

Our Finest Hour: How the University of Redlands navigated the ACBSP accreditation process from Preliminary Visit Questionnaire to Site Visit

**Marcus Castro, Interim Associate Dean**  
**Bruce Rawding, Associate Program Director**  
**University of Redlands, School of Business**



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# Agenda

- Why seek ACBSP Accreditation?
- Counting the Costs and Culture Change
- Preliminary Visit Questionnaire and Self Study
- Standards 1-6
- Site Visit Preparations
- Lessons Learned
- Q&A

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# Overview

## Why UofR Sought ACBSP Accreditation?

### Benefits for University of Redlands School of Business

- Mid-sized Non Profit
- Hyper-Competitive Environment
- Not good alignment with AACSB
- Limitations of Institutional Accreditation (WASC)
- Quest for legitimacy of business program offerings

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# Welcome to the Process Revolution (Video)

- <http://www.processexcellencenetwork.com/business-process-management-bpm/articles/2-powerful-youtube-videos-to-use-in-your-presentat>

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# Counting the Cost

## Introspective Questions:

- Why are you pursuing ACBSP accreditation?
- Do you have the human and financial resources necessary to be successful?
- Is your leadership supportive?
- Do you have rock solid support from faculty, administrative leadership and stakeholders?
- What experience does your school have initiating large scale change efforts?

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# Culture Change

- Assess your Organizational Culture
  - Are you operating in polite routine committees? Faculty in silos?
  - What is your experience collaborating across the enterprise?
  - Are you up to the job of challenging the *status quo*?
  - What candid conversations are occurring openly?
- Driving Culture Change: The deliberate movement of an organization's culture to seize opportunities, address disruptions and align resources with prevailing conditions
  - Are you open to radical change?
  - Are you innovative and current with industry trends, technologies?
  - Do your stakeholders "get you?" Do they understand your culture?



# Preliminary Visit Questionnaire (PVQ)

- Readiness exercise-The purpose of the PVQ is for ACBSP to determine the readiness of the business school to enter self-study phase
- Do not waste this time! Organize and Drive NOW!
- The PVQ phase provides the opportunity to:
  - Master the 6 standards and correlative criteria
  - Develop relationship with Mentor
  - Identify resources
  - Establish your implementation team, committees, etc.
  - Organize your journey
  - Assess faculty and administrator strengths and limitations
  - Build early wins and success strategies

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# The ACBSP Mentor

- You will be assigned a mentor
- S/he will help you unpack the standards and related criterion AND ACBSP portal, *Campus Labs*
- Maximize the mentor's involvement and build rapport
- Request samples of complex work
- Your mentor provides critical feedback throughout the process to central office, site team
- Communicate, Communicate, Communicate...

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# Organizing for Success

- Completing the PVQ and Self-Study takes a significant commitment of time and resources. It requires leaders who have a proven track record of successful project management
- ACBSP is about tangibly demonstrating compliance; not paperwork or artful responses
- UoR Best practice: Organize the work by:
  - Standards
  - Expertise
  - Availability
  - Willingness
- Assign “Closers” as leads

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# The Standards

- Six standards comprised of seemingly endless criteria
- Upload responses in Campus Labs portal
- Upload tangible evidence supporting compliance in each standard and related criteria
- Most likely, you will need to develop policies, processes, data collection systems, etc., along the journey
  - Don't be petty or cheap
  - Build your processes, assessments, for the long run
  - Utilize internal resources such as IT, adjunct faculty, marketing, enrollment, institutional research, career services, library services, financial aid, etc.

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# Standard One – Leadership

- Discussion question: How well has your faculty and administrators engaged strategic planning, and led continuous improvement of core mission related functions?
- Best Practice: Obtain buy-in from your President, Provost, Dean, students, faculty, alumni, Executive Advisory Board members and key leaders in Finance, Marketing, IT, Placement, Library Services, Institutional Research, etc. and continuously educate them on the benefits of ACBSP accreditation.

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# Standard Two – Strategic Planning

- One of the most important ACBSP standards.
- Key questions:
  - Do you have a strategic plan and ongoing planning processes for your business school?
  - Have you engaged students, alumni, faculty, administrators, advisory groups, the community?
- Best Practice: Your school must have a bona fide strategic plan inclusive of business school stakeholders widely disseminated and posted on your website. Once established is it sustainable?



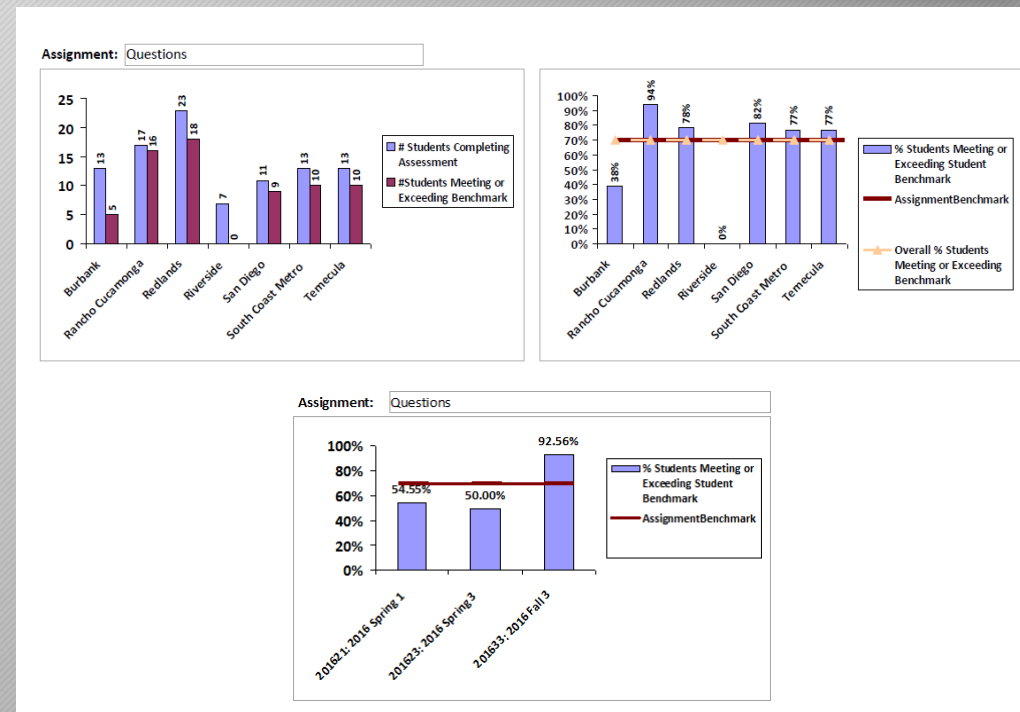
# Standard Three – Students and Stakeholders

- How does your institution determine the needs, wants and desires of your current and prospective students?
- How does your business school enhance the relationships with students and external stakeholders such as employers, alumni, donors and communities?
- Best Practice: Administer student, alumni, and program specific surveys. Develop benchmarks, analyze and develop action plan items to drive improvements across cycles in order to “Close the Loop!”



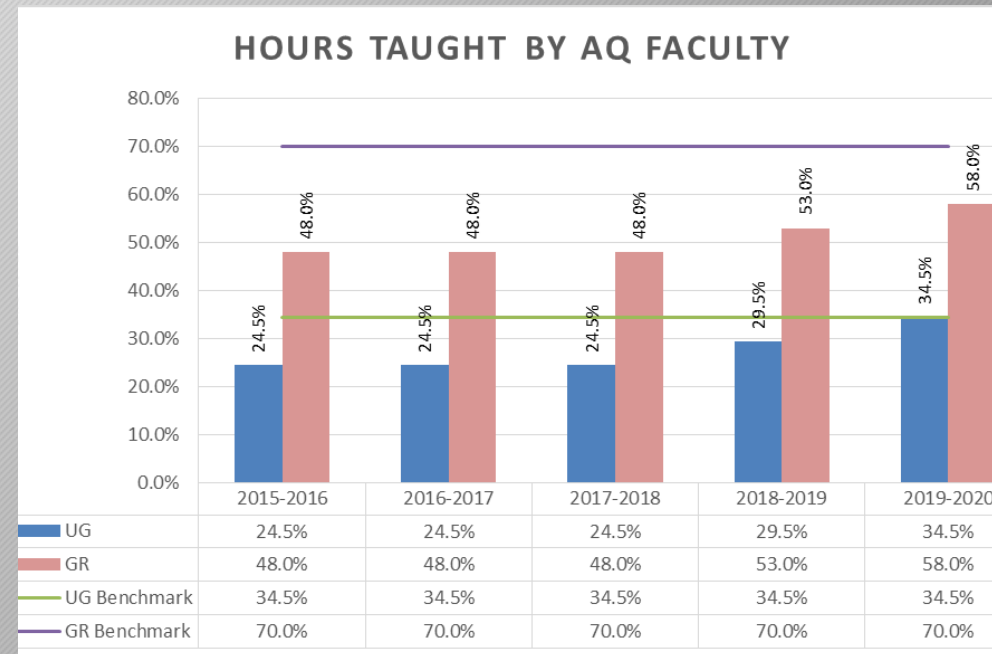
# Standard Four – Assessment of Student Learning and Performance

- The most challenging ACBSP Standard
- How do you assess student learning outcomes?
  - Internal, External
  - Formative, Summative
  - Inbound, Outbound
  - Benchmarks
  - Close the Loop!
  - Three Data Cycles
- Master the process of data gathering, establishing benchmarks, analysis, action planning and *Closing the Loop*
- Faculty should own the assessment process
- Best Practice: Attend ACBSP assessment training, heavily utilize mentor, start assessing the ACBSP way ASAP!



# Standard Five – Faculty and Staff Resources

- Assessing full and part-time faculty qualifications:
- Develop an HR Plan to address deficiencies and align with your Strategic Plan.
- Calculate the statistical Composition of AQ/PQ faculty.
- Assess compliance with ACBSP benchmarks: 40/70 AQ rule.
- Assess faculty productivity in scholarly research and publication?
- **Best Practice: Organize all faculty files, thoroughly document AQ compliance and develop an HR Plan to address deficiencies and hiring needs. Tie HR plan to AQ gaps, enrollment trends, program expansions, etc.**



# Standard Six - Educational And Business Process Management

- Standard Six is a mixed bag of “nuts”
- Are CPC requirements met in UG programs?
- CPC requirement implicit in graduate-level programs as well
- Document how your Library and Professional Development services meet the needs of students
- What are your policies and procedures regarding recruiting, admission and retaining students?
- Best Practice: This standard is long and consists of disparate questions. Organize by criterion and take your time





# Site Visit

- Dedicate a resource room containing self-study documentation; stock with refreshments, etc.
- Site Team Chair is your Dean's primary contact
- Mentor's feedback will be solicited
- You will receive draft schedule in advance
- Typical Schedule:
  - Day one - Arrival
  - Days two and three - meetings with stakeholders; documentation scrutinized
  - Day four - Site team exit briefing - Strengths and OFI's
  - Outcomes - site team's response posted on ACBSP portal in 10-14 days
- Be prepared for feedback, OFI's, etc.
- Commissioners will use Site team findings in deliberations for accreditation, conditions deferments

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# Summary (Lessons Learned)

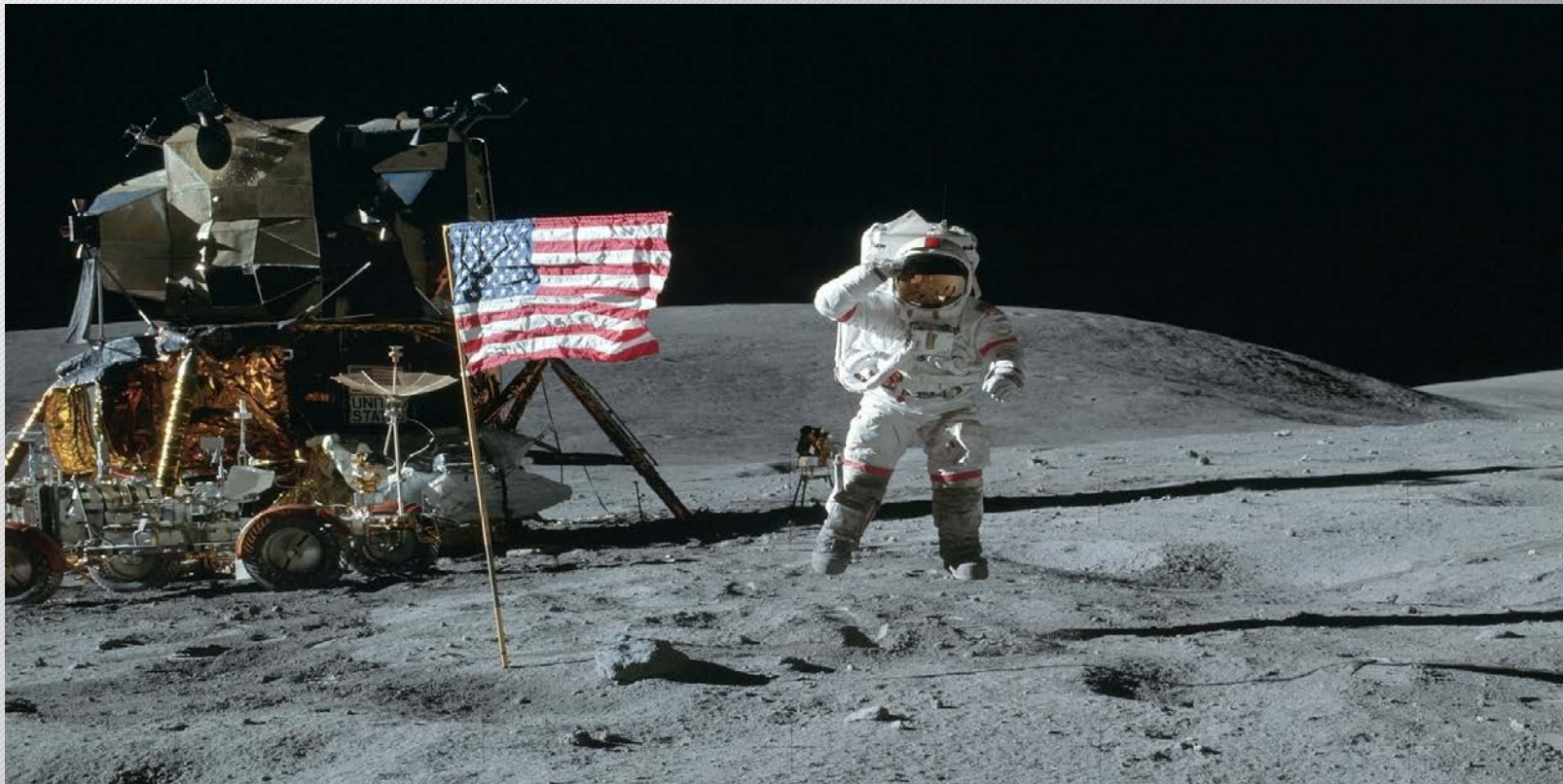
- Count the human and financial cost
- Involve faculty, administrators and key stakeholders
- Create a campaign with urgency
- Master the standards
- Pick champions who have a proven track record of closing the deal, working well with others, expending resources and finishing projects on time-on budget
- Establish an implementation committee and meet weekly
- Address undiscussables and work through conflict and unresponsiveness
- Build sustainable processes for the long run
- Celebrate victories

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# Questions?



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