ABSTRACT

The Reeves School of Business IRS B) at Methodist College as seeking accreditation by the Association for Collegiate Business Schools and Programs (ACBSP). One of the accreditation standards focuses on Outcome Assessment. As part of the strategic planning process RSB is utilizing two competency models in order to analyze and revise both curricular structure and classroom delivery. A model is developed as a framework for helping accomplish the twin goals of accreditation and continued development of RSB programs.

REEVES SCHOOL OF BUSINESS

For the academic year of 1993-1994, the number of majors within RSB is 500 (350 day and 150 evening). Of the majors in the day program 50% are enrolled in the Professional Golf Management program. Indeed over 60% of new freshmen declaring interest in RSB majors, have chosen PGM. Methodist College is seeking PGA certification.

As part of the ongoing strategic planning process, RSB has established a goal of ACBSP accreditation by spring or summer of 1995. To reach this goal, the 1993-1994 academic year must be designated as the “melt-study” year. To this end, this writer, as chair of the RSB accreditation committee, is shepherding the preparation of a “Preliminary Visit Questionnaire.” The purpose is to have the Executive Director of ACBSP conduct a consultation visit to our campus to determine if it is feasible for AY 1993-1994 to be the year of self-study.

THE ASSOCIATION OF COLLEGIATE BUSINESS SCHOOL AND PROGRAMS

The ACBSP was founded in 1989 as an alternative to accreditation by the American Assembly of Collegiate Schools of Business (AACSB). It was thought that AACSB was more appropriate for well-endowed research institutions. Another organization was needed to serve the need of less well endowed, smaller, liberal arts orientated colleges such as Methodist.

The ACBSP designates 25 standards to be addressed and documented in the self-study. For purposes of the consultation-visitation, only eight standards need to be addressed. Methodist College has no graduate business program. Thus, only seven of the eight need to be addressed. Of these seven two are germane to this paper.

B1 - Common Professional Components (CPC’s)
H1- Outcomes Assessment

THE RSB MODEL

The basic model which has resulted from the strategic planning process within the Reeves School of Business has three dimensions.

DIMENSION 1 - Common Professional Components

Standard B1 reads, in part:

The Common Professional Component (CPC), as outlined below, must be included in the content of the courses taught in all accredited schools and programs.

1. Business Functions and Operations
   a. Production and Operations Management
   b. Marketing
   c. Business Finance

2. Economic/Social/Legal Environment
   a. Legal Environment of Business
   b. Economics
   c. Business Ethics

3. Quantitative Methods and Information systems
   a. Accounting
   b. Management Information Systems
   c. Quantitative Techniques/Statistics

4. Organization Theory and Interpersonal Behavior
   a. Management
   b. Organization Behavior
   c. Human Resource Management

5. Administrative Processes and Policy
   a. Business Policies
   b. A comprehensive or integrating experience that enables a student to demonstrate the capacity to synthesize and apply knowledge (eg: course, thesis, comprehensive examination) from an organizational perspective.

6. Global Dimension of Business

This standard requires the preparation of a “Summary of Common Professional Component (CPC) Compliance”. In the case of RSB this matrix would contain 15 columns (The CPC’s) and 27 rows (The Required Core Courses).

There is a problem, though. Virtually all of the required core courses and the CPC’s pertain, for the most part, to the acquisition of knowledge - knowledge about Accounting, Economics, Finance, etc. A third dimension needs to be added to the model.

DIMENSION 2 - The Required Core Courses

Within the Reeves School of Business, three majors are offered: Accounting, Business Administration, and Finance/Economics -Business Administration encompasses several “concentrations”: Professional Golf Management (PGM), Professional Tennis Management (PTM), Health Care Administration, and Fashion Merchandising/Retail Management. The former Economics major, not well received, has been “repackaged” in a Finance/Economics program consisting of required courses in both Business (BUS) and Economics (ECO). A listing of the twenty-seven required courses in the RSB is shown below.
The twenty outputs are listed both by general area (Cluster) and by specific output. Cluster VI is a unique stand-alone output dealing with the “Values of Business” (Read Corporate Culture).

Over a fifteen-year period, this writer has researched, delivered papers (ABSEL, Academy of Management), consulted on, constructed and chaired three major symposia (Academy of Management Annual Meetings) on diverse aspects of this competency model. One result of this effort was to, in effect “arrange” these twenty Non-Cognitive outputs in a hierarchical structure, using the ladder analogy, as seen in Exhibit 4. The six “rungs” of the ladder shift from a teaching delivery at lower levels (A “closed” system?) to a learning classroom environment at upper levels. Because the majors and concentrations within RSB are undergraduate the third dimension of the suggested model turns out to be the twenty AACSB competencies.

To summarize, the three dimensional model, as seen in Exhibit 5, consists of:
- Dimension 1 15 Columns (CPC’s)
- Dimension 2 27 Rows (Core Courses)
- Dimension 3 20 “ Depths” (AACSB outputs)

Thus, there are 8,100 cells in the total matrix - A bit of diversity in the cell choices is possible.
ACCREDITATION COMPLIANCE AND PROGRAM DEVELOPMENT

Utilizing the Model

The cells showing the interfacing of Core Courses and CPC’s - the two dimensional matrix - are being completed as part of the RSB compliance with standard Bi (As mentioned above). This stage I matrix has 405 cells. Obviously not every cell will be filled with Contact Hours/Minutes. Not all Core Courses have content relating to “Production and Operations Management” - CPC la. Thus, the stage I matrix is a framework within which the total RSB program is evaluated to determine compliance with standard Bi.

Before we move to utilization of the Stage II matrix, it is necessary to examine ACBSP Standard Hi. Standard Hi states:

An institution must have an outcomes assessment program with documentation of the results and evidence that the results are being used for the development and/or improvement of the institution’s academic programs.

Both Methodist College and the Reeves School of Business have limited and “preliminary” programs for outcomes assessment. RSB has initiated the use of the Educational Testing Service (ETS) field test in business. In addition, an internal test of Gain of Accounting Knowledge has been sporadically used.

Exhibit 6 shows the basic purpose of the Reeves School together with Goal 2 end relevant objectives. At the forthcoming RSB Strategic Planning meeting of October 13, the faculty will begin the process of determining how and when the AACSB Model can be used to both meet Standard Hi and move toward accomplishment of Goal 2.

Specific Example

In Exhibit 5, the blackened cell would represent coordinates 1,1,1, which would translate to:

Column 1: Production and Operations Management
Row 1: ACC 251 Principles of Accounting I
Array 13: Range of Interest

This combination would not be too applicable - almost an “empty” cell. A more meaningful example would be the cell at coordinates 10,13,20 translates as:

Column 10: Management
Row 13: BUS 341 Principles of Management
Array 20: Creativity

Within the Management course, an experiential exercise utilizing “Conceptual “Blockbusting”, Problem Solving, the Drawing of Mandelas could nicely fit into a discussion of entrepreneurship and group problem finding/problem solving behaviors.

EXHIBIT 6
REEVES SCHOOL OF BUSINESS
MISSION, PURPOSE, AND GOAL 2
September 30, 1993

MISSION, PURPOSE, AND GOAL 2

To comply with ACBSP Standard Bi a stage I matrix must be used. To move into the stage II matrix - 8,100 cells - is to utilize a selective yet powerful innovation in classroom processes. ACBSP Standard Hi does not specifically mention “non-cognitive” outcomes. But as we head toward the outer temporal point of the AACSB-EFMD study (the year 2010) such types of management learning are to be implicitly assumed.

One final note: On October 5, 1993, Mr. John Carlisle, Executive Director of the Cape Fear Valley Medical Center, appeared on campus as part of the RSB Executive Speaker Luncheon Series. In his comments addressed to students, he spoke of career opportunities in Health Care and of the “real” world beyond graduation. He stated that the acquisition of technological skills in any area was not enough (only the necessary condition for success). He surprised the vast majority of students by energetically stating that such traits and skills (Read Competencies) as stamina, coping with stress, positive self-concept, and creativity are worth their weight in gold. These and other not specifically mentioned competencies are to be viewed as the “sufficient” condition for success. It seemed like Mr. Carlisle sensed the critical importance of “non-cognitive” outputs.