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@acbsp.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: November 2, 2017

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

O3. Year Accredited/Reaffirmed: 2000   / 2010   This Report Covers Years: 2015-2017

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, Dean of the School of Business

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. Denise Callwood-Brathwaite, Associate Provost, Academic Affairs

II - Status Report on Conditions and Notes

O 8. 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:

If you are not removing a note or condition, please list the note(s) or condition(s) below and explain the progress made in removing same.

Do Not Remove Note or Condition:

Response:

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:

Not Applicable

Remove Condition:

Condition on Overview Item 9: The business unit must routinely provide reliable information to the public on their performance, including student achievement such as "program results" like: graduation rates, retention rates, job placement, licensure; and " Learning Outcome Assessment Results" such as: major field test, accounting assessment, management assessment, marketing assessment, critical thinking, communication, etc. "Program" and "student learning" results must be routinely provided to the public. If you provide the link to aggregate business student results, please ensure the link goes directly to the results rather than your home page (such as……..). Please include the link to your public website in you next Quality Assurance Report.

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

Response: The School of Business routinely provides reliable information to the public on its performance through the University Web page ([Florida Memorial University](#)) and School of Business page ([School of Business](#)). The School's web page includes information on: Give Online

to School of Business, About Us (Mission Statement, Majors offered, and Contact us), Aggregate Business Students Results, Alumni Success, School's Advisory Council, Accreditation (2014, 2016, 2018 Quality Assurance Reports), Faculty & Staff (faculty pictures and Profile), Students Organization and Activities (Students Clubs and Honor Societies), Newsletter2014-2015 to 2017-2017, Undergraduate Degrees (degrees and pertinent information), MBA Program (FAQ, Admission Package, MBA Program Inquiries), Scholarship Opportunities relevant information and web-address), Professional Development Program (Leadership, Communication, Career Management, Ethical and Legal Issues, Job Titles and Salaries, Professional Organizations/Activities), Community Outreach (Volunteer Income Tax Assistant, Bloomberg Terminals), Experiential Learning (companies students interned with), Highlights of Accomplishments (annual reports from 2013 to 2017), Students Learning Outcomes Assessment (http://www.fmuniv.edu/academics/school-of-business/students-learning-outcomes-assessment/ (includes program assessment for each major offered by the School of Business), Career in School of Business Majors with Pay, and Students Satisfaction Survey (http://www.fmuniv.edu/academics/school-of-business/students-satisfaction-survey/) . The information about School's ACBSP Accreditation and its Quality Assurance Reports are on the School of Business main page (http://www.fmuniv.edu/academics/school-of-business/) that include the message from the Dean or under the Accreditation link (http://www.fmuniv.edu/academics/school-of-business/accreditation/) or http://www.fmuniv.edu/wp-content/uploads/2017/12/Quality-Assurance-Report-2016.pdf) (the links have been reported to CHEA by the ACBSP accreditation officer). The Advisory Council of the School of Business helps the School in its community outreach. The Council disseminate School's activities and reports to the community by regularly attending School's meetings.

Remove Condition:

Condition on Standard 3: Four of the six results were based on how many students were working, if they participated in professional development, internship performance, and employment success, not on student or stakeholder satisfaction or dissatisfaction. It appears that all results are for undergraduate students or alumni and there is no process or analysis of satisfaction results for graduate students. All satisfaction assessments should include an analysis of trends and comparisons with the results linked to specific improvements in all degree programs.

Response: School of Business at Florida Memorial University through its faculty and students have developed an extensive Student Satisfaction Assessment Survey for its Undergraduate and Graduate (MBA) programs. The results of Satisfaction Surveys are on the School of Business webpage for both Undergraduate degrees (Accounting, Business Administration, Finance, and Marketing), and Graduate Program (MBA) for 2015-2016 and 2016-2017 (http://www.fmuniv.edu/academics/school-of-business/students-satisfaction-survey/). The Surveys are collected from graduating seniors and alumni of the undergraduates and MBA students. The Undergraduate surveys examine the students' satisfaction in their knowledge of Accounting, Business Administration, Finance, Marketing, Information Technology, Financial Knowledge, External Forces, and Financial Analysis. Students' satisfactions evaluate students' competency in Writing/Reading clarity and effectiveness, Communication clarity and effectiveness, thinking clearly and analytically, and computer and technology skills. The School of Business through its Advisory Council members and external stakeholders invite business and professionals to the classrooms. Students attending the event are asked to evaluate the presentation and express their satisfaction with structure, clarity, effectiveness, delivery, and visual aids used in the exhibition. Students in the Undergraduate majors participate in many professional development activities during their matriculation in the School of Business. Students are asked to express their satisfaction in gaining work Related knowledge, working effectively with others, understanding divers People, and code of values and ethics. Graduating seniors are asked to express their overall satisfaction of the majors and complementary programs in the School of Business. The Alumni of each major in the School of Business are asked to respond to questions: receive a pay raise within a year, obtain a promotion within one year, Change careers, and Get a better job after graduation from School of Business.   The Alumni are also asked to express their level of satisfaction from curriculum, quality of faculty, advisement, and faculty availability and response to their questions in and out of classrooms. All alumni are asked to rate their overall satisfaction from their experience in the School of Business. The surveys are shared with the faculty, staff, and students to understand the

shortcomings and find solution to improve students and other stakeholder's educational and professional experience in the School of Business.

Remove Condition on Standard 5: It is unclear how the School of Business implements a continuous improvement process. In addition, with the exception of Scholarly and Professional data for new faculty, it is unclear why there were no performance measures relative to Standard 5. The next QA Report should focus on examples that meet the Criteria with 3-5 points of reliable data, and the results of actions taken.

Remove Condition:

Condition on Standard 5, Criterion 5.4 Faculty Size and Load: Given the addition of the MBA program and scheduling challenges, it is not evident how the college demonstrates that faculty/staff are of sufficient numbers to ensure performance of essential faculty responsibilities.

Response:

School of Business has repeatedly asked the Administration and Academic Affairs to hire badly needed faculty for the School. Due to continuous decline in University enrollment in recent years, the University's budget has not permitted the School to hire new faculty. The ACBSP condition on Faculty Size and Load has been shared with the new Interim President, Dr. Castile Bryant.

Remove Condition:

Condition on Standard 6: It appears that all the data provided is for undergraduate students and there is no process or analysis of satisfactions results of support services or enrollment management for graduate students. The next QA Report should focus on examples that meet the criteria with trends, comparisons, and improvements that are based on input from graduate and undergraduate students.

Response:

School of Business at Florida Memorial University through its faculty and students have developed an extensive Student Satisfaction Assessment Survey for its Undergraduate and Graduate (MBA) programs. The results of Satisfaction Surveys are on the School of Business webpage for both Undergraduate degrees (Accounting, Business Administration, Finance, and Marketing), and Graduate Program (MBA) for 2015-2016 and 2016-2017 (http://www.fmuniv.edu/academics/school-of-business/students-satisfaction-survey/). The Surveys are collected from graduating seniors and alumni of the undergraduates and MBA students. In addition to the satisfaction information available on the School's web-page, the complete 2016-2018 Quality Assurance Report (a smaller version will be submitted to the ACBSP on its reporting Portal) is available on School's web-page under Quality Assurance Report 2016-2018. The Report includes some of the results of satisfaction survey for both Undergraduate majors students and MBA students and alumni.

III - Public Information

Item III in the QA report applies to Overview Item 5g in the Baccalaureate/Graduate Degree Standards and Criteria book.

Accredited business programs must routinely provide reliable information to the public on their performance, including student achievement. **A direct link to aggregate business student results should be placed on your business page website. Ensure the link goes directly to business students' results such as the example in the evidence file above under ACBSP Documents, Good Example of Public Information.**
1. Student Learning Outcome Assessment Results: Such as what you report in standard #4, Criterion 4.2 - Major Field Test in Business (MFT), accounting SLO assessment results, management SLO assessment results, critical thinking SLO assessment results, team building SLO assessment results, communication SLO assessment results, etc. **A link to the spreadsheet tab "Standard 4 Results" found in the evidence file (ACBSP Documents folder) of this online reporting portal should be placed on your website.** A link to these tables is provided in the Evidence File and located in the ACBSP Documents folder at the top of this page.

2. Program Results for Business Students: Such as graduation rates, retention rates, job placement, etc. How do you make the results public? **A link to "Standard 6 - Table 6.1" found in the evidence file (ACBSP documents folder) should be placed on your website.** A link to these tables is provided in the Evidence File and located in the ACBSP Documents folder at the top of this page. Ensure the link goes directly to business students' results such as the example on the ACBSP website located under Baccalaureate/Graduate degree accreditation.

Response:

As explained in removing **Condition on Overview Item 9,** above, School of Business at Florida Memorial University routinely provides reliable information to the public on its performance through the University Web page (Florida Memorial University) and School of Business page (School of Business). Florida Memorial University general information and facts has been submitted to CHEA by ACBSP: https://nces.ed.gov/collegenavigator/?q=Florida+Memorial+University&s=all&id=133979#programs. The link to the information is available on the Evidence File of the ACBSP Online Reporting Portal. **1. Student Learning Outcome Assessment Results:**

Response:

Information on School of Business Students Learning Outcomes Assessment (http://www.fmuniv.edu/academics/school-of-business/students-learning-outcomes-assessment/ (includes program assessment for each major offered by the School of Business), Career in School of Business Majors with Pay, and Students Satisfaction Survey (http://www.fmuniv.edu/academics/school-of-business/students-satisfaction-survey/). The link to both pages on the School of Business are available on the Evidence File of the ACBSP Online Reporting Portal.

2. Program Results for Business Students:

A link to the School of Business Aggregate Business Students Results (related to Standard 6- Table 6.1) is available on the School of Business web-page. The Results include undergraduates' enrollment, graduation rates, Retention rates, internship experience and on the job training, community service, overall graduating seniors and alumni program of student satisfaction, and Learning Center tutoring results. The Facts also include information on graduate (MBA) Program enrollment, graduation, retention, and MBA students' satisfaction with their professional development and employment success.

1 - Standard 1 Leadership

Organization

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

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

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

* Dr. Debra Perkins, tenured Associate Professor of Management, is no longer with the School of Business. Dr. Perkins taught management courses in the School of Business.

* Dr. Orlando Rivero has been employed as an Associate Professor of Management in the School of Business from fall 2017.

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

a. 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.

2 - Standard 2 Strategic Planning

This is an example of tables that you might use below in your institutional response.

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

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 will be undertaken by the office of Institutional Effectiveness of the University starting fall 2017.
Initiate and develop and a high quality distance learning program.	The School of Business have developed and implemented two on-line courses (Principles of Management and Principles of Marketing) in fall 2016. The School also plans to develop a hybrid MBA program. This activity has stated in fall 2017.
Explore and develop courses to assist students' career development and cross disciplinary collaborations with other FMU programs.	School of Business has added Supply Chain Management course to its curriculum. Students can take the course as a substitute for the required Operation Research course. The School also added Entrepreneurship as a required course (not an elective) to its course offering. 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 has participated in the fulfillment of this goal. All the degree plans of the School of Business include the new core. The new core has drastically reduced the required general courses and has provided students the opportunity to take other career enhancing electives or chose a minor. A minor requires six (6) courses in an academic program.

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 2016 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, highlights of academic accomplishments, Newsletters, Students Learning Outcomes and Assessment, employment, professional developments, and Schools Fact Book have been placed on the University Web page.
Developing and organizing on-going Professional Development Programs and students' club activities for the students in the School of Business.	Fall and spring Professional Development Week. More students clubs activities and professional 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 School has asked the faculty to help students to organize and participate in club activities. The faculty is inviting more guest speakers to their class room.
Improvement of on-going 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 established a Learning Center for students. The Center includes two Bloomberg terminals and four computers with GMAT preparation software. The School has provided students with five to four tutors in the Center.
The School of Business needs to hire additional faculty and staff.	The School critically needs at least three additional faculty. An administrative staff is needed for the MBA program.	The School of Business has repeatedly requested the Academic Affairs, the President Office, and the Board of Trustee to provide the budget for filling the vacant faculty positions and hiring new faculty. The request has been intensified due to ACBSP's 2016 **Condition on Standard 5, Criterion 5.4 Faculty Size and Load.**

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. Howard-Vital as a new interim president in fall 2017. Dr. Howard-Vital is maintaining Dr. Roslyn Artist's Strategic Planning committee and the five (2015-2020) years Strategic plan for the University. Note: Dr. Howard-Vital is on medical leave and Dr. Castell Vaughn Bryant is Acting President, starting November 2017.
The Committee of University faculty, staff, Board of Trustee, external stakeholders, and an external consultant spend six month to formulate the Plan.
The followings describe the Florida Memorial University Strategic Process Change Summary (Source: The Office of Institutional Effectiveness):   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: 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. Objectives, initiatives, and key performance indicators were developed for each of these strategic goals. 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. 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. 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. 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. Selected members of the Strategic Planning Committee integrated and prioritized this information, essentially converting it into the components of the strategic plan. There is an annual review of the Strategic Plan that reports on the status of each initiative and revises the remaining years accordingly.

3 - Standard 3 Student and Stakeholder Focus

Complete the Standard 3 - Student- and Stakeholder-Focus Results table, found under the Evidence File tab above.

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.

Student- and stakeholder-focused results examine how well your organization satisfies students and stakeholders key needs and expectations.

Performance measures may include: satisfaction and dissatisfaction of current and past students and key stakeholders, perceived value, loyalty, persistence, or other aspects of relationship building, end of course surveys, alumni surveys, Internship feedback, etc.
Measurement instrument or processes may include end of course surveys, alumni surveys, Internship feedback, etc.
Each academic unit must demonstrate linkages to business practitioners and organizations, which are current and significant, including an advisory board.

Periodic surveys should be made of graduates, transfer institutions, and/or employers of graduates to obtain data on the success of business programs in preparing students to compete successfully for entry-level positions.

Response:

3- Standard 3-Student and Stakeholder Focus- Graduating Senior Exit Survey.

Career preparation satisfaction, how do you feel the school of business has prepared you for your Career?

Performance Measure	What is your Measurement	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends for 3-5 Years (Please graph all available data up to five years) SCHOOL OF BUSINESS UNDERGRADUATE ALUMNI SATISFACTION SURVEY RESULTS GRAPHS
			Analysis of Results		
The mean score of the School of Business graduating seniors' career preparation satisfaction (excellent + good) will be greater than eighty percent (80%).	University Senior Exit Survey by the Office of the Institutional Effectiveness. The survey is given to students prior to graduating from University.	Fourteen semesters exceeding goals.	School of Business graduating seniors were generally satisfied with their preparations for their future careers. Close to eighty five percent (85%) of graduates were satisfied with their career preparations.	In addition of the Senior Exit Survey conducted by the Office of the Institutional Effectiveness, the School of Business continue to conduct its own Senior Exit survey every semester to monitor the trend in its graduating senior and	

CAREER PREPARATION SATISFACTION HOW DO YOU FEEL THE SCHOOL OF BUSINESS HAS PREPARED YOU FOR YOUR CAREER

alumni satisfaction or dissatisfaction on curriculum, professional development, career success and other related issues. The satisfaction survey result will be put on the School's web-page.

CAREER PREPARATION SATISFACTION HOW DO YOU FEEL THE SCHOOL OF BUSINESS HAS PREPARED YOU FOR YOUR CAREER
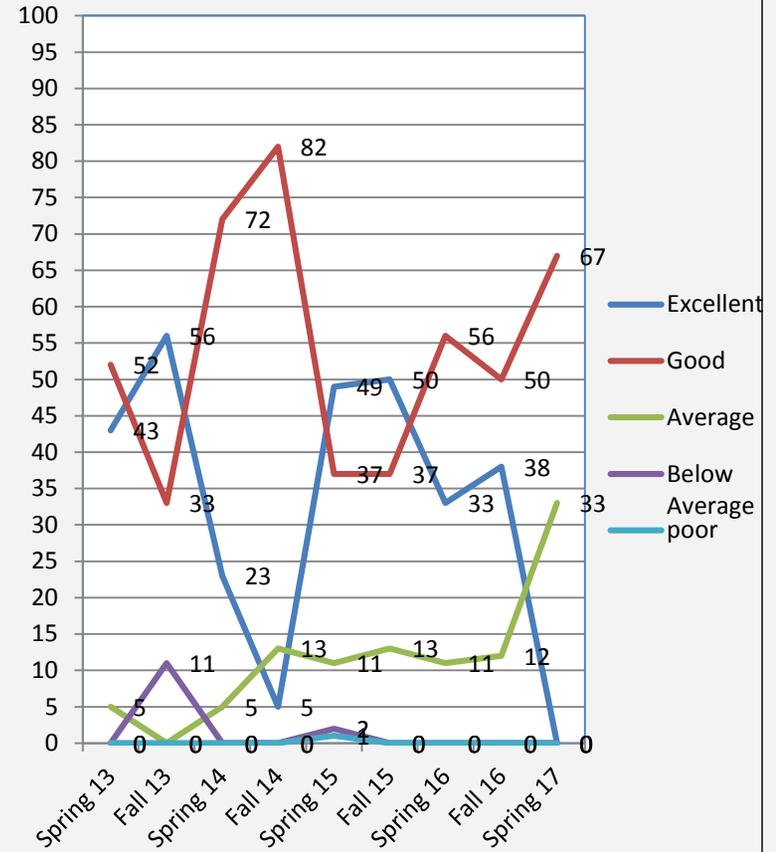
Student and Stakeholder Focus- Internship Feedback, Students' Internships and on the Job Training Results. Job Performance Evaluation by Supervisors of the Student Interns

		Analysis of Results			
Performance Measure	**What is your Measurement**	**Current Results**	**Analysis of Results**	**Action Taken or Improvement Made**	**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 five (85%) in a real business internship environment. The percentages closely reflect **supervisors of intern's feedbacks**	Internship Performance Review Form developed by the School of Business. The core of the Form evaluation includes: Quality, Quantity, Planning, Communication, teamwork, Attendance, Training Effectiveness, Initiative, Versatility, Judgment,	Six (6) years of positive trend data exceeding goal.	Adequate improvements were made in the internship by students. The internship requirement for the School of Business has been a valuable professional development experience for the students. It has helped students to learn about world of	A fulltime faculty with extensive professional development and net working knowledge has been assigned to teach the course. This has added rigor and practicality to the course. The faculty has added more mock interviews, company profiles reports, and	INTERSHIP EXPERIENCE AND ON - THE JOB TRAINING, SUPERVISORS FEEDBACK AND SATISFACTION Bar chart with values for "On the job training" (blue) and "Professional Work Experience" (orange): 2009-2010: 78, 81 2010-2011: 89, 85 2011-2012: 83, 84 2012-2013: 95, 91 2013-2014: 90, 91 2014-2015: 92, 93 2015-2016: 92, 92 2016-2017: 93, 93

on their satisfaction of the interns soft skills and professional work experience.	Attitude, and Dependability of interns. The Form also asks the supervisor to evaluate the intern's overall performance, the intern's personal Development plan, and recommend strategies for the intern's professional growth.		work and choosing the right careers after graduation. Some interns have received full-time position with the company they intern with.	business executive-guests speakers. Students are required to attend School of Business Dean's Forum. The Forum invites business executives to discuss work and business related current topics for students.	INTERSHIP EXPERIENCE AND ON - THE JOB TRAINING, SUPERVISORS FEEDBACKS AND SATISFACTION

INTERSHIP EXPERIENCE AND ON - THE JOB TRAINING, SUPERVISORS FEEDBACKS AND SATISFACTION

Data points: 78, 89, 83, 95, 90, 92, 92, 93

Years: 2009-2010, 2010-2011, 2011-2012, 2012-2013, 2013-2014, 2014-2015, 2015-2016, 2016-2017
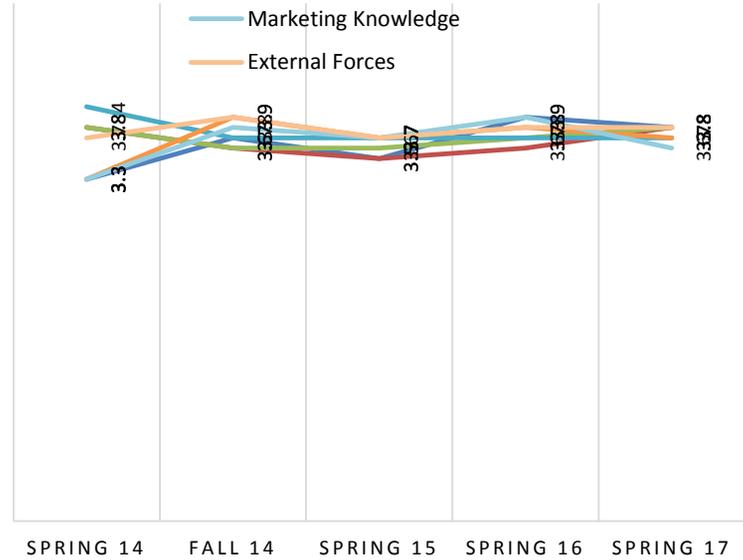
Legend: On the job training; Professional Work Experience

Student and Stakeholder Focus- Graduating Seniors (Alumni) Work Related Professional Experiences Satisfaction, Undergraduate Students

Performance Measure	What is your Measurement	Analysis of Results			Insert Graphs or Tables of Resulting Trends for 3-5 Years (Please graph all available data up to five years)
		Current Results	Analysis of Results	Action Taken or Improvement Made	
The mean score of the graduating seniors work related professional experiences for undergraduates students will be greater than 3.5 (70%) on a 4 point Likert scale.	School of Business Graduating Senior Satisfaction Survey.	The data revealed that the School of Business undergraduate alumni are satisfied with their work related, social, and professional experience at the School. The satisfaction score has improved from an average of 3.2 (80%) in Spring 2014 to an average of 3.7 (92%) in Spring 2017. The faculty need to investigate	School of Business graduating seniors were overall satisfied with their work related professional experiences. The faculty, however, need to educate and emphasis the merit of understanding divers people at work place and elevation of code of ethics at work.	The faculty invites more business and executive professionals to their classes to discuss work related professional related topics. The School of Business Advisory Council has been helpful in the regards.	**SCHOOL OF BUSINESS ALUMNI SATISFACTION SURVEY PROFESSIONAL DEVELOPMENT GRADUATING SENIORS UNDERGRADUTES SPRING 2014-SPRING 2017** ■ Work related knowledge ■ Working effictively 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 SPRING 16: 3.8, 3.9, 3.9, 3.8 SPRING 17: 3.5, 3.7, 3.8, 3.8

| | | and find solutions for improving students' professional development success and growth. | | | **SCHOOL OF BUSINESS ALUMNI SATISFACTION SURVEY PROFESSIONAL DEVELOPMENT GRADUATING SENIORS UNDERGRADUTES SPRING 2014-SPRING 2017**

Work related knowledge — Working effictively with others
Understanding diverse people — Code of values and ethics

3.3.5 3.3.9 3367 3389 3.5378

2.6

SPRING 14   FALL 14   SPRING 15   SPRING 16   SPRING 17 |

Student and Stakeholder Focus- Graduating Seniors (Alumni) Work Related Professional Experiences Satisfaction, Undergraduate Students

Performance Measure	What is your Measurement	Analysis of Results			Insert Graphs or Tables of Resulting Trends for 3-5 Years (Please graph all available data up to five years)
		Current Results	**Analysis of Results**	**Action Taken or Improvement Made**	
The mean score of the Alumni Survey on students in gaining basic business knowledge will be greater than 3.5 on a 4 point Likert scale.	Survey developed by the School of Business.	The students' knowledge satisfaction score has improved from an average of 3.6 (90%) in Spring 2014 to an average of 3.7 (92%) in Spring 2017.	School of Business graduating seniors were overall satisfied with gaining basic business knowledge. The quantitative knowledge of students and financial analysis of students have fluctuated from semester to semester.	The survey results have been shared with faculty. The faculty may need to review the course contents or improve the delivery method of the instructions. Emphasis has to be put on quantitative courses delivery	

SCHOOL OF BUSINESS ALUMNI KNOWLEGDE SATISFACTION SURVEY GRADUATING SENIORS UNDERGRAGUATES SPRING 2014-SPRING 2017

- Business Administration
- Quanititave Knowledge
- Information TechnologyFinancial Knowledge
- Financial Analysis
- Management Knowledge
- Marketing Knowledge
- External Forces

SPRING 14   FALL 14   SPRING 15   SPRING 16   SPRING 17

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**SCHOOL OF BUSINESS ALUMNI
KNOWLEGDE SATISFACTION SURVEY
GRADUATING SENIORS
UNDERGRAGUATES
SPRING 2014-SPRING 2017**

———— Business Administration

———— Quanititave Knowledge

———— Information TechnologyFinancial Knowledge

———— Financial Analysis

———— Management Knowledge

———— Marketing Knowledge

———— External Forces

| SPRING 14 | FALL 14 | SPRING 15 | SPRING 16 | SPRING 17 |

Student and Stakeholder Focus- Graduating Seniors (Alumni) Overall Program of Study Satisfaction, Undergraduate Students

Performance Measure	What is your Measurement	Analysis of Results			Insert Graphs or Tables of Resulting Trends for 3-5 Years (Please graph all available data up to five years)
		Current Results	Analysis of Results	Action Taken or Improvement Made	
The mean score of the graduating seniors (alumni) overall program of study (Accounting, Business Administration, Finance, and Marketing) satisfaction for undergraduates students will be greater than 3.5 (70%) on a 4 point	School of Business Graduating Senior Satisfaction Survey.	The data revealed that the School of Business Graduating Seniors (alumni) were satisfied with their program of study. The satisfaction score has been above the 3.5 (87%) from Spring 2014 to an average of 3.7 (92%) in Spring 2017.	School of Business graduating seniors were overall satisfied with their program of study. The faculty, however, need to investigate and find solutions for improving students' satisfaction to a higher level.	The School need to strengthen its Learning Center by employing more tutors and complementary learning tools (academic software and business games). The most important action that the School of Business need to take is	SCHOOL OF BUSINESS ALUMNI SATISFACTION SURVEY OVEALL PROGRAM OF STUDY SATISFACTION GRADUATING SENIORS UNDERGRADUATE STUDENTS FALL 2014-SPRING 2017

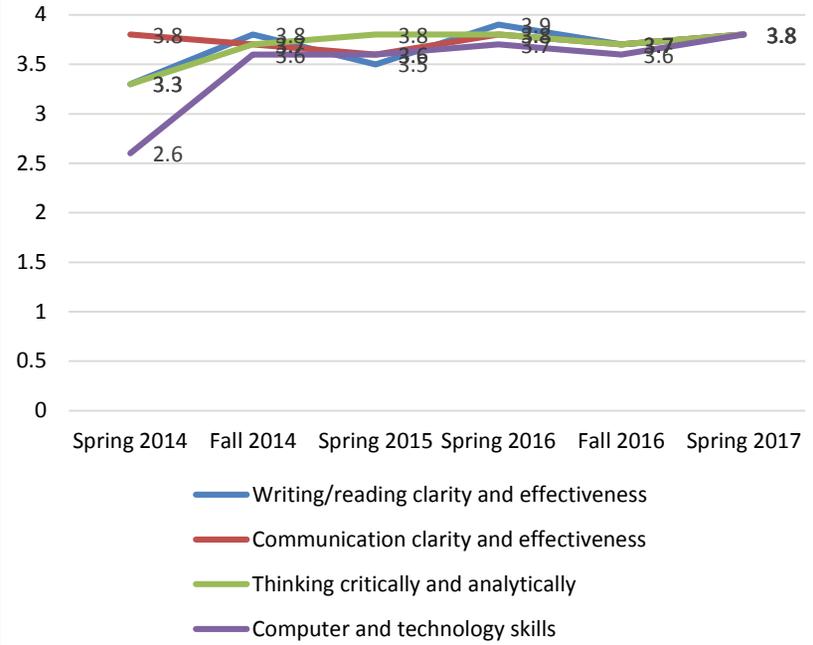|					
Likert scale. Note: The survey is conducted after students have been cleared to graduate.				hiring additional faculty. Numerous requests have been made to University Administration to hire additional faculty and allocate more financial for the School.	**SCHOOL OF BUSINESS ALUMNI SATISFACTION SURVEY** **OVEALL PROGRAM OF STUDY SATISFACTION** **GRADUATING SENIORS** **UNDERGRADUATE STUDENTS** **FALL 2014-SPRING 2017** *[line chart showing values: Fall 14 = 3.8, Spring 15 = 3.8, Spring 16 = 3.7, Spring 17 = 3.8; y-axis 0 to 4]*
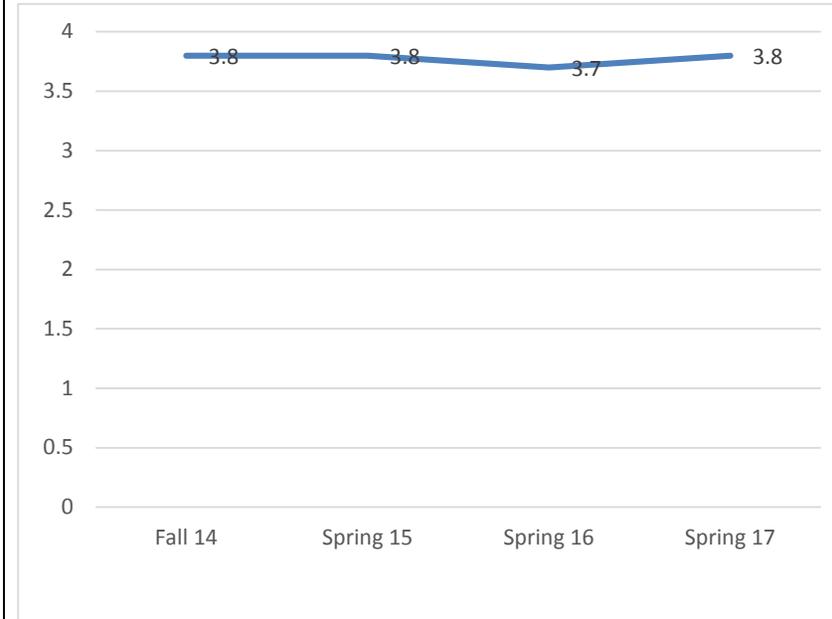
		Analysis of Results			Insert Graphs or Tables of Resulting Trends for 3-5 Years
Performance Measure	What is your Measurement	Current Results	Analysis of Results	Action Taken or Improvement Made	(Please graph all available data up to five years)
The mean score of the graduating seniors (alumni) satisfaction in Writing/Reading/Critical Thinking/ and Technology for undergraduates students will be greater than 3.5 (70%) on a 4 point Likert scale.	School of Business Graduating Senior Satisfaction Survey.	The data revealed that the School of Business alumni's satisfactions were below stated criteria for successes in writing/reading clarity and effectiveness, critical think, and using computer and information technology in Spring 2014. Due to faculty emphasis on improving the deficiencies, the survey results	School of Business graduating seniors were overall satisfied with their knowledge of Writing/Reading/Critical Thinking/ and Technology. The faculty, however, need to continue their emphasis on students proficiency on these topics.	To improve the students 'Writing/Reading/Critical Thinking/ and Technology knowledge, the faculty included term and research assignments in their courses. Students were assigned to use technology related	

SCHOOL OF BUSINESS ALUMNI SATISFACTION WRITING/READING/CRITICAL THINKING/TECHNOLOGY COMPETANCY GRADUATING SENIORS UNDERGRADUATES SPRING 2014-SPRING 2017

Legend:
- Writing/reading clarity and effectiveness
- Communication clarity and effectiveness
- Thinking critically and analytically
- Computer and technology skills

| | | improved and became above the 3.5 (87%) from Fall 2014 to Spring 2017. | | to course of study as part the class assignments. | |

SCHOOL OF BUSINESS ALUMNI SATISFACTION WRITING/READING/CRITICAL THINKING/TECHNOLOGY COMPETANCY GRADUATING SENIORS UNDERGRADUATES SPRING 2014-SPRING 2017
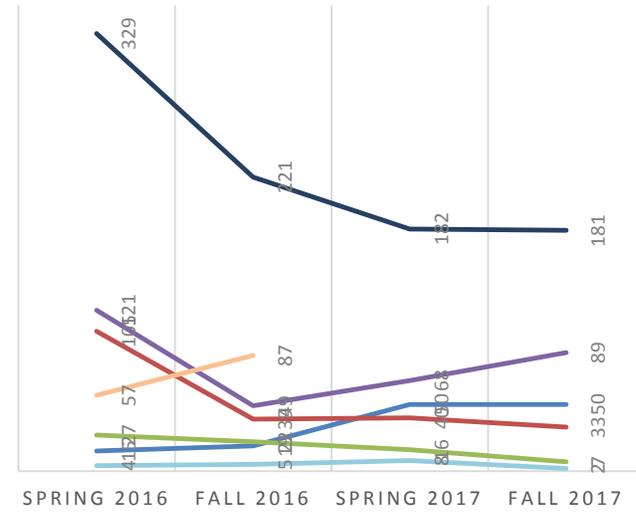
Writing/reading clarity and effectiveness

Communication clarity and effectiveness

Thinking critically and analytically

Computer and technology skills

Student and Stakeholder Focus, Student Learning Center for Undergraduate and Graduate Students

| Performance Measure | What is your Measurement | Analysis of Results | | | Insert Graphs or Tables of Resulting Trends for 3-5 Years |
		Current Results	Analysis of Results	Action Taken or Improvement Made	(Please graph all available data up to five years)
More than hundred fifty (150) hours were spent by tutors to help students in different academic disciplines each semester.	School of Business Learning Center. The School of Business hired 3-5 recommended by the faculty in academically challenging subjects. The Learning Center have two (2) Bloomberg Terminals and four (4) computers with GMAT preparation software.	The tutors in the School of Business Learning Center has served more than hundred eighty (180) students who needed academic assistance related to their course work. The faculty has informed the Dean improvement of students' academic performance. Students have stated their satisfaction of the quality	The Learning Center has created a Center for students' academic supports and peer tutoring. The academic performance improvement has resulted in low retention rate, and high students' satisfactions in overall operation of the School of Business.	The School of Business need to provide financial support and other resources for the Learning Center. The Dean is trying to include budget of the School for the continuity of this initiative.	 **STUDENT LEARNING CENTER SATISFACTION UNDERGRADUTES AND MBA TUTORING SPRING 2016-FALL 2017**

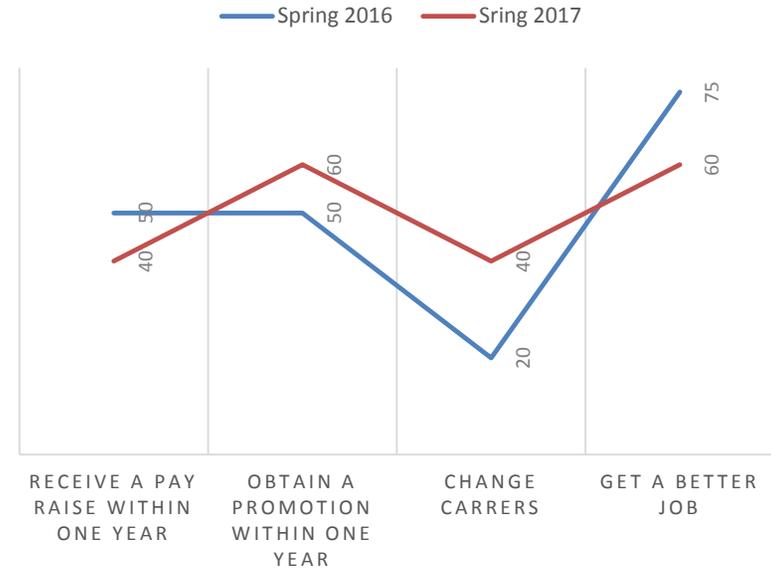| | | of tutor and establishmen t of the Learning Center. | | | **STEDENT LEARNING CENTER SATISFACTION UNDERGRADUTES AND MBA TUTORING SPRING 2016-FALL 2017**

— Accounting
— Quantitative& Operation Research
— Statistics
— Finance
— Other Subjects
— MBA

329   221   182   181
121 105   89
57   87
41 27   5 12 34 40 8 6 40 60 68 33 50
27

SPRING 2016   FALL 2016   SPRING 2017   FALL 2017 |

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

| Performance Measure | What is your Measurement | Analysis of Results | | | Insert Graphs or Tables of Resulting Trends for 3-5 Years |
		Current Results	Analysis of Results	Action Taken or Improvement Made	(Please graph all available data up to five years)
					School of Business Graduate (MBA) Alumni Satisfaction survey Results Graphs
The mean score of the School of Business MBA alumni in career and professional development satisfaction will be greater than sixty percent (60%).	School of Business MBA Alumni Satisfaction Survey.	The results show that MBA experience has prepared students comparatively to advance in the job market to receive a pay raise, promotion, and career change. Around 45% or higher of MBA students received a pay raise within a one year. More than 50% of MBA students received a	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 results of the survey has been shared with the faculty. It is agreed that faculty must familiarize the MBA students to other business related careers with the help of the School of Business Advisory Council and the Office of Career Developme	**PROFESSIONAL & CAREER DEVELOPMENT COMPARISON PAY RAISE, JOB PROMOTION, CHANGE OF CAREER MBA ALUMNI SPRING 2015-2017** ■ Spring 2016 ■ Sring 2017 RECEIVE A PAY RAISE WITHIN ONE YEAR: 50, 40 OBTAIN A PROMOTION WITHIN ONE YEAR: 50, 60 CHANGE CARRERS: 20, 40 GET A BETTER JOB: 75, 60

		promotion within one year and obtained a better jobs. The results on changing a careers were below the expectation.		nt at the University. A list of business related jobs and the how the potentially pay has been put on the School of Business webpage;	

PROFESSIONAL & CAREER DEVELOPMENT COMPARISON PAY RAISE, JOB PROMOTION, CHANGE OF CAREER MBA STUDENTS SPRING 2015-2017

Spring 2016 — Sring 2017

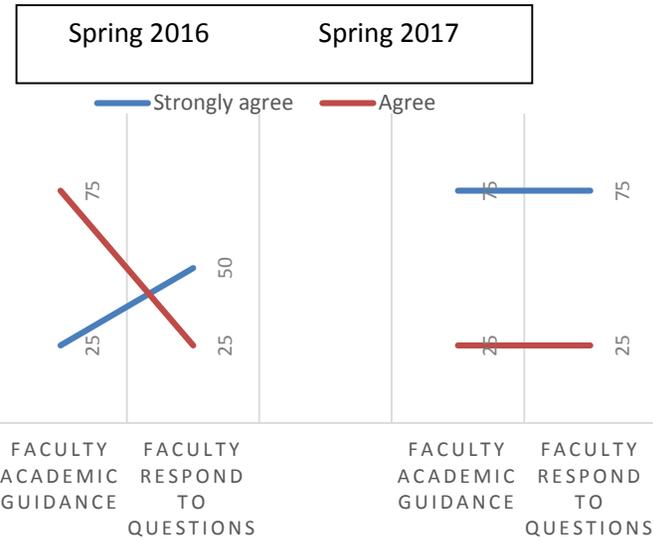|	RECEIVE A PAY RAISE WITHIN ONE YEAR	OBTAIN A PROMOTION WITHIN ONE YEAR	CHANGE CARRERS	GET A BETTER JOB
Spring 2016	50	50	20	75
Sring 2017	40	60	40	60

Student and Stakeholder Focus- MBA Alumni, Faculty Advisement and Guidance Satisfaction

		Analysis of Results			Insert Graphs or Tables of Resulting Trends for 3-5 Years
Performance Measure	What is your Measurement	Current Results	Analysis of Results	Action Taken or Improvement Made	(Please graph all available data up to five years)
The mean score of the School of Business MBA alumni in faculty advisement and guidance satisfaction will be greater than sixty percent (60%). Students were asked to choose one of the flowing: Strongly Disagree, Neutral in Agreement, Agree,	School of Business MBA Alumni Satisfaction Survey.	The MBA alumni showed strong satisfaction (75% strongly agree and 25% agree) with their faculty advisement and response to their questions.	The MBA alumni have been satisfied with their academic experience at the School. The results show stronger satisfaction in spring 2017 than spring 2016.	The faculty has been asked to continue the quality services they provided to MBA students in spring 2016. The MBA Director has reminded the faculty that the strong satisfaction will result in recruiting students to the MBA Program.	**FACULTY ADVISING AND GIUDANCE MBA STUDENTS SPRING 2016-SPRING 2017** Spring 2016 Spring 2017 ■ Strongly agree ■ Agree FACULTY ACADEMIC GUIDANCE (25, 75) FACULTY RESPOND TO QUESTIONS (50, 25) FACULTY ACADEMIC GUIDANCE (75, 25) FACULTY RESPOND TO QUESTIONS (75, 25)

and
Strongly
Agree.

FACULTY ADVISING AND GIUDANCE
MBA STUDENTS
SPRING 2016-SPRING 2017

Spring 2016	Spring 2017

━━ Strongly agree ━━ Agree

75

50

25

25

75

75

25

25

FACULTY ACADEMIC GUIDANCE

FACULTY RESPOND TO QUESTIONS

FACULTY ACADEMIC GUIDANCE

FACULTY RESPOND TO QUESTIONS

Student and Stakeholder Focus- MBA Alumni, Professional Development and Quality of MBA Program Satisfaction

| Performance Measure | What is your Measurement | Analysis of Results | | | Insert Graphs or Tables of Resulting Trends for 3-5 Years |
		Current Results	Analysis of Results	Action Taken or Improvement Made	(Please graph all available data up to five years)
The mean score of the School of Business MBA alumni with their satisfaction of professional development opportunity and quality compatibility of the FMU's MBA Program will be greater than eighty percent (80%).	School of Business MBA Alumni Satisfaction Survey.	The MBA alumni showed strong satisfaction (more than 80% strongly agree and agree) with the quality compatibility of the MBA Program in both spring 2016 and spring 2017. More than seventy five percent (75%) strongly agree and agree that the MBA prepared them for professional	The MBA Program at Florida Memorial University has helped the majority of graduates to be satisfied with their preparedness for better professional opportunity and have felt that that the MBA at FMU is comparable with other MBAs. The results indicate that the MBA Program at	The strong satisfaction The MBA Program has been publicized through the School of Business web-page. FMU need to exploit the strong satisfaction results for fund raising and recruitments of new students to the Program. Raising additional funds will help the Program to	

PROFESSIONAL DEVELOPMENTAND AND QUALITY OF MBA SATISFACTION SPRING 2016-SPRING 2017

Spring 2016   Spring 2017

2017

■ Strongly agree ■ Agree

Students were asked to choose one of the flowing: Strongly Disagree, Neutral in Agreement, Agree, and Strongly Agree.		opportunity in spring 2016 and spring 2017.	FMU has helped the community in promotion of getting advance degree and help economics development of the community.	serves its stakeholders to a higher satisfactions.	**PROFESSIONAL DEVELOPMENT AND QUALITY OF MBA SATISFACTION SPRING 2016-SPRING 2017** Strongly agree ——— Agree ——— MBA PROGRAM PREPARED ME FOR PROFESSIONAL OPPORTUNTY · THE QUALITY OF MBA PROGRAM COMPARABLE WITH OTHER MBAS · MBA PROGRAM PREPARED ME FOR PROFESSIONAL OPPORTUNTY · THE QUALITY OF MBA PROGRAM COMPARABLE WITH OTHER MBAS
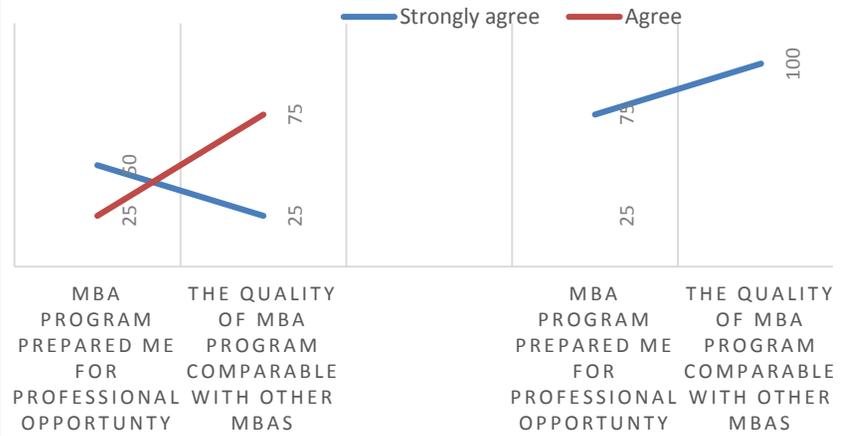
Student and Stakeholder Focus- MBA Alumni, Curriculum and Quality of Faculty Satisfaction

Performance Measure	What is your Measurement	Analysis of Results			Insert Graphs or Tables of Resulting Trends for 3-5 Years (Please graph all available data up to five years)
		Current Results	Analysis of Results	Action Taken or Improvement Made	
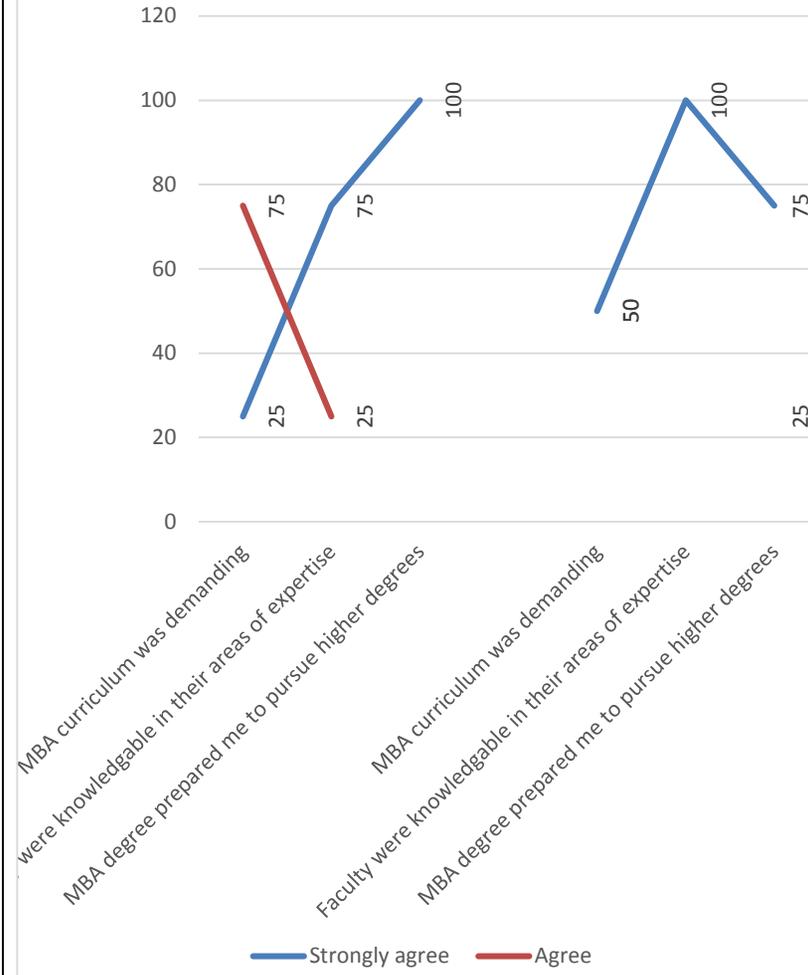| The mean score of the School of Business MBA alumni satisfaction with quality of curriculum and faculty are higher than eighty percent (80%).

Students were asked to choose one of the flowing:

Strongly Disagree, Neutral in Agreement, Agree, | School of Business MBA Alumni Satisfaction Survey. | The MBA alumni showed high satisfaction with the demanding curriculum, faculty qualifications, and their preparedness to pursue higher academic degrees after receiving MBA degree. The MBA graduates, in particular, were highly satisfied with the quality and knowledge of the faculty and their | MBA program design and hiring of quality faculty have resulted in the MBA graduates satisfaction with the program. Any future curriculum design and faculty hiring has to follow the same process. | The MBA Program Director has made sure that the integrity and quality of the program follow the same stability and procedures. | **CURRICULM AND QUALITY OF FACULTY SATISFACTION SPRING 2016-SPRING 2017**

Spring 2016   Spring 2017

(bar chart with values for Spring 2016: MBA curriculum was demanding – Strongly agree 25, Agree 75; Faculty were knowledgeable in their areas of... – Strongly agree 75, Agree 25; MBA degree prepared me to pursue higher... – Strongly agree 100. Spring 2017: MBA curriculum was demanding – Strongly agree 50, Agree 50; Faculty were knowledgeable in their areas of... – Strongly agree 100; MBA degree prepared me to pursue higher... – Strongly agree 75, Agree 25. Legend: Strongly agree, Agree) |

and Strongly Agree.		preparedness to pursue higher degrees (more than 75% strongly agree) in both spring 2016 and spring 2017.			**CURRICULM AND QUALITY OF FACULTY SATISFACTION** **SPRING 2016-SPRING 2017**

CURRICULM AND QUALITY OF FACULTY SATISFACTION
SPRING 2016-SPRING 2017

120

100   100   100

80   75   75   75

60   50

40

25   25   25

20

0

MBA curriculum was demanding

were knowledgable in their areas of expertise

MBA degree prepared me to pursue higher degrees

MBA curriculum was demanding

Faculty were knowledgable in their areas of expertise

MBA degree prepared me to pursue higher degrees

━━━ Strongly agree   ━━━ Agree

a. **Program Outcomes.**

List outcomes by accredited programs. Many of the program outcomes should be used as part of a student 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.)

b. **Performance Results.**

Complete Table Standard 4 - Student Learning Results found under the Evidence File tab above. One example from each accredited program must be provided. If only one or two programs are accredited, provide three examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

a. Program Outcomes

 Response:

*   **Master Degree (MBA):**

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)

*   **Undergraduate Degrees:**

*   BS in Accounting

Program Goals:

The goals of the program are as follows:

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 qualified accounting graduates to the public, private, and governmental sectors

Goal 5. To provide a fundamental background in the area of accounting theories for students who wish to pursue advanced study

Goal 6. To promote research and dissemination of knowledge of developments in the accounting profession

Goal 7. To encourage student interaction with the accounting profession

Goal 8. To teach analysis of the financial accounting and reporting issues faced by multinational companies and the financial reporting principles and practices in countries other than the US.

Program Student Learning Outcomes Assessment

SLO1: Students will demonstrate knowledge of the basic accounting concepts essential to recording business transactions and preparing & analyzing financial statements.

SLO2: Students will demonstrate knowledge of the theory and practice of accounting for businesses, including business combination, multinational enterprises, governmental and not-for-profit entities.

SLO3: Accounting students should be exposed to professional work experience and on the job training in accounting and/or the business sector (student internships)**.**

* 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.

Student Learning Outcomes Assessment (SLOs)

SLO 1. Business Administration Students demonstrate Business knowledge, knowledge of major functional business areas.

SLO2. Students should understand the general business theories, principles, concepts, and the steps needed to create and launch a new business.

SLO3. Students should be exposed to professional work experience and on the job training in the business sector.

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 practice of finance.

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

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

  Program Student Learning Outcomes Assessment

  SLO 1: Students will demonstrate knowledge of the major concepts and practices of financial analysis and management and develop analytical decision making skills.

  SLO 2: Students will demonstrate knowledge of investments and derivatives for the practical application of theory.

  SLO 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

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.
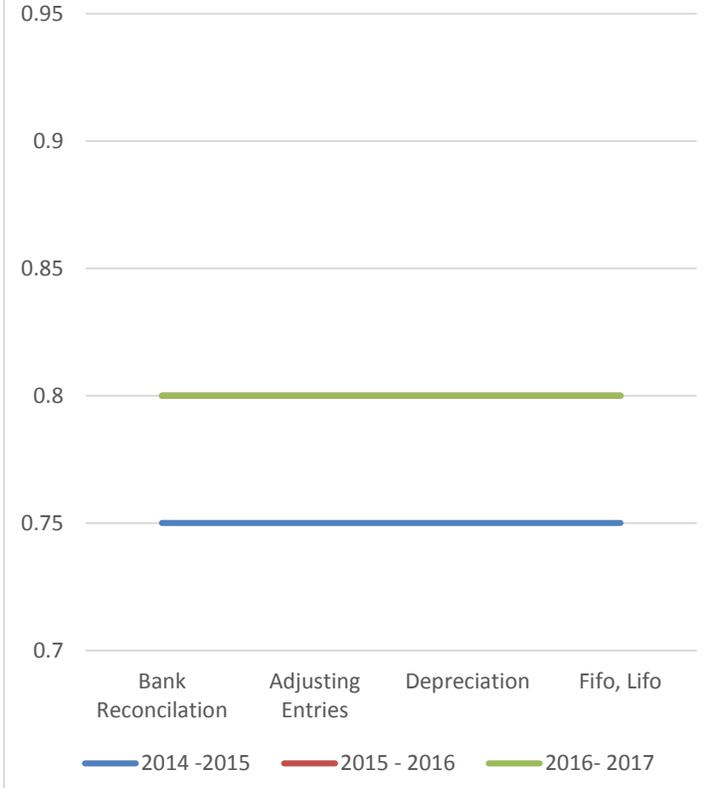
Response:

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

Example from Accounting Major

Performance Measure	What is your Measurement	Analysis of Results			Insert Graphs or Tables of Resulting Trends for 3-5 Years (Please graph all available data up to five years)
		Current Results	Analysis of Results	Action Taken or Improvement Made	
At least seventy five percent (75%) of the accounting students will demonstrate an understanding of the theory and practice of accounting for businesses using a practice set with minimal to no error.	Accounting Practice Set.	Students overall performance improved from 2014 to 2017. From 2014 to 2017, students performed at or above the 75% in Bank Reconciliation, Adjusting Entries, Depreciation and Inventory Costing Methods (Fifo and Lifo). From 2015 to 2017 the student's performance increased .05 percent in these same practical areas.	The results for Principles of Accounting I and II and Intermediate Accounting I and II improved from 2014 to 2017. In 2015 the Accounting faculty in the School of Business added Practice Sets for all Principles and Intermediate courses. .	The Accounting faculty will continue to research Accounting knowledge enhancement tools. The Accounting faculty is also in the process of designing and incorporating an Accounting Education Basketball game that should be up and running	**ACCOUNTING STUDENTS KNOWLEDGE OF THE THEORY AND PRACTICE** 0.95 0.9 0.85 0.8 0.75 0.7 Bank Reconcilation · Adjusting Entries · Depreciation · Fifo, Lifo ■ 2014 -2015 ■ 2015 - 2016 ■ 2016- 2017

before the end of this term.

ACCOUNTING STUDENTS KNOWLEDGE OF THE THEORY AND PRACTICE

	Bank Reconcilation	Adjusting Entries	Depreciation	Fifo, Lifo

2014 -2015   2015 - 2016   2016- 2017

Student Learning Results (Required for each accredited program, doctorate, masters, and baccalaureate)
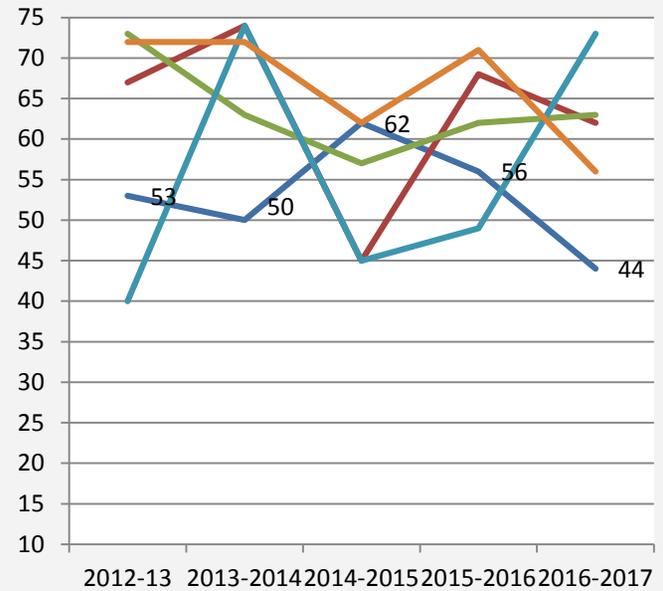
Example from Business Administration Major

Performance Measure	What is your Measurement	Analysis of Results			Insert Graphs or Tables of Resulting Trends for 3-5 Years
		Current Results	Analysis of Results	Action Taken or Improvement Made	(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 (Management, Finance, Accounting, Marketing, and Economics Combined) area of the Learning Assurance Report of the Business	Business Strategy Simulation 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 percent (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.	**BSG MEAN NATIONAL PERCENTILE OVER TIME BUSINESS ADMINSTRATION STUDENTS** ■ Operation Management ■ Financial Management ■ Marketing Management ■ Financial Analysis ■ Strategy Analysis

Strategy Game (BSG).

Note: This Learning Outcomes Assessment is for all School of Business students. All School of Business students take the same business core courses.

BSG MEAN NATIONAL PERCENTILE OVER TIME BUSINESS ADMINISTRATION

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

Data labels: 53, 50, 62, 56, 44

Y-axis: 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60, 65, 70, 75

X-axis: 2012-13, 2013-2014, 2014-2015, 2015-2016, 2016-2017

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

Example from Finance Major

Performance Measure	What is your Measurement	Analysis of Results			Insert Graphs or Tables of Resulting Trends for 3-5 Years
		Current Results	Analysis of Results	Action Taken or Improvement Made	(Please graph all available data up to five years)
Students will demonstrate proficiency in the Financial Management area of the Business Strategy Game (BSG) simulation. Fifty percent (50%) of students will demonstrate better than 50th percentile ranking vs. all simulation players worldwide over the last 12 months in the Financial Management area of the simulation game.	Business Strategy Simulation Game (BSG).	In the 2016-2017 academic year, (a) 47% of Finance students (9 students out of 19) scored 70th-79th percentile globally (b) 47% of Finance students (9 students out of 19) scored 60th -69th percentile globally (c) 5% of Finance students (1 students out of 19) scored 40th-49th percentile globally.	Over the past 8 years, Finance students have exceeded the expected criteria every year except one year (2014-2015 academic year). The performance of our Finance students has been good by the global and national standards.	1. Finance faculty will continue to have tutoring sessions. In doing so, Finance faculty will set the time for tutoring sessions after discussing it with students who work full time, so that they cannot miss the tutoring sessions. 2. The basic concepts of time value of money will be reviewed in FIN 323. 3. Student tutors were hired again	**WORLDWIDE PERCENTILE RANKING IN BSG (8 YR COMPARISON) FINANCE STUDENTS**

Ninety five percent (95%) of students (18 students out of 19) scored better than 50th percentile ranking globally. This exceeds the expected criteria for success.

this year. It seems that these student tutors helped other students a lot. However, tutors need to be hired in a timely fashion. It is recommended that student tutors continue to be utilized in the future.

WORLDWIDE PERCENTILE RANKING IN BSG (8 YR COMPARISON) FINANCE STUDENTS

2009-2010 — 2010-2011 — 2011-2012
2012-2013 — 2013-2014 — 2014-2015
2015-2016 — 2016-2017

100
95
93
94
90
86
87
82
79
78
77
76
73
70
67
63
57
55
52
50
47

19
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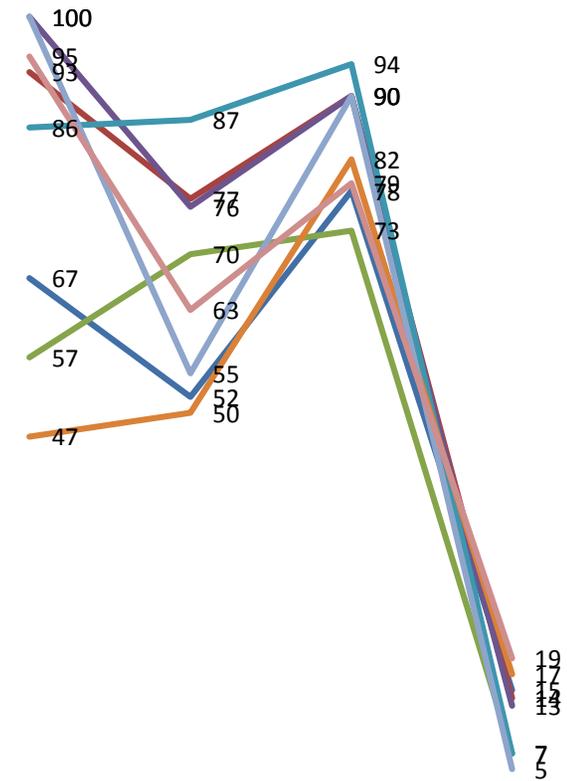
% of students Higher Than 50th percentile | Median Percentile | Highest Percentile | # of Participants

Student Learning Results (Required for each accredited program, doctorate, masters, and baccalaureate)
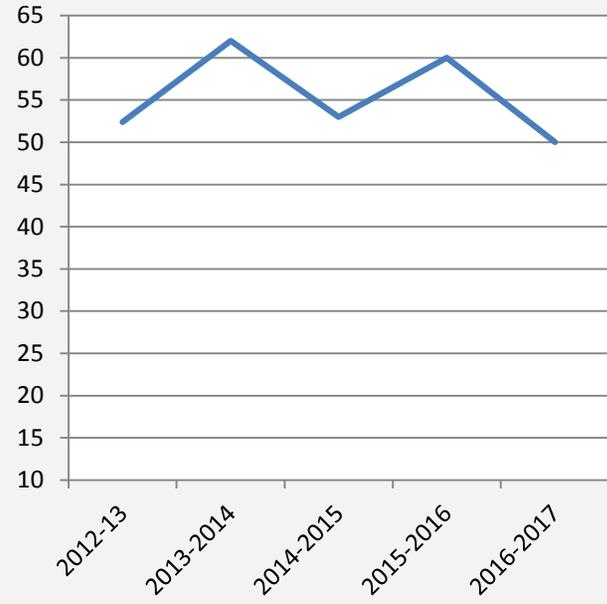
Example from Marketing Major

Performance Measure	What is your Measurement	Analysis of Results			Insert Graphs or Tables of Resulting Trends for 3-5 Years (Please graph all available data up to five years)
		Current Results	Analysis of Results	Action Taken or Improvement Made	
All Marketing Students in BUS 498 Senior Project in Business are expected to perform with a mean percent correct of fifty percent (50%) or better in Marketing questions.	Internal Assessment Exam (IAE) developed by the faculty of the School of Business. This exam encompasses the business areas of management, finance, accounting, marketing, and economics. The Marketing section of the Internal Exam questions students on: Marketing definitions, Target Marketing, Strategic Planning, Market Segmentation, Customers/Sale	Marketing students overall performance in the Internal Exam's Marketing questions were above the fifty percent (50%) measurement target.	The results indicates that Marketing students retain more than 50% of what they have learned in Marketing classes. The results, however, have not increased above the sixty five (65%). The Marketing faculty needs to develop strategies to improve this short coming.	To improve Marketing students overall performance in retaining knowledge, the School of Business have opened a Learning Center that employs several tutors. A Marketing Logistic (Supply Chain Management) course has become an alternate	

MEAN INTERNAL EXAM PERCENTILE OVER TIME MARKETING STUDENTS

■ Marketing Knowledge

| | s, Marketing Research, Customer Products, Product Life Cycle, Branding Strategies, and Promotional Budget Mix. | | | required for School of Business students. | **MEAN INTERNAL EXAM PERCENTILE OVER TIME MARKETING STUDENTS**

— **Marketing Knowledge**

65
60
55
50
45
40
35
30
25
20
15
10

2012-13 2013-2014 2014-2015 2015-2016 2016-2017 |

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

Example from Master of Business Administration (MBA) Major

Performance Measure	What is your Measurement	Analysis of Results			Insert Graphs or Tables of Resulting Trends for 3-5 Years
		Current Results	Analysis of Results	Action Taken or Improvement Made	(Please graph all available data up to five years)

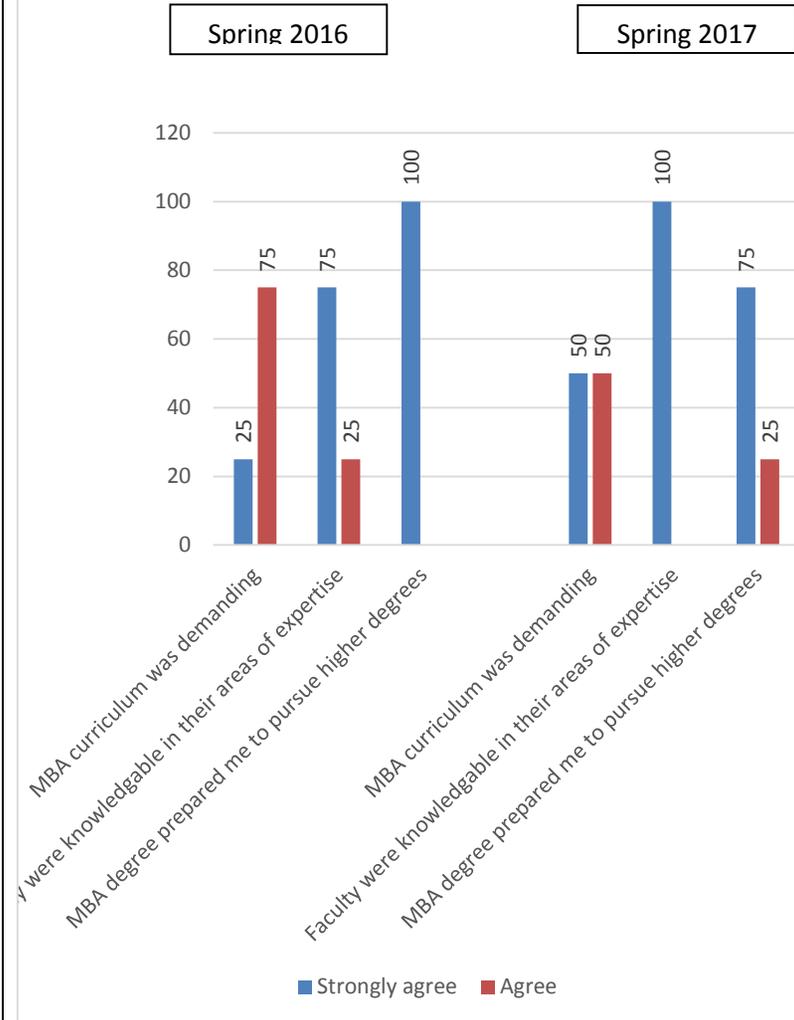|					
The mean score of the School of Business MBA alumni satisfaction with quality of curriculum and faculty are higher than eighty percent (80%).	School of Business MBA Alumni Satisfaction Survey.	The MBA alumni showed high satisfaction with the demanding curriculum, faculty qualifications, and their preparedness to pursue higher academic degrees after receiving MBA degree. The MBA graduates, in particular, were highly satisfied with the quality and knowledge of the faculty and their preparedness to pursue higher degrees (more than seventy five percent (75%)strongly agree) in both spring	MBA program design and hiring of quality faculty have resulted in the MBA graduates satisfaction with the program. Any future curriculum design and faculty hiring has to follow the same process.	The MBA Program Director has made sure that the integrity and quality of the program follow the same stability and procedures.	**CURRICULM AND QUALITY OF FACULTY SATISFACTION MBA PRORAM SPRING 2016-SPRING 2017**

Students were asked to choose one of the flowing:

Strongly Disagree, Neutral in Agreement, Agree, and Strongly Agree.

Spring 2016   Spring 2017

Chart: CURRICULM AND QUALITY OF FACULTY SATISFACTION MBA PRORAM SPRING 2016-SPRING 2017. Values — Spring 2016: MBA curriculum was demanding (Strongly agree 25, Agree 75); Faculty were knowledgable in their areas of expertise (Strongly agree 75, Agree 25); MBA degree prepared me to pursue higher degrees (Strongly agree 100). Spring 2017: MBA curriculum was demanding (Strongly agree 50, Agree 50); Faculty were knowledgable in their areas of expertise (Strongly agree 100); MBA degree prepared me to pursue higher degrees (Strongly agree 75, Agree 25). Legend: Strongly agree, Agree.

2016 and
spring 2017.

**CURRICULM AND QUALITY OF FACULTY
SATISFACTION
SPRING 2016-SPRING 2017**

Chart showing satisfaction levels with values: 75, 75, 100, 100, 50, 25, 25, 25.

X-axis categories: MBA curriculum was demanding; Faculty were knowledgable in their areas of expertise; MBA degree prepared me to pursue higher degrees.

Legend: Strongly agree, Agree

5 - Standard 5 Faculty and Staff Focus

a. **Faculty and Staff Focus**

Complete Table 5.1 Standard 5 - **Faculty- and Staff-Focused Results** found under the Evidence File above

b. **Faculty Qualifications**

Complete Table 5.2 Standard 5 - **New Full-Time and Part-Time Faculty Qualifications** and Table 5.3 Standard 5, Criterion 5.8 - **Scholarly and Professional Activities**, found under the Evidence File tab above, for **new** full-time and part-time faculty members hired since last self-study or QA report. Do not include faculty members previously reported.
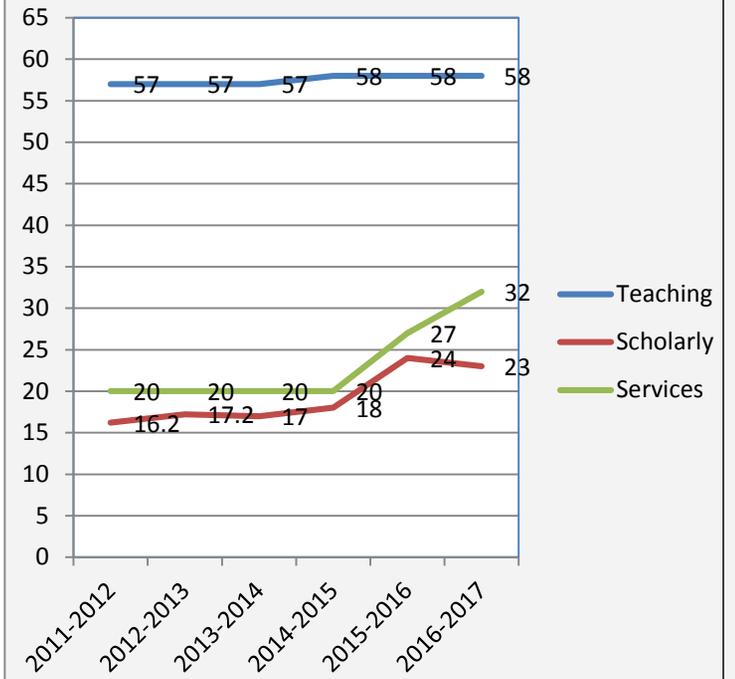
<u>Response:</u>

Standard 5 - Faculty- and Staff-Focused Results

Teaching, Scholarly, and Service Performance by Faculty

Performance Measure	What is your Measurement	Analysis of Results		Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends for 3-5 Years (Please graph all available data up to five years)
		Current Results	Analysis of Results		
Faculty Evaluation: Teaching, Scholarly activities, Services over time: 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.	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. The faculty performance has increased in all areas in 2015-2016 and 2016-2017, especially	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 to maintain high performance in teaching, scholarly activities, and services. The School of Business need additional faculty in Accounting, Economics, and Finance.	

Chart: FACULTY PERFORMANCE MEASUREMENTS, TEACHING, SCHOALRLY, AND SERVICE

Teaching values: 57, 57, 57, 58, 58, 58
Scholarly values: 16.2, 17.2, 17, 18, 24, 23
Services values: 20, 20, 20, 20, 27, 32
Years: 2011-2012, 2012-2013, 2013-2014, 2014-2015, 2015-2016, 2016-2017

in scholarly and services.

FACULTY PERFORMANCE MEASUREMENTS, TEACHING, SCHOALRLY, AND SERVICE

Year	Teaching	Scholarly	Services
2011-2012	57	16.2	20
2012-2013	57	17.2	20
2013-2014	57	17	20
2014-2015	58	18	20
2015-2016	58	24	27
2016-2017	58	23	32

Standard 5 - Faculty- and Staff-Focused Results

Faculty Evaluations by Students, Faculty Performance in Instructions

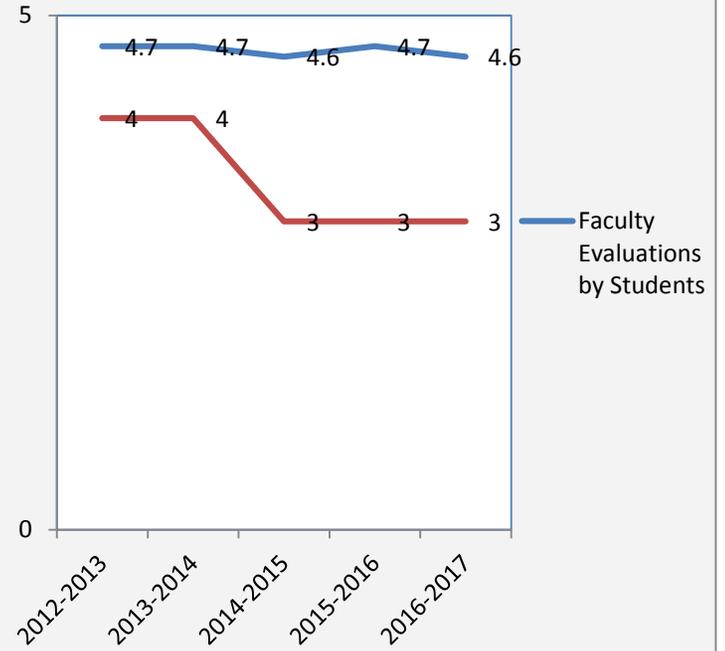| Performance Measure	What is your measurement	Analysis of Results		Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)
		Current Results	Analysis of Results		
Faculty Performance Measurements: Average Students' Evaluation of Faculty and Average Committee assignments: Faculty will be rated (on average) more than 4.5 (90%) in students' evaluation of the courses they teach. The highest score faculty may receive is 5.0. The faculty is required to teach 4 courses each semester. They faculty will participates on average in more than three (3) divisional and	Instrument of Faculty Teaching Evaluation: The course and instructor analysis report. Note: The Evaluation Instrument has nineteen (19) questions and is distributed to students in each class by the Office Of Institutional Assessment at the end of the semester. Faculty Committee assignments is distributed by	Average Students' Evaluation of Faculty: Students on average rated the faculty instructions at or above 4.5 out of 5. They faculty will participates on average in more than three (3) divisional and University committees: The faculty on average participated in 3 committees in the last two years.	School of Business has created a supportive environment for instruction and a employed a very qualified and dedicated faculty. Their performance in the classroom and assigned committees have made School of Business the second largest School at	The School of Business need more faculty to maintain its high level of performance. Numerous requests have been made to the University leaderships to allocate more resource for the School of Business.	

FACULTY PERFORMANCE MEASUREMENTS, STUDENTS EVALUATIONS QUALITY OF INSTRUCTIOS COMMITTEE PARTICIPATIONS

University committees. Faculty Sample size is eight (8).	the Office of Academic Affairs. Some faculty participate in external committees.		the University.		**FACULTY PERFORMANCE MEASUREMENTS, STUDENTS EVALUATIONS QUALITY OF INSTRUCTIOS COMMITTEE PARTICIPATIONS** 5 4.7 4.7 4.6 4.7 4.6 4 4 3 3 3 ── Faculty Evaluations by Students 0 2012-2013 2013-2014 2014-2015 2015-2016 2016-2017

Standard 5 - Faculty- and Staff-Focused Results

Faculty invites member of Advisory Council and Business Executive to the Class

Performance Measure	What is your measurement	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends for 3-5 Years (Please graph all available data up to five years)	
Faculty involvement with the Advisory Council: The faculty invite the School of Business Advisory Council members or business executives 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	School of Business Presentation Evaluation Form.	Students , satisfaction of Advisory Council class presentations were above targeted 3.5 on a 4 point Likert scale for the three (3) presentations. Students had the highest satisfaction for the Strategic presenta	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.	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.	**SCHOOL OF BUSINESS CLASS/ADVISORY COUNCIL PRESENTATION SATISFACTION 2016-2017** Legend: Captured interest, Clarity, Visual aid, Organization, Effectiveness, Complement of class Categories: Internship Round table, Business Career in Wall Street, Business Customer Service, Financial Litracy, Use of Technology in the Businesss	

2015 for Council presentations. The mean score of students satisfaction of Advisory Council class presentations will be greater than 3.5 (70%) on a 4 point Likert scale.		tion topics.			

Standard 5 - Faculty- and Staff-Focused Results

School of Business Faculty Satisfactions and Concerns Compared with the University Faculty

Performance Measure	What is your measurement	Analysis of Results		Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)
		Current Results	Analysis of Results		
School of Business Faculty Satisfaction and Concerns Compared with University Faculty:

The School of Business faculty score higher than the faculty University in their satisfaction of the School's academic environment and operation of management process in the School of Business.

The highest weighted Average of a responses is 5.0.

Full-time Faculty Sample size is eight (8). | Faculty and Staff Survey developed by the Office of the Institutional Effectiveness, 2016. The survey of faculty includes sixteen questions.

The Survey asks faculty to respond to questions by the following measurements:

Very Dissatisfied, Dissatisfied, Neutral, | The School of Business satisfaction level is at 3.5 or higher than the general University faculty' satisfaction. The School of Business is, however, more dissatisfied with the number of full-time faculty in the School than the University faculty. | Due to ACBSP accreditation, School of Business has stride to maintain a supportive environment for its management process. To maintain its accreditation and quality of its programs, the School need to hire more faculty. | The School of Business need more faculty to maintain its faculty satisfaction and concerns. Numerous requests have been made to the University leaderships to hire more faculty. | **SCHOOL OF BUSINESS FACULTY SATISFACTION COMPARED TO UNIVERSITY FACULTY**

 |

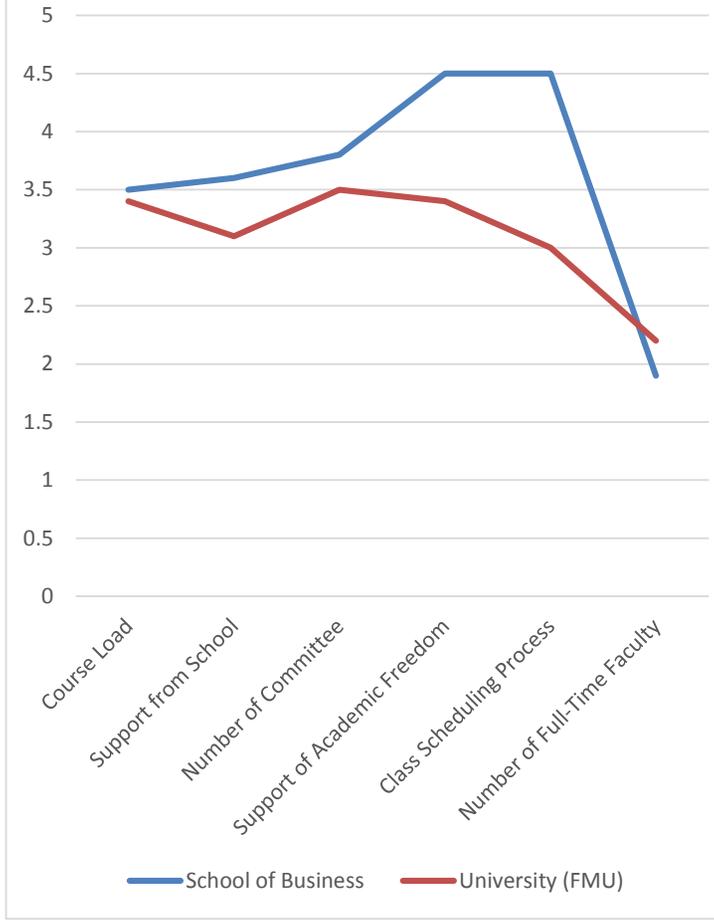|	Satisfied, and Very Satisfied.				
					SCHOOL OF BUSINESS FACULTY SATISFACTION COMPARED TO UNIVERSITY FACULTY

Standard 5 - Faculty- and Staff-Focused Results

School of Business Faculty Satisfactions and Concerns Compared with the University Faculty

Performance Measure	What is your measurement	Analysis of Results		Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)
		Current Results	Analysis of Results		
School of Business Faculty Satisfaction and Concerns Compared with University Faculty: The School of Business faculty score higher than the faculty University in their satisfaction of the School's academic environment and operation of management process in the School of Business. The highest weighted Average of a responses is 5.0. Full-time Faculty Sample size is eight (8).	Faculty and Staff Survey developed by the Office of the Institutional Effectiveness, 2016. The survey of faculty includes sixteen questions. The Survey asks faculty to respond to questions by the following measurements: Very Dissatisfied, Dissatisfied, Neutral,	The School of Business satisfaction level is at 3.5 or higher in Professional Respect From Students, Support University in Dealing with Students, and Size of the Student Body. The faculty satisfaction is at or below 3.0 in Professional Development Opportunities, Size of the classes, and Number of Staff.	Due to ACBSP accreditation, School of Business has maintained supportive environment for its management process. To maintain its accreditation and quality of its programs, the University need to support the School in resources and faculty hiring.	The School of Business need more resources and faculty to maintain its faculty satisfaction and concerns. Numerous requests have been made to the University's leaderships for more resources and employment of additional faculty.	**SCHOOL OF BUSINESS FACULTY SATISFACTION COMPARED TO UNIVERSITY FACULTY** *(bar chart with categories: Professional Respect From Students, Suport From FMU in Dealing with Students, Professional Development Opportunities, Size of Classes, Size of the Student Body, Number of Staff; series: School of Business, University (FMU); y-axis 0 to 4)*

Satisfied, and
Very Satisfied.

SCHOOL OF BUSINESS FACULTY SATISFACTION
COMPARED TO UNIVERSITY FACULTY

Chart showing faculty satisfaction ratings (scale 0 to 4) across categories: Professional Respect From Students, Suport From FMU in Dealing with Students, Professional Development Opportunities, Size of Classes, Size of the Student Body, Number of Staff.

Legend: School of Business (blue), University (FMU) (red)

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

Table 5.2 – NEW NAD FULL-TIME AND PART-TIME FACULTY QUALIFICATIONS

NAME (List Alphabetically By Last Name)	Major Teaching Field	Courses Taught (List the Courses Taught During the Reporting Period) Do Not Duplicate Listing)	List All Earned Degrees (State Degree as Documented on Transcript, Must include Major Field)	Document Other Professional Certification Criteria *Five Years Work Experience *Teaching Excellence *Professional Certifications	ACBSP Qualification 1. Academically 2. Professionally 3. Minimal
Dr. Rivero Orlando	Management	Undergraduate Courses: BUS 344 Business Organization & Management, BUS 394 Business Ethics & Society MBA Courses: BUS 503 Ethics & Values of Leadership BUS 510 Seminar in Business Strategy & Policy	Argosy University, Doctor of Business Administration (DBA) in Management Nova Southeastern University, Master of Public Administration (MPA) Fort Lauderdale College, Bachelor of Business Administration (BBA)	*Keiser University, Pembroke Pines, Florida* February 2015 – August 2017, Fulltime, Business Faculty. *Corinthian College Online (CCI)* April 2014 - February 2015 Academic Program Lead, School of Business *Ablizu University (AU)* May 2009 – April 2014 Director, School of Business/Associate Professor	Academically

Scholarly and Professional Activities

Faculty Member	Highest Degree	Professional Qualifications	Papers Presented	Scholarly Activities		Consulting	Professional Activities				
				Published Articles/ Manuscripts/ Books	Unpublished Articles/ Manuscripts/ Books		Professional Related Services	Professional Conferences/ Workshops	Professional Meetings	Professional Memberships	Other
Entessari Abbass	Ph.D.										
Sp17-F17					D-1 C=1		D = 3 C=1	3	7	1	
Sp16-F16					D=1 C=1		A = 1	3	6	1	

Faculty Member	Highest Degree	Professional Qualifications	Papers Presented	Scholarly Activities		Consulting	Professional Activities				
				Published Articles/ Manuscripts/ Books	Unpublished Articles/ Manuscripts/ Books		Professional Related Services	Professional Conferences/ Workshops	Professional Meetings	Professional Memberships	Other
Edwards Barbara	DBA										
Sp17-F17					A = 1 C = 1 D = 1	2	A = 3	2	3	2	
Sp16-F16					A = 1 C=1 D = 1	2	A = 3	2	3	2	

			Scholarly Activities				Professional Activities				
Faculty Member	Highest Degree	Professional Qualifications	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									
Sp15-F15								A = 3	A = 1	4	
Sp14-F14								A = 3	A = 1		

			Scholarly Activities				Professional Activities				
Faculty Member	Highest Degree	Professional Qualifications	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.										
Sp15-F15								1	1		
Sp14-F14								1			

Faculty Member	Highest Degree	Professional Qualifications	Papers Presented	Published Articles/ Manuscripts/ Books	Unpublished Articles/ Manuscripts/ Books	Consulting	Professional Related Services	Professional Conferences/ Workshops	Professional Meetings	Professional Memberships	Other
				Scholarly Activities			Professional Activities				
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	Papers Presented	Published Articles/ Manuscripts/ Books	Unpublished Articles/ Manuscripts/ Books	Consulting	Professional Related Services	Professional Conferences/ Workshops	Professional Meetings	Professional Memberships	Other
				Scholarly Activities			Professional Activities				
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 | Papers Presented | Scholarly Activities | | | Consulting | Professional Activities | | | | |
				Published Articles/ Manuscripts/ Books	Unpublished Articles/ Manuscripts/ Books		Professional Related Services	Professional Conferences/ Workshops	Professional Meetings	Professional Memberships	Other
Rivero Orlando	DBA										
Sp17-F17			A= 1	A=1 B= 2	A = 1 B = 3		1	1	1		
Sp16-F16			A=1 C=1 D=1	A=1 B = 5 C-=1 D=1	B=2 D = 2			1	1	1	

| Faculty Member | Highest Degree | Professional Qualifications | Papers Presented | Scholarly Activities | | | Consulting | Professional Activities | | | | |
				Published Articles/ Manuscripts/ Books	Unpublished Articles/ Manuscripts/ Books		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	

Codes to Use for Scholarly Activities:

A = Scholarship of Teaching

B = Scholarship of Discovery

C = Scholarship of Integration

D = Scholarship of Application

6 - Standard 6 Educational and Business Process Management

a. Curriculum
List any existing accredited degree programs/curricula that have been substantially revised since your last report and, for each program, attach a Table - Standard 6, Criterion 6.1.3 - Undergraduate CPC Coverage, found under the Evidence File tab above.

List any new degree programs that have been developed and, for each new program since your last report, attach a Table - Standard 6, Criterion 6.1.3 - Undergraduate CPC Coverage found under the Evidence File tab above.

If a program has met the requirements of having graduates and being in existence for at least two years, please contact ACBSP accreditation staff and request that the "Adding New Programs to ACBSP Accreditation" Project be added for your business programs.
Note: If you have a new degree at a level currently accredited by ACBSP, then report information on: student enrollment, program objectives, instructional resources, 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.

If the new degree is at a higher level then what is currently accredited, the school must complete a self-study to add the degree. New degree programs, majors or emphases must be in effect for at least two years and have graduates before accreditation will be granted.

If the new program is determined to be substantially different from other programs offered by the institution, ACBSP, at its discretion, may direct a new visit to be conducted. If, as a result of a new program visit, ACBSP determines that the overall quality of an institution is being diminished, the institution may be scheduled for a complete reevaluation.

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

c. Provide three or four examples of organizational performance results. Report what you consider to be the most important data, using Table 6.1 Standard 6 - Organizational Performance Results, found under the Evidence File tab above. It is not necessary to provide results for every process.

Response:

   a. **Curriculum**

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: Not applicable.

List any new degree programs that have been developed and, for each new program since your last report, attach a Table - Standard 6, Criterion 6.1.3 - Undergraduate CPC Coverage found under the Evidence File tab above.

If a program has met the requirements of having graduates and being in existence for at least two years, please contact ACBSP accreditation staff and request that the "Adding New Programs to ACBSP Accreditation" Project be added for your business programs.
Note: If you have a new degree at a level currently accredited by ACBSP, then report information on: student enrollment, program objectives, instructional resources, 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.

If the new degree is at a higher level then what is currently accredited, the school must complete a self-study to add the degree. New degree programs, majors or emphases must be in effect for at least two years and have graduates before accreditation will be granted.

If the new program is determined to be substantially different from other programs offered by the institution, ACBSP, at its discretion, may direct a new visit to be conducted. If, as a result of a new program visit, ACBSP determines that the overall quality of an institution is being diminished, the institution may be scheduled for a complete reevaluation.

Response: Not applicable.

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

Response: Not applicable.

c. Provide three or four examples of organizational performance results. Report what you consider to be the most important data, using Table 6.1 Standard 6 - Organizational Performance Results, found under the Evidence File tab above. It is not necessary to provide results for every process.

Standard 6 – Organizational Performance Results

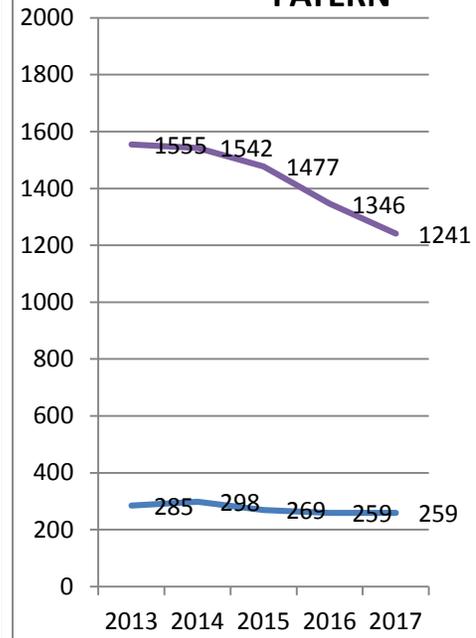**Table 6.1 Standard 6 – Organizational Performance Results**

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. *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.*

Standard 6 - Organizational Performance Results

School of Business Undergraduate Enrollment pattern as Compared to the University

Performance Measure	What is your measurement	Analysis of Results		Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred) SCHOOL OF BUSINESS UNDERGRADUATE ORGANIZATIONAL PERFORMANCE RESULTS GRAPHS
		Current Results	Analysis of Results		
School of Business enrollment pattern decline is much lower than the University's enrolment decline.	Office of Institutional Effectiveness Report.	The decrease in the School of Business enrollment is nine percent (9%) and is much lower than the twenty percent (20%) enrollment decline of the University from 2013 to 2017.	As indicated by the data, the School of Business has maintained a steady enrollment trend as compared to the University from 2015 to 2016. It appears quality of education in the School has contributed to the steady state of enrollment in the School of Business.	The School of Business has improved the quality of education by establishing a Learning Center for students. The Center has hired between 3 to 5 tutors to help students' academic deficiencies. The School tries to maintain this positive results of this initiative.	**SCHOOL OF BUSINESS AND UNIVERSITY ENROLLMENT PATERN** 2013: School of Business Enrollment 285, University Enrollment 1555 2014: School of Business Enrollment 298, University Enrollment 1542 2015: School of Business Enrollment 269, University Enrollment 1477 2016: School of Business Enrollment 259, University Enrollment 1346 2017: School of Business Enrollment 259, University Enrollment 1241 ■ School of Business Enrollment ■ University Enrollment

SCHOOL OF BUSINESS AND UNIVERSITY ENROLLMENT PATERN

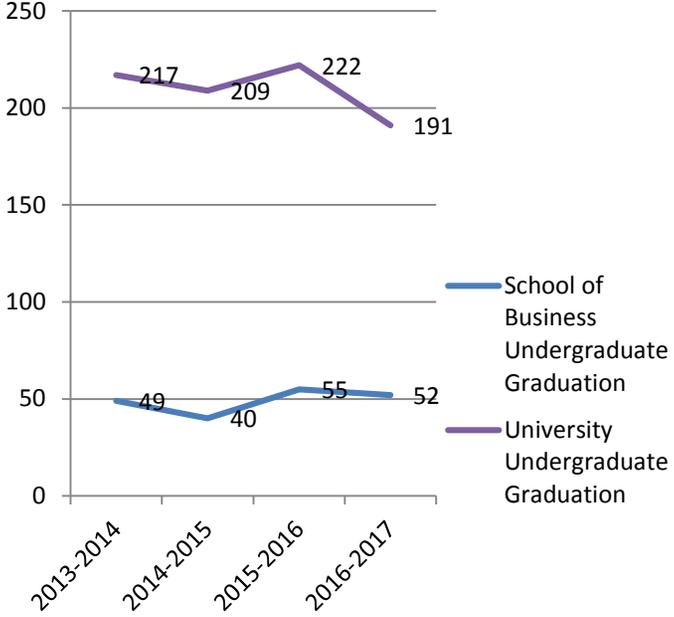| Year	School of Business Enrollment	University Enrollment
2013	285	1555
2014	298	1542
2015	269	1477
2016	259	1346
2017	259	1241

— School of Business Enrollment
— University Enrollment

Standard 6 - Organizational Performance Results

School of Business Undergraduate (UG) Graduation pattern as Compared to the University FMU), Students Success

	Analysis of Results	

Performance Measure	What is your measurement	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)
The School of Business undergraduate graduation success remain stable and above forty (40) students annually. The School of Business produce more than twenty percent (20%) of undergraduates degrees of the University.	Office of Institutional Effectiveness Report.	The annual graduation remain stable and above forty (40) students from 2014. The graduation rate has increased in 2016-2017 to more than fifty (50) students (more than 24%).	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 has improved the quality of education by establishing a Learning Center for students. The Center has hired 3 to 5 tutors to help students' academic deficiencies. The School tries to maintain the positive results of this initiative.	**SCHOOL OF BUSINESS UNDERGRADUATE AND UNIVERSITY GRADUATION STUDENTS SUCCESS**

SCHOOL OF BUSINESS UNDERGRADUATE AND UNIVERSITY GRADUATION STUDENTS SUCCESS

Year	School of Business Undergraduate Graduation	University Undergraduate Graduation
2013-2014	49	217
2014-2015	40	209
2015-2016	55	222
2016-2017	52	191

SCHOOL OF BUSINESS UNDERGRADUATE AND UNIVERSITY GRADUATION STUDENTS SUCCESS

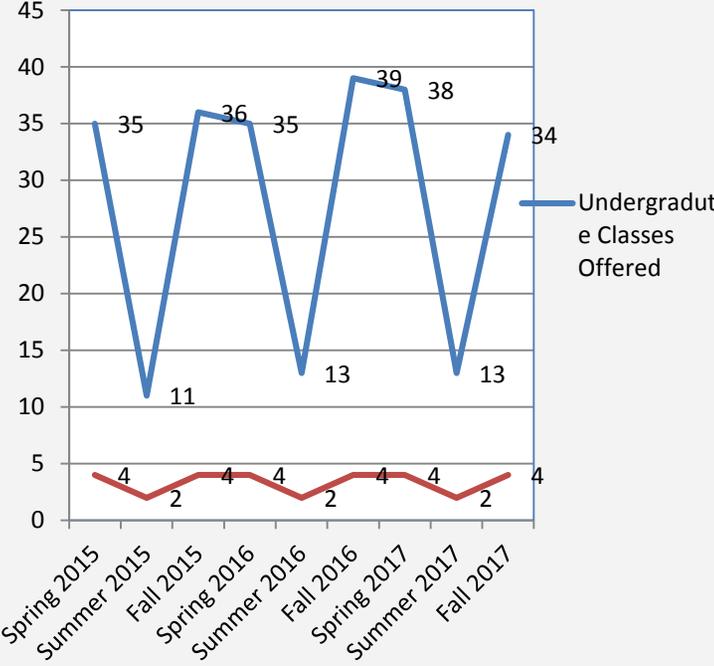| Year	School of Business Undergraduate Graduation	University Undergraduate Graduation
2013-2014	49	217
2014-2015	40	209
2015-2016	55	222
2016-2017	52	191

Standard 6 - Organizational Performance Results

School of Business Undergraduate (UG) and MBA Classes Offered in each semester, Students Success

	Analysis of Results	

Performance Measure	What is your measurement	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)
The School of Business offers between thirty four (34) to thirty nine (39) classes in each semester. The School offers between eleven to thirteen classes in summer. The MBA Program offer fixed number of courses of four (4) in each semester (two (2) in each mini-mester) and two (2) in the Summer.	Office of Institutional Effectiveness Report.	The course offering is very condensed. This is due to inadequate number of faculty in the School.	It is critical to hire some faculty in the School of Business. Some classes, especially quantitative courses, are more conducive to enhanced learning environment with smaller number of students.	The School of Business has improved the quality of education by establishing a Learning Center for students. The Center has hired 3 to 5 tutors to help students' academic deficiencies. The School tries to maintain the positive results of this initiative. Nonetheless, School need to hire more faculty. The request has been made repeatedly to the Academic Affairs.	

NUMBER OF CLASSES OFFERED IN THE SCHOOL OF BUSINESS SPRING 2015-FALL 2017

(Chart data — Undergraduate Classes Offered / MBA Class Offered)

Semester	Undergraduate Classes Offered	MBA Class Offered
Spring 2015	35	4
Summer 2015	11	2
Fall 2015	36	4
Spring 2016	35	4
Summer 2016	13	2
Fall 2016	39	4
Spring 2017	38	4
Summer 2017	13	2
Fall 2017	34	4

NUMBER OF CLASSES OFFERED IN THE SCHOOL OF BUSINESS SPRING 2015-FALL 2017

45	
40	39 38
35	35 36 35 34
30	
25	Undergradute Classes Offered
20	
15	13 13
10	11
5	4 4 4 4 4 4
0	2 2 2

Spring 2015 · Summer 2015 · Fall 2015 · Spring 2016 · Summer 2016 · Fall 2016 · Spring 2017 · Summer 2017 · Fall 2017
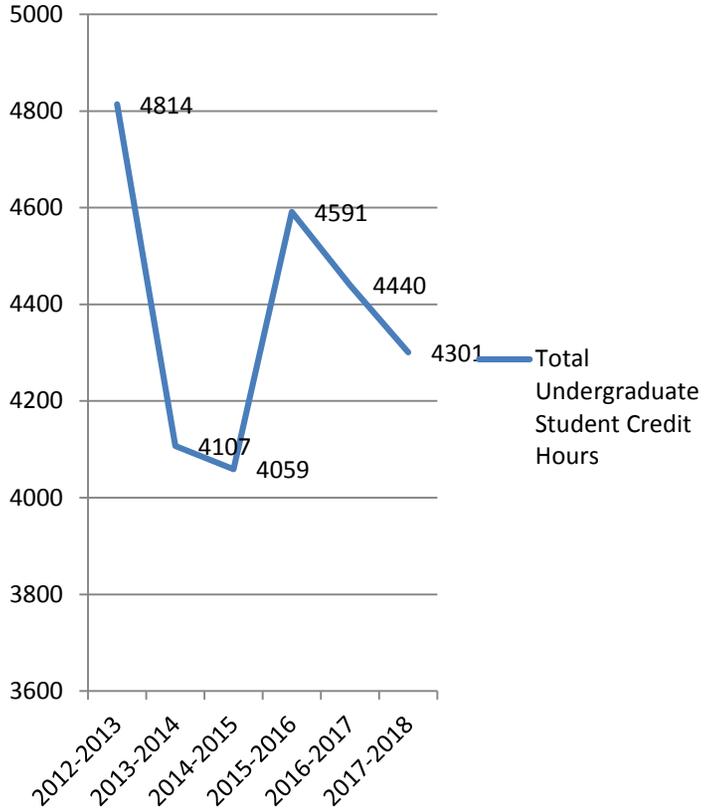
Standard 6 - Organizational Performance Results
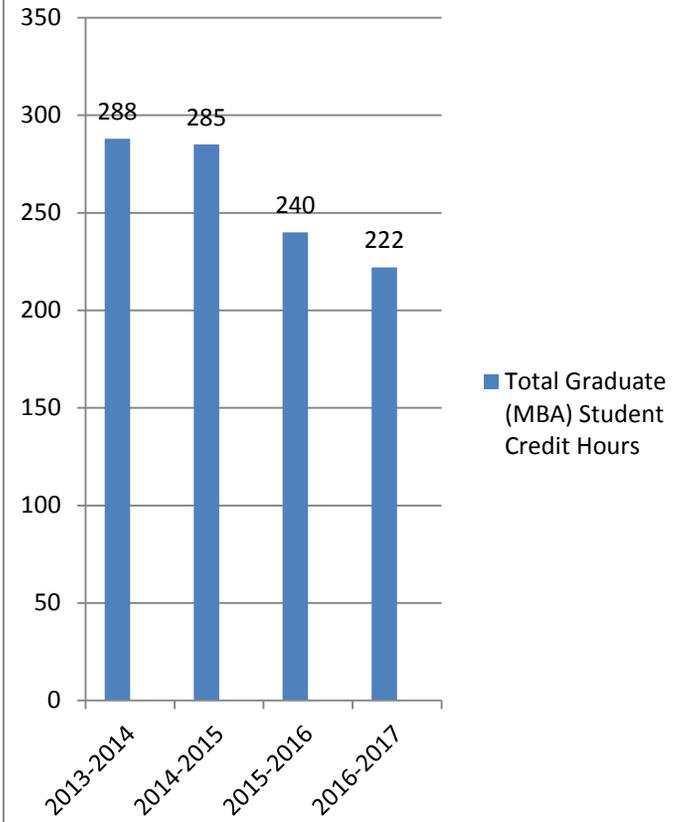
School of Business Undergraduate Student Credit Hours, Organizational Productivity Viability of the School

Performance Measure	What is your measurement instrument	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)
			Analysis of Results		
The School of Business total student credit hours has been stable and above four thousand (4000) from 2013 to 2018 despite the continuous decrease in University enrollment (see above table).	Office of Institutional Effectiveness, Statistical Profile.	The total student credit hours remained stable despite the twenty percent (20%) decrease in the University enrollment from 2013 TO 2017. 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 recruit more faculty and add resources to respond to increasing demand of students. Due to low enrollment at the University, no improvement has been made on this front as of yet.	**SCHOOL OF BUSINESS TOTAL UNDEGRADUATES STUDENT CREDIT HOURS** Bar chart — Total Undergraduate Student Credit Hours by year: 2012-2013: 4814 2013-2014: 4107 2014-2015: 4059 2015-2016: 4591 2016-2017: 4440 2017-2018: 4301

SCHOOL OF BUSINESS TOTAL UNDEGRADUATES STUDENT CREDIT HOURS

A line chart titled "SCHOOL OF BUSINESS TOTAL UNDEGRADUATES STUDENT CREDIT HOURS" showing Total Undergraduate Student Credit Hours across academic years:

- 2012-2013: 4814
- 2013-2014: 4107
- 2014-2015: 4059
- 2015-2016: 4591
- 2016-2017: 4440
- 2017-2018: 4301

SCHOOL OF BUSINESS TOTAL GRADUATES (MBA) STUDENT CREDIT HOURS

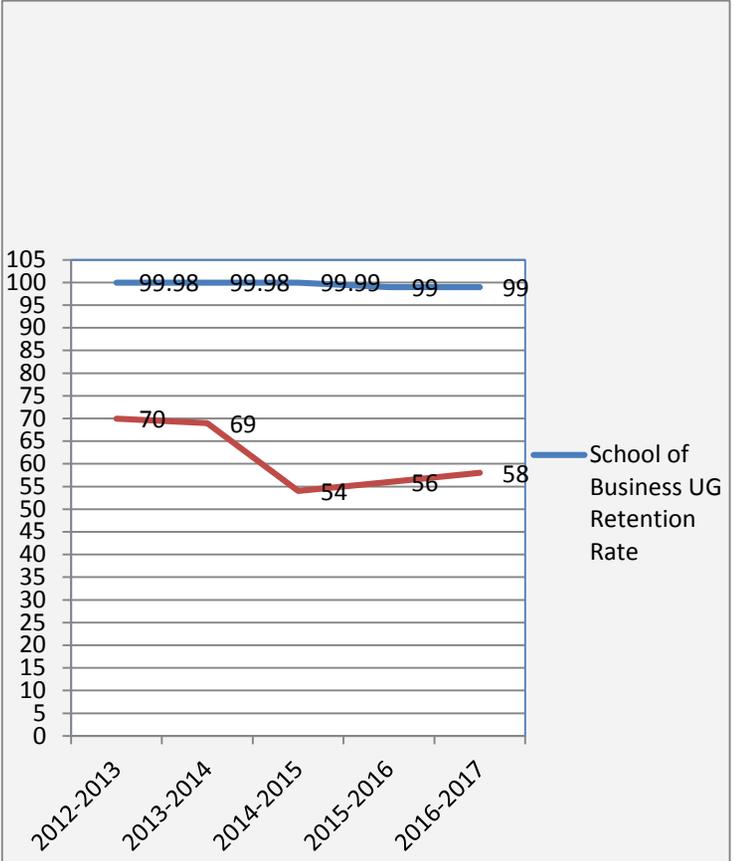| Year	Total Graduate (MBA) Student Credit Hours
2013-2014	288
2014-2015	285
2015-2016	240
2016-2017	222

Standard 6 - Organizational Performance Results
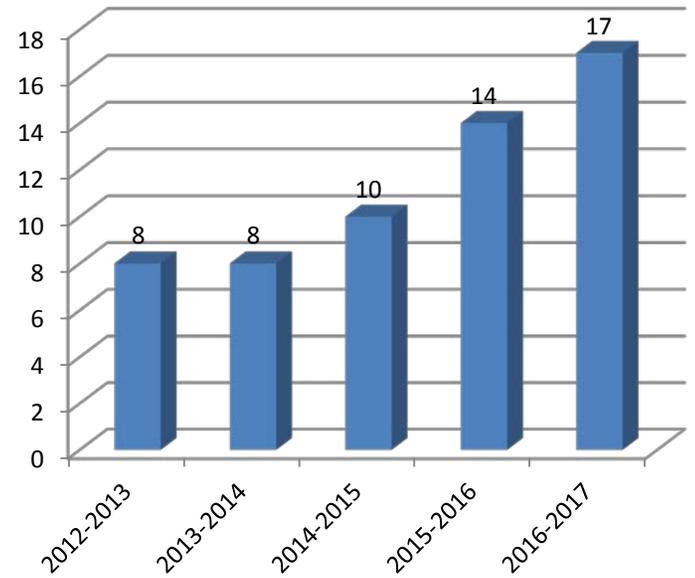
School of Business Undergraduate Student Retention Rate as Compared with the University, Organizational Stability and Success

Performance Measure	What is your measurement	Analysis of Results		Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)
		Current Results	Analysis of Results		
School of Business attrition rate remain stable and on average below one percent (1%) of the enrollment from 2010 to 2015. The School of Business is retaining more than ninety nine and a half percent (99.5%) of its students.	The data provide by the Registrar Office and the Institutional Effectiveness of the University.	School of Business has an outstanding retention rate, 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 continue to maintain and improve its quality academic education and supports services to its students.	**SCHOOL OF BUSINESS UNDERGRADUATES AND UNIVERSITY RETENTION RATE**

SCHOOL OF BUSINESS UNDERGRADUATES AND UNIVERSITY RETENTION RATE

School of Business UG Retention Rate (blue): 2012-2013: 99.98, 2013-2014: 99.98, 2014-2015: 99.99, 2015-2016: 99, 2016-2017: 99

FMU Retention Rate (red): 2012-2013: 70, 2013-2014: 69, 2014-2015: 54, 2015-2016: 56, 2016-2017: 58

SCHOOL OF BUSINESS UNDERGRADUATES AND UNIVERSITY RETENTION RATE

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
University	99.98	99.98	99.99	99	99
School of Business UG Retention Rate	70	69	54	56	58

UNDERGRADUATES ATTRITION IN NUMBERS OF STUDENTS

| Year	Number of students
2012-2013	8
2013-2014	8
2014-2015	10
2015-2016	14
2016-2017	17

Standard 6 - Organizational Performance Results

School of Business Contribution and Partnership with Community, Volunteer Income Tax Assistance (VITA), Accounting Club Service to the Community

Performance Measure	What is your measurement	Analysis of Results		Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred) SCHOOL OF BUSINESS UNDERGRADUATE ORGANIZATIONAL PERFORMANCE RESULTS GRAPHS
		Current Results	Analysis of Results		
School of Business Accounting Club members help more than 250 clients in the Internal Revenue Service (IRS) Volunteer Income Tax Assistance (VITA) program every spring.

The Tax Preparation Location is:

Bettey T. Ferguson Complex 18605 NW 27th Avenue Miami Gardens, FL 33056 | School of Business and IRS supervisor of students. | School of Business students have served more than two hundred and fifty (250) clients for Income Tax Preparations. | This activity has helped Accounting students to go through a structured training and certification program by IRS. | The School of Business continue to help the community by participating in the VITA Program. | |

Chart: NUMBER OF STUDENTS IN VITA -IRS PROGRAM AND CLIENTS SERVED BUSINESS SPRING 2013-SPRING 2017

- Number of Students in VITA Program (blue): Spring 2013: 10, Spring 2014: 9, Spring 2015: 10, Spring 2016: 8, Spring 2017: 7
- Number of Clients Served (red): Spring 2013: 275, Spring 2014: 260, Spring 2015: 275, Spring 2016: 255, Spring 2017: 250

NUMBER OF STUDENTS IN VITA -IRS PROGRAM CLIENTS SERVED BUSINESS SPRING 2013-SPRING 2017

	Spring 2013	Spring 2014	Spring 2015	Spring 2016	Spring 2017
Clients Served	275	260	275	255	250
Number of Students in VITA Program	10	9	10	8	7
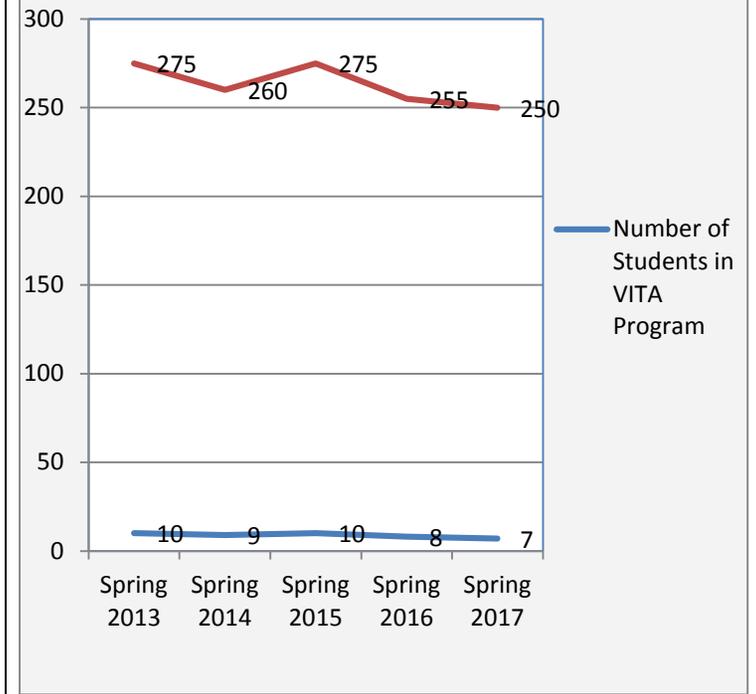
Standard 6 - Organizational Performance Results

Use of Web-Based Technologies and On-line Course Offerings by Faculty in the School of Business

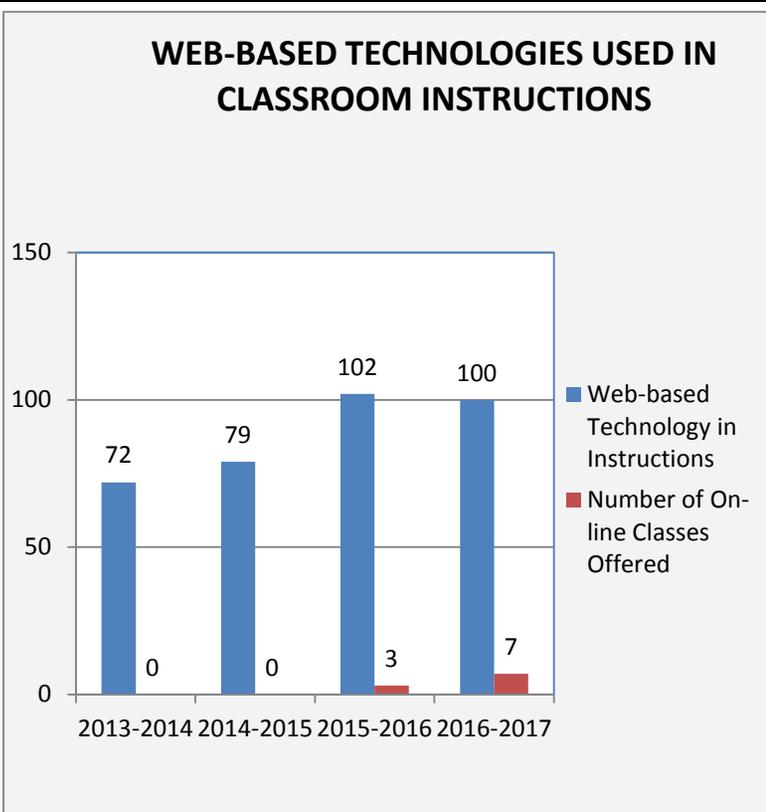|		Analysis of Results			
Performance Measure	What is your measurement	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)

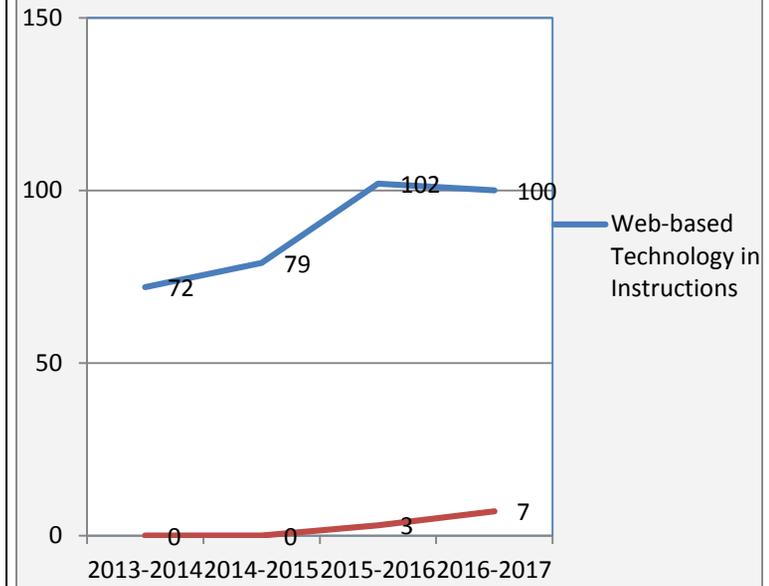|					
The number of web-based technology applications in the School of Business has by around forty percent (40%) from 2014 to 2017.	Information Technology of the University.	The faculty in the School of Business has increased the application of web-based technologies in their instructions. School of Business also started to offer on-line classes to its students from summer 2015.	The use of Information Technology in instruction has become an integral part of the instructions in the School of Business. Both faculty and students are more contented and inclined to use this technology as part of the knowledge delivery and assessment of the academic performance.	The faculty complain of the interruptions and instability of the web-based services. The School of Business has communicated the disruptions and inefficiency of the Instructional Technology Office. Although the technology somewhat has improved, it is hoped that adequate upgrades are available in the future.	**WEB-BASED TECHNOLOGIES USED IN CLASSROOM INSTRUCTIONS** Web-based Technology in Instructions: 2013-2014: 72, 2014-2015: 79, 2015-2016: 102, 2016-2017: 100 Number of On-line Classes Offered: 2013-2014: 0, 2014-2015: 0, 2015-2016: 3, 2016-2017: 7

WEB-BASED TECHNOLOGIES USED IN CLASSROOM INSTRUCTIONS

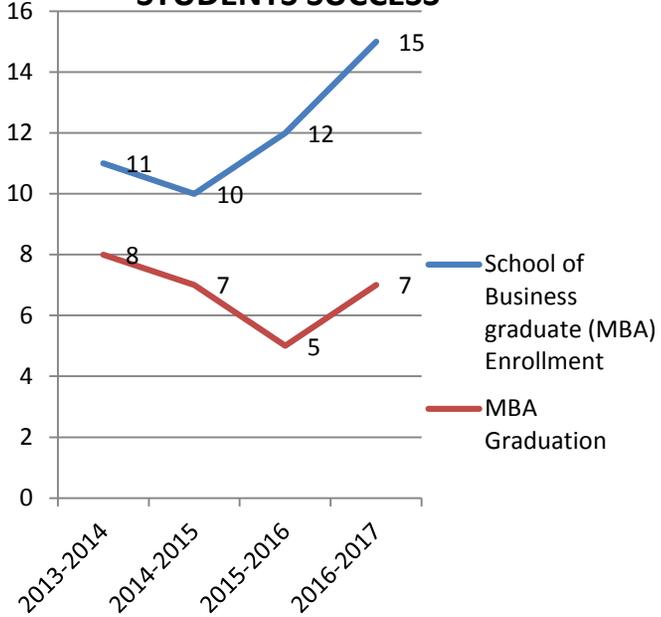|	2013-2014	2014-2015	2015-2016	2016-2017
Web-based Technology in Instructions	72	79	102	100
	0	0	3	7

Standard 6 - Organizational Performance Results

School of Business MBA Enrollment and Graduation pattern Students Success

	Analysis of Results	

Performance Measure	What is your measurement	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred) **SCHOOL OF BUSINESS GRADUATE (MBA) ORGANIZATIONAL PERFORMANCE RESULTS GRAPHS**
The School of Business graduate (MBA) graduation success remain stable and around forty percent (40%). Note: The MBA Program at Florida Memorial University is a quality small program with reasonable tuition for (compared to other local and on-line MBA Programs) for its alumni and disadvantage communities. The Program, however, welcomes any potential candidates.	Office of Institutional Effectiveness Report.	The annual graduation remain stable and around forty percent (40%) from 2014. The graduation rate has increased in 2016-2017 to more than forty five percent (45%) in 2017.	The quality of education in the School of Business due to its ACBSP accreditation has resulted in stable performance in student graduation. The twenty percent (20%) tuition discount may also have a positive impact on enrollment and graduation increase.	Due to its budget constraints, the School of Business has not been able to adequately publicize the MBA Program. The Program has reinstituted the 20% tuition discount to its alumni. This has resulted in the modest increase to MBA enrollment since 2015.	 **SCHOOL OF BUSINESS MBA GRADUATION STUDENTS SUCCESS**

SCHOOL OF BUSINESS MBA GRADUATION STUDENTS SUCCESS

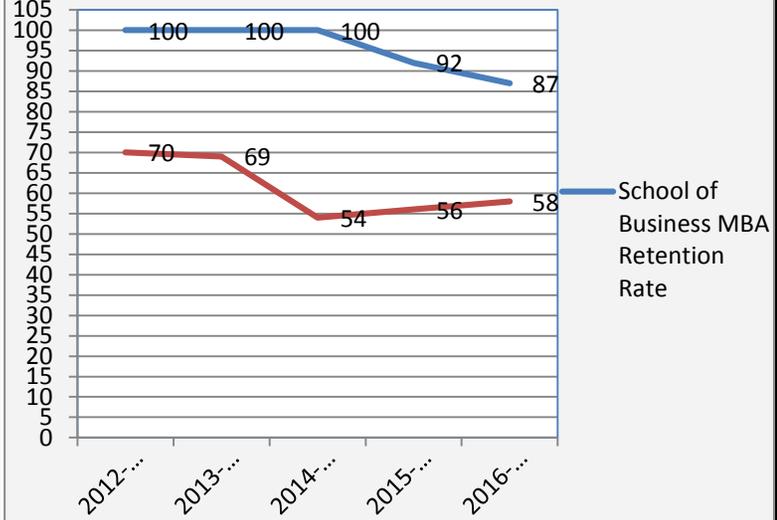| Year	School of Business graduate (MBA) Enrollment	MBA Graduation
2013-2014	11	8
2014-2015	10	7
2015-2016	12	5
2016-2017	15	7

Standard 6 - Organizational Performance Results
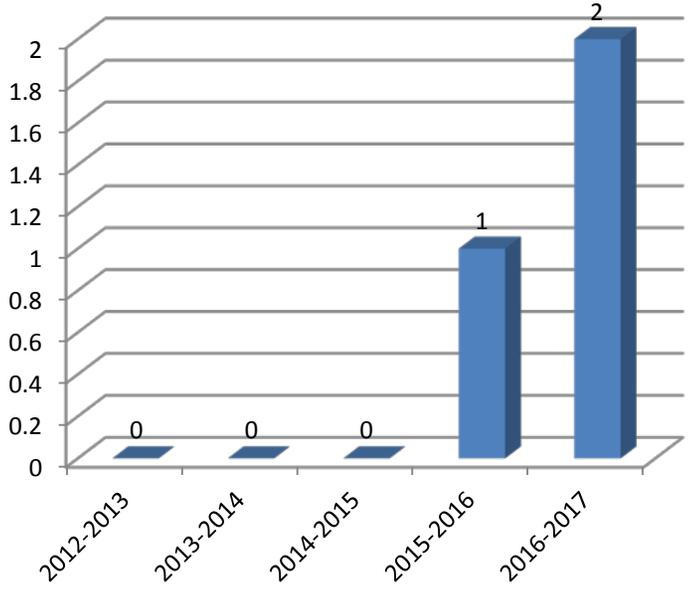
School of Business Graduate (MBA) Student Retention Rate as Compared with the University, Organizational Stability and Success

Performance Measure	What is your measurement	Analysis of Results		Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)
		Current Results	Analysis of Results		
School of Business MBA retention rate remain stable and on average below five percent (5%) of the enrollment in the School of Business from2013 to 2015. The School of Business is retaining more than ninety five percent (95%) of its students. The School of Business retention is much higher than the University at (58%) in 2017.	The data provide by the Registrar Office and the Institutional Effectiveness of the University.	School of Business has an outstanding retention rate ninety five percent (95%) in five (5) years for its MBA Program. The School of Business retention rate is much higher than the University.	The MBA Program is a small program with small class sizes. This coupled with quality faculty and sufficient services, has resulted School of Business to be successful retaining its students.	School of Business faculty continue to maintain and improve its quality academic education and supports of its MBA students.	

MBA RETENTION RATE COMPARED TO THE UNIVSERSITY RETENTION RATE

Data values by year:
- 2012-2013: School of Business MBA Retention Rate 100, FMU Retention Rate 70
- 2013-2014: School of Business MBA Retention Rate 100, FMU Retention Rate 69
- 2014-2015: School of Business MBA Retention Rate 100, FMU Retention Rate 54
- 2015-2016: School of Business MBA Retention Rate 92, FMU Retention Rate 56
- 2016-2017: School of Business MBA Retention Rate 87, FMU Retention Rate 58

Legend: School of Business MBA Retention Rate; FMU Retention Rate

MBA RETENTION RATE COMPARED TO THE UNIVSERSITY RETENTION RATE

School of Business MBA Retention Rate

Year	Blue (MBA)	Red
2012-	100	70
2013-	100	69
2014-	100	54
2015-	92	56
2016-	87	58

GRADUATES (MBA) ATTRITION IN NUMBERS OF STUDENTS

Year	Students
2012-2013	0
2013-2014	0
2014-2015	0
2015-2016	1
2016-2017	2

APENDIX A

THE SCHOOL OF BUSINESS ORGANIZATIONAL CHART
2017 - 2018

ACBSP
ACCREDITED

Dr. Abbass Entessari
DEAN
& Professor of Economics
MBA Program Director

Ms. Sophretta Benjamin
Administrative Assistant

ACCOUNTING

Dr. Renee Forbes
Associate Professor of Accounting

MARKETING

Dr. William Lucky Jr.
Assistant Professor of Marketing

Dr. Robert Pellegrino
Associate Professor of Marketing

BUSINESS ADMINISTRATION

Dr. Barbara Edwards
Associate Professor of Management

Dr. Robert Labadie
Professor of Business Administration

Dr. Kimberly Pellegrino
Associate Professor of Management

Dr. Orlando Rivero
Associate Professor of Management

FINANCE

Dr. Cheulho Lee
Associate Professor of Finance