

Accreditation Council for Business Schools and Programs (ACBSP)

Quality Assurance (QA) Report

for

Baccalaureate/Graduate Degree Programs

Current as of August 2013 (the July 2012 template is current and may be used as well).

Overview (O) 1. Complete all information requested.

Submit your report as an attachment to reports@acbbsp.org on or before February 15th or September 15th.

This report should be limited to maximum of 50 pages. The average length of most good reports is 30 pages. To help reduce the page numbers you can remove the ACBSP examples used in this report template to help you complete the report.

O2. Institution Name: Florida Memorial University Date: February 14, 2014

Address: 15800 NW 42nd Avenue, Miami Gardens, FL 33054

O3. Year Accredited/Reaffirmed: 2000 / 2010 This Report Covers Years: 2011-2013

O4. List All Accredited Programs (as they appear in your catalog):

The Bachelor of Science in Accounting

The Bachelor of Science in Business Administration

The Bachelor of Science in Finance

The Bachelor of Science in Marketing

The Masters of Business Administration (MBA)

O5. List all programs that are in your business unit that are not accredited by ACBSP and how you distinguish accurately to the public between programs that have achieved accredited status and those that have not.

Not applicable

O6. List all campuses that a student can earn a business degree from your institution:

Business degrees are earned on the main campus

O7. Person completing report Name: Dr. Abbass Entessari

Phone: (305) 623 4288, (305) 623 1441

E-mail address: aentessa@fmuniv.edu

ACBSP Champion name: Dr. Abbass Entessari, Dean of the School of Business

ACBSP Co-Champion name: Dr. Denis Callwood-Brathwaite, Associate Provost of Academic Affairs

O8. Conditions or Notes to be Addressed: You do not need to address Opportunity for Improvement (OFI)

Please explain and provide the necessary documentation/evidence for addressing each condition or note since your last report.

Are you requesting the Board of Commissioners to remove notes or conditions (if the justification for removal is lengthy consider attaching an appendix to QA report) : Remove Note:

Remove Condition:

Not applicable

Do not remove note or condition. Explain the progress made in removing the note or condition:

Not applicable.

O9. The business unit must routinely provide reliable information to the public on their performance, including student achievement such as assessment results.

Describe how you routinely provide reliable information to the public on your performance, including student achievement such as assessment results and program results.

The School of Business routinely provide reliable information to the public on its performance through the School of Business Newsletter, Advisory Council meetings and workshops, University Web page (including the Monday morning Presidents message), Florida Memorial Fact Books, weekly or bi-weekly Activity Reports to the Office of Academic Affairs.

Student Learning Outcome Assessment Results: Such as what you report in Standard #4, ETS, accounting assessment, management assessment, critical thinking, communication, etc. How do you make the results public?

The School of Business provides information on Student Learning Outcome Assessment Results to the public through the School of Business reports to the Office of Institutional Effectiveness, Advisory Council meetings and workshops, University Web page (currently under re-construction), Office of Academic Affairs, and reports to the alumni of the School of Business.

Program Results: Such as what you report in standard #6, graduation rates, retention rates, job placement, etc. How do you make the results public?

The School of Business provides information on standard #6 to the public through the Florida Memorial Fact Books prepared by the Office of the Institutional Effectiveness, School of Business Newsletter, School of Business Advisory Council meetings and workshops, University Web page (currently under re-construction), Office of Academic Affairs, and reports to the alumni of the School of Business.

Standard #1 Leadership

Organization

- a. List any organizational or administrative personnel changes within the business unit since your last report.

Response: The following lists the personnel change in the School of Business:

1. Dr. Robert Pellegrino, the Associate Professor of Marketing, is no longer the MBA Director. Dr. Robert Labadie, the Professor of Business Administration, is the Acting MBA Director.

An Organizational Chart of the School of Business will be available in Appendix A of this document.

- b. List all new sites where students can earn an accredited business degree (international campus, off-campus or on campus, on-line) that have been added since your last report?

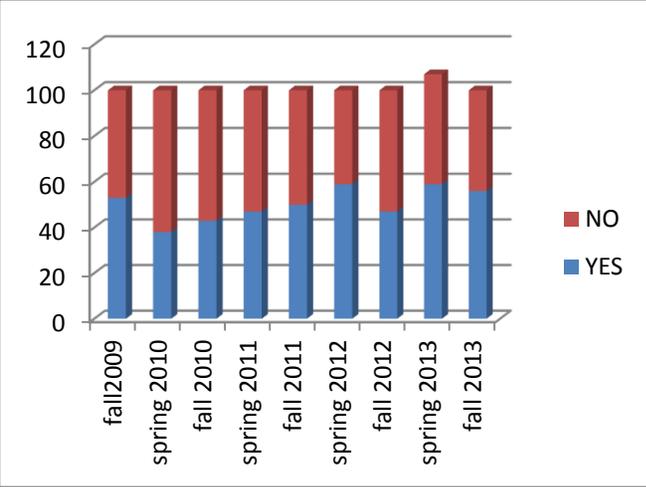
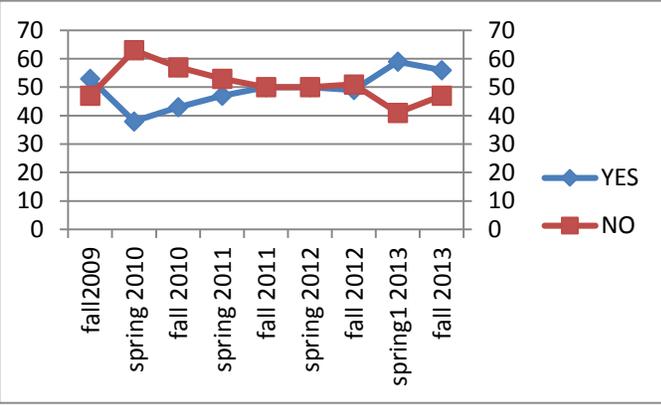
Response: The School of Business offers all the degree programs on the main campus of Florida Memorial University.

Standard #2 Strategic Planning (this standard not typically addressed in the QA report) This is used as a place holder to allow all the other standards to be addressed in the QA report and keep the numbering system consistent with self-studies and QA reports.

Response: It is not required.

Standard #3 Student and Stakeholder Focus-

Response: Please see below.

| | | Analysis of Results | | | |
|---|--|---|---|---|---|
| Performance Measure (Competency) | Description of Measurement Instrument | Areas of Success (Results) | Analysis and Actions Taken (Improvement) | Results of Action Taken (Occurs in the following year) | Insert Graphs or Tables of Resulting Trends for 3-5 Years (Please graph all available data up to five years) |
| More than 50% of students in the School of Business indicate that they are working in the Senior Exit Survey. | The Office of Institutional Effectiveness Survey | Three years of positive trend data exceeding goal | Adequate improvements were made in the student's job readiness by the School of Business through Professional Development activities. | The School of Business provides many Professional Development activities to its students. A fulltime faculty is teaching the Business Internship class. To add rigor, the course provides more mock interviews, company profiles, and business executive-guests speakers. |   <p style="text-align: center;">ARE YOU WORKING</p> |

| | | Analysis of Results | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|---|--|---|---|------|--------------------|------|----|------|-----|------|-----|------|-----|------|-----|------|-----|------|-----|------|--------------------|------|-----|------|-----|------|-----|------|-----|------|-----|------|-----|------|-----|
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| More than 50% of School of Business students will attend the Professional Development activities offered by the School. | Professional Development Signing sheets. | Six years of positive trend data exceeding goal | Adequate improvements were made in promoting and getting faculty involved in Professional Development activities | A fulltime faculty is responsible to organize Professional Development activities for students. The faculty is also the liaison between the School of Business and the Advisory Council of the School. The Advisory Council members recommend and participate in the Professional Development activities. | <div data-bbox="1100 477 1541 688" data-label="Caption"> <p>Number of Students Attended Professional Development Activities</p> </div> <div data-bbox="1041 721 1612 932" data-label="Figure"> <table border="1"> <caption>Number of Students Attended Professional Development Activities (Bar Chart)</caption> <thead> <tr> <th>Year</th> <th>Number of Students</th> </tr> </thead> <tbody> <tr><td>2007</td><td>80</td></tr> <tr><td>2008</td><td>120</td></tr> <tr><td>2009</td><td>130</td></tr> <tr><td>2010</td><td>140</td></tr> <tr><td>2011</td><td>180</td></tr> <tr><td>2012</td><td>190</td></tr> <tr><td>2013</td><td>200</td></tr> </tbody> </table> </div> <div data-bbox="1125 1084 1591 1240" data-label="Caption"> <p>Number of Students Attended Professional Development Activities</p> </div> <div data-bbox="1041 1273 1663 1419" data-label="Figure"> <table border="1"> <caption>Number of Students Attended Professional Development Activities (Line Chart)</caption> <thead> <tr> <th>Year</th> <th>Number of Students</th> </tr> </thead> <tbody> <tr><td>2007</td><td>100</td></tr> <tr><td>2008</td><td>120</td></tr> <tr><td>2009</td><td>110</td></tr> <tr><td>2010</td><td>130</td></tr> <tr><td>2011</td><td>150</td></tr> <tr><td>2012</td><td>160</td></tr> <tr><td>2013</td><td>170</td></tr> </tbody> </table> </div> | Year | Number of Students | 2007 | 80 | 2008 | 120 | 2009 | 130 | 2010 | 140 | 2011 | 180 | 2012 | 190 | 2013 | 200 | Year | Number of Students | 2007 | 100 | 2008 | 120 | 2009 | 110 | 2010 | 130 | 2011 | 150 | 2012 | 160 | 2013 | 170 |
| Year | Number of Students | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2007 | 80 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2008 | 120 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2009 | 130 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2010 | 140 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2011 | 180 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2012 | 190 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2013 | 200 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 2008 | 120 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2009 | 110 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2010 | 130 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2011 | 150 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2012 | 160 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2013 | 170 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Student and Stakeholder- Students Internships Results

| | | Analysis of Results | | | | | | | | | | | | | | | | | | |
|--|---------------------------------------|--|---|---|--|------|---------------------|------------------------------|-----------|----|----|-----------|----|----|-----------|----|----|-----------|----|----|
| Performance Measure (Competency) | Description of Measurement Instrument | Areas of Success (Results) | Analysis and Actions Taken (Improvement) | Results of Action Taken (Occurs in the following year) | Insert Graphs or Tables of Resulting Trends for 3-5 Years (Please graph all available data up to five years) | | | | | | | | | | | | | | | |
| One hundred percent (100%) of School of Business students will perform at or above eighty (80%) in a real business internship environment. | Intern Performance Review Form | Four years of positive trend data exceeding goal | Adequate improvements were made in the internship by students. Add more requirements to the internship activity. | A fulltime faculty is teaching the Business Internship class. To add rigor, the course will include more mock interviews, company profiles, and business executive-guests speakers. | <p style="text-align: center;">Internship Work Experience and On - the Job Training</p> <table border="1"> <caption>Internship Work Experience and On - the Job Training</caption> <thead> <tr> <th>Year</th> <th>On the job training</th> <th>Professional Work Experience</th> </tr> </thead> <tbody> <tr> <td>2009-2010</td> <td>78</td> <td>80</td> </tr> <tr> <td>2010-2011</td> <td>89</td> <td>85</td> </tr> <tr> <td>2011-2012</td> <td>83</td> <td>84</td> </tr> <tr> <td>2012-2013</td> <td>95</td> <td>90</td> </tr> </tbody> </table> | Year | On the job training | Professional Work Experience | 2009-2010 | 78 | 80 | 2010-2011 | 89 | 85 | 2011-2012 | 83 | 84 | 2012-2013 | 95 | 90 |
| Year | On the job training | Professional Work Experience | | | | | | | | | | | | | | | | | | |
| 2009-2010 | 78 | 80 | | | | | | | | | | | | | | | | | | |
| 2010-2011 | 89 | 85 | | | | | | | | | | | | | | | | | | |
| 2011-2012 | 83 | 84 | | | | | | | | | | | | | | | | | | |
| 2012-2013 | 95 | 90 | | | | | | | | | | | | | | | | | | |

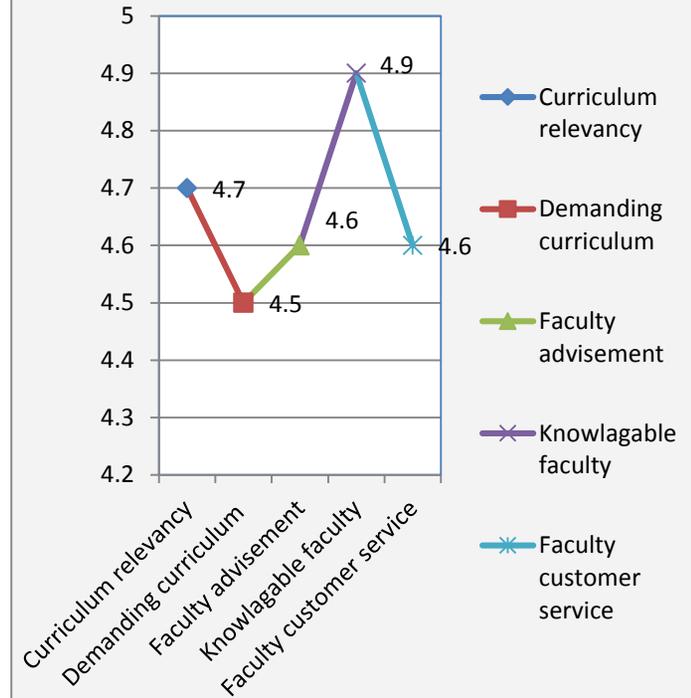
Student and Stakeholder- Students potential for employment success (Employability)

| | | Analysis of Results | | | | | | | | | | | | | | | | | | | | | | | |
|---|---------------------------------------|--|--|---|---|------|---------------------|-----------|----|-----------|----|-----------|----|-----------|----|------|---------------------|-----------|----|-----------|----|-----------|----|-----------|----|
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| One hundred percent (100%) of School of Business students will demonstrate at or above eighty (80%) potential for employment success (employability). | Intern Performance Review Form | Four years of positive trend data exceeding goal of minimum 80% goal | Adequate improvements were made in making students involved in practices that improve students' employability. Add more requirements and substance to the internship class and activity. | A fulltime faculty is teaching the Business Internship class. The course will include more mock interviews, company profiles, and business executive-guests speakers. Students will be required to participate in the School of Business job fairs and other external employment related activities | <div data-bbox="1236 375 1898 824"> <h3 style="text-align: center;">Students Employability</h3> <table border="1"> <caption>Students Employability (Bar Chart Data)</caption> <thead> <tr> <th>Year</th> <th>Employability Score</th> </tr> </thead> <tbody> <tr> <td>2009-2010</td> <td>79</td> </tr> <tr> <td>2010-2011</td> <td>87</td> </tr> <tr> <td>2011-2012</td> <td>84</td> </tr> <tr> <td>2012-2013</td> <td>93</td> </tr> </tbody> </table> </div> <div data-bbox="1236 854 1898 1304"> <h3 style="text-align: center;">Students Employability</h3> <table border="1"> <caption>Students Employability (Line Chart Data)</caption> <thead> <tr> <th>Year</th> <th>Employability Score</th> </tr> </thead> <tbody> <tr> <td>2009-2010</td> <td>79</td> </tr> <tr> <td>2010-2011</td> <td>87</td> </tr> <tr> <td>2011-2012</td> <td>86</td> </tr> <tr> <td>2012-2013</td> <td>93</td> </tr> </tbody> </table> </div> | Year | Employability Score | 2009-2010 | 79 | 2010-2011 | 87 | 2011-2012 | 84 | 2012-2013 | 93 | Year | Employability Score | 2009-2010 | 79 | 2010-2011 | 87 | 2011-2012 | 86 | 2012-2013 | 93 |
| Year | Employability Score | | | | | | | | | | | | | | | | | | | | | | | | |
| 2009-2010 | 79 | | | | | | | | | | | | | | | | | | | | | | | | |
| 2010-2011 | 87 | | | | | | | | | | | | | | | | | | | | | | | | |
| 2011-2012 | 84 | | | | | | | | | | | | | | | | | | | | | | | | |
| 2012-2013 | 93 | | | | | | | | | | | | | | | | | | | | | | | | |
| Year | Employability Score | | | | | | | | | | | | | | | | | | | | | | | | |
| 2009-2010 | 79 | | | | | | | | | | | | | | | | | | | | | | | | |
| 2010-2011 | 87 | | | | | | | | | | | | | | | | | | | | | | | | |
| 2011-2012 | 86 | | | | | | | | | | | | | | | | | | | | | | | | |
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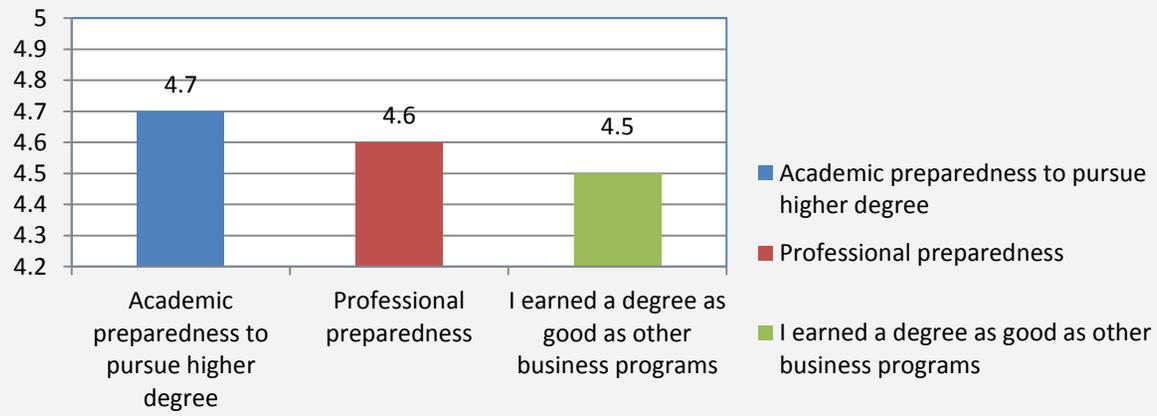
Student and Stakeholder- Alumni Survey

| | | Analysis of Results | | | | | | | | | | | | | | | |
|--|---|--|---|---|--|----------|-------|----------------------|-----|----------------------|-----|--------------------|-----|---------------------|-----|--------------------------|-----|
| Performance Measure (Competency) | Description of Measurement Instrument | Areas of Success (Results) | Analysis and Actions Taken (Improvement) | Results of Action Taken (Occurs in the following year) | Insert Graphs or Tables of Resulting Trends for 3-5 Years (Please graph all available data up to five years) | | | | | | | | | | | | |
| The mean score of the School of Business Alumni satisfaction Survey will be greater than 4.5 on a 5 point Likert scale | School of Business annual Alumni Survey | One year of positive data exceeding goal | School of Business alumni were most satisfied with the knowledge of faculty and preparedness to pursue higher degree. The relevancy and demanding curriculum, faculty customer service, and faculty advisement, have room for improvement | The School of Business will continue to conduct alumni survey annually to monitor the trend in its alumni satisfaction. The faculty will explore how to improve customer services, advisement, and rigor of the curriculum through further communications with the alumni | <p style="text-align: center;">Alumni Satisfaction Survey</p> <table border="1"> <caption>Alumni Satisfaction Survey Data</caption> <thead> <tr> <th>Category</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Curriculum relevancy</td> <td>4.7</td> </tr> <tr> <td>Demanding curriculum</td> <td>4.5</td> </tr> <tr> <td>Faculty advisement</td> <td>4.6</td> </tr> <tr> <td>Knowlagable faculty</td> <td>4.9</td> </tr> <tr> <td>Faculty customer service</td> <td>4.6</td> </tr> </tbody> </table> | Category | Score | Curriculum relevancy | 4.7 | Demanding curriculum | 4.5 | Faculty advisement | 4.6 | Knowlagable faculty | 4.9 | Faculty customer service | 4.6 |
| Category | Score | | | | | | | | | | | | | | | | |
| Curriculum relevancy | 4.7 | | | | | | | | | | | | | | | | |
| Demanding curriculum | 4.5 | | | | | | | | | | | | | | | | |
| Faculty advisement | 4.6 | | | | | | | | | | | | | | | | |
| Knowlagable faculty | 4.9 | | | | | | | | | | | | | | | | |
| Faculty customer service | 4.6 | | | | | | | | | | | | | | | | |

Alumni Satisfaction Survey



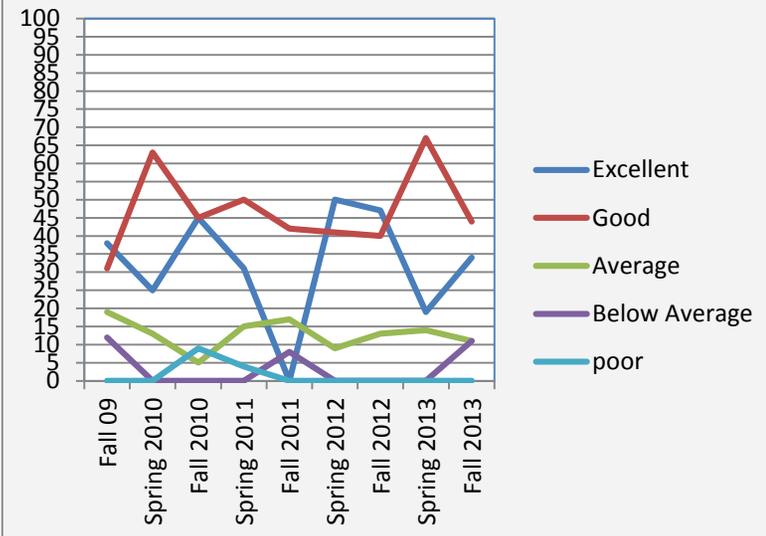
School of Business Alumni Satisfaction Survy



Student and Stakeholder- Graduating Senior Survey

| | | Analysis of Results | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---------------------------------|--|---|--|------|-----------|------|---------|---------------|------|---------|----|----|----|----|---|-------------|----|----|----|---|---|-----------|----|----|---|---|---|-------------|----|----|----|---|---|-----------|----|----|----|---|---|-------------|----|----|----|---|---|-----------|----|----|----|---|---|-------------|----|----|----|---|---|-----------|----|----|----|---|---|
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| The mean score of the School of Business graduating seniors' satisfaction (excellent + good) with the school's preparation will be greater than 80% | University Senior Exit Survey by the Office of the Institutional Effectiveness. | Five semesters exceeding goals. | School of Business graduating seniors were most satisfied with their preparation for their future careers. The preparation, however, has room for further improvement. | The School of Business will continue to conduct Senior Exit survey every semester to monitor the trend in its graduates' satisfaction . The faculty will explore how to improve the results by advisement , and rigor of the curriculum | <p style="text-align: center;">How do you feel the University has prepared you for your career</p> <table border="1"> <caption>Data for: How do you feel the University has prepared you for your career</caption> <thead> <tr> <th>Year</th> <th>Excellent</th> <th>Good</th> <th>Average</th> <th>Below Average</th> <th>Poor</th> </tr> </thead> <tbody> <tr> <td>Fall 09</td> <td>35</td> <td>30</td> <td>15</td> <td>10</td> <td>5</td> </tr> <tr> <td>Spring 2010</td> <td>25</td> <td>65</td> <td>10</td> <td>5</td> <td>5</td> </tr> <tr> <td>Fall 2010</td> <td>45</td> <td>45</td> <td>5</td> <td>5</td> <td>5</td> </tr> <tr> <td>Spring 2011</td> <td>30</td> <td>50</td> <td>15</td> <td>5</td> <td>5</td> </tr> <tr> <td>Fall 2011</td> <td>35</td> <td>40</td> <td>15</td> <td>5</td> <td>5</td> </tr> <tr> <td>Spring 2012</td> <td>50</td> <td>40</td> <td>10</td> <td>5</td> <td>5</td> </tr> <tr> <td>Fall 2012</td> <td>45</td> <td>40</td> <td>10</td> <td>5</td> <td>5</td> </tr> <tr> <td>Spring 2013</td> <td>20</td> <td>65</td> <td>10</td> <td>5</td> <td>5</td> </tr> <tr> <td>Fall 2013</td> <td>35</td> <td>45</td> <td>10</td> <td>5</td> <td>5</td> </tr> </tbody> </table> | Year | Excellent | Good | Average | Below Average | Poor | Fall 09 | 35 | 30 | 15 | 10 | 5 | Spring 2010 | 25 | 65 | 10 | 5 | 5 | Fall 2010 | 45 | 45 | 5 | 5 | 5 | Spring 2011 | 30 | 50 | 15 | 5 | 5 | Fall 2011 | 35 | 40 | 15 | 5 | 5 | Spring 2012 | 50 | 40 | 10 | 5 | 5 | Fall 2012 | 45 | 40 | 10 | 5 | 5 | Spring 2013 | 20 | 65 | 10 | 5 | 5 | Fall 2013 | 35 | 45 | 10 | 5 | 5 |
| Year | Excellent | Good | Average | Below Average | Poor | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fall 09 | 35 | 30 | 15 | 10 | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Spring 2010 | 25 | 65 | 10 | 5 | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fall 2010 | 45 | 45 | 5 | 5 | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Spring 2011 | 30 | 50 | 15 | 5 | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fall 2011 | 35 | 40 | 15 | 5 | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Spring 2012 | 50 | 40 | 10 | 5 | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fall 2012 | 45 | 40 | 10 | 5 | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Spring 2013 | 20 | 65 | 10 | 5 | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fall 2013 | 35 | 45 | 10 | 5 | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

How do you feel the University has prepared you for your career



Standard #4 Measurement and Analysis of Student Learning and Performance

a. Program Outcomes

List outcomes, by accredited program. Many of the program outcomes should be used as part of a students learning assessment plan and be measurable.

State the learning objectives for each program (MBA, Ph.D., BBA, AA, etc.) 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.)

Response:

* Masters Degrees:

Intended Educational (Student) Outcomes (SLO):

Goal 1: Effective Business Management Skills

SLO1. Students will exhibit problem-solving skills reflecting an integration of functional perspectives. Students will have the capacity to apply this knowledge and skill in new and unfamiliar circumstances through a conceptual understanding of relevant disciplines.

- a. Assessment measure #1: Comp-XM Percentile Ranking on the Balanced Scorecard and Total Points Scored (BUS 501)
- b. Assessment measure #2: Comp-XM Percent Correct on the Board Queries and on the Balanced Scorecard (BUS 501)
- c. Assessment measure #3: Balanced Scorecard Case Analysis: Harvard Business Case Assignment on the Balanced Scorecard
(ACC 501)

Goal 2: Leadership Skills

SLO2: Students will understand leadership concepts and be able to assume positions of leadership.

- a. Assessment measure #1: Emotional Intelligence Score (from BUS 503)
- b. Assessment measure #2: Peer evaluation of leadership skill on the Capstone Project (from BUS 510)

SLO3: Students will be able to analyze complex business issues and situations that require coping with unforeseen events and managing in unpredictable environments.

- a. Assessment measure #1: Debrief Exercise on the Capstone Project (BUS 510)
- b. Assessment measure #2: Learning and Growth Score on the Comp-XM exam (BUS 510).

SLO4: Students will be able to understand and utilize ethical reasoning.

- a. Assessment measure #1: Ethical Reasoning Simulation (BUS 503)
- b. Assessment measure #2: Ethical capsule in the Capstone simulation

Goal 3: Interpersonal and Collaborative Skills

SLO5. Students will understand and value individual differences, facilitating an understanding of group dynamics and effective teamwork.

- a. Assessment measure #1: SAL Self-Assessment Reports and Paper – both quantitative and qualitative assessment (BUS 501)
- b. Assessment measure #2: Team Formation and View of Teams Exercise from Capstone Comprehensive Team Project (BUS 510)
- c. Assessment measure #3: Peer Evaluations on Capstone Comprehensive Team Project

Goal 4: Analytical Management Skills

SLO6: Students will be able to use a strong base of business knowledge and reasoning ability to analyze discipline specific qualitative and quantitative data to solve problems and make effective management decisions.

- a. Assessment measure #1: Financial Analysis Exercise (from FIN 501)
- b. Assessment measure #2: Break-even analysis (from ECO 501)
- c. Assessment measure #3: Accounting, Finance and Marketing Board Queries on Comp-XM (from BUS 510)

* BS in Accounting

Intended Educational (Student) Outcomes (SLO):

1. Students should understand the basic accounting concepts essential to recording business transactions and preparing & analyzing financial statements.
2. Students should be able to analyze and interpret data for managerial controlling, planning and decision making; including demonstrating competency with the procedures and principles of managerial and cost accounting.
3. Students should be familiar with the theory and practice of Accounting for businesses, including business combination, multinational enterprises, government and not-for-profit.

4. Students should demonstrate knowledge of business law, auditing principles and attestation of standards and procedures

5. Students should demonstrate knowledge of federal income taxation for the preparation of a comprehensive income tax return for individuals and businesses.

* BS in Business Administration

Intended Educational (Student) Outcomes (SLO):

1. Business Administration Students will demonstrate competency in overall business knowledge, knowledge of major functional business areas.
2. Business Administration graduates will demonstrate strong quantitative and qualitative knowledge and analytical skill of major functional business areas.
3. Business Administration graduates will develop strong interpersonal skills.
4. Business Administration alumni are surveyed to evaluate their satisfaction related to curriculum, faculty, academic and professional development.

* BS in Finance

Intended Educational (Student) Outcomes (SLO):

1. Students will demonstrate knowledge of the major concepts and practices of financial analysis and management and develop analytical decision making skills.
2. Students will demonstrate knowledge of investments and derivatives for the practical application of theory.
3. Students will demonstrate overall knowledge of finance and other major functional areas in business for careers in finance and business, and /or graduate study.

* BS in Marketing

Intended Educational (Student) Outcomes (SLO):

1. Students should understand basic marketing principles and the fundamentals for successful retailing management, product and services marketing, electronic commerce, advertising, channel structure, and personal selling in order to effectively market themselves and the organization they represent.
2. Students should understand the fundamentals of consumer behavior and be able to perform a conceptual analysis of consumer behavior individually, within a general retailing, or industrial personal selling context.
3. Students should demonstrate an understanding of current issues in marketing, there application in marketing contexts, and fundamental techniques of marketing research.

b. Performance Results

Complete the following table. Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

Response:

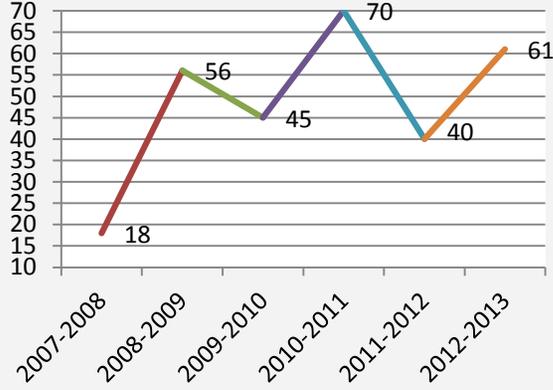
a. Program Outcomes

List outcomes, by accredited program. Many of the program outcomes should be used as part of a student learning assessment plan and be measurable.

Student Learning Results (Required for each accredited program, doctorate, masters, and baccalaureate)

| | | Analysis of Results | | | | | | | | | | | | | | | | | |
|---|---------------------------------------|--|--|---|---|------|-------|-----------|----|-----------|----|-----------|----|-----------|----|-----------|----|-----------|----|
| Performance Measure (Competency) | Description of Measurement Instrument | Areas of Success (Current Results) | Analysis of Results and action taken (What did you learn from the results) | Results of Action Taken (Occurs in the following year, what is your next step) | Insert Graphs or Tables of Resulting Trends for 3-5 Years (Please graph all available data up to five years) | | | | | | | | | | | | | | |
| One hundred percent (100%) of the MBA students will score at or above twenty Percent (20%) in the Comp-XM national comparison (the average GMAT percentile of student entering MBA program never exceed 20%). | Comp-XM Simulation. | Six years of positive trend data exceeding goal of minimum 20% goal. | Added additional exercises related to Balance Scorecard in both the graduate Finance and Accounting courses. (FIN 501 and ACC 501) starting fall 2009. | These changes resulted in significant improvement in learning outcomes for graduating MBA students as evidence by the increase scores in this report. | <p style="text-align: center;">COMP-XM Balnace Score Card</p> <table border="1"> <caption>COMP-XM Balnace Score Card Data</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2007-2008</td> <td>18</td> </tr> <tr> <td>2008-2009</td> <td>56</td> </tr> <tr> <td>2009-2010</td> <td>45</td> </tr> <tr> <td>2010-2011</td> <td>70</td> </tr> <tr> <td>2011-2012</td> <td>40</td> </tr> <tr> <td>2012-2013</td> <td>61</td> </tr> </tbody> </table> | Year | Score | 2007-2008 | 18 | 2008-2009 | 56 | 2009-2010 | 45 | 2010-2011 | 70 | 2011-2012 | 40 | 2012-2013 | 61 |
| Year | Score | | | | | | | | | | | | | | | | | | |
| 2007-2008 | 18 | | | | | | | | | | | | | | | | | | |
| 2008-2009 | 56 | | | | | | | | | | | | | | | | | | |
| 2009-2010 | 45 | | | | | | | | | | | | | | | | | | |
| 2010-2011 | 70 | | | | | | | | | | | | | | | | | | |
| 2011-2012 | 40 | | | | | | | | | | | | | | | | | | |
| 2012-2013 | 61 | | | | | | | | | | | | | | | | | | |

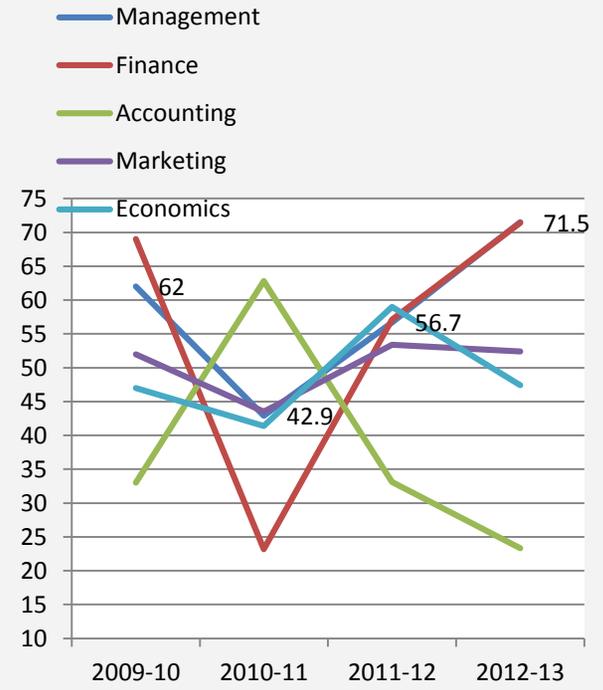
COMP-XM Balnace Score Card



Student Learning Results (Required for each accredited program, doctorate, masters, and baccalaureate)

| | | Analysis of Results | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---------------------------------------|--|--|---|---|------|------------|---------|------------|-----------|-----------|---------|----|----|----|----|----|---------|------|----|----|----|----|---------|------|----|----|----|----|---------|------|----|----|----|----|
| Performance Measure (Competency) | Description of Measurement Instrument | Areas of Success (Current Results) | Analysis of Results and action taken (What did you learn from the results) | Results of Action Taken (Occurs in the following year, what is your next step) | Insert Graphs or Tables of Resulting Trends for 3-5 Years (Please graph all available data up to five years) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| One hundred percent (100%) of the students in the senior capstone course will rank in the 50 th percentile or higher nationally, on average, in each business knowledge (Mng. Fin. Acc. Mar. Eco. Combined) area of the Learning Assurance Report using Business Strategy Game (BSG) | Business Strategy Game (BSG) | Students, performance improved in both Operation Management and Financial Management to above 50 percentile in 2010, 2012, and 2013. | Faculty in the School of Business need reviewed the curriculum, course content, and course delivery to improve students' performance to a higher level | These changes resulted in improvement in learning outcomes for students as evidence by the increase scores in this report | <p align="center">BSG MEAN NATIONAL PERCENTILE OVER TIME</p> <table border="1"> <caption>BSG Mean National Percentile Over Time</caption> <thead> <tr> <th>Year</th> <th>Management</th> <th>Finance</th> <th>Accounting</th> <th>Marketing</th> <th>Economics</th> </tr> </thead> <tbody> <tr> <td>2009-10</td> <td>62</td> <td>68</td> <td>33</td> <td>52</td> <td>47</td> </tr> <tr> <td>2010-11</td> <td>42.9</td> <td>23</td> <td>63</td> <td>43</td> <td>41</td> </tr> <tr> <td>2011-12</td> <td>56.7</td> <td>57</td> <td>33</td> <td>53</td> <td>59</td> </tr> <tr> <td>2012-13</td> <td>71.5</td> <td>71</td> <td>23</td> <td>52</td> <td>47</td> </tr> </tbody> </table> | Year | Management | Finance | Accounting | Marketing | Economics | 2009-10 | 62 | 68 | 33 | 52 | 47 | 2010-11 | 42.9 | 23 | 63 | 43 | 41 | 2011-12 | 56.7 | 57 | 33 | 53 | 59 | 2012-13 | 71.5 | 71 | 23 | 52 | 47 |
| Year | Management | Finance | Accounting | Marketing | Economics | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2009-10 | 62 | 68 | 33 | 52 | 47 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2010-11 | 42.9 | 23 | 63 | 43 | 41 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2011-12 | 56.7 | 57 | 33 | 53 | 59 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2012-13 | 71.5 | 71 | 23 | 52 | 47 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

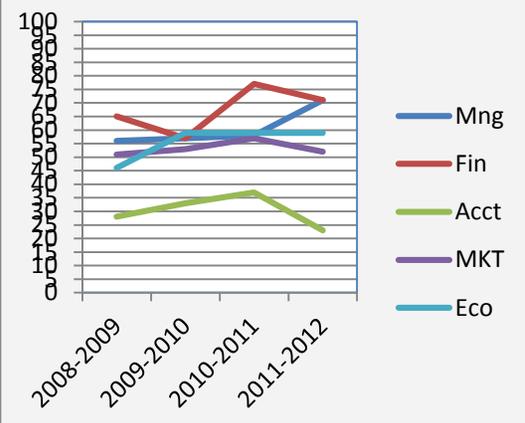
BSG MEAN NATIONAL PERCENTILE OVER TIME



Student Learning Results (Required for each accredited program, doctorate, masters, and baccalaureate)

| | | Analysis of Results | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|--|---|---|--|------|-----|-----|------|-----|-----|-----------|----|----|----|----|----|-----------|----|----|----|----|----|-----------|----|----|----|----|----|-----------|----|----|----|----|----|
| Performance Measure <i>(Competency)</i> | Description of Measurement Instrument | Areas of Success <i>(Current Results)</i> | Analysis of Results and action taken <i>(What did you learn from the results)</i> | Results of Action Taken <i>(Occurs in the following year, what is your next step)</i> | Insert Graphs or Tables of Resulting Trends for 3-5 Years <i>(Please graph all available data up to five years)</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| One hundred percent (100%) of the students in the senior capstone course perform 50% or higher in the Internal Exit Exam | Internal Business Exam developed by the faculty | Students, performance was not satisfactory in Accounting but it was above 50% in Management, Finance, Marketing and Economics. | Faculty in the School of Business need to review the curriculum, course content, and course delivery to improve students' performance in the subject covered in the business curriculum specially Accounting. | Faculty need to review and revise the Internal Exit Exam. The School of Business will also conduct ETS business exam in spring 2013 and 2014. | <div style="text-align: center;"> <h3>Internal Exam Assessment</h3> <table border="1"> <caption>Internal Exam Assessment Data</caption> <thead> <tr> <th>Year</th> <th>Mng</th> <th>Fin</th> <th>Acct</th> <th>MKT</th> <th>Eco</th> </tr> </thead> <tbody> <tr> <td>2008-2009</td> <td>55</td> <td>75</td> <td>45</td> <td>50</td> <td>50</td> </tr> <tr> <td>2009-2010</td> <td>55</td> <td>55</td> <td>50</td> <td>50</td> <td>60</td> </tr> <tr> <td>2010-2011</td> <td>55</td> <td>85</td> <td>50</td> <td>55</td> <td>55</td> </tr> <tr> <td>2011-2012</td> <td>75</td> <td>75</td> <td>45</td> <td>50</td> <td>60</td> </tr> </tbody> </table> </div> | Year | Mng | Fin | Acct | MKT | Eco | 2008-2009 | 55 | 75 | 45 | 50 | 50 | 2009-2010 | 55 | 55 | 50 | 50 | 60 | 2010-2011 | 55 | 85 | 50 | 55 | 55 | 2011-2012 | 75 | 75 | 45 | 50 | 60 |
| Year | Mng | Fin | Acct | MKT | Eco | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2008-2009 | 55 | 75 | 45 | 50 | 50 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2009-2010 | 55 | 55 | 50 | 50 | 60 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2010-2011 | 55 | 85 | 50 | 55 | 55 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2011-2012 | 75 | 75 | 45 | 50 | 60 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Internal Exam Assessment



Standard #5 Faculty and Staff Focus

Complete the following table. Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

Standard 5 - Faculty- and Staff-Focused Results

| | | Analysis of Results | | | |
|----------------------------|--|---------------------------------------|---|--|--|
| Performance Measure | What is your measurement instrument or process? | Current Results | Analysis of Results | Action Taken or Improvement made | Insert Graphs or Tables of Resulting Trends (3-5 data points preferred) |
| Measurable goal | | What are your current results? | What did you learn from the results? | What did you improve or what is your next step? | |
| What is your goal? | (Indicate length of cycle) | | | | |

| <p>Learning center environment:</p> <p>Thirty percent (30%) of the faculty use high student-centered teaching methods in their course instruction</p> | <p>Higher Education Research Institute (HERI) Faculty Survey, (benchmarking conducted in 2010 by the Office of Institutional Effectiveness)</p> <p>Comp1: Catholic Colleges</p> <p>Comp 2: Nonsectarian, Catholic, Other Religions four year colleges</p> | <p>Forty one percent (41%) of faculty at FMU use high student-centered teaching methods</p> | <p>Faculty at FMU are more caring about teaching students than the benched mark instructions</p> | <p>Maintain the culture that encourages faculty to use high student-centered teaching methods in their course instruction</p> | <p style="text-align: center;">Student-Centered Pedagogy</p> <table border="1"> <caption>Student-Centered Pedagogy Data</caption> <thead> <tr> <th>Category</th> <th>High Student-Centered Pedagogy</th> <th>Average Student-Centered Pedagogy</th> <th>Low Student-Centered Pedagogy</th> </tr> </thead> <tbody> <tr> <td>FMU</td> <td>41.7%</td> <td>25.0%</td> <td>33.3%</td> </tr> <tr> <td>Comp 1</td> <td>27.4%</td> <td>44.5%</td> <td>28.1%</td> </tr> <tr> <td>Comp 2</td> <td>29.1%</td> <td>46.3%</td> <td>24.6%</td> </tr> </tbody> </table> <p>Legend:</p> <ul style="list-style-type: none"> High Student-Centered Pedagogy (Orange) Average Student-Centered Pedagogy (Blue) Low Student-Centered Pedagogy (Yellow) | Category | High Student-Centered Pedagogy | Average Student-Centered Pedagogy | Low Student-Centered Pedagogy | FMU | 41.7% | 25.0% | 33.3% | Comp 1 | 27.4% | 44.5% | 28.1% | Comp 2 | 29.1% | 46.3% | 24.6% |
|---|---|---|--|---|---|----------|--------------------------------|-----------------------------------|-------------------------------|-----|-------|-------|-------|--------|-------|-------|-------|--------|-------|-------|-------|
| Category | High Student-Centered Pedagogy | Average Student-Centered Pedagogy | Low Student-Centered Pedagogy | | | | | | | | | | | | | | | | | | |
| FMU | 41.7% | 25.0% | 33.3% | | | | | | | | | | | | | | | | | | |
| Comp 1 | 27.4% | 44.5% | 28.1% | | | | | | | | | | | | | | | | | | |
| Comp 2 | 29.1% | 46.3% | 24.6% | | | | | | | | | | | | | | | | | | |

Survey items and estimation 'weights':

In how many of the courses that you teach do you use each of the following?

* Cooperative learning (small groups) (2.30)

* Student presentations (1.85)

* Group projects (1.82)

* Class discussions (1.70)

* Student evaluations of each others' work (1.53)

* Reflective writing/journaling (1.37)

* Experiential learning/Field studies (1.30)

* Using student inquiry to drive learning (1.26)

* Student-selected topics for course content (1.21)

Standard 5 - Faculty- and Staff-Focused Results

| | | Analysis of Results | | | | | | | | | | | | | | | | | | | |
|--|---|--|--|--|--|----------|----------------------------|-------------------------------|---------------------------|-----|-------|-------|-------|--------|-------|-------|-------|--------|-------|-------|-------|
| Performance Measure | What is your measurement instrument or process? | Current Results | Analysis of Results | Action Taken or Improvement made | Insert Graphs or Tables of Resulting Trends | | | | | | | | | | | | | | | | |
| Measurable goal | | What are your current results? | What did you learn from the results? | What did you improve or what is your next step? | (3-5 data points preferred) | | | | | | | | | | | | | | | | |
| What is your goal? | (Indicate length of cycle) | | | | | | | | | | | | | | | | | | | | |
| <p>Career related stress:</p> <p>Less than thirty one percent (31%) of the FMU faculty have high career related stress</p> | <p>Higher Education Research Institute (HERI) Faculty Survey, (benchmarking conducted in 2010 by the Office of Institutional Effectiveness),</p> <p>Comp1: Catholic Colleges</p> <p>Comp 2: Nonsectarian, Catholic, Other Religions four year colleges.</p> | <p>More than seventy percent (70%) have average and low career related stress and twenty nine percent (29%) have high career related stress.</p> | <p>Help faculty meeting to discuss issues raised on surveys.</p> | <p>Maintain the culture that encourages a low stress teaching environment.</p> | <p>Career Related Stress</p> <table border="1"> <caption>Career Related Stress Data</caption> <thead> <tr> <th>Category</th> <th>High Career Related Stress</th> <th>Average Career Related Stress</th> <th>Low Career Related Stress</th> </tr> </thead> <tbody> <tr> <td>FMU</td> <td>29.2%</td> <td>39.6%</td> <td>31.3%</td> </tr> <tr> <td>Comp 1</td> <td>31.1%</td> <td>47.1%</td> <td>21.8%</td> </tr> <tr> <td>Comp 2</td> <td>31.4%</td> <td>47.4%</td> <td>21.2%</td> </tr> </tbody> </table> <p>Legend: ■ High Career Related Stress ■ Average Career Related Stress ■ Low Career Related Stress</p> | Category | High Career Related Stress | Average Career Related Stress | Low Career Related Stress | FMU | 29.2% | 39.6% | 31.3% | Comp 1 | 31.1% | 47.1% | 21.8% | Comp 2 | 31.4% | 47.4% | 21.2% |
| Category | High Career Related Stress | Average Career Related Stress | Low Career Related Stress | | | | | | | | | | | | | | | | | | |
| FMU | 29.2% | 39.6% | 31.3% | | | | | | | | | | | | | | | | | | |
| Comp 1 | 31.1% | 47.1% | 21.8% | | | | | | | | | | | | | | | | | | |
| Comp 2 | 31.4% | 47.4% | 21.2% | | | | | | | | | | | | | | | | | | |

Survey items and estimation 'weights':

Please indicate the extent to which each of the following has been a source of stress for you during the last two years:

* Lack of personal time (1.52)

* Teaching load (1.38)

* Committee work (1.25)

* Institutional procedures/red tape (1.17)

* Colleagues (1.14)

* Research or publishing demands (1.13)

* Self-imposed high expectations (1.09)

* Students (1.08)

Standard 5 - Faculty- and Staff-Focused Results

| | | Analysis of Results | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|---|---|---|---|----------|-----------|------------|-----------------|------------------------------|-------|--------------------|------------------------------|-------|----------------|------------------------------|-------|-----------------|------------------------------|-------|--------------------|------------------------------|-------|----------------|------------------------------|-------|-----|----------------------|-------|
| Performance Measure | What is your measurement instrument or process? | Current Results | Analysis of Results | Action Taken or Improvement made | Insert Graphs or Tables of Resulting Trends | | | | | | | | | | | | | | | | | | | | | | | | |
| Measurable goal | | What are your current results? | What did you learn from the results? | What did you improve or what is your next step? | (3-5 data points preferred) | | | | | | | | | | | | | | | | | | | | | | | | |
| What is your goal? | (Indicate length of cycle) | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Faculty Personal Development:</p> <p>More than seventy percent (70%) of faculty at FMU are highly satisfied with their personal development</p> | <p>Higher Education Research Institute (HERI) Faculty Survey, (benchmarking conducted in 2010 by the Office of Institutional Effectiveness),</p> <p>Comp1: Catholic Colleges</p> <p>Comp 2: Nonsectarian, Catholic, Other Religions four year colleges</p> | <p>More than seventy percent (70%) of faculty at FMU are highly satisfied with their personal development than thirty five percent (35%) of the benched mark institutions</p> | <p>Help faculty meeting to discuss issues raised on surveys</p> | <p>Maintain and improve the faculty Personal Development culture by providing more professional development resources for faculty</p> | <p style="text-align: center;">Personal Development</p> <table border="1"> <caption>Personal Development Data</caption> <thead> <tr> <th>Category</th> <th>Goal Type</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>High UG Ed Goal</td> <td>Personal Development, Comp 1</td> <td>35.4%</td> </tr> <tr> <td>Average UG Ed Goal</td> <td>Personal Development, Comp 1</td> <td>41.9%</td> </tr> <tr> <td>Low UG Ed Goal</td> <td>Personal Development, Comp 1</td> <td>22.7%</td> </tr> <tr> <td>High UG Ed Goal</td> <td>Personal Development, Comp 2</td> <td>32.3%</td> </tr> <tr> <td>Average UG Ed Goal</td> <td>Personal Development, Comp 2</td> <td>39.5%</td> </tr> <tr> <td>Low UG Ed Goal</td> <td>Personal Development, Comp 2</td> <td>28.2%</td> </tr> <tr> <td>FMU</td> <td>Personal Development</td> <td>70.8%</td> </tr> </tbody> </table> <p>Legend:</p> <ul style="list-style-type: none"> High UG Ed Goal: Personal Development Average UG Ed Goal: Personal Development Low UG Ed Goal: Personal Development | Category | Goal Type | Percentage | High UG Ed Goal | Personal Development, Comp 1 | 35.4% | Average UG Ed Goal | Personal Development, Comp 1 | 41.9% | Low UG Ed Goal | Personal Development, Comp 1 | 22.7% | High UG Ed Goal | Personal Development, Comp 2 | 32.3% | Average UG Ed Goal | Personal Development, Comp 2 | 39.5% | Low UG Ed Goal | Personal Development, Comp 2 | 28.2% | FMU | Personal Development | 70.8% |
| Category | Goal Type | Percentage | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| High UG Ed Goal | Personal Development, Comp 1 | 35.4% | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Average UG Ed Goal | Personal Development, Comp 1 | 41.9% | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Low UG Ed Goal | Personal Development, Comp 1 | 22.7% | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| High UG Ed Goal | Personal Development, Comp 2 | 32.3% | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Average UG Ed Goal | Personal Development, Comp 2 | 39.5% | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Low UG Ed Goal | Personal Development, Comp 2 | 28.2% | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| FMU | Personal Development | 70.8% | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Survey items and estimation 'weights':

Indicate the importance to you of each of the following education goals for undergraduate students:

* Help students develop personal values (4.92)

* Provide for students' emotional development (2.91)

* Develop moral character (2.87)

* Enhance students' self-understanding (2.65)

Standard 5 - Faculty- and Staff-Focused Results

| | | Analysis of Results | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|--|--|---|---|------|----------|-----------|----------|-----------|----|----|----|-----------|----|----|----|-----------|----|----|----|-----------|----|----|----|-----------|----|----|----|
| Performance Measure | What is your measurement instrument or process? (Indicate length of cycle) | Current Results What are your current results? | Analysis of Results What did you learn from the results? | Action Taken or Improvement made What did you improve or what is your next step? | Insert Graphs or Tables of Resulting Trends (3-5 data points preferred) | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Faculty Evaluation: Teaching, Scholarly activities, Services over time:</p> <p>Faculty scores more than 56 out of 60 in teaching evaluation by students, 16 out of 20 in scholarly activities, and 18 out of 20 in services to the university and community.</p> | Faculty annual evaluation instrument. | Faculty scored more than 56 out of 60 in teaching, more than 16 out of 20 in scholarly activities, and 18 out of 20 in services to the University and community. | Faculty exceeded goal. The trend increase in 2010-2013. The faculty performance in above stated activities was satisfactory. | Encourage and provide recourse to the faculty to maintain high performance in teaching, scholarly activities, and services. | <p style="text-align: center;">Faculty Teaching, Scholarly, and Services</p> <table border="1"> <caption>Faculty Teaching, Scholarly, and Services Data</caption> <thead> <tr> <th>Year</th> <th>Teaching</th> <th>Scholarly</th> <th>Services</th> </tr> </thead> <tbody> <tr> <td>2008-2009</td> <td>56</td> <td>16</td> <td>18</td> </tr> <tr> <td>2009-2010</td> <td>56</td> <td>16</td> <td>18</td> </tr> <tr> <td>2010-2011</td> <td>57</td> <td>16</td> <td>18</td> </tr> <tr> <td>2011-2012</td> <td>57</td> <td>16</td> <td>18</td> </tr> <tr> <td>2012-2013</td> <td>57</td> <td>16</td> <td>18</td> </tr> </tbody> </table> | Year | Teaching | Scholarly | Services | 2008-2009 | 56 | 16 | 18 | 2009-2010 | 56 | 16 | 18 | 2010-2011 | 57 | 16 | 18 | 2011-2012 | 57 | 16 | 18 | 2012-2013 | 57 | 16 | 18 |
| Year | Teaching | Scholarly | Services | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2008-2009 | 56 | 16 | 18 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2009-2010 | 56 | 16 | 18 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2010-2011 | 57 | 16 | 18 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2011-2012 | 57 | 16 | 18 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2012-2013 | 57 | 16 | 18 | | | | | | | | | | | | | | | | | | | | | | | | | | |

Faculty Qualifications

Complete the next two tables for **new** full-time and part-time faculty members since last self-study or QA report. Do not include faculty members previously reported.

Response

The School of Business has not hired any new full-time/part time faculty in the past two years.

Standard 5, Criterion 5.8

Scholarly and Professional Activities

| | | | Scholarly Activities | | | | Professional Activities | | | | |
|------------------|----------------|-----------------------------|----------------------|--|--|------------|-------------------------------|--|-----------------------|--------------------------|-------|
| | | | Papers Presented | Published Articles/ Manuscripts/ Books | Unpublished Articles/ Manuscripts/ Books | Consulting | Professional Related Services | Professional Conferences/ Workshops | Professional Meetings | Professional Memberships | Other |
| Faculty Member | Highest Degree | Professional Qualifications | | | | | | | | | |
| Entessari Abbass | Ph.D. | | | | | | | | | | |
| Sp13-F13 | | | | | D-1 C=1 | | D = 2 C=1 | 3 | 5 | 1 | |
| Sp12-F12 | | | | | D=1 | | A = 1 | 3 | 6 | 1 | |

| | | | Scholarly Activities | | | | Professional Activities | | | | |
|-----------------|----------------|-----------------------------|----------------------|--|--|------------|-------------------------------|--|-----------------------|--------------------------|-------|
| | | | Papers Presented | Published Articles/ Manuscripts/ Books | Unpublished Articles/ Manuscripts/ Books | Consulting | Professional Related Services | Professional Conferences/ Workshops | Professional Meetings | Professional Memberships | Other |
| Faculty Member | Highest Degree | Professional Qualifications | | | | | | | | | |
| Edwards Barbara | DBA | | | | | | | | | | |
| Sp13-F13 | | | | A = 1 | D = 1 C = 1 | 4 | A = 3 | 2 | 3 | 2 | |
| Sp12-F12 | | | | | | | A = 1 | 2 | 3 | 1 | |

| Faculty Member | Highest Degree | Professional Qualifications | Scholarly Activities | | | | Professional Activities | | | | |
|----------------|----------------|-----------------------------|----------------------|--|--|------------|-------------------------------|--|-----------------------|--------------------------|-------|
| | | | Papers Presented | Published Articles/ Manuscripts/ Books | Unpublished Articles/ Manuscripts/ Books | Consulting | Professional Related Services | Professional Conferences/ Workshops | Professional Meetings | Professional Memberships | Other |
| Forbes Renee | DBA | CPA | | | | | | | | | |
| Sp13-F13 | | | | | | | | A = 4 | A = 1 | 4 | |
| Sp12-F12 | | | | C = 2 | | | | A = 4 | A = 1 | | |

| Faculty Member | Highest Degree | Professional Qualifications | Scholarly Activities | | | | Professional Activities | | | | |
|-----------------|----------------|-----------------------------|----------------------|--|--|------------|-------------------------------|--|-----------------------|--------------------------|-------|
| | | | Papers Presented | Published Articles/ Manuscripts/ Books | Unpublished Articles/ Manuscripts/ Books | Consulting | Professional Related Services | Professional Conferences/ Workshops | Professional Meetings | Professional Memberships | Other |
| Koyame-Marsh, M | Ph.D. | | | | | | | | | | |
| Sp13-F13 | | | B = 1 | B-1 | B = 1 | | D = 1 | C = 1 | 1 | 4 | |
| Sp12-F12 | | 1 | B = 4 | B = 3 | B = 3 | | D = 2 | C = 4 | 2 | 4 | |

| Faculty Member | Highest Degree | Professional Qualifications | Scholarly Activities | | | | Professional Activities | | | | |
|----------------|----------------|-----------------------------|----------------------|--|--|------------|-------------------------------|--|-----------------------|--------------------------|-------|
| | | | Papers Presented | Published Articles/ Manuscripts/ Books | Unpublished Articles/ Manuscripts/ Books | Consulting | Professional Related Services | Professional Conferences/ Workshops | Professional Meetings | Professional Memberships | Other |
| Labadie Robert | Ph.D. | | | | | | | | | | |
| Sp13-F13 | | | | | | | | 1 | 1 | | |
| Sp12-F12 | | | | | | | C = 1 | 1 | | | |

| Faculty Member | Highest Degree | Professional Qualifications | Scholarly Activities | | | | Professional Activities | | | | |
|----------------|----------------|-----------------------------|----------------------|--|--|------------|-------------------------------|--|-----------------------|--------------------------|-------|
| | | | Papers Presented | Published Articles/ Manuscripts/ Books | Unpublished Articles/ Manuscripts/ Books | Consulting | Professional Related Services | Professional Conferences/ Workshops | Professional Meetings | Professional Memberships | Other |
| Lee Cheulho | Ph.D. | | | | | | | | | | |
| Sp13-F13 | | | | C = 1 | D = 1 B = 1 | | D = 1 | | | 2 | |
| Sp12-F12 | | | | B = 1 | B = 2 | | D = 1 | | | 2 | |

| Faculty Member | Highest Degree | Professional Qualifications | Scholarly Activities | | | | Professional Activities | | | | | |
|----------------|----------------|-----------------------------|----------------------|--|--|-------------------|-------------------------------|--|-----------------------|--------------------------|-------|--|
| | | | Papers Presented | Published Articles/ Manuscripts/ Books | Unpublished Articles/ Manuscripts/ Books | Consulting | Professional Related Services | Professional Conferences/ Workshops | Professional Meetings | Professional Memberships | Other | |
| Lucky William | Ph.D. | | | | | | | | | | | |
| Sp13-F13 | | | | | B=2 | C=2 D=2 A=2 | C = 1 B = 2 | 5 | 2 | 1 | | |
| Sp12-F12 | | | | | B = 1 | C=2 D=2 A=2 | C = 1 B = 2 D = 1 | 3 | 1 | 1 | | |

| Faculty Member | Highest Degree | Professional Qualifications | Scholarly Activities | | | | Professional Activities | | | | | |
|---------------------|----------------|-----------------------------|----------------------|--|--|------------|-------------------------------|--|-----------------------|--------------------------|-------|--|
| | | | Papers Presented | Published Articles/ Manuscripts/ Books | Unpublished Articles/ Manuscripts/ Books | Consulting | Professional Related Services | Professional Conferences/ Workshops | Professional Meetings | Professional Memberships | Other | |
| Pellegrino Kimberly | Ph.D. | | | | | | | | | | | |
| Sp13-F13 | | | B = 1 | 1 | B-2 | | C = 5 | | 1 | 1 | | |
| Sp12-F12 | | | B = 1 | B = 1 | B=1 | | C = 5 | 1 | 1 | 0 | | |

| Faculty Member | Highest Degree | Professional Qualifications | Scholarly Activities | | | | Professional Activities | | | | |
|-------------------|----------------|-----------------------------|----------------------|--|--|------------|-------------------------------|--|-----------------------|--------------------------|-------|
| | | | Papers Presented | Published Articles/ Manuscripts/ Books | Unpublished Articles/ Manuscripts/ Books | Consulting | Professional Related Services | Professional Conferences/ Workshops | Professional Meetings | Professional Memberships | Other |
| Pellegrino Robert | Ph.D. | | | | | | | | | | |
| Sp13-F13 | | | B = 2 | B = 1 | B = 2 | | B = 3 | 1 | 1 | 2 | |
| Sp12-F12 | | | B = 1 | B = 1 | B=1 | | B = 3 D = 2 | 1 | 1 | 2 | |

| Faculty Member | Highest Degree | Professional Qualifications | Scholarly Activities | | | | Professional Activities | | | | |
|----------------|----------------|-----------------------------|----------------------|--|--|------------|-------------------------------|--|-----------------------|--------------------------|-------|
| | | | Papers Presented | Published Articles/ Manuscripts/ Books | Unpublished Articles/ Manuscripts/ Books | Consulting | Professional Related Services | Professional Conferences/ Workshops | Professional Meetings | Professional Memberships | Other |
| Perkins Debra | DBA | | | | | | | | | | |
| Sp13-F13 | | | A = 1 | B= 2 | A = 1 D = 1 | | 1 | | | 1 | |
| Sp12-F12 | | | C = 4 | B = 5 | D = 2 | | | A = 1 | | 1 | |

Codes to Use for Scholarly Activities:

A = Scholarship of Teaching

B = Scholarship of Discovery

C = Scholarship of Integration

D = Scholarship of Application

Standard #6 Educational and Business Process Management

a. Curriculum

1. List any existing accredited degree programs/curricula that have been **substantially revised** since your last report and attach a Table - Standard 6, Criterion 6.1.3 – Undergraduate CPC Coverage for each program.

Response: None

1. List any **new** degree programs that have been developed and attach a Table - Standard 6, Criterion 6.1.3 – Undergraduate CPC Coverage for each new program since your last report.

Response: None

1. List any **new** degree programs that have been developed and attach a Table - Standard 6, Criterion 6.1.3 – Undergraduate CPC Coverage for each new program since your last report.

Note: If you have a new degree at a level currently accredited by ACBSP, then report information on: student enrollment, program objectives, instructional resources, faculty qualifications, facilities and equipment, admissions requirements, graduation statistics, core professional components (CPCs) and the outcomes assessment process to ACBSP. If the new degree is at a higher level than what is currently accredited, the school must complete a self-study to add the degree.

Response: None

2. List any accredited programs that have been terminated since your last report.

Response: None

Complete table 6.1. Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

Table 6.1 Standard 6 – Organizational Performance Results

| | |
|--|--|
| 5. Organizational Effectiveness Results | Organizational effectiveness results examine attainment of organizational goals. Each business unit must have a systematic reporting mechanism for each business program that charts enrollment patterns, student retention, student academic success, and other characteristics reflecting students' performance. <i>Key indicators may include: graduation rates, enrollment, improvement in safety, hiring equity, increased use of web-based technologies, use of facilities by community organizations, contributions to the community, or partnerships, retention rates by program, and what you report to governing boards and administrative units.</i> |
|--|--|

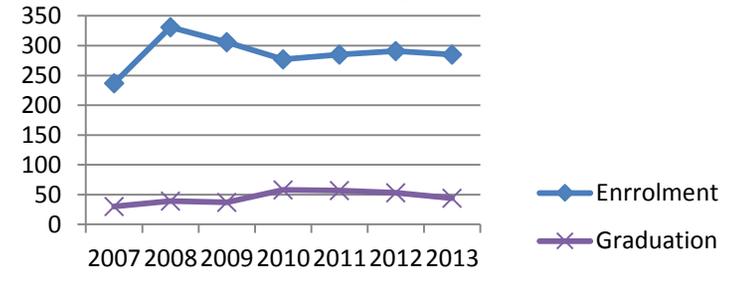
| | | | Analysis of Results | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|--|--|------|------------------|------|----|------|----|------|----|------|----|------|----|------|----|------|----|------|------------------|------|----|------|----|------|----|------|----|------|----|------|----|------|----|
| Performance Measure | What is your measurement instrument or process? (Indicate length of cycle) | Current Results What are your current results? | Analysis of Results What did you learn from the results? | Action Taken or Improvement made What did you improve or what is your next step | Insert Graphs or Tables of Resulting Trends (3-5 data points preferred) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>The School of Business graduation increased each year from 2007 to 2011. The graduation decreased from 2010 to 2013.</p> | Office of Institutional Effectiveness, Statistical Profile. | The graduation increase goal has not been met in the School of Business due to low enrollment at the University after 2009. | The decrease is due to low enrollment at the University. The School of Business, however, is still graduating more students proportionally than other programs at the University. | The School of Business needs to get involved in recruiting and maintain quality advisement, course offering, and hiring of new faculty | <p>School of Business Graduation Total</p> <table border="1"> <caption>School of Business Graduation Total (Bar Chart)</caption> <thead> <tr> <th>Year</th> <th>Graduation Total</th> </tr> </thead> <tbody> <tr><td>2007</td><td>30</td></tr> <tr><td>2008</td><td>39</td></tr> <tr><td>2009</td><td>37</td></tr> <tr><td>2010</td><td>58</td></tr> <tr><td>2011</td><td>57</td></tr> <tr><td>2012</td><td>53</td></tr> <tr><td>2013</td><td>44</td></tr> </tbody> </table> <p>School of Business Graduation Total</p> <table border="1"> <caption>School of Business Graduation Total (Line Chart)</caption> <thead> <tr> <th>Year</th> <th>Graduation Total</th> </tr> </thead> <tbody> <tr><td>2007</td><td>30</td></tr> <tr><td>2008</td><td>39</td></tr> <tr><td>2009</td><td>37</td></tr> <tr><td>2010</td><td>58</td></tr> <tr><td>2011</td><td>57</td></tr> <tr><td>2012</td><td>53</td></tr> <tr><td>2013</td><td>44</td></tr> </tbody> </table> | Year | Graduation Total | 2007 | 30 | 2008 | 39 | 2009 | 37 | 2010 | 58 | 2011 | 57 | 2012 | 53 | 2013 | 44 | Year | Graduation Total | 2007 | 30 | 2008 | 39 | 2009 | 37 | 2010 | 58 | 2011 | 57 | 2012 | 53 | 2013 | 44 |
| Year | Graduation Total | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2007 | 30 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2008 | 39 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2009 | 37 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2010 | 58 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2011 | 57 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2012 | 53 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2013 | 44 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year | Graduation Total | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2007 | 30 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2008 | 39 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2009 | 37 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2010 | 58 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2011 | 57 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2012 | 53 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2013 | 44 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | | Analysis of Results | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|--|---|---|--|------|----------------------------|------|-------|------|-------|------|-------|------|-------|------|-------|------|----------------------------|------|-------|------|-------|------|-------|------|-------|------|-------|
| Performance Measure | What is your measurement instrument or process? (Indicate length of cycle) | Current Results What are your current results? | Analysis of Results What did you learn from the results? | Action Taken or Improvement made What did you improve or what is your next step | Insert Graphs or Tables of Resulting Trends (3-5 data points preferred) | | | | | | | | | | | | | | | | | | | | | | | | |
| The School of Business total student credit hours increase or remain stable after 2010. | Office of Institutional Effectiveness, Statistical Profile. | The total student credit hours increased more than 5% from 2007 to 2009, and declined from 2011. | The decreased is due to lower student enrollment at the University and consequently the School of Business. | The School of Business needs to improve its recruitments activities of students to the School of Business | <p>Total Student Credit Hours</p> <table border="1"> <caption>Total Student Credit Hours (Bar Chart)</caption> <thead> <tr> <th>Year</th> <th>Total Student Credit Hours</th> </tr> </thead> <tbody> <tr> <td>2009</td> <td>4,700</td> </tr> <tr> <td>2010</td> <td>3,000</td> </tr> <tr> <td>2011</td> <td>4,100</td> </tr> <tr> <td>2012</td> <td>3,900</td> </tr> <tr> <td>2013</td> <td>3,700</td> </tr> </tbody> </table> <p>Total Student Credit Hours</p> <table border="1"> <caption>Total Student Credit Hours (Line Chart)</caption> <thead> <tr> <th>Year</th> <th>Total Student Credit Hours</th> </tr> </thead> <tbody> <tr> <td>2009</td> <td>4,700</td> </tr> <tr> <td>2010</td> <td>3,000</td> </tr> <tr> <td>2011</td> <td>4,100</td> </tr> <tr> <td>2012</td> <td>3,900</td> </tr> <tr> <td>2013</td> <td>3,700</td> </tr> </tbody> </table> | Year | Total Student Credit Hours | 2009 | 4,700 | 2010 | 3,000 | 2011 | 4,100 | 2012 | 3,900 | 2013 | 3,700 | Year | Total Student Credit Hours | 2009 | 4,700 | 2010 | 3,000 | 2011 | 4,100 | 2012 | 3,900 | 2013 | 3,700 |
| Year | Total Student Credit Hours | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2009 | 4,700 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2010 | 3,000 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2011 | 4,100 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2012 | 3,900 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2013 | 3,700 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year | Total Student Credit Hours | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2009 | 4,700 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2010 | 3,000 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2011 | 4,100 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2012 | 3,900 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2013 | 3,700 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Standard 6 - Organizational Performance Results

| | | Analysis of Results | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|--|--|--|------|------------|------------|------|-----|----|------|-----|----|------|-----|----|------|-----|----|------|-----|----|------|-----|----|------|-----|----|
| Performance Measure | What is your measurement instrument or process? | Current Results | Analysis of Results | Action Taken or Improvement made | Insert Graphs or Tables of Resulting Trends | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | (3-5 data points preferred) | | | | | | | | | | | | | | | | | | | | | | | | |
| Measurable goal | (Indicate length of cycle) | What are your current results? | What did you learn from the results? | What did you improve or what is your next step? | | | | | | | | | | | | | | | | | | | | | | | | | |
| What is your goal? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Both enrollment and graduation increase by 5% in the School of Business by 2008. The enrolment and graduation fell from 2009 due to low enrollment at the University. The School of Business needs to stabilize the enrollment and graduation rate. | Office of Institutional Effectiveness, Statistical Profile. | The enrollment in the School of Business declined more than 5%, the graduation, however, has been stabilized. | The School of Business needs to review and analyze its enrollment trend. The decline in enrollment is the result of 2008 economic downturn in the country and Florida. | The School of Business needs to improve its recruitment of students to the School of Business. | <p style="text-align: center;">School of Business Graduation and Enrollment</p> <table border="1"> <caption>School of Business Graduation and Enrollment Data</caption> <thead> <tr> <th>Year</th> <th>Enrollment</th> <th>Graduation</th> </tr> </thead> <tbody> <tr> <td>2007</td> <td>230</td> <td>30</td> </tr> <tr> <td>2008</td> <td>320</td> <td>40</td> </tr> <tr> <td>2009</td> <td>300</td> <td>35</td> </tr> <tr> <td>2010</td> <td>270</td> <td>50</td> </tr> <tr> <td>2011</td> <td>280</td> <td>50</td> </tr> <tr> <td>2012</td> <td>270</td> <td>50</td> </tr> <tr> <td>2013</td> <td>280</td> <td>45</td> </tr> </tbody> </table> | Year | Enrollment | Graduation | 2007 | 230 | 30 | 2008 | 320 | 40 | 2009 | 300 | 35 | 2010 | 270 | 50 | 2011 | 280 | 50 | 2012 | 270 | 50 | 2013 | 280 | 45 |
| Year | Enrollment | Graduation | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2007 | 230 | 30 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2008 | 320 | 40 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2009 | 300 | 35 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2010 | 270 | 50 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2011 | 280 | 50 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2012 | 270 | 50 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2013 | 280 | 45 | | | | | | | | | | | | | | | | | | | | | | | | | | | |

School of Business Graduation and Enrollment



| | | Analysis of Results | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|--|---|---|---|------|----------------------|------|-----|------|-----|------|------|------|------|------|------|------|------|------|------|------|------|------|----------------------|------|-----|------|-----|------|------|------|------|------|------|------|------|------|------|------|------|
| Performance Measure | What is your measurement instrument or process? | Current Results | Analysis of Results | Action Taken or Improvement made | Insert Graphs or Tables of Resulting Trends | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | (3-5 data points preferred) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Measurable goal | (Indicate length of cycle) | What are your current results? | What did you learn from the results? | What did you improve or what is your next step? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| What is your goal? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| The on-line registration in the University increased from year 2006 to 2010 and dropped from 2011. | The data provided by the Information Technology of the University and the Office of Institutional Effectiveness. | The on-line registration steadily improved from 2006 to 2008. The improvement was more than 80% from 2009 to 2010. The on-line registration dropped from 2010 due to change of advisement process of freshman class. | The on-line registration will evolve at the University depending on the Academic Affairs strategy on on-line registration by freshman students. | School of Business faculty need to help the University to reach its goal of maximum on-line registration by Sophomores, Juniors, and Senior students. | <div data-bbox="1293 581 2028 980"> <h3>On-Line Registration</h3> <table border="1"> <caption>On-Line Registration (Bar Chart Data)</caption> <thead> <tr> <th>Year</th> <th>On-Line Registration</th> </tr> </thead> <tbody> <tr><td>2006</td><td>200</td></tr> <tr><td>2007</td><td>800</td></tr> <tr><td>2008</td><td>1100</td></tr> <tr><td>2009</td><td>1100</td></tr> <tr><td>2010</td><td>2200</td></tr> <tr><td>2011</td><td>2100</td></tr> <tr><td>2012</td><td>1100</td></tr> <tr><td>2013</td><td>1000</td></tr> </tbody> </table> </div> <div data-bbox="1293 987 2028 1386"> <h3>On-Line Registration</h3> <table border="1"> <caption>On-Line Registration (Line Chart Data)</caption> <thead> <tr> <th>Year</th> <th>On-Line Registration</th> </tr> </thead> <tbody> <tr><td>2006</td><td>200</td></tr> <tr><td>2007</td><td>800</td></tr> <tr><td>2008</td><td>1100</td></tr> <tr><td>2009</td><td>1100</td></tr> <tr><td>2010</td><td>2200</td></tr> <tr><td>2011</td><td>2100</td></tr> <tr><td>2012</td><td>1100</td></tr> <tr><td>2013</td><td>1000</td></tr> </tbody> </table> </div> | Year | On-Line Registration | 2006 | 200 | 2007 | 800 | 2008 | 1100 | 2009 | 1100 | 2010 | 2200 | 2011 | 2100 | 2012 | 1100 | 2013 | 1000 | Year | On-Line Registration | 2006 | 200 | 2007 | 800 | 2008 | 1100 | 2009 | 1100 | 2010 | 2200 | 2011 | 2100 | 2012 | 1100 | 2013 | 1000 |
| Year | On-Line Registration | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2006 | 200 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2007 | 800 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2008 | 1100 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2009 | 1100 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2010 | 2200 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2011 | 2100 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2012 | 1100 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2013 | 1000 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year | On-Line Registration | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2006 | 200 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2007 | 800 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2008 | 1100 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2009 | 1100 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2010 | 2200 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2011 | 2100 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2012 | 1100 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2013 | 1000 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | Analysis of Results | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|--|---|--|--|------|--------------------|-----------|----|-----------|----|-----------|---|-----------|----|-----------|----|------|--------------------------|-----------|----|-----------|---|-----------|---|-----------|---|-----------|---|
| Performance Measure | What is your measurement instrument or process? | Current Results | Analysis of Results | Action Taken or Improvement made | Insert Graphs or Tables of Resulting Trends | | | | | | | | | | | | | | | | | | | | | | | | |
| Measurable goal | (Indicate length of cycle) | What are your current results? | What did you learn from the results? | What did you improve or what is your next step? | (3-5 data points preferred) | | | | | | | | | | | | | | | | | | | | | | | | |
| What is your goal? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| School of Business attrition declines 10% from 2009 to 2011. The attrition rate increase from 2011 and has stabilized since. | The data provide by the Registrar Office of the Institutional Effectiveness of the University. | The Attrition rate of the School of Business has declined more than 10% from 2009 to 2011. The rate is still very low. | The School of Business has been very successful of retaining its students | School of Business faculty need to continue its academic supports of its students. | <div data-bbox="1318 646 2053 1047"> <h3>School of Business Attrition</h3> <table border="1"> <caption>School of Business Attrition (Bar Chart)</caption> <thead> <tr> <th>Year</th> <th>Attrition Rate (%)</th> </tr> </thead> <tbody> <tr> <td>2008-2009</td> <td>14</td> </tr> <tr> <td>2009-2010</td> <td>10</td> </tr> <tr> <td>2010-2011</td> <td>3</td> </tr> <tr> <td>2011-2012</td> <td>11</td> </tr> <tr> <td>2012-2013</td> <td>10</td> </tr> </tbody> </table> </div> <div data-bbox="1318 1052 2053 1453"> <h3>School of Business Attrition</h3> <table border="1"> <caption>School of Business Attrition (Line Chart)</caption> <thead> <tr> <th>Year</th> <th>On-Line Registration (%)</th> </tr> </thead> <tbody> <tr> <td>2008-2009</td> <td>12</td> </tr> <tr> <td>2009-2010</td> <td>8</td> </tr> <tr> <td>2010-2011</td> <td>2</td> </tr> <tr> <td>2011-2012</td> <td>9</td> </tr> <tr> <td>2012-2013</td> <td>9</td> </tr> </tbody> </table> </div> | Year | Attrition Rate (%) | 2008-2009 | 14 | 2009-2010 | 10 | 2010-2011 | 3 | 2011-2012 | 11 | 2012-2013 | 10 | Year | On-Line Registration (%) | 2008-2009 | 12 | 2009-2010 | 8 | 2010-2011 | 2 | 2011-2012 | 9 | 2012-2013 | 9 |
| Year | Attrition Rate (%) | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2008-2009 | 14 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2009-2010 | 10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2010-2011 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2011-2012 | 11 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2012-2013 | 10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year | On-Line Registration (%) | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2008-2009 | 12 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2009-2010 | 8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2010-2011 | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2011-2012 | 9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2012-2013 | 9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | Analysis of Results | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|--|--|----------------|------|-------|------|-------|------|-----------|---|---|-----|---|---|-----------------|---|---|---|---|---|------------|---|-----|---|---|---|----------|---|---|---|---|---|---------------|---|---|---|---|---|---------------|---|---|---|---|---|------------|---|---|---|---|---|
| Performance Measure | What is your measurement instrument or process? | Current Results | Analysis of Results | Action Taken or Improvement made | Insert Graphs or Tables of Resulting Trends | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Measurable goal | (Indicate length of cycle) | What are your current results? | What did you learn from the results? | What did you improve or what is your next step? | (3-5 data points preferred) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| What is your goal? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 80% of faculty in the School of Business use web-technology in their instruction. | The data provide by the Information Technology of the University. | Majority of the faculty in the School of Business use some form of web-technology in their classes. | There is potential of using more web-technology in the class room by faculty. | The University is upgrading its web-technology. This will positively result in more usage of web-technology in the class room across the discipline. The irregularities of performance by students, is, however a concern. | <p style="text-align: center;">WebCT Faculty Users</p> <table border="1"> <caption>WebCT Faculty Users Data</caption> <thead> <tr> <th>Faculty Member</th> <th>F 11</th> <th>Sp 12</th> <th>F 12</th> <th>Sp 13</th> <th>F 13</th> </tr> </thead> <tbody> <tr> <td>R. Forbes</td> <td>4</td> <td>6</td> <td>5.5</td> <td>4</td> <td>4</td> </tr> <tr> <td>R. Koyame-Marsh</td> <td>2</td> <td>5</td> <td>1</td> <td>2</td> <td>4</td> </tr> <tr> <td>R. Labadie</td> <td>4</td> <td>5.5</td> <td>5</td> <td>4</td> <td>4</td> </tr> <tr> <td>W. Lucky</td> <td>7</td> <td>3</td> <td>5</td> <td>4</td> <td>5</td> </tr> <tr> <td>K. Pellegrino</td> <td>3</td> <td>4</td> <td>5</td> <td>2</td> <td>2</td> </tr> <tr> <td>R. Pellegrino</td> <td>2</td> <td>3</td> <td>1</td> <td>2</td> <td>1</td> </tr> <tr> <td>D. Perkins</td> <td>1</td> <td>4</td> <td>3</td> <td>3</td> <td>3</td> </tr> </tbody> </table> | Faculty Member | F 11 | Sp 12 | F 12 | Sp 13 | F 13 | R. Forbes | 4 | 6 | 5.5 | 4 | 4 | R. Koyame-Marsh | 2 | 5 | 1 | 2 | 4 | R. Labadie | 4 | 5.5 | 5 | 4 | 4 | W. Lucky | 7 | 3 | 5 | 4 | 5 | K. Pellegrino | 3 | 4 | 5 | 2 | 2 | R. Pellegrino | 2 | 3 | 1 | 2 | 1 | D. Perkins | 1 | 4 | 3 | 3 | 3 |
| Faculty Member | F 11 | Sp 12 | F 12 | Sp 13 | F 13 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| R. Forbes | 4 | 6 | 5.5 | 4 | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| R. Koyame-Marsh | 2 | 5 | 1 | 2 | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| R. Labadie | 4 | 5.5 | 5 | 4 | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| W. Lucky | 7 | 3 | 5 | 4 | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| K. Pellegrino | 3 | 4 | 5 | 2 | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| R. Pellegrino | 2 | 3 | 1 | 2 | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| D. Perkins | 1 | 4 | 3 | 3 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | Analysis of Results | | | | | | | | | | | | | | | | | | | |
|---|---|---|--|--|--|-------|----------|---------|-----|----------|-----|----------|-----|-------|----------|---------|-----|----------|-----|----------|-----|
| Performance Measure | What is your measurement instrument or process? | Current Results | Analysis of Results | Action Taken or Improvement made | Insert Graphs or Tables of Resulting Trends | | | | | | | | | | | | | | | | |
| Measurable goal | (Indicate length of cycle) | What are your current results? | What did you learn from the results? | What did you improve or what is your next step? | (3-5 data points preferred) | | | | | | | | | | | | | | | | |
| What is your goal? | | | | | | | | | | | | | | | | | | | | | |
| More than 40% of School of Business students use Bloomberg Terminals in Financial Market analysis and other research. | The UNCF/ Bloomberg grant initiative. | The Bloomberg Terminal usage by students was more than %40. | The School of Business has been successful of integration of Bloomberg Terminals in its instruction. | School of Business needs to encourage students and faculty to use Bloomberg Terminals. | <div data-bbox="1318 511 1997 1081"> <h3>Blomberg Terminal Usage</h3> <table border="1"> <caption>Blomberg Terminal Usage Data</caption> <thead> <tr> <th>Month</th> <th>Students</th> </tr> </thead> <tbody> <tr> <td>October</td> <td>175</td> </tr> <tr> <td>November</td> <td>195</td> </tr> <tr> <td>February</td> <td>105</td> </tr> </tbody> </table> </div> <div data-bbox="1318 1112 1997 1572"> <h3>Bllomberg Terminal Usage</h3> <table border="1"> <caption>Bllomberg Terminal Usage Data</caption> <thead> <tr> <th>Month</th> <th>Students</th> </tr> </thead> <tbody> <tr> <td>October</td> <td>175</td> </tr> <tr> <td>November</td> <td>195</td> </tr> <tr> <td>February</td> <td>105</td> </tr> </tbody> </table> </div> | Month | Students | October | 175 | November | 195 | February | 105 | Month | Students | October | 175 | November | 195 | February | 105 |
| Month | Students | | | | | | | | | | | | | | | | | | | | |
| October | 175 | | | | | | | | | | | | | | | | | | | | |
| November | 195 | | | | | | | | | | | | | | | | | | | | |
| February | 105 | | | | | | | | | | | | | | | | | | | | |
| Month | Students | | | | | | | | | | | | | | | | | | | | |
| October | 175 | | | | | | | | | | | | | | | | | | | | |
| November | 195 | | | | | | | | | | | | | | | | | | | | |
| February | 105 | | | | | | | | | | | | | | | | | | | | |

Complete the following table **only** if you have new programs or substantially changed an accredited program.

**Table 6.3 Standard 6, Criterion 6.1.3
Example of a Table of Undergraduate Common Professional Component (CPC) Compliance**

| CORE COURSES | Hour Class Sessions by CPC Topic | | | | | | | | | | | Total |
|--------------|----------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|----------|------------|---------------|-------|
| | a1 MKT | a2 FIN | a3 ACC | a4 MGT | b1 LAW | b2 ECO | b3 ETH | b4 GLO | c1 IS | c2 STAT | d POL/COMP | |
| MATH 1203 | | 6 | | | | | | | | 45 | | 51 |
| ACCT 2143 | | | 45 | | 2 | | 2 | | 2 | | | 51 |
| ACCT 2243 | 8 | 2 | 45 | 15 | | | 2 | | | | | 72 |
| BUAD 2153 | | | 3 | | | | | | 45 | 2 | | 50 |
| BUAD 2203 | | | | | | | | | 5 | 45 | | 50 |
| ECON 2333 | | | 2 | | 3 | 45 | 3 | 4 | | 2 | 10 | 69 |
| ECON 2433 | 2 | 1 | 2 | 9 | 2 | 45 | 1 | 4 | | 1 | 1 | 68 |
| MGMT 3013 | | 1 | 1 | 45 | 4 | 1 | 4 | 4 | 3 | 1 | 2 | 66 |
| MGMT 3113 | 3 | 2 | 3 | 8 | 1 | 1 | 2 | 2 | 45 | | | 67 |
| BUAD 3233 | | | | | 45 | | 6 | | | | | 51 |
| MKTG 3723 | 45 | | | 4 | 1 | 2 | 1 | 2 | | 2 | | 58 |
| FINC 3733 | | 40 | 8 | | 2 | 10 | 1 | | 7 | | | 68 |
| MGMT 4853 | 3 | 3 | 8 | 10 | 3 | 2 | 3 | 4 | 9 | 5 | 45 | 95 |
| TOTALS | 61 | 55 | 117 | 91 | 63 | 106 | 25 | 20 | 116 | 103 | 58 | |

Note: In general, classes should not show total CPC contact hours of more than 150 percent of the course's total contact hours. Exceptions to this guideline would include an interdisciplinary capstone course. The substance of this requirement also applies to schools measuring coverage by percentage of a 3-hour course.

Response: Not applicable.

APENDIX A



THE SCHOOL OF BUSINESS 2013 - 2014

