**Gap Analysis**

**Standard 1: MISSION, IMPACT, AND INNOVATION**

**Statement of Standard: The school articulates a clear and distinctive mission, the expected outcomes this mission implies, and strategies outlining how these outcomes will be achieved. The school has a history of achievement and improvement and specifies future actions for continuous improvement and innovation consistent with this mission, expected outcomes, and strategies.**

| Description of Documentation Required: | Documentation | Identification/  Description of Gaps | Description of Actions Required to Close Gaps | Person Responsible | Completion Date | Cost of Activity | Status |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Provide the mission statement. |  |  |  |  |  |  |  |
| Describe the mission, expected outcomes, and supporting strategies, including how the mission is encapsulated in supporting statements (e.g., mission statement, vision statement, values statements, and strategic plan) and how these statements are aligned |  |  |  |  |  |  |  |
| Describe how the mission influences decision making in the school, connects the actions of participants, and provides a common basis for achieving the mission and expected outcomes. |  |  |  |  |  |  |  |
| Describe the appropriateness of the mission for the school’s constituencies, including students, employers, and other stakeholders; and discuss how the mission positively contributes to society, management education, and the success of graduates. |  |  |  |  |  |  |  |
| Describe the mission of the school in relation to the mission of any larger organization of which it is a part. |  |  |  |  |  |  |  |
| Describe how the mission, expected outcomes, and strategies clearly articulate the school’s areas of focus in regards to educational activities, intellectual contributions, and other activities. |  |  |  |  |  |  |  |
| Describe how teaching/learning models in degree programs are aligned and consistent with the mission, expected outcomes, and strategy of the school. |  |  |  |  |  |  |  |
| Describe processes for creating and revising the mission, determining expected outcomes, developing strategies, and establishing how these strategies relate to each other. |  |  |  |  |  |  |  |
| Summarize and document key continuous improvement successes, innovations, and achievements since the last AACSB accreditation review or for at least the past five years. |  |  |  |  |  |  |  |
| Describe how past achievements are aligned with the mission, expected outcomes, and supporting strategies. |  |  |  |  |  |  |  |
| Identify future plans for continuous improvement and potential opportunities for innovation; indicate how they are linked to mission, expected outcomes, and strategies; and outline the resources, responsible parties, and time frame needed to implement the action. |  |  |  |  |  |  |  |

**Standard 2: INTELLECTUAL CONTRIBUTIONS, IMPACT, AND ALIGNMENT WITH MISSION**

**Statement of Standard: The school produces high-quality intellectual contributions that are consistent with its mission, expected outcomes, and strategies and that impact the theory, practice, and teaching of business and management.**

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| Provide a portfolio of evidence including qualitative and quantitative measures that summarize the portfolio of intellectual contributions over the most recent five-year review period, ending with the most recently completed, normal academic year by completing Table 2-1. |  |  |  |  |  |  |  |
| Discuss how impacts of your intellectual contribution portfolio are measured |  |  |  |  |  |  |  |
| Provide a summary of impact indicators resulting from the intellectual contributions produced by the faculty of the school. |  |  |  |  |  |  |  |
| Provide an analysis of how the portfolio includes intellectual contributions from a substantial cross-section of faculty in each discipline, as well as a significant amount of peer-reviewed journal work or the equivalent. |  |  |  |  |  |  |  |
| Discuss how the school adopts appropriate policies to guide faculty members in the production of intellectual contributions that align with the mission, expected outcomes, and strategies. |  |  |  |  |  |  |  |

**Standard 3: FINANCIAL STRATEGIES AND ALLOCATION OF RESOURCES**

**Statement of Standard: The school has financial strategies to provide resources appropriate to, and sufficient for, achieving its mission and action items.**

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| Describe the business school's financial resources and strategies for sustaining those resources demonstrating they are capable of supporting, sustaining, and improving quality consistent with the mission of the school (unit). Provide an analysis of trend in resources over the past five-years, especially in light of different cost structures depending on the teaching and learning models employed. |  |  |  |  |  |  |  |
| Describe the contingency planning process that the school would use should a reduction in resources occur. |  |  |  |  |  |  |  |
| Describe the financial support for all major strategic activities.. |  |  |  |  |  |  |  |
| Describe the school’s financial support for student advising and placement, student and faculty technology, and faculty intellectual contributions and professional development. |  |  |  |  |  |  |  |
| In alignment with the school’s financial resources, show the sources of funding for the three to four most significant major initiatives. |  |  |  |  |  |  |  |

**Standard 4: STUDENT ADMISSIONS, PROGRESSION, AND CAREER DEVELOPMENT**

**Statement of Standard**: **Policies and procedures for student admissions, as well as those that ensure academic progression toward degree completion, and supporting career development are clear, effective, consistently applied, and aligned with the school's mission, expected outcomes, and strategies.**

| Description of Documentation Required: | Documentation | Identification/  Description of Gaps | Description of Actions Required to Close Gaps | Person Responsible | Completion Date | Cost of Activity | Status |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Describe admissions policies and processes, demonstrate that they are consistent with program expectations and the mission of the school, and show that they are transparent to all participants. |  |  |  |  |  |  |  |
| Document and explain how the characteristics of the current student body for each degree program are the result of the application of admission policies and processes that are consistent with the school’s mission and expected outcomes. If exceptions are made, provide justification and basis for quality. |  |  |  |  |  |  |  |
| Describe and provide evidence that the school’s policies and procedures successfully prepare admitted students to make use of the teaching and learning model(s) employed. |  |  |  |  |  |  |  |
| Document and demonstrate the effectiveness of current policies and procedures to ensure academic progression toward degree completion, including standards for academic performance.. |  |  |  |  |  |  |  |
| Document processes and demonstrate the effectiveness of career development support that is consistent with degree program expectations and the mission of the school. |  |  |  |  |  |  |  |

**Standard 5: FACULTY SUFFICIENCY AND DEPLOYMENT**

**Statement of Standard**: **The school maintains and deploys a faculty sufficient to ensure quality outcomes across the range of degree programs it offers and to achieve other components of its mission. Students in all programs, disciplines, locations, and delivery modes have the opportunity to receive instruction from appropriately qualified faculty.**

| Description of Documentation Required: | Documentation | Identification/  Description of Gaps | Description of Actions Required to Close Gaps | Person Responsible | Completion Date | Cost of Activity | Status |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Provide the school’s criteria for documenting faculty members as "participating" or "supporting" and demonstrate that it is applied consistently in ways that align with its mission. |  |  |  |  |  |  |  |
| Describe the division of labor across faculty and professional staff for each of the teaching and learning models employed. The division of labor should address the design, delivery/facilitation, assessment, and improvement of degree programs. |  |  |  |  |  |  |  |
| Describe the faculty complement available to fulfill the school’s mission and all instructional programs they staff in the most recently completed academic year. |  |  |  |  |  |  |  |
| Demonstrate that the faculty is sufficient to fulfill the functions of curriculum development, course development, course delivery, and assurance of learning for degree programs in the context of the teaching and learning models employed and division of labor across faculty and professional staff. |  |  |  |  |  |  |  |
| Demonstrate that the faculty complement is also sufficient to ensure achievement of all other mission activities. |  |  |  |  |  |  |  |
| Table 15-1 should be completed to document the deployment of participating and supporting faculty for the most recently completed, normal academic year. |  |  |  |  |  |  |  |

**Standard 6: FACULTY MANAGEMENT AND SUPPORT**

**Statement of Standard**: **The school has well-documented and well-communicated processes to manage and support faculty members over the progression of their careers that are consistent with the school’s mission, expected outcomes, and strategies.**

| Description of Documentation Required: | Documentation | Identification/  Description of Gaps | Description of Actions Required to Close Gaps | Person Responsible | Completion Date | Cost of Activity | Status |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Describe processes for assigning faculty responsibilities to individuals. |  |  |  |  |  |  |  |
| Describe processes for determining performance expectations for faculty. |  |  |  |  |  |  |  |
| Describe evaluation, promotion, and reward processes, as well as ways that faculty are engaged in these processes. |  |  |  |  |  |  |  |
| Describe processes for orientation, guidance, and mentoring of faculty. |  |  |  |  |  |  |  |
| Describe the overall faculty resource plan. |  |  |  |  |  |  |  |
| Document that intellectual contributions are incorporated into the assessment of faculty performance. |  |  |  |  |  |  |  |

**Standard 7: PROFESSIONAL STAFF SUFFICIENCY AND DEPLOYMENT**

**Statement of Standard**: **The school maintains and deploys professional staff and/or services sufficient to ensure quality outcomes across the range of degree programs it offers and to achieve other components of its mission.**

| Description of Documentation Required: | Documentation | Identification/  Description of Gaps | Description of Actions Required to Close Gaps | Person Responsible | Completion Date | Cost of Activity | Status |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Describe the overall resource plan related to professional staff and services, including the organization and deployment of professional staff across mission-related activities. |  |  |  |  |  |  |  |
| Demonstrate that professional staff and services are sufficient to support student learning, instructional development, and information technology for degree programs. |  |  |  |  |  |  |  |
| Show that professional staff and services are sufficient to provide for intellectual contributions and their impact, student academic assistance and advising, career advising and placement, alumni relations, public relations, fundraising, student admissions, and executive education, as well as other mission expectations, depending on the organization. |  |  |  |  |  |  |  |
| Document management processes—including hiring practices, development, and evaluation systems for professional staff—that ensure high-quality outcomes relative to mission and strategies. |  |  |  |  |  |  |  |

**Standard 8: CURRICULA MANAGEMENT AND ASSURANCE OF LEARNING**

**Statement of Standard**: **The school uses well-documented, systematic processes for determining and revising degree program learning goals; designing, delivering, and improving degree program curricula to achieve learning goals; and demonstrating that degree program learning goals have been met.**

| Description of Documentation Required: | Documentation | Identification/  Description of Gaps | Description of Actions Required to Close Gaps | Person Responsible | Completion Date | Cost of Activity | Status |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Describe processes for determining and revising learning goals, curricula management, and assurance of learning. Discuss mission, faculty, and stakeholder involvement in these processes. |  |  |  |  |  |  |  |
| Show how curricula management processes have produced new or revised curricula for degree programs, describing the source of information that supports the new or revised program development. |  |  |  |  |  |  |  |
| Discuss and provide evidence of faculty-faculty and faculty-staff interaction in curricula management processes. |  |  |  |  |  |  |  |
| List the learning goals for each business degree program—this list should include both conceptual and operational definitions. |  |  |  |  |  |  |  |
| Provide a portfolio of evidence, including direct assessment of student learning, that shows that students meet all of the learning goals for each business degree program. Or, if assessment demonstrates that students are not meeting learning goals, describe efforts that the unit has instituted to eliminate the discrepancy. |  |  |  |  |  |  |  |

**Standard 9: CURRICULUM CONTENT**

**Statement of Standard**: **Curriculum content is appropriate to general expectations for the degree program type and learning goals.**

| Description of Documentation Required: | Documentation | Identification/  Description of Gaps | Description of Actions Required to Close Gaps | Person Responsible | Completion Date | Cost of Activity | Status |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Describe learning experiences appropriate to the areas listed in the basis for judgment, including how the areas are defined and fit into the curriculum. |  |  |  |  |  |  |  |
| If a curriculum does not include learning experiences normally expected for the degree program type, explain why. |  |  |  |  |  |  |  |

**Standard 10: STUDENT-FACULTY INTERACTIONS**

**Statement of Standard**: **urricula facilitate student-faculty and student-student interactions appropriate to the program type and achievement of learning goals.**

| Description of Documentation Required: | Documentation | Identification/  Description of Gaps | Description of Actions Required to Close Gaps | Person Responsible | Comple-tion Date | Cost of Activity | Status |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Describe how curricula include opportunities for student-student and student-faculty interaction to facilitate learning across program types and delivery modes. |  |  |  |  |  |  |  |
| Summarize how student-student and student-faculty interactions are supported, encouraged, and documented across program types and delivery modes. Describe how the associated division of labor across faculty and professional staff supports these interactions. |  |  |  |  |  |  |  |
| Document how student-student and student-faculty interactions are assessed for impact and quality across program types and delivery modes. |  |  |  |  |  |  |  |
| Provide analysis of how the interactions are aligned with mission and the degree program portfolio. |  |  |  |  |  |  |  |

**Standard 11: DEGREE PROGRAM EDUCATIONAL LEVEL, STRUCTURE, AND EQUIVALENCE**

**Statement of Standard**: **Degree program structure and design, including the normal time-to-degree, are appropriate to the level of the degree program and ensure achievement of high-quality learning outcomes. Programs resulting in the same degree credential are structured and designed to ensure equivalence.**

| Description of Documentation Required: | Documentation | Identification/  Description of Gaps | Description of Actions Required to Close Gaps | Person Responsible | Completion Date | Cost of Activity | Status |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Show that degree program structure and design expectations are appropriate to the level of degree programs, regardless of delivery mode or location. |  |  |  |  |  |  |  |
| Demonstrate that expectations across educational programs that result in the same degree credentials are equivalent, regardless of delivery mode, location, or time to completion. |  |  |  |  |  |  |  |
| Describe the amount of effort normally required to complete the degree. The descriptive characteristics will differ by the pedagogical and delivery characteristics of the degree. Traditional, campus-based education may be described by contact hours, credit hours, or course equivalencies. Distance learning programs may require other metrics and may depend more heavily on demonstration of achievement of learning outcomes. |  |  |  |  |  |  |  |

**Standard 12: TEACHING EFFECTIVENESS**

**Statement of Standard**: **The school has policies and processes to enhance the teaching effectiveness of faculty and professional staff involved with teaching across the range of its educational programs and delivery modes.**

| Description of Documentation Required: | Documentation | Identification/  Description of Gaps | Description of Actions Required to Close Gaps | Person Responsible | Completion Date | Cost of Activity | Status |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Describe how faculty and professional staff teach while employing the modalities and pedagogies of degree programs, as well as provide evidence of the effectiveness of their delivery and preparation. Discuss how the school ensures that the faculty and professional staff engaged in different teaching/learning models have the competencies required for achieving quality. |  |  |  |  |  |  |  |
| Describe how the school evaluates teaching performance across its various program delivery models and how this process affects faculty and related professional staff. |  |  |  |  |  |  |  |
| Describe continuous improvement and development initiatives for faculty and professional staff that focus on teaching enhancement and student learning. Document faculty and staff participation in these initiatives over the past five years. |  |  |  |  |  |  |  |
| Summarize awards or other recognitions that faculty and professional staff have received for outstanding teaching and professional support of student learning. |  |  |  |  |  |  |  |
| Document innovative and/or effective teaching practices that have had significant, positive impact on student learning. |  |  |  |  |  |  |  |

**Standard 13: STUDENT ACADEMIC AND PROFESSIONAL ENGAGEMENT**

**Statement of Standard**: **Curricula facilitate student academic and professional engagement appropriate to the degree program type and learning goals.**

| Description of Documentation Required: | Documentation | Identification/  Description of Gaps | Description of Actions Required to Close Gaps | Person Responsible | Completion Date | Cost of Activity | Status |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Document curricula approaches that actively engage students in academic learning across program types and teaching/learning models employed. |  |  |  |  |  |  |  |
| Document experiential learning activities that provide business students with knowledge of and experience in the local and global practice of business and management across program types and teaching/learning models employed. |  |  |  |  |  |  |  |
| Demonstrate that approaches to academic and professional engagement are sufficient for and consistent with the degree program type and learning goals. |  |  |  |  |  |  |  |

**Standard 14: EXECUTIVE EDUCATION**

**Statement of Standard**: **If applicable, executive education (activities not leading to a degree) complements teaching and learning in degree programs and intellectual contributions. The school has appropriate processes to ensure high quality in meeting client expectations and continuous improvement in executive education programs.**

| Description of Documentation Required: | Documentation | Identification/  Description of Gaps | Description of Actions Required to Close Gaps | Person Responsible | Completion Date | Cost of Activity | Status |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Describe the portfolio of executive education programs, identifying who the intended audiences are, what levels of education the members of this audience possess, how the program portfolio is aligned with the school’s mission and strategy, and how the executive education program makes a contribution to mission achievement. |  |  |  |  |  |  |  |
| Discuss how the school’s executive education programs, degree programs, and intellectual contributions complement each other, giving examples when appropriate. |  |  |  |  |  |  |  |
| Where executive education participation leads to opportunities for degree program admission, document the process and provide evidence of the success of degree program graduates admitted through this process. |  |  |  |  |  |  |  |
| Describe processes for ensuring that client expectations are met consistently, summarize feedback from these processes, and demonstrate the impact of these processes on enhancing executive education programs. |  |  |  |  |  |  |  |

**Standard 15: FACULTY QUALIFICATIONS AND ENGAGEMENT**

**Statement of Standard**: **The school maintains and strategically deploys participating and supporting faculty who collectively and individually demonstrate significant academic and professional engagement that sustains the intellectual capital necessary to support high-quality outcomes consistent with the school’s mission and strategies.**

| Description of Documentation Required: | Documentation | Identification/  Description of Gaps | Description of Actions Required to Close Gaps | Person Responsible | Completion Date | Cost of Activity | Status |
| --- | --- | --- | --- | --- | --- | --- | --- |
| The school should provide its policies related to faculty qualifications, summarize its approach to the deployment of faculty resources across the business school, and explain how this approach is consistent with its mission, strategies, and expected outcomes. |  |  |  |  |  |  |  |
| Table 15-1 must be completed to document the qualification status of participating and supporting faculty members, the percent of their time that is devoted to mission, and the ways their work aligns with the objective expectations. |  |  |  |  |  |  |  |
| The school should provide an analysis of the deployment of SA, PA, SP, IP, and other faculty by aggregate degree program level (bachelors, masters, doctoral). The school must complete Table 15-2 to demonstrate deployment of faculty resources across each degree program level. |  |  |  |  |  |  |  |
| The school should provide information on each faculty member. (*This information may be provided in the form of academic vitae or equivalent documents*). |  |  |  |  |  |  |  |