

**International Assembly for  
Collegiate Business Education**



**GUIDELINES FOR ACCREDITATION SITE VISITS**

**March 2010**

International Assembly for Collegiate Business Education  
P.O. Box 3960  
Olathe, Kansas 66063  
USA

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## **INTRODUCTION**

This document contains guidelines to be followed by both academic business units<sup>1</sup> and members of site-visit teams as they prepare for accreditation site visits. The document describes site-visit logistics, costs, scheduling, ethical considerations, and responsibilities of academic business units and site-visit team members. An overview of the site-visit process can be found in Appendix A.

## **TERMINOLOGY**

**Site-Visit Coordinator:** The designated contact person at the academic business unit who coordinates travel and logistical arrangements for the site visit.

**Site-Visit Chair:** The peer reviewer who is responsible for coordinating the efforts and activities of the site-visit team.

**Staff Consultant:** A member of the IACBE staff who participates in the site visit as a non-decision-making consultant to both the academic business unit and the site-visit team; institutions located in the United States are encouraged to include a staff consultant as a site-visit team member, whereas site visits to institutions located outside of the United States will include a staff consultant as a member of site-visit teams.

## **SITE-VISIT LOGISTICS**

**Submission of Self Study Materials:** Five copies of all materials, including the completed self study, the institution's catalog(s) or bulletin(s) for the self-study year, and any other supporting information should be sent to the IACBE headquarters 90 days prior to the site-visit date.

**Site-Visit Planning:** The site-visit coordinator should follow the procedures listed below in planning the site visit:

1. Site-visit team members will normally arrive the afternoon or evening before the first day of the official site visit. Visits to a single campus of institutions located in the United States normally take two days, and visits to a single campus of institutions located outside of the United States normally take three days. The site-visit coordinator should make hotel reservations (single rooms) for each member of the site-visit team.<sup>2</sup> Rooms, meal charges, and internet access fees should be direct-billed to the institution. Once hotel accommodations have been arranged, the site-visit coordinator should provide the site-visit team members with confirmation numbers and details regarding transportation from the airport to the hotel.
2. The site-visit coordinator should communicate with the site-visit team regarding transportation between the hotel and campus, and transportation from campus to the airport on the final day of the visit.

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<sup>1</sup> Throughout this document, the term "academic business unit" is used to designate the organizational unit responsible for the administration of the business programs of the institution, whether that unit is a department, division, school, college, or other organizational structure.

<sup>2</sup> Mid-scale business hotels are preferred, such as Courtyard, Fairfield Inn, Comfort Suites, Wingate, Hampton Inn, etc. Both budget hotels and high-end hotels should typically be avoided (although high-end hotels are preferred to budget hotels if those are the only choices available).

3. Site-visit team members will notify the IACBE headquarters of their preferred flight schedules. The IACBE will communicate this information to the site-visit coordinator, who should book the flights using electronic tickets. Once flights have been booked, the site-visit coordinator should communicate the flight arrangements and confirmation numbers to the site-visit chair. This procedure allows the site-visit coordinator to obtain the best possible airfares.

**Site-Visit Report:** Following the site visit, the site-visit chair will prepare a report of the team's findings and send it to the IACBE headquarters. A letter summarizing the site-visit team's findings will be sent to the academic business unit's primary representative for review and comment. Copies of this summary letter will be provided to the institution's president and chief academic officer. A written response to the summary letter by the academic business unit's primary representative, or his or her designee, is required within two weeks of receipt of the letter. The IACBE Board of Commissioners cannot review the academic business unit's request for accreditation without this response. Accordingly, a specific written response to each finding, indicating areas of agreement, disagreement, and/or clarification, must be provided by the academic business unit. After the commissioners take action on the request for accreditation, the institution's president, chief academic officer, and the academic business unit's primary representative will be notified by the commissioners of their decision. The commissioners meet at least twice a year to review accreditation requests.

## **SITE-VISIT COSTS AND PAYMENT PROCEDURES**

Academic business units are responsible for paying all of the costs directly associated with site visits.

The IACBE will invoice the institution in advance for the \$1600 accreditation application fee. This fee should be remitted to the IACBE by August 1 of the year preceding the site-visit year.

Since the institution will have paid for the airfares in advance and will have made arrangements for direct billing of hotel charges, other travel expenses for the site-visit team should be minimal. Members of the site-visit team will file an expense report with the IACBE documenting other travel expenses, such as transportation to and from their home airports, parking charges at their home airports, meals in route, and transportation while on the site visit (if incurred). The IACBE will bill the institution for these expenses, along with the honoraria for site-visit team members.<sup>3</sup> The institution should not make any direct payments to members of the site-visit team.

## **SITE-VISIT SCHEDULE**

The IACBE site-visit team will be available to meet with students, faculty, the administration, alumni, employers, and business advisory board members during the site visit. These meetings should be scheduled for approximately one hour each. The site-visit coordinator, in cooperation with the site-visit chair, will prepare an agenda for the site visit. Examples of site visit agendas are shown in Appendices B and C. It is important that the agenda include the following elements:

1. A meeting with the primary representative of the academic business unit; this is normally the first on-campus meeting on the agenda.

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<sup>3</sup> The site visit chair receives a \$300/day honorarium, while the other team member receives a \$200/day honorarium. The higher stipend for the site-visit chair is to cover pre-visit planning and post-visit report writing. These modest amounts represent the IACBE's attempt to maintain affordability of accreditation while compensating and recognizing the professional services of the site-visit team. The staff consultant, if included as a member of the site-visit team, does not receive an honorarium.

2. A meeting with the president and the chief academic officer of the institution; this is normally the second on-campus meeting on the agenda.
3. A meeting with the institution's outcomes assessment coordinator to review the institution's outcomes assessment plan and the results from implementing the plan.
4. A meeting with the academic business unit's outcomes assessment coordinator to review the academic business unit's outcomes assessment plan and the results from implementing the plan. In this review, the Key Content Areas of an Outcomes Assessment Plan (see Appendix D) will need to be addressed.
5. A meeting with the business faculty. Administrators, including the primary representative of the academic business unit, normally should not participate in this meeting.
6. A meeting with students who are enrolled in business programs. The site-visit coordinator should attend this meeting just long enough to introduce the site-visit team and the students, and then should allow the site-visit team to meet with the students without faculty or staff present.
7. A tour of the campus, with a focus on the library, classrooms used by business students, computer labs used by business students, and business faculty offices and facilities.
8. Work time for the site-visit team to validate the self study. The site-visit coordinator and/or the primary representative of the academic business unit should be available to the team during the work time. Typically around 3-4 hours should be allotted for these activities.
9. On the final day of the site visit, the site-visit team will need approximately 1.5 hours of work time to prepare for the exit interview.
10. Exit interview with interested parties, such as the primary representative of the academic business unit, the site-visit coordinator, the president, the chief academic officer, and the outcomes assessment coordinators for the institution and the academic business unit.

### **MATERIALS TO BE AVAILABLE IN THE SITE-VISIT MEETING ROOM**

The site-visit team will need to have a dedicated meeting and work room on campus. This room should be able to be secured to protect the site-visit materials and personal property of the site-visit team. Internet access should be provided. Site-visit team members will bring their copies of the self study to the campus. Items that should be available in the site-visit team's work room include:

1. Course syllabi for all courses in the business programs included in the accreditation review.
2. Extra copies of the institution's catalog(s) or bulletins(s) for the self-study year.<sup>4</sup>
3. A copy of the most recent self study prepared for the institution's recognized institutional accrediting body (or, in the case of institutions located outside of the United States, for the appropriate accrediting or oversight body), and a copy of the findings of the visiting team from the relevant body.
4. The curriculum vita of each full-time and part-time business faculty member who taught in the business programs during the self-study year.
5. A copy of the faculty handbook.
6. A copy of the academic business unit's outcomes assessment plan.
7. A summary of outcomes assessment results for the self-study year.

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<sup>4</sup> The self-study year is the full academic year preceding the year during which the site visit takes place.

There are other materials to which the site-visit team may need to have access, such as personnel files, admissions files, etc. If necessary, the site-visit team can review these files in the office in which they are kept. The site-visit coordinator should be available to procure any needed materials.

## **EVALUATION OF THE SITE-VISIT TEAM**

Following the site visit, the IACBE will send a form to the site-visit coordinator for evaluating the performance of the site-visit team. The site-visit coordinator should complete this evaluation electronically and email it to IACBE headquarters at [iacbe@iacbe.org](mailto:iacbe@iacbe.org). A copy of the form is included in Appendix E.

## **GENERAL RESPONSIBILITIES AND ETHICS**

**General Responsibilities:** Members of the site-visit team:

1. Must thoroughly read the academic business unit's self study prior to the visit;
2. Must arrive on time at the campus and work with the other site-visit team members in a harmonious manner;
3. Should handle the site-visit evaluation activities in a professional and expeditious manner;
4. Should complete the self study validation while at the campus and prepare a written report of their findings. Note: the site-visit chair is responsible for compiling an overall summary report of the findings within two weeks of the date of the site visit and for forwarding the report to the IACBE headquarters;
5. Should perform the site-visit evaluation objectively.

The site-visit team members play a key role in maintaining the integrity of the IACBE accreditation process. Accordingly, all members of the site-visit team, before accepting an assignment, must agree to avoid impropriety, to avoid being partial, and to refrain from inappropriate activity during the site visit.

**Site-Visit Chair's Responsibilities:** The site-visit chair is responsible for organizing the site visit in consultation with the site-visit coordinator and IACBE headquarters. The site-visit chair should:

1. Coordinate arrival and departure times for the site-visit team members;
2. Obtain any missing information needed by the site-visit team from the site-visit coordinator;
3. Ensure that the site visit is conducted in compliance with the policies and procedures of the IACBE.

**Confidentiality:** All self study and related materials are confidential, as is all information shared with or observed by the site-visit team while on the site visit. Site-visit team members are required to preserve this confidentiality. Each member of the site-visit team must sign a confidentiality/non-disclosure agreement before participating in a site visit. A copy of the confidentiality agreement is included in Appendix F. If members of the site-visit team wish to incorporate best practices from the visited institution/academic business unit into their own programs or processes, they must obtain written permission from the institution/academic business unit to do so. A copy of the permission document must be filed with the IACBE headquarters.

**Gifts for Site Visit Team Members:** Academic business units should refrain from any actions that could be perceived as attempts to influence the site-visit team's decision making, and site-visit team members

should not accept gifts that could be perceived as attempts to influence their decision-making. There is absolutely no expectation that gifts should be given to members of the site-visit team. The following guidelines should be used in interpreting this principle:

1. Small souvenirs from the institution are acceptable (e.g., pens, mouse pads, portfolios, coffee mugs, etc. that are engraved or imprinted with the institution's logo or insignia). The total value of such gifts should be less than \$25.
2. Gifts with a value greater than \$25 are not acceptable and should be refused by site-visit team members.
3. While it is appropriate to provide decent meals for members of the site-visit team, the institution should avoid extravagance that might be perceived as attempts to influence the objectivity of the team.
4. If any activities that are not part of the self study validation are included in the site-visit agenda (such as tourist activities), members of the site-visit team must pay their own expenses.

### **PRE-VISIT MEETING OF SITE-VISIT TEAM MEMBERS**

Site-visit team members will normally arrive the afternoon or evening before the first day of the official site visit in order to prepare for the activities of the site visit. After arrival, a pre-visit meeting of the site-visit team members normally takes place over dinner at the hotel or at a nearby restaurant. At this meeting, the team should discuss the following items, along with others suggested by the site-visit chair:

1. Orientation and review of the responsibilities of the site-visit team;
2. Overview of the self study/site visit validation form, which should be completed by each member of the site-visit team;
3. Brief overview of the self study;
4. Review of the agenda for the site visit;
5. Planning for the meetings to take place during the site visit;
6. Determination of any additional information, materials, or meetings that are needed to accomplish the objectives of the site visit; the site-visit chair should communicate these requests to the site-visit coordinator as quickly as possible.

The site-visit team should also use this time to determine the areas/issues that warrant deeper investigation while on the site visit, based on its analysis of the self study.

### **PREPARATION OF SITE-VISIT TEAM'S REPORT**

Members of the site-visit team will record their findings pertaining to the academic business unit's compliance with the IACBE's Accreditation Principles using the self study/site visit validation form. In the process of validating the self study, each team member will determine the academic business unit's degree of compliance (compliant, substantially compliant, partially compliant, or noncompliant) with each of the IACBE's Accreditation Principles. Site-visit team members should also identify commendations for those areas in which the academic business unit is doing a particularly good job in pursuing excellence in business education.

During the work time on the last day of the visit, site-visit team members will compare their self study evaluations and will determine the findings that will be reported during the exit interview. The site-visit

chair will collect the reports from each member of the site-visit team and will prepare a summary report of the team's findings. The site-visit chair's summary report and the individual self study/site visit validation forms must be forwarded to the IACBE headquarters no later than two weeks after the site visit.

During the exit interview, the site-visit chair will provide an oral summary of the major findings that will be identified in the team's written report. The site-visit chair should make it clear in the exit interview that the IACBE Board of Commissioners, not the site-visit team, makes the final decisions on accreditation.<sup>5</sup>

If a site-visit team member disagrees with any statements in the site-visit chair's summary report, a minority report may be filed with the IACBE headquarters within 15 days after the site-visit chair's report is filed. The Board of Commissioners will be provided copies of the minority report.

After the site-visit chair's report has been received at IACBE headquarters, the IACBE will send a summary letter of the site-visit team's findings to the primary representative of the academic business unit, with copies to the president and chief academic officer of the institution. The primary representative of the academic business unit must provide a written response to each finding in this letter, and should also provide any additional materials requested by the deadlines indicated in the letter. Copies of this response letter will be provided to the Board of Commissioners.

### **POST-EVALUATION OF SITE-VISIT TEAM MEMBERS**

Members of the site-visit team are encouraged to review each other's performance during the site visit and the overall quality of the site visit process. These evaluations should be forwarded to the IACBE's Director of Member Services and International Operations. Possible topics that might be addressed by a site-visit team member in this evaluation include, but are not limited to:

1. Adequacy of the pre-visit arrangements;
2. Timeliness of the receipt of the self-study materials and related items;
3. Effectiveness of the site-visit chair;
4. Preparedness of the academic business unit for the visit;
5. Contents of the site-visit team's report of findings;
6. General suggestions for improvements.

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<sup>5</sup> The site-visit team will not express any opinions as to whether accreditation will be granted. Accreditation decisions are the sole prerogative of the IACBE's Board of Commissioners.

## **APPENDICES**

Appendix A: Overview of the Site-Visit Process

Appendix B: Example of a Two-Day Site-Visit Agenda

Appendix C: Example of a Three-Day Site-Visit Agenda

Appendix D: Key Content Areas of an Outcomes Assessment Plan

Appendix E: IACBE Site-Visit Team Evaluation

Appendix F: Confidentiality and Non-Disclosure Agreement

### Appendix A: Overview of the Site-Visit Process

| Academic Business Unit Prepares Self Study  | Self Study Sent to IACBE Headquarters   | Site-Visit Team Conducts Site Visit   | Site-Visit Team's Report is Prepared  | Academic Business Unit Responds to Site-Visit Report  | Board of Commissioners Review  |
|---|---|---|---|---|--|
| <p>Volume I of the self study includes the academic business unit's written responses to the IACBE's Accreditation Principles.</p>  | <p>Upon receipt of a self study, IACBE staff performs a preliminary review of the self study.</p> | <p>The site-visit team conducts the site visit and validates the accuracy of the information in the self study.</p> | <p>The site-visit team completes a report of its findings and sends the report to the IACBE headquarters.</p> | <p>A summary of the site-visit team's findings is forwarded to the academic business unit for its review and response.</p>  | <p>The IACBE Board of Commissioners meets to review the self study materials, the site-visit team's report, and the academic business unit's response.</p>   |
| <p>Volume II of the self study contains bulky materials such as syllabi, vitae, etc. A copy of the academic business unit's outcomes assessment plan(s) should be included.</p> | <p>Following staff review, the site-visit team will be sent copies of the self study.</p>         |   |   | <p>The response is sent to the IACBE headquarters, which is then forwarded to the commissioners along with a copy of the self study, site-visit team's report, and all other related materials.</p> | <p>The decision of the Board of Commissioners is prepared and sent to the institution and the academic business unit. If accreditation is granted, an accreditation letter is sent with observations, notes, and/or commendations.</p> |
| <p>A site-visit date is scheduled as far in advance of the visit as possible.</p>   | <p>The site-visit coordinator makes necessary arrangements for the site visit.</p>                |   |   |   | <p>The Certificate of Accreditation is awarded at the next IACBE annual conference.</p>  |

## Appendix B: Example of a Two-Day Site-Visit Agenda

|  |   |
|--|---|
| <b>Evening Prior to the Site Visit</b> | Site visit team meets   |
| <b>Day One of Visit</b>                |   |
| 8:00 am                                | Meet with the academic business unit's primary representative to discuss the two-day visit  |
| 9:00 am                                | Meet with the chief executive officer and chief academic officer of the institution   |
| 9:30 am                                | Meet with the institution's outcomes assessment coordinator to review the institution's outcomes assessment plan and the results of implementing the plan                       |
| 10:30 am                               | Review the outcomes assessment plan for the academic business unit and the results of implementing the plan   |
| 12:00 noon                             | Lunch with available academic business unit faculty   |
| 1:30 pm                                | Work time for the site visit team and the academic business unit's primary representative (and others where appropriate) to validate the self study materials and ask questions |
| 4:30 pm                                | Return to the hotel where the site visit team is lodged   |
| <b>Day Two of Visit</b>                |   |
| 8:00 am                                | Meet with students in business programs   |
| 9:00 am                                | Tour facilities (offices, library, classrooms, computer labs, etc.)   |
| 10:30 am                               | Site visit team prepares its report in private room   |
| 12:00 noon                             | Lunch with community representatives (e.g. business advisory board, internship employers, alumni, etc.)   |
| 1:30 pm                                | Exit interview with the academic business unit's primary representative and top administrators (and others, if desired)   |
| 3:00 pm                                | Site visit completed  |

## Appendix C: Example of a Three-Day Site Visit Agenda

|  |  |
|--|--|
| <b>Evening Prior to the Site Visit</b> | Site visit team meets  |
| <b>Day One of Visit</b>                |  |
| 09:00                                  | Meet with the academic business unit's primary representative to discuss the three-day visit   |
| 10:30                                  | Meet with the chief executive officer and chief academic officer of the institution  |
| 11:45                                  | Meet with the institution's outcomes assessment coordinator to review the institution's outcomes assessment plan and the results of implementing the plan                                |
| 13:00                                  | Lunch with available administrators and/or academic business unit faculty  |
| 14:30                                  | Review the outcomes assessment plan for the academic business unit and the results of implementing the plan  |
| 16:00                                  | Meet with academic business unit faculty   |
| 17:30                                  | Meet with the academic business unit's primary representative to plan for remainder of the visit   |
| 18:00                                  | Return to the hotel where the site visit team is lodged  |
| <b>Day Two of Visit</b>                |  |
| 09:00                                  | Meet with the academic business unit's primary representative  |
| 09:30                                  | Tour facilities (offices, library, classrooms, computer labs, etc.)  |
| 11:00                                  | Work time for the site visit team and the academic business unit's primary representative (and others where appropriate) to validate the self study materials and ask questions          |
| 13:00                                  | Lunch with available administrators and/or faculty   |
| 14:30                                  | Meet with students in business programs  |
| 16:00                                  | Continue work time for the site visit team and the academic business unit's primary representative (and others where appropriate) to validate the self study materials and ask questions |
| 18:00                                  | Return to the hotel where the site visit team is lodged  |
| <b>Day Three of Visit</b>              |  |
| 09:00                                  | If needed, complete self study validation  |
| 10:30                                  | Meet with administrative personnel   |
| 11:30                                  | Site visit team prepares its report in private room  |
| 13:00                                  | Working lunch for site visit team  |
| 14:00                                  | Exit interview with the academic business unit's primary representative and top administrators (and others, if desired)  |
| 15:30                                  | Site visit completed   |

## **Appendix D: Key Content Areas of an Outcomes Assessment Plan**

### **I. Strategic Assessment: Mission and Broad-Based Goals**

- A. State the approved mission of the academic business unit.
- B. List the approved broad-based goals of the academic business unit:
  - 1. Student learning goals (these should encompass the intended student learning outcomes as identified in Section II. Student Learning Assessment below, and should be general composites or summaries of those outcomes):
    - a. Knowledge/content goals
    - b. Business-related professional skills goals
  - 2. Operational goals (these should encompass the intended operational outcomes as identified in Section III. Operational Assessment below, and should be general composites or summaries of those outcomes)

### **II. Student Learning Assessment**

- A. Articulate program-level intended student learning outcomes for each business program:
  - 1. Knowledge/content outcomes
  - 2. Business-related professional skills outcomes
- B. Identify measures of student learning that will be used to assess the program-level intended student learning outcomes:
  - 1. At least two direct measures of student learning (the direct measures must provide for the assessment of the Key Learning Outcomes for Business Programs as identified below)
  - 2. At least two indirect measures of student learning
  - 3. These measures must include ways to assess each of the program-level intended student learning outcomes, including knowledge/content outcomes and business-related professional skills outcomes.
- C. Specify performance targets/criteria for each measure of student learning that will be used to determine the extent to which the program-level intended student learning outcomes are being achieved.
- D. Provide copies of the assessment instruments used as direct and indirect measures of student learning, along with their associated rubrics (these should be placed in the appendix of the outcomes assessment plan).

### **III. Operational Assessment**

- A. Articulate intended operational outcomes for the academic business unit.
- B. Identify measures that will be used to assess the intended operational outcomes.
- C. Specify performance targets/criteria for each measure that will be used to determine the extent to which the intended operational outcomes are being achieved.
- D. Provide copies of the assessment instruments used as measures of the intended operational outcomes, along with their associated rubrics (these should be placed in the appendix of the outcomes assessment plan).

### **IV. Integration with Strategic Planning**

- A. Describe the ways in which the results from implementing the outcomes assessment plan (i.e., changes and improvements needed) are linked to the academic business unit and institutional strategic planning processes.
- B. If possible, the academic business unit's outcomes assessment process should also be connected to the institutional budgeting process. If applicable, describe this connection.

## Key Learning Outcomes for Business Programs

### **Associate-Level Programs**

Graduates of associate-level programs in business should be able to demonstrate that they have:

1. An understanding of the introductory concepts of accounting, economics, management, and marketing
2. The ability to use decision-support tools
3. The ability to communicate effectively

### **Bachelor's-Level Programs**

Graduates of bachelor's-level programs in business should be able to demonstrate that they have:

1. An understanding of the functional areas of accounting, marketing, finance, and management
2. An understanding of the legal, social, and economic environments of business
3. An understanding of the global environment of business
4. An understanding of the ethical obligations and responsibilities of business
5. The ability to use decision-support tools
6. The ability to communicate effectively
7. The ability to apply knowledge of business concepts and functions in an integrated manner

### **Master's-Level Programs**

In master's-level programs, the focus is on what students can do, rather than on what they know. In other words, knowledge of the key content areas of business is assumed. It is also assumed that graduates of master's-level programs will attain a depth of knowledge in these areas that exceeds that of the typical bachelor's degree graduate. Graduates from master's-level programs are expected to be able to demonstrate competency in the following skills:

1. Problem recognition
2. Strategic analysis and integration
3. Application of quantitative methods to real-world business situations
4. Communication to relevant publics:
  - a. Ability to communicate effectively in written materials
  - b. Ability to communicate effectively orally in one-on-one or business presentation situations
5. Teamwork skills: ability to work with a team of colleagues on projects
6. Project management skills
7. Professional ethics

### **Doctoral-Level Programs**

Graduates from doctoral-level programs are expected to demonstrate:

1. Research skills
  - a. Ability to formulate a research problem
  - b. Ability to integrate previous literature into an appropriate literature review
  - c. Ability to design a research study
  - d. Ability to analyze data
  - e. Ability to summarize and present research results
  - f. Ability to discuss research results
  - g. Ability to communicate effectively in writing
2. Publication skills
3. Competent communication and teaching skills
4. Professional ethics

## Appendix E: IACBE Site-Visit Team Evaluation

|                         |  |
|-------------------------|--|
| Institution             |  |
| Date of Site Visit      |  |
| Site-Visit Team Members |  |
| Evaluation Completed by |  |

The IACBE encourages academic business units that have recently undergone a site visit to evaluate the members of the site-visit team. Please complete this evaluation and return it to the IACBE headquarters. Thank you for your input.

5=Strongly Agree; 4=Agree; 3=Neither Agree nor Disagree; 2=Disagree; 1=Strongly Disagree

| Evaluation of the Site-Visit Team   | Scale                    |                          |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
|   | 5                        | 4                        | 3                        | 2                        | 1                        |
| The team members conducted themselves in a professional manner throughout the site visit.       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments:   |                          |                          |                          |                          |                          |
| The team members adhered to the site visit agenda.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments:   |                          |                          |                          |                          |                          |
| The team members focused on the IACBE's accreditation principles.                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments:   |                          |                          |                          |                          |                          |
| The team members accurately evaluated each of the IACBE's accreditation principles.             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments:   |                          |                          |                          |                          |                          |
| The exit interview provided information that will help to make our business programs stronger.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments:   |                          |                          |                          |                          |                          |
| The team members commented on issues beyond the scope of the IACBE's accreditation principles.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments:   |                          |                          |                          |                          |                          |
| The team members represented the IACBE well.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments:   |                          |                          |                          |                          |                          |
| The team members demonstrated an understanding of and a sensitivity to our educational mission. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments:   |                          |                          |                          |                          |                          |

5=Strongly Agree; 4=Agree; 3=Neither Agree nor Disagree; 2=Disagree; 1=Strongly Disagree

| Evaluation of the Site-Visit Team Chair  | Scale                    |                          |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
|  | 5                        | 4                        | 3                        | 2                        | 1                        |
| The site-visit chair demonstrated a thorough knowledge of the IACBE's accreditation principles.                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The site-visit chair demonstrated a thorough knowledge of the IACBE's accreditation process                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The site-visit chair demonstrated a thorough knowledge of our self study document and related materials.       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The site-visit chair communicated effectively.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The site-visit chair listened effectively.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The site-visit chair behaved in a professional manner.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments on the Site-Visit Chair:  |                          |                          |                          |                          |                          |
| Evaluation of Site-Visit Team Member   | Scale                    |                          |                          |                          |                          |
|  | 5                        | 4                        | 3                        | 2                        | 1                        |
| The team member demonstrated a thorough knowledge of the IACBE's accreditation principles.                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The team member demonstrated a thorough knowledge of the IACBE's accreditation process.                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The team member demonstrated a thorough knowledge of our self study document and related materials.            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The team member communicated effectively.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The team member listened effectively.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The team member behaved in a professional manner.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments on the Team Member:   |                          |                          |                          |                          |                          |
| Evaluation of IACBE Staff Consultant (If Applicable)   | Scale                    |                          |                          |                          |                          |
|  | 5                        | 4                        | 3                        | 2                        | 1                        |
| The IACBE staff consultant demonstrated a thorough knowledge of the IACBE's accreditation principles.          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The IACBE staff consultant demonstrated a thorough knowledge of the IACBE's accreditation process.             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The IACBE staff consultant demonstrated a thorough knowledge of our self study document and related materials. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The IACBE staff consultant communicated effectively.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The IACBE staff consultant listened effectively.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The IACBE staff consultant behaved in a professional manner.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments on the IACBE Staff Consultant:  |                          |                          |                          |                          |                          |

**General Comments and Suggestions**

**Appendix F: Confidentiality and Non-Disclosure Agreement**

**International Assembly for Collegiate Business Education**

Confidentiality and Non-Disclosure Agreement

As a member of an IACBE site-visit team, I agree to abide by IACBE policies pertaining to the confidentiality and non-disclosure of all site visit and related materials and information.

\_\_\_\_\_  
Name (Print)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Institution to be Visited