders. Many meetings between course and program faculty occur on an ad hoc basis. However, there are formal meetings in which assessment results are discussed. These include:

- Department meetings
- Walker School faculty and staff meetings
- Adjunct faculty meetings
- Directors' meetings
- Regional directors' meetings

Sources

- Figure 4.2 Assessment Results

4.3 - Criterion 4.3

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

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

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

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

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

Self-Study

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

Assigned To
Not Assigned

Institution Response

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.

Figure 4.3 summarizes the Walker School's use of comparative data in its assessment program.

Beginning with the 2017/18 academic year, undergraduate business and management students take Peregrine's Business Administration exam both at the beginning and end of their program. This allows us to compare our undergraduate student results to those of other ACBSP member schools.

CAPSIM, through their simulation and CompXM exam, allows us to compare MBA students' performance to that of other schools. The simulation's balanced scorecard is used to evaluate strategic decision making. The CompXM compares general knowledge in all functional areas of business.

The Bachelor of Science in Accounting utilizes the CPA pass rates compared to national averages on each section of the exam: Auditing and Attestation (AUD), Financial Accounting and Reporting (FAR), Regulation (REG), and Business Environment and Concepts (BEC).

Webster University offers programs at a variety of locations with differing student composition: main campus, metro and military sites, international locations, and online. Internal comparative data is used in programs offered at a variety of locations to ensure that all segments are achieving satisfactory results.

Sources

- Figure 4.3 Comparative Information and Data

4.4 - Criterion 4.4

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

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

To demonstrate compliance with this criterion:

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

Self-Study

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

Assigned To
Not Assigned

Institution Response

Criterion 4.4. The business unit shall make use of 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 improvement it has made to its programs, based on information obtained from its learning outcomes assessment results, for a minimum of three improvement cycles.

Program improvements made in response to information obtained from learning outcomes assessment are detailed in Table 4.1.

Sources

- Table 4.1 - Specific Improvements Made Based on Assessment Information

5 - Standard 5: Faculty and Staff Focus

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

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

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

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

4) foster an atmosphere conducive to superior teaching.

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

Self-Study

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

Assigned To
Not Assigned

Institution Response

There is no response.

Sources

There are no sources.

5.1 - Criterion 5.1

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

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

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

Self-Study

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

Assigned To
Not Assigned

Institution Response

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.

The faculty human resource plan is included as Appendix 5.1. Information related to staffing needs as they relate to the strategic plan are described below.

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

The Human Resources Plan (HRP) of the Walker School starts with the mission of the business school, which is "to prepare students for career success in an increasingly globally integrated business and technological economy utilizing a student-centered, real-world approach." The Walker School strategic plan operationalizes this mission by working through four primary goals:

1. To provide an opportunity for all students to engage in global experiences.
2. To provide student-centered, enriched learning opportunities for students.
3. To maximize student outcomes by enhancing academic programs and by improving student support systems.
4. To develop and implement integrated strategies that support enrollment and retention goals.

A number of objectives have been developed to facilitate achievement of these goals and this Human Resources Plan will facilitate achievement of those objectives.

Goal #1: To provide an opportunity for all students to engage in global experiences.

- Support from the office of study abroad is sufficient to meet all human resources needs beyond those in typical staff responsibilities.

Goal #2: To provide student-centered, enriched learning opportunities for students.

- A data coordinator would be helpful to follow-up on results from the annual survey of WSBT students, data from course evaluations, and assessment data to ensure that the Walker School learns from those issues facing students and is prepared to make adjustments to ensure student-centered, enriched learning occurs.

Goal #3: To maximize student outcomes by enhancing academic programs and by improving student support systems.

- Support from career services is sufficient to meet all human resources needs beyond those in typical staff responsibilities.
- A data coordinator would be helpful to provide assistance with tracking of employment status of graduates so that we can provide improved verification that our outcomes are effective.
- Additional full-time faculty would increase our ability to enhance academic programs.

Goal #4: To develop and implement integrated strategies that support enrollment and retention goals.

- Support from enrollment management is sufficient to meet all human resources needs beyond those in typical staff responsibilities.

Sources

- Appendix 5.1 Human Resources Plan

5.2 - Criterion 5.2

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

Criterion 5.2 - Employment Practices

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

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

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

Explain or describe:

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

Self-Study

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

Assigned To
Not Assigned

Institution Response

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.

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

Every program in the Walker School has a faculty program lead. This individual serves as the champion for his or her respective program or major, with responsibility for curriculum development and updates, assessment, adjunct faculty approvals and overall quality control. Program leads are also responsible for the selection of textbooks and course material. A consistent curriculum is delivered at all campuses, with standardized course objectives and program learning outcomes as conveyed through standardized syllabi in the Concourse Syllabus Manager.

Full-time faculty at the home campus serve as leads for most programs. Select, niche programs such as the MS Space Systems Management are led by part-time faculty with unique academic and professional qualifications.

Part-time adjunct faculty teach the majority of Walker School courses, so their participation in the academic processes and in the community of scholarship at the Walker School is critical. Adjunct faculty are strong contributors through targeted task force groups, such as those currently addressing pedagogy improvements and faculty orientation, training, evaluation and recognition. They attend regular meetings with the dean, site directors, and associate vice presidents and provide annual feedback related to course content and material to program leads.

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

All Walker School faculty are qualified to meet program learning outcome expectations and provide exceptional student experiences in the classroom. Minimum qualifications include a master's degree in the subject area and at least 5 years of professional experience. Most faculty exceed these basic standards, bringing terminal degrees, certifications, exceptional professional success and teaching experience to the classroom.

The Walker School believes that the academic oversight of full-time faculty combined with the extensive professional expertise of adjuncts ensures relevance in program objectives and successful student outcomes. A key strategic objective is to enhance student-centered, enriched learning opportunities for students. The Walker School relies on the academic expertise of full-time faculty, along with the experiential knowledge of adjunct practitioners to carry out this goal. Consistent with a vision of "providing students with the academic and professional preparation needed to achieve upward career mobility", this blend of experience, particularly for graduate student instruction, is vital.

Though there are a relatively small number of full-time academic faculty, the Walker School maximizes their impact with centralized control of curriculum deployment. Furthermore, the department structure allows for close collaboration across disciplines within the School, allowing for a broader perspective as programs are developed and enhanced. The inclusion of the Math and Computer Science department within the School has allowed for synergies that combine technology with business and management disciplines. This has resulted in initiatives such as SAP University, and the development of programs such as an upcoming management information systems degree. School-wide efforts, such as the Curriculum Committee, which reviews and approves all programmatic changes, includes faculty representatives from each department.

The program lead structure, with an academically or professional qualified faculty member in charge of each academic program, supports these collaborative efforts. Program leads are accessible to all faculty, and routinely work with instructors to improve content and enhance curriculum. Course leads for online programs further operationalizes this model, as topic specific experts ensure that content is current and relevant. Course leads collaborate closely with program leads and communicate regularly with their fellow instructors.

Adjunct faculty enrich student learning with practical knowledge and application of learning within a range of business settings. They play a critical role in the operations of the Walker School and have a voice in the academic decisions that are made. Faculty work closely with each other on task force efforts, program and course development. Many serve as course leads, and those with particular skills and knowledge may even serve as program leads.

Though the lack of full-time faculty permanently based at many extended campus sites is a challenge, the Walker School is resourceful in ensuring that connections are made and that students are engaged appropriately through a blend of professional and faculty academic advisors. Use of technology is maximized; the Walker School continually strives to create opportunities for faculty connections using technology across the campus network.

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

Explain or describe:

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

Faculty development starts with the recruitment process, which outlines specific professional and academic credentials that must be met. Walker School faculty are hired for their demonstrated experience teaching students as well as their overall career success. Once faculty are hired, there are multiple resources for development, offered by the university as well as by the school.

The following describes the initial employment process with respect to the various groups of faculty:

Full-Time Status Track Faculty

Based on program needs, in accordance with the Walker School HR Plan, academic departments conduct searches for qualified tenure-track faculty. A search committee of faculty appointed by the chair conduct the initial interviews and reference verification. Finalists are invited to meet with the entire department and present an open forum lecture for faculty, staff and students. Final decisions are made by department vote with the approval of the dean.

United States Part-Time Faculty

In St. Louis, recruitment, selection, and approval of the part-time faculty are handled directly by the respective department. At all other Webster locations, lead faculty or site directors are responsible for recruiting part-time faculty in accordance with staffing needs. Prospects submit required application documentation (a CV, official transcripts and teaching reference) through the university applicant portal. Selection of faculty members is based on the faculty hiring guidelines outlined by the full-time faculty in St. Louis. Department chairs or program leads review and approve all faculty hires.

Core Faculty

Five US based campuses staff five Full-Time Core Faculty (one at each of the five campuses). These individuals meet all requisite hiring guidelines for their discipline and teach at least five courses a year. They provide academic advising for students and faculty support for part-time adjunct faculty. These faculty must apply through the university applicant portal and are hired in the same way as U.S. part-time faculty.

Online Faculty

Online faculty are selected from current faculty from any US campus location. The online faculty coordinator manages online teaching requests and sources qualified faculty if necessary. Department chairs approve new online faculty.

International Faculty

International faculty members are recruited and hired in accordance with faculty hiring guidelines by the respective international campus department and academic director. This decentralization is necessary given the difficulty associated with various labor laws and in evaluating non-English documents and non-U.S. credentials of prospective faculty members.

The following describes the development resources available to faculty:

$3,200 is available annually for full-time faculty members to pursue professional development that strengthens instruction, advances faculty expertise, and fosters networking within the disciplines. A maximum of $600 of this fund is available for the purchase of subscriptions, books, software, professional memberships, etc. The remainder is available to fund travel to academic or professional conferences, instructional improvements, and for other expenses related to professional development. Faculty submit requests for funds, which are distributed by the dean with the recommendation of the department chair.

All faculty have access to an array of institutionally sponsored development events and activities. Semiannual faculty symposiums, arranged by the Faculty Senate, provide an opportunity for engagement across disciplines, as well as workshops and presentations related to instructional methodology and research insights.

Webster's Faculty Development Center (FDC) presents regular events including the annual Global Citizenship Collaboratory. This three-day event engages faculty in the Global Citizenship Program and provides skill-building in areas such as Adobe Insights utilization in the classroom or student engagement techniques for targeted populations. Live-streaming opens the sessions to faculty around the world.

The annual Teaching Festival provides an opportunity for faculty to showcase innovative teaching and learning around the Webster community. Posters, networking sessions and webinars promote connectivity among faculty.

A Network of Opportunities event is held annually as an opportunity to update faculty on the services and resources available from various Webster departments.

The FDC also offers writing retreats, Faculty Learning Communities, specialized assignment development support, workshops, seminars and much more to all faculty across the network. These resources provide flexible, diverse opportunities to enhance teaching and expand discipline knowledge and connectivity. The FDC provides limited funding opportunities for external workshops when possible.

The Walker School conducts two adjunct faculty meetings each year, focused on faculty development and best practices for instruction. Additional workshops, seminars and webinars are held as needed to address academic processes, technology and other student engagement techniques.

Faculty are encouraged to participate in professional development relevant to their area of academic expertise. The Walker School maintains the Individual Faculty Professional Development Database, powered by Digital Measures, as a system by which such professional development can be reported and monitored.

Adjunct faculty are invited to the Walker School's monthly meetings where they are kept current of school proposals, programs and activities. These meetings are a vehicle for professional development and an opportunity to network with the school leadership, full-time faculty and staff.

Training related to Webster systems and processes are available when needed. This has included the Student Success Portal, CX training, FERPA, Canvas Commons, Office 365, Concur, and more.

Extended campus locations conduct local faculty and staff meetings, often two to four times annually. These maybe be led by representatives from the home campus, providing training on Webster processes or teaching best practices, or they may include local expertise delivered by experienced faculty, staff or guests.

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

Orientation to the complexities of Webster, the Walker School and the academic programs is multifaceted and coordinated across departments. Full-time faculty attend an orientation program hosted by the FDC. Additionally, they are guided by the Webster University Handbook, as well as specific activities offered by Academic Affairs, the FDC and the Walker School.

The Walker School Adjunct Faculty Orientation was developed for adjunct instructors. It consists of an online tutorial delivered via WorldClassRoom designed to provide consistent, quality on-boarding information for all new faculty teaching courses within the Walker School. The orientation includes current information in areas such as expectations of faculty, assessment procedures, accreditation, technology support and services, teaching resources, and University policies and procedures. Five orientations sessions take place over consecutive nine week terms each academic year coinciding with the nine week graduate academic terms (Spring 1, Spring 2, Summer, Fall 1 and Fall 2).

Once orientation is complete, faculty have the option to join the FDC group, also contained within WorldClassRoom. It contains teaching resources curated from FDC programs, archives of previously held workshops and other learning events, and access to online tools to support Faculty Learning Communities.

Faculty also participate in orientation at their respective campus. Often that includes a meeting with the campus site director to discuss student profile, support staff, University resources and more.

Online instructors are required to participate in a specialized orientation. Designed to mimic an actually course, faculty proceed through the multi-week orientation with an “instructor” and “classmates.” Assignments, reflective group discussions, readings and videos are required. The Online Learning Center Training Specialist (see Appendix 5.2) works closely with each group of instructors to ensure that they are prepared to teach the course. At least one synchronous meeting occurs, with the new instructor, to walk through the course material and make sure that everything is ready to go for students.

Similarly, a self-paced WorldClassRoom tutorial is required of faculty who will teach WebNet+ courses. This orientation covers the challenges of engaging students through WebEx, technical knowledge and best practices for managing a class through this format.

Additional specialized orientations are available for faculty who teach global hybrid courses, short term international programs, or at Webster international campuses. These resources help prepare faculty for the unique cultural environment that they will encounter in a particular location.

The Walker School is in the process of implementing a mentor program for new faculty in the fall of 2018. This will connect new faculty with experience faculty mentors who have demonstrated excellence in teaching.

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

Program leads or department chairs work closely with new faculty to assure familiarity and competency with the subject and teaching material. A Faculty Course Guide (see Appendix 5.3) is provided to all faculty in the Walker School Faculty Course Information Channel in the Connections portal. The Walker School maintains a Required Textbook List (see Appendix 5.4) that is reviewed and updated annually to ensure that all faculty at all campuses use consistent material. An instructor edition of the book is provided, as well as access to materials made available by the textbook publisher. New faculty are connected with an experienced instructor to discuss assignments, content and general course questions as desired.

The Walker School uses a standardized syllabus template model for all courses, which facilitates orientation to the course and Walker School expectations as a whole. (See Appendix 5.5). Syllabi confirm consistent course learning outcomes, regardless of the modality or location of instructions.

Online courses are created by the Online Learning Center and are fully standardized using a master-clone model to ensure consistency in instruction and outcomes. Each online course has a course lead who is responsible for updating content and who acts as a mentor for faculty teaching the course.

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

the same courses;

Full-time faculty participate in monthly department meetings where they meet with faculty in related disciplines and discuss programs and course updates. The Walker School Annual Adjunct Faculty Meetings allow for full-time and adjunct faculty to network in informal and formal sessions. Full-time faculty lead discipline and program breakout sessions as an opportunity to connect and discuss course content and program updates.

Program leads communicate regularly with instructors who teach in their programs through a variety of mechanisms. Some, such as the faculty who implemented changes to the MA in Organizational Development, lead internal knowledge communities, in person or via WebEx as a means of connecting faculty. Others are available as a resource, and may connect with faculty individually for a variety of research or professional interests. All program leads have faculty listservs that can be used to communicate with faculty across the network.

At an institutional level, the FDC encourages and supports faculty interaction and collaboration across the extended campus network. Specialized faculty learning communities are offered each year, based on discipline, teaching interest or university initiatives. Reflective teaching communities provide similar connections with a focus on instructional methodology.

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

Webster provides guidance to faculty on grading philosophy, academic honesty, classroom management and more through the FDC and in the Webster University Handbook.

Program Leads have overall responsibility for selecting course material, designing the syllabus template and for textbook selection. Adjunct faculty are encouraged to provide input on textbook selection through an annual survey but are required to use the approved material for the course. An Approved Textbook List is available to all faculty in the Walker School Faculty Course Information Channel in Connections. This is updated each year by the program leads.

All faculty are encouraged to connect with their program lead if questions arise related to assignment selection or grading.

f. how you provide for course monitoring and evaluation.

Primary course monitoring occurs through student course evaluations that are administered each term and semester. These evaluations, conducted online through courseval, provide insights from the student perspective related to the classroom experience.

In Spring 2018, the course evaluation questions were changed dramatically in an effort to focus on instructional quality, in areas determined most relevant based on student feedback and the school's strategic objective to "Provide student-centered, enriched learning opportunities for students." The shortened survey asks students to rate the quality of their instructor's feedback, an inclusive classroom environment, level of challenge, etc. Students are asked to share what assignment or activity they found most enjoyable and provide general comments. (See Appendix 5.6).

Faculty are also able to provide feedback on the teaching experience through the courseval portal which provides an opportunity for self-reflection and personal improvement.

Course evaluations are monitored closely. The Online Faculty Coordinator reviews all online evaluation results and provides an overall status report to department chairs and the dean. Campus site directors review their faculty evaluations. Those who routinely exceed expectations are recognized, receive priority teaching assignments and are asked to share their teaching expertise at faculty meetings and workshops. Department chairs directly review faculty evaluations of those teaching in the St. Louis metropolitan area. Those who present a pattern of challenges are monitored closely, mentored, and if no signs of improvement are evident, may no longer be assigned to teach at the Walker School.

Sources

- Appendix 5.2 OLC Welcome and FAQ - Online Instructor Orientation
- Appendix 5.3 Faculty Course Guide FINC 5830
- Appendix 5.4 Master Textbook List
- Appendix 5.5 Sample Syllabus - Institutions and Financial Markets _ Concourse
- Appendix 5.6 Revised Student Evaluation Questions Spring 2018

5.3 - Criterion 5.3

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

Criterion 5.3 - Faculty Qualifications, Workload, and Coverage

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

To demonstrate compliance with Criterion 5.3.1, please:

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

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

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

Criterion 5.3.2.a - Document every full-time and part-time faculty member teaching courses in the business unit. A recent curriculum vitae (not more than two years old) for all business faculty should be provided in the Evidence File.

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

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

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

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

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

5.4.

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

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

Academically Qualified:

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

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

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

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

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

Professionally Qualified:

To be considered professionally qualified a faculty member must:

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

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

Self-Study

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

Assigned To
Not Assigned

Institution Response

Criterion 5.3 Faculty Qualifications, Workload and Coverage

a. Present your faculty qualifications in a table such as Figure 5.1.

Figure 5.1 outlines the education levels and practitioner experience of each faculty members for AY 1718.

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

Figure 5.2 outlines the credit hour production of each faculty member.

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

Figure 5.3 outlines the coverage of the programs by academically and professionally qualified faculty.

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.

Recent curriculum vitae for all the full-time faculty members are provided. (See Appendix 5.7). Vitae for part-time faculty are available upon request.

Criterion 5.3.2.b 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 only area that the Walker School does not meet the requirements is in graduate programs where only 41.25% of credit hours are taught by academically-qualified faculty.

To some extent this is due to the Walker School's strategic model. Many of the military bases and metro campuses we serve are in locations with a limited number of available academically qualified instructors. In other markets the large number of competitors leads to a highly competitive market for adjuncts.

In addition, some of the niche programs developed to serve these sites (for example, the MA in Procurement and Acquisitions Management and MA in Space Systems Operations Management) are in fields where terminal degrees are not commonly offered. In program such as these, the direct experience our instructors have in the specialization best meets the career objectives of our students.

The Walker School delivery model relies on the academic knowledge and curriculum development that is managed by full-time faculty. Program and course learning outcomes are consistent across all course sections, regardless of location. Textbooks, faculty course guides, and samples syllabi are also managed centrally. This system blends the best of both academically and professionally qualified faculty while recognizing the staffing limitations at campus locations.

Curriculum is set with academic rigor by academically qualified faculty and taught from the real-world perspective of practitioner adjunct faculty. These adjunct faculty provide relevant context to the academic theory. In light of the Walker School's mission to prepare students for career success using a student-centered, real-world approach, this method is effective and appropriate, particularly for graduate students who are primarily working professionals seeking career advancement.

The Walker School has undertaken a comprehensive review of faculty qualifications this year. This included an alignment of faculty qualifications with HLC requirements and a shift toward using academically qualified over professionally qualified adjunct faculty.

Sources

- Appendix 5.7 Full-Time Faculty CV
- Figure 5.1 Faculty Qualifications
- Figure 5.2 Faculty Credit Hour Production

- Figure 5.3 Faculty Coverage

5.4 - Criterion 5.4

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

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

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

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

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

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

Criterion 5.4.2 - The business unit must ensure that sufficient human resources are available at each location to provide leadership (including advising and administration) for each program and that assessment processes are in place to ensure that this leadership is being provided.

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

Self-Study

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

Assigned To
Not Assigned

Institution Response

Criterion 5.4- Faculty Deployment

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

Figure 5.4 shows faculty deployment.

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

Webster University is a matrixed organization, with 10 international locations, 30 military locations, and 23 metro campuses. Full-time faculty primarily reside at the main campus in St. Louis. Full-time site directors, with responsibility for recruitment and deployment of adjunct faculty at their site, ensure that students receive a quality classroom experience.

Full-time, academically qualified faculty are located at some international campuses, which helps manage the curriculum deployment and textbook selections within the context of their country or region. With a more traditional mix of undergraduate and graduate students, these campuses, like St. Louis offer undergraduate students the opportunity to engage with academic professionals in their field of study.

All faculty hired in the United States are reviewed and approved by the appropriate full-time faculty member, typically the program lead or the department chair at the main campus.

Academic systems are in place to ensure consistency, collaboration and communication across the campus network. All faculty use the Concourse Syllabus Manager to develop an appropriate syllabus for their course section. Walker School syllabi run on a master clone model, with certain aspects such as course descriptions, outcomes, textbook selection, etc. that cannot be altered by faculty. Syllabi are integrated automatically into WorldClassRoom, the university's learning management system, providing consistent guidance and expectations to all students. Program leads and campus administration run reports and can review any syllabus to ensure the accurate deployment of curriculum.

The Walker School Faculty Course Information Channel provides a similar mechanism for consistency and quality. Resources and guidance on all academic operations related to Walker School programs can be found in the channel for faculty and site administration.

Regular meetings with site directors and Walker School leadership allow for further collaboration. Webinars are conducted annually to provide updates on program features and program leads routinely participate in the university global advisor meetings as a forum to engage faculty and academic advisors.

Most Walker School programs originate at the main campus, with academically qualified program leads. All Program changes are approved and reviewed by department faculty, the Walker School Curriculum Committee, the dean, and by university wide undergraduate curriculum committee or graduate council.

A list of all academic majors and concentrations available at each campus location is available. (See Appendix 5.8).

Criterion 5.4.2 The business unit must ensure that sufficient human resources are available at each location to provide leadership (including advising and administration) for each program and that assessment processes are in place to ensure that this leadership is being provided.

The Walker School leadership team including the dean, associate dean and the chairs of the business and management departments ensure that sufficient resources are available and correctly deployed within the Walker School. In St. Louis the department chairs provide leadership for programs within their departments. Full-time faculty serve as advisers for undergraduate students. A centralized advising office provides advising services for graduate students.

Site directors provide direct leadership to faculty and staff at our other locations. Site directors report indirectly to the dean and directly to the associate vice presidents of metro, military, and international campuses. Site directors meet regularly with the dean to ensure their campus is responding appropriately to the strategic initiatives of the school.

Sources

- Appendix 5.8 Campus Locations and Program Offerings
- Figure 5.4 Faculty Deployment

5.5 - Criterion 5.5

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

Criterion 5.5 - Faculty Size and Load

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

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

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

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

Teaching Loads:

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

With regard to Criterion 5.5.1, please address:

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

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

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

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

Self-Study

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

Assigned To
Not Assigned

Institution Response

Criterion 5.5 – Faculty Size and Load

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

Figure 5.5 summarizes faculty loads.

Criterion 5.5.1

a. how you determine the appropriate teaching load for your faculty members;

As demonstrated in Figure 5.5, faculty are involved in a variety of scholarship and professional activities, university service, school service and community service. Academic advising is also an important responsibility, as all undergraduate students in St.Louis are assigned to a faculty academic advisor.

Full-time faculty are required to teach six courses (18 credit hours) per year. Typically faculty teach nine credit hours per semester, though this may vary depending on departmental needs. This structure ensures that faculty have an appropriate amount of time to support students and provide an engaged classroom experience. This teaching load expectation permits faculty time to explore their interests in academic research, professional development and to participate in university, school and community activities. Release time may be granted for administrative activities or special projects.

Teaching loads are limited to 12 credit hours per semester except in emergencies. In the rare instance that faculty need to exceed the limit, it requires appropriate justification and must be approved by the respective department chair or site director, and the dean.

Participation in non-teaching activities is expected and is an important element in faculty reviews for gaining status and/or promotion.

Part-time faculty are limited to 24 credit hours per academic year, and 9 credit hours per semester. (See Appendix 5.9). This ensures that faculty spend an appropriate amount of time in the classroom as well as devote sufficient time to course preparation. Most adjunct faculty also carry full-time positions in their professional fields, which is a factor in determining appropriate course loads and teaching assignments. Approval to exceed standard course loads must be approved by the respective department chair or site director, and the dean.

Adjunct faculty members are integral to the operations of the Walker School; their participation on committees, in meetings and on task force initiatives is strongly encouraged. Adjunct faculty are not expected to participate in academic advising or significant administrative activities.

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

The Dean and department chairs monitor enrollment projections on an ongoing basis to ensure that reasonable course loads are assigned to each full-time faculty member. Advising responsibilities are monitored to ensure a reasonable distribution is maintained, with concessions given to faculty with higher involvement in university service or projects.

Extended campus sites also monitor enrollment projections for their location and plan schedules well in advance. Advising and other administrative responsibilities is minimal for adjunct faculty. Site Directors ensure that faculty do not exceed teaching limits. This takes some coordination across campuses and platforms as faculty often teach at multiple locations and Online or WebNet+. Faculty course assignments are available to all relevant administration in CX.

Faculty are responsible to a greater or lesser extent for the remaining essential roles listed in the standard and are of sufficient number to ensure that these roles are achieved.

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

“Webster University holds that the individual faculty appointment entails a variety of activities which, ideally, should function interdependently and inseparably. As a consequence, the development of any formula or set of formulas for the precise quantification of faculty workload seems neither feasible nor desirable. However, certain guidelines of a more general nature may be established to insure that faculty workload is distributed equitably and that the individual faculty member’s assignments are conducive to the development and maintenance of academic excellence.”

The policy outlining the University’s approach, including the above policy statement, to full-time teaching load can be found in the Webster University Handbook. (See Appendix 5.10).

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

As stated in the Webster University Handbook, there is intentionally not a prescribed balance among the nine activities outlined, as many factors related to a faculty’s interest, research or professional involvement and personal development are critical. Most full-time faculty maintain a combination of both a teaching and administrative role, including mentoring of adjuncts as needed.

Faculty establish annual goals as part of a compensation performance review with their department chair. Concerns related to time balance or other issues may be addressed then or as they arise throughout the year.

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

Adjunct faculty, who are classified as contract employees are not expected to participate in most administrative activities of the Walker School such as academic advising, university service or thesis supervision. Many adjuncts however, are critical links to their respective fields and interact with industry professionals. Many conduct research, participate in professional organizations, produce professional and academic presentations, and attend teaching strategies workshops offered by the FDC or external organizations.

Adjunct faculty are encouraged to engage with their full-time colleagues, participate in strategic initiatives and working groups and otherwise interact with the academic community.

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.

Faculty who are involved in significant administrative duties, such as department chairs or directors of a large programs such as the MBA, are given course releases to permit them to manage their responsibilities appropriately. The determination of such course releases is based on the nature of the administrative duties and past experience concerning the impact that such duties have on the ability of the faculty member to handle normal responsibilities as a faculty member.

Some administrative roles have specific releases, as outlined in the Webster University Handbook. This includes the president of the faculty senate, a role currently filled by a Walker School faculty member. The dean, though she retains her full faculty status has no teaching load requirement. The associate dean position has a 50% teaching load.

Sources

- Appendix 5.10 Webster University Handbook
- Appendix 5.9 Adjunct Faculty Teaching Load Policy
- Figure 5.5 Faculty Load

5.6 - Criterion 5.6

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

Criterion 5.6 - Faculty Evaluation

Criterion 5.6.1 - Each business school or program must have a formal system of faculty evaluation for use in personnel decisions, such as the awarding of tenure and/or promotion, as well as retention. This system must also provide processes for continuous improvement of instruction through formative evaluations.

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

a. How you monitor/evaluate your faculty's teaching.
b. How you monitor/evaluate your faculty's student advising and counseling
c. How you monitor/evaluate your faculty's scholarly, professional and service activities (see glossary of terms for scholarly activities).
d. How you monitor/evaluate your faculty's business and industry relations.
e. How you monitor/evaluate your faculty's development activities.
f. How you monitor/evaluate your faculty's consulting activities.
g. How your faculty and staff demonstrate and promote a student focus.
h. How your compensation and recognition approaches for individuals and groups, including faculty and staff, reinforce the overall work system, student performance, and learning objectives, and
i. How you improve your faculty/staff evaluation system.

Self-Study

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

Assigned To
Not Assigned

Institution Response

Criterion 5.6 – Faculty Evaluation

a. how you monitor/evaluate your faculty's teaching.

Full-time status track faculty members are evaluated based on procedures outlined in the faculty handbook. The university looks at three criteria: teaching and advising, service to the university and professional development. Based on these criteria, the department chair conducts an annual evaluation. Feedback from peers, both inside and outside of the department, colleagues outside the university, current and past students, along with direct observation are all a part of this evaluation.

In their seventh year, probationary faculty can apply for status. The University Committee to Review Faculty (CRF) is responsible for evaluating faculty for promotion and/or status. The applicant provides CRF with a portfolio and the faculty's department provides CRF with past department evaluations, a current evaluation of the faculty member, student evaluations and any other relevant materials. CRF solicits testimony from peers, persons outside the university and current and past students concerning the three criteria. After its evaluation, CRF makes a recommendation which is approved or rejected by the Dean. If approved, it goes to the Provost for review and approval or rejection.

The Walker School has several approaches to monitoring and evaluating adjunct faculty teaching. Course evaluations are administered online to all students regardless of campus location or modality. While course evaluations are understood to be imperfect measures of teaching effectiveness, they do provide useful feedback to faculty and highlight potential issues. Comments on issues such as the failure of faculty to start the class on time, or failure to respond to inquiries by students can be identified. A review of annualized trends by campus type or modality, or a closer look at a particular site can also provide some insights into the overall quality of instruction.

In St. Louis, the online faculty coordinator reads all evaluations and provides an analysis report to department chairs, the dean and associate dean each term. Faculty who routinely receive excellent reviews are congratulated. Faculty with a pattern of negative ratings are monitored closely. This provides opportunities for the chair to mentor an instructor or take further action to address any performance issues. At extended campus locations, the site director reviews faculty evaluations and takes appropriate action if required.

Faculty evaluation may include direct observations by department chairs, program leads, full-time faculty or designated academic staff. At extended campus sites, directors routinely drop in for informal observations.

At this time, a consistent process for faculty observations is not in place, but in accordance with the Walker School's strategic initiatives, an adjunct faculty task force is implementing a faculty evaluation and mentoring program. In addition to a class observation, this will include a review of course materials such as assignments, activities and presentations, regular professional development and a personal interview with the dean or associate dean.

Online faculty are reviewed by the online faculty coordinator according to a rubric of best practices. The review assesses the quality of discussion responses, student feedback and overall interaction with students and the course material. This process ensures that all instructors are reviewed at least once annually. Results of the review are shared with the appropriate department chair for follow-up action and discussion.

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

Full-time faculty in St. Louis serve as academic advisors to undergraduate students. Their performance in this role is part of the promotion review process as well as the annual compensation review process. Students provide feedback on their overall satisfaction with faculty advising as part of the Walker School's annual Student Satisfaction Survey. Trends over the last 5 years in this category indicate general satisfaction with faculty advising. AY1718 results indicate an average rating of 3.7 on a 5 point scale.

Webster has recently adopted a new Student Success Portal powered by Starfish. This online tool allows for greater transparency in the effectiveness and activity of academic advisors, as well as the opportunity to share comments and flag students if concerns arise. This system enhances and encourages more student-advisor engagement and a proactive approach to student academic success. While the system is relatively new, the expanded tracking will provide additional evaluation opportunities for faculty advisors.

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

All Walker School Faculty are expected to keep information updated in the Individual Faculty Professional Development Database. This system allows for a broad reporting of professional activity that is accessible to school leadership as well as extended campus site directors. While adjunct faculty are encouraged to participate in professional development and research activities, it is not required that they do so.

Full-time faculty are expected to conduct research and participate in professional activities. This is evaluated as part of tenure and promotion review, as well as the annual compensation performance review process. Typically, faculty will establish goals and objectives for the year that may vary depending on the level of involvement in a particular committee, organization, or type of research conducted.

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

The Walker School strongly supports faculty in their engagement with industry professionals. The Walker School Advisory board offers an opportunity to connect with business leaders who are committed to the success of the school. Individual faculty maintain relationships with corporations, not-for-profits associations, other universities, and community organizations to stay current in new research and advances within their discipline.

The Webster Office of Corporate Partnerships builds relationships with key organizations and facilitates interactions with faculty. This dynamic has led to the development of corporate cohort programs at organizations such as BJC HealthCare, as well as training partnerships with organizations such as the local Compensation & Benefits Network in the St. Louis region.

Other activities, such as leadership in a professional organization and consulting work are monitored in the Walker School's Individual Professional Development Database. Walker School leadership review this data annually.

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

All faculty development activities are collected in the Individual Professional Development Database. Faculty are encouraged to keep profiles updated regularly so that the Walker School is able to determine how faculty remain current and relevant in their field.

Full-time faculty regularly attend and present at academic conferences and are engaged with academic associations. The Walker School is looking forward to hosting the Midwest Academy of Management in October, 2018. Publications are also documented and celebrated regularly in order to promote prompt and accurate recording of information in the faculty database.

Full-time faculty are evaluated on professional activities as part of the tenure and FDL process, as well as part of the annual compensation review.

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

Consulting provides faculty with opportunities to remain professionally engaged with their corporate associates and enhances their reputation as experts in their field. This activity is monitored in the Individual Faculty Professional Development Database.

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

The Walker School demonstrates its commitment to student success throughout its mission, vision and values. Meeting the needs of a diverse student population is a critical element of the strategic plan, which was created and executed directly with faculty. Initiatives currently underway have changed how students rate faculty through course evaluations, how students are prepared for career success, and how students are included in many aspects of the

Walker School's decision processes with regard to annual student satisfaction survey feedback, interactions with the dean at Dean's forum events, and regular meetings between student leadership and the dean.

Staffing decisions have also demonstrated a commitment to students, with academic advisors across the network striving to implement processes to ensure students receive excellent services and support. The Student Success Portal, introduced in AY1718, provides an additional level of service and support for students, with new features such as mid-term reports and notes tracking designed to facilitate a consistent service approach. Key contacts, resource overviews and scheduling features are in the pipeline.

Online students, with specialized needs are served by Student Success Coaches, who monitor progress and reach out to struggling students. In St. Louis, a graduate assistant dedicated to student engagement works closely with full-time staff to provide opportunities for student community building and collaboration with Walker student organizations.

The Walker School prioritizes teaching and the student experience when evaluating faculty and staff. Some faculty integrate this into their research, exploring the impact of teaching methodology in a classroom setting or providing transformative learning experiences through short-term faculty led international immersion.

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;

Full-time faculty undergo an annual compensation review conducted by the department chair based on teaching, service and professional development. The weight of each factor is determined by the faculty within certain prescribed parameters, and may be adjusted from year to year, based on planned initiatives and research activities.

The Walker School's performance review and merit-based compensation system includes all full-time and part-time employees. Staff are reviewed annually in May. Supervisors collaborate with staff to establish goals for the upcoming year and formally review and evaluate performance. Throughout the year, supervisors monitor performance through ongoing discussions. The annual assessment of performance allows university leaders determine compensation increases based on documented performance measures.

A formal compensation review process is not currently in place for adjunct faculty, due to their status as contract employees. Compensation is adjusted for seniority of teaching at Webster, with base pay per credit hour determined by 1-3, 4-7 or 8+ years of service. Faculty may receive additional compensation in recognition of extended instruction periods, online instruction or greater than 24 students enrolled in a section. This is outlined in the Adjunct Faculty Compensation Rates document maintained by Academic Affairs. (See Appendix 5.11).

Non-US based campus faculty compensation is determined by the local campus director, department head and academic director in accordance with local regulations and employment standards. Annual performance reviews are conducted in accordance with Webster policies, with ongoing feedback provided by supervisors and campus leadership.

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

The Walker School follows university-wide policies and procedures regarding evaluation processes for full-time faculty and staff.

The Walker School recognizes a need to expand faculty evaluations to adjunct faculty in a systematic, consistent format across the campus network. The standardization of course evaluations and student satisfaction surveys provides one facet of a robust evaluation process. Opportunities for observations and direct assessment of content and instructional delivery are a challenge given the geographic scope of the Webster campus system.

A major initiative under the current strategic plan is reviewing this challenge as part of an adjunct faculty task force.

As part of the action plan to achieve strategic objective 3: Maximize student outcomes by enhancing academic programs and by improving student support systems, two adjunct faculty task forces were convened. One group was charged with faculty evaluation and training. The group implemented a revised student course evaluation with a clear focus on the student experience in spring 2018. A mentor program for new instructors, along with a master teacher designation and a regular observation and review schedule will result in stronger instructors and an improved student experience.

Sources

- Appendix 5.11 Adjunct Faculty Compensation Rates US

5.7 - Criterion 5.7

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

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

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

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

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

In addressing Criterion 5.7.2, please describe or explain:

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

Self-Study

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

Assigned To
Not Assigned

Institution Response

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

The Webster University Handbook outlines the system of procedures, policies and practices for the management and development of faculty members. Faculty are also required to adhere to university human resources policies.

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

The Handbook is made available to all faculty in the faculty channel of Connections. Connections is a web portal, a single point of access to many of the online services that Webster University offers. It integrates online courses, online registration, grade entry, billing information, and more into a single web-based interface that can be accessed from any internet-capable computer, using a single user ID and password.

Webster University Handbook (See Appendix 5.10).

Webster University Human Resources Policies: LINK

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

Webster University has a Faculty Senate composed of faculty representatives from all schools and colleges, including the Walker School. Suggestions for improvements or changes to policies and procedures in the Webster University Handbook can be brought directly to the Faculty Senate, or addressed with one of the Walker School's senate representatives. Faculty may also participate in committees such as Salary & Fringe Benefits, which has direct access to University Administration and thus, an important role in shaping policies that govern faculty policies.

Faculty Senate conducts at least two Faculty Assembly meetings each semester. These provide an open forum for individual faculty to voice concerns or share suggestions for improvements.

Walker School staff can participate in the Webster Staff Alliance. This organization, led by elected staff officers, provides feedback forums and opportunities for staff to impact employment policies and management practices.

Employment policies are maintained by the university human resources department. Volunteer committees and working groups may review existing policies from time to time and recommend improvements or changes. In AY1718, changes to Webster's Parental Leave Policy were implemented as a result of this type of volunteer working group.

Currently, the university community is conducting an internal analysis of cost-saving and process efficiencies, as a result of enrollment declines and budget shortfalls. An open discussion board is open for faculty and staff to comment and suggest options. Several town hall sessions and open brainstorming sessions were held to solicit suggestions. A series of working groups, composed of designated and volunteer faculty and staff have convened to look at a wide variety of university management processes.

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;

Faculty and staff development is determined on an individual basis as part of regular performance review conversations. Faculty and staff are encouraged to identify areas of interest and explore opportunities to develop skills and knowledge.

Overall faculty and staff development is identified by Walker School leadership, or driven by technology advances, process improvement efforts and enhanced expectations of faculty and staff performance.

The dean has identified key areas of faculty development as part of her strategic plan. The adjunct faculty task force for pedagogy improvements is reviewing best practices for online and on-ground instruction, and targeted student engagement as a high-impact opportunity for faculty development. Workshops, presentations at annual adjunct faculty meetings and webinars, along with accessible guidelines and materials are all in use and in development.

An annual Campus Director Survey solicits suggestions for training needs for faculty and staff across the campus network. Results of that survey are analyzed and matched to available resources to determine development priorities.

Campus site directors make decisions regarding faculty and staff development at the local level. This might include a home campus representative presentation, or the leveraging of local expertise on teaching practices, classroom engagement, etc.

b. what orientation and training programs are available;

Orientation programs vary by faculty status and location. Full-time faculty participate in a comprehensive orientation, organized by Academic Affairs that introduces faculty to key offices, personnel and departments such as the FDC.

All new Walker School adjunct faculty participate in an online orientation. (See 1.1.c. for an in-depth description).

Extended campus site directors conduct local orientations for their faculty in addition to the online orientation. Faculty new to the online and WebNet+ format complete formal orientation programs. (See 1.1.c. for an in-depth description).

Webster University offers the Global Leadership Academy (GLA) as a development program available to all faculty and staff. The goals of the award-winning program are “to develop and enhance the leadership skills of faculty and staff at Webster University, to provide a comprehensive and grounded understanding of Webster in all its complexity, and to create ambassadors to the communities Webster serves.”

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

Faculty and staff development is determined on an individual basis as part of regular performance review conversations. Faculty and staff are encouraged to identify areas of interest and explore opportunities to develop skills and knowledge.

d. how you allocate faculty and staff development resources

Full-time faculty are provided with financial support and time to pursue professional development that strengthens instruction and advances expertise in their field. An average of $3,200 funds annually for professional development. A maximum of $600 of this fund is available for the purchase of subscriptions, books, software, professional memberships, etc. The remainder is available to fund travel to professional conferences and for other expenses related to professional development. These funds are distributed by the Dean with the recommendation of the Department Chair.

Adjunct faculty are eligible to apply for financial support for professional development activities in accordance with the Administrative Guidelines

For Distributing Adjunct Faculty Professional Development, Professional Travel and Research Funds. Up to $1000 is available annually. (See Appendix 5.12).

The Office of Academic Affairs also has other research related funds available on a competitive basis. These include the Kemper Award for Excellence in Teaching, which recognizes faculty members who demonstrate teaching at its finest. Up to four Kemper Awards are presented each year: two for full-time faculty members who each receive a $10,000 award, and two part-time faculty members who each receive a $5,000 award. The Messing Faculty Award is another fund available on a competitive basis. The Messing recipient receives $4,500 for a summer research project for summer activity which will strengthen the curriculum of his/her department or improve the teaching/learning relationship.

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

In St. Louis, adjunct faculty are invited to participate in the monthly Walker School faculty & staff meetings. They also participate in development workshops at semiannual Adjunct Faculty Meetings.

Extended campuses hold regular meetings with part-time faculty, and the university conducts regional meetings from time to time. These meetings keep faculty abreast of initiatives within the school and university and are used for training purposes.

Regular workshops, writing retreats and more are open to part-time faculty through the FDC. These are often made available online or via WebEx so that location is not a participation barrier.

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.

The Walker School follows Webster University policies and procedures relative to travel, sabbaticals and leaves of absence. Information can be found in the Webster University Handbook.

The Walker School typically employs approximately twelve work-study students across the departments and the dean’s office. Two graduate students are currently employed, supporting data analysis and student engagement efforts. These students are available on an as-needed basis for faculty research assistance.

Full-time status-track faculty members are eligible for a semester 'faculty development leave' at full pay (or for a year at half pay) every five to seven years, depending on whether she or he selected faculty development leave or tenure. Faculty members are expected to complete a project during this leave that benefits them professionally.

Webster University has the Faculty Development Center (FDC) available to support and promote the achievement of excellence in teaching, learning, and scholarship of Webster’s worldwide community of full-time and part-time faculty. The FDC strives to support the foundations of excellence in teaching and learning by inspiring and empowering all faculty to identify opportunities to improve student learning, investigate and employ appropriate strategies and techniques, evaluate outcomes, and share experiences in an effort to create environments in which all students learn.

There are numerous opportunities for faculty, both full-time and part-time, to teach courses at international locations. The Leif J. Sverdrup Global Teaching Fellowship provides opportunities for faculty to travel to and teach at a Webster international campus. Walker Global Hybrid Courses leverage faculty expertise in an international location to blend online learning with a week- long immersion experience.

Faculty and staff may be asked to travel for special university projects and strategic initiatives, recruitment events, or may travel to attend or present at academic or professional conferences.

Sources

- Appendix 5.10 Webster University Handbook
- Appendix 5.12 Adjunct_faculty_professional_development_travel_and_research-policy

5.8 - Criterion 5.8

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

Criterion 5.8 - Scholarly and Professional Activities

Criterion 5.8.1 - Scholarship

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

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

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

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

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

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

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

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

Criterion 5.8.2 - Professional Activities

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

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

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

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

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

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

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

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

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

- professional activities in which your faculty members are involved; and
- how you improve the balance and degree of faculty involvement in scholarly and professional activities that support the fulfillment of the institution’s mission.

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

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

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

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

5.8.3 Scholarship for Doctoral Programs

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

Self-Study

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

Assigned To
Not Assigned

Institution Response

Criterion 5.8 – Scholarly and Professional Activities

5.8.1 Scholarship

A complete list of Walker School faculty scholarly and professional activities is available in Figure 5.6.

The Walker School has always emphasized teaching over research. As such, teaching scholarship is encouraged in addition to scholarship in a particular discipline. This is consistent with the Webster mission, which includes a clear focus on the student experience, and the Walker School, which infuses the importance of teaching into the mission, vision and values.

Scholarship is however, an important element of how faculty remain engaged with their discipline. The Walker School subscribes to the Boyer model for scholarship, and, therefore accepts a liberal interpretation of scholarship. Acceptable scholarly activity includes, but is not limited to:

- Presenting at professional conferences
- Serving as a discussant on a panel or roundtable
- Serving as a facilitator of a roundtable
- Publishing an scholarly article
- Publishing a scholarly book
- Reviewing a scholarly article, book or new edition
- Serving as an editor for a scholarly publication
- Serving as a referee for scholarly research

- Developing a new course
- Developing a new graduate-level course
- Mentoring a student research project
- Preparing a grant proposal
- Serving on an assessment committee

This is clearly reflected in the Individual Faculty Professional Development Database, which collects data in these categories, and provides a flexible interpretation of faculty's scholarly activities.

Criterion 5.8.2 – Professional Activities

Recognizing that scholarship is important and considering that Webster University is primarily a teaching institution, there is less emphasis on classic academic research and more of a balance of scholarly activities and professional activities under the Boyer Model.

Criterion 5.8.3 – Scholarship for Doctoral Programs

89% of the faculty members providing education to doctoral students actively participate in scholarship as defined by the Boyer Model. (See Table 5.1).

Sources

- Figure 5.6 Scholarly and Professional Activities
- Table 5.1 Scholarship of Doctoral Faculty

6 - Standard 6: Educational and Business Process Management

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

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

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

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

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

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

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

Self-Study

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

Assigned To
Not Assigned

Institution Response

Standard #6. Educational and Business Process Management

The Walker School is an integral part of the Webster University community. In addition to appropriate professional preparation, our undergraduates, through the Webster Global Citizenship Program, develop the skills and knowledge required to have an impact in an increasingly globalized society.

Due in large measure to our global footprint, our students have the opportunity to experience firsthand the rewards and challenges of living abroad while seamlessly continuing their academic studies.

Included in our academic portfolio is a large number of undergraduate and graduate programs designed to meet the highly specific academic and professional needs of traditional, returning, and post-baccalaureate students. These programs, developed in-house by the full-time faculty with the assistance of practitioner faculty, administrators, and other stake-holders, are highly specialized and cover a broad range of areas.

Reflecting the character of Webster University, the Walker School has from the beginning been a pioneer in bringing business education to students where they are - geographically, career wise, and in life. The Walker School was an early provider of education to our military men and women and still considers this an important part of our identity. Further, we were among the first to experiment with non-traditional learning modalities including accelerated evenings and online.

Sources

There are no sources.

6.1.1 - Criterion 6.1.1

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

Criterion 6.1 - Educational Design and Delivery

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

Criterion 6.1.1. - Educational Design

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

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

Self-Study

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

Assigned To
Not Assigned

Institution Response

Section 6.1 Education Design and Delivery

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 programs' s mission statement and strategic plan, and its use of student and stakeholder input in these processes.

Approach to the Design of Educational Programs and Offerings

The ideas for educational programs and offerings may come from a variety of sources including students, adjunct faculty, full-time faculty, advisory board members, or other stakeholders in the community. When an idea is proposed, a champion is needed to evaluate the level of interest in the educational program or offering. If no one on the immediate faculty can be identified, the dean may recommend that the program or educational offering be championed by the chief innovation officer and vice president for new business.

Once a champion is identified, he or she will conduct research to determine market competitors, curriculum offered by those competitors, opportunities for market differentiation, and estimated enrollments. This research may involve conversations with corporate executives, advisory board members, faculty, students, and/or external research companies such as Hanover and EAB. It is this research that will lead to the design of the educational program or offering. Using the data gathered, the program champion may work alone or with a team to create learning outcomes or student competencies for the program. Once these have been identified, they are matched with courses deemed from research to be standard for the program of study. Additional courses may be needed if the competencies determined to be important are not found among the traditional courses offered for the program of study. The champion is responsible for documenting the proposed curriculum for review by faculty and administration.

Method of Making Curricular Changes Related to the Business School's Mission and Strategic Plan

No matter the source, every proposal for academic change is subject to a rigorous review involving multiple constituencies. Specifically, all curricular initiatives must first secure the approval of departmental faculty. This is followed by approval from the Walker School Curriculum Committee, which reviews assessment plans and all supporting documentation before the initiative is presented to the dean of the Walker School for approval. Proposals are then sent to the University Undergraduate Curriculum Committee or the Graduate Council. Final approval is granted by the provost. During this process, the initiative is fully vetted, and the input of all relevant stakeholders sought.

Although there may be demonstrated need in the market for a new program, it is the responsibility of the full-time faculty both in the relevant department and in the respective curricular committees to determine whether the proposed program is academically sound. This faculty oversight is an essential check-and-balance to ensure the ongoing integrity of our academic programs.

Not every program, no matter the market need or soundness, is a good fit for the Walker School. Our mission statement emphasizes our desire to enable our students to achieve professional success in a world that is increasingly globalized and technologically sophisticated. Programs that are, for example, more esoteric in content are inconsistent with this mission and so are a poor fit for the Walker School. Finally, we owe it to our students and other stakeholders to ensure we have, or can acquire, the requisite expertise and resources to deliver any program well.

Use of Student and Stakeholder Input into the Process

The Walker School is fortunate to have a loyal cadre of long-term practitioner faculty and site-director/academicians who are closely tied to industry. In addition to keeping the delivery relevant, these "quasi-outsiders" provide a much-needed feedback loop for our curriculum. Not only are they involved in the curricular development process but are encouraged to take the initiative in identifying curricular shortcomings and in proposing new initiatives.

In 2017, a Pedagogy Task Force was convened to establish best practices for instruction, to encourage experimentation in content delivery, and to increase the use of interactive classroom activities. This committee, led by the associate dean, is developing a model to pilot and assess creative educational techniques. Successful classroom practices will be shared with faculty and implemented where appropriate in the curriculum. This is an important element of the Walker School's strategic plan, which focuses on the quality of academic programs and the provision of high quality student experiences.

Another major, ongoing project is the redesign of the Master of Business Administration (MBA) curriculum. The preparation for this change has included active involvement of practitioner faculty in a series of task-force exercises, as well as WebEx meetings where site directors and practitioner faculty members throughout the system participate. Feedback from key stakeholders is also a critical element of this process. Alumni and students are encouraged to provide insights through the Student Satisfaction Survey and Alumni Survey. HR professionals were surveyed to determine what critical job skills needed to be included in the program. (See Appendix 6.1). Corporate Cohort partners meet regularly with the dean to share industry information, and the Walker School Advisory Board provides an invaluable sounding board for major curriculum shifts.

The Walker School will on occasion consult with external resources to ensure the marketability and value of major curriculum changes. Hanover Research was contracted specifically to assess the desirability of MBA features and identify areas of focus that would appeal to prospective students and employers.

Curricular changes made since 2013 which reflect stakeholder input are listed in Figure 6.1.

Sources

- Appendix 6.1 HR Professional Survey re MBA Preferences
- Figure 6.1 Educational Design

6.1.2 - Criterion 6.1.2

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

Criterion 6.1.2. - Degree Program Delivery

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

To fulfill this criterion you must provide the following information:

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

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

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

Self-Study

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

Assigned To
Not Assigned

Institution Response

Criterion 6.1.2 Degree Program Delivery

The Walker School designs delivery methods to best serve our students. While many of our traditional undergraduates are able to complete their program within four years, taking primarily 16-week, three-hour/week courses, we offer several options to better serve students who do not fit this "traditional" mold. Many working adults need to limit their time on campus to one or two evenings per week. Additionally, our diverse student body and multiple campus locations make it unfeasible for some students to complete their programs on one of our campuses

(for example military students deployed away from a Webster location, students desiring a specialized degree at a campus with insufficient students to offer the curriculum, etc.)

This has led the Walker School to utilize multiple delivery methods. While day classes are primarily traditional semester courses with 45 contact hours, our evening program is delivered in four-hour blocks over eight weeks (for undergraduates) and nine weeks (for graduate students). These courses are more demanding. Students are expected to more thoroughly immerse themselves in the course work between classes than would be the case in a traditional format. This tradeoff between intensiveness of course work and length of course time allows our evening students, who are primarily working adults, the opportunity to balance the demands of work, education, and family responsibilities.

Because of the wide geographic span of our students and the above-mentioned needs of our non-traditional students, the Walker School was also a pioneer in online education. Our first tentative steps were with the MBA nearly two decades ago. The full-time faculty led this initiative and were heavily involved, not only in program development and delivery, but in the scholarship that evolved around online education.

Since then, our comfort has grown, and the program offerings have expanded. Once housed in a single academic department, Online Programs is now a sizable free-standing part of the institution with in-house instructional design, programming, and administrative support. Despite this success, both the Walker School and the university have exercised caution to protect the academic integrity of our programs. For example, early on the university-wide graduate and undergraduate curricular committees determined that no program could be offered completely online without scrutiny by the respective committee.

Likewise, the Walker School has been cautious. It has not been confident that student learning outcomes for traditional-age undergraduate in online programs are equivalent to those in traditional classroom programs. Thus, only one undergraduate degree, the BA in Management, is offered fully online. As we obtain more comparative data we may revisit this decision.

Webster has continued to seek innovative delivery methodology with the launch of WebNet+ courses in 2014. This synchronous online format provides students, primarily through WebEx, with the opportunity to see and interact with faculty and classmates during regularly scheduled weekly sessions, without having to be at the location in person.

WebNet+ also addresses enrollment challenges at extended campuses. It allows locations to join together to offer students the courses needed to complete their degree program.

Building on the success of this platform, the Walker School has begun to roll out full programs, such as Master of Public Administration and Master of Science in Space Systems Operations Management using this technology. These two, smaller programs are now available to a wider audience of students, drawing on faculty expertise in defined locations.

Figures 6.2 list all of our accredited programs and the delivery mechanisms.

Undergraduate degrees in business & management can be completed in four years, if students complete 15-17 credit hours per semester. Based on average graduation rates over the past three years 59.9% of first-time, full time freshmen and 67.4% of transfer students graduate within six years. Both of these statistics are almost twice the average for four-year universities with open admission policies according to the US Department of Education Undergraduate Retention and Graduate Rates. (See Appendix 6.2 and Appendix 6.3)

Course offerings are aligned to support students in completing their degree programs efficiently with four-year planning sheets available to students. Given our commitment to international education, these include an opportunity for the students to pursue a study abroad experience. (See Appendix 6.4 and Appendix 6.5.)

Most graduate programs can be completed in six academic terms, or approximately 15 months, assuming students take two courses each term. Most Walker School graduate students are part-time taking only one course a term. This is reflected in our most recent data that shows an average time to graduation for graduate students of 3 years with a median time to graduation of 2.37 years (See Appendix 6.6)

Sources

- Appendix 6.2 Ret and Grad Rates of First-time Tull-time Degree-Seeking Freshmen
- Appendix 6.3 Ret and Grad Rates of Transfer Students
- Appendix 6.4 Sample 4 Year Rotation with Study Abroad BSBA
- Appendix 6.5 Sample Transfer Rotation BSBA
- Appendix 6.6 Time to Degree Report Grad Students
- Figure 6.2 Educational Delivery

6.1.3 - Criterion 6.1.3

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

Criterion 6.1.3. - Undergraduate Common Professional Component (CPC)

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

UNDERGRADUATE COMMON PROFESSIONAL COMPONENT

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

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

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

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

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

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

Self-Study

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

Assigned To
Not Assigned

Institution Response

Criterion 6.1.3 Undergraduate Common Professional Component (CPC)

Abbeviated syllabi for all courses indicating CPC coverage are available in Figure 6.3.

The business and management departments each require a common core for their degree programs that meets the CPC requirements. The Business department degree programs (BS Accounting, BS Finance and BSBA) share a common core detailed in Figure 6.5.1.

The Management department offers the BA in Management, with optional emphases in International Business, Human Resources and Marketing. All meet the CPC requirements through a series of core courses shown in Figure 6.5.2.

The BA in Entrepreneurship, due to its unique focus, does not follow the management department's core. It covers CPC topics throughout the curriculum instead of relying on a single course to provide complete coverage. Figure 6.5.3 shows its CPC coverage. Only Information Systems is below the required 30 hours. The department is aware of this and plans to make the necessary curricular changes to increase coverage.

Sources

- Figure 6.3 Abbreviated Course Syllabi
- Figure 6.5.1 Business Department CPC Coverage
- Figure 6.5.2 Management Department CPC Coverage
- Figure 6.5.3 BA Entrepreneurship CPC Coverage

6.1.4 - Criterion 6.1.4

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

Curriculum 6.1.4.a. - Curriculum Design Beyond CPC

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

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

Curriculum 6.1.4.b. - Curriculum Design for General Education

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

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

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

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

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

Self-Study

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

Assigned To
Not Assigned

Institution Response

Criterion 6.1.4.a. Curriculum Design Beyond CPC

The business department offers three Bachelor of Science degrees. These share 42 hours of core coursework. The Bachelor of Science in Business Administration is the most flexible, requiring three upper-division business electives. The BS in Accounting and the BS in Finance are more specialized and so more prescriptive.

The management department offers two Bachelor of Arts degrees. The BA in Management degree includes three emphases options (Human Resources, International Business, and Marketing). All options share a 36-hours of core courses, each adds a unique capstone experience. The Bachelor of Arts in Entrepreneurship has its own unique core.

Figure 6.6 Baccalaureate Curriculum Credits

Criterion 6.1.4.b. Curriculum Design for General Education

Webster University's Global Citizenship Program is designed to prepare students to work in an increasingly dynamic and interconnected world. The program is bookended by a First Year Seminar and an integrative Global Keystone Seminar. The rest of the program is designed to cover areas that university faculty determined to be essential knowledge and skills. The structure of the program is as follows:

3 credit hour First Year Seminar

Knowledge Areas:

- 6 credit hours from courses with two different prefixes designated 'Roots of Cultures.'
- 6 credit hours from courses with two different prefixes designated 'Social Systems and Human Behavior.'
- 3 credit hours from courses designated 'Physical and Natural World.'
- 3 credit hours from courses designated 'Global Understanding.'
- 3 credit hours from courses designated 'Arts Appreciation'
- 3 credit hours from courses designated for 'Quantitative Literacy.'

Skill Areas:

- 3 credit hours coded for 'Written Communication'
- 3 credit hours coded for 'Oral Communication'
- 3 credit hours coded for 'Critical Thinking'
- 3 credit hours coded for 'Intercultural Competence'
- 3 credit hours coded for 'Ethical Reasoning'

3-credit hour Senior Keystone Seminar

Global Citizenship Program Learning Outcomes:
Students who successfully complete the program will be able to:

- Demonstrate knowledge of human cultures and the sources of meaning (Roots of Cultures).
- Demonstrate knowledge of human cultures and how people and their cultures and institutions work (Social Systems and Human Behavior).
- Demonstrate knowledge of the physical and natural world (Physical and Natural World).
- Demonstrate knowledge of cultures foreign to them, international languages, or the forces that draw people of the world together and forces that push them apart (Global Understanding).
- Demonstrate knowledge of human artistic expression (Arts Appreciation).
- Demonstrate an understanding of and create arguments supported by quantitative evidence and clearly communicate those arguments in a variety of formats (Quantitative Literacy).
- Recognize when there is a need for information and identify, locate, evaluate, and responsibly use and share information relevant for the problem at hand.
- Explore ideas, issues, images, and events comprehensively by analyzing and evaluating assumptions and arguments, constructing well-supported arguments, and developing innovative plans or ideas to solve problems.
- Assess their own ethical values and, in the social context of problems, apply and evaluate ethical perspectives and concepts.

- Demonstrate understanding of the complexity of elements important to members of another culture in relation to history, values, politics, communication styles, economy, or beliefs and practices.
- Communicate ideas, opinions, and information effectively by preparing and delivering purposeful oral presentations designed to increase knowledge, to foster understanding, or to promote change in listeners' attitudes.
- Use language effectively to communicate in a variety of written genres.
- Demonstrate -- through effective use of genre, context and syntax -- understanding of the purpose of their writing and appropriate approach to a particular audience.
- Make connections between academic learning and life experiences across disciplines and perspectives.
- Apply knowledge, skills, and responsibilities to new settings and complex problems.
- Demonstrate the ability to work constructively as part of a team by contributing directly, facilitating others' contributions, fostering a constructive climate, and responding well to conflict.

The number of hours required to complete the Global Citizenship Program varies. The Skill Areas may overlap with Knowledge Areas, so the program can require as few as 30 or as many as 45 credit hours.

Business-related requirements for all Walker School programs are less than 60% of the 128 hours required to graduate. This allows students the opportunity to complete the Global Citizenship Program and to pursue academic interests beyond the business program.

Sources

- Figure 6.6 Baccalaureate Curriculum Credits

6.1.5 - Criterion 6.1.5

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

Curriculum 6.1.5. - Other Business-related Program

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

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

Self-Study

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

Assigned To
Not Assigned

Institution Response

Criterion 6.1.5 Other Business-related Program

The Walker School has no programs included in this criterion.

Sources

There are no sources.

6.1.6 - Criterion 6.1.6

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

Criterion 6.1.6. - Curriculum Design in Graduate Programs

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

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

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

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

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

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

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

Self-Study

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

Assigned To
Not Assigned

Institution Response

Criterion 6.1.6 Curriculum Design in Graduate Programs

While many of our graduate students have an undergraduate degree in business and, thus, have met required CPC competencies prior to beginning graduate studies, this has not always been an admissions requirement. Effective with the 2018/19 academic year, the admissions criteria for three Walker School graduate programs was modified to ensure that all enrolled students fulfilled the CPC requirement.

1. The Master of Science in Finance requires students accepted into the program to have completed an accredited undergraduate business program. Non-business majors can enroll in the program after completing 17-hours of core undergraduate business courses. The current catalog language reads:

> Applicants to the MS finance must have completed a bachelor's degree or higher in a business discipline in a program accredited by ACBSP, AACSB, IACBE, EQUIS, or AMBA. An applicant without such a degree wishing to enroll in this program will be required to first complete the following undergraduate courses (or their equivalents) with a grade of C- or better (17 credit hours total, not including individual course prerequisites):
>
> MNGT 2100 Management Theory & Practices
>
> ACCT 2010 Financial Accounting
>
> BUSN 2750 Introduction to Statistics
>
> ECON 2000 Survey of Economics
>
> MNGT 3500 Marketing
>
> BUSN 3500 Business & Global Issues
>
> BUSN 4500 Ethical Issues in Business

2. The Master of Business Administration requires students who have not completed an accredited business program to complete the course BUSN 5000 Business prior to beginning the program. This course will provide an overview of all required Common Professional Components. A custom text has been developed with Pearson Publishing. The Walker School has developed both pre- and post-tests to measure student competency.

The current catalog states:

> To be considered for a waiver of BUSN 5000, students must have completed an undergraduate or graduate business degree from an ACBSP, AACSB, IACBE, EQUIS, or AMBA accredited business school.

The language has been revised for the upcoming catalog. In the meantime, it's been disseminated to admissions counselors and advisors:

> BUSN 5000 provides an overview of the common professional competencies expected of any successful business student. To be considered for a waiver, students must either have completed an undergraduate or graduate business degree from an ACBSP, AACSB, IACBE, EQUIS, or AMBA accredited business program or provide official transcripts documenting prior successful completion of the required professional competencies.

3. The MA in International Business also utilizes BUSN 5000 to cover the Common Professional Components. Here, BUSN 5000 counts toward the program's degree requirements. The program contains 39 hours and so provides 36 hours of graduate level work beyond the CPCs.

Management department faculty have agreed to this last approach, adding BUSN 5000 as a required course to each program, as the method they will use to ensure CPC coverage for all students. This will be adopted for the 2019/2020 academic year

Doctorate of Management

The Doctorate in Management prepares our students to be effective consumers of current research in Management with an emphasis on organizational dynamics and change. While practitioner focused, the degree differs from our other graduate offerings by its emphasis on production and consumption of academic research.

Entry is strictly controlled to ensure the quality of the program. To be considered for admission, the candidate must have completed a master's degree in a management-related discipline, have a solid academic record, earn above a 500 on the GMAT, and have a minimum or three years meaningful management experience. These entry requirements ensure our candidates have met the minimum standard for the Common Professional Components.

The program itself is 36 hours of doctoral-only course work plus another nine hours of dedicated research to complete a doctoral dissertation.

DMGT 7140 Statistical Analysis (3)

DMGT 7160 Quantitative Research Methods (3)

DMGT 7180 Qualitative Research Methods (3)

DMGT 7300 Foundations of Management Research (3)

DMGT 7350 Topics in Technology (3)

DMGT 7370 Topics in Leadership (3)

DMGT 7450 Strategic Management (3)

DMGT 7500 Leadership (3)

DMGT 7520 Organizational Development and Change (3)

DMGT 7750 Advanced Organizational Behavior (3)

DMGT 7810 Survey Design and Methodology (3)

DMGT 7900 Research Seminar (3)

DMGT 8000 Doctoral Project (9)

Graduate program descriptions appear in Appendix 6.7.

The hours of graduate work beyond the CPC is tabulated in Figure 6.7.

Sources

- Appendix 6.7 Graduate Catalog Program Pages
- Figure 6.7 Graduate Coverage

6.1.7 - Criterion 6.1.7

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

Curriculum 6.1.7. - Education (Design and Delivery) Evaluation

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

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

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

Self-Study

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

Assigned To
Not Assigned

Institution Response

Criterion 6.1.7 Education (Design and Delivery) Evaluation

Responsibility for program design and delivery rests with the respective academic department. Student course evaluations are conducted every term. The respective department chair or site director reviews these and offers constructive feedback to the instructor. The chair also has responsibility for reviewing program enrollment numbers, retention rates, etc. to continually assess the viability of an academic program. Site directors have an analogous responsibility with a recommendation for whether a program should be continued at their site.

For military campuses, a Needs Assessment is conducted by the base Education Service Office at the base or military installation. Webster, along with other universities can complete an RFP process to determine whether a program is viable and appropriate at that location. (See Appendix 6.8)

Metro campuses rely on local industry contacts, student and alumni feedback and market research whitepapers sourced through the Education Advisory Board (EAB). Directors and faculty can request services through a process managed by the Online Learning Center, which oversees the contract and relationship with EAB. (See Appendix 6.9)

All programmatic changes at extended campuses undergo an extensive approval and notification process. All impacted parties review and sign-off on the change. This ensures that all necessary internal and external notifications and process changes are made. (See Appendix 6.10)

Program leads are responsible for program design. Contact with industry professionals and the use of assessment data is used to evaluate the appropriateness of current program design. Should a change be warranted, the program lead will work through the respective department chair to undergo the redesign and to shepherd the changes through the academic review process. Program leads complete an Annual Program Summary Report as a means of tracking updates and changes that are made to a program. This allows the program lead to reflect on the program as a whole at least once a year. (See Appendix 6.11)

Program design also accounts for feedback from a variety of stakeholder measures, many of which are also considered as part of the assessment process. These include:

- Results of national program accreditor reviews, such as ACBSP
- Student Satisfaction Data (Walker School SSS & Alumni Survey, Webster Student Outcomes Survey)
- Program Recruitment and Retention reports
- Student Course Evaluations (Courseval)

As discussed in Standard 2 the focus of the Walker School's strategic plan is improving our educational programs. In evaluating program success we pay special attention to measurements specifically targeted in the plan. We analyze three sets of data.

- The annual Outcomes Survey provides us with student perception of our programs as a whole. The number of responses from many of our smaller programs is insufficient to draw meaningful conclusions. Below we focus on our two largest undergraduate (BA in Management and BS in Business) and graduate (MA in Management and Leadership and MBA). Enrollment in these programs make up 89% of undergraduate and 57% of graduate enrollments.
- Course evaluation results informs us on the classroom experience and instructional quality we are providing students.
- Retention rates are a more objective measure of student satisfaction and success.

Results are shown in Figure 6.8.

Sources

- Appendix 6.10 Program Change & Site Update Checklist
- Appendix 6.11 Annual Program Summary Report Template
- Appendix 6.8 Example of Military Program RFP
- Appendix 6.9 Educational Advisory Board COE Forum Research Request Form
- Figure 6.2 Educational Delivery
- Figure 6.8 Education Evaluation

6.2.1 - Criterion 6.2.1

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

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

Criterion 6.2.1. - Education Support Processes

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

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

Suggested topics for the narrative;

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

Self-Study

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

Assigned To
Not Assigned

Institution Response

Criterion 6.2.1 Education Support Processes

The Walker School has a robust infrastructure to support our educational processes. Some processes are housed in the Walker School, while others are centralized and serve the entire Webster community.

Academic Advising

Undergraduate students are advised by faculty. Initial advising for incoming students is handled in the Office of Academic Advising. Once the student declares a major they are assigned a faculty advisor from the appropriate department.

In fall 2017 the university rolled out the Student Success Portal, powered by Starfish. This integrated online system allows advisors, faculty, and relevant parties (e.g. counseling) to track students success electronically. For example, a faculty member might flag a student for excessive absences or poor grades. The student's advisor is alerted so she or he can follow up with the student. This more proactive process allows us to better serve and support students. Students also have access to the system and can use it to schedule appointments, check their progress in courses, and to contact any member of their success team.

All instructors complete a Mid-Term Progress Survey for students. (See Appendix 6.12) This is another opportunity to identify at-risk students early and provide intervention support from the student's academic advisor.

Students entering master's programs receive initial counseling upon entry and on an as-needed basis thereafter. Advising is provided through Graduate Academic Advising.

Students in the doctoral program are initially advised by the director of the doctoral program. Once they begin the research component of their curriculum, they are advised by the dissertation chair.

Study Abroad

The Office of Study Abroad provides opportunities for Webster students to study abroad at another Webster campus or at a Webster international partner institution. As all of Webster's locations operate from the same academic catalog and through one Registrar, students can study abroad for a semester or a year without concerns about transfer credit, updating records, tuition rates, or impact on financial aid.

Webster provides a free round-trip air ticket to eligible students who participate in a long-term (8-week term or longer) study abroad program through the Webster World Traveler Program.

The Walker School offers unique opportunities for graduate students and non-traditional undergraduate students to study abroad as well. Walker Global Hybrid Courses consist of a blend of online and immersive travel learning. They are composed of eight weeks of online coursework plus a one-week travel component, offering students the opportunity to explore a global business or management issue in locations around the world.

Academic Resource Center (ARC)

The ARC offers academic counseling, writing coaching, tutoring, a plagiarism prevention program, and ADA services such as accommodations and assistive technology. The ARC also houses a Transitions Program serving students who are conditionally accepted and have completed 30 or fewer hours of college coursework. Transitions provides academic counseling, tutoring, time management training, and other assistance. The Transition Academic Prep (TAP) program is a summer program for Transitions students. Now in its 6th year, TAP is a residential program that provides two college credits, social networking opportunities, and workshops in financial literacy, study skills, and effective communication, all at no cost to students.

Military Affairs

The Office of Military Affairs maintains relationships with the Department of Defense and all military branches, provides input on educational programs of interest to military students, has partnered with the Department of Veteran's Affairs to have a VA VetSuccess counselor on the main campus to work with veterans and their dependents across all Webster locations and online, and houses military- focused student groups and clubs. The VetSuccess counselor answers questions on VA education benefits, general benefits, and health services; conducts outreach; and provides educational and vocational assessment and counseling.

Multicultural Center and International Student Affairs

The Multicultural Center and International Student Affairs (MCISA) office provides programs and services including international student orientation, cultural adjustment, housing assistance, immigration advising, events, and cultural programming.

Career Resources

The Career Planning and Development Center (CPDC) offers programs and services to support students. Services include career advising, guidance on resume writing and interviewing, and employer job fairs and networking opportunities. CPDC also maintains job listings for students seeking internship and career opportunities.

The Walker School offers specialized professional development services for undergraduate students through Walker EDGE. Walker EDGE provides comprehensive professional development resources, programs and guidance to students within the Walker School of Business and Technology including a three- credit hour course (WSBT 2000 Career Exploration for Professional Success), Internship Fairs, the CLICK: Creating Links In Community Knowledge collaborative, mentorship opportunities and career prep workshops.

Graduate students are able to benefit from Walker EDGE programming and have the opportunity to participate in the Walker School Graduate Career Management Program. This resource, unique to the Walker School, combines a one-hour online course with material and ongoing services provided through Right Management, a global leader in talent and workforce solutions.

Library Services

The library provides robust resources and online services which are available to students through the library website. It also houses an onsite collection of more than 310,000 print and media items.

Technology

Webster offers technology resources to students, faculty and staff through a centralized Information Technology department. Students can access academic account information, registration, grades, tuition and student accounts through the Connections Portal. Webster offers enterprise-wide access to systems such as Microsoft Office 365, which includes email, calendar and file sharing opportunities, and Adobe Creative Cloud.

WebEx systems are used for communication among the extended campus network by faculty and staff, as well as in the classroom through WebNet+ coursework.

WorldClassRoom, powered by the learning management system Canvas by Instructure, is the portal used for all of Webster's online courses and the web-enhancement of on-ground and WebNet+ courses. It includes many tools and features that help make the online learning experience efficient, intuitive, and consistent for students and faculty.

Webster also provides extensive technology support through the IT Service Desk. The IT Service Desk assists students, faculty and staff with technology related requests and issues, and tracks issues & resolutions via a Work Order system powered by Cherwell.

Office of Institutional Effectiveness

Webster's Office of Institutional Effectiveness (OIE) conducts an annual Outcomes Survey in which recent graduates are asked about their experiences at Webster. This provides important data for our program review process. Figure 6.9 reports three years of data from the survey for a number of support services. It also reports results of the Walker School Student Satisfaction Survey.

Sources

- Appendix 6.12 Mid-Term Progress Survey Instructions for Faculty
- Figure 6.9 Education Support Processes

6.2.2 - Criterion 6.2.2

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

Criterion 6.2.2. - Business Operation Processes

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

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

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

Self-Study

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

Assigned To
Not Assigned

Institution Response

Criterion 6.2.2 Business Operation Processes

Webster University has programs representing multiple schools and colleges at multiple locations. And so, a centralized model of providing business support services is utilized. Human Resources, Marketing, Finance, and Enrollment Management are managed centrally. Within the Walker School, the appropriate allocation of staff, office space, and capital and operational expenditures fall within the purview of the dean. Figure 6.10 summarizes the Walker School's organizational performance.

Sources

- Figure 6.10 Organizational Performance Results

6.3.1 - Criterion 6.3.1

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

Criterion 6.3 - Enrollment Management

Criterion 6.3.1. - Admissions Policies and Procedures

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

In addressing Criterion 6.3.1 you should provide:

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

Self-Study

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

Assigned To
Not Assigned

Institution Response

Criterion 6.3.1 Admissions Policies and Procedures

The Walker School has no specific undergraduate admission criteria beyond that required to enter Webster University which can be found here. Any Webster University student can declare their intention to pursue any undergraduate major within the business school. It is the responsibility of the assigned academic advisor to then compare the student's unique abilities to the demands of a particular course of study and advise the student accordingly.

Sources

There are no sources.

6.3.2 - Criterion 6.3.2

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

Criterion 6.3.2. - External Articulation Process

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

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

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

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

Self-Study

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

Assigned To
Not Assigned

Institution Response

Criterion 6.3.2 External Articulation Process

Webster has Course Guides or Articulation Agreements with a number of institutions (See Figure 6.11) plus course equivalency guides with over 500 institutions. To help interested students, the university has developed a searchable transfer equivalency database. The Academic Advising Office asks faculty to assess equivalencies when no guide currently exists. All policies related to transferring credits to Webster can be found on the Transfer Students page and associated links. Transfer students make up a significant portion of Webster's enrollment and as a result, the University works very diligently to ensure that their needs are addressed.

Sources

- Figure 6.11 External Articulation Agreements

6.3.3 - Criterion 6.3.3

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

Criterion 6.3.3 - Graduate Program Articulation and Admissions Policy

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

In addressing this criterion, report and explain or describe:

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

Self-Study

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

Assigned To
Not Assigned

Institution Response

Criterion 6.3.3 Graduate Program Articulation and Admissions Policy

The general university requirements for admission are listed in the graduate catalog. In general, to be accepted into the Walker School students must have an undergraduate degree from a regionally-accredited institution and a minimum grade point average of 2.5 on a four-point scale. This link also highlights the type of student classification given to graduate students.

Each program in the Walker School has the ability to define its own unique admissions policy. Most use the university requirements but there are exceptions. For example, the MS in Finance program requires students to have completed a business degree from an ACBSP (or equivalent) accredited program or to have completed a defined set of course work prior to admission. The Doctorate of Management requires students to have a master’s degree in a related discipline, specific coursework, management experience, and a minimum score GMAT score. The admission policy for each graduate program can be found in the Walker School section of the graduate catalog by clicking on the link for each program.

The faculty believe that the existing admission requirements allow entry to students who can reasonably be expected to succeed in graduate business studies. When evidence suggests that this is not the case, the admission policies are modified. For example, the Finance faculty members expressed concern about the ability of students to successfully complete the MS in Finance and requested that the admission requirements for that degree offering be modified. The faculty of the MHA program expressed concern that students coming out of the MHA program who did not have direct healthcare experience were having difficulty finding healthcare positions and as a result, the admission requirements for that degree offering were modified.

There is no difference between the day and evening graduate programs in business in terms of admission and classification.

As an additional point, the Advising Office has designated staff who work with graduate students to identify appropriate transfer credit. It coordinates with program leads when course equivalency is unclear. It also processes Program Option Requests (POR). (See Appendix 6.13). These allow students to seek modification to specific degree requirements. PORs must be approved by the appropriate department chair.

Sources

- Appendix 6.13 Program Option Request

6.3.4 - Criterion 6.3.4

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

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

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

Self-Study

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

Assigned To
Not Assigned

Institution Response

Criterion 6.3.4 Academic Polices for Probation, Suspension, and Readmitting of Students will be clearly stated.

Probation

Undergraduate students who fail to maintain a 2.0 grade point average are automatically placed on probation. For graduate students, a first grade of C will result in an academic warning. A second C or a first F, ZF, WF, or NC will result in being placed on academic probation.

Dismissal

An undergraduate will be automatically dismissed if:

a) They are degree-seeking, on probation, and their semester grade point average is below 2.0.

b) They were conditionally admitted, and their semester grade point average is below 2.0.

c) They are a non-degree seeking student and their semester grade point average falls below 2.0

Graduate students are automatically dismissed if:

a) They have a C and an F, ZF, WF, or NC.

b) They have two grades of F, ZF, WF, or NC.

c) They have three Cs.

The catalog articulates an appeal process for students who have been dismissed. For undergraduates, the Academic Progress Committee reviews the circumstances leading to the dismissal and has the authority to reverse the decision. Graduate students may request reinstatement through the Graduate Council.

UG Reinstatement Policy

GRAD Reinstatement Policy

Readmission

Undergraduate students seeking readmission apply through the Academic Advising Office. Graduate students seek readmission through the Graduate Council.

UG Readmission Policy

GRAD Readmission Policy

Sources

There are no sources.

6.3.5 - Criterion 6.3.5

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

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

Describe the academic policies used by the business unit for:

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

Self-Study

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

Assigned To
Not Assigned

Institution Response

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

The Webster University policies for admission are listed in the undergraduate and graduate catalogs. Program pages in the catalog contain any additional admissions requirements. Policies related to retention are found on the Student Retention page.

Recruitment of students is managed outside the Walker School. While retention primarily rests in Academic Advising, the Walker School has designated one staff person to improve retention. She is responsible for abiding by all University policies, including the Ethics Policy mentioned previously. The goal of all our employees is to act with integrity and good judgement for the benefit of all students, the School, and the University.

Sources

There are no sources.

6.3.6 - Criterion 6.3.6

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

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

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

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

Self-Study

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

Assigned To
Not Assigned

Institution Response

Criterion 6.3.6 Results for Enrollment Management will be Reported

Figure 6.12 shows enrollment trends and new students by segment. Webster has seen a decrease in both headcount and credit hours over the past five years. We believe this decline is the combined effect of demographic shifts, a strong economy, and increased competition. Graduate enrollments have been especially hard hit declining 34% over four years. New enrollments are down most significantly at metro and military sites.

Sources

- Figure 6.12 Enrollment Management

6.3.7 - Criterion 6.3.7

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

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

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

Self-Study

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

Assigned To
Not Assigned

Institution Response

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

At the university level, responsibility for enrollment management and student life is consolidated in one office with the Vice President for Enrollment and Student Affairs having overall responsibility. This consolidated model integrates the entire student experience from recruitment to graduation, both in Saint Louis and throughout the Webster University system.

The university has made a sizable investment in enrollment technology to help ensure that student support services are uniformly and readily available. The new Student Success Portal (Starfish) flags students who may have encountered an obstacle to academic success and directs them to available resources.   Recruitment has become more vertically integrated with academic departments participating more fully in the identification and recruitment of students.

Improvements in the process, especially as related to increasing the numbers of students recruited and retained are ongoing. In past years, the Walker School has initiated a number of measures to positively impact the process. We've added very specific marketing around undergraduate admissions -- each student who is admitted gets a Walker School pillow and a note asking them to take a picture with it and post it on social media. We've increased the number of activities that we hold around exams and midterms to support students. We've increased interaction between students and the Dean. All of these efforts are designed to boost enrollment and retention. Certainly, given the economic realities for higher education, it is imperative that we continue working in this area.

Sources

There are no sources.