

Accreditation Council for Business Schools and Programs (ACBSP)
Quality Assurance (QA) Report
for
Baccalaureate/Graduate Degree Programs
Current as of July 2012

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: Point Loma Nazarene University Date September 30, 2012
Address: 3900 Lomaland Drive, San Diego, CA 92106

O 3. Year Accredited/Reaffirmed: Initial Accreditation 2000/ Reaffirmation 2010 This Report Covers Years: 2010-2012

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 Arts in Business Administration

Bachelor of Arts in Accounting

Master of Business Administration

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 Arts in International Development Studies

Bachelor of Arts in Industrial Organizational Psychology

We make it clear on the FSB home page which programs are accredited by ACBSP and which are not. The site states that "The Fermanian School of Business enjoys accreditation from [The Accreditation Council for Business Schools and Programs \(ACBSP\)](#) for the BA in Business Administration and Accounting programs and the MBA program. It should be noted, however, that the BA in International Development Studies and the BA in Industrial Organizational Psychology, while offered by the Fermanian School of Business, are not accredited programs with ACBSP."

Page is found at <http://www.pointloma.edu/experience/academics/schools-departments/fermanian-school-business> section on Assurance of Value through Accreditation (bottom 1/3 of page)

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

Point Loma Nazarene University - San Diego (undergraduate majors)

Mission Valley Campus, San Diego (MBA)

O 7. Person completing report

Name: Dr. Ivan Filby

Phone (619) 849 2290

E-mail address: IvanFilby@pointloma.edu

ACBSP Champion name: Dr. Ivan Filby

ACBSP Co-Champion name: Dr. Becky Havens

O 8. Conditions or Notes to be Addressed:

Following the 2009 FSB was granted conditional accreditation with the following conditions and notes:

Conditions

1. The Board requests documentation of the deployable action plans for the Strategic Plan including the Human Resources Plan component and performance measures for tracking progress relative to action plans.
2. Provide required documentation of the deployment of the FSB Assessment Plan in your next quality assurance report as indicated by the school's response to the Feedback Report. Deployment includes how the lessons learned from analysis of the data will be incorporated in improvement strategies and how these strategies will be measured.
3. Implement an ongoing process of quality assurance to proactively identify potential lapses of professional qualifications and to assure continued qualifications of all faculty members. The envisioned FSB human resources procedure document could represent an opportunity to formalize and evaluate this process.
4. Provide documentation of how FSB can assure its students, faculty members, and other stakeholders are adequately supported in dealings with the university in the areas of Business Process Management and Enrollment Management. The developing Assessment Plan may provide a vehicle for accomplishing this action.

Notes

1. The Board encourages the FSB to provide documentation of its regular review of student and stakeholder data as well as improvements that have been implemented based on review of feedback from students and other stakeholders.
2. The FSB should provide documentation of faculty professional and/or doctoral qualifications in one-year, and if the mix of faculty does not meet the ACBSP historic proven criteria, provide detailed records of performance evaluation as it related to program objectives including items a,b,c, and d in Criterion 5.2.3.
3. Provide evidence of the deployment of strategies to reduce teaching overloads given the economic and regulatory challenges faced by the FSB and its Human Resources Plan.

We believe that Conditions 1, 2, 3 and 4 and Note 1 have been met, and that substantial progress has been made on Notes 2 & 3.

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 Condition: 1, 2, 3 and 4, Also remove Note 1 – See Appendices A, B and C

Do not remove note or condition. Notes 2 and 3.

Explain the progress made in removing the note or condition: See Appendix A

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.

As part of Point Loma Nazarene University’s normal WASC assessment, the university has published assessment data on all departments using our Assessment Wheel. A link to the University’s assessment pages is provided on the Fermanian School of Business’s home page <http://www.pointloma.edu/experience/academics/schools-departments/fermanian-school-business> (see section ‘Commitment to Assessment’ as foot of page).

The University provides links to assessment data for all departments on its Assessment page <https://portal.pointloma.edu/web/institutional-effectiveness>

The Fermanian School of Business’s Assessment Wheel can be found at <https://portal.pointloma.edu/web/institutional-effectiveness/assessment/business> . The page shows the FSB Mission, Student Learning Outcomes, Curricula Maps, Assessment Plans, Evidence of Student Learning and Use of Evidence of Student Learning.

Standard #1 Leadership

Organization

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

The FSB leadership has undergone considerable changes in the last few years. In 2010 Bruce Schooling stepped down from his position as Dean and a FSB Leadership Team was established to lead the Fermanian School of Business until a new dean could be appointed. In 2011-12 Ken Armstrong was appointed as an interim dean to help spearhead a national search for a new dean. Ivan Filby was selected as the new dean and began his responsibilities on August 1, 2012.

During the same period of time, the University underwent some significant changes in senior leadership. After serving only two years as Dean of the College of Arts and Sciences, Dr. Kerry Fulcher was appointed as Provost and Chief Academic Officer in 2010. In 2011, Dr. Kathy McConnell was appointed the new Dean of the College of Arts and Sciences and Dr. Holly Irwin was appointed as the Dean of the College of Social Sciences and Professional Studies (the academic home of the FSB).

While the leadership changes in the FSB and the new academic leadership in the University resulted in a temporary loss of momentum for the FSB, it now appears to be facilitating a rapid acceleration and catch up. For example, while the Dean of the FSB has traditionally reported to the Dean of the College of Social Sciences and Professional Studies, the new FSB Dean now reports directly to the Provost and sits on the Provost's Council. This organizational change demonstrates the importance that the University places on the FSB and this will facilitate the FSB gaining new resources to support growth.

- 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?

No new sites have been added since the last report, but the FSB is discussing acquiring space at the new Liberty Station complex to run a 5th year MBA.

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.

<p>Overall Program Effectiveness: Maintain a mean score of over 5 (on the 7 point scale) on EBI Factor 16</p>	<p>EBI Undergraduate Business Exit Assessment Factor 16</p> <p>Data collected annually</p>	<p>Current results show that students report a high level of satisfaction with the program. EBI Factor 16 remains high and is ranked 1st when compared to the other 6 institutions in our comparison group (DeSales University, Messiah College, University of Mobile Cedarville University, Lynchburg College and Greensboro College).</p> <p>We are pleased to see that students still are willing to recommend the program to close friends (Q 81) and overall are very satisfied with the FSB business program (Q 79).</p>	<p>Overall program satisfaction is of key importance to any private Univ.</p> <p>What is interesting is that as the overall numbers of majors in the FSB rises, overall satisfaction falls. For example, in 2008, when the FSB had almost 450 majors overall satisfaction was at its lowest on EBI scale (5.05 on a 7 point scale). As the number of majors has begun to fall to 350, overall satisfaction has increased.</p> <p>One of the challenges that the institution faces is that undergraduate enrollment is capped at 2400 and many faculty are tenured. It is therefore challenging for the institution to quickly reallocate resources to support growth.</p> <p>The interim dean began discussions</p>	<p>New dean is continuing to discuss contribution model with Provost and VP/Finance and this has been positively received.</p> <p>Next step: Dean to develop a fully-costed proposal to submit to Provost VP/ Finance by December 2012</p>	<table border="1"> <caption>Line Graph Data (Approximate Values)</caption> <thead> <tr> <th>Year</th> <th>Overall Program Effectiveness</th> <th>Q79 THE BOTTOM LINE - Overall Satisfaction</th> <th>Q80 - Overall Value - Rate the Value of Investment</th> <th>Q81: Recommendations -</th> </tr> </thead> <tbody> <tr> <td>2006</td> <td>5.5</td> <td>5.5</td> <td>5.0</td> <td>5.5</td> </tr> <tr> <td>2007</td> <td>5.8</td> <td>5.8</td> <td>5.2</td> <td>5.8</td> </tr> <tr> <td>2008</td> <td>5.2</td> <td>5.2</td> <td>4.8</td> <td>5.2</td> </tr> <tr> <td>2009</td> <td>5.5</td> <td>5.5</td> <td>5.0</td> <td>5.5</td> </tr> <tr> <td>2010</td> <td>5.8</td> <td>5.8</td> <td>5.2</td> <td>5.8</td> </tr> <tr> <td>2011</td> <td>6.0</td> <td>6.0</td> <td>5.5</td> <td>6.0</td> </tr> </tbody> </table>	Year	Overall Program Effectiveness	Q79 THE BOTTOM LINE - Overall Satisfaction	Q80 - Overall Value - Rate the Value of Investment	Q81: Recommendations -	2006	5.5	5.5	5.0	5.5	2007	5.8	5.8	5.2	5.8	2008	5.2	5.2	4.8	5.2	2009	5.5	5.5	5.0	5.5	2010	5.8	5.8	5.2	5.8	2011	6.0	6.0	5.5	6.0
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			with the University Provost and VP/ Finance on a contribution model so that growth (especially in the non-capped MBA) could be supported more quickly.		
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<p>Maintain a mean score of 5 (7 point scale) on EBI Factor 16</p> <p>Comments on Q80</p>	<p>EBI Q 80 - EBI Q80: "When you compare the expense to the quality of your education, how do you rate the value of the investment you made in your Undergraduate Business Degree?"</p> <p>Annual Data Collection</p>	<p>Student responses to Q80 – perceived value fell below 5 between 2007-9 but have been scored more positively in 2010 and 2011.</p> <p>The Priority Matrix developed by EBI for the FSB shows that <i>Enrollment Size, Grading Major</i> and <i>Grading Required</i> all fall within the High Impact/High Quadrant section of the matrix. However, <i>Placement</i> fell within the upper section of the High Impact/ Lower Performance quadrant.</p> <p>We note that this factor trailed in all of the universities/ colleges in our comparison group. And, note that FSB is ranked 1st in comparison group.</p>	<p>Both the FSB and the University are concerned about the perceived value of education. One way that the University proposes to address this is to increase financial aid by 1% each year for the next four years.</p> <p>The financial meltdown in 2008 reduced the annual scholarship giving by the FSB from \$131,000 to \$63,500. The gradual recovery, plus some new scholarship money, has bought annual scholarships back up to \$76,000. The FBEI has annually awarded scholarships of circa \$6,000 too. This all helps.</p> <p>The University Board is strictly limiting tuition increases over the next few years.</p> <p>Finally, the FBEI began to directly manage student internships and career placement. The FBEI appointed a new internship coordinator to work</p>	<p>The students' perception of the value of their educational investment improved to over 5 in 2011 and 2012.</p> <p>Action Plan: Retest in 2012-3</p>	<p>Q80 - Overall Value - Rate the Value of Investment</p> <table border="1"> <caption>Q80 - Overall Value - Rate the Value of Investment</caption> <thead> <tr> <th>Year</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>2006</td> <td>4.85</td> </tr> <tr> <td>2007</td> <td>5.1</td> </tr> <tr> <td>2008</td> <td>4.45</td> </tr> <tr> <td>2009</td> <td>4.5</td> </tr> <tr> <td>2010</td> <td>5.25</td> </tr> <tr> <td>2011</td> <td>5.4</td> </tr> </tbody> </table>	Year	Value	2006	4.85	2007	5.1	2008	4.45	2009	4.5	2010	5.25	2011	5.4
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			<p>exclusively with undergraduate's internship placement. More quality internship opportunities are added each year. For example, in 2011-12 internship opportunities were negotiated with Torrey Pines Bank Red Door Interactive Flank Marketing Sempra Energy Waddell & Reed. In total the FSB now has internship opportunities with 53 different companies. See http://www.pointloma.edu/experience/academics/centers-institutes/fermanian-business-economic-institute/internship-opportunities/search-internship-opportunity for a full posting</p>		
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<p>85% or above of graduates regard FSB as good value relative to cost</p>	<p>FSB Alumni Survey</p> <p>Data collected every two years. One set collected so far. Next survey scheduled 2012-13</p>	<p>In 2011 data 100% of MBA graduates regarded FSB as providing good value relative to cost. However only 79% of undergraduates regarded FSB value as either Very Good or Good. The remaining 21% regarded it as fair.</p>	<p>We are not surprised with the MBA results as the MBA is competitively priced in the San Diego market. The undergraduate business program, however, is housed in a price premium Christian liberal arts institution and among the higher priced programs in the region. While the FSB has no control over tuition it is working hard to secure new scholarships.</p> <p>Scholarship Committee established to manage scholarships. Dean to look for new scholarship possibilities.</p> <p>Dean to discuss with FBFI some undergraduate events to increase the perceived brand value of an FSB education.</p>	<p>Future action is to repeat the survey in 2012-3 to see if students' perceptions have changed.</p>	<p>U.S. Value of FSB Degree Relative to Cost Percent of respondents</p> <table border="1"> <caption>U.S. Value of FSB Degree Relative to Cost</caption> <thead> <tr> <th>Category</th> <th>Undergrad (%)</th> <th>MBA (%)</th> </tr> </thead> <tbody> <tr> <td>Very good</td> <td>42%</td> <td>50%</td> </tr> <tr> <td>Good</td> <td>38%</td> <td>50%</td> </tr> <tr> <td>Fair</td> <td>21%</td> <td>0%</td> </tr> <tr> <td>Poor</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>Very Poor</td> <td>0%</td> <td>0%</td> </tr> </tbody> </table> <p>The Corporation Business & Economic Institute - business & economic studies</p>	Category	Undergrad (%)	MBA (%)	Very good	42%	50%	Good	38%	50%	Fair	21%	0%	Poor	0%	0%	Very Poor	0%	0%
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<p>Survey of employers to identify most important courses for curriculum design</p> <p>No specific goal other than to ensure our majors are relevant to employers to improve job placement rate</p>	<p>Alumni and employer survey.</p> <p>Data collected every two years. One set collected so far. Next survey 2012-3</p>	<p>External comments rated leadership as a very significant factor in employability</p>	<p>In our discussions about the management major we have decided to include leadership as a compulsory course rather than an elective</p>	<p>Design of management major should be completed by December 2012 and then has to make its way through the FSB, Academic Policy Committee and full faculty for approval. The earliest the new major could run is Fall 2013</p>	<div style="text-align: center;"> <p>Most Important Subjects for Undergrads</p> </div> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p style="text-align: center;">Alumni:</p> <ol style="list-style-type: none"> 1. Accounting 2. Administrative Communication 3. Economics 4. Finance </td> <td style="width: 50%; padding: 5px;"> <p style="text-align: center;">External Views:</p> <ol style="list-style-type: none"> 1. Principles of Management 2. Leadership 3. Accounting 4. Administrative Communications 5. Finance </td> </tr> </table> <p style="font-size: small; text-align: center;">The Commission Business & Economic Institute - business & economic studies</p>	<p style="text-align: center;">Alumni:</p> <ol style="list-style-type: none"> 1. Accounting 2. Administrative Communication 3. Economics 4. Finance 	<p style="text-align: center;">External Views:</p> <ol style="list-style-type: none"> 1. Principles of Management 2. Leadership 3. Accounting 4. Administrative Communications 5. Finance
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Standard #4 Measurement and Analysis of Student Learning and Performance

a. Program Outcomes

List outcomes, by accredited program.

Bachelor of Arts in Accounting

Students who complete the program in Accounting will be able to:

1. Identify and understand definitions and terms in accounting.
2. Demonstrate an understanding of the framework of concepts within accounting.
3. Compare multiple perspectives in accounting.
4. Evaluate and appropriately apply the concepts of accounting.
5. Solve problems in accounting by using the knowledge they have.
6. Communicate, in various mediums, the essentials of accounting.
7. Develop a professional presentation in their work in accounting.
8. Articulate the integration of their faith into accounting.
9. Demonstrate ethical behavior in work and life interactions.
10. Demonstrate citizenship by consistently meeting obligation in accounting.

Bachelor of Arts in Business Administration

Students who complete the program in Business Administration will be able to:

1. Identify and understand definitions and terms in business administration.
2. Demonstrate an understanding of the framework of concepts within business administration.
3. Compare multiple perspectives in business administration.
4. Evaluate and appropriately apply the concepts of business administration.
5. Solve problems in business administration by using the knowledge they have.
6. Communicate, in various mediums, the essentials of business administration.
7. Develop a professional presentation in their work in business administration.
8. Articulate the integration of their faith into business administration.
9. Demonstrate ethical behavior in work and life interactions.
10. Demonstrate citizenship by consistently meeting obligations in business administration

Master of Business Administration

1. Reason analytically and apply theory across interdisciplinary boundaries to solve problems and create innovative solutions.
2. Analyze the interrelatedness of market, economic, social and political trends, and their impact on a global environment.
3. Design effective business strategies.
4. Create effective management procedures based on best practices, personal development, and professional development.
5. Demonstrate the effective communication skills required of executive-level employees.
6. Exercise leadership ability and team-building skills through class projects and involvement in student, community and/or professional organizations.
7. Model behavior that reflects an understanding and appreciation of the legal and ethical responsibilities of executive-level employees.
8. Articulate the integration of faith into professional business careers.
9. Demonstrate citizenship by meeting or exceeding obligations as a business professional.

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.)

Student Learning Outcomes

Bachelor of Arts in Accounting

Knowledge

- 1.a Students will demonstrate an understanding of definitions, terms, principles, generalizations, and theories.
- 1.b Students will evaluate and appropriately apply discipline knowledge

Skills

- 2.a Students will be able to solve problems in the discipline by using the knowledge they have
- 2.b Students will be able to communicate, in various mediums, the essentials of the discipline
- 2.c Students will develop a professional presentation in their work in the discipline

Values

- 3.a Students will be able to articulate the integration of their faith into the discipline
- 3.b Students will demonstrate ethical behavior in work and life interactions
- 3.c Students will value citizenship by consistently meeting obligations in the discipline

Bachelor of Arts in Business Administration**Knowledge**

- 1.a Students will demonstrate an understanding of definitions, terms, principles, generalizations, and theories.
- 1.b Students will evaluate and appropriately apply discipline knowledge

Skills

- 2.a Students will be able to solve problems in the discipline by using the knowledge they have
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- 2.c Students will develop a professional presentation in their work in the discipline

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Master of Business Administration**Knowledge**

- 1.a Students will demonstrate an understanding of definitions, terms, principles, generalizations, and theories.
- 1.b Students will evaluate and appropriately apply discipline knowledge

Skills

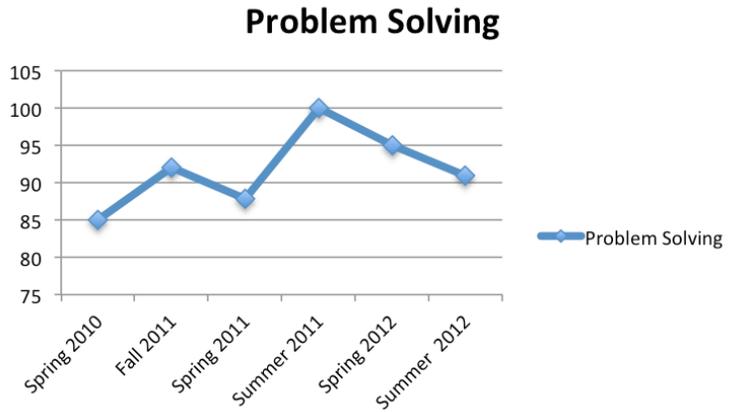
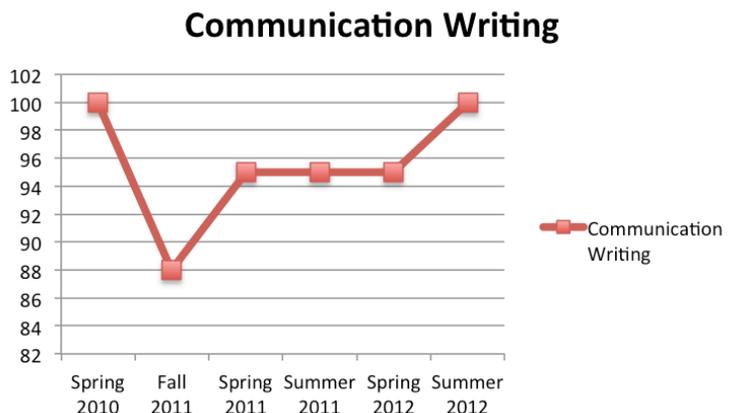
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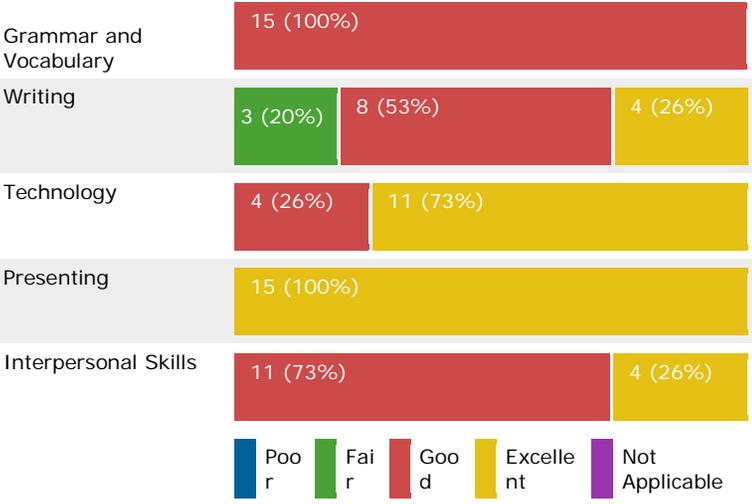
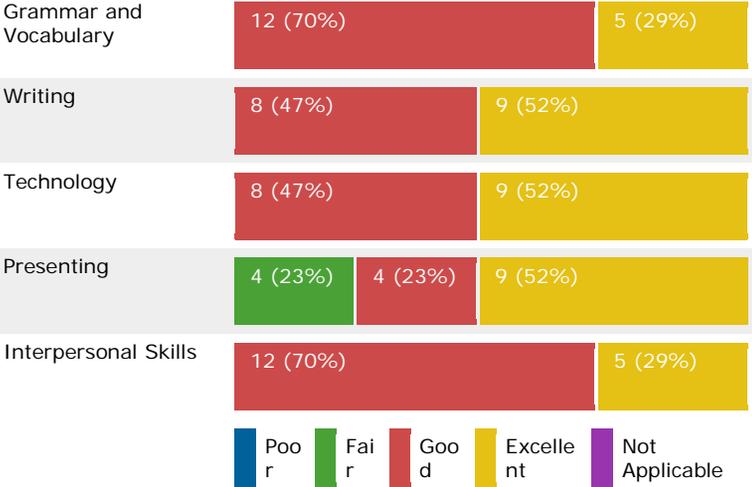
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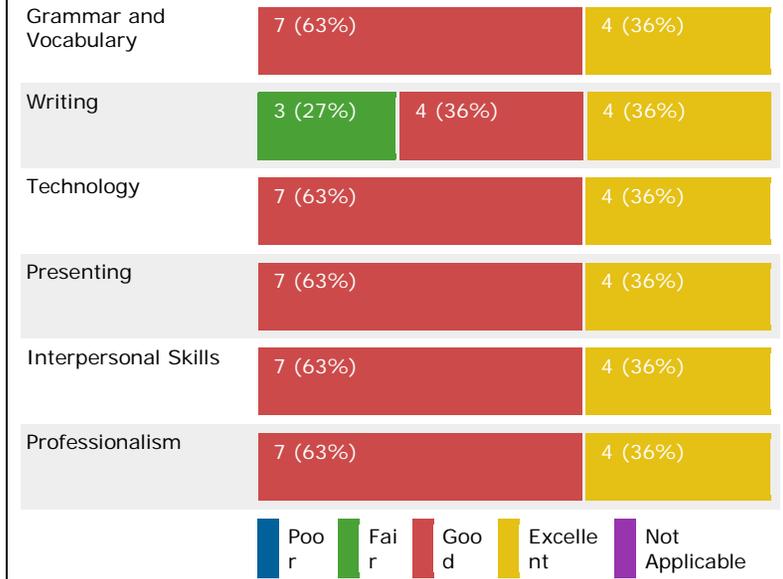
b. Performance Results

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.

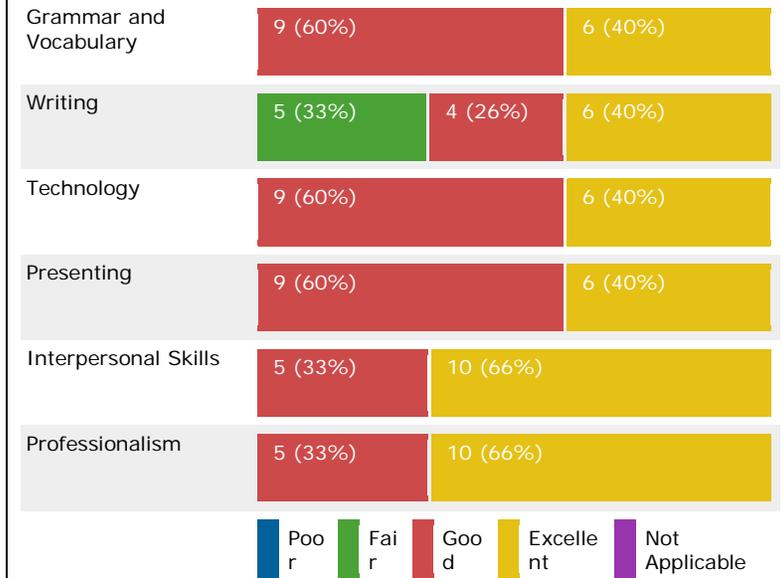
<p>2a. Problem Solving.</p> <p>70% of students should be rated at a 4 or higher (5 point scale)</p>	<p>BUS 489 Internship Supervisor Survey. External Summative (Direct Measure)</p>	<p>Standard has been met in all years at an average of 91.8%</p>	<p>Criterion for success had been met.</p> <p>Companies have been very impressed with the level of problem solving by FSB students. Comments have been very positive indeed</p>	<p>Consider raising the acceptable percentage on criteria for success of this outcome.</p> <p>Assessment committee to discuss</p>	 <table border="1"> <caption>Problem Solving Performance Data</caption> <thead> <tr> <th>Term</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Spring 2010</td> <td>85</td> </tr> <tr> <td>Fall 2011</td> <td>92</td> </tr> <tr> <td>Spring 2011</td> <td>88</td> </tr> <tr> <td>Summer 2011</td> <td>100</td> </tr> <tr> <td>Spring 2012</td> <td>95</td> </tr> <tr> <td>Summer 2012</td> <td>91</td> </tr> </tbody> </table>	Term	Percentage	Spring 2010	85	Fall 2011	92	Spring 2011	88	Summer 2011	100	Spring 2012	95	Summer 2012	91
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<p>2b Communication/ Writing</p> <p>70% of students should be rated at a 4 or higher (5 point scale)</p>	<p>BUS 489 Internship Supervisor Survey. External Summative (Direct Measure)</p>	<p>Standard has been met in all years at an average of 95.6%</p>	<p>Criterion for success had been met.</p> <p>Companies have been very impressed with the level of written communication by FSB students. Comments have been very positive indeed.</p>	<p>Consider raising the acceptable percentage on criteria for success for this learning outcome.</p> <p>Assessment committee to discuss</p>	 <table border="1"> <caption>Communication Writing Performance Data</caption> <thead> <tr> <th>Term</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Spring 2010</td> <td>100</td> </tr> <tr> <td>Fall 2011</td> <td>88</td> </tr> <tr> <td>Spring 2011</td> <td>95</td> </tr> <tr> <td>Summer 2011</td> <td>95</td> </tr> <tr> <td>Spring 2012</td> <td>95</td> </tr> <tr> <td>Summer 2012</td> <td>100</td> </tr> </tbody> </table>	Term	Percentage	Spring 2010	100	Fall 2011	88	Spring 2011	95	Summer 2011	95	Spring 2012	95	Summer 2012	100
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<p>2.b Communication Skills 70% of students should be rated at a 3 or higher (4 point scale)</p>	<p>BUS 313 Assignment Assessments, Internal, Summative (Direct Measure)</p>	<p>Written 90.63% of the students were assessed at a 3 or higher Oral 87.5% of the students were assessed at a 3 or higher Interpersonal 100% of the students evaluated were assessed at a 3 or higher</p>	<p>Criterion for success met; Same as above</p>	<p>Consider raising the acceptable percentage on criteria for success for this learning outcome. Assessment committee to discuss</p>	<p>Live Text Results: Communication Rubric: Fall 2011, Bus. 313, Section #1</p>  <p>Communication Rubric: Fall 2011, Bus. 313, Section #2</p> 
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Spring 2012, Bus. 313, Section #1



Spring 2012, Bus. 313, Section #2



<p>1a Knowledge.</p> <p>FSB Undergraduate/ MBA MFAT scores to be above 66 percentile of total scores</p>	<p>Major Field Test. External, Summative (Direct Measure)</p>	<p>Across the last 20 years the standard has mostly been met at undergraduate level. MBA assessment is currently is 30th percentile, far lower then it should be</p>	<p>Undergraduate students are performing well against national averages.</p> <p>Assessment committee has discussed MBA results. Recently it has been given in our final capstone course without any prior warning and students have certainly complained that they did not even know the test was coming.</p> <p>Dean to discuss with MBA Director when this assessment should take place in the MBA program</p>	<p>Action: to decide where MFAT test should be administered within MBA curriculum and retest.</p>	<div data-bbox="1304 175 2039 414"> <table border="1"> <caption>Percent Below PLNU</caption> <thead> <tr> <th>Test Number</th> <th>Percent Below PLNU</th> </tr> </thead> <tbody> <tr><td>1</td><td>77%</td></tr> <tr><td>2</td><td>49%</td></tr> <tr><td>3</td><td>20%</td></tr> <tr><td>4</td><td>87%</td></tr> <tr><td>5</td><td>83%</td></tr> <tr><td>6</td><td>81%</td></tr> <tr><td>7</td><td>72%</td></tr> <tr><td>8</td><td>90%</td></tr> <tr><td>9</td><td>90%</td></tr> <tr><td>10</td><td>65%</td></tr> <tr><td>11</td><td>65%</td></tr> <tr><td>12</td><td>65%</td></tr> <tr><td>13</td><td>85%</td></tr> <tr><td>14</td><td>80%</td></tr> <tr><td>15</td><td>80%</td></tr> <tr><td>16</td><td>80%</td></tr> <tr><td>17</td><td>50%</td></tr> <tr><td>18</td><td>80%</td></tr> <tr><td>19</td><td>85%</td></tr> <tr><td>20</td><td>70%</td></tr> <tr><td>21</td><td>70%</td></tr> <tr><td>22</td><td>65%</td></tr> <tr><td>23</td><td>79%</td></tr> <tr><td>24</td><td>64%</td></tr> </tbody> </table> </div> <div data-bbox="1304 423 2039 699"> <table border="1"> <caption>MBA Percent Below PLNU</caption> <thead> <tr> <th>Test Number</th> <th>Percent Below</th> </tr> </thead> <tbody> <tr><td>1</td><td>80%</td></tr> <tr><td>2</td><td>90%</td></tr> <tr><td>3</td><td>60%</td></tr> <tr><td>4</td><td>30%</td></tr> <tr><td>5</td><td>30%</td></tr> <tr><td>6</td><td>30%</td></tr> <tr><td>7</td><td>30%</td></tr> <tr><td>8</td><td>30%</td></tr> </tbody> </table> </div>	Test Number	Percent Below PLNU	1	77%	2	49%	3	20%	4	87%	5	83%	6	81%	7	72%	8	90%	9	90%	10	65%	11	65%	12	65%	13	85%	14	80%	15	80%	16	80%	17	50%	18	80%	19	85%	20	70%	21	70%	22	65%	23	79%	24	64%	Test Number	Percent Below	1	80%	2	90%	3	60%	4	30%	5	30%	6	30%	7	30%	8	30%
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<p>1a Knowledge</p> <p>Students to score above the 70th percentile for CAPSIM Overall Simulation Results and above the 55th percentile for CAPSIM Board Query Results</p>	<p>The CAPSIM COMP XM management simulation and Board Query assessment tool provides comparative data on how each student (and class) compares against all of the other students taking the simulation and exam at the same time. Summative (Internal Direct)</p> <p>BUS 488 Strategy runs at least two-times each year for both undergraduate and MBA students.</p>	<p>Results show that simulation results have consistently met the standard.</p> <p>Undergraduate results are always better in Fall then Spring. Students who take the class in fall tend to have scheduled their courses more effectively and passed all prerequisites (BUS 390 or ACCT 370) first time. Their GPA is on average higher than those who take the class in the spring</p>	<p>MBA students perform better in the simulation than the Board Queries (as do undergraduate students).</p> <p>MBA students and undergraduates perform normally reach the 70th percentile</p> <p>We want to see the Board Query results improve. To do this, we plan to begin using the Assurance or Learning Report that COMP XM offers to see if we can pinpoint where students are struggling in their Board Query Questions.</p>	<p>Action: Begin using COMP XM Assurance of Learning component in Fall 2012.</p>	<p>The top graph shows MBA Overall Simulation Results (blue line with diamonds) and MBA Overall Board Query (red line with squares) from Spring 2010 to Summer 2012. The bottom graph shows Undergraduate Overall Simulation Results (blue line with diamonds) and Undergraduate Overall Board Query (red line with squares) from Fall 2009 to Spring 2012.</p> <table border="1"> <caption>MBA Overall Performance Data</caption> <thead> <tr> <th>Term</th> <th>MBA Overall Simulation Results</th> <th>MBA Overall Board Query</th> </tr> </thead> <tbody> <tr> <td>Spring 2010</td> <td>60</td> <td>48</td> </tr> <tr> <td>Fall 2010</td> <td>75</td> <td>52</td> </tr> <tr> <td>Spring 2011</td> <td>58</td> <td>55</td> </tr> <tr> <td>Summer 2012</td> <td>62</td> <td>53</td> </tr> </tbody> </table> <table border="1"> <caption>Undergraduate Overall Performance Data</caption> <thead> <tr> <th>Term</th> <th>Undergraduate Overall Simulation Results</th> <th>Undergraduate Overall Board Query</th> </tr> </thead> <tbody> <tr> <td>Fall 2009</td> <td>80</td> <td>68</td> </tr> <tr> <td>Spring 2010</td> <td>68</td> <td>48</td> </tr> <tr> <td>Fall 2010</td> <td>73</td> <td>62</td> </tr> <tr> <td>Spring 2011</td> <td>70</td> <td>45</td> </tr> <tr> <td>Fall 2011</td> <td>69</td> <td>74</td> </tr> <tr> <td>Spring 2012</td> <td>73</td> <td>55</td> </tr> </tbody> </table>	Term	MBA Overall Simulation Results	MBA Overall Board Query	Spring 2010	60	48	Fall 2010	75	52	Spring 2011	58	55	Summer 2012	62	53	Term	Undergraduate Overall Simulation Results	Undergraduate Overall Board Query	Fall 2009	80	68	Spring 2010	68	48	Fall 2010	73	62	Spring 2011	70	45	Fall 2011	69	74	Spring 2012	73	55
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<p>1a Knowledge</p> <p>Place among the top 10 accounting programs in California for CPA examination results</p>	<p>Annual CPA results published in NASBA "Candidate Performance on the Uniform CPA Examination."</p> <p>Annually</p>	<p>Average score increased from 73.9% in 2011 to 76% in 2012. PLNU's accounting graduates placed 1st in CA for average CPA test results in 2011 and 3rd in 2012</p>	<p>Results show strength of Accounting program.</p> <p>Continue to seek top quality internships for students.</p> <p>Support Accounting Club</p>	<p>We want to ensure that the development of a common core for all of our majors (which will result in one less credit of accounting) will not disadvantage accounting majors. Continue to track CPA results to examine how new degree program impacts CPA test results</p>	<div style="text-align: center;"> <h3>CPA Exam Average Score</h3> <table border="1" style="margin: 10px auto;"> <caption>CPA Exam Average Score Data</caption> <thead> <tr> <th>Year</th> <th>Average Score</th> </tr> </thead> <tbody> <tr> <td>2011</td> <td>73.9</td> </tr> <tr> <td>2012</td> <td>76.0</td> </tr> </tbody> </table> </div>	Year	Average Score	2011	73.9	2012	76.0
Year	Average Score										
2011	73.9										
2012	76.0										

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.

<p>Reduce Full Time Faculty Overload to Zero</p>	<p>Faculty load assignments are charted every semester</p>	<p>Overload has been reduced since self-study and is entirely associated with the MBA program.</p> <p>Overload is almost always a fall semester phenomenon. Overload for 2011-12 was 12 credit hours for the academic year.</p>	<p>The MBA program is highly dependent on adjuncts and overload normally occurs when a regular adjunct is unable to teach a scheduled course due to a change in work circumstances</p>	<p>Action: Work closely with MBA Director and soon to be appointed Associate Dean for Graduate Business Education to eliminate overload</p>	<div style="text-align: center;"> <p>Full Time Faculty Overload</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Full Time Faculty Overload Data</caption> <thead> <tr> <th>Year</th> <th>Overload (Credit Hours)</th> </tr> </thead> <tbody> <tr> <td>2010-11</td> <td>3</td> </tr> <tr> <td>2011-12</td> <td>12</td> </tr> </tbody> </table> </div>	Year	Overload (Credit Hours)	2010-11	3	2011-12	12
Year	Overload (Credit Hours)										
2010-11	3										
2011-12	12										

<p>50% of faculty trained in either TILE or HOLD programs</p>	<p>In Summer 2012 the University launched two new faculty development initiatives: TILE (Technology Integrated Learning Environments) and HOLD (Hybrid and Online Learning Design)</p>	<p>In Summer 2012 three FSB faculty members participated in the TILE program, that focused on classroom pedagogy, course design, the use of clickers in the classroom. Two Faculty participated in the HOLD program that focused on online and hybrid course delivery, with the first two hybrid courses being offered in Spring 2013</p>	<p>Places in both the TILE and HOLD program were highly sought after and the FSB did very well to secure 5 slots. This is an excellent start for the FSB in this University wide faculty development initiative.</p>	<p>Action: Encourage FSB faculty to apply for TILE and HOLD programs as and when they are next available.</p>	<div data-bbox="1291 154 1995 560"> <h3 style="text-align: center;">Summer 2012 TILE/ HOLD Training</h3> <table border="1"> <caption>Summer 2012 TILE/ HOLD Training Data</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>TILE</td> <td>3</td> </tr> <tr> <td>HOLD</td> <td>2</td> </tr> <tr> <td>Totl Faculty Percentage</td> <td>35</td> </tr> </tbody> </table> </div>	Category	Percentage	TILE	3	HOLD	2	Totl Faculty Percentage	35
Category	Percentage												
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<p>Keep non-retirement full-time faculty turnover below 15%</p>	<p>Annual faculty contracts</p>	<p>During the last four years there has been zero non-retirement faculty turnover. One faculty member retired and was replaced and Interim Dean Ken Armstrong came for a one-year appointment. He was replaced when Ivan Filby was appointed as new dean</p>	<p>The lack of faculty turnover is one indicator that the FSB is a good place to work. Faculty members often comment that they regard their FSB colleagues as part of their extended families.</p>	<p>Dean to continue to encourage faculty, and continually highlight what they are doing right.</p> <p>Dean to work with faculty members to maintain a high degree of satisfaction.</p> <p>Examine the possibility of developing a faculty satisfaction survey including the faculty's satisfaction with the Dean</p>	<table border="1"> <caption>Faculty Turnover Data (2009-2012)</caption> <thead> <tr> <th>Year</th> <th>Full-Time Faculty</th> <th>Non-Retirement Turnover</th> </tr> </thead> <tbody> <tr> <td>2009</td> <td>10</td> <td>0</td> </tr> <tr> <td>2010</td> <td>13</td> <td>0</td> </tr> <tr> <td>2011</td> <td>14</td> <td>0</td> </tr> <tr> <td>2012</td> <td>14</td> <td>0</td> </tr> </tbody> </table>	Year	Full-Time Faculty	Non-Retirement Turnover	2009	10	0	2010	13	0	2011	14	0	2012	14	0									
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<p>Staff each academic discipline with at least two full-time faculty members</p>	<p>Annual faculty contracts</p>	<p>Finance and Marketing still below desired faculty staffing level.</p> <p>Finance position improved with move of Jose Munoz from MBA director back to full faculty position</p>	<p>Marketing and Finance positions feature in the FSB HR plan (Appendix C) and our first new hires must be in these areas.</p>	<p>Position of Associate Dean of Graduate Business Education advertised as a marketing position.</p> <p>Dean to cultivate marketing and finance prospects at conferences such as ACBSP and CBFA.</p>	<table border="1"> <caption>Faculty Staffing by Discipline (2010-13)</caption> <thead> <tr> <th>Discipline</th> <th>2010-11</th> <th>2011-12</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>Management</td> <td>5</td> <td>5</td> <td>5</td> </tr> <tr> <td>Accounting</td> <td>2.5</td> <td>2.5</td> <td>2.5</td> </tr> <tr> <td>Economics</td> <td>2.5</td> <td>2.5</td> <td>2.5</td> </tr> <tr> <td>Finance</td> <td>1</td> <td>1</td> <td>1.5</td> </tr> <tr> <td>Marketing</td> <td>1</td> <td>1</td> <td>1</td> </tr> </tbody> </table>	Discipline	2010-11	2011-12	2012-13	Management	5	5	5	Accounting	2.5	2.5	2.5	Economics	2.5	2.5	2.5	Finance	1	1	1.5	Marketing	1	1	1
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<p>Meet ACBSP Doctoral Coverage standard of 40% doctoral coverage at Undergraduate level and 70% at MBA</p>	<p>Annual credit hours exercise as set out in ACBSP Table 5.3</p>	<p>Doctoral coverage increasing in both undergraduate and MBA. Doctoral coverage in 2011-12 reached 58% for undergraduate and 51% MBA</p>	<p>MBA doctoral coverage still below ACBSP standard, but improvements are being made. New hires should help. New Dean insists that all new hires must be doctorally qualified.</p> <p>2 faculty – Dan Bothe and Jose Munoz still in doctoral programs. Once they complete their DBAs the desired ratios will be met.</p>	<p>Encourage Jose Munoz (ABD) to complete dissertation and support Dan Bothe in his DBA coursework.</p> <p>If possible, locate doctorally qualified adjuncts to support full time faculty on MBA program.</p>	<table border="1"> <caption>Doctoral Coverage Data</caption> <thead> <tr> <th>Year</th> <th>Doctoral Coverage Undergraduate (%)</th> <th>Doctoral Coverage MBA (%)</th> </tr> </thead> <tbody> <tr> <td>2009-10</td> <td>34</td> <td>28</td> </tr> <tr> <td>2010-11</td> <td>50</td> <td>41</td> </tr> <tr> <td>2011-12</td> <td>58</td> <td>51</td> </tr> </tbody> </table>	Year	Doctoral Coverage Undergraduate (%)	Doctoral Coverage MBA (%)	2009-10	34	28	2010-11	50	41	2011-12	58	51
Year	Doctoral Coverage Undergraduate (%)	Doctoral Coverage MBA (%)															
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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 (List alphabetically by Last Name)	MAJOR TEACHING FIELD	COURSES TAUGHT (List the Courses Taught During the Reporting Period, Do Not Duplicate Listing)	LIST ALL EARNED DEGREES (State Degree as Documented on Transcript, Must Include Major Field)	DOCUMENT OTHER PROFESSIONAL CERTIFICATION CRITERIA <ul style="list-style-type: none"> • Five Years Work Experience • Teaching Excellence • Professional Certifications 	ACBSP QUALIFICATION <ol style="list-style-type: none"> 1. Doctorate 2. Professional 3. Exception
Bothe, Dan	Finance	BUS 390 Business Finance ACC 201 Financial Accounting ACC 202 Managerial Accounting BUS 612 Basics in Accounting and Finance	1993 MBA USC 1988 BS Accounting. San Diego State Univ.	CPA (Inactive) State of CA Series 7 (General Securities Representative) 2008 Series 63 (Uniform Securities Agent State Law) 2008	Professional
Filby, Ivan	Management	Dean – due to teach 2013-4 Introduction to Business International Business	1989 Management (Aston University, UK). 2001- M.A. (Hons) Evangelism Studies, Sheffield University, UK. 1984 - BSc. (Hons) Managerial and Administrative Studies, Aston University	20 years teaching experience	Doctoral
Huntley, Julie	Marketing	BUS 332 Principles of Marketing BUS655 Marketing in an Entrepreneurial World	1999 Ph.D. Marketing, Arizona State U 1996 MBA, Oral Roberts University BS Business Administration U of Nebraska at Omaha	18 years post MBA teaching experience	Doctoral

Table 5.3 Scholarly and Professional Activities of New Hires

Year	Name	Highest Degree Earned	Papers Presented	Published Articles/ Manuscripts/Books	Unpublished Articles/Manuscripts /Books	Consulting	Professional Related Services	Professional Conferences/ Workshops	Professional Meetings	Professional Meetings
2010-11	Filby, I	Ph.D	C =1	A=1			A=2	A=1	D=2	D=2
2011-12	Filby, I	Ph.D		A=2	A=1	D=1	C=1	C=2 D=5	A=2 C=1	A=2 C=1
2011-12	Bothe D	MBA						B=3 D=2		D=1
2010-11	Bothe D	MBA						B=1 D=2		D=1
2011-12	Huntley J	Ph.D		B=1			D=7	A=1, C=1		
2010-11	Huntley J	Ph.D					D=5	A=2, C=1		A=2, C=1
A Scholarship	of Teaching									
B Scholarship	of Discovery									
C Scholarship	of Integration									
D Scholarship	of Application									

Standard #6 Educational and Business Process Management

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

The FSB's Assessment Wheel and assessment documents (such as student's MFAT test scores) are available on the University's Web site at <https://portal.pointloma.edu/web/institutional-effectiveness/assessment/business>. There are links to this page from the FSB's home page <http://www.pointloma.edu/experience/academics/schools-departments/fermanian-school-business> (See Commitment to Assessment Section at foot of page).

b. Curriculum

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

None since Self-Study. However the FSB is beginning a major review of undergraduate and graduate curriculum so there will more than likely be changes in our 2014 assessment report

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

None since self-study

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

None since self-study

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

<p>Keep FSB costs under 75% of comparable institution costs on Delaware Study</p>	<p>Compare costs of FSB to comparable institutions in Delaware Study.</p> <p>First set of data collected for 2010-11. Data for 2011-12 not yet available.</p> <p>The university has still to decide whether to include the Delaware Study in its annual assessment.</p>	<p>The University has received its first set of data from the Delaware Study on Instructional Costs and Expenditures. Total FSB costs are just below the 75th percentile of all comparable institutions included in the study.. However, FSB costs are very similar to the average Business program costs of the ten peer institutions we selected (including Bethel University, Calvin College, Union University,</p>	<p>Beginning to discuss results in Provost's council. Obviously the FSB wants to keep the costs as low as possible without affecting the quality of education.</p> <p>The costs for business management are above 75%. This is partly accounted for by the declining numbers in the undergraduate major and partly due to the relatively older faculty, with higher salary costs. The FSB hopes to appoint younger faculty in the future</p>	<p>It is not possible to examine trends from one year's data.</p> <p>However, once the 2011-12 data is available the FSB will be in a strong position to take action.</p>	<div style="text-align: center;"> <p>\$ Cost Per Unit Delaware Data 2010-11</p> <table border="1"> <caption>\$ Cost Per Unit Delaware Data 2010-11</caption> <thead> <tr> <th>Category</th> <th>\$ Cost Per Unit</th> </tr> </thead> <tbody> <tr> <td>75% All Institutions</td> <td>268</td> </tr> <tr> <td>Accounting</td> <td>245</td> </tr> <tr> <td>Business</td> <td>288</td> </tr> <tr> <td>Total Inst.</td> <td>260</td> </tr> </tbody> </table> </div>	Category	\$ Cost Per Unit	75% All Institutions	268	Accounting	245	Business	288	Total Inst.	260
Category	\$ Cost Per Unit														
75% All Institutions	268														
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Business	288														
Total Inst.	260														

		Geneva College and Hope College – all Christian Liberal Arts Institutions). Instructional costs are understandably higher in private colleges with small class sizes.	provided that this can be done without discriminating against well-qualified older faculty. In all cases the FSB is committed to hiring the best available candidate.																											
Maintain average score of 4+ (on 5 point scale) and a score of 3.8+ for adjuncts on end of course IDEA Good Teacher and Good Course evaluations	IDEA or SIRI evaluations have been given since 2009 and all faculty are required to have every course assessed each semester. From 2012 onwards, all courses will be assessed only using the IDEA assessment instrument. Courses assessed each semester, including summer courses	Full-time faculty have consistently scored higher than 4 both for offering excellent courses and for being excellent teachers. Adjunct faculty hover around the 3.8 standard, sometimes above and sometimes below.	There are several reasons for the higher scores in full time faculty evaluations: First, full-time faculty teach as part of their full time career – adjuncts often have very different jobs during the day working full-time in industry. Full-time faculty have more teaching experience and have received more faculty development opportunities than adjuncts.	The Dean is beginning to develop a mentoring program where the lead full-time faculty member in each academic area works more closely to mentor adjuncts in that discipline. The new dean is more carefully monitoring IDEA scores to see (a) if some adjuncts consistently score poorly (b) what help the poorly performing adjunct can be given to improve the course or teaching style and (c) whether the adjunct needs	<table border="1"> <caption>IDEA Evaluations Scores (2008-9 to 2011-12)</caption> <thead> <tr> <th>Year</th> <th>IDEA Evaluations Excellent Course Full Time</th> <th>IDEA Evaluations Excellent Course Adjunct</th> <th>IDEA Evaluations Excellent Teacher Full Time</th> <th>IDEA Evaluations Excellent Teacher Adjunct</th> </tr> </thead> <tbody> <tr> <td>2008-9</td> <td>4.5</td> <td>4.0</td> <td>4.5</td> <td>3.5</td> </tr> <tr> <td>2009-10</td> <td>4.2</td> <td>3.8</td> <td>4.1</td> <td>3.8</td> </tr> <tr> <td>2010-11</td> <td>4.3</td> <td>4.1</td> <td>4.2</td> <td>4.0</td> </tr> <tr> <td>2011-12</td> <td>4.4</td> <td>3.7</td> <td>4.1</td> <td>3.7</td> </tr> </tbody> </table>	Year	IDEA Evaluations Excellent Course Full Time	IDEA Evaluations Excellent Course Adjunct	IDEA Evaluations Excellent Teacher Full Time	IDEA Evaluations Excellent Teacher Adjunct	2008-9	4.5	4.0	4.5	3.5	2009-10	4.2	3.8	4.1	3.8	2010-11	4.3	4.1	4.2	4.0	2011-12	4.4	3.7	4.1	3.7
Year	IDEA Evaluations Excellent Course Full Time	IDEA Evaluations Excellent Course Adjunct	IDEA Evaluations Excellent Teacher Full Time	IDEA Evaluations Excellent Teacher Adjunct																										
2008-9	4.5	4.0	4.5	3.5																										
2009-10	4.2	3.8	4.1	3.8																										
2010-11	4.3	4.1	4.2	4.0																										
2011-12	4.4	3.7	4.1	3.7																										

				to be replaced. IDEA evaluations from Fall 2012 and Spring 2013 will help the FSB determine if this strategy is working																			
Maintain first year retention rate of 70%	IPEDS First year retention data - annually	Retention rate for Accounting has continually met standard but first year retention of Business Management Students has hovered between 60% and 70%	<p>The differences in the majors are to be expected. Students who major in Accounting know what they want to do; students interested in Business Management are often less sure of their career goals. The Business program is also much larger than the Accounting program.</p> <p>That said, we are unhappy with the retention rate for Bus Admin. and this is again one of the reasons we are trying to significantly</p>	<p>.Changes to Bus Admin. major are currently being finalized by the FSB, ready for submission to the various university curricula committees and the full faculty for approval. If the proposal is passed this year, the new majors in bus admin., marketing, finance, economics and accountancy will begin in Fall 2012.</p> <p>We can then test the impact of these changes on retention</p>	<table border="1"> <caption>First Year Retention Rates (2007-2011)</caption> <thead> <tr> <th>Year</th> <th>Accounting (%)</th> <th>Business Administration (%)</th> </tr> </thead> <tbody> <tr> <td>2007</td> <td>100</td> <td>70</td> </tr> <tr> <td>2008</td> <td>68</td> <td>62</td> </tr> <tr> <td>2009</td> <td>100</td> <td>78</td> </tr> <tr> <td>2010</td> <td>100</td> <td>60</td> </tr> <tr> <td>2011</td> <td>80</td> <td>72</td> </tr> </tbody> </table>	Year	Accounting (%)	Business Administration (%)	2007	100	70	2008	68	62	2009	100	78	2010	100	60	2011	80	72
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			change the program																				
Maintain 60% graduation rate	IPEDS Graduation rate data annually	Graduation rate for Accounting students meets target. Graduation rate for Bus Admin. students is improving and now just falls below standard	<p>Accounting is a smaller program with very able students we always anticipate that the graduation rate for these majors will be higher than for Bus Admin.</p> <p>We are hoping the proposal for our new majors will be approved and that this will improve our retention rate. We also not that there are many factors that impact retention other than academic quality – cost being one and continue to work to secure additional scholarship money to assist as much as we can.</p>	<p>Continue to work , and as closely with students as we can – encourage them to join student clubs such as the Accounting Club or Microfinance Club as early as possible and make contact with students who may be struggling as early as possible to try to improve graduation rates.</p>	<p>The line graph displays the graduation rates for two programs: Accounting and Business Administration, from 2007 to 2011. The Accounting program (blue line with diamond markers) maintains a high graduation rate, starting at approximately 80% in 2007 and 2008, dipping to about 68% in 2009, and ending at 67% in 2011. The Business Administration program (red line with square markers) shows a steady increase from about 38% in 2007 to a peak of 63% in 2010, before declining to 57% in 2011. The y-axis represents the graduation rate percentage, ranging from 0 to 90 in increments of 10.</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Accounting (%)</th> <th>Business Administration (%)</th> </tr> </thead> <tbody> <tr> <td>2007</td> <td>80</td> <td>38</td> </tr> <tr> <td>2008</td> <td>80</td> <td>48</td> </tr> <tr> <td>2009</td> <td>68</td> <td>53</td> </tr> <tr> <td>2010</td> <td>68</td> <td>63</td> </tr> <tr> <td>2011</td> <td>67</td> <td>57</td> </tr> </tbody> </table>	Year	Accounting (%)	Business Administration (%)	2007	80	38	2008	80	48	2009	68	53	2010	68	63	2011	67	57
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