

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: December 12, 2015

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

O3. Year Accredited/Reaffirmed: 2000 / 2010 This Report Covers Years: 2013-2015

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. Michelle Howard-Vital, Executive Vice President and Provost, 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 University Web page (School of Business page), Newsletter, Advisory Council meetings and workshops, University Web page (including the Monday morning Presidents massage), Florida Memorial Fact Books, weekly or bi-weekly Activity Reports (Highlight & Accomplishments) 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 University Web page (School of Business page), reports to the Office of Institutional Effectiveness, Advisory Council meetings and workshops, 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 University Web page (School of Business page), Florida Memorial Fact Books prepared by the Office of the Institutional Effectiveness, School of Business Newsletter, School of Business Advisory Council meetings and workshops, 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 Labadie, the Professor of Business Administration, is no longer the MBA Director. Dr. Abbas Entessari, The Dean of the School of Business) is the Acting MBA Director.

An Organizational Chart of the School of Business will be available in the Florida Memorial University Evidence File of this report.

- 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

Response:

Identify any major changes to the key strategic goals/objectives during the QA reporting period:

Key Strategic Goals/Objectives	Any Major Changes
Review program of study and course learning outcomes in the School of Business.	School of Business review, evaluate, and enhance existing programs based on academic relevance, market needs, university priorities, financial feasibility, and cross curriculum collaboration opportunities. A comprehensive productivity evaluation and review of School of Business programs was undertaken by the office of Institutional Effectiveness of the University.
Develop and implement a robust, high quality distance learning program.	The School of Business have developed and implemented three on-line courses and four Hybrid courses from 2013 to 2015.
Explore and develop as appropriate cross disciplinary collaborations with other FMU programs.	Florida Memorial University's Academic Affairs has developed a new core curriculum for majors in the University. The new core has been implemented in fall 2015. School of Business participated in the fulfillment of this goal. All the degree plans of the School of Business include the new core.

2. Report the top 3-5 short/long term strategic goals/objectives, summarize the key measures used and progress toward achieving each objective during the current QA reporting period.

Strategic Objectives	Key Measures	Progress Toward Achievement
Preparing ACBSP Quality Assurance Report maintenance of accreditation.	Implement measures to respond to 2014 QA Conditions by the ACBSP Commissioners	New initiatives have been considered to respond to ACBSP QA Conditions. For example, information related to the School of Business Quality Assurance, academic accomplishments, Newsletter, and professional developments have been placed on the University Web page.
Developing and organizing Professional Development Programs for the students in the School of Business.	Fall and spring Professional Development Week. More guest speakers in the class rooms.	School of Business Professional Development Week now include both fall and spring semester (instead of only fall semester). The faculty is also inviting more guest speakers for their class room.
Improvement of students' retention through advisement and tutoring	Increase retention rate in the School of Business	School of Business has provided the faculty with improved web based advising tools. The School has provided students with four tutors. It has allocated a room for students tutoring and academic resources such as Bloomberg terminals and GMAT preparation software on four computers.

Assisting students to get external scholarships, Internships, and employments opportunities.	To increase the number of external scholarship recipients. To Provide more internships. To Provide more employment related professional development to students.	The School of Business has intensified its activities related to professional Development of students by greater involvement of its Advisory Council members, guest speakers, students' attendance in local workshops and seminars, and company mock interviews.
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3. If there have been any significant changes to your strategic planning process (for example, new stakeholders, new process steps, etc.) during the QA reporting period, please report them in a table similar to this.

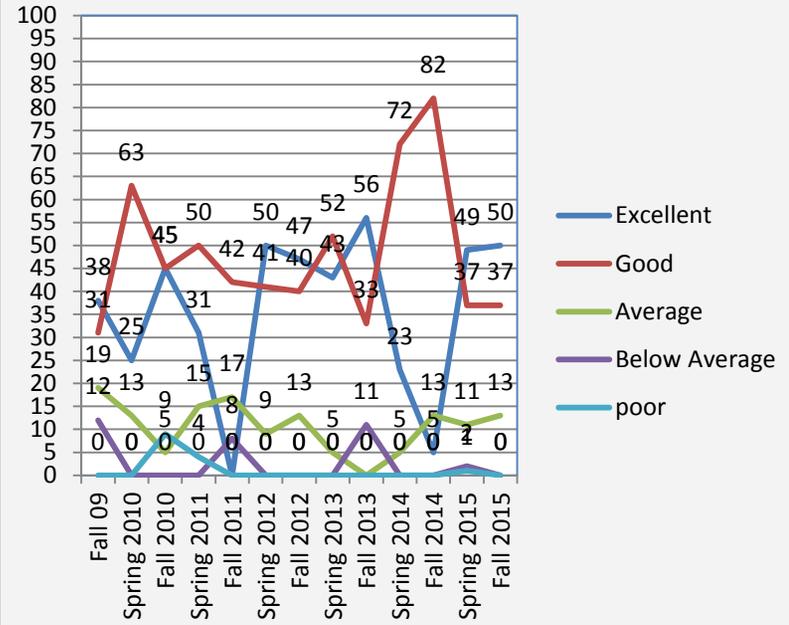
Strategic Planning Process Changes Summary
Florida Memorial University has appointed Dr. Roslyn Clark Artis as a new president. Dr. Artis has asked new Strategic Committee to formulate the five (2015-2020) years Strategic plan for the University.
The Committee of University faculty, staff, Board of Trustee, external stakeholders, and an external consultant spend six month to formulate the Plan.
<p>The followings describe the Florida Memorial University Strategic Process Change Summary (Source: The Office of Institutional Effectiveness):</p> <p>Florida Memorial University engaged in a two-year, broad-based process of reviewing its core values, mission, and goals, developing a strategic plan to carry out that mission for the next five years. Five areas of strategic importance emerged from those discussions:</p> <ol style="list-style-type: none"> 1. Optimizing program offerings 2. Increasing enrollment and retention 3. Upgrading technology in instruction and administration 4. Improving institutional branding and marketing 5. Improving and expanding physical plant and infrastructure. <p>Objectives, initiatives, and key performance indicators were developed for each of these strategic goals.</p> <p>The Mission Task Force initiated the development of this plan by conducting and evaluating an internal stakeholder survey designed to obtain feedback on FMU's current mission statement, the extent to which the University is achieving its goals, areas where the University is performing well, and areas that present opportunities for improved performance.</p> <p>The Strategic Planning Committee then conducted an analysis of the University's strengths and weaknesses, along with an acknowledgement of apparent opportunities and threats in the university's immediate operating environment. This is commonly known as a SWOT analysis.</p> <p>Taken together, the survey and SWOT analysis provide a framework and reference point for generating strategic goals, objectives, initiatives, key performance indicators (KPIs) and implementation plans.</p> <p>Several facilitated work sessions were conducted with the Strategic Planning Committee and Mission Task Force to generate initial input on the components of the University's mission, five year vision, core values, strategic areas, goals, objectives, initiatives, and KPIs. The level of participation and quality of input at these work sessions reflected the broad participation by all stakeholder groups at the University.</p> <p>Selected members of the Strategic Planning Committee integrated and prioritized this information, essentially converting it into the components of the strategic plan.</p>

3- Standard 3-Student and Stakeholder Focus- Graduating Senior Exit 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 graduating seniors' career preparation satisfaction (excellent + good) will be greater than eighty five percent (85%).	University Senior Exit Survey by the Office of the Institutional Effectiveness.	Ten semesters exceeding goals.	School of Business graduating seniors were generally satisfied with their preparations for their future careers. Close to ninety percent (90%) of graduates were satisfied with their career preparations.	The School of Business will continue to conduct Senior Exit survey every semester to monitor the trend in its graduates' career preparations and employment satisfaction. The faculty will explore how to improve the results	<p style="text-align: center;">How do you feel the School of Business has prepared you for your career</p> <table border="1"> <caption>How do you feel the School of Business 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>31</td><td>38</td><td>12</td><td>19</td><td>0</td></tr> <tr><td>Spring 2010</td><td>25</td><td>63</td><td>13</td><td>0</td><td>0</td></tr> <tr><td>Fall 2010</td><td>45</td><td>45</td><td>9</td><td>0</td><td>0</td></tr> <tr><td>Spring 2011</td><td>31</td><td>50</td><td>15</td><td>4</td><td>0</td></tr> <tr><td>Fall 2011</td><td>42</td><td>42</td><td>17</td><td>8</td><td>0</td></tr> <tr><td>Spring 2012</td><td>50</td><td>41</td><td>9</td><td>0</td><td>0</td></tr> <tr><td>Fall 2012</td><td>47</td><td>40</td><td>13</td><td>0</td><td>0</td></tr> <tr><td>Spring 2013</td><td>52</td><td>43</td><td>5</td><td>0</td><td>0</td></tr> <tr><td>Fall 2013</td><td>56</td><td>33</td><td>11</td><td>0</td><td>0</td></tr> <tr><td>Spring 2014</td><td>23</td><td>72</td><td>5</td><td>0</td><td>0</td></tr> <tr><td>Fall 2014</td><td>13</td><td>82</td><td>13</td><td>0</td><td>0</td></tr> <tr><td>Spring 2015</td><td>49</td><td>37</td><td>11</td><td>2</td><td>0</td></tr> <tr><td>Fall 2015</td><td>50</td><td>37</td><td>13</td><td>0</td><td>0</td></tr> </tbody> </table>	Year	Excellent	Good	Average	Below Average	Poor	Fall 09	31	38	12	19	0	Spring 2010	25	63	13	0	0	Fall 2010	45	45	9	0	0	Spring 2011	31	50	15	4	0	Fall 2011	42	42	17	8	0	Spring 2012	50	41	9	0	0	Fall 2012	47	40	13	0	0	Spring 2013	52	43	5	0	0	Fall 2013	56	33	11	0	0	Spring 2014	23	72	5	0	0	Fall 2014	13	82	13	0	0	Spring 2015	49	37	11	2	0	Fall 2015	50	37	13	0	0
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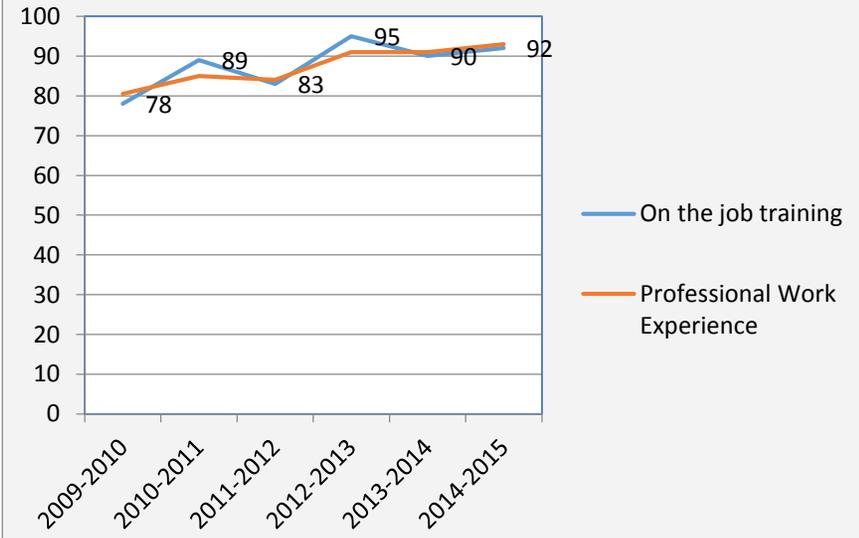
How do you feel the School of Business has prepared you for your career



Student and Stakeholder Focus- Students Internships and on the Job Training Results

		Analysis of Results																								
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One hundred percent (100%) of School of Business students will perform at or above eighty five (85%) in a real business internship environment.	Internship Performance Review Form developed by the School of Business.	Four (4) years of positive trend data exceeding goal.	Adequate improvements were made in the internship by students.	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 Experience and On - the Job Training</p> <table border="1"> <caption>Internship Experience and On - the Job Training Data</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> <tr> <td>2013-2014</td> <td>90</td> <td>91</td> </tr> <tr> <td>2014-2015</td> <td>92</td> <td>93</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	2013-2014	90	91	2014-2015	92	93
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Internship Experience and On - the Job Training



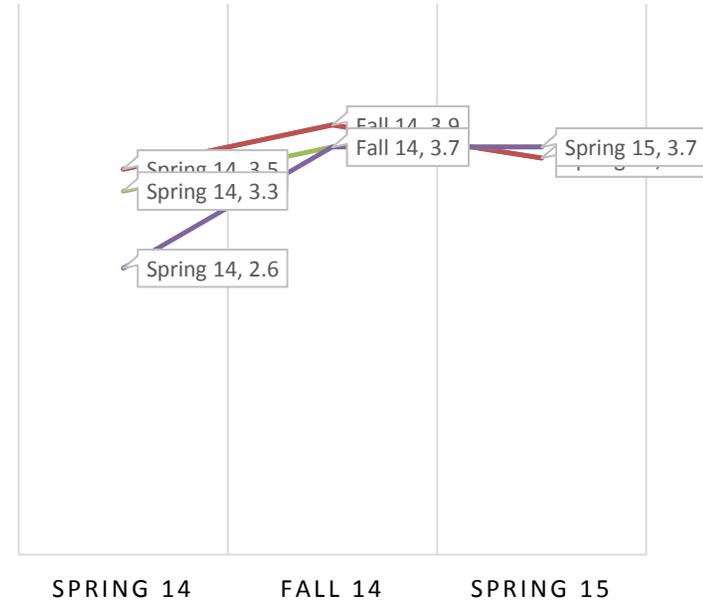
Student and Stakeholder Focus- Graduating Seniors Work Related Professional Experiences Satisfaction, Undergraduates/MBA Students

		Analysis of Results																							
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The mean score of the graduating seniors work related professional experiences for undergraduates and MBA students will be greater than 3.5 (70%) on a 4 point Likert scale.	School of Business Graduating Senior Satisfaction Survey	The mean scores of the graduating seniors were greater than 3.6 for Fall 2014 and Spring 2015 for all categories (work related knowledge, working effectively with others, understanding diverse people, and code of values and ethics). The results for Spring 2014 were below 3.5 for understanding diverse	School of Business graduating seniors were overall satisfied with their work related professional experiences. The faculty, however, need to educate and emphasize the merit of understanding diverse people at work place and elevation of code of ethics at work.	The faculty need to invite business and executive professionals to their classes to discuss work related professional related topics. The School of Business Advisory Council can be helpful in the regards.	<p style="text-align: center;">Graduating Seniors Professional Satisfaction</p> <p>The chart displays the following data points:</p> <table border="1"> <thead> <tr> <th>Semester</th> <th>Work related knowledge</th> <th>Working effectively with others</th> <th>Understanding diverse people</th> <th>Code of values and ethics</th> </tr> </thead> <tbody> <tr> <td>SPRING 14</td> <td>3.5</td> <td>3.5</td> <td>3.3</td> <td>2.6</td> </tr> <tr> <td>FALL 14</td> <td>3.9</td> <td>3.9</td> <td>3.7</td> <td>3.7</td> </tr> <tr> <td>SPRING 15</td> <td>3.6</td> <td>3.6</td> <td>3.7</td> <td>3.7</td> </tr> </tbody> </table>	Semester	Work related knowledge	Working effectively with others	Understanding diverse people	Code of values and ethics	SPRING 14	3.5	3.5	3.3	2.6	FALL 14	3.9	3.9	3.7	3.7	SPRING 15	3.6	3.6	3.7	3.7
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Graduating Seniors Professional Satisfaction

- Work related knowledge
- Working effectively with others
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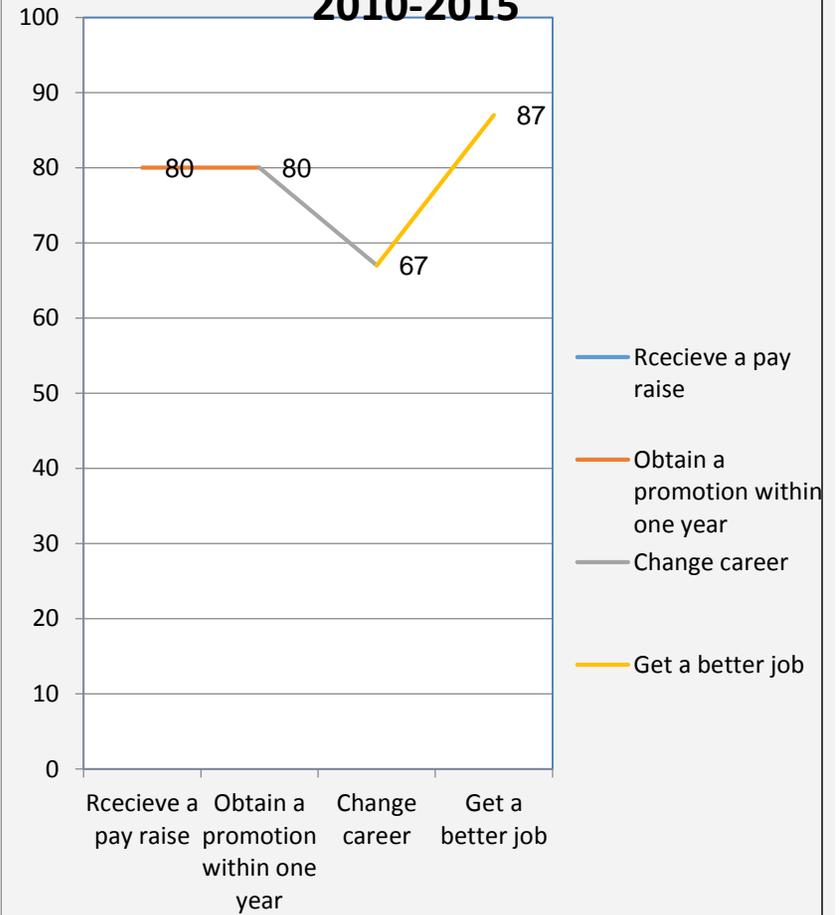


Student and Stakeholder Focus- MBA Alumni, Professional and Career Development Satisfaction

		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 MBA alumni in career and professional development satisfaction will be greater than eighty percent (80%).	School of Business MBA Alumni Satisfaction Survey.	The mean scores of the MBA alumni survey were greater or at eighty percent (80%) for "receive a pay raise" and "Obtain a permission within one year". The results for "Change a career" were below eighty percent (80%, 67%) and the results for the "get a better job" was at eighty	The MBA Program at Florida Memorial University has helped the majority of graduates to get a promotion, receive a pay raise, and get a better job. Graduates, however, have not been as successful to change their career.	The faculty need to familiarize the MBA students to other business related careers with the help of the School of Business Advisory Council and the Office of Career Development at the University.	<p style="text-align: center;">Professional & Career Development Satisfaction MBA Students 2010-2015</p> <table border="1"> <caption>Professional & Career Development Satisfaction Data (2010-2015)</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Rceieve a pay raise</td> <td>80</td> </tr> <tr> <td>Obtain a promotion within one year</td> <td>80</td> </tr> <tr> <td>Change career</td> <td>67</td> </tr> <tr> <td>Get a better job</td> <td>87</td> </tr> </tbody> </table>	Category	Percentage	Rceieve a pay raise	80	Obtain a promotion within one year	80	Change career	67	Get a better job	87
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seven (87%)
and above
the targeted
goal.

Professional & Career Development Satisfaction MBA Students 2010-2015



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

Goal 1. To help students achieve a level of accounting knowledge and critical thinking skills appropriate for accounting professionals

Goal 2. To help students achieve a minimum level of effective communication skills appropriate for accounting professionals.

Goal 3. To assist students in acquiring the ability to use technology in making professional business decisions and presentations.

Goal 4. To provide a fundamental background in the area of accounting theories for students who wish to pursue advanced study and to council students in the planning for graduate studies.

Goal 5. To promote research and dissemination of knowledge of developments in the accounting profession (e.g., Wall Street Journal articles regarding FASB, SEC, or AICPA developments.

Goal 6. To encourage student interaction with the accounting profession.

Goal 7. To teach students to analyze the financial accounting and reporting issues faced by multinational companies and the financial reporting principles and practices in countries other than the U.S.

Intended Educational (Student) Outcomes (SLO):

SLO1. Students should understand the basic accounting concepts essential to recording business transactions and preparing & analyzing financial statements.

SLO2. 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.

SLO3. Students should be familiar with the theory and practice of Accounting for businesses, including business combination, multinational enterprises, government and not-for-profit.

SLO4. Students should demonstrate knowledge of business law, auditing principles and attestation of standards and procedures

SLO5. 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

Goal 1: Business Administration students will demonstrate competency in overall business knowledge and knowledge of major functional business areas.

Goal 2: Business Administration graduates will demonstrate strong quantitative and qualitative knowledge and analytical skill of major functional business areas.

Goal 3: Business Administration graduates will develop strong business internship and interpersonal skills.

Goal 4: Business Administration alumni are surveyed to evaluate their satisfaction related to the curriculum, faculty, academic and professional development.

Intended Educational (Student) Outcomes (SLO):

SLO1. Business Administration Students will demonstrate competency in overall business knowledge, knowledge of major functional business areas.

SLO2. Business Administration graduates will demonstrate strong quantitative and qualitative knowledge and analytical skill of major functional business areas.

SLO3. Business Administration graduates will develop strong interpersonal skills.

SLO4. Business Administration alumni are surveyed to evaluate their satisfaction related to curriculum, faculty, academic and professional development.

* BS in Finance

Goal 1: The Finance program will provide students with knowledge of the major concepts and practices of financial management.

Goal 2: The program will help develop students' analytical and decision-making abilities.

Goal 3: The program will prepare students for careers in finance and other business areas, and provide them with the opportunity to pursue graduate studies.

Intended Educational (Student) Outcomes (SLO):

SLO1. Students will demonstrate knowledge of the major concepts and practices of financial analysis and management and develop analytical decision making skills.

SLO2. Students will demonstrate knowledge of investments and derivatives for the practical application of theory.

SLO3. 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

Goal 1. Demonstrate the knowledge and skills necessary for the application of marketing technology within an organization.

Goal 2: Have the marketing skills necessary to facilitate the creation of successful marketing policies within a firm.

Goal 3: Demonstrate the abilities to conduct research, analyze data and report results through utilization of the latest marketing information and techniques.

Goal 4: Demonstrate the ability to development creative solutions to marketing problems within an organization.

Intended Educational (Student) Outcomes (SLO):

SLO1. 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.

SLO2. 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.

SLO3. 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:

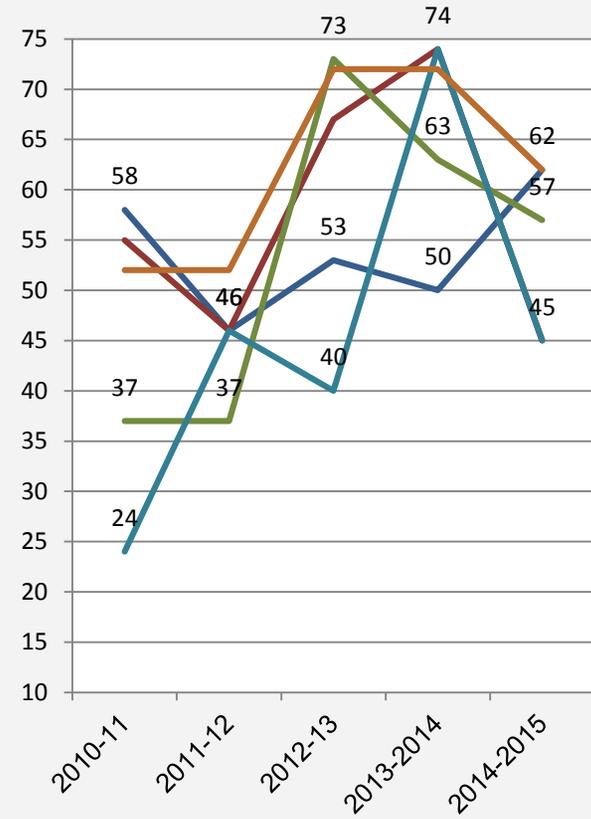
Student Learning Results (Required for each accredited program, doctorate, masters, and baccalaureate)

		Analysis of Results																																							
Performance Measure <i>(Competency)</i>	Description of Measurement Instrument	Areas of Success (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 participate in the Business Strategy Game (BSG). Fifty percent (50%) of students will rank in the 50th percentile or higher nationally, on average, in each business knowledge (Mngt. Fin. Acc. Mar. Eco. Combined) area of the Learning Assurance Report of the Business	Business Strategy Game (BSG).	Students overall performance improved from 2012 to 2015. From 2011 to 2015, students performed at or above fifty percent (50%) in both Operation Management and Strategic Analysis. Students' performance in Marketing Management has improved from 2012 to above fifty five (55%).	The results for Financial Management and Financial Analysis have declined in 2014-2015. Faculty in the School of Business need to review the curriculum, course content, and course delivery to improve students' performance to a consistence trend and above targeted threshold or higher level.	The BGS results will be shared with the faculty. It is expected that faculty will implement additional strategies to improve learning outcomes for students for all areas of the BSG exercise.	<h3 style="text-align: center;">BGS Mean National Percentile Over-Time</h3> <p>The bar chart displays the mean national percentile for five business strategy game categories over a five-year period. The y-axis represents the percentile score from 10 to 75. The x-axis shows the years from 2010-11 to 2014-15. The categories are: Operation Management (blue), Financial Management (red), Marketing Management (green), Financial Analysis (teal), and Strategy Analysis (orange). Data values are provided for each bar.</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Operation Management</th> <th>Financial Management</th> <th>Marketing Management</th> <th>Financial Analysis</th> <th>Strategy Analysis</th> </tr> </thead> <tbody> <tr> <td>2010-11</td> <td>58</td> <td>55</td> <td>37</td> <td>24</td> <td>52</td> </tr> <tr> <td>2011-12</td> <td>46</td> <td>46</td> <td>37</td> <td>46</td> <td>52</td> </tr> <tr> <td>2012-13</td> <td>53</td> <td>67</td> <td>73</td> <td>40</td> <td>72</td> </tr> <tr> <td>2013-14</td> <td>50</td> <td>74</td> <td>63</td> <td>74</td> <td>72</td> </tr> <tr> <td>2014-15</td> <td>62</td> <td>45</td> <td>57</td> <td>45</td> <td>62</td> </tr> </tbody> </table>	Year	Operation Management	Financial Management	Marketing Management	Financial Analysis	Strategy Analysis	2010-11	58	55	37	24	52	2011-12	46	46	37	46	52	2012-13	53	67	73	40	72	2013-14	50	74	63	74	72	2014-15	62	45	57	45	62
Year	Operation Management	Financial Management	Marketing Management	Financial Analysis	Strategy Analysis																																				
2010-11	58	55	37	24	52																																				
2011-12	46	46	37	46	52																																				
2012-13	53	67	73	40	72																																				
2013-14	50	74	63	74	72																																				
2014-15	62	45	57	45	62																																				

Strategy Game (BSG).

BSG Mean National Percentile Over-Time

- Operation Management
- Financial Management
- Marketing Management
- Financial Analysis
- Strategy Analysis

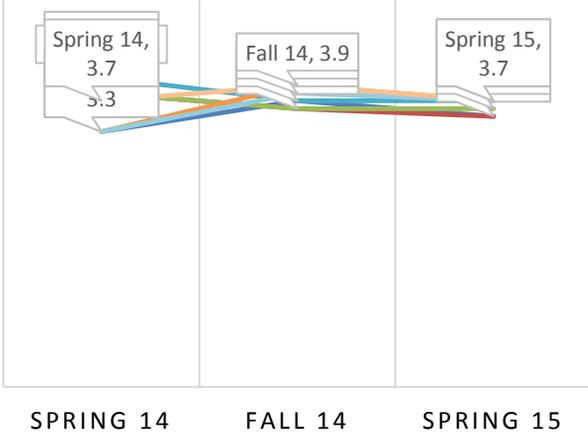


Student Learning Results (Required for each accredited program, doctorate, masters, and baccalaureate)

		Analysis of Results																																			
Performance Measure <i>(Competency)</i>	Description of Measurement Instrument	Areas of Success (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)																																
The mean score of the graduating seniors (undergraduate s and MBA) Business Knowledge Satisfaction Survey will be greater than 3.5 seventy percent (70%) on a 4 point Likert scale.	Graduating Senior (Undergraduates and MBA) Satisfaction Survey.	Students' satisfaction in gaining business knowledge was above targeted 3.5 for Fall 2014 and Spring 2015. Students were most satisfied in gaining Management, Financial Analysis, Marketing Knowledge, and External Forces knowledge.	Faculty in the School of Business need to review the curriculum, course contents, and course delivery to improve students' overall knowledge satisfaction to a higher level. Special emphasis has to be put on improving the Quantitative knowledge of students.	The School of Business need to continue taking the Graduating Senior Satisfaction Survey. The results have to be analyzed for the improvement of the graduating seniors' satisfaction in business knowledge of students.	<p style="text-align: center;">Business Knowledge Satisfactions Undergraduates and MBA</p> <p>Legend:</p> <ul style="list-style-type: none"> Business Administration Quantitative Knowledge Information Technology/Financial Knowledge Financial Analysis Management Knowledge Marketing Knowledge External Forces <table border="1"> <caption>Business Knowledge Satisfactions Data</caption> <thead> <tr> <th>Time Period</th> <th>Business Administration</th> <th>Quantitative Knowledge</th> <th>Information Technology/Financial Knowledge</th> <th>Financial Analysis</th> <th>Management Knowledge</th> <th>Marketing Knowledge</th> <th>External Forces</th> </tr> </thead> <tbody> <tr> <td>SPRING 14</td> <td>3.3</td> <td>3.8</td> <td>3.8</td> <td>4.0</td> <td>3.3</td> <td>3.3</td> <td>3.7</td> </tr> <tr> <td>FALL 14</td> <td>3.7</td> <td>3.6</td> <td>3.6</td> <td>3.7</td> <td>3.9</td> <td>3.8</td> <td>3.9</td> </tr> <tr> <td>SPRING 15</td> <td>3.5</td> <td>3.5</td> <td>3.6</td> <td>3.7</td> <td>3.7</td> <td>3.7</td> <td>3.7</td> </tr> </tbody> </table>	Time Period	Business Administration	Quantitative Knowledge	Information Technology/Financial Knowledge	Financial Analysis	Management Knowledge	Marketing Knowledge	External Forces	SPRING 14	3.3	3.8	3.8	4.0	3.3	3.3	3.7	FALL 14	3.7	3.6	3.6	3.7	3.9	3.8	3.9	SPRING 15	3.5	3.5	3.6	3.7	3.7	3.7	3.7
Time Period	Business Administration	Quantitative Knowledge	Information Technology/Financial Knowledge	Financial Analysis	Management Knowledge	Marketing Knowledge	External Forces																														
SPRING 14	3.3	3.8	3.8	4.0	3.3	3.3	3.7																														
FALL 14	3.7	3.6	3.6	3.7	3.9	3.8	3.9																														
SPRING 15	3.5	3.5	3.6	3.7	3.7	3.7	3.7																														

Business Knowledge Satisfactions Undergraduates and MBA

- Business Administration
- Quantitative Knowledge
- Information Technology/Financial Knowledge
- Financial Analysis
- Management Knowledge
- Marketing Knowledge
- External Forces



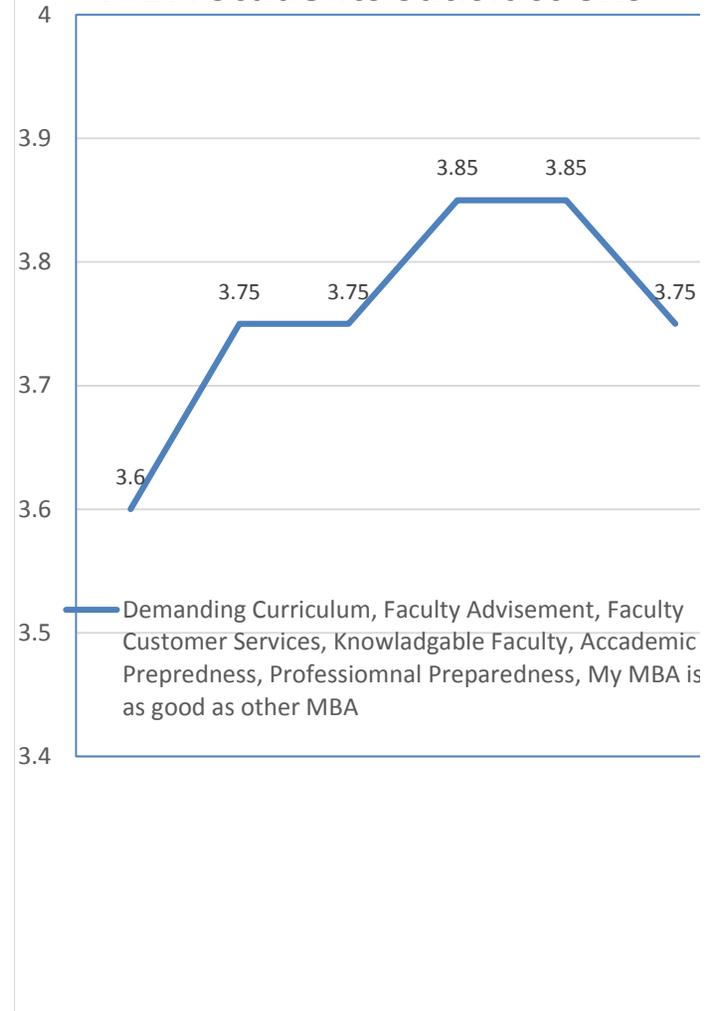
Student Learning Results (Required for each accredited program, doctorate, masters, and baccalaureate)

		Analysis of Results																			
Performance Measure <i>(Competency)</i>	Description of Measurement Instrument	Areas of Success (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)																
The mean score of the MBA Alumni Satisfaction Survey on curriculum, advisement, professional preparedness, and faculty knowledge will be greater than 3.5 seventy percent (70%) on a 4 point Likert scale.	MBA Alumni Satisfaction Survey.	The Survey showed that MBA Alumni were generally satisfied with the curriculum, advisement, professional preparedness, and faculty knowledge in the School of Business (the results were above the targeted 3.5). The satisfaction were highest for Academic Preparedness and Professional	Faculty in the School of Business need to review the curriculum, course content, and course delivery to improve students' performance to a higher than 3.5 target level. The faculty need to improve their advising of the MBA students and add rigor to the curriculum.	The Alumni Satisfaction was developed due to the recommendation of ACBSP reviewer of the 2014 Quality Assurance rigor. The School of Business need to continue the Survey to monitor the satisfaction of the	<p style="text-align: center;">MBA Students Satisfactions</p> <table border="1"> <caption>MBA Students Satisfactions (2014-2015)</caption> <thead> <tr> <th>Category</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Demanding curriculum</td> <td>3.6</td> </tr> <tr> <td>Faculty advisement</td> <td>3.6</td> </tr> <tr> <td>Faculty customer service</td> <td>3.75</td> </tr> <tr> <td>Knowlegable faculty</td> <td>3.75</td> </tr> <tr> <td>Acadmic preparedness</td> <td>3.85</td> </tr> <tr> <td>Professional preparedness</td> <td>3.85</td> </tr> <tr> <td>My MBA is as good as other MBA</td> <td>3.75</td> </tr> </tbody> </table>	Category	Score	Demanding curriculum	3.6	Faculty advisement	3.6	Faculty customer service	3.75	Knowlegable faculty	3.75	Acadmic preparedness	3.85	Professional preparedness	3.85	My MBA is as good as other MBA	3.75
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Professional preparedness	3.85																				
My MBA is as good as other MBA	3.75																				

Preparedness.

MBA
students.

MBA Students Satisfaction

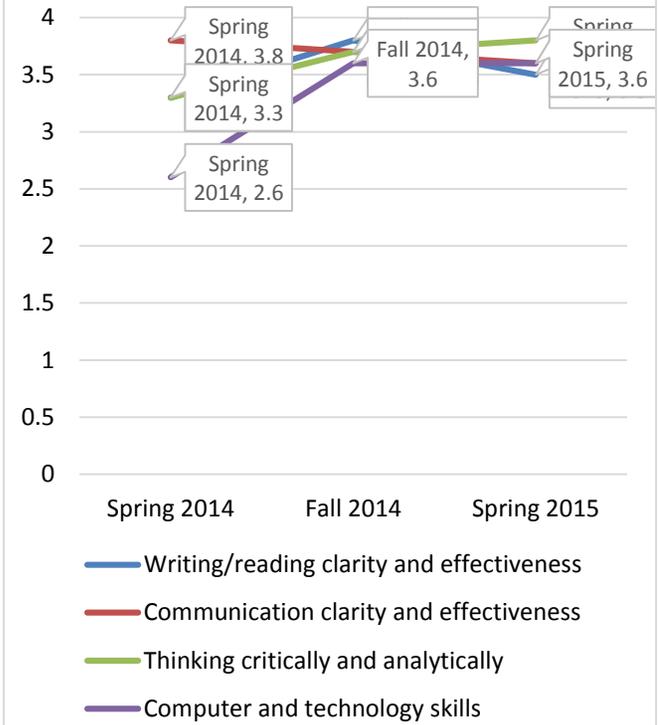


Student Learning Results (Required for each accredited program, doctorate, masters, and baccalaureate)

		Analysis of Results																							
Performance Measure <i>(Competency)</i>	Description of Measurement Instrument	Areas of Success (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)																				
The mean score of the graduating seniors (undergraduate s and MBA) Business Knowledge Satisfaction Survey on Writing/Reading/Critical Thinking/Technology Competency will be greater than 3.5 (70%) on a 4 point Likert scale.	Graduating Senior (Undergraduates and MBA) Satisfaction Survey.	Students, performance improved in both Fall 2014 and Spring 2015 as compare to Spring 2014. In both semesters the results were at or above targeted 3.5 on a 4 point Likert scale.	The results imply that the faculty in the School of Business need to include assignments and cases that further improve MBA students writing/reading, critical thinking and analytical ability of students. The faculty may want to require class presentations and use of computer technology as part of the students' responsibility in their	The School of Business need to continue taking the Graduating Senior Satisfaction Survey. The results have to be analyzed for the improvement of the graduating seniors' satisfaction in overall business competency .	<p style="text-align: center;">Knowledge Satisfactions Undergraduates/MBA Students</p> <table border="1"> <caption>Knowledge Satisfactions Undergraduates/MBA Students</caption> <thead> <tr> <th>Semester</th> <th>Writing/reading clarity and effectiveness</th> <th>Communication clarity and effectiveness</th> <th>Thinking critically and analytically</th> <th>Computer and technology skills</th> </tr> </thead> <tbody> <tr> <td>Spring 2014</td> <td>3.3</td> <td>3.8</td> <td>3.3</td> <td>2.6</td> </tr> <tr> <td>Fall 2014</td> <td>3.8</td> <td>3.7</td> <td>3.7</td> <td>3.6</td> </tr> <tr> <td>Spring 2015</td> <td>3.5</td> <td>3.6</td> <td>3.8</td> <td>3.6</td> </tr> </tbody> </table>	Semester	Writing/reading clarity and effectiveness	Communication clarity and effectiveness	Thinking critically and analytically	Computer and technology skills	Spring 2014	3.3	3.8	3.3	2.6	Fall 2014	3.8	3.7	3.7	3.6	Spring 2015	3.5	3.6	3.8	3.6
Semester	Writing/reading clarity and effectiveness	Communication clarity and effectiveness	Thinking critically and analytically	Computer and technology skills																					
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classes.
Faculty in the
School of
Business need
to review the
curriculum,
course
content, and
course
delivery to
improve
students'
performance
to a
higher level.

Knowledge Satisfactions Undergraduates/MBA Students



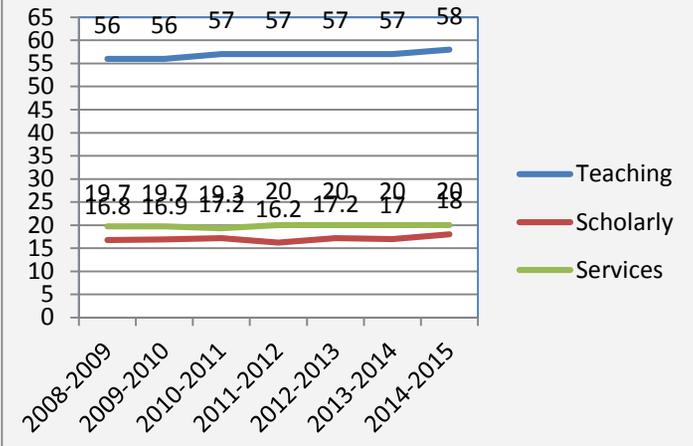
Standard #5 Faculty and Staff Focus

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? (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 will score fifty four (54) out sixty (60), ninety percent (90%), in teaching evaluation by students, sixteen (16) out of twenty (20), eighty percent (80%), in scholarly activities, and eighteen (18) out of 20, ninety percent (90%), in services to the university and community.</p>	Faculty Annual Evaluation Instrument.	Faculty scored more than fifty seven (57) out of sixty (60), ninety five percent (95%), in teaching, seventeen (17) out of twenty (20), eighty six percent (86%), in scholarly activities, and twenty (20) out of twenty (20), hundred percent (100%), in services to the University and community.	School of Business has a very dedicated faculty. They go beyond their duty to be up-to-date academically, teaching and advising students, and serve the community.	The University need to Provide resources to the faculty for maintain high performance in teaching, scholarly activities, and services. The School of Business need additional faculty in Accounting and Finance.	<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>16.8</td> <td>19.7</td> </tr> <tr> <td>2009-2010</td> <td>56</td> <td>16.9</td> <td>19.7</td> </tr> <tr> <td>2010-2011</td> <td>57</td> <td>17.2</td> <td>19.3</td> </tr> <tr> <td>2011-2012</td> <td>57</td> <td>16.2</td> <td>20</td> </tr> <tr> <td>2012-2013</td> <td>57</td> <td>17.2</td> <td>20</td> </tr> <tr> <td>2013-2014</td> <td>57</td> <td>17</td> <td>20</td> </tr> <tr> <td>2014-2015</td> <td>58</td> <td>18</td> <td>20</td> </tr> </tbody> </table>	Year	Teaching	Scholarly	Services	2008-2009	56	16.8	19.7	2009-2010	56	16.9	19.7	2010-2011	57	17.2	19.3	2011-2012	57	16.2	20	2012-2013	57	17.2	20	2013-2014	57	17	20	2014-2015	58	18	20
Year	Teaching	Scholarly	Services																																		
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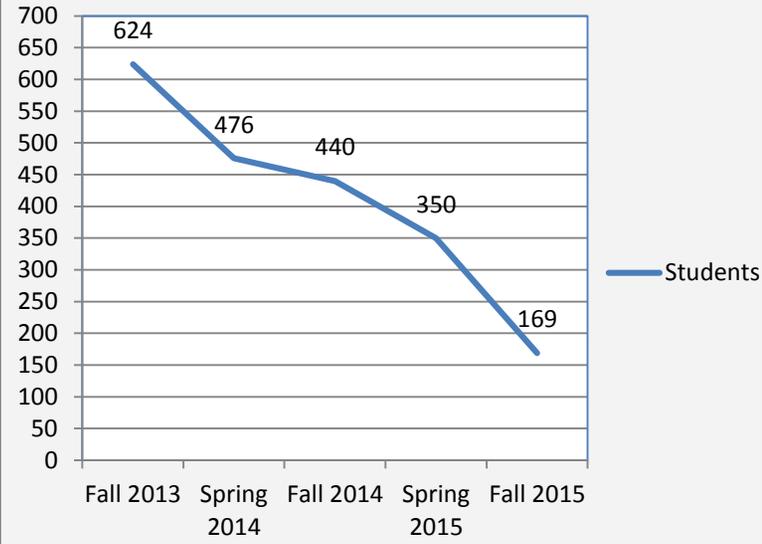
Faculty Teaching, Scholarly, and Services



		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?																																																																																					
<p>Eighty percent (80%) of faculty in the School of Business use general and web-related technology in their instructions.</p>	<p>Information Technology of the University.</p>	<p>Ninety percent (90%) of the faculty in the School of Business use general and web related technology in their classes. The faculty, however, complaint of interruptions and instability of the services.</p>	<p>The Information Technology need to upgrade and improve the efficiency and availability of the available technology at the University. Due to high cost of upgrades and maintenance, the technology at the University is behind the current technological trends.</p>	<p>The School of Business has communicated the disruptions and inefficiency of the technology to the Academic Affairs. It is hoped that adequate upgrades are available in the future.</p>	<p>Faculty technology Usage Use</p> <table border="1"> <caption>Faculty Technology Usage Data</caption> <thead> <tr> <th>Faculty Member</th> <th>Fall 11</th> <th>Spring 12</th> <th>Fall 12</th> <th>Spring 13</th> <th>Fall 13</th> <th>Spring 14</th> <th>Fall 14</th> <th>Spring 15</th> <th>Fall 15</th> </tr> </thead> <tbody> <tr> <td>R. Forbes</td> <td>4</td> <td>7</td> <td>6</td> <td>4</td> <td>4</td> <td>4</td> <td>4</td> <td>4</td> <td>4</td> </tr> <tr> <td>R. Labadie</td> <td>4</td> <td>6</td> <td>5</td> <td>4</td> <td>4</td> <td>4</td> <td>4</td> <td>4</td> <td>4</td> </tr> <tr> <td>C. Lee</td> <td>4</td> <td>4</td> <td>4</td> <td>4</td> <td>4</td> <td>4</td> <td>4</td> <td>4</td> <td>4</td> </tr> <tr> <td>W. Lucky</td> <td>7</td> <td>3</td> <td>5</td> <td>5</td> <td>5</td> <td>5</td> <td>6</td> <td>4</td> <td>5</td> </tr> <tr> <td>K. Pellegrino</td> <td>4</td> <td>3</td> <td>5</td> <td>2</td> <td>2</td> <td>5</td> <td>5</td> <td>6</td> <td>6</td> </tr> <tr> <td>R. Pellegrino</td> <td>3</td> <td>2</td> <td>2</td> <td>1</td> <td>1</td> <td>4</td> <td>5</td> <td>5</td> <td>4</td> </tr> <tr> <td>D. Perkins</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>4</td> </tr> </tbody> </table>	Faculty Member	Fall 11	Spring 12	Fall 12	Spring 13	Fall 13	Spring 14	Fall 14	Spring 15	Fall 15	R. Forbes	4	7	6	4	4	4	4	4	4	R. Labadie	4	6	5	4	4	4	4	4	4	C. Lee	4	4	4	4	4	4	4	4	4	W. Lucky	7	3	5	5	5	5	6	4	5	K. Pellegrino	4	3	5	2	2	5	5	6	6	R. Pellegrino	3	2	2	1	1	4	5	5	4	D. Perkins	1	1	1	1	1	1	1	1	4
Faculty Member	Fall 11	Spring 12	Fall 12	Spring 13	Fall 13	Spring 14	Fall 14	Spring 15	Fall 15																																																																												
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D. Perkins	1	1	1	1	1	1	1	1	4																																																																												

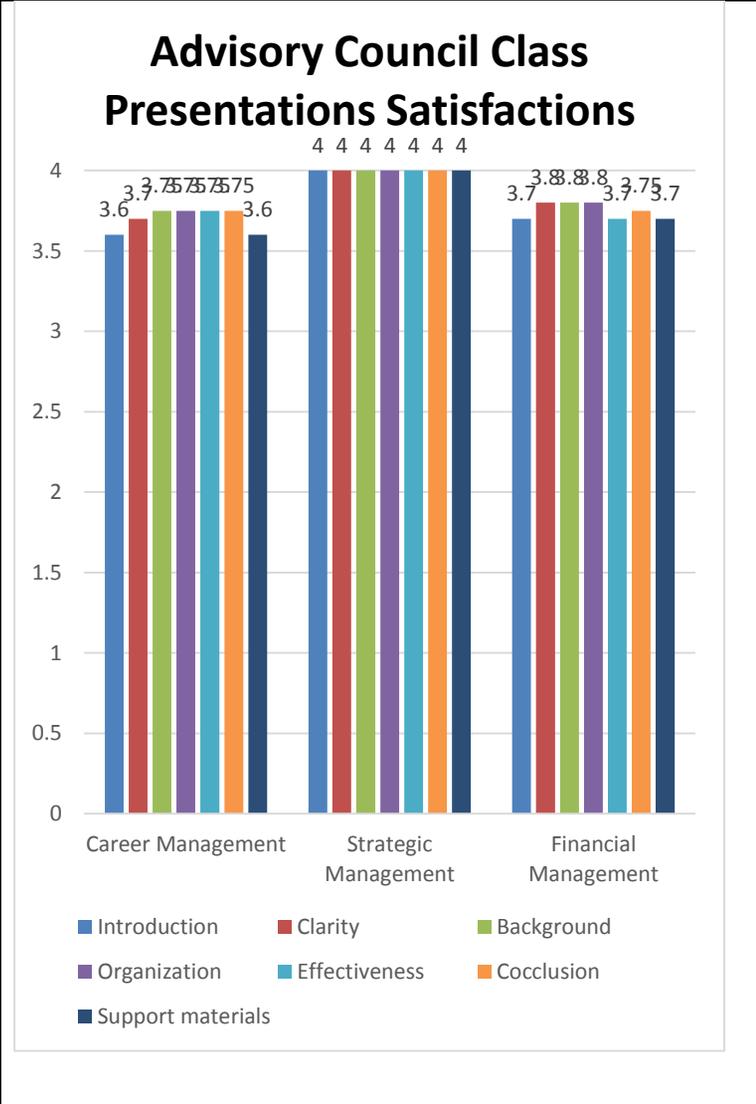
		Analysis of Results															
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends												
Measurable goal	(Indicate length of cycle)	What are your current results?	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?																	
<p>The faculty included Bloomberg* usage in classrooms for research and class reports. The number of students usage will be greater the two hundreds (200) per semester.</p> <p>* Four (4) terminal given to the University as a UNCF/HCBU mini grant for two (2) years.</p>	<p>The UNCF/HBCU Bloomberg mini grant initiative starting Fall 2013. As part of the requirements of the grant, the faculty were trained how to use the terminals and give students assignments that require terminals usage. School of Business has reported the students' usage to the UNCF office in Atlanta, Georgia. Student tutors, at least four (4) each semester) have helped students to learn how to use the terminals.</p>	<p>The Bloomberg Terminal usage by students has been satisfactory and beyond the guidelines of the grant requirements. Majority of students in the School of Business know how to use the terminals and do not report their usage.</p>	<p>The School of Business has been successful of integration of Bloomberg Terminals in its instructions by the faculty. Due to their prior training, students do not report the terminal usage on the designated log sheet. Accordingly, the usage numbers have declined.</p>	<p>This initiative has been successful and the Bloomberg terminal usage have been institutional in the School of Business. Students have recognized the importance of this skill on their resume. Forty six (46) students have also have passed the Bloomberg on-line exam and have received their certificates. The faculty has played the major role in the success of this initiative.</p>	<p style="text-align: center;">Blomberg Terminal Usage</p> <table border="1"> <caption>Blomberg Terminal Usage Data</caption> <thead> <tr> <th>Term</th> <th>Students</th> </tr> </thead> <tbody> <tr> <td>Fall 2013</td> <td>624</td> </tr> <tr> <td>Spring 2014</td> <td>476</td> </tr> <tr> <td>Fall 2014</td> <td>440</td> </tr> <tr> <td>Spring 2015</td> <td>350</td> </tr> <tr> <td>Fall 2015</td> <td>169</td> </tr> </tbody> </table>	Term	Students	Fall 2013	624	Spring 2014	476	Fall 2014	440	Spring 2015	350	Fall 2015	169
Term	Students																
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Blomberg Terminal Usage



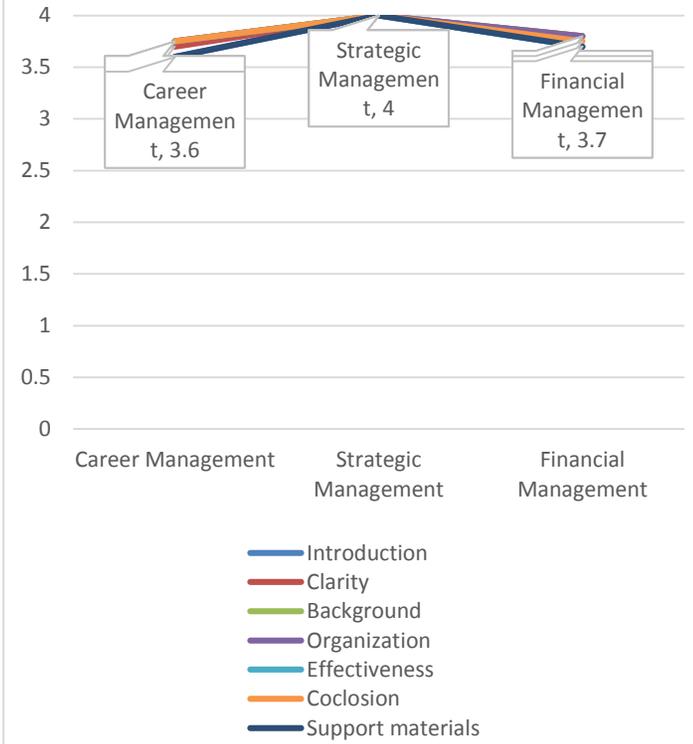
		Analysis of Results			
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)
Measurable goal		What are your current results?	What did you learn from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

<p>The faculty invited the School of Business Advisory Council members to come to their classes for presentations. The Advisory Council presentations has been integral part of the engagement of the faculty and Council members since the inception of the Council. Based on the recommendation of the ACBSP, a survey of satisfaction was developed and conducted in Fall 2015 for Council presentations.</p> <p>The mean score of students satisfaction of</p>	<p>School of Business Presentation Evaluation Form.</p>	<p>Students , satisfacti on of Advisory Council class presenta tions were above targeted 3.5 on a 4 point Likert scale for the three (3) presenta tions. Students had the highest satisfacti on for the Strategic presenta tion topics.</p>	<p>The faculty engagement with the Advisory Council members for class presentations have helped the faculty to bridge the students’ knowledge in the applications of what they learn in the classroom. Students’ satisfaction has been the highest for issues related to strategic management.</p>	<p>The School of Business will continue to engage its Advisory Council members with the curriculum through the faculty invitations of the Council members in the class room. This is an activity that helps both student and the faculty in learning and delivery of real world business topics.</p>
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Advisory Council class presentations will be greater than 3.5 (70%) on a 4 point Likert scale.

Advisory Council Class Presentations Satisfactions



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.										
Sp15-F15					D-1 C=1		D = 3 C=1	3	7	1	
Sp14-F14					D=1 C=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										
Sp15-F15					A = 1 C = 1 D = 1	4	A = 3	2	3	2	
Sp14-F14					A = 1 C=1 D = 1	4	A = 3	2	3	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									
Forbes Renee	DBA	CPA									
Sp15-F15								A = 3	A = 1	4	
Sp14-F14								A = 3	A = 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									
Labadie Robert	Ph.D.										
Sp15-F15								1	1		
Sp14-F14								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.										
Sp15-F15					B = 1 D = 1		D = 1				2
Sp14-F14					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.										
Sp15-F15					B=2	C=2 D=2 A=2	C = 1 B = 2 D=1	2	2		1
Sp14-F14					B = 1	C=2 D=2 A=2	C = 1 B = 2 D = 1	2	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.										
Sp15-F15			A = 1	A=1	B-3			1			
Sp14-F14			BA D=1	A = 1 C=1 D=1	B=2			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 Robert	Ph.D.										
Sp15-F15			B= 1	B = 2	B = 2		B = 2	1	1	1	
Sp14-F14			B = 1	B = 3	B=2		B = 2	1	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
Perkins Debra	DBA										
Sp15-F15			A= 1	A=1 B= 2	A = 1 B = 3		1	1	1		
Sp14-F14			A=1 C=1 D=1	A=1 B = 5 C=1 D=1	B=2 D = 2			1	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

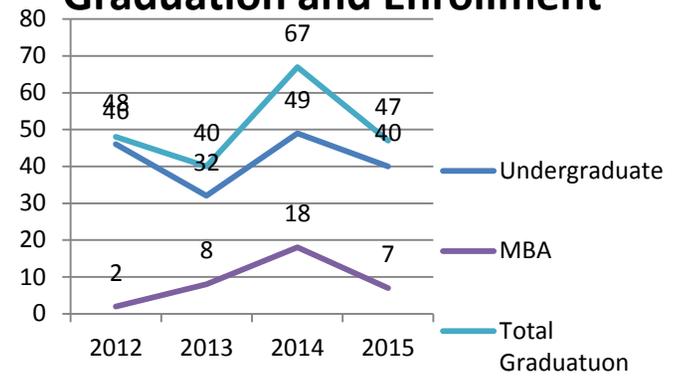
Complete table 6.1. Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

Table 6.1 Standard 6 – Organizational Performance Results

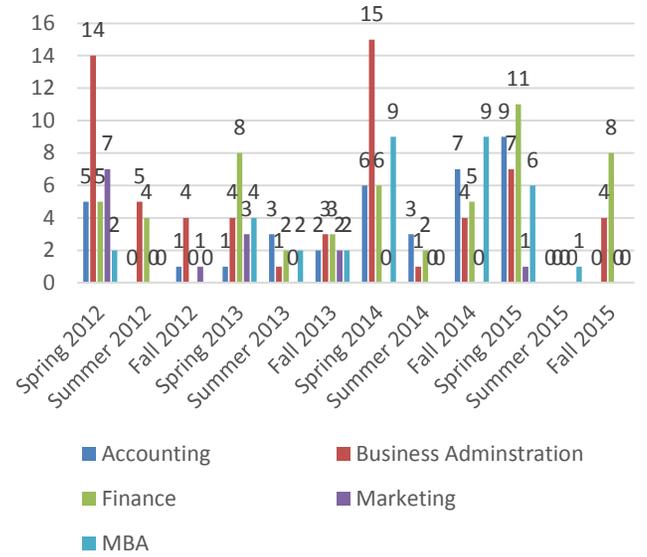
5. Organizational Effectiveness Results	Organizational effectiveness results examine attainment of organizational goals. Each business unit must have a systematic reporting mechanism for each business program that charts enrollment patterns, student retention, student academic success, and other characteristics 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)																				
The School of Business graduation remain stable and above forty (40) students annually.	School of Business Graduation Application and Completion data.	The annual graduation remain stable and above forty (40) students. The graduation reached to sixty seven (67) in Fall 2014.	The quality of education in the School of Business due to its ACBSP accreditation has resulted in stable performance in student graduation.	The School of Business needs additional faculty and budget to take advantage of its stability and grow up to its potentials.	<p style="text-align: center;">School of Business Graduation</p> <table border="1"> <caption>School of Business Graduation Data</caption> <thead> <tr> <th>Year</th> <th>Undergraduate</th> <th>MBA</th> <th>Total Graduation</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>46</td> <td>2</td> <td>48</td> </tr> <tr> <td>2013</td> <td>32</td> <td>8</td> <td>40</td> </tr> <tr> <td>2014</td> <td>49</td> <td>18</td> <td>67</td> </tr> <tr> <td>2015</td> <td>40</td> <td>7</td> <td>47</td> </tr> </tbody> </table>	Year	Undergraduate	MBA	Total Graduation	2012	46	2	48	2013	32	8	40	2014	49	18	67	2015	40	7	47
Year	Undergraduate	MBA	Total Graduation																						
2012	46	2	48																						
2013	32	8	40																						
2014	49	18	67																						
2015	40	7	47																						

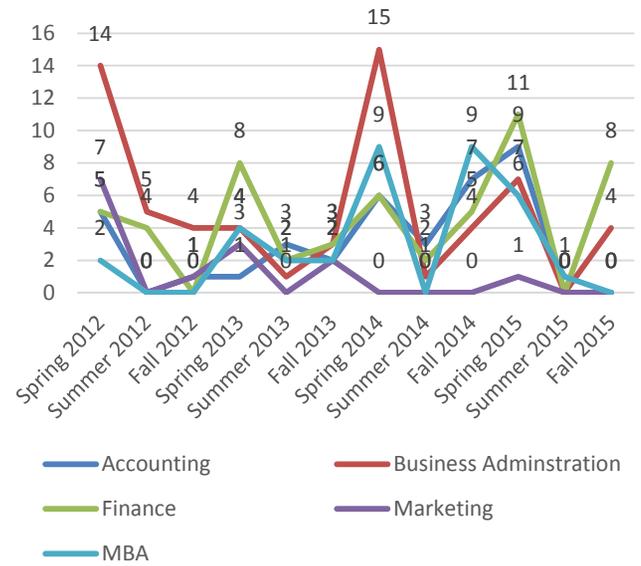
School of Business Graduation and Enrollment



Scool of Business Graduation Undergraduates/MBA Spring/Summer/Fall By Majors 2012,2013,2014,2015



Scool of Business
 Graduation
 Undergraduates/MBA
 Spring/Summer/Fall
 By Majors
 2012,2013,2014,2015



Analysis of Results

<p>Performance Measure</p> <p>Measurable goal</p> <p>What is your goal?</p>	<p>What is your measurement instrument or process?</p> <p>(Indicate length of cycle)</p>	<p>Current Results</p> <p>What are your current results?</p>	<p>Analysis of Results</p> <p>What did you learn from the results?</p>	<p>Action Taken or Improvement made</p> <p>What did you improve or what is your next step</p>	<p align="center">Insert Graphs or Tables of Resulting Trends</p> <p align="center">(3-5 data points preferred)</p>
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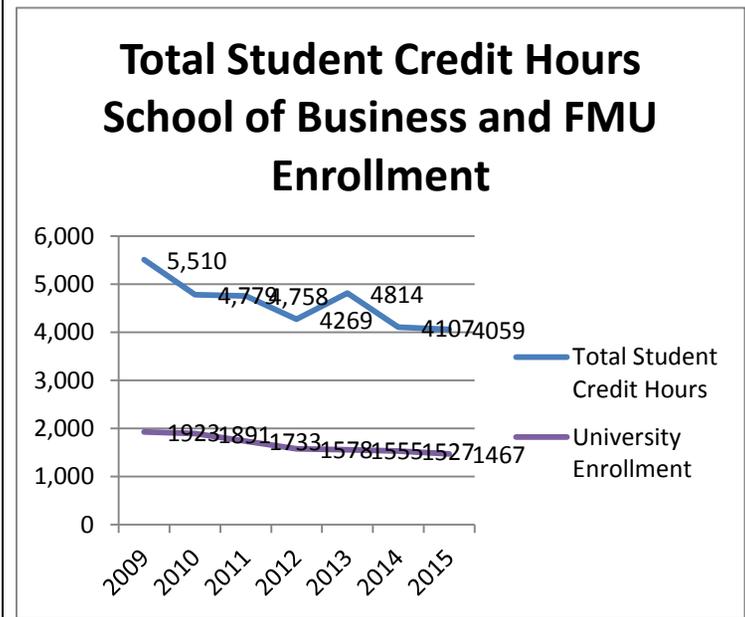
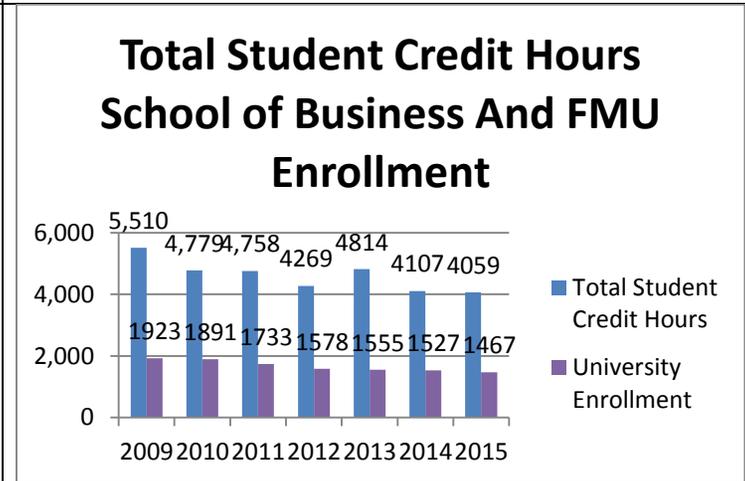
The School of Business total student credit hours has been stable and above four thousand (4000) from 2009 to 2015 despite the continuous decrease in University enrollment.

Office of Institutional Effectiveness, Statistical Profile.

The total student credit hours remained stable despite the seven percent (7%) decrease in the University enrollment from 2021 (1573) to 2015 (1467). The total credit hours declined was five percent (5%) in the same period.

The credit hours stability is due to School of Business providing quality education, advising, and support services to its students. The increase may also be due to business improvement in the country and State.

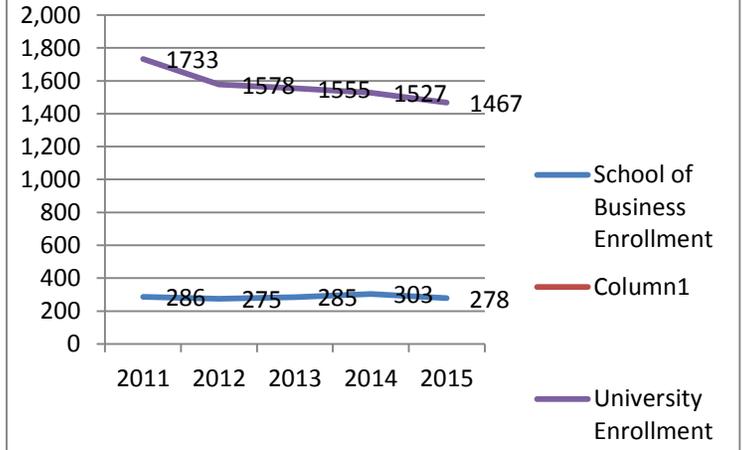
The School of Business needs to recruited more faculty and add resources to respond to increasing demand of students.



Standard 6 - Organizational Performance Results

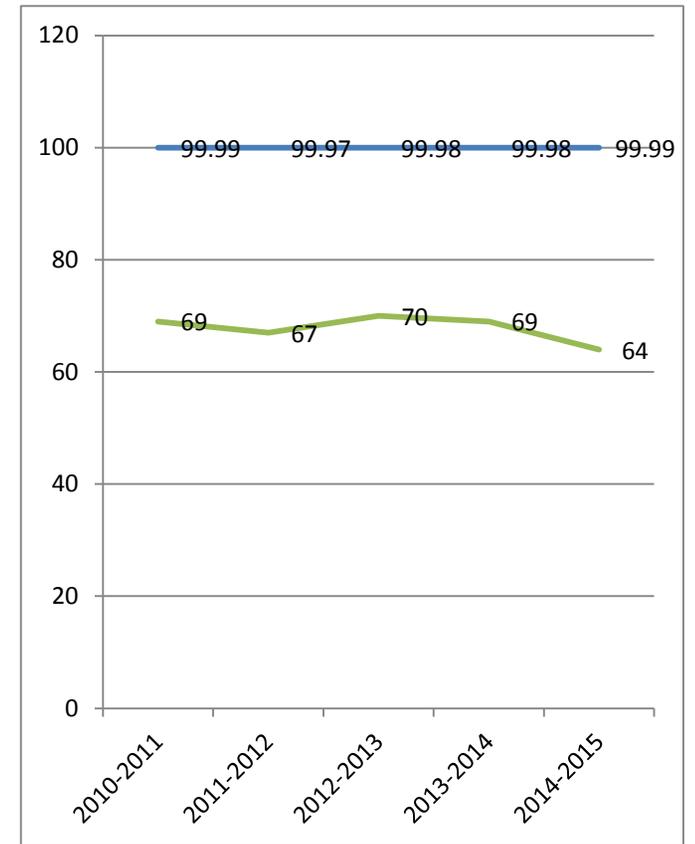
		Analysis of Results																					
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends																		
					(3-5 data points preferred)																		
Measurable goal		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)																						
University enrollment decreased fifteen (15%) from 2011 to 2015. School Of Business enrollment decreased by three percent (3%) in the same period.	Office of Institutional Effectiveness, Statistical Profile.	The decrease in the School of Business enrollment is twelve percent (12%) lower than the University's decline in enrollment ..	The School of Business needs to review and analyze its enrollment trend. The School needs to get more involved in the recruitment activities of the University.	The School of Business has initiated more collaborations with the Admissions Office of the University.	<p style="text-align: center;">School of Business and University Enrollment</p> <table border="1"> <caption>School of Business and University Enrollment Data</caption> <thead> <tr> <th>Year</th> <th>School of Business Enrollment</th> <th>University Enrollment</th> </tr> </thead> <tbody> <tr> <td>2011</td> <td>286</td> <td>1733</td> </tr> <tr> <td>2012</td> <td>275</td> <td>1578</td> </tr> <tr> <td>2013</td> <td>285</td> <td>1555</td> </tr> <tr> <td>2014</td> <td>303</td> <td>1527</td> </tr> <tr> <td>2015</td> <td>278</td> <td>1467</td> </tr> </tbody> </table>	Year	School of Business Enrollment	University Enrollment	2011	286	1733	2012	275	1578	2013	285	1555	2014	303	1527	2015	278	1467
Year	School of Business Enrollment	University Enrollment																					
2011	286	1733																					
2012	275	1578																					
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School of Business and University Enrollment

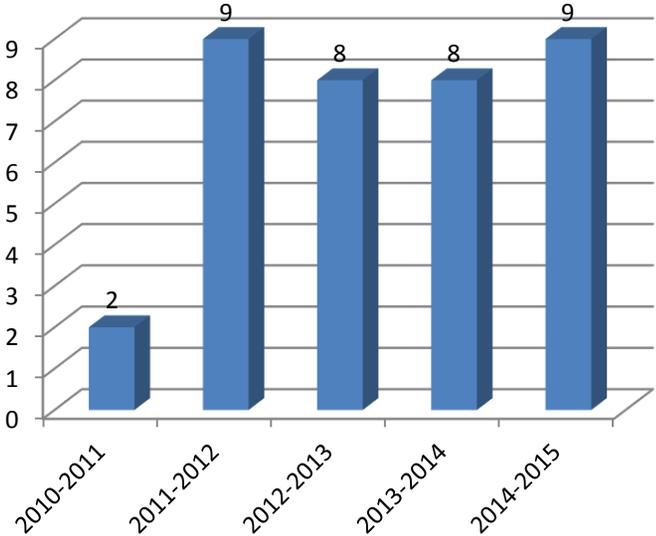


		Analysis of Results																					
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends																		
Measurable goal	(Indicate length of cycle)	What are your current 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 retention rate remain stable and on average below one percent (1%) of the enrollment in the School of Business from 2010 to 2015. The School of Business is retaining more than ninety nine and a half percent (99.5%) 99.5% of its students. The School of Business retention is much higher than the University.	The data provide by the Registrar Office and the Institutional Effectiveness of the University.	School of Business has an outstanding retention rate of more than ninety nine percent (99%) in five (5) years. The School of Business retention rate is much higher than the University.	Through its offering of quality education and services, the School of Business has been very successful of retaining its students.	School of Business faculty need to continue to maintain and improve its quality academic education and supports of its students.	<p style="text-align: center;">School of Business and And University Retention Rate</p> <table border="1"> <caption>School of Business and University Retention Rate</caption> <thead> <tr> <th>Year</th> <th>School of Business Retention Rate (%)</th> <th>University Retention Rate (%)</th> </tr> </thead> <tbody> <tr> <td>2010-2011</td> <td>99.99</td> <td>69</td> </tr> <tr> <td>2011-2012</td> <td>99.97</td> <td>67</td> </tr> <tr> <td>2012-2013</td> <td>99.98</td> <td>70</td> </tr> <tr> <td>2013-2014</td> <td>99.98</td> <td>69</td> </tr> <tr> <td>2014-2015</td> <td>99.99</td> <td>64</td> </tr> </tbody> </table>	Year	School of Business Retention Rate (%)	University Retention Rate (%)	2010-2011	99.99	69	2011-2012	99.97	67	2012-2013	99.98	70	2013-2014	99.98	69	2014-2015	99.99	64
Year	School of Business Retention Rate (%)	University Retention Rate (%)																					
2010-2011	99.99	69																					
2011-2012	99.97	67																					
2012-2013	99.98	70																					
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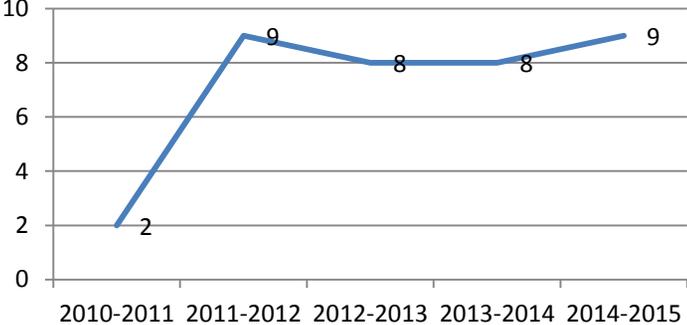
School of Business and And University Retention Rate



School of Business Attrition in Numbers of Students



School of Business Attrition in Numbers of Students



APENDIX A

THE SCHOOL OF BUSINESS 2014 - 2016

