

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.

O 2. Institution Name: Fontbonne University Date February 28, 2014
Address: 6800 Wydown Blvd., St. Louis, MO 63105

O 3. Year Accredited/Reaffirmed: 2010 / NA This Report Covers Years: AY 2011-2012 and AY 2012-2013

O 4. List All Accredited Programs (as they appear in your catalog):

Note: Listing new programs here does not confer accreditation. New degree programs, majors or emphases must be in effect for at least two years and have graduates and follow the guidance in the process book before accreditation will be granted

- Bachelor of Science in Business Administration
- 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

O 5. 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 Science in Accounting
 - Bachelor of Science in Advertising
 - Bachelor of Arts in Corporate Communication
 - Bachelor of Science in Fashion Merchandising
 - Bachelor of Science in Healthcare Management
 - Bachelor of Arts in Leadership Studies
 - Bachelor of Science in Management
 - Bachelor of Science in Marketing
 - Bachelor of Science in Managerial Analytics
 - Master of Accountancy
 - 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/>

O 6. List all campuses that a student can earn a business degree from your institution:

- Main Campus
- Brentwood Campus

O 7. Person completing report Name: Katie Piacentini

Phone: 314-889-4679

E-mail address: kpiacentini@fontbonne.edu

ACBSP Champion name: Linda Maurer Magrath, JD, CPA

ACBSP Co-Champion name: Mark Alexander, MBA

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: NA

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

____We are seeking to have our note extended. Although we have not been successful in hiring additional full-time faculty due to budgetary and economic constraints beyond our control, we strongly feel hiring additional full-time faculty should remain a priority. We will continue to strive to hire additional full-time faculty in the business core areas.

O 9. The business unit must routinely provide reliable information to the public on their performance, including student achievement such as assessment results.

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

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

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

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

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

The information reported includes Outcome Assessment results through a link to the annual Assessment Report and program results such as graduation rates and retention rates are posted on the website.

Standard #1 Leadership

Organization

- a. List any organizational or administrative personnel changes within the business unit since your last report.
 - The Assistant to the Dean for ECGBPS Curriculum and OPTIONS Faculty position has been eliminated and Anita Manion is no longer with the University.
 - The Faculty Coordinator position has been eliminated and Lisa Peppers is no longer with the University.
 - The Curriculum Coordinator position has been changed to the Coordinator of Curriculum, Assessment and Faculty Support. Two different individuals held the Curriculum Coordinator position and neither are with the University. A third person is now in the position.
 - We created a new Administrative Assistant for Curriculum, Assessment and Faculty Support that is staffed.
 - The position of Instruction and Learning Resource Coordinator was eliminated.
 - The position of Director of Student Services for OPTIONS was moved out of the ECGBPS to a total university position and was revised to the Director of Evening and Graduate Programs.
 - One academic advisor and one data coordinator positions were eliminated, both individuals are no longer with the University.
 - The Director of Sports Management accepted a position with a different University, we are searching for a replacement.
 - The majors of Advertising and Fashion Merchandising were added to the College of Business, which added 3.5 full-time faculty members between the two areas.

- 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?

NA

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

Standard 3 - Student and Stakeholder-Focused Results

Student- and Stakeholder-Focused Results		<p>Student- and stakeholder-focused results examine how well your organization satisfies students and stakeholders key needs and expectations.</p> <p><i>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.</i></p> <p><i>Measurement instrument or processes may include end of course surveys, alumni surveys, Internship feedback, etc.</i></p> <p>Each academic unit must demonstrate linkages to business practitioners and organizations, which are current and significant, including an advisory board.</p> <p>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.</p>			
		Analysis of Results			Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)
Performance Measure	What is your measurement instrument or process? (Indicate length of cycle)	Current Results What are your current results?	Analysis of Results What did you learn from the results?	Action Taken or Improvement made What did you improve or what is your	
Measurable goal					
What is your goal?					

				next step?																									
Student satisfaction with courses will be at or above "good".	Student end of course surveys	Three years of positive trend data. The new blended format appears to be satisfactory to the students.	Overall, students are satisfied with their course content, instructor and course format.	We will continue to monitor student satisfaction, particularly in the blended format courses as it is a new format.	<p>Student End of Course Satisfaction by Year and Course Type</p> <table border="1"> <caption>Student End of Course Satisfaction by Year and Course Type</caption> <thead> <tr> <th>Year</th> <th>Face-to-Face</th> <th>Online</th> <th>Blended</th> <th>Total</th> <th>Goal</th> </tr> </thead> <tbody> <tr> <td>AY 10-11</td> <td>4.3</td> <td>4.1</td> <td>4.2</td> <td>4.2</td> <td>4.0</td> </tr> <tr> <td>AY 11-12</td> <td>4.2</td> <td>4.1</td> <td>4.3</td> <td>4.3</td> <td>4.0</td> </tr> <tr> <td>AY 12-13</td> <td>4.3</td> <td>4.2</td> <td>4.1</td> <td>4.2</td> <td>4.0</td> </tr> </tbody> </table>	Year	Face-to-Face	Online	Blended	Total	Goal	AY 10-11	4.3	4.1	4.2	4.2	4.0	AY 11-12	4.2	4.1	4.3	4.3	4.0	AY 12-13	4.3	4.2	4.1	4.2	4.0
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Faculty satisfaction with their courses will be at or above "good".	Faculty end of course comments survey	The results are very positive.	Instructors appear to be very satisfied with their courses regardless of course format.	We will continue to monitor instructor satisfaction, particularly the blended course instructors.	<p>Instructor Course Satisfaction by Year and Format</p> <table border="1"> <caption>Instructor Course Satisfaction by Year and Format</caption> <thead> <tr> <th>Year</th> <th>Face to Face</th> <th>Online</th> <th>Blended</th> <th>Total</th> <th>Goal</th> </tr> </thead> <tbody> <tr> <td>AY 11-12</td> <td>4.9</td> <td>4.5</td> <td>4.7</td> <td>4.7</td> <td>4.0</td> </tr> <tr> <td>AY 12-13</td> <td>4.8</td> <td>4.7</td> <td>4.8</td> <td>4.8</td> <td>4.0</td> </tr> </tbody> </table>	Year	Face to Face	Online	Blended	Total	Goal	AY 11-12	4.9	4.5	4.7	4.7	4.0	AY 12-13	4.8	4.7	4.8	4.8	4.0						
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Student satisfaction with various University services will be at or above "good".	Student end of program surveys	The results are positive.	In general, students appear to be satisfied with the service they are receiving	We will continue to monitor student satisfaction of the departments because having a positive experience is important to us and can help to	<p>Student Satisfaction with University Services by Year</p> <table border="1"> <caption>Student Satisfaction with University Services by Year</caption> <thead> <tr> <th>Year</th> <th>Financial Aid</th> <th>Business Office</th> <th>Advising</th> <th>Total</th> <th>Goal</th> </tr> </thead> <tbody> <tr> <td>AY 11-12</td> <td>3.9</td> <td>4.1</td> <td>4.2</td> <td>4.1</td> <td>4.0</td> </tr> <tr> <td>AY 12-13</td> <td>3.9</td> <td>4.1</td> <td>4.2</td> <td>4.1</td> <td>4.0</td> </tr> </tbody> </table>	Year	Financial Aid	Business Office	Advising	Total	Goal	AY 11-12	3.9	4.1	4.2	4.1	4.0	AY 12-13	3.9	4.1	4.2	4.1	4.0						
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			from the various university service departments.	increase overall retention.	
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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.

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.)

- 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. 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.

Bachelor of Science in Business Administration (BSBA)

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

Performance Indicator		Definition			
1. Student Learning Results (Required for each accredited program)		<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination).</i> Add these to the description of the measurement instrument in column two: Direct - Assessing student performance by examining samples of student work Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information. Formative – An assessment conducted during the student’s education. Summative – An assessment conducted at the end of the student’s education. Internal – An assessment instrument that was developed within the business unit. External – An assessment instrument that was developed outside the business unit. Comparative – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.</p>			
		Analysis of Results			
Performance Measure Measurable goal What is your goal?	What is your measurement instrument or process? Do not use grades. (Indicate type	Current Results What are your current results?	Analysis of Results What did you learn from the results?	Action Taken or Improvement made What did you improve or what is	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)

	of instrument) direct formative internal comparative			your next step?																															
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.	Following the sharp decline in AY10-11, scores appear to have increased to prior year levels and maintaining.	The project was changed slightly.	We will continue to monitor the performance to determine if the project needs to be adjusted again.	<p>Production & Operations Management</p> <table border="1"> <caption>Performance Data from Chart</caption> <thead> <tr> <th>Year</th> <th>Excellent</th> <th>Good</th> <th>Adequate</th> <th>Poor</th> <th>Unacceptable</th> </tr> </thead> <tbody> <tr> <td>AY09-10</td> <td>58%</td> <td>35%</td> <td>7%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>AY10-11</td> <td>3%</td> <td>65%</td> <td>32%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>AY 11-12</td> <td>58%</td> <td>35%</td> <td>7%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>AY 12-13</td> <td>40%</td> <td>50%</td> <td>10%</td> <td>0%</td> <td>0%</td> </tr> </tbody> </table> <p>Legend: Unacceptable (orange), Poor (blue), Adequate (purple), Good (green), Excellent (red), Goal (yellow line at 80%)</p>	Year	Excellent	Good	Adequate	Poor	Unacceptable	AY09-10	58%	35%	7%	0%	0%	AY10-11	3%	65%	32%	0%	0%	AY 11-12	58%	35%	7%	0%	0%	AY 12-13	40%	50%	10%	0%	0%
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<p>Scores on the Financial Accounting project will meet or exceed 80% with at least a “good” score.</p>	<p>Direct, formative, internal. Projects are evaluated as part of BUS 205.</p>	<p>Following a slight increase in AY 11-12, scores fell below the target minimum in AY 12-13.</p>	<p>Scores appear to be up and down on the project. Further examination is necessary to determine potential reasons for this.</p>	<p>We will continue to monitor the scores to determine if the failure to meet the goal is a result of the project of the instruction and or course format type.</p>	<p>Financial Accounting I</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Excellent</th> <th>Good</th> <th>Adequate</th> <th>Poor</th> <th>Unacceptable</th> </tr> </thead> <tbody> <tr> <td>AY 10-11</td> <td>53%</td> <td>17%</td> <td>10%</td> <td>10%</td> <td>10%</td> </tr> <tr> <td>AY 11-12</td> <td>50%</td> <td>38%</td> <td>10%</td> <td>2%</td> <td>2%</td> </tr> <tr> <td>AY 12-13</td> <td>52%</td> <td>23%</td> <td>15%</td> <td>8%</td> <td>2%</td> </tr> </tbody> </table>	Year	Excellent	Good	Adequate	Poor	Unacceptable	AY 10-11	53%	17%	10%	10%	10%	AY 11-12	50%	38%	10%	2%	2%	AY 12-13	52%	23%	15%	8%	2%
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<p>Scores on the capstone project that incorporates individual and group elements. Students will meet or exceed 80% with at least a “good” score.</p>	<p>Direct, formative, internal. Projects are evaluated as part of BUS 470.</p>	<p>Scores are extremely high on the project.</p>	<p>The project needs to be re-evaluated.</p>	<p>The project is in the process of being reconfigure for the AY 13-14.</p>	<p>Strategic Management</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Excellent</th> <th>Good</th> <th>Adequate</th> </tr> </thead> <tbody> <tr> <td>AY 10-11</td> <td>80%</td> <td>5%</td> <td>15%</td> </tr> <tr> <td>AY 11-12</td> <td>100%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>AY 12-13</td> <td>98%</td> <td>2%</td> <td>0%</td> </tr> </tbody> </table>	Year	Excellent	Good	Adequate	AY 10-11	80%	5%	15%	AY 11-12	100%	0%	0%	AY 12-13	98%	2%	0%								
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Bachelor of Science in Sports Management (SPT)

Performance Indicator		Definition			
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Performance Measure Measurable goal What is your goal?	What is your measurement instrument or process? Do not use grades. (Indicate type of instrument) direct formative internal comparative	Current Results What are your current results?	Analysis of Results What did you learn from the results?	Action Taken or Improvement made What did you improve or what is your next step?	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)

<p>Scores on Internship Evaluations will meet or exceed 80% with at least a “good” score</p>	<p>Indirect, formative, internal. Students are evaluated during their internships by the sponsors and the program director.</p>	<p>Positive trend</p>	<p>Interns perform well in their internships and supervisors are satisfied with their performance.</p>	<p>Continue to monitor the intern’s performance to ensure supervisors are happy with intern’s performance.</p>	<table border="1"> <caption>Internship in Sports Management Performance Data</caption> <thead> <tr> <th>Year</th> <th>Excellent</th> <th>Good</th> <th>Poor</th> <th>Unacceptable</th> </tr> </thead> <tbody> <tr> <td>AY 10-11</td> <td>~92%</td> <td>~8%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>AY 11-12</td> <td>100%</td> <td>0%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>AY 12-13</td> <td>~78%</td> <td>~7%</td> <td>~8%</td> <td>~7%</td> </tr> </tbody> </table>	Year	Excellent	Good	Poor	Unacceptable	AY 10-11	~92%	~8%	0%	0%	AY 11-12	100%	0%	0%	0%	AY 12-13	~78%	~7%	~8%	~7%				
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<p>Scores on the Ethical & Legal Projects will meet or exceed 80% with at least a “good” score</p>	<p>Direct, formative, internal. Projects are evaluated as part of SPT 300.</p>	<p>Positive trend in the percentage of students scoring “excellent”</p>	<p>Scores appear to be on the rise and showing a positive trend.</p>	<p>We will continue to monitor the scores to determine when it is necessary to re-evaluate the project.</p>	<table border="1"> <caption>Ethical & Legal Issues in Sports Performance Data</caption> <thead> <tr> <th>Year</th> <th>Excellent</th> <th>Good</th> <th>Poor</th> <th>Unacceptable</th> <th>Adequate</th> </tr> </thead> <tbody> <tr> <td>AY 10-11</td> <td>~60%</td> <td>~40%</td> <td>0%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>AY 11-12</td> <td>~72%</td> <td>~8%</td> <td>~5%</td> <td>~15%</td> <td>0%</td> </tr> <tr> <td>AY 12-13</td> <td>~90%</td> <td>0%</td> <td>0%</td> <td>0%</td> <td>~10%</td> </tr> </tbody> </table>	Year	Excellent	Good	Poor	Unacceptable	Adequate	AY 10-11	~60%	~40%	0%	0%	0%	AY 11-12	~72%	~8%	~5%	~15%	0%	AY 12-13	~90%	0%	0%	0%	~10%
Year	Excellent	Good	Poor	Unacceptable	Adequate																								
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AY 11-12	~72%	~8%	~5%	~15%	0%																								
AY 12-13	~90%	0%	0%	0%	~10%																								

<p>Scores on the sports psychology project. Students will meet or exceed 80% with at least a “good” score.</p>	<p>Direct, formative, internal. Projects are evaluated as part SPT 320.</p>	<p>Scores have improved from AY 10-11.</p>	<p>Scores appear to be on the rise and showing a positive trend.</p>	<p>We will continue to monitor the scores to determine when it is necessary to re-evaluate the project.</p>	<table border="1"> <caption>Sports Psychology Performance Data</caption> <thead> <tr> <th>Year</th> <th>Excellent</th> <th>Good</th> <th>Adequate</th> <th>Poor</th> <th>Unacceptable</th> </tr> </thead> <tbody> <tr> <td>AY 10-11</td> <td>38%</td> <td>25%</td> <td>12%</td> <td>5%</td> <td>20%</td> </tr> <tr> <td>AY 11-12</td> <td>30%</td> <td>40%</td> <td>15%</td> <td>5%</td> <td>10%</td> </tr> <tr> <td>AY 12-13</td> <td>25%</td> <td>55%</td> <td>15%</td> <td>0%</td> <td>5%</td> </tr> </tbody> </table>	Year	Excellent	Good	Adequate	Poor	Unacceptable	AY 10-11	38%	25%	12%	5%	20%	AY 11-12	30%	40%	15%	5%	10%	AY 12-13	25%	55%	15%	0%	5%
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Bachelor of Business Administration (BBA)

Performance Indicator	Definition				
<p>1. Student Learning Results (Required for each accredited program)</p>	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination).</i></p> <p>Add these to the description of the measurement instrument in column two: Direct - Assessing student performance by examining samples of student work Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information. Formative – An assessment conducted during the student’s education. Summative – An assessment conducted at the end of the student’s education. Internal – An assessment instrument that was developed within the business unit. External – An assessment instrument that was developed outside the business unit. Comparative – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.</p>				
Analysis of Results					
Performance	What is your	Current	Analysis of	Action	Insert Graphs or Tables of Resulting Trends

Measure Measurable goal What is your goal?	measurement instrument or process? Do not use grades. (Indicate type of instrument) direct formative internal comparative	Results What are your current results?	Results What did you learn from the results?	Taken or Improvement made What did you improve or what is your next step?	<p align="center">(3-5 data points preferred)</p>																														
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 meeting the goal. However, there was a decline in the number of students performing at the good and excellent levels in AY12-13.	We are evaluating what could be the cause of the decline. It is potentially the result of a change in the adjuncts teaching this particular course and evaluating its project.	We will continue to monitor and have a better understanding of the situation at the end of AY13-14.	<p>Production & Operations Management</p> <table border="1"> <caption>Performance Data from Chart</caption> <thead> <tr> <th>Year</th> <th>Excellent</th> <th>Good</th> <th>Adequate</th> <th>Poor</th> <th>Unacceptable</th> </tr> </thead> <tbody> <tr> <td>AY09-10</td> <td>55%</td> <td>35%</td> <td>5%</td> <td>5%</td> <td>0%</td> </tr> <tr> <td>AY10-11</td> <td>50%</td> <td>40%</td> <td>5%</td> <td>5%</td> <td>0%</td> </tr> <tr> <td>AY 11-12</td> <td>60%</td> <td>30%</td> <td>5%</td> <td>5%</td> <td>0%</td> </tr> <tr> <td>AY 12-13</td> <td>55%</td> <td>25%</td> <td>15%</td> <td>5%</td> <td>0%</td> </tr> </tbody> </table>	Year	Excellent	Good	Adequate	Poor	Unacceptable	AY09-10	55%	35%	5%	5%	0%	AY10-11	50%	40%	5%	5%	0%	AY 11-12	60%	30%	5%	5%	0%	AY 12-13	55%	25%	15%	5%	0%
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<p>Scores on the Financial Accounting project will meet or exceed 80% with at least a “good” score.</p>	<p>Direct, formative, internal. Projects are evaluated as part of BUS 205.</p>	<p>Following poor scores in AY 10-11, scores appear to have improved significantly.</p>	<p>Scores appear to be on the rise and showing a positive trend.</p>	<p>Although the project was changed in AY 12-13, it is too soon to tell if it needs changed again or if the huge spike in meeting the goal is due to some other factor(s).</p>	<p>Financial Accounting I</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Unacceptable</th> <th>Poor</th> <th>Adequate</th> <th>Good</th> <th>Excellent</th> </tr> </thead> <tbody> <tr> <td>AY 10-11</td> <td>0%</td> <td>25%</td> <td>50%</td> <td>25%</td> <td>0%</td> </tr> <tr> <td>AY 11-12</td> <td>0%</td> <td>10%</td> <td>20%</td> <td>15%</td> <td>55%</td> </tr> <tr> <td>AY 12-13</td> <td>5%</td> <td>2%</td> <td>2%</td> <td>10%</td> <td>78%</td> </tr> </tbody> </table>	Year	Unacceptable	Poor	Adequate	Good	Excellent	AY 10-11	0%	25%	50%	25%	0%	AY 11-12	0%	10%	20%	15%	55%	AY 12-13	5%	2%	2%	10%	78%
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<p>Scores on the capstone project that incorporates individual and group elements. Students will meet or exceed 80% with at least a “good” score.</p>	<p>Direct, formative, internal. Projects are evaluated as part of BUS 470.</p>	<p>Scores have improved from AY 11-12.</p>	<p>The project needs to be re-evaluated.</p>	<p>The project is in the process of being reconfigure for the AY 13-14.</p>	<p>Strategic Management</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Unacceptable</th> <th>Poor</th> <th>Adequate</th> <th>Good</th> <th>Excellent</th> </tr> </thead> <tbody> <tr> <td>AY 10-11</td> <td>0%</td> <td>0%</td> <td>10%</td> <td>35%</td> <td>55%</td> </tr> <tr> <td>AY 11-12</td> <td>5%</td> <td>0%</td> <td>15%</td> <td>30%</td> <td>50%</td> </tr> <tr> <td>AY 12-13</td> <td>0%</td> <td>0%</td> <td>0%</td> <td>20%</td> <td>80%</td> </tr> </tbody> </table>	Year	Unacceptable	Poor	Adequate	Good	Excellent	AY 10-11	0%	0%	10%	35%	55%	AY 11-12	5%	0%	15%	30%	50%	AY 12-13	0%	0%	0%	20%	80%
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Bachelor of Arts in Human Resource Management (HRM) (FKA Bachelor of Arts in Organization Studies (BOS))

Performance Indicator	Definition
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<p>1. Student Learning Results</p> <p>(Required for each accredited program)</p>	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination).</i></p> <p>Add these to the description of the measurement instrument in column two: Direct - Assessing student performance by examining samples of student work Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information. Formative – An assessment conducted during the student's education. Summative – An assessment conducted at the end of the student's education. Internal – An assessment instrument that was developed within the business unit. External – An assessment instrument that was developed outside the business unit. Comparative – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.</p>
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		Analysis of Results			
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends
Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?	(3-5 data points preferred)
What is your goal?	(Indicate type of instrument) direct formative internal comparative				

<p>(Example) Scores on the compensation and benefits project will meet or exceed 80% with at least a “good” score.</p>	<p>Direct, summative, internal assessment tool utilized in the ORG 420.</p>	<p>The initial results of this new project do not yet meet the goal.</p>	<p>The new project may need to be re-evaluated once more data has been obtained.</p>	<p>We will continue to monitor and evaluate this project.</p>	<p>Compensation and Benefits AY 12-13</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Unacceptable</td> <td>~15%</td> </tr> <tr> <td>Poor</td> <td>0%</td> </tr> <tr> <td>Adequate</td> <td>~10%</td> </tr> <tr> <td>Good</td> <td>~25%</td> </tr> <tr> <td>Excellent</td> <td>~50%</td> </tr> <tr> <td>Goal</td> <td>80%</td> </tr> </tbody> </table>	Category	Percentage	Unacceptable	~15%	Poor	0%	Adequate	~10%	Good	~25%	Excellent	~50%	Goal	80%																					
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<p>Scores on the capstone projects will meet or exceed 80% with at least a “good” score.</p>	<p>Direct, summative, internal assessment tool utilized in the capstone course</p>	<p>The number of students meeting the goal is steadily declining since AY09-10 when it was changed.</p>	<p>The capstone project needs to be re-evaluated.</p>	<p>We are currently in the process of updating the capstone project which will be implemented in AY 14-15.</p>	<p>Seminar in Organizational Studies</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Unacceptable</th> <th>Poor</th> <th>Adequate</th> <th>Good</th> <th>Excellent</th> <th>TOTAL</th> </tr> </thead> <tbody> <tr> <td>AY09-10</td> <td>~5%</td> <td>0%</td> <td>~5%</td> <td>~15%</td> <td>~25%</td> <td>~50%</td> </tr> <tr> <td>AY10-11</td> <td>~5%</td> <td>0%</td> <td>~5%</td> <td>~15%</td> <td>~25%</td> <td>~50%</td> </tr> <tr> <td>AY 11-12</td> <td>~5%</td> <td>0%</td> <td>~5%</td> <td>~15%</td> <td>~25%</td> <td>~50%</td> </tr> <tr> <td>AY 12-13</td> <td>~5%</td> <td>0%</td> <td>~5%</td> <td>~15%</td> <td>~25%</td> <td>~50%</td> </tr> </tbody> </table>	Year	Unacceptable	Poor	Adequate	Good	Excellent	TOTAL	AY09-10	~5%	0%	~5%	~15%	~25%	~50%	AY10-11	~5%	0%	~5%	~15%	~25%	~50%	AY 11-12	~5%	0%	~5%	~15%	~25%	~50%	AY 12-13	~5%	0%	~5%	~15%	~25%	~50%
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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	Positive trend since AY10-11.	The project was changed in AY 11-12 and appears to be doing a better job at measuring the learning outcomes associated with the project.	We will continue to monitor and re-evaluate in AY14-15 if necessary.	
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Master of Business Administration (MBA)

Performance Indicator		Definition				
<p>1. Student Learning Results (Required for each accredited program)</p>	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination).</i> Add these to the description of the measurement instrument in column two: Direct - Assessing student performance by examining samples of student work Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information. Formative – An assessment conducted during the student’s education. Summative – An assessment conducted at the end of the student’s education. Internal – An assessment instrument that was developed within the business unit. External – An assessment instrument that was developed outside the business unit. Comparative – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.</p>					
		Analysis of Results				
Performance Measure	What is your measurement instrument or	Current Results	Analysis of Results	Action Taken or Improvem	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)	

Measurable goal What is your goal?	process? Do not use grades. (Indicate type of instrument) direct formative internal comparative	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?																															
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.	The number of students performing at “excellent” dropped in AY11-12, but increased from there in AY 12-13.	The project was changed slightly in the AY 11-12.	We will continue to monitor the performances to determine if the project needs to be adjusted again.	<p>The Global Business Environment</p> <table border="1"> <caption>Performance Data from Chart</caption> <thead> <tr> <th>Year</th> <th>Excellent</th> <th>Good</th> <th>Adequate</th> <th>Poor</th> <th>Unacceptable</th> </tr> </thead> <tbody> <tr> <td>AY09-10</td> <td>58%</td> <td>32%</td> <td>10%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>AY10-11</td> <td>78%</td> <td>12%</td> <td>10%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>AY 11-12</td> <td>55%</td> <td>30%</td> <td>15%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>AY 12-13</td> <td>68%</td> <td>25%</td> <td>5%</td> <td>0%</td> <td>2%</td> </tr> </tbody> </table>	Year	Excellent	Good	Adequate	Poor	Unacceptable	AY09-10	58%	32%	10%	0%	0%	AY10-11	78%	12%	10%	0%	0%	AY 11-12	55%	30%	15%	0%	0%	AY 12-13	68%	25%	5%	0%	2%
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<p>Scores on the operations management project will meet or exceed 80% with at least a “good” score</p>	<p>Direct, formative, internal. Projects are evaluated as part of BUS 566.</p>	<p>Scores have steadily dropped since AY 10-11.</p>	<p>Project needs to be re-evaluated.</p>	<p>As part of the MBA program review scheduled for AY 14-14, the project for this course will be changed and adjusted.</p>	<p style="text-align: center;">Operations Management</p> <table border="1"> <caption>Operations Management Score Data</caption> <thead> <tr> <th>Year</th> <th>Excellent</th> <th>Good</th> <th>Adequate</th> <th>Poor</th> <th>Unacceptable</th> </tr> </thead> <tbody> <tr> <td>AY 10-11</td> <td>80%</td> <td>15%</td> <td>5%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>AY 11-12</td> <td>70%</td> <td>25%</td> <td>5%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>AY 12-13</td> <td>70%</td> <td>25%</td> <td>5%</td> <td>0%</td> <td>0%</td> </tr> </tbody> </table>	Year	Excellent	Good	Adequate	Poor	Unacceptable	AY 10-11	80%	15%	5%	0%	0%	AY 11-12	70%	25%	5%	0%	0%	AY 12-13	70%	25%	5%	0%	0%
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<p>Scores on the capstone project will meet or exceed 80% with at least a “good” score</p>	<p>Direct, formative, internal. Projects are evaluated as part of BUS 589.</p>	<p>Scores dropped following AY 10-11 and have maintained since then.</p>	<p>The project needs to be re-evaluated.</p>	<p>As part of the MBA review scheduled for AY 14-15, the capstone project is being changed.</p>	<p style="text-align: center;">Seminar in Administrative Policy & Strategic Planning</p> <table border="1"> <caption>Seminar in Administrative Policy & Strategic Planning Score Data</caption> <thead> <tr> <th>Year</th> <th>Excellent</th> <th>Good</th> <th>Adequate</th> <th>Poor</th> <th>Unacceptable</th> </tr> </thead> <tbody> <tr> <td>AY 10-11</td> <td>100%</td> <td>0%</td> <td>0%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>AY 11-12</td> <td>70%</td> <td>25%</td> <td>5%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>AY 12-13</td> <td>75%</td> <td>20%</td> <td>5%</td> <td>0%</td> <td>0%</td> </tr> </tbody> </table>	Year	Excellent	Good	Adequate	Poor	Unacceptable	AY 10-11	100%	0%	0%	0%	0%	AY 11-12	70%	25%	5%	0%	0%	AY 12-13	75%	20%	5%	0%	0%
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Master of Management (MM)

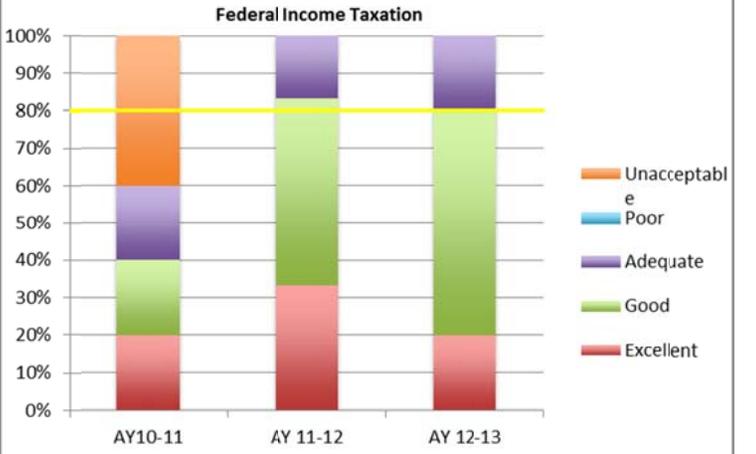
Performance Indicator		Definition			
1. Student Learning Results (Required for each accredited program)		<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination).</i></p> <p>Add these to the description of the measurement instrument in column two: Direct - Assessing student performance by examining samples of student work Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information. Formative – An assessment conducted during the student’s education. Summative – An assessment conducted at the end of the student’s education. Internal – An assessment instrument that was developed within the business unit. External – An assessment instrument that was developed outside the business unit. Comparative – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.</p>			
		Analysis of Results			
Performance Measure Measurable goal What is your goal?	What is your measurement instrument or process? Do not use grades. (Indicate type of instrument) direct formative internal comparative	Current Results What are your current results?	Analysis of Results What did you learn from the results?	Action Taken or Improvement made What did you improve or what is your next step?	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)

<p>Scores on the capstone projects will meet or exceed 80% with at least a “good” score.</p>	<p>Direct, summative, internal assessment tool utilized in the capstone course</p>	<p>Since the project was redesigned in AY 10-11, scores have continued to drop.</p>	<p>The new project is not meeting the goal.</p>	<p>The MM program is under review and the capstone project is in the process of being redesigned</p>	<p>Inegrative Studies in the Management of Organizgtions</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Excellent</th> <th>Good</th> <th>Adequate</th> <th>Poor</th> <th>Unacceptable</th> </tr> </thead> <tbody> <tr> <td>AY 09-10</td> <td>75%</td> <td>20%</td> <td>3%</td> <td>0%</td> <td>2%</td> </tr> <tr> <td>AY 10-11</td> <td>70%</td> <td>18%</td> <td>3%</td> <td>0%</td> <td>7%</td> </tr> <tr> <td>AY 11-12</td> <td>58%</td> <td>20%</td> <td>3%</td> <td>0%</td> <td>19%</td> </tr> <tr> <td>AY 12-13</td> <td>55%</td> <td>20%</td> <td>3%</td> <td>0%</td> <td>18%</td> </tr> </tbody> </table>	Year	Excellent	Good	Adequate	Poor	Unacceptable	AY 09-10	75%	20%	3%	0%	2%	AY 10-11	70%	18%	3%	0%	7%	AY 11-12	58%	20%	3%	0%	19%	AY 12-13	55%	20%	3%	0%	18%
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<p>Scores on the Project Management project will meet or exceed 80% with at least a “good” score</p>	<p>Direct, formative, internal assessment tool utilized in MGT 515</p>	<p>Positive trend in scores since AY 10-11.</p>	<p>The project appears to be meeting the goal.</p>	<p>The project may be redesigned as continue our MM program review.</p>	<p>Project Management</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Excellent</th> <th>Good</th> <th>Adequate</th> <th>Poor</th> <th>Unacceptable</th> </tr> </thead> <tbody> <tr> <td>AY 09-10</td> <td>78%</td> <td>10%</td> <td>3%</td> <td>0%</td> <td>9%</td> </tr> <tr> <td>AY 10-11</td> <td>68%</td> <td>18%</td> <td>3%</td> <td>0%</td> <td>11%</td> </tr> <tr> <td>AY 11-12</td> <td>82%</td> <td>15%</td> <td>3%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>AY 12-13</td> <td>85%</td> <td>10%</td> <td>3%</td> <td>0%</td> <td>0%</td> </tr> </tbody> </table>	Year	Excellent	Good	Adequate	Poor	Unacceptable	AY 09-10	78%	10%	3%	0%	9%	AY 10-11	68%	18%	3%	0%	11%	AY 11-12	82%	15%	3%	0%	0%	AY 12-13	85%	10%	3%	0%	0%
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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	Scores appear to be declining since AY 09-10.	The course needs to be evaluated and possibly redesigned.	As part of our continued MM program review, the course will be evaluated.	<p>Organizational Culture & Communication</p> <table border="1"> <caption>Approximate Data from Chart</caption> <thead> <tr> <th>Year</th> <th>Excellent</th> <th>Good</th> <th>Adequate</th> <th>Poor</th> <th>Unacceptable</th> </tr> </thead> <tbody> <tr> <td>AY 09-10</td> <td>80%</td> <td>10%</td> <td>5%</td> <td>2%</td> <td>3%</td> </tr> <tr> <td>AY 10-11</td> <td>75%</td> <td>15%</td> <td>5%</td> <td>2%</td> <td>5%</td> </tr> <tr> <td>AY 11-12</td> <td>70%</td> <td>15%</td> <td>5%</td> <td>2%</td> <td>7%</td> </tr> <tr> <td>AY 12-13</td> <td>55%</td> <td>15%</td> <td>10%</td> <td>2%</td> <td>13%</td> </tr> </tbody> </table>	Year	Excellent	Good	Adequate	Poor	Unacceptable	AY 09-10	80%	10%	5%	2%	3%	AY 10-11	75%	15%	5%	2%	5%	AY 11-12	70%	15%	5%	2%	7%	AY 12-13	55%	15%	10%	2%	13%
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Master of Science in Taxation (MST)

Performance Indicator		Definition				
1. Student Learning Results (Required for each accredited program)	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination).</i></p> <p>Add these to the description of the measurement instrument in column two: Direct - Assessing student performance by examining samples of student work Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information. Formative – An assessment conducted during the student’s education. Summative – An assessment conducted at the end of the student’s education. Internal – An assessment instrument that was developed within the business unit. External – An assessment instrument that was developed outside the business unit. Comparative – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.</p>					
		Analysis of Results				
Performance Measure Measurable	What is your measurement instrument or process?	Current Results What are	Analysis of Results What did	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)	

<p>goal</p> <p>What is your goal?</p> <th data-bbox="415 133 653 532"> <p>Do not use grades.</p> <p>(Indicate type of instrument) direct formative internal comparative</p> <th data-bbox="653 133 856 532"> <p>your current results?</p> <th data-bbox="856 133 1083 532"> <p>you learn from the results?</p> <th data-bbox="1083 133 1276 532"> <p>What did you improve or what is your next step?</p> <th data-bbox="1276 133 2062 532"></th> </th></th></th></th>	<p>Do not use grades.</p> <p>(Indicate type of instrument) direct formative internal comparative</p> <th data-bbox="653 133 856 532"> <p>your current results?</p> <th data-bbox="856 133 1083 532"> <p>you learn from the results?</p> <th data-bbox="1083 133 1276 532"> <p>What did you improve or what is your next step?</p> <th data-bbox="1276 133 2062 532"></th> </th></th></th>	<p>your current results?</p> <th data-bbox="856 133 1083 532"> <p>you learn from the results?</p> <th data-bbox="1083 133 1276 532"> <p>What did you improve or what is your next step?</p> <th data-bbox="1276 133 2062 532"></th> </th></th>	<p>you learn from the results?</p> <th data-bbox="1083 133 1276 532"> <p>What did you improve or what is your next step?</p> <th data-bbox="1276 133 2062 532"></th> </th>	<p>What did you improve or what is your next step?</p> <th data-bbox="1276 133 2062 532"></th>																									
<p>Scores on the Federal Income Tax Projects will meet or exceed 80% with at least a “good” score</p>	<p>Direct, formative, internal assessment tool utilized in BUS 620</p>	<p>Positive trend the first 3 years, followed by a sharp decline.</p>	<p>Scores appear to be meeting the goal.</p>	<p>We will continue to monitor the success of the project.</p>	 <p>Federal Income Taxation</p> <table border="1"> <caption>Estimated Data from Federal Income Taxation Chart</caption> <thead> <tr> <th>Year</th> <th>Excellent (Red)</th> <th>Good (Green)</th> <th>Adequate (Purple)</th> <th>Poor (Blue)</th> <th>Unacceptable (Orange)</th> </tr> </thead> <tbody> <tr> <td>AY10-11</td> <td>20%</td> <td>20%</td> <td>20%</td> <td>0%</td> <td>40%</td> </tr> <tr> <td>AY 11-12</td> <td>35%</td> <td>45%</td> <td>15%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>AY 12-13</td> <td>20%</td> <td>60%</td> <td>15%</td> <td>0%</td> <td>0%</td> </tr> </tbody> </table>	Year	Excellent (Red)	Good (Green)	Adequate (Purple)	Poor (Blue)	Unacceptable (Orange)	AY10-11	20%	20%	20%	0%	40%	AY 11-12	35%	45%	15%	0%	0%	AY 12-13	20%	60%	15%	0%	0%
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<p>Scores on the tax research methods projects will meet or exceed 80% with at least a “good” score.</p>	<p>Direct, summative, internal assessment tool utilized in the BUS 622</p>	<p>Appears to be a spike in the scores in AY11-12</p>	<p>Scores continue to meet the goal.</p>	<p>We will continue to monitor the success of the project.</p>	<table border="1"> <caption>Tax Research Methods Performance Data</caption> <thead> <tr> <th>Year</th> <th>Excellent</th> <th>Good</th> <th>Adequate</th> <th>Poor</th> <th>Unacceptable</th> </tr> </thead> <tbody> <tr> <td>AY10-11</td> <td>62%</td> <td>23%</td> <td>0%</td> <td>0%</td> <td>15%</td> </tr> <tr> <td>AY 11-12</td> <td>80%</td> <td>0%</td> <td>0%</td> <td>0%</td> <td>20%</td> </tr> <tr> <td>AY 12-13</td> <td>75%</td> <td>25%</td> <td>0%</td> <td>0%</td> <td>0%</td> </tr> </tbody> </table>	Year	Excellent	Good	Adequate	Poor	Unacceptable	AY10-11	62%	23%	0%	0%	15%	AY 11-12	80%	0%	0%	0%	20%	AY 12-13	75%	25%	0%	0%	0%
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<p>Scores on the Tax Procedures project will meet or exceed 80% with at least a “good” score</p>	<p>Direct, formative, internal assessment tool utilized in BUS 621</p>	<p>Overall positive trend in the “excellent” scores</p>	<p>Scores are meeting the goal.</p>	<p>We will continue to monitor the success of the project.</p>	<table border="1"> <caption>Tax Practice and Procedure Performance Data</caption> <thead> <tr> <th>Year</th> <th>Excellent</th> <th>Good</th> <th>Adequate</th> <th>Poor</th> <th>Unacceptable</th> </tr> </thead> <tbody> <tr> <td>AY09-10</td> <td>20%</td> <td>80%</td> <td>0%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>AY 11-12</td> <td>38%</td> <td>37%</td> <td>10%</td> <td>0%</td> <td>15%</td> </tr> <tr> <td>AY 12-13</td> <td>50%</td> <td>50%</td> <td>0%</td> <td>0%</td> <td>0%</td> </tr> </tbody> </table>	Year	Excellent	Good	Adequate	Poor	Unacceptable	AY09-10	20%	80%	0%	0%	0%	AY 11-12	38%	37%	10%	0%	15%	AY 12-13	50%	50%	0%	0%	0%
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Standard #5 Faculty and Staff Focus

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

Table 5.1 Standard 5 - Faculty- and Staff-Focused Results

Faculty and Staff Focused Results		<p>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.</p> <p><i>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.</i></p>																		
Analysis of Results																				
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends															
Measurable goal	(Indicate length of cycle)	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?	(3-5 data points preferred)															
Average number of advisees will show a positive trend	Number of advises per faculty member on the traditional side and per advisor on the Evening side	Traditional shows a flat trend and the Evening shows a negative trend	We are working to increase our enrollment which will increase the average number of advisees	Enrollment continues to decrease. We continue to work to increase our overall enrollment.	<p style="text-align: center;">Average Number of Advisees by Academic Year and Subprogram</p> <table border="1"> <caption>Average Number of Advisees by Academic Year and Subprogram</caption> <thead> <tr> <th>Academic Year</th> <th>Evening</th> <th>Traditional</th> </tr> </thead> <tbody> <tr> <td>AY 09-10</td> <td>105</td> <td>25</td> </tr> <tr> <td>AY 10-11</td> <td>85</td> <td>25</td> </tr> <tr> <td>AY 11-12</td> <td>88</td> <td>28</td> </tr> <tr> <td>AY 12-13</td> <td>80</td> <td>22</td> </tr> </tbody> </table>	Academic Year	Evening	Traditional	AY 09-10	105	25	AY 10-11	85	25	AY 11-12	88	28	AY 12-13	80	22
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<p>To maintain decent representation on the various university committees.</p>	<p>Assigned University committees</p>	<p>Trend shows an increase in the number of faculty committee assignments and a decrease in the number of staff committee assignments</p>	<p>Trend shows an increase in the number of faculty committee assignments and a decrease in the number of staff committee assignments</p>	<p>Continue to support the university through committee work.</p>	<table border="1"> <caption>Committee Service Data</caption> <thead> <tr> <th>Year</th> <th>Faculty</th> <th>Staff</th> </tr> </thead> <tbody> <tr> <td>AY 10-11</td> <td>6</td> <td>9</td> </tr> <tr> <td>AY 11-12</td> <td>7</td> <td>7</td> </tr> <tr> <td>AY 12-13</td> <td>8</td> <td>7</td> </tr> </tbody> </table>	Year	Faculty	Staff	AY 10-11	6	9	AY 11-12	7	7	AY 12-13	8	7						
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<p>Faculty Satisfaction will meet and/or exceed an average of "good"</p>	<p>Faculty end of course comments survey</p>	<p>Currently we are meeting our goal in our different course formats.</p>	<p>Instructors appear to be satisfied regardless of the course format.</p>	<p>We will continue to monitor instructor satisfaction to ensure we are meeting our instructors' needs.</p>	<table border="1"> <caption>Instructor Course Satisfaction by Year and Format Data</caption> <thead> <tr> <th>Year</th> <th>Face to Face</th> <th>Online</th> <th>Blended</th> <th>Total</th> <th>Goal</th> </tr> </thead> <tbody> <tr> <td>AY 11-12</td> <td>4.9</td> <td>4.5</td> <td>-</td> <td>4.7</td> <td>4.0</td> </tr> <tr> <td>AY 12-13</td> <td>4.8</td> <td>4.7</td> <td>4.8</td> <td>4.8</td> <td>4.0</td> </tr> </tbody> </table>	Year	Face to Face	Online	Blended	Total	Goal	AY 11-12	4.9	4.5	-	4.7	4.0	AY 12-13	4.8	4.7	4.8	4.8	4.0
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AY 11-12	4.9	4.5	-	4.7	4.0																		
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Faculty Qualifications

Complete Table 5.2 and 5.3 for new full-time and part-time faculty members since last self-study or QA report. Do not include faculty members previously reported.

Table 5.2 Standard 5 - NEW FULL-TIME AND PART-TIME FACULTY QUALIFICATIONS

Name	Major Teaching Field	Courses Taught	All Earned Degrees	Professional Certification Criteria	ACBSP Qualification	Qualification	Qual #
Donato, Philip R., Jr.	Nonprofit Management; Law	NONPROFIT OPERATIONS	J.D.	5 Years Work Experience	1	Academically	3
O'Brien, Dennis	Law; Nonprofit Management	FISCAL & LEGAL MANAGEMENT FOR NONPROFITS	MA in Counseling	5 Years Work Experience	2	Professional	5
Piacentini, Katie	Statistics, Research Methods	Business Statistics, BUSINESS RESEARCH METHODS	M.Ed.	5 Years Work Experience	2	Professional	5
Prost, Cynthia	Nonprofit Management	REVENUE STREAMS FOR NONPROFITS	Master of Management	5 Years Work Experience	2	Professional	5
Robertson, Laura	Accounting	FEDERAL INCOME TAXATION FOR INDIVIDUALS	MBA	CPA	2	Professional	3
Sommer, Adam	Accounting	ACCOUNTING INFORMATION SYSTEMS	MBA	CISA; PIC-ISA; PCIP	2	Professional	3
Wall, Lyndsay	Accounting	FINANCIAL ACCTNG & REPORTING I	Master of Accountancy	CPA	2	Professional	3

**Table 5.3 Standard 5, Criterion 5.8
Scholarly and Professional Activities**

Codes to Use for Scholarly Activities:

- A = Scholarship of Teaching
- B = Scholarship of Discovery
- C = Scholarship of Integration
- D = Scholarship of Application

A= Scholarship of Teaching; B = Scholarship of Discovery; C = Scholarship of Integration; D = Scholarship of Application										
Name	Highest Degree Earned	Professional Certification	Papers Presented	Published Articles / Books	Unpublished Articles / Books	Consulting	Professional Related Service	Professional Conferences	Professional Meetings	Professional Memberships
Donato, Philip R., Jr.	J.D.	5 Years Work Experience	0	0	0	3-D	1	0	0	6

O'Brien, Dennis	MA in Counseling	5 Years Work Experience	0	10- D	0	5-D	5	4	21	2
Piacentini, Katie	M. Ed.	5 Years Work Experience	0	0	0	0	3	2	0	2
Prost, Cynthia	Master of Management	5 Years Work Experience	0	0	0	0	0	0	0	5
Robertson, Laura	MBA	CPA	0	0	0	0	0	0	0	1
Sommer, Adam	MBA	CISA; PIC-ISA; PCIP	0	0	0	0	0	0	0	7
Wall, Lyndsay	Master of Accountancy	CPA	0	0	0	0	0	13	12	1

Standard #6 Educational and Business Process Management

a. Curriculum

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

NA

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.

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

See Appendix A for the details regarding the following new programs:

- BS in Accounting
- BS in Marketing
- MS in Accounting
- MS in Nonprofit Management
- MS in Supply Chain

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

NA

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

Table 6.1 Standard 6 - Organizational Performance Results

5. Organizational Effectiveness Results		Organizational effectiveness results examine attainment of organizational goals. Each business unit must have a systematic reporting mechanism for each business program that charts enrollment patterns, student retention, student academic success, and other characteristics reflecting students' performance.																																																			
		<i>Key indicators may include: graduation rates, enrollment, improvement in safety, hiring equity, increased use of web-based technologies, use of facilities by community organizations, contributions to the community, or partnerships, retention rates by program, and what you report to governing boards and administrative units.</i>																																																			
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Increase individual program retention rates to 60% by 2015	Retention rates based on internal reporting data	Positive trends in most programs over the last 4 years.	Retention of BSBA students, although better than years past, is still not at the goal.	We need to put more concentrated effort into retaining BSBA students	<p style="text-align: center;">Accredited Business Programs Retention Rates by Program Academic Year 2008-2009 through 2012-2013</p> <table border="1"> <caption>Approximate Retention Rates (%) from Chart</caption> <thead> <tr> <th>Academic Year</th> <th>BBA</th> <th>BSBA</th> <th>HRM</th> <th>MBA</th> <th>MM</th> <th>MST</th> <th>SPT</th> </tr> </thead> <tbody> <tr> <td>AY 08-09</td> <td>38%</td> <td>35%</td> <td>65%</td> <td>72%</td> <td>62%</td> <td>75%</td> <td>38%</td> </tr> <tr> <td>AY 09-10</td> <td>45%</td> <td>38%</td> <td>42%</td> <td>70%</td> <td>48%</td> <td>50%</td> <td>40%</td> </tr> <tr> <td>AY 10-11</td> <td>58%</td> <td>32%</td> <td>55%</td> <td>60%</td> <td>52%</td> <td>35%</td> <td>50%</td> </tr> <tr> <td>AY 11-12</td> <td>55%</td> <td>45%</td> <td>50%</td> <td>52%</td> <td>48%</td> <td>68%</td> <td>75%</td> </tr> <tr> <td>AY 12-13</td> <td>75%</td> <td>48%</td> <td>85%</td> <td>55%</td> <td>58%</td> <td>95%</td> <td>78%</td> </tr> </tbody> </table>	Academic Year	BBA	BSBA	HRM	MBA	MM	MST	SPT	AY 08-09	38%	35%	65%	72%	62%	75%	38%	AY 09-10	45%	38%	42%	70%	48%	50%	40%	AY 10-11	58%	32%	55%	60%	52%	35%	50%	AY 11-12	55%	45%	50%	52%	48%	68%	75%	AY 12-13	75%	48%	85%	55%	58%	95%	78%
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<p>Increase overall retention rates to 60% by 2015</p>	<p>Retention rates based on internal reporting data</p>	<p>In 2011, we met our retention goal</p>	<p>Although we met the goal, we have not yet exceeded the goal.</p>	<p>We will continue our efforts so that we exceed 60%.</p>	<p>Accredited Business Programs Graduation Rates Academic Year 2008-2009 through 2012-2013</p> <table border="1"> <caption>Accredited Business Programs Graduation Rates</caption> <thead> <tr> <th>Academic Year</th> <th>Enrolled</th> <th>Graduated</th> <th>60% Retention Goal</th> </tr> </thead> <tbody> <tr> <td>AY 05-06</td> <td>620</td> <td>380</td> <td>380</td> </tr> <tr> <td>AY 06-07</td> <td>660</td> <td>350</td> <td>400</td> </tr> <tr> <td>AY 07-08</td> <td>660</td> <td>380</td> <td>330</td> </tr> <tr> <td>AY 08-09</td> <td>530</td> <td>280</td> <td>180</td> </tr> <tr> <td>AY 09-10</td> <td>310</td> <td>160</td> <td>220</td> </tr> <tr> <td>AY 10-11</td> <td>370</td> <td>190</td> <td>250</td> </tr> <tr> <td>AY 11-12</td> <td>420</td> <td>220</td> <td>220</td> </tr> <tr> <td>AY 12-13</td> <td>280</td> <td>180</td> <td>180</td> </tr> </tbody> </table>	Academic Year	Enrolled	Graduated	60% Retention Goal	AY 05-06	620	380	380	AY 06-07	660	350	400	AY 07-08	660	380	330	AY 08-09	530	280	180	AY 09-10	310	160	220	AY 10-11	370	190	250	AY 11-12	420	220	220	AY 12-13	280	180	180												
Academic Year	Enrolled	Graduated	60% Retention Goal																																																		
AY 05-06	620	380	380																																																		
AY 06-07	660	350	400																																																		
AY 07-08	660	380	330																																																		
AY 08-09	530	280	180																																																		
AY 09-10	310	160	220																																																		
AY 10-11	370	190	250																																																		
AY 11-12	420	220	220																																																		
AY 12-13	280	180	180																																																		
<p>Increase Graduate enrollment to 400 students by 2020</p>	<p>Programmatic enrollment numbers provided by the Registrar every Fall</p>	<p>Enrollment has been steadily decreasing for the last 5 years</p>	<p>Enrollment dropped, as we anticipated it would following the increased standards we put in place a few years ago.</p>	<p>As we continue to finish cycling out students from the old model, we will closely watch our enrollment numbers to see if the academic standards are too rigorous.</p>	<p>ECGBPS Graduate Enrollment Trends Fall 09 - Fall 13</p> <table border="1"> <caption>ECGBPS Graduate Enrollment Trends</caption> <thead> <tr> <th>Semester</th> <th>Accounting</th> <th>Business Administration</th> <th>Management</th> <th>Non Profit Management</th> <th>Supply Chain Management</th> <th>Taxation</th> <th>Unclassified</th> </tr> </thead> <tbody> <tr> <td>Fall 09</td> <td>40</td> <td>260</td> <td>140</td> <td>10</td> <td>10</td> <td>10</td> <td>10</td> </tr> <tr> <td>Fall 10</td> <td>30</td> <td>200</td> <td>130</td> <td>10</td> <td>20</td> <td>10</td> <td>10</td> </tr> <tr> <td>Fall 11</td> <td>25</td> <td>175</td> <td>100</td> <td>10</td> <td>20</td> <td>10</td> <td>10</td> </tr> <tr> <td>Fall 12</td> <td>20</td> <td>180</td> <td>80</td> <td>10</td> <td>10</td> <td>10</td> <td>10</td> </tr> <tr> <td>Fall 13</td> <td>20</td> <td>150</td> <td>70</td> <td>10</td> <td>10</td> <td>10</td> <td>10</td> </tr> </tbody> </table>	Semester	Accounting	Business Administration	Management	Non Profit Management	Supply Chain Management	Taxation	Unclassified	Fall 09	40	260	140	10	10	10	10	Fall 10	30	200	130	10	20	10	10	Fall 11	25	175	100	10	20	10	10	Fall 12	20	180	80	10	10	10	10	Fall 13	20	150	70	10	10	10	10
Semester	Accounting	Business Administration	Management	Non Profit Management	Supply Chain Management	Taxation	Unclassified																																														
Fall 09	40	260	140	10	10	10	10																																														
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Fall 11	25	175	100	10	20	10	10																																														
Fall 12	20	180	80	10	10	10	10																																														
Fall 13	20	150	70	10	10	10	10																																														

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

Table 6.3 Standard 6, Criterion 6.1.3

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

Appendix A – New degree programs seeking Accreditation

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, faculty qualifications, 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.

A. Bachelor of Science in Accounting

1. Student Enrollment:

	Fall 11	Fall 12	Fall 13
BS in Accounting	3	28	41

2. Program Objectives:

- a. Create and audit financial statements according to Generally Accepted Accounting Principles
- b. File tax returns for individuals and businesses
- c. Use internal and external information to make financial decisions
- d. Compare, contrast, and select accounting systems
- e. Illustrate ethical awareness
- f. Recognize and discuss current economic and global business issues

3. Instructional Resources:

- a. The accounting program is run by the Director of Accounting Programs. The program, its director and its adjuncts are supported by the Associate Director, Coordinator and Administrative Assistant for Curriculum, Assessment and Faculty support. Additionally, the University provides many resources to the faculty, including e-learning assistance, teaching workshops, etc. The University also provides a variety of resources to aid students including a testing and tutoring center.

4. Facilities & Equipment

- a. This program does not require any additional facilities and equipment; therefore the University's facilities and equipment are sufficient to meet this program's needs.

5. Faculty Qualifications

Name	Major Teaching Field	Courses Taught	All Earned Degrees	Professional Certification Criteria	Qualification	Qual #
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Alexander, Mark	Management	MANAGEMENT PRINCIPLES	MBA	5 Years Work Experience	Professional	5
Anderson, Somer	Accounting	FINANCIAL ACCOUNTING I; MANAGERIAL ACCOUNTING; FINANCIAL ACCOUNTING AND REPORTING I; INTERMEDIATE ACCOUNTING II; ADVANCED TOPICS IN MANAGEMENT COST ACCOUNTING; COST ACCOUNTING; AUDITING	Master of Accountancy	CPA	Professional	3
Bernard, Jill M.	Marketing; Supply Chain Management	PRODUCTION & OPERATIONS MNGMNT; Marketing Principles; Advertising Principles; Consumer Behavior; Market Research	MBA	5 Years Work Experience	Professional	5
Borawski, Kerry	Accounting	AUDITING	MBA	CPA	Professional	3
Browning, Heather L.	Accounting	FINANCIAL ACCOUNTING AND REPORTING III & NON-PROFIT ACCOUNTING	Master of Accountancy	CPA	Professional	3
Byerly, Jennifer	Accounting	PRINCIPLES OF MACRO ECONOMICS; PRINCIPLES OF MICRO ECONOMICS	MBA	PMP	Professional	5
Cannon, Mark	Finance	ADVANCED FINANCIAL MANAGEMENT	MA in Economics	CPA	Professional	3
Carver, Robert, Jr.	Accounting	FINANCIAL ACCOUNTING AND REPORTING I	Ph.D. in Accountancy	CPA	Professional	3
Donatt, Paul Michael	Law	BUSINESS LAW; LEGAL ENVIRONMENT OF BUSINESS	J.D.	5 Years Work Experience	Academically	3

Drone, Michael A.	Marketing; International Business	INTERNATIONAL BUSINESS; Advertising Principles; Current Issues in Marketing; Marketing Principles	MS Mass Communication	5 Years Work Experience	Professional	5
Foster, William D, Jr	Accounting; Finance	MANAGERIAL ACCOUNTING	Master of Accountancy; MBA	5 Years Work Experience	Professional	5
Helbling, Hans	International Business; Finance; Economics	PRINCIPLES OF MACRO ECONOMICS; PRINCIPLES OF MICRO ECONOMICS; MANAGERIAL FINANCE	Ph.D. in Economics	5 Years Work Experience	Academically	3
Magrath, Linda D.	Accounting; Law	FINANCIAL ACCOUNTING; MANAGERIAL ACCOUNTING; FEDERAL INCOME TAXATION FOR INDIVIDUALS	J.D.; CPA	CPA	Academically	3
Maher, Jane	Accounting	MANAGERIAL ACCOUNTING; FINANCIAL ACCOUNTING AND REPORTING II; ADVANCED ACCOUNTING THEORY	MBA	CPA	Professional	3
Martin, Jack	Accounting	ADVANCED TOPICS IN MANAGEMENT COST ACCOUNTING	MBA	5 Years Work Experience	Professional	5
Morrison, Margaret Z.	Law	BUSINESS LAW	J.D.	5 Years Work Experience	Academically	3
Mowczko, Douglas	Supply Chain Management	PRODUCTION & OPERATIONS MNGMNT	M.A. in Procurement/Acquisition Management	5 Years Work Experience	Professional	5
Pace, Vincent M	Finance	MANAGERIAL FINANCE I	MBA	CMA; CFM	Professional	3
Sommer, Adam M.	Accounting	ACCOUNTING INFORMATION SYSTEMS	MBA	CISA; PIC-ISA; PCIP	Professional	3

Scholarly and Professional Activities

A= Scholarship of Teaching; B = Scholarship of Discovery; C = Scholarship of Integration; D = Scholarship of Application										
Name	Highest Degree Earned	Professional Certification	Papers Presented	Published Articles / Books	Unpublished Articles / Books	Consulting	Professional Related Service	Professional Conferences	Professional Meetings	Professional Memberships
Alexander, Mark	MBA	5 Years Work Experience	0	0	0	0	5	2	12	12

Anderson, Somer	Master of Accountancy	CPA	0	0	0	3-D	0	2	3	2
Bernard, Jill M.	MBA	5 Years Work Experience	0	0	0	0	0	1	3	2
Borawski, Kerry	MBA	CPA	0	0	0	0	3	0	0	2
Browning, Heather L.	Master of Accountancy	CPA	0	0	0	0	0	0	0	1
Byerly, Jennifer	MBA	PMP	0	0	0	0	1-D	0	0	2
Cannon, Mark	MA in Economics	CPA	0	0	0	0	2	0	0	1
Carver, Robert, Jr.	Ph.D. in Accountancy	CPA	14-D	10-A	1	0	2	0	0	2
Donatt, Paul Michael	J.D.	5 Years Work Experience	0	0	0	0	3-B	0	0	3
Drone, Michael A.	MS Mass Communication	5 Years Work Experience	0	3-B	0	0	0	3	15	0
Foster, William D, Jr	Master of Accountancy; MBA	5 Years Work Experience	0	0	0	0	2	0	0	2
Helbling, Hans	Ph.D. in Economics	5 Years Work Experience	0	0	0	0	3	2	3	1
Magrath, Linda D.	J.D.; CPA	CPA	0	0	0	0	1	3	0	2
Maher, Jane	MBA	CPA	0	0	0	0	2-B	0	0	0
Martin, Jack	MBA	5 Years Work Experience	0	0	0	0	0	0	0	2
Morrison, Margaret Z.	J.D.	5 Years Work Experience	0	0	0	0	1-B	0	0	0

Mowczko, Douglas	M.A. in Procurement/Acquisition Management	5 Years Work Experience	0	0	0	2-D	0	1	0	2
Pace, Vincent M	MBA	CMA; CFM	0	0	0	0	0	0	0	2
Sommer, Adam M.	MBA	CISA; PIC-ISA; PCIP	0	0	0	0	0	0	0	7

6. Admissions Requirements

- a. Freshman admission to the University requires an ACT score of 20 or an SAT score of 1425 and a high school GPA of 2.5. In addition there are several recommended core requirements: 4 units of English, 3 units of Math, 3 units of social science, 3 units of science, including a lab, 1 unit of visual/performing arts, 1 unit of practical arts, 1 unit of physical education, 6 units of electives, including foreign language.
- b. GED applications must earn a 2350 on the GED exams. The ACT/SAT requirement may be waived if the student can demonstrate competency in writing, math and algebra. However, scholarship consideration requires the ACT.
- c. Transfer applicants must have a high school diploma or GED, previous attendance at an accredited postsecondary institution and must have a 2.0 GPA on a 4.0 scale.
- d. International students must have a TOEFL of 65 IBT (5.5 IELTS) and letters of sponsorship and official financial statement from the bank of guarantor as required by Immigration Services. A letter of recommendation and a personal statement in English is required. Lastly, a copy of the current passport showing name, date of birth and expiration date in addition to the required immigration documentation.
- e. Specific admission into the BS Accounting program requires major approval. Major approval is required by the second semester of the sophomore year or after completing 45 hours at Fontbonne. For transfer students, major approval is required after one full semester or completing 12 hours at Fontbonne. Students majoring in Accounting must have a 2.5 GPA in all courses required for the major at the time of application for major approval and through degree completion/graduation.

7. Graduation Statistics

	AY 11-12	AY 12-13
Enrolled	17	21
Retained	12	16

Graduated	3	4
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8. CPCs

	Hour Class Sessions by CPC Topic											Total
	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	
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	

9. Outcomes Assessment Process

- a. The outcomes assessment process is similar to our other accredited programs. Courses are assessed to ensure they meet their learning objectives. These course learning objectives are mapped to the program objectives. Areas that are lacking in meeting the goals will be reassessed now that the baseline has been established. Additionally, Accounting students complete the Peregrine program assessment in their capstone course that evaluates not only their accounting knowledge, but also their knowledge of the business core competencies (the CPC areas). Beginning in Fall 2014, students will begin taking a Peregrine pretest prior to taking any of their business and accounting courses. This pretest will be mapped and re-administered in their capstone to determine the amount of growth and learning that has occurred throughout their program in the different business core areas.

B. Bachelor of Science in Marketing

1. Student Enrollment:

	Fall 12	Fall 13
Marketing	8	17

2. Program Objectives:

- a. Analyze consumer behavior in order to derive models for new product introduction and brand management.
- b. Identify new target markets, domestic and international marketing opportunities and competitive advantages to satisfy existing and emerging consumer needs.
- c. Design an integrated marketing communication campaign, including advertising messages, public relations, sales promotions, e-commerce, and personal selling initiatives.
- d. Conduct marketing research to determine problem discovery techniques, research design, and interpretation of data.
- e. Critique markets experiencing rapid growth and develop sound market entry strategies.
- f. Outline product movement across geographic areas using effective logistic strategies, purchasing, warehousing, and inventory control.
- g. Evaluate legal restraints, government controls, socio-economic and cultural differences in order to develop a proficient marketing plan.

3. Instructional Resources:

- a. The marketing program is run by the full-time faculty member that oversees all the marketing courses. The program, its full-time faculty member and its adjuncts are supported by the Associate Director, Coordinator and Administrative Assistant for Curriculum, Assessment and Faculty support.

Additionally, the University provides many resources to the faculty, including e-learning assistance, teaching workshops, etc. The University also provides a variety of resources to aid students including a testing and tutoring center.

4. Facilities & Equipment

- a. This program does not require any additional facilities and equipment; therefore the University's facilities and equipment are sufficient to meet this program's needs.

5. Faculty Qualifications

Name	Major Teaching Field	Courses Taught	All Earned Degrees	Professional Certification Criteria	ACBSP Qualification	Qualification	Qual #
Alexander, Mark	Management	MANAGEMENT PRINCIPLES	MBA	5 Years Work Experience	2	Professional	5
Anderson, Somer	Accounting	FINANCIAL ACCOUNTING I; MANAGERIAL ACCOUNTING; FINANCIAL ACCOUNTING AND REPORTING I; INTERMEDIATE ACCOUNTING II; ADVANCED TOPICS IN MANAGEMENT COST ACCOUNTING; COST ACCOUNTING; AUDITING	Master of Accountancy	CPA	2	Professional	3
Bernard, Jill M.	Marketing; Supply Chain Management	PRODUCTION & OPERATIONS MNGMNT; Marketing Principles; Advertising Principles; Consumer Behavior; Market Research	MBA	5 Years Work Experience	2	Professional	5
Byerly, Jennifer	Accounting	PRINCIPLES OF MACRO ECONOMICS; PRINCIPLES OF MICRO ECONOMICS	MBA	PMP	2	Professional	5
Chavez, Louis A	Marketing	MARKET RESEARCH	MBA	5 Years Work Experience	2	Professional	5
Donatt, Paul Michael	Law	BUSINESS LAW; LEGAL ENVIRONMENT OF BUSINESS	J.D.	5 Years Work Experience	1	Academically	3
Drone, Michael A.	Marketing	Advertising Principles; Current Issues in Marketing; Marketing Principles	MS Mass Communication	5 Years Work Experience	2	Professional	5
Foster, William D, Jr	Accounting; Finance	MANAGERIAL ACCOUNTING	MBA; Master of Accountancy	5 Years Work Experience	2	Professional	5

Helbling, Hans	International Business; Finance; Economics	PRINCIPLES OF MACRO ECONOMICS; PRINCIPLES OF MICRO ECONOMICS; MANAGERIAL FINANCE	Ph.D. in Economics	5 Years Work Experience	1	Academically	3
Hoth, Tommie R.C.	Computer Technology; Information Technology	Management Information Systems; Management of Information Technologies; Computer Technology: Issues and Applications	MBA	5 Years Work Experience	2	Professional	5
Magrath, Linda D.	Accounting; Law	FINANCIAL ACCOUNTING; MANAGERIAL ACCOUNTING; FEDERAL INCOME TAXATION FOR INDIVIDUALS	J.D.; CPA	CPA	1	Academically	3
Maher, Jane	Accounting	MANAGERIAL ACCOUNTING; FINANCIAL ACCOUNTING AND REPORTING II; ADVANCED ACCOUNTING THEORY	MBA	CPA	2	Professional	3
Morrison, Margaret Z.	Law	BUSINESS LAW	J.D.	5 Years Work Experience	1	Academically	3
Pace, Vincent M	Finance	MANAGERIAL FINANCE I	MBA	CMA; CFM	2	Professional	3
Snell, Cheryl J.	Marketing	ADVERTISING PRINCIPLES	MBA	5 Years Work Experience	2	Professional	5

Scholarly and Professional Activities

A= Scholarship of Teaching; B = Scholarship of Discovery; C = Scholarship of Integration; D = Scholarship of Application										
Name	Highest Degree Earned	Professional Certification	Papers Presented	Published Articles / Books	Unpublished Articles / Books	Consulting	Professional Related Service	Professional Conferences	Professional Meetings	Professional Memberships
Alexander, Mark	MBA	5 Years Work Experience	0	0	0	0	5	2	12	12
Anderson, Somer	Master of Accountancy	CPA	0	0	0	3-D	0	2	3	2
Bernard, Jill M.	MBA	5 Years Work Experience	0	0	0	0	0	1	3	2
Byerly, Jennifer	MBA	PMP	0	0	0	0	1-D	0	0	2

Chavez, Louis A	MBA	5 Years Work Experience	0	0	0	0	1-D;1-A	0	0	9
Donatt, Paul Michael	J.D.	5 Years Work Experience	0	0	0	0	3-B	0	0	3
Drone, Michael A.	MS Mass Communication	5 Years Work Experience	0	3-B	0	0	0	3	15	0
Foster, William D, Jr	MBA; Master of Accountancy	5 Years Work Experience	0	0	0	0	2	0	0	2
Helbling, Hans	Ph.D. in Economics	5 Years Work Experience	0	0	0	0	3	2	3	1
Hoth, Tommie R.C.	MBA	5 Years Work Experience	0	0	0	0	1-D	1	0	0
Magrath, Linda D.	J.D.; CPA	CPA	0	0	0	0	1	3	0	2
Maher, Jane	MBA	CPA	0	0	0	0	2-B	0	0	0
Morrison, Margaret Z.	J.D.	5 Years Work Experience	0	0	0	0	1-B	0	0	0
Pace, Vincent M	MBA	CMA; CFM	0	0	0	0	0	0	0	2
Snell, Cheryl J.	MBA	5 Years Work Experience	0	0	0	0	0	0	1	1

6. Admissions Requirements

- a. Freshman admission to the University requires an ACT score of 20 or an SAT score of 1425 and a high school GPA of 2.5. In addition there are several recommended core requirements: 4 units of English, 3 units of Math, 3 units of social science, 3 units of science, including a lab, 1 unit of visual/performing arts, 1 unit of practical arts, 1 unit of physical education, 6 units of electives, including foreign language.

- b. GED applications must earn a 2350 on the GED exams. The ACT/SAT requirement may be waived if the student can demonstrate competency in writing, math and algebra. However, scholarship consideration requires the ACT.
- c. Transfer applicants must have a high school diploma or GED, previous attendance at an accredited postsecondary institution and must have a 2.0 GPA on a 4.0 scale.
- d. International students must have a TOEFL of 65 IBT (5.5 IELTS) and letters of sponsorship and official financial statement from the bank of guarantor as required by Immigration Services. A letter of recommendation and a personal statement in English is required. Lastly, a copy of the current passport showing name, date of birth and expiration date in addition to the required immigration documentation.
- e. Specific admission into the BS Marketing program requires major approval. Major approval is required by the second semester of the sophomore year or after completing 45 hours at Fontbonne. For transfer students, major approval is required after one full semester or completing 12 hours at Fontbonne. Students majoring in Accounting must have a 2.5 GPA in all courses required for the major at the time of application for major approval and through degree completion/graduation.

7. Graduation Statistics

	AY 11-12	AY 12-13
Enrolled	5	11
Retained	5	8
Graduated	0	3

8. CPCs

	Hour Class Sessions by CPC Topic											Total
	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	
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 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

9. Outcomes Assessment Process

a. The outcomes assessment process is similar to our other accredited programs. Courses are assessed to ensure they meet their learning objectives. These course learning objectives are mapped to the program objectives. Areas that are lacking in meeting the goals will be reassessed now that the baseline has been established. Additionally, Marketing students complete the Peregrine program assessment in their capstone course that evaluates not only their marketing knowledge, but also their knowledge of the business core competencies (the CPC areas). Beginning in Fall 2014, students will begin taking a Peregrine pretest prior to taking any of their business and marketing courses. This pretest will be mapped and re-administered in their capstone to determine the amount of growth and learning that has occurred throughout their program in the different business core areas.

C. Master of Science in Accounting

1. Student Enrollment:

	Fall 10	Fall 11	Fall 12	Fall 13
Accounting	31	27	19	18

2. Program Objectives:

- a. Acquire the competencies needed for obtaining or advancement in accounting careers through a professional business education, assessment, self-reflection, and skill development.

3. Instructional Resources:

- a. The accounting program is run by the Director of Accounting Programs. The program, its director and its adjuncts are supported by the Associate Director, Coordinator and Administrative Assistant for Curriculum, Assessment and Faculty support. Additionally, the University provides many resources to the faculty, including e-learning assistance, teaching workshops, etc. The University also provides a variety of resources to aid students including a testing and tutoring center.

4. Facilities & Equipment

- a. This program does not require any additional facilities and equipment; therefore the University's facilities and equipment are sufficient to meet this program's needs.

5. Faculty Qualifications

Name	Major Teaching Field	Courses Taught	All Earned Degrees	Professional Certification Criteria	ACBSP Qualification	Qualification	Qual #
Anderson, Somer	Accounting	Advanced topics in Management Cost Accounting; Financial Accounting for Managers; Financial Accounting I; Managerial Accounting; Cost Accounting; Intermediate Accounting II; Auditing	Master of Accountancy	CPA	2	Professional	3
Borawski, Kerry	Accounting	FINANCIAL ACCTNG & REPORTING II; FINANCIAL ACCTNG & REPORTING III; AUDITING	MBA	CPA	2	Professional	3
Browning, Heather L.	Accounting	FINANCIAL ACCOUNTING & REPORTING III AND NON-PROFIT ACCOUNTING	Master of Accountancy	CPA	2	Professional	3
Cannon, Mark	Accounting	ADVANCED FINANCIAL MANAGEMENT	MA in Economics	CPA	2	Professional	3
Carney, Larry	Accounting	ADVANCED TOPICS IN MANAGEMENT COST ACCOUNTING	MBA	CPA	2	Professional	3

Franz, Charles C.	Accounting	FEDERAL INCOME TAXATION FOR BUSINESS ENTERPRISES	MS Taxation	CPA	2	Professional	3
Kwiatek, Harlan	Accounting; Law	BUSINESS LAW FOR ACCOUNTANTS	J.D., LLM Taxation	CPA	1	Academically	3
Maher, Jane	Accounting	ADVANCED ACCOUNTING THEORY	MBA	CPA	2	Professional	3
Martin, Jack	Accounting	ADVANCED TOPICS IN MANAGEMENT COST ACCOUNTING	MBA	5 years of experience	2	Professional	5
Robertson, Laura M.	Accounting	FEDERAL INCOME TAXATION FOR INDIVIDUALS	MBA	CPA	2	Professional	3
Robinson, Ashley	Accounting	FINANCIAL ACCTNG & REPORTING I; FINANCIAL ACCTNG & REPORTING II	Master of Accountancy	CPA	2	Professional	3
Sommer, Adam M.	Accounting	ACCOUNTING INFORMATION SYSTEMS	MBA	CISA; PIC-ISA; PCIP	2	Professional	3
Wall, Lyndsay	Accounting	FINANCIAL ACCTNG & REPORTING I	Master of Accountancy	CPA	2	Professional	3

Scholarly and Professional Activities

A= Scholarship of Teaching; B = Scholarship of Discovery; C = Scholarship of Integration; D = Scholarship of Application										
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
Borawski, Kerry	MBA	CPA	0	0	0	0	3	0	0	2
Browning, Heather L.	Master of Accountancy	CPA	0	0	0	0	0	0	0	1
Cannon, Mark	MA in Economics	CPA	0	0	0	0	2	0	0	1
Carney, Larry	MBA	CPA	0	0	0	0	0	0	0	1
Franz, Charles C.	MS Taxation	CPA	0	0	0	0	0	0	38	0
Kwiatek, Harlan	J.D., LLM Taxation	CPA	0	0	0	0	0	0	0	8

Maher, Jane	MBA	CPA	0	0	0	0	2-B	0	0	0
Martin, Jack	MBA	5 years work experience	0	0	0	0	0	0	0	2
Robertson, Laura M.	MBA	CPA	0	0	0	0	0	0	0	1
Robinson, Ashley	Master of Accountancy	CPA	0	0	0	0	1	0	0	5
Sommer, Adam M.	MBA	CISA; PIC-ISA; PCIP	0	0	0	0	0	0	0	7
Wall, Lyndsay	Master of Accountancy	CPA	0	0	0	0	0	13	12	1

6. Admissions Requirements

- a. Graduate applicants are required to submit official transcripts, 2-3 letters of recommendation, a personal statement of 300-500 words.
- b. International students must have a TOEFL of 71 IBT or a 197 CBT and letters of sponsorship and official financial statement from the bank of guarantor as required by Immigration Services. 3 letters of recommendation and a personal statement in English is required. Lastly, a copy of the current passport showing name, date of birth and expiration date in addition to the required immigration documentation.
- c. Specific admission into the MS Accounting program requires a GMAT score of 475 or higher. A minimum undergraduate GPA of 2.75 out of 4.0. A 200-300 word autobiographical self-statement about why the student wants to obtain this degree from Fontbonne. Non-native English speakers must submit a TOEFL score of 197 CBT/71 IBT or Fontbonne authorized equivalent.

7. Graduation Statistics

	AY 10-11	AY 11-12	AY 12-13
Enrolled	8	17	26
Retained	2	4	8
Graduated	5	13	18

8. CPCs

Course ID	Graduate Hours
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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	

9. Outcomes Assessment Process

- a. The outcomes assessment process is similar to our other accredited programs. Courses are assessed to ensure they meet their learning objectives. These course learning objectives are mapped to the program objectives. Areas that are lacking in meeting the goals will be reassessed now that the baseline has been established. Additionally, beginning in Fall 2014, students will begin taking a Peregrine pretest prior to taking any of their courses to determine their knowledge of the undergraduate CPC areas.

D. Master of Science in Nonprofit Management

1. Student Enrollment:

	Fall 11	Fall 12	Fall 13
Non Profit Management	11	22	23

2. Program Objectives:

- a. Analyze various models and methods of board governance and leadership and the management of duties and responsibilities for moving the organization from mission statement to mission success.
- b. Create a continuous model to strategically plan, develop, implement and evaluate services and programs to enhance organizational effectiveness.
- c. Develop essential skills to identify, manage and maximize recurring and sustainable sources of revenue.
- d. Apply fundraising principles, processes and skills to advance the organization.
- e. Examine the impact of fiscal and legal requirements under which nonprofits operate and analyze the effects of federal and state laws on the various types of nonprofit organizations.
- f. Apply the financial and human resource principles necessary to sustain a nonprofit organization including how to balance and support a volunteer staff.
- g. Effectively communicate and advocate for a mission-based organization.
- h. Assess the day-to-day operations of a nonprofit organization and propose a plan for high-impact management.
- i. Examine the importance of ethical issues and the influence these issues have on management decision-making.
- j. Synthesize acquired skills and knowledge in an experiential environment that results in a capstone project based on a student’s area of interest.

3. Instructional Resources:

- a. The nonprofit program is overseen by a full-time faculty member. The program, its full-time faculty member and its adjuncts are supported by the Associate Director, Coordinator and Administrative Assistant for Curriculum, Assessment and Faculty support. Additionally, the University provides many resources to the faculty, including e-learning assistance, teaching workshops, etc. The University also provides a variety of resources to aid students including a testing and tutoring center.

4. Facilities & Equipment

- a. This program does not require any additional facilities and equipment; therefore the University’s facilities and equipment are sufficient to meet this program’s needs.

5. Faculty Qualifications

Name	Major Teaching Field	Courses Taught	All Earned Degrees	Professional Certification Criteria	ACBSP Qualification	Qualification	Qual #

Anderson, Somer	Accounting	BUDGETING & ACCOUNTING FOR MANAGERS; FINANCIAL ACCOUNTING I; MANAGERIAL ACCOUNTING; FINANCIAL ACCOUNTING AND REPORTING I; INTERMEDIATE ACCOUNTING II; ADVANCED TOPICS IN MANAGEMENT COST ACCOUNTING; COST ACCOUNTING; AUDITING	Master of Accountancy	CPA	2	Professional	3
Donato, Phillip R., Jr.	Nonprofit Management; Law	NONPROFIT OPERATIONS	J.D.	5 Years Work Experience	1	Academically	3
O'Brien, Dennis	Law; Nonprofit Management	FISCAL & LEGAL MANAGEMENT FOR NONPROFITS	MA in Counseling	5 Years Work Experience	2	Professional	5
Prost, Cynthia A.	Nonprofit Management	REVENUE STREAMS FOR NONPROFITS	Master of Management	5 Years Work Experience	2	Professional	5
Reed, Julie	Nonprofit Management	APPLIED NONPROFIT MANAGEMENT PROJECT; STRATEGY, PLANNING & PROGRAM EVALUATION FOR NONPROFITS; REVENUE STREAMS FOR NONPROFITS	MBA	5 Years Work Experience	2	Professional	5
Scholl, Edward A., Jr.	Accounting; Finance	ACCNTING&FIN FOR NON-FINCL MAN	MBA	5 Years Work Experience	2	Professional	5
White, Thomas M.	Economics; Finance	ECONOMICS AND FINANCE FOR NON-FINANCIAL MANAGERS; Macroeconomics; Microeconomics; Financial Management; Managerial Finance I; Managerial Economics	MBA	5 Years Work Experience	2	Professional	5

Scholarly and Professional Activities

A= Scholarship of Teaching; B = Scholarship of Discovery; C = Scholarship of Integration; D = Scholarship of Application										
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
Donato, Phillip R., Jr.	J.D.	5 Years Work Experience	0	0	0	3	1	0	0	6
O'Brien, Dennis	MA in Counseling	5 Years Work	0	10	0	5	5	4	21	2

		Experience								
Prost, Cynthia A.	Master of Management	5 Years Work Experience	0	0	0	0	0	0	0	5
Reed, Julie	MBA	5 Years Work Experience	0	0	0	0	0	0	0	1
Scholl, Edward A., Jr.	MBA	5 Years Work Experience	0	0	0	0	0	1	0	4
White, Thomas M.	MBA	5 Years Work Experience	0	0	0	0	0	0	0	0

6. Admissions Requirements

- a. Graduate applicants are required to submit official transcripts, 2-3 letters of recommendation, a personal statement of 300-500 words.
- b. International students must have a TOEFL of 71 IBT or a 197 CBT and letters of sponsorship and official financial statement from the bank of guarantor as required by Immigration Services. 3 letters of recommendation and a personal statement in English is required. Lastly, a copy of the current passport showing name, date of birth and expiration date in addition to the required immigration documentation.

7. Graduation Statistics

	AY 10-11	AY 11-12	AY 12-13
Enrolled	1	22	27
Retained	1	5	18
Graduated	0	1	3

8. CPCs

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	

9. Outcomes Assessment Process

- a. The outcomes assessment process is similar to our other accredited programs. Courses are assessed to ensure they meet their learning objectives. These course learning objectives are mapped to the program objectives. Areas that are lacking in meeting the goals will be reassessed now that the baseline has been established. Additionally, beginning in Fall 2014, students will begin taking a Peregrine pretest prior to taking any of their courses to determine their knowledge of the undergraduate CPC areas.

E. Master of Science in Supply Chain Management

1. Student Enrollment:

	Fall 10	Fall 11	Fall 12	Fall 13
Supply Chain Management	19	39	25	31

2. Program Objectives:

- a. Develop analytical models to evaluate logistics and sourcing options and overall supply chain design.
- b. Establish relative supply chain metrics and supplier score cards that can be applied consistently within an organization and across the supply chain.
- c. Create guidelines for improving supply chain processes and implement changes in a manner that are sustainable.
- d. Apply skill to systematically design and improve supply chain using tools and approaches such as lean, six sigma, and supply chain best practices, including the Supply Chain Operations Reference model (SCOR).

- e. Develop supply chain strategies to create value through effective negotiation strategies.
- f. Manage supply chain processes to ensure balance of inventory optimization strategies and financial attributes such as cost and cash flow while maintaining quality and delivery expectations.
- g. Transform end-to-end supply chain through key elements of integrated processes, tools and systems, and demand planning and forecasting.
- h. Evaluate supply chain processes to ensure alignment with strategic goals, and to minimize supply chain cost as well as life cycle costs and/or total cost of ownership.
- i. Apply foundational concepts and approaches from disciplines such as Operations Management, accounting, economics and statistics to evaluate and improve end-to-end- supply chain processes and alignment with organizational needs.

3. Instructional Resources:

- a. The nonprofit program is overseen by a full-time faculty member. The program, its full-time faculty member and its adjuncts are supported by the Associate Director, Coordinator and Administrative Assistant for Curriculum, Assessment and Faculty support. Additionally, the University provides many resources to the faculty, including e-learning assistance, teaching workshops, etc. The University also provides a variety of resources to aid students including a testing and tutoring center.

4. Facilities & Equipment

- a. This program does not require any additional facilities and equipment; therefore the University's facilities and equipment are sufficient to meet this program's needs.

5. Faculty Qualifications

Name	Major Teaching Field	Courses Taught	All Earned Degrees	Professional Certification Criteria	ACBSP Qualification	Qualification	Qual #
Clones, Andrew	Supply Chain Management; Accounting	Operations Management; Materials Management; Project Management; Managerial Accounting; Finance & Negotiation in the Supply Chain; Logistics in Supply Chain	MBA	CPM; CMA	2	Professional	3
Eschmann, Walter R.	Supply Chain Management	Logistics in Supply Chain; Operations Management; Supply Chain Management	MBA	5 Years Work Experience	2	Professional	5
Hangsleben, John	Statistics	Business Statistics	MPA	5 Years Work Experience	2	Professional	5
Kloostra, David	Statistics	Business Statistics	MBA	5 Years Work	2	Professional	5

				Experience			
Mohr, Bob	Supply Chain Management	Production & Operations Management	MBA	5 Years Work Experience	2	Professional	5
Newman, William R.	Supply Chain Management	Lean Principles in Supply Chain	MBA	5 Years Work Experience	2	Professional	5
Rajagopal, Vinayak	Supply Chain Management	Applied Project in Supply Chain Management	MBA	5 Years Work Experience	2	Professional	5

Scholarly and Professional Activities

A= Scholarship of Teaching; B = Scholarship of Discovery; C = Scholarship of Integration; D = Scholarship of Application										
Name	Highest Degree Earned	Professional Certification	Papers Presented	Published Articles / Books	Unpublished Articles / Books	Consulting	Professional Related Service	Professional Conferences	Professional Meetings	Professional Memberships
Clones, Andrew	MBA	CPM; CMA	0	0	0	0	2-D	1	3	1
Eschmann, Walter R.	MBA	5 Years Work Experience	0	0	0	0	4	0	4	1
Hangsleben, John	MPA	5 Years Work Experience	0	0	0	0	0	0	0	1
Klootra, David	MBA	5 Years Work Experience	0	0	0	0	1	2	0	2
Mohr, Bob	MBA	5 Years Work Experience	0	0	0	0	0	2	12	1
Newman, William R.	MBA	5 Years Work Experience	0	0	0	0	0	1	1	1
Rajagopal, Vinayak	MBA	5 Years Work Experience	2-D	1-A	0	0	3	0	0	4

6. Admissions Requirements

- a. Graduate applicants are required to submit official transcripts, 2-3 letters of recommendation, a personal statement of 300-500 words.
- b. International students must have a TOEFL of 71 IBT or a 197 CBT and letters of sponsorship and official financial statement from the bank of guarantor as required by Immigration Services. 3 letters of recommendation and a personal statement in English is required. Lastly, a copy of the current passport showing name, date of birth and expiration date in addition to the required immigration documentation.

7. Graduation Statistics

	AY 10-11	AY 11-12	AY 12-13
Enrolled	29	16	40
Retained	15	2	17
Graduated	3	11	18

8. CPCs

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 class	

9. Outcomes Assessment Process

- a. The outcomes assessment process is similar to our other accredited programs. Courses are assessed to ensure they meet their learning objectives. These course learning objectives are mapped to the program objectives. Areas that are lacking in meeting the goals will be reassessed now that the baseline has been established. Additionally, beginning in Fall 2014, students will begin taking a Peregrine pretest prior to taking any of their courses to determine their knowledge of the undergraduate CPC areas.