Accreditation Council for Business Schools and Programs (ACBSP)
<u>Quality Assurance (QA) Report</u>
<u>for</u>
<u>Baccalaureate/Graduate Degree Programs</u>
Current as of February 2011

<u>Overview (O)1. Complete all information requested.</u>

Submit your report as an attachment to reports@acbsp.org on or before February 27th or September 30th.

<u>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.</u>

O2. Institution Name: Fontbonne University   Date   February 27, 2011
Address: 6800 Wydown Boulevard, St. Louis, MO 63105

O3. Year Accredited/Reaffirmed: 2010 / N/A   This Report Covers Years: 2010-2011

O4. List <u>All</u> Accredited Programs (as they appear in your catalog):
- Bachelor of Science in Business Administration, including concentrations in Accounting, Finance, Marketing and Management
- Bachelor of Science in Sports Management
- Bachelor of Business Administration
- Bachelor of Arts in Human Resource Management (FKA Bachelor of Arts in Organization Studies)
- Master of Business Administration
- Master of Management
- Master of Science in Taxation

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.

- Bachelor of Arts in Contemporary Studies
- Bachelor of Arts in Corporate Communication
- Bachelor of Science in Sports & Entertainment Management
- Master of Science in Accounting
- Master of Science in Nonprofit Management
- Master of Science in Supply Chain Management

- We distinguish our accredited programs from our non-accredited programs in a statement on our website:
  http://www.fontbonne.edu/academics/academicresources/collegeofglobalbusiness/

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

- Main Campus
- Brentwood Campus
- South County Campus
- North County Campus (closing in Summer 2012)

O7. Person completing report Name: Katie Piacentini
Phone: 314-919-0879
E-mail address: kpiacentini@fontbonne.edu
ACBSP Champion name: Linda Maurer, JD, CPA
ACBSP Co-Champion name: Mark Alexander, MBA

O8. Conditions/Notes/Opportunity for Improvement (OFI) to be Addressed
    Please explain and provide the necessary documentation/evidence for addressing each condition/note/OFI since your last report.

Are you requesting the Board of Commissioners to remove notes or conditions (attach appendix to QA report to justify the removal):
Remove Note:
Remove Condition: We are seeking to have our condition removed. The condition was placed on Criterion 6.1.3 Common Professional Component. We were asked to provide a table to establish a clearer delineation of how the curriculum(s) meet the CPC requirements. These CPC tables can be found at the end of this document.

<u>Do not remove note or condition. Explain the progress made in removing the note or condition:</u>
We are currently not seeking to have our note removed. Due to budgetary and economic constraints, we have been unable to hire new full-time faculty in the functional areas we listed on our plan. We hope the economy will pick-up and we will be allotted funds for these positions in the future.

O9. The business unit must routinely provide reliable information to the public on their performance, including student achievement. Describe how you routinely provide reliable information to the public on your performance, including student achievement.

We provide reliable information to the public through the following website:

http://www.fontbonne.edu/academics/academicresources/collegeofglobalbusiness/assessment/

Note: This requirement can be addressed in Standard #4, Criterion 4.5 and Standard #6, Criterion in 6.2.2.

Standard   #1 Leadership

Organization

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

- The Assistant Chair of Business Administration position has been eliminated, but Mark Alexander is still a faculty member with the College.
- The Director of the Chrysler Site position has been eliminated and Julie Loyet is no longer with the institution.
- The Administrator for the Department of Business Administration position has been eliminated and Charles Helbling is no longer with the institution.
- The Director of the Sports Management Program is presently Dr. Erin McNary.
- The Assistant Director of Adjunct Faculty for Business Programs position has been eliminated, but Anita Manion is still with the Colelge.
- The Director of Curriculum and Assessment position has been collapsed and combined with the Director of OPTIONS Adjunct Faculty. The resulting position is now known as the Assistant to the Dean for ECGBPS Curriculum and OPTIONS Faculty which is held by Anita Manion. However, Steve Rankin is no longer with the institution.
- The Assistant to the Dean, Adjunct Faculty was created is held by Bill Foster.
- The Assessment Coordinator position held by Rachel Asquith, then Justin Bitner, both of which are no longer with the institution is currently held by Katie Piacentini.
- The Curriculum Coordinator position held by Pam Siemer, who is no longer with the institution, is held by Jonathan Moberly.

 b. List all new sites where students can earn an accredited business degree (international campus, off-campus or on campus, on-line) that have been added since your last report?
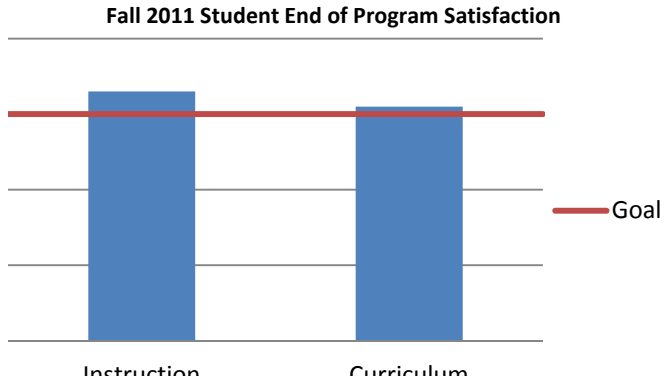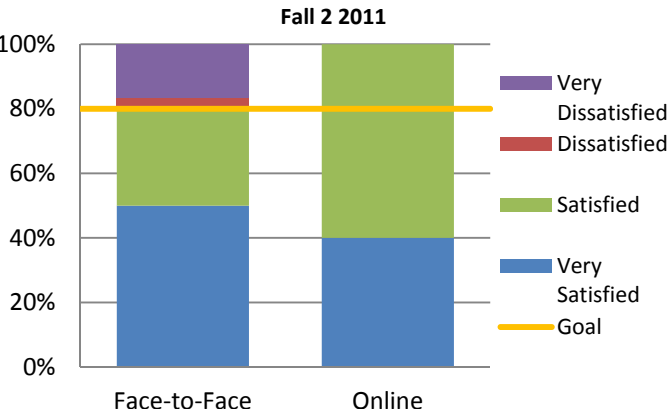
- None

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

Standard #3 Student and Stakeholder Focus

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

Standard 3 - Student and Stakeholder-Focused Results

Student- and Stakeholder-Focused Results					
		Analysis of Results			
Performance Measure (Competency)	**Description of Measurement Instrument**	**Areas of Success (results)**	**Analysis and Action Taken (improvement)**	**Results of Action Taken (occurs in the following year)**	**Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)**
Student satisfaction with courses will be at or above 80%	Student end of course surveys	Three years of positive trend data. Improvement in satisfaction with online courses.	NA	NA	

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Student satisfaction with their programs will be at or above 80%. This survey was designed and administered for the first time in Fall 2011.	Student end of program surveys	The first results of the survey are positive.	NA	NA	**Fall 2011 Student End of Program Satisfaction** (chart: Instruction, Curriculum with Goal line)
Faculty satisfaction with their courses will be at or above 80%. This survey was redesigned and re-administered for the first time in Fall 2 2011, since 2010.	Faculty end of course comments survey	The first results of the survey are positive.	NA	NA	**Fall 2 2011** (chart: Face-to-Face, Online; Very Dissatisfied, Dissatisfied, Satisfied, Very Satisfied, Goal)

Standard #4 Measurement and Analysis of Student Learning and Performance

a. Program Outcomes

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

- Bachelor of Science in Business Administration (BSBA)
    1. Examine the role that ethical and legal principles play in making socially and fiscally responsible decisions in business.
    2. Examine how businesses can function effectively in a global environment through cultural analysis and strategic alignment.
    3. Utilize effective means to express ideas through both oral and written communication and apply concepts in writing using proper APA format.

4. Analyze decisions through critical thinking and use of quantitative and analytical processes.
5. Understand the importance of technology in the business environment and effectively incorporate it into business operations.
6. Demonstrate an understanding of the key functional areas of business-accounting, finance, management, and marketing and their linkages to both success and failure in the business environment.

- Bachelor of Science in Sports Management (SPT)
  1. Demonstrate knowledge of the fundamental principles of the sport management field. In particular, students should possess an understanding of the key functions of management, sport marketing, sport finance, sport communication, sport sociology and psychology, sport law, international sport, and sport governance, and the interaction of these concepts in a practical environment.
  2. Understand global linkages and apply models of cultural analysis to global sport management issues.
  3. Demonstrate a working familiarity with concepts and procedures related to ethical "good practice" and conduct.
  4. Appreciate individual differences and recognize all dimensions of diversity including ethnicity, gender, age, physical differences, sexual orientation, race, and religion.
  5. Develop critical thinking models that include qualitative and quantitative techniques and be able to analyze and solve problems using these models in an ethical context.
  6. Effectively apply a variety of oral and written business and professional communications styles.
  7. Effectively apply technology to analyze and interpret data and understand its potential power in a dynamic business and professional world.
  8. Demonstrate leadership, growth, and the ability to synthesize knowledge both in the classroom and in a practical sport setting

- Bachelor of Business Administration (BBA)
  1. Examine the role that ethical and legal principles play in making socially and fiscally responsible decisions in business.
  2. Examine how businesses can function effectively in a global environment through cultural analysis and strategic alignment.
  3. Utilize effective means to express ideas through both oral and written communication and apply concepts in writing using proper APA format.
  4. Analyze decisions through critical thinking and use of quantitative and analytical processes.
  5. Understand the importance of technology in the business environment and effectively incorporate it into business operations.
  6. Demonstrate an understanding of the key functional areas of business-accounting, finance, management, and marketing and their linkages to both success and failure in the business environment.

- Bachelor of Arts in Human Resource Management (FKA Bachelor of Arts in Organization Studies (BOS))
  1. Examine the role that ethical and legal principles play in making socially and fiscally responsible decisions throughout the employment relationship including the hiring process, training, evaluation, and termination.

2. Evaluate how training on multicultural awareness and a commitment to creating a diverse workforce can assist an organization in its ability to function effectively in a global environment.
3. Effectively express organization viewpoints through written and oral communication throughout the employment relationship including disclosure organizational decisions to employees, drafting job descriptions and employment policies, conducting interviews of prospective employees, facilitating employee training sessions, and implementing performance reviews.
4. Analyze financial statements, organizational and department structures, and plans for production to effectively assess staff efficiency, forecast staffing needs, and design compensation and benefits systems that promote business viability and employee motivation.
5. Value the importance of technology in the human resources environment and effectively incorporate it into human resources forecasting and planning, payroll and benefits administration, employee evaluations, and both the recruitment and retention of employees.
6. Demonstrate an understanding of the key functional areas of business including accounting, economics, finance, management, and marketing and their effect on human resources decision-environment.

- Master of Business Administration (MBA)
  1. Evaluate the impact of ethical and legal principles on decisions within your organization and determine a solution that is aligned with your personal and organizational values and legal responsibilities.
  2. Evaluate how using cultural analysis and strategic alignment can increase size, scope, production and revenue of organizations in the global environment.
  3. Formulate sound business decisions based on quantitative and qualitative analysis and defend such decisions and analysis through superior oral and written communication using APA guidelines.
  4. Integrate technology into business operations to maximize efficiency and effectiveness.
  5. Integrate the key functional areas of business – accounting, finance, marketing and management to implement an organization's strategic plan and to predict its successes and failures in the business environment.

- Master of Management (MM)
  1. Apply the functions and responsibilities of management.
  2. Analyze financial data in order to determine the financial performance of a company, and integrate those factors into managerial decision making.
  3. Formulate a marketing strategy based on realistic opportunities and tempered by organizational constraints.
  4. Develop and implement effective human resource plans which support the organization's strategic goals.
  5. Identify and adapt leadership and communication styles when working with diverse internal and external constituents.
  6. Examine the ethical environment of business, consider the impact business has on various stakeholders, and use this information to make socially responsible decisions.
  7. Evaluate the impact of globalization, technology, diversity, and competition on management.

8. Utilize effective decision-making, including: determine challenges facing an organization, conduct research, collect data, formulate and analyze alternative solutions, implement a strategy, and apply quality control measures to insure continuous improvement.

- Master of Science in Taxation (MST)
  1. Acquire the competencies needed for obtaining or advancement in taxation careers through a professional business education, assessment, self-reflection, and skill development.

b. Performance Results

Complete the following table. Use a maximum of 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 Learning Results (Required for each accredited program, doctorate, masters, and baccalaureate)

Bachelor of Science in Business Administration (BSBA)

Performance Indicator		Definition			
1. Student Learning Results **(Required for each accredited program)**					
		Analysis of Results			
Performance Measure (Competency)	**Description of Measurement Instrument to include**	**Areas of Success**	**Analysis and Action Taken**	**Results of Action Taken (occurs in the following year)**	**Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)**

MFT scores will rank in the 50th percentile	Summative, external. Test administered in the capstone course.	Trend is negative for the last 3 years.	Using item analysis reports from ETS to determine areas the curriculum needs improved.	Not yet available	
CompXM scores will continue to improve.	Summative, external. Exam given as final part of simulation in the capstone course.	Positive trend for 3 years followed by a decrease.	Currently evaluating the CompXM's fitness as an evaluation tool of our students.	Not yet available	
Scores on the production and operations management project (written and oral components) will meet or exceed 80% with at least a "good" score	Direct, formative, internal. Projects are evaluated as part of BUS 387.	Sharp decline in the scores in the AY10-11, especially in the percentage of students who performed at the level of excellent.	We are evaluating what could be the cause of the sharp decline.	Not at this time.	

Bachelor of Science in Sports Management (BSSM)

Performance Indicator					Definition	
1. Student Learning Results (Required for each accredited program)						
		Analysis of Results				
Performance Measure (Competency)	**Description of Measurement Instrument to include.**	**Areas of Success**	**Analysis and Action Taken**	**Results of Action Taken (occurs in the following year)**	**Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)**	
Scores on Internship Evaluations will meet or exceed 80% with at least a "good" score	Indirect, formative, internal. Students are evaluated during their internships by the sponsors and the program director.	Positive trend	NA	NA		

Scores on Marketing Plans will meet or exceed 80% with at least a "good" score	Direct, formative, internal. Plans are evaluated as part of SPT 350	Consistent scores on the plans	NA	NA	**Marketing Plans** chart: AY07-08, AY08-09, AY09-10, AY10-11 with Unacceptable, Poor, Adequate, Good, Excellent, Goal
Scores on the Ethical & Legal Projects will meet or exceed 80% with at least a "good" score	Direct, formative, internal. Projects are evaluated as part of SPT 300.	Positive trend in the percentage of students scoring "excellent"	NA	NA	**Ethical & Legal Projects** chart: AY07-08, AY08-09, AY09-10, AY10-11 with Unacceptable, Poor, Adequate, Good, Excellent, Goal

Bachelor of Business Administration (BBA)

Performance Indicator			Definition		
1. Student Learning Results (Required for each accredited program)					
		Analysis of Results			
Performance Measure (Competency)	Description of Measurement Instrument to include	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)

				following year)	
MFT scores will rank in the 50th percentile	Summative, external. Test administered in the capstone course.	Trend fluctuates. We are still a long way from meeting our goal.	Using item analysis reports from ETS to determine areas the curriculum needs improved.	Not yet available	
CompXM scores will continue to improve.	Summative, external. Exam given as final part of simulation in the capstone course.	Following a sharp decrease in the initial year of usage, scores have continued to improve.	Currently evaluating the CompXM's fitness as an evaluation tool of our students.	Not yet available	
Scores on the production and operations management project (written and oral components) will meet or exceed 80% with at least a "good" score	Direct, formative, internal. Projects are evaluated as part of BUS 387.	Scores appear to be steady and meeting the goal.	NA	NA	Production & Operations Management Projects

Bachelor of Arts in Human Resource Management (FKA Bachelor of Arts in Organizational Studies (BOS)) – currently under revision

Performance Indicator					Definition
1. Student Learning Results (Required for each accredited program)					
		Analysis of Results			
Performance Measure (Competency)	Description of Measurement Instrument to include	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)
Scores on the HR Management Projects will meet or exceed 80% with at least a "good" score	Direct, formative, internal assessment tool utilized in ORG 409	Negative trend last 3 years.	Currently under review	Not yet available.	
Scores on the Communication Audit project (written and oral components) will meet or exceed 80% with at least a "good" score	Direct, formative, internal assessment tool utilized in ORG 410	Positive trend for the last 3 years.	Currently under review	Not yet available.	

Scores on the capstone projects will meet or exceed 80% with at least a "good" score.	Direct, summative, internal assessment tool utilized in the capstone course	Continue to meet and exceed the goal.	Currently under review	Not yet available.	

Master of Business Administration (MBA)

Performance Indicator					Definition
1. Student Learning Results (Required for each accredited program)					
		Analysis of Results			
Performance Measure (Competency)	Description of Measurement Instrument to include.	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)

MFT scores will rank in the 50th percentile	Summative, external. Test administered in the capstone course.	Negative trend the last 3 years	Using item analysis reports from ETS to determine areas the curriculum needs improved.	Not yet available	
CompXM scores will continue to improve.	Summative, external. Exam given as final part of simulation in the capstone course.	Positive trend the last 3 years.	Currently evaluating the CompXM's fitness as an evaluation tool of our students.	Not yet available	
Scores on the international business project will meet or exceed 80% with at least a "good" score	Direct, formative, internal. Projects are evaluated as part of BUS 580.	Positive trend.	NA	NA	

Master of Management (MM)

Performance Indicator					Definition
1. Student Learning Results (Required for each accredited program)					

		Analysis of Results			
Performance Measure (Competency)	**Description of Measurement Instrument to include**	**Areas of Success**	**Analysis and Action Taken**	**Results of Action Taken (occurs in the following year)**	**Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)**
Scores on the Organizational Culture & Communication Projects will meet or exceed 80% with at least a "good" score	Direct, formative, internal assessment tool utilized in MGT 502	Although we have been meeting our goal, there were stagnate scores in the first 2 years, followed by an increase.	NA	NA	
Scores on the Project Management project will meet or exceed 80% with at least a "good" score	Direct, formative, internal assessment tool utilized in MGT 515	Negative trend the last 4 years on percentage of students scoring "excellent"	Currently under review	Not yet available	

Scores on the capstone projects will meet or exceed 80% with at least a "good" score.	Direct, summative, internal assessment tool utilized in the capstone course	Although we have continued to meet our goal, the there was a slight decline.	Capstone project was redesigned in the 10-11 academic year.	Not yet available.	Capstone Project

Capstone Project

Legend: Unacceptable, Poor, Adequate, Good, Excellent, Goal

Categories: AY07-08, AY08-09, AY09-10, AY10-11

Master of Science in Taxation (MST)

Performance Indicator					Definition
1. Student Learning Results (Required for each accredited program)					
		Analysis of Results			
Performance Measure (Competency)	**Description of Measurement Instrument to include**	**Areas of Success**	**Analysis and Action Taken**	**Results of Action Taken (occurs in the following year)**	**Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)**

Scores on the Federal Income Tax Projects will meet or exceed 80% with at least a "good" score	Direct, formative, internal assessment tool utilized in BUS 620	Positive trend the first 3 years, followed by a sharp decline.	We are currently reviewing the project.	Not yet available.	
Scores on the Tax Procedures project will meet or exceed 80% with at least a "good" score	Direct, formative, internal assessment tool utilized in BUS 621	No clear trend. Course was not offered in the 10-11 academic year	We are currently reviewing the project.	Not yet available.	

Scores on the tax research methods projects will meet or exceed 80% with at least a "good" score.	Direct, summative, internal assessment tool utilized in the BUS 622	We continue to meet our goal, but there was a sharp increase in the percentage of students receiving an "excellent" on the project in the 09-10 academic year compared to years prior.	NA	NA	

Standard #5 Faculty and Staff Focus

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

Standard 5 - Faculty- and Staff-Focused Results

Faculty and Staff Focused Results	Faculty and staff-focused results examine how well the organization creates and maintains a positive, productive, learning-centered work environment for business faculty and staff. *Key indicators may include: professional development, scholarly activities, community service, administrative duties, business and industry interaction, number of advisees, number of committees, number of theses supervised, satisfaction or dissatisfaction of faculty and staff, positive, productive, and learning-centered environment, safety, absenteeism, turnover, or complaints.*				
		Analysis of Results			
Performance Measure (Competency)	**Description of Measurement Instrument**	**Areas of Success**	**Analysis and Action Taken**	**Results of Action Taken (occurs in the**	**Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)**

				following year)	
Average number of advisees will show a positive trend	Number of advises per faculty member on the traditional side and per advisor on the OPTIONS side	Traditional shows a flat trend and OPTIONS shows a negative trend	We are working to increase our enrollment which will increase the number of advisees	Enrollment continues to decrease.	**Average Number of Advisees by Academic Year and Subprogram**
Faculty Satisfaction will meet and/or exceed 80%	In Fall 2011, we began to administer a survey to faculty at the completion of every course	Currently, we are at our goal in both the face-to-face and online environments.	None at this time. It is too soon to tell.	NA	**Fall 2011 Instructor Satisfaction by Instructional Type**

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.

Standard 5 - NEW FULL-TIME AND PART-TIME FACULTY QUALIFICATIONS

Name	Courses Taught	All Earned Degrees	Professional Certification Criteria	ACBSP Qualification
Anderson, Somer	Financial Accounting for Managers; Financial Accounting I; Managerial Accounting; Cost Accounting; Intermediate Accounting II; Auditing	Master of Accountancy	CPA	2
Archer, Mary J.	Professional Communication	MA Education	5 Years Work Experience	2
Arnold, Michael F.	Management and Information Systems; Computer Technology: Issues & Application	MBA	5 Years Work Experience	2
Blair, Christopher M.	International Business	MBA	5 Years Work Experience	2
Bobo, Tracy L.	Managing Human Resources	MS HR Mgt.	5 Years Work Experience	2
Buijk, John F	Management Information Systems	MBA	5 Years Work Experience	2
Byerly, Jennifer	Macroeconomics; Microeconomics; Strategic Planning & Policy Analysis	MBA	PMP	2
Carney, Larry	Managerial Accounting	MBA	CPA	2
Castellanos, Christopher	Estate & Gift Taxation & Planning	JD; LLM Taxation	5 Years Work Experience	1
Charles, Harry	Tax Research Methods	JD; LLM Taxation	CPA	1
Clones, Andrew	Project Management; Operations Management; Managerial Accounting;	MBA	CPM; CMA	2
Conley, Lena	Application of Modern Math	JD	5 Years Work Experience	3
Drone, Michael A.	Advertising Principles; Current Issues in Marketing; Marketing Principles	MS Mass Communication	5 Years Work Experience	2
Duckworth, Carlton	Macroeconomics; Microeconomics	MS Economics & Finance	5 Years Work Experience	2

Name	Courses	Degree	Certification	
Farrington, Belinda	Organizational Behavior; Organizational Culture & Communication; Organizational Communication	MA HR	5 Years Work Experience	2
Ferrise, Felix J.	Production & Operations Management	MBA	5 Years Work Experience	2
Franz, Charles C.	Financial Accounting for Managers	MS Taxation	CPA	2
Garcia, Christopher M.	Business Law; Social and Legal Environment of Business	JD	5 Years Work Experience	1
Gerard, Constance S.	Macroeconomics; Microeconomics	MBA	5 Years Work Experience	2
Gilleo, Margaret	Contemporary Moral Issues; Business Ethics	MA	5 Years Work Experience	2
Goldsticker, Cathy B.	Taxation of Real Estate Transactions	MS Taxation	5 Years Work Experience	2
Good, Ryan L.	Dynamics of Coaching	MS	5 Years Work Experience	2
Griffin, Howard,,Jr.	International Business; Managerial Finance; Credit Management; Advanced Financial Management; Financial Management	Ph.D. International Business Admin	5 Years Work Experience	1
Haigler, Sherita M.	Managing Multicultural Workplace	MBA; PMP	PMP	2
Hamilton, John P.	Business Administration for Nonfinancial Managers	MBA	5 Years Work Experience	2
Helbig, Mary Louise	Current Issues in Marketing	MBA	5 Years Work Experience	2
Hollins, Stacy L.	Organizational Culture & Communication; Organizational Behavior for Managers	MBA	5 Years Work Experience	2
Hoth, Tommie R.C.	Management Information Systems; Management of Information Technologies; Computer Technology: Issues and Applications	MBA	5 Years Work Experience	2
Jefferson, Kiristen S.	Human Resource Management; Integrative Studies in the Management of Organizations; Seminar in HR Management; Seminar in Organizational Studies	MBA	5 Years Work Experience	2

Name	Courses	Degree	Experience	
Kovarik, Lori K.	Fund Executive Management; Organizational Culture & Communication; Managing for Results	MM	5 Years Work Experience	2
Lester, Alan	Managerial Finance	MBA Finance	5 Years Work Experience	2
Mannion, Joseph	Sports Psychology	MS Sports Psychology	5 Years Work Experience	2
Marchbank, James	Seminar in Marketing Management; Organizational Behavior & HR Management; Seminar in Administrative Policy & Strategic Planning	MBA Management	5 Years Work Experience	2
McNary, Erin	Intro to Sports Management; Social Aspects of Sports; Leadership & Governance in Sports; Internship in Sports Management	PhD Sports Management	5 Years Work Experience	1
Mohr, Bob	Production & Operations Management	MBA	5 Years Work Experience	2
Mueller, Raymond E.	Taxation of Corporations & Shareholders; Advanced Corporate Tax Problems	JD; CPA	CPA	1
Nagel, Matthew T.	Business Law	JD; LLM Intellectual Property	5 Years Work Experience	1
Nowlin, John	International Taxation	JD; LLM Taxation; CPA	CPA	1
O'Guin, Jerold	Management & Business Ethics	PhD Postsecondary & Adult Education	5 Years Work Experience	2
Otto, Steven R.	Management and Information Systems	MBA	5 Years Work Experience	2
Peppers, Shelitha L.	Management & Leadership; Executive Communication Techniques; Professional Communication	MBA	5 Years Work Experience	2
Plyler, Theodore J.	Financial Management; Accounting & Finance for Non-Financial Managers	MBA Finance	5 Years Work Experience	2
Reid-Bateman, Jessica	Sports Event & Venue Management	MBA	5 Years Work Experience	2

Richardson, Wendy P	Managing for Results	MBA	5 Years Work Experience	2
Rudden, James C	Business Policy & Strategic Planning	MBA	5 Years Work Experience	2
Russell, Janine R	Management & Leadership; Executive Communication Techniques; Professional Communication	MBA; MM	5 Years Work Experience	2
Saisanan, Yupa	International Business	MBA Marketing Management	5 Years Work Experience	2
Salvati, Anthony V.	Management Information Systems	PhD Business Administration	5 Years Work Experience	1
Schneider, Eric	Management & Leadership; Executive Communication Techniques	MA Communication	5 Years Work Experience	2
Scoular, Dean	Pension, Profit Sharing and Deferred Compensation	JD	5 Years Work Experience	1
Stillman, Michael Keith	Tax Accounting	MS Taxation	5 Years Work Experience	2
Stoelting, Suzanne	Social Aspects of Sports	Ph.D. Sociology	5 Years Work Experience	1
Strozier, Tammy M.	Appplication of Modern Math	MBA	5 Years Work Experience	2
Vajzovic, Ibrahim	International Business; Organizational Behavior for Managers; Managing in the Multicultural Workplace	PhD Business & Management	5 Years Work Experience	1
Weber, Jill M.	Marketing Principles; Advertising Principles; Consumer Behavior; Market Research; Production & Operations Management	MBA	5 Years Work Experience	2
White, Thomas M.	Macroeconomics; Microeconomics; Financial Management; Managerial Finance I; Managerial Economics	MBA	5 Years Work Experience	2
Zielinski, Greg	Tax Research Methods	BSBA in Accounting	CPA	3

Name	Highest Degree Earned	Professional Certification	Papers Presented	Published Articles / Books	Unpublished Articles / Books	Consulting	Professional Related Service	Professional Conferences	Professional Meetings	Professional Memberships
Anderson, Somer	Master of Accountancy	CPA	0	0	0	3-D	0	2	3	2
Archer, Mary J.	MA Education		0	0	0	0	0	0	0	1
Arnold, Michael F.	MBA		0	0	0	0	0	0	0	0
Blair, Christopher M.	MBA		0	0	0	0	0	0	0	0
Bobo, Tracy L.	MS HR Mgt.		0	0	0	0	0	3	2	0
Buijk, John F	MBA		0	0	0	0	0	0	0	0
Byerly, Jennifer	MBA	PMP	0	0	0	0	1-D	0	0	2
Carney, Larry	MBA	CPA	0	0	0	0	0	0	0	1
Castellanos, Christopher	JD; LLM Taxation		0	0	0	0	0	0	0	0
Charles, Harry	JD, CPA, LLM Taxation		0	1-B	0	2-D	1-D	2	1	9
Clones, Andrew	MBA	CPM; CMA	0	0	0	0	2-D	1	3	1
Conley, Lena	JD		0	0	0	0	0	0	0	0
Drone, Michael A.	MS Mass Communication		0	3-B	0	0	0	3	15	0
Duckworth, Carlton	MS Economics & Finance		0	0	0	0	0	0	0	0
Farrington, Belinda	MA HR		0	0	0	2-D	2-D	0	0	1
Ferrise, Felix J.	MBA		0	0	1-B		1-D	0	9	3
Franz, Charles C.	MS Taxation	CPA	0	0	0	0	0	0	38	0
Garcia, Christopher M.	JD		0	0	0	0	0	0	0	0
Gerard, Constance S.	MBA		0	0	0	0	1-D	0	0	0
Gilleo, Margaret	MA		0	0	0	0	0	0	0	0

Name	Degree	Cert								
Goldsticker, Cathy B.	MS Taxation		0	0	0	0	0	0	0	0
Good, Ryan L.	MS		0	0	0	0	0	0	0	0
Griffin, Howard,Jr.	Ph.D. International Business Administration		0	0	0	0	0	0	0	0
Haigler, Sherita M.	MBA	PMP	0	0	0	0	3-D	2	6	1
Hamilton, John P.	MBA		0	0	0	0	0	0	0	0
Helbig, Mary Louise	MBA		0	0	0	0	0	3	0	0
Hollins, Stacy L.	MBA		0	0	0	0	0	0	0	0
Hoth, Tommie R.C.	MBA		0	0	0	0	1-D	1	0	0
Jefferson, Kiristen S.	MBA		0	0	0	0	0	0	0	0
Kovarik, Lori K.	MM		0	0	0	0	3-D	3	0	0
Lester, Alan	MBA Finance		0	0	0	0	0	0	0	0
Mannion, Joseph	MS Sport Psychology		3-B	0	4-B	0	0	0	0	3
Marchbank, James	MBA Management		0	0	0	0	1-D	0	0	0
McNary, Erin	PhD Sports Management		6-B	4-B	4-B		6-D			3
Mohr, Bob	MBA		0	0	0	0	0	2	12	1
Mueller, Raymond E.	JD	CPA	0	0	0	0	0	0	0	0
Nagel, Matthew T.	JD; LLM Intellectual Property		0	0	0	0	0		20	10
Nowlin, John	JD; LLM Taxation	CPA	0	0	0	0	0	11	57	4
O'Guin, Jerold	PhD Postsecondary & Adult Education		0	1-B	0		1-D	0	0	0

Name	Degree	Cert								
Otto, Steven R.	MBA		0	0	0	1-D	0	7	1	1
Peppers, Shelitha L.	MBA		0	0	0	0	2-D	0	0	0
Plyler, Theodore J.	MBA Finance		0	0	0	0	0	0	0	0
Reid-Bateman, Jessica	MBA		0	0	0	0	0	0	0	0
Richardson, Wendy P	MBA		0	1-B	0	0	5-D	6	6	3
Rudden, James C	MBA		0	0	0	0	0	0	0	0
Russell, Janine R	MBA; MM		0	0	0	0	0	0	1	0
Saisanan, Yupa	MBA Marketing Management		0	0	0	0	0	0	0	0
Salvati, Anthony V.	PhD Business Administration		0	0	0	4-D	0	3		2
Schneider, Eric	MA Communication		0	1-B	0	5-D	0	1		1
Scoular, Dean	JD		0	0	0	0	0	0	0	0
Stillman, Michael Keith	MS Taxation		0	0	0	0	0	0	0	0
Stoelting, Suzanne	Ph.D. Sociology		1-B	1-B	0	0	2-D	0	0	3
Strozier, Tammy M.	MBA		0	0	0	0	0		2	
Vajzovic, Ibrahim	PhD Business & Management		0	0	0	0	0	0	0	0
Weber, Jill M.	MBA		0	0	0	0	0	1	3	2
White, Thomas M.	MBA		0	0	0	0	0	0	0	0
Zielinski, Greg	BSBA in Accounting	CPA	0	1-B	0	0	2-D	50+	10	2

Codes to Use for Scholarly Activities:

A = Scholarship of Teaching

B = Scholarship of Discovery

C = Scholarship of Integration

D = Scholarship of Application

Standard #6 Educational and Business Process Management

a. **Describe how you routinely provide reliable information to the public on your performance, including student achievement.**

We routinely provide reliable information to the public through the following website:

http://www.fontbonne.edu/academics/academicresources/collegeofglobalbusiness/assessment/

b. **Curriculum**

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

- The Bachelor of Human Resource Management (FKA Bachelor of Arts in Organization Studies) is currently under revision. We have proposed a name and curriculum changes to the degree program to make it more reflective of what it is and to meet ACBSP's CPC requirements. A table of the proposed new curriculum is found at the end of this report.

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

- Undergraduate programs: (CPC coverage table found out the end of the report)
  o Bachelor of Arts in Corporate Communication – this program is currently under review as we are deciding on whether to infuse the CPC requirements into the program or to eliminate the program, therefore a CPC coverage table is not included for this program.
  o Bachelor of Science in Sports & Entertainment Management
  o Bachelor of Science in Accounting
  o Bachelor of Science in Marketing
- Graduate programs:
  o Master of Science in Accounting
  o Master of Science in Nonprofit Management
  o Master of Science in Supply Chain Management

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

- None

Complete the following tables. Use a maximum of three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

Standard 6 - Budgetary, Financial, and Market Results

Budgetary, Financial, and Market Performance Results					
		Analysis of Results			
Performance Measure (Competency)	**Description of Measurement Instrument**	**Areas of Success**	**Analysis and Action Taken**	**Results of Action Taken (occurs in the following year)**	**Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)**
Efficient use of budget	Approved budget	We are efficiently using the budget we are given every year to improve our programs, despite the lower enrollment and poor economy.	We are working to increase enrollment which will increase our budget.	Not at this time.	**Approved Budget** 7.50 / 7.00 / 6.50 / 6.00 / 5.50 / 5.00 / 4.50 / 4.00 / 3.50 / 3.00 06-07 07-08 08-09 09-10 10-11 ■ Approved Budget

Increase transfer rates by 5%	The number of transfer students admitted and enrolled.	Following a sharp decline in the percentage of transfer students admitted and enrolled, the trend seems to be positive and reflect growth.	Not at this time.	Not at this time.	**Percentage of Enrollment from Transfer Students**
Increase credit hour production to meet enrollment goals.	Number of credit hours produced by the college	Data reflects a negative trend.	Credit hour production is tied to enrollment. We are working to increase enrollment which would increase credit hour production.	Not at this time.	**Credit Hour Production**

Standard 6 - Organizational Performance Results

5. Organizational Effectiveness Results	
	Analysis of Results

Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tales of Resulting Trends for 3-5 Years (please graph all available data up to five years))
Increase overall retention rates to 80% by 2015	Retention rates based on internal reporting data	In 2011, we met our retention goal	NA	NA	
Increase individual program retention rates to 80% by 2015	Retention rates based on internal reporting data	Positive trends in most programs over the last 4 years.	NA	NA	

Increase enrollment by 5%	Enrollment data based on internal reporting data	Enrollment has been declining for the past 4 years.	Like many institutions, we are struggling in this economic climate and have suffered from a lack of leadership in the area of enrollment management at the institutional level. We are working to increase enrollment through new strategies and techniques.	NA at this time.	

Enrollment Trends

A stacked bar chart titled "Enrollment Trends" showing values from Fall 06 through Fall 11, with categories "Not Currently Accredited Programs" (red) and "Accredited Programs" (blue). The y-axis ranges from 0 to 1800 in increments of 200.

Standard 6, Criterion 6.1.3

New Undergraduate Degree Programs

1. Bachelor of Science in Sports and Entertainment Management

Core Courses	Hour Class Sessions by CPC Topic											
	a1	a2	a3	a4	b1	b2	b3	b4	c1	c2	d	
	MKT	FIN	ACC	MGT	LAW	ECO	ETH	GLO	IS	STAT	POL/COMP	Total
BUS 203						36		2				38
BUS 205		2	36									38
BUS 233	36							2				38
BUS 343		36	2					1				39
ORG 311	2			36								38
ORG 316				3						4		7
SEM 300	2	2		36		1						41
SEM 340	6	1	1	36	1					4		49
SEM 350					36		10					46
SEM 365				36			5	1	1			43
SEM 400	36				2		2			2		42
SEM 430								36				36
SEM 440												0
SEM 490	1	1	1	1	1	1	1	1			36	44
BBA 308										36		36
CIS 100									36			36
PHL 260							36					36
*Total	83	42	40	148	40	38	54	43	37	46	36	
*Courses are 8 weeks and have 36 contact hours, not the traditional 45 contact hours, therefore minimum contact time per CPC should be 24 hours or greater												

2. Bachelor of Science in Accounting

| | Hour Class Sessions by CPC Topic | | | | | | | | | | |
| | a1 | a2 | a3 | a4 | b1 | b2 | b3 | b4 | c1 | c2 | d |

Core Courses	MKT	FIN	ACC	MGT	LAW	ECO	ETH	GLO	IS	STAT	POL/COMP	Total
BUS 202						45						45
BUS 203						45		2				47
BUS 205		2	45									47
BUS 207			45				2					47
BUS 230				45			2					47
BUS 233	45							2				47
BUS 241				45								45
BUS 325	2							45				47
BUS 342				45				3				48
BUS 343		45	2					1				48
BUS 387				45								45
BUS 311			45									45
BUS 312			45									45
BUS 313			45									45
BUS 407									45			45
BUS 408			45									45
BUS 314			45									45
BUS 319			45									45
BUS 405			45									45
BUS 467											45	45
MTH 115										45		
PHL 221							45					
Totals	47	47	407	90	90	90	49	53	45	45	45	

3. Bachelor of Science in Marketing

				Hour Class Sessions by CPC Topic								
	a1	a2	a3	a4	b1	b2	b3	b4	c1	c2	d	
Core Courses	MKT	FIN	ACC	MGT	LAW	ECO	ETH	GLO	IS	STAT	POL/COMP	Total
BUS 202						45						45

Course ID												Total
BUS 203						45		2				47
BUS 205		2	45									47
BUS 207			45				2					47
BUS 230				45			2					47
BUS 233	45							2				47
BUS 241					45							45
BUS 325	2							45				47
BUS 342					45			3				48
BUS 343		45	2					1				48
BUS 387				45								45
BUS 410							2		45			47
BUS 336	45											45
BUS 350	25							20				45
BUS 356	45											45
BUS 357	45											45
BUS 369	45											45
BUS 400											45	45
MTH 115										45		45
PHL 221							45					45
Totals	252	47	92	90	90	90	51	73	45	45	45	

New Graduate Degree Programs

1. Master of Science in Accounting

Course ID	Graduate Hours
MAC 520	3
MAC 521	3
MAC 522	3
MAC 530	3
MAC 540	3

MAC 541	3
MAC 550	3
MAC 560	3
MAC 570	3
MAC 580	3
MAC 590	3
	33
Admission Notes: GMAT required (475 or higher); prereqs in Financial Accounting, Managerial Accounting, Business Finance, Business Law, Introduction to Statistics, Information Systems, Micro Economics, Macro Economics	

2. Master of Science in Nonprofit Management

Course ID	Graduate Hours
MGT 507	3
NPM 510	3
NPM 520	3
NPM 530	3
NPM 540	3
NPM 550	3
NPM 560	3
NPM 570	3
NPM 580	3
Electives	9
Total	36
Admission Note: Competency Test required prior to first class	

3. Master of Science in Supply Chain Management

Course ID	Graduate Hours
BUS 565	3
BUS 566	3
SCM 540	3
SCM 550	3
SCM 560	3
SCM 570	3
SCM 580	3
SCM 590	3
Electives	6
Total	30
Admission Note: Competency Test required prior to first clas	

O8. Removal of Condition: We are seeking to have our condition removed. The condition was placed on Criterion 6.1.3 Common Professional Component. We were asked to provide a table to establish a clearer delineation of how the curriculum(s) meet the CPC requirements. The CPC tables for our accredited programs are following.

Bachelor of Science in Business Administration, including concentrations in Accounting, Finance, Marketing and Management

	Hour Class Sessions by CPC Topic											
	a1	a2	a3	a4	b1	b2	b3	b4	c1	c2	d	
Core Courses	MKT	FIN	ACC	MGT	LAW	ECO	ETH	GLO	IS	STAT	POL/COMP	Total
BUS 200												0
BUS 202						45						45
BUS 203						45		2				47
BUS 205		2	45									47
BUS 207			45				2					47

38

	a1	a2	a3	a4	b1	b2	b3	b4	c1	c2	d	Total
BUS 230				45			2					47
BUS 233	45							2				47
BUS 241					45							45
BUS 310				45								45
BUS 325	2							45				47
BUS 342					45							45
BUS 343		45	2									47
BUS 387				45								45
BUS 410							2		45			47
BUS 470	1	1	1	1	1	1	1	1	1	1	45	55
PHL 221							45					45
MTH 115										45		45
Total	48	48	93	136	91	91	52	50	46	46	45	

Bachelor of Science in Sports Management

	Hour Class Sessions by CPC Topic											
	a1	a2	a3	a4	b1	b2	b3	b4	c1	c2	d	
Core Courses	MKT	FIN	ACC	MGT	LAW	ECO	ETH	GLO	IS	STAT	POL/COMP	Total
BUS 202						45						45
BUS 203						45		2				47
BUS 205		2	45									47
BUS 233	45							2				47
BUS 325								45				45
BUS 357												0
SPT 101	2	2		45		1						50
SPT 300					45							45
SPT 310												0
SPT 320												0
SPT 330					45			5	1	1		52
SPT 340	6	1	1	45	1					4		58
SPT 350	45											45

	a1	a2	a3	a4	b1	b2	b3	b4	c1	c2	d	Total
SPT 360		45										45
SPT 480	1	1	1	1	1	1	1	1	1	1	45	55
PHL 221							45					45
MTH 115										45		45
CIS 110									45			45
Total	99	51	47	136	47	92	51	51	47	50	45	

Bachelor of Business Administration

	Hour Class Sessions by CPC Topic											
	a1	a2	a3	a4	b1	b2	b3	b4	c1	c2	d	
Core Courses	MKT	FIN	ACC	MGT	LAW	ECO	ETH	GLO	IS	STAT	POL/COMP	Total
BUS 202						36						36
BUS 203						36		2				38
BUS 205		2	36									38
BUS 207			36				2					38
BUS 230				36			2					38
BUS 233	36							2				38
BUS 241					36							36
BUS 325	2							36				38
BUS 331				36								36
BUS 343		36	2					1				39
BUS 387				36								36
BUS 410							2		36			38
BUS 470	1	1	1	1	1	1	1	1	1	1	36	46
ORG 311	2			36								38
ORG 312							36					36
BBA 308										36		36
*Total	41	39	75	145	37	73	43	42	37	37	36	

*Courses are 8 weeks and have 36 contact hours, not the traditional 45 contact hours, therefore minimum contact time per CPC should be 24 hours or greater

Master of Business Administration

Course ID	Graduate Hours
BUS 565	3
BUS 566	3
BUS 570	3
BUS 571	3
BUS 572	3
BUS 575	3
BUS 580	3
BUS 586	3
BUS 589	3
Electives	9
Total	36
Admission Notes: Competency Test required prior to first class	

Master of Management

Course ID	Graduate Hours
BUS 576	3
BUS 586	3
MGT 500	3
MGT 502	3
MGT 504	3
MGT 507	3
MGT 512	3
MGT 518	3
MGT 519	3
Electives	9

Total	36
Admission Notes: Competency Test required prior to first class	

Master of Science in Taxation

Course ID	Graduate Hours
BUS 620	3
BUS 621	3
BUS 622	3
BUS 623	3
BUS 651	3
BUS 652	3
Electives	12
Total	30
Admission Notes: GMAT required (475 or higher); Prereqs of Accounting, Business Law, Economics, Finance	

Bachelor of Arts in Human Resource Management (FKA Bachelor of Arts in Organization Studies) – The CPC coverage and the name of this degree program have substantially changed. The table below reflects this change. The CPC coverage shown in the table below demonstrations compliance with coverage areas that did not exist before.

	Hour Class Sessions by CPC Topic											
	a1	a2	a3	a4	b1	b2	b3	b4	c1	c2	d	
Core Courses	MKT	FIN	ACC	MGT	LAW	ECO	ETH	GLO	IS	STAT	POL/COMP	Total
BUS 230				36								36
BUS 310				36								36
BUS 331				36								36
BUS 410									36			36

ORG 311	2			36								38
ORG 312							36					36
ORG 314					36							36
ORG 315										36		36
ORG 316				3				36				39
ORG 409	36			3								39
ORG 435	1	1	1	1	1	1	1	1	1	1	36	46
***BUS 247					6						6	12
ORG 404		25				25						50
ORG 407			36									36
**ORG 325			3	20							5	28
ORG 420			5								36	41
*Total	39	26	45	171	43	26	37	37	37	37	83	

*Courses are 8 weeks and have 36 contact hours, not the traditional 45 contact hours, therefore minimum contact time per CPC should be 24 hours or greater

** 2 hour course = 24 contact hours

*** 1 hour course = 12 contact hours