

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: Northern Arizona University Date: 9/15/2013
Address: NAU-Yuma Branch Campus, P.O. Box 6236, Yuma AZ 85366

O 3. Year Accredited/Reaffirmed: 11/20/11 This Report Covers Years: 2011-2012 & 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 Business Administration (BBA)

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.

The following programs are not currently accredited by the ACBSP. The date in parentheses indicates the date the BBA department anticipates a request for these programs to become accredited.

- Masters of Administration
- Bachelors of Applied Science in Administration (2015)
- Bachelors of Applied Science in Technology Management (2015)
- Bachelors of Applied Science in Logistics and Supply Chain Management (2015)
- Bachelors of Applied Science in Industrial Technology Management (2017)
- BA of Interdisciplinary Studies in Administration (2015)
- BA of Interdisciplinary Studies in Technology Management (2015)
- BA of Interdisciplinary Studies 90/30 in Technology Management (2015)
- BS of Interdisciplinary Studies in Technology Management (2015)
- BS of Interdisciplinary Studies 90/30 in Technology Management (2015)

NOTE: The various degrees reflect different University requirements, whereas the course content for the subject, e.g., “Technology Management,” is the same across all the degree options.

On the Northern Arizona University website, the Business and Administration department has a webpage (<http://extended.nau.edu/businessdept.aspx>) describing the department and listing the degree programs with links to those individual programs and indicates that only the BBA Program is accredited. The BBA degree webpage (<http://extended.nau.edu/bba.aspx>) contains detailed information about accreditation and ACBSP. The other program webpages do not indicate accreditation, mention ACBSP, nor display the ACBSP logo.

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

Yuma, Tucson, Phoenix, and Online

O 7. Person completing report Name: Dr. Dean Pielstick

Phone: (520) 403-0830 (c)

E-mail address: dean.pielstick@nau.edu

ACBSP Champion name: Dr. Dean Pielstick

ACBSP Co-Champion name: Dr. Alex Steenstra

O 8. Conditions or Notes to be addressed: You do not need to address Opportunity for Improvement (OFI).

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 Note:

- Remove Note on Standard 2, Criterion 2.2.b as the necessary changes have been made (see Appendix A).
- Remove Note on Standard 3, Criterion 3a, 3b, and 3c as improvements have been made see Appendix B).

Remove Condition:

- Remove Condition on Standard 4, Criterion 4.4 as additional alignment is demonstrated (see Appendix C).
- Remove Condition on Standard 5, Criterion 5.4 as the Vitae have been provided as requested (see Appendix D).
- Remove Condition on Standard 5, Criterion 5.5 as the updated figures have been provided (see Appendix E).
- Remove Note on Standard 5, Criterion 5.6 as there is now sufficient data on the evaluation process (see Appendix F).

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

- Data on our action plan goals (including assessment of student learning) are posted on our BBA program website, reported to the NAU University Assessment Committee (which also posts the information on their website), and reported to our program advisory committees in Yuma, Tucson, and Phoenix that represent our key stakeholders. These reports are made annually.
- In addition, all enrollment, graduation and retention rates, as well as additional information about the program is made public through the NAU Planning and Institutional Research (PAIR) website (<http://www4.nau.edu/pair/>) and is updated each semester.

Standard #1 Leadership

Organization

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

There have been no organizational or administrative changes during the reporting period.

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?

There are no new sites during the reporting period.

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

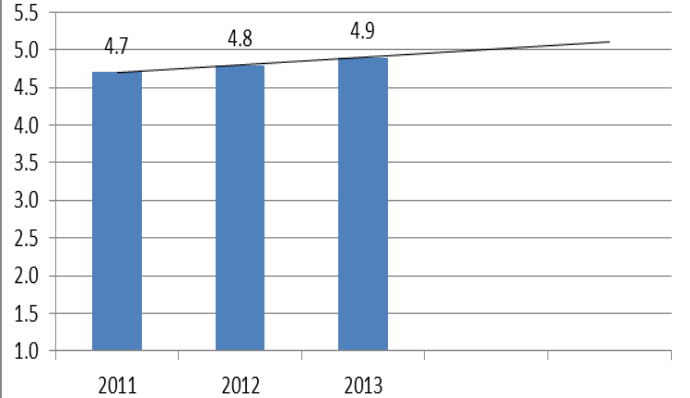
Complete the following table. Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

Standard 3 - Student and Stakeholder-Focused Results

Student- and Stakeholder-Focused Results					
Key Indicators: A) Students B) Faculty C) Community Colleges D) Employers E) NAU Staff					
		Analysis of Results			
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends
Measurable goal	(Indicate length of cycle)	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?	(3-5 data points preferred)
What is your goal?					

<p>Key Indicator A To achieve a student satisfaction rate of 90% or 3.5, depending on the scale.</p>	<p>The Student survey is conducted at the end of the capstone course.</p>	<p>The Student Satisfaction Score (would recommend to a friend) was 100%. The “grade” students gave the program was 3.7. The student’s perceived course “fit” (do all the course fit together as a whole curriculum) was 100% for spring 2013.</p>	<p>Students’ satisfaction is very high and trending upward slightly, remaining above the target for this measure.</p>	<p>The next step is to continue monitoring the satisfaction and adjust as necessary to maintain the high level of satisfaction.</p>	<div data-bbox="1304 133 1997 594"> <h3 style="text-align: center;">Recommend to Other Students</h3> <table border="1"> <caption>Recommend to Other Students Data</caption> <thead> <tr> <th>Term</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>Spring 2009</td><td>90%</td></tr> <tr><td>Fall 2009</td><td>100%</td></tr> <tr><td>Spring 2010</td><td>80%</td></tr> <tr><td>Fall 2010</td><td>90%</td></tr> <tr><td>Spring 2011</td><td>90%</td></tr> <tr><td>Fall 2011</td><td>90%</td></tr> <tr><td>Spring 2012</td><td>90%</td></tr> <tr><td>Fall 2012</td><td>90%</td></tr> <tr><td>Spring 2013</td><td>100%</td></tr> </tbody> </table> </div> <div data-bbox="1304 630 1997 1081"> <h3 style="text-align: center;">BBA Program "Grade"</h3> <table border="1"> <caption>BBA Program "Grade" Data</caption> <thead> <tr> <th>Term</th> <th>Grade</th> </tr> </thead> <tbody> <tr><td>Spring 2009</td><td>3.0</td></tr> <tr><td>Fall 2009</td><td>3.5</td></tr> <tr><td>Spring 2010</td><td>3.3</td></tr> <tr><td>Fall 2010</td><td>3.5</td></tr> <tr><td>Spring 2011</td><td>3.6</td></tr> <tr><td>Fall 2011</td><td>3.5</td></tr> <tr><td>Spring 2012</td><td>3.6</td></tr> <tr><td>Fall 2012</td><td>3.6</td></tr> <tr><td>Spring 2013</td><td>3.7</td></tr> </tbody> </table> </div>	Term	Percentage	Spring 2009	90%	Fall 2009	100%	Spring 2010	80%	Fall 2010	90%	Spring 2011	90%	Fall 2011	90%	Spring 2012	90%	Fall 2012	90%	Spring 2013	100%	Term	Grade	Spring 2009	3.0	Fall 2009	3.5	Spring 2010	3.3	Fall 2010	3.5	Spring 2011	3.6	Fall 2011	3.5	Spring 2012	3.6	Fall 2012	3.6	Spring 2013	3.7
Term	Percentage																																												
Spring 2009	90%																																												
Fall 2009	100%																																												
Spring 2010	80%																																												
Fall 2010	90%																																												
Spring 2011	90%																																												
Fall 2011	90%																																												
Spring 2012	90%																																												
Fall 2012	90%																																												
Spring 2013	100%																																												
Term	Grade																																												
Spring 2009	3.0																																												
Fall 2009	3.5																																												
Spring 2010	3.3																																												
Fall 2010	3.5																																												
Spring 2011	3.6																																												
Fall 2011	3.5																																												
Spring 2012	3.6																																												
Fall 2012	3.6																																												
Spring 2013	3.7																																												

					<h3 style="text-align: center;">Course "Fit"</h3> <table border="1"> <caption>Course "Fit" Data</caption> <thead> <tr> <th>Year</th> <th>Fit Percentage</th> </tr> </thead> <tbody> <tr><td>Spring 2009</td><td>98%</td></tr> <tr><td>Fall 2009</td><td>100%</td></tr> <tr><td>Spring 2010</td><td>88%</td></tr> <tr><td>Fall 2010</td><td>95%</td></tr> <tr><td>Spring 2011</td><td>92%</td></tr> <tr><td>Fall 2011</td><td>95%</td></tr> <tr><td>Spring 2012</td><td>95%</td></tr> <tr><td>Fall 2012</td><td>92%</td></tr> <tr><td>Spring 2013</td><td>100%</td></tr> </tbody> </table>	Year	Fit Percentage	Spring 2009	98%	Fall 2009	100%	Spring 2010	88%	Fall 2010	95%	Spring 2011	92%	Fall 2011	95%	Spring 2012	95%	Fall 2012	92%	Spring 2013	100%					
Year	Fit Percentage																													
Spring 2009	98%																													
Fall 2009	100%																													
Spring 2010	88%																													
Fall 2010	95%																													
Spring 2011	92%																													
Fall 2011	95%																													
Spring 2012	95%																													
Fall 2012	92%																													
Spring 2013	100%																													
<p>Key Indicator A Measures the online, hybrid, and in-person, student Satisfaction to reach a satisfaction of 4.0</p>	<p>Student Course Evaluations are collected at the end of each course.</p>	<p>Although student in all three modes of delivery are satisfied at the 4.0 or higher level, online seems less satisfied than the others</p>	<p>All scores exceed the goal and the trends are all upward. Students like hybrid delivery method but enroll more frequently in online course, due to required attendance in the hybrid method.</p>	<p>A pilot plan is being tested in Yuma where attendance in hybrid courses is now optional allowing students who would prefer in person but cannot attend all in-class sessions.</p>	<h3 style="text-align: center;">Student Satisfaction by Delivery Mode</h3> <table border="1"> <caption>Student Satisfaction by Delivery Mode Data</caption> <thead> <tr> <th>Year</th> <th>BBA Dep.</th> <th>Online</th> <th>Hybrid</th> <th>In-Person</th> </tr> </thead> <tbody> <tr><td>F2011</td><td>4.28</td><td>4.25</td><td>4.05</td><td>4.35</td></tr> <tr><td>S2012</td><td>4.22</td><td>4.25</td><td>4.25</td><td>4.15</td></tr> <tr><td>F2012</td><td>4.32</td><td>4.30</td><td>4.25</td><td>4.45</td></tr> <tr><td>S2013</td><td>4.33</td><td>4.28</td><td>4.45</td><td>4.45</td></tr> </tbody> </table>	Year	BBA Dep.	Online	Hybrid	In-Person	F2011	4.28	4.25	4.05	4.35	S2012	4.22	4.25	4.25	4.15	F2012	4.32	4.30	4.25	4.45	S2013	4.33	4.28	4.45	4.45
Year	BBA Dep.	Online	Hybrid	In-Person																										
F2011	4.28	4.25	4.05	4.35																										
S2012	4.22	4.25	4.25	4.15																										
F2012	4.32	4.30	4.25	4.45																										
S2013	4.33	4.28	4.45	4.45																										

<p>Key Indicator B Measures faculty's focus on student and markets; target = 4.5.</p>	<p>The annual "Are We Making Progress" survey Category 3: Customer & Market Focus.</p>	<p>The current results is 4.9</p>	<p>The data indicates that there is continual improvement in instructors focus on students.</p>	<p>Target has been reached, continue to monitor.</p>	<p>a: Students are my most important "customers".</p>  <table border="1"> <caption>Data for Chart: Students are my most important "customers"</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2011</td> <td>4.7</td> </tr> <tr> <td>2012</td> <td>4.8</td> </tr> <tr> <td>2013</td> <td>4.9</td> </tr> </tbody> </table>	Year	Score	2011	4.7	2012	4.8	2013	4.9
Year	Score												
2011	4.7												
2012	4.8												
2013	4.9												

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.)

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.

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

Performance Indicator	Definition
<p>1. Student Learning Results</p> <p>(Required for each accredited program)</p> <p>Key Indicators:</p> <ul style="list-style-type: none"> A) Problem Solving B) Communication C) Business Finance D) Core Business Content 	

		Analysis of Results																			
Performance Measure Measurable goal What is your goal?	What is your measurement instrument or process? Do not use grades. (Indicate length of cycle)	Current Results What are your current results?	Analysis of Results What did you learn from the results?	Action Taken or Improvement made What did you improve or what is your next step?	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)																
Key Indicator A Measures the ability for student to use critical thinking. The goal is continuous improvement and to exceed the national average.	This is a summative internal/external assessment instrument (LiveText) utilized in BBA 490C – Strategic Management	Current results show a decrease from 25 to 2.2 from the previous year	Trend results indicated students are improving. The weakest areas were determining the question being asked and finding missing information. (Collected data for spring 2013 were lost.)	All BBA courses to include assignments requiring use of critical thinking skills to determine missing information and where to find it.	<div style="text-align: center;"> Critical Thinking - BBA 490C <table border="1"> <caption>Critical Thinking - BBA 490C Data</caption> <thead> <tr> <th>Term</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>F2009</td> <td>1.6</td> </tr> <tr> <td>S2010</td> <td>1.5</td> </tr> <tr> <td>F2010</td> <td>1.6</td> </tr> <tr> <td>S2011</td> <td>1.8</td> </tr> <tr> <td>F2011</td> <td>2.2</td> </tr> <tr> <td>S2012</td> <td>2.5</td> </tr> <tr> <td>F2012</td> <td>2.2</td> </tr> </tbody> </table> </div>	Term	Score	F2009	1.6	S2010	1.5	F2010	1.6	S2011	1.8	F2011	2.2	S2012	2.5	F2012	2.2
Term	Score																				
F2009	1.6																				
S2010	1.5																				
F2010	1.6																				
S2011	1.8																				
F2011	2.2																				
S2012	2.5																				
F2012	2.2																				

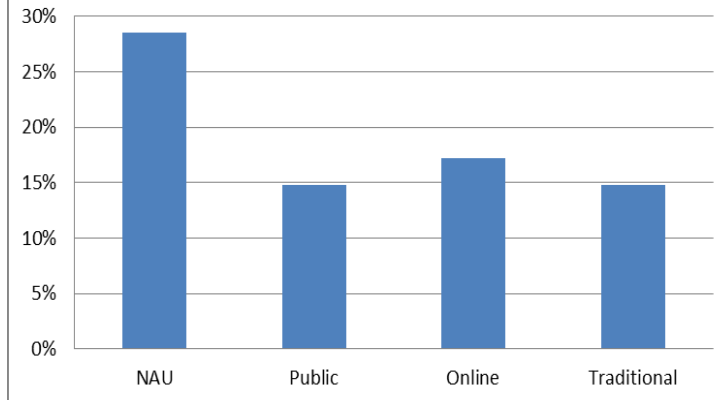
<p>Key Indicator B measures the effective written communication skills of the student. The goal is to show continuous improvement and exceed the national averages.</p>	<p>This is a summative, internal/external assessment instrument (LiveText) utilized in BBA 490C – Strategic Management</p>	<p>Last results showed a slight decline to 2.1 from 2.3.</p>	<p>Though the most recent score dropped slightly, the trend is up, showing continuous improvement. It was discovered the lowest scores were in APA formatting.</p>	<p>All BBA classes are now to include writing assignments using APA formatting for citations and reference lists. In addition, pre-post formative assessments have been added to the BBA 305W – Business Communication class.</p>	<div data-bbox="1323 138 2045 568"> <h3>Communication - BBA 490C</h3> <table border="1"> <caption>Communication - BBA 490C Scores</caption> <thead> <tr> <th>Semester</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>F2009</td> <td>1.8</td> </tr> <tr> <td>S2010</td> <td>1.6</td> </tr> <tr> <td>F2010</td> <td>1.9</td> </tr> <tr> <td>S2011</td> <td>2.0</td> </tr> <tr> <td>F2011</td> <td>2.1</td> </tr> <tr> <td>S2012</td> <td>2.3</td> </tr> <tr> <td>F2012</td> <td>2.1</td> </tr> </tbody> </table> <p>Legend: — Best in Class, — Average</p> </div>	Semester	Score	F2009	1.8	S2010	1.6	F2010	1.9	S2011	2.0	F2011	2.1	S2012	2.3	F2012	2.1
Semester	Score																				
F2009	1.8																				
S2010	1.6																				
F2010	1.9																				
S2011	2.0																				
F2011	2.1																				
S2012	2.3																				
F2012	2.1																				

<p>Key Indicator C Measures understanding of finance, as the language of business, with a goal of continuous improvement and to exceed national averages.</p>	<p>This is a summative, internal/external, comparison, and benchmark assessment instrument (LiveText) utilized in BBA 480 – Business Plan Development. Starting Fall 2012, we moved to the Peregrine CPC exam, which is used as formative and summative, external assessment.</p>	<p>Most recent LiveText score was 1.5. Changing to the Peregrine exam showed much better performance with scores in the 88th percentile.</p>	<p>LiveText Scores continued to improve, but was below national average. Classroom structure was not conducive to mastering material. Student took test and moved on to the next module regardless of mastery of material.</p>	<p>A program was piloted in Fall 2012 and Spring 2013, where student had to master material in one unit before moving to the next. Based on positive results from the pilot all BBA 320 online courses will follow this format.</p>	<div data-bbox="1327 170 2053 730"> <h3 style="text-align: center;">Finance - BBA 480</h3> <p style="text-align: center;">F09-S11 used BBA 490C case</p> <table border="1"> <caption>Finance - BBA 480 LiveText Scores</caption> <thead> <tr> <th>Term</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>F2009</td> <td>1.2</td> </tr> <tr> <td>S2010</td> <td>1.1</td> </tr> <tr> <td>F2010</td> <td>1.2</td> </tr> <tr> <td>S2011</td> <td>1.3</td> </tr> <tr> <td>F2011</td> <td>1.4</td> </tr> <tr> <td>S2012</td> <td>1.5</td> </tr> <tr> <td>F2012</td> <td>1.8</td> </tr> </tbody> </table> <p style="text-align: center;">Best in Class Average</p> </div> <div data-bbox="1327 738 2053 1154"> <h3 style="text-align: center;">Finance - Peregrine Exam</h3> <table border="1"> <caption>Finance - Peregrine Exam Scores</caption> <thead> <tr> <th>Term</th> <th>Score (%)</th> </tr> </thead> <tbody> <tr> <td>F2012</td> <td>53</td> </tr> <tr> <td>Sp2013</td> <td>56</td> </tr> </tbody> </table> </div>	Term	Score	F2009	1.2	S2010	1.1	F2010	1.2	S2011	1.3	F2011	1.4	S2012	1.5	F2012	1.8	Term	Score (%)	F2012	53	Sp2013	56
Term	Score																										
F2009	1.2																										
S2010	1.1																										
F2010	1.2																										
S2011	1.3																										
F2011	1.4																										
S2012	1.5																										
F2012	1.8																										
Term	Score (%)																										
F2012	53																										
Sp2013	56																										

<p>Key Indicator D Measure/goal – Understand finance and other core business content. Goal: exceed national average for public school programs.</p>	<p>Pre and post Peregrine CPC exam (8 target CPCs taught in our program – upper-division only) each semester. It is a direct, summative and formative, external, and comparison/best-in-class assessment. Entering students take the exam during the first two weeks of class. Graduating students take the exam in the last half of the capstone course.</p>	<p>Current outbound scores exceed national averages in all CPCs. Percentiles (just now available) range from 84th to 97th percentile, with an average of 91st percentile. We consider the 90th percentile to represent best-in-class per Steve Parscale (ACBSP). Inbound to outbound improvement (pre-post) exceeds the national average (public institution aggregate</p>	<p>At near or above “best in –class” percentiles outcomes and nearly double pre-post test, results are exceptional, though there is still some room for improvement.</p>	<p>Working with Peregrine to drill down in the data for potential improvement opportunities . New reports are to be released later this month.</p>	<div data-bbox="1325 131 2053 597"> <h3 style="text-align: center;">Target CPCs</h3> <table border="1"> <caption>Target CPCs Comparison</caption> <thead> <tr> <th>CPC</th> <th>NAU (%)</th> <th>Public Schools (%)</th> </tr> </thead> <tbody> <tr> <td>Ethics</td> <td>65</td> <td>55</td> </tr> <tr> <td>Finance</td> <td>55</td> <td>50</td> </tr> <tr> <td>Strategy</td> <td>58</td> <td>48</td> </tr> <tr> <td>Leadership</td> <td>62</td> <td>50</td> </tr> <tr> <td>Global</td> <td>65</td> <td>55</td> </tr> <tr> <td>Info Mgt</td> <td>75</td> <td>65</td> </tr> <tr> <td>Management</td> <td>68</td> <td>55</td> </tr> <tr> <td>Marketing</td> <td>48</td> <td>38</td> </tr> <tr> <td>TOTAL</td> <td>60</td> <td>50</td> </tr> </tbody> </table> </div> <p style="text-align: center;">Comparison with national average</p> <div data-bbox="1325 748 2053 1219"> <h3 style="text-align: center;">NAU Percentiles</h3> <table border="1"> <caption>NAU Percentiles</caption> <thead> <tr> <th>CPC</th> <th>Percentile</th> </tr> </thead> <tbody> <tr> <td>Ethics</td> <td>84</td> </tr> <tr> <td>Finance</td> <td>85</td> </tr> <tr> <td>Strategy</td> <td>92</td> </tr> <tr> <td>Leadership</td> <td>95</td> </tr> <tr> <td>Global</td> <td>90</td> </tr> <tr> <td>Info Mgt</td> <td>92</td> </tr> <tr> <td>Management</td> <td>93</td> </tr> <tr> <td>Marketing</td> <td>84</td> </tr> <tr> <td>TOTAL</td> <td>91</td> </tr> </tbody> </table> </div> <p style="text-align: center;">*NAU CPC Percentiles</p> <p>*90th Percentile = “best-in-class”</p>	CPC	NAU (%)	Public Schools (%)	Ethics	65	55	Finance	55	50	Strategy	58	48	Leadership	62	50	Global	65	55	Info Mgt	75	65	Management	68	55	Marketing	48	38	TOTAL	60	50	CPC	Percentile	Ethics	84	Finance	85	Strategy	92	Leadership	95	Global	90	Info Mgt	92	Management	93	Marketing	84	TOTAL	91
CPC	NAU (%)	Public Schools (%)																																																					
Ethics	65	55																																																					
Finance	55	50																																																					
Strategy	58	48																																																					
Leadership	62	50																																																					
Global	65	55																																																					
Info Mgt	75	65																																																					
Management	68	55																																																					
Marketing	48	38																																																					
TOTAL	60	50																																																					
CPC	Percentile																																																						
Ethics	84																																																						
Finance	85																																																						
Strategy	92																																																						
Leadership	95																																																						
Global	90																																																						
Info Mgt	92																																																						
Management	93																																																						
Marketing	84																																																						
TOTAL	91																																																						

pool) by nearly double.

Pre-Post Change Comparison



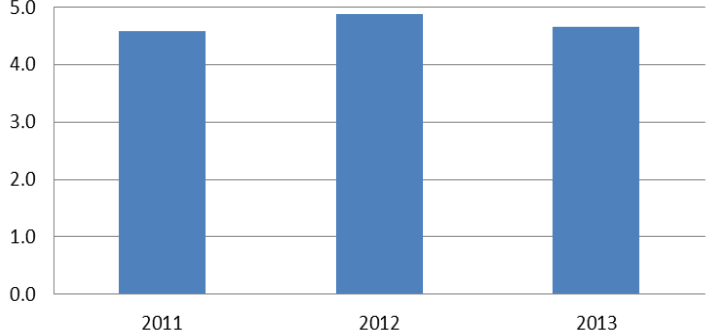
NAU BBA student growth vs. national averages

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					
Key Indicators A) Recognition for work done B) Part-time/Full-time satisfaction. C) Faculty Culture					
		Analysis of Results			
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends
Measurable goal	(Indicate length of cycle)	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?	(3-5 data points preferred)
What is your goal?					

<p>Key Indicator A Measure faculty satisfaction to reach a 4.5 level.</p>	<p>From the annual survey “Are we making progress?” category 5 “Workforce Focus.”</p>	<p>Score dropped slightly in 2013 from 4.9 to 4.7.</p>	<p>The workload of full-time faculty increased high due to the unusually high growth of the program.</p>	<p>Requested and hired two full-time faculty members for the 2013-2014 school year. Additional faculty lines have been proposed for 2014-2015.</p>	<div style="text-align: center;"> <p>Workforce Focus Are We Making Progress Survey</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2011</td> <td>4.6</td> </tr> <tr> <td>2012</td> <td>4.9</td> </tr> <tr> <td>2013</td> <td>4.7</td> </tr> </tbody> </table> </div>	Year	Score	2011	4.6	2012	4.9	2013	4.7
Year	Score												
2011	4.6												
2012	4.9												
2013	4.7												

<p>Key Indicator B Measure faculty satisfaction to reach a 4.5 level.</p>	<p>The results are from the annual “Are we making progress?” survey, category 5 “Workload Focus.”</p>	<p>The slight drop in scores (above) led to segmentation by full-time and part-time faculty. The scores of full-time faculty remained at 4.9, while the part-time faculty score was 4.4. Slightly below the target.</p>	<p>The difference illustrated that part-time faculty show slightly less satisfaction compared to full-time faculty. Additional analysis showed that the main issues were lower opportunity for advancement and lower perceived recognition.</p>	<p>A new part-time teacher of the year award was added at the Yuma-campus level, which oversees the statewide program. The award was won by a BBA part-time faculty member. In addition, part-time faculty have been encouraged to participate in monthly professional development and faculty meetings, conducted and accessible online or by phone.</p>	<div style="text-align: center;"> <h3>Full-time/Part-time Faculty Satisfaction</h3> <table border="1" style="margin: 10px auto;"> <caption>Faculty Satisfaction Data</caption> <thead> <tr> <th>Faculty Type</th> <th>Satisfaction Score</th> </tr> </thead> <tbody> <tr> <td>F/t</td> <td>4.9</td> </tr> <tr> <td>p/t</td> <td>4.4</td> </tr> </tbody> </table> <p>New - 2013</p> </div>	Faculty Type	Satisfaction Score	F/t	4.9	p/t	4.4
Faculty Type	Satisfaction Score										
F/t	4.9										
p/t	4.4										

<p>Key Indicator C Measures faculty's workload in the BBA program.</p> <p>Goal: Ratio of 1:4 (FT:PT FTE)</p>	<p>Data is tabulated from records of the number of full-time faculty and the number of full-time positions being covered by part-time faculty each semester. (Full-time is determined as four courses per semester taught)</p>	<p>Current data indicates a ratio of 1:4.33</p>	<p>After a decline in the ratio, the hiring of two new full-time faculty has helped. There is still a heavier load on full-time faculty.</p>	<p>Continue on the HR plan to hire additional full-time faculty until a ratio of 1:4 full-time to part-time faculty. Up to 3 new faculty lines have been proposed for hiring during 2013-14.</p>	<table border="1"> <thead> <tr> <th data-bbox="1285 207 1503 354">Year</th> <th data-bbox="1503 207 1633 354">Full-time Faculty</th> <th data-bbox="1633 207 1829 354">Need (# of course/4)</th> <th data-bbox="1829 207 1940 354">Ratio</th> </tr> </thead> <tbody> <tr> <td data-bbox="1285 354 1503 394">2011</td> <td data-bbox="1503 354 1633 394">7</td> <td data-bbox="1633 354 1829 394">31</td> <td data-bbox="1829 354 1940 394">1/4.43</td> </tr> <tr> <td data-bbox="1285 394 1503 435">2012</td> <td data-bbox="1503 394 1633 435">7</td> <td data-bbox="1633 394 1829 435">34</td> <td data-bbox="1829 394 1940 435">1/6.57</td> </tr> <tr> <td data-bbox="1285 435 1503 475">2013</td> <td data-bbox="1503 435 1633 475">9</td> <td data-bbox="1633 435 1829 475">39</td> <td data-bbox="1829 435 1940 475">1/4.33</td> </tr> </tbody> </table>	Year	Full-time Faculty	Need (# of course/4)	Ratio	2011	7	31	1/4.43	2012	7	34	1/6.57	2013	9	39	1/4.33
Year	Full-time Faculty	Need (# of course/4)	Ratio																		
2011	7	31	1/4.43																		
2012	7	34	1/6.57																		
2013	9	39	1/4.33																		

<p>Key Indicator D Measures faculty's participation in faculty development opportunities, facilitating continuous improvement. Goal = 100%</p>	<p>Records of participation.</p>	<p>Current results show ongoing 100% participation. Includes 1 hour professional development on an annual theme to start each faculty meeting, as well as conferences, workshops, webinars, etc.</p>	<p>While these results cannot be improved as measured, additional analysis could be conducted for details on specific types of development being done.</p>	<p>Faculty will enter data into a university system that will track specific development activities. (Not currently available to part-time faculty, but we are pushing for this in the near future. This data could also be used to help improve part-time faculty satisfaction – see above)</p>	<div data-bbox="1291 186 2011 657" data-label="Figure"> <h3 style="text-align: center;">Full-Time Faculty Development Participation</h3> <p>The bar chart displays participation rates for four semesters: F2011, Sp2012, F2012, and Sp2013. The y-axis represents the percentage of participation, ranging from 0% to 100% in 20% increments. All four bars reach the 100% mark, indicating full participation in each semester.</p> <table border="1"> <thead> <tr> <th>Semester</th> <th>Participation (%)</th> </tr> </thead> <tbody> <tr> <td>F2011</td> <td>100%</td> </tr> <tr> <td>Sp2012</td> <td>100%</td> </tr> <tr> <td>F2012</td> <td>100%</td> </tr> <tr> <td>Sp2013</td> <td>100%</td> </tr> </tbody> </table> </div>	Semester	Participation (%)	F2011	100%	Sp2012	100%	F2012	100%	Sp2013	100%
Semester	Participation (%)														
F2011	100%														
Sp2012	100%														
F2012	100%														
Sp2013	100%														

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 QUALIFICATI ON <ol style="list-style-type: none"> 1. Acade mically 2. Profess ional 3. Excepti on
Arnold, George	Management Information Systems	BBA 340	Doctorate in Business Administration Mater's in Computer Resource Management, Master's in Management Bachelor's in Business Administration	Five years' work experience in Information Technology Project Management Professional (PMP)	Academically
Arthur, Timothy	Management	BBA 300	Masters of Administration BA in Anthropology	Five years of experience in general Management	Professional
Brooks, Janet	Management	BBA 380	Masters In Library Science BA in Political Science	Five years of experience in Management	Professional
Cannon, Robert	Management	BBA 380 BBA 490C	Doctor of Adult education MBA BS in Hotel Management	Five years of experience in Management	Academically #10

Carrillo, Antonio	Spanish for Business	BBA 307	MA in Spanish Literature Med: Counseling/Human Relations BA in Spanish AAS Agriculture and Business	14 years' of Teaching Spanish	Professional
Chu, Damon	Marketing	BBA 310 BBA 410	MBA Master of Engineering BA in Electrical Engineering	Five years of experience in Marketing	Professional
Cobourn, Tara	Business Communication	BBA 305W	Master of Administration with Professional Writing emphasis BS in Public Relations	Five years of experience in Marketing	Professional
Copley, Jeannie	Information Technology	BBA 340	MS in Telecommunications & Software technology BA in Communication Arts	Five years of experience in Information Technology	Professional
Eagen, Richard	Information Technology / Management	BBA 355 BBA 303 BBA 465C	MS Management Information Systems BS in Forest Management	Five years of experience in Management	Professional
Elkhatib, Basher	Information Technology Management	BBA 350 BBA 355 BBA 370 BBA 465C	DBA MS in Management Information Systems BS in Computer Science	Five years of experience in Information Technology	Academically
Esparza, Charles	Information Technology Management	BBA 370	Masters in Information Systems BS in Business Administration	CIS Security Professional Microsoft certified systems engineer Certified Novell Engineer SANS GSEC Security	Professional

Gerwitz, Lee	Information Technology Management	BBA 340	Master in Education Bachelor in Elementary Education	Five years of experience in Information Technology	Professional
Gustafson, Terry	Management	BBA 290 BBA 380	MBA BA in Finance	Five years of experience in Management	Professional
Hall, Mary Helen	Business Communication	BBA 305W	M.Ed. in Secondary Business Education BS in Business Education	Five years of Teaching Higher Education	Professional
Hardy, Brian	Management	BBA 303	MBA BS in Business Administration	Five years of experience in Management	Professional
Hoogendoorn, Glen	Management	BBA 291 BBA 300	MBA Bachelor in Business Management	Five years of experience in Management	Professional
Jarmon, Randall	Management	BBA 471C BBA 490C	Ph.D. in Management MBA BS General Engineering	20 years of Higher Education Instruction	Academically
Jette, Matthew	Management	BBA 380	Doctor of Philosophy in American Government Master in Interdisciplinary Studies Master in Public Administration BA in American Government	Five Years of experience in Management	Professional
Johnstad, Susan	Business Communication	BBA 305W	MA in Folklore and Culture Ph.D. in Curriculum Studies BA in English	Seven years of teaching English/Writing in higher education	Professional

Kwawam, Jean-Claude	Management	BBA 330	MBA in Global Management BS in Management	Five years of experience in Management	Professional
Krogh, Patricia	Business Communication	BBA 305W BBA 480	MBA BS in Journalism	Five years of experience in Management	Professional
Lemmon, Sabra	Business Communication	BBA 305W BBA 480	MBA BS in Education	Five years of experience in management	Professional
Lewis, Scott	Information Technology Management	BBA 370 BBA 465C	MBA BS in Accounting	Five years of experience in Management	Professional
McLeod, Martin	Management	BBA 360	MBA BA in Organizational Management AA in Human Resource	Five years of experience in Management	Professional
McPherson, James	Business Communication	BBA 305W	MA in English BA in Enterprise Society	Five years of experience in Management	Professional
Metchick, Robert	Human Resource	BBA 440	Ph.D. in Management MS in Industrial Labor Relations BBA	Five years of experience in Management	Academically
Metz, Kramer	Human Resource	BBA 440	MS in Human Resource and Organizational Development	Five years of experience in Management	Professional
Miller, Brian	Management	BBA 480	MBA BA in Psychology	Five years of experience in Management	Professional
Moreland, Tim	Management	BBA 400 BBA 490C	Juris Doctor MA in National Security Med in English BA in Teaching of English	Five years of experience in Management	Academically

Pangasa, Rakesh	Information Technology Management	BBA 330 BBA 340 BBA 355	Ph.D. in Industrial Engineering BS in Chemical Engineering	Five years of experience in Management	Academically
Rubin, Kevin	Information Technology Management	BBA 340 BBA 355 BBA 460	BS in Law MBA MPA	Five years of experience in Management	Professional
Segersten, Charles	Management	BBA 360	Master of educational Leadership Principal Certification BA in Education	14 years of experience in Teaching	Exception Emergency needed to cover a class no longer teaching
Shortridge, Richard	Management	BBA 291 BBA 350	Juris Doctorate MS in Taxation BS in Economics BS in Aeronautical Industrial Technology AA in General Studies	18 years of experience in Teaching Higher Education	Academically
Spencer, Jeremy	Finance/ Management	BBA 320 BBA 405	MBA BS in Finance	Five years of work experience in Management	Professional
Spizzirri, Phillip	Management	BBA 405	Doctor of Management MBA BS in Business Administration	Five years of experience in Management	Academically
Stroh, Mark	Management	BBA 360 BBA 450	MBA Bachelor in Public Safety Administration Associate in Emergency Medical Service Associate in Fire Science	Five years of experience in Management	Professional

Stroher, Scott	Accounting/ Finance	BBA 290	MBA BS in Accounting	CPA Five years of experience in Management	Professional
Villegas, Sherri	Management / Marketing	BBA 300 BBA 310	MBA BS in Business Management	Five years of experience in Management	Professional
Watson, Emma	Management	BBA 480	Master in Adult Education Administration BA in Sociology	Five years of experience in Management	Professional
Woldoff, Ron	Business Communication	BBA 305W	MBA Master of Information Systems BA in Psychology	Five years of experience in Management	Professional
Young, Lisa	Management	BBA 465C	M.Ed. in Educational Leadership BS in Physical Education	Five years of experience in Management	Professional
Yousefi, Abbas	Finance	BBA 420 BBA 425	Ph.D. in Business Administration MS in Management BS in Computer Science	Five years of experience in Management	Academically

**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

Faculty Member	Highest Degree Earned	Professional Certifications	Scholarly Activities					Professional Activities				
			Papers Presented	Published Articles/ Manuscripts/ Books	Unpublished Articles/ Manuscripts/ Books	Consulting	Classroom	Professional Related Service	Professional Conferences/ Workshops	Professional Meetings	Professional Memberships	Others
Arnold, George Most recent year	DBA	PMP							1	1	1	
Year 2								1	1	1	1	
Arthur, Timothy Most recent year	MA											
Year 2												
Brooks, Janet Most recent year	MA							2				
Year 2								2				
Cannon, Robert Most recent year	DA											
Year 2												
Carrillo, Antonio Most recent year	MA										3	12
Year 2											3	12
Chu, Damon Most recent year	MBA											
Year 2												

Cobourn, Tara Most recent year	MA											
Year 2												
Copley, Jeannie Most recent year	MS		A=1		B=1		A=2 B=1	2	2	3	2	1
Year 2			A=1 C=1		A=1		A=1 B=1 C=1 D=1	2	2	3	2	1
Eagen, Richard Most recent year	MS							2				
Year 2								3				
Elkhatib, Basher Most recent year	MS						A=9 B=1 D=1	9	3	11	3	3
Year 2							A=7 B=1 D=1	8	3	10	3	3
Esparza, Charles Most recent year	MA								2	2	2	2
Year 2									2	2	2	4
Gerwitz, Lee Most recent year	MA											
Year 2												
Gustafson, Terry Most recent year	MBA											
Year 2												
Hall, Mary Helen Most recent year	M.Ed.								1			1
Year 2									1			1
Hardy, Brian Most recent year	MBA											
Year 2												
Hoogendoorn, Glen Most recent year	MBA											
Year 2												

Jarmon, Randall Most recent year	Ph.D.											
Year 2												
Jette, Matthew Most recent year	Ph.D.											
Year 2												
Johnstad, Susan Most recent year												
Year 2												
Kwawam, Jean- Claude Most recent year	MBA						A=4	3	2	9	2	6
Year 2							A=5	4	3	13	2	6
Krogh, Patricia Most recent year	MBA											
Year 2												
Lemmon, Sabra Most recent year	MBA									1		
Year 2									1			
Lewis, Scott Most recent year	MBA								1	1		
Year 2									1	1		
McLeod, Martin Most recent year	MBA											
Year 2												
McPherson, James Most recent year	MA							1	1	2	1	
Year 2								1	1	2	1	
Metchick, Robert Most recent year	Ph.D.											
Year 2												

Metz, Kramer Most recent year	MS											
Year 2												
Miller, Brian Most recent year	MBA							2	1	1		
Year 2												
Moreland, Tim Most recent year	JD											
Year 2									2		4	2
Pangasa, Rakesh Most recent year	Ph.D.		A=1 C=1	A=1 B=1 C=1	A=1 B=1 C=1	A=1 B=1 C=1 D=1	A=10 B=10 C=10 D=10	4	4	5		3
Year 2			A=1 C=1	A=1 B=1 C=1	A=1 B=1 C=1	B=1 C=1 D=1	A=10 B=10 C=10 D=10	4	4	5	2	3
Rubin, Kevin Most recent year	MBA											
Year 2												
Segersten, Charles Most recent year	MA											
Year 2												
Shortridge, Richard Most recent year	JD						A=3	20	3	2	2	
Year 2							A=3	20	3	2	2	

Spencer, Jeremy Most recent year	MBA											
Year 2						B=6	1					
Spizzirri, Phillip Most recent year	DM											
Year 2												
Stroh, Mark Most recent year	MBA							2	4	2	3	
Year 2								1	4	2	3	
Stroher, Scott Most recent year	MBA	CPA										
Year 2												
Villegas, Sherri Most recent year	MBA											
Year 2												
Watson, Emma Most recent year	MA											
Year 2												
Woldoff, Ron Most recent year	MBA											
Year 2												
Young, Lisa Most recent year	M.Ed.											
Year 2												
Yousefi, Abbas Most recent year	Ph.D.					A=3 B=2 C=2 D=2	3	5	5	1	1	
Year 2						A=2 B=2 C=2 D=2	3	5	5	1	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.

There have been no substantial revisions to the BBA program

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.

No new programs to be accredited at this time

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

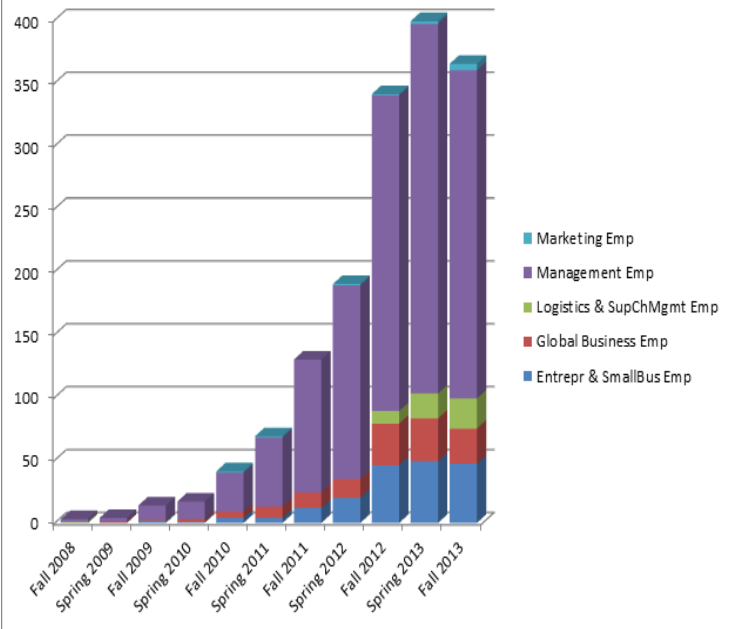
3. List any accredited programs that have been terminated since your last report.

No programs have been terminated

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

<p>Key Indicator A Enrollment; targets:</p> <p>2010-11 – 350 2011-12 – 400 2012-13 – 450 2013-14 – 500 2014-15 – 550</p>	<p>Students enrolled in class on the 21st day of each semester.</p>	<p>Until fall 2013, the BBA program was experiencing exponential growth.</p>	<p>Although the trend has slowed, it continues to increase. Lower enrollment in Arizona and national data correspond to our own numbers. We expect increasing enrollment, but at a slower rate.</p>	<p>As enrollment begins to level out as we see in fall 2013, we will begin a new marketing push using results from Peregrine stating high performance of students and low cost.</p>	 <p>BBA Program Enrollment by Emphasis (Emp)</p> <table border="1"> <thead> <tr> <th>Semester</th> <th>Marketing Emp</th> <th>Management Emp</th> <th>Logistics & SupChMgmt Emp</th> <th>Global Business Emp</th> <th>Entrepr & SmallBus Emp</th> <th>Total Enrollment</th> </tr> </thead> <tbody> <tr> <td>Fall 2008</td> <td>0</td> <td>10</td> <td>0</td> <td>0</td> <td>0</td> <td>10</td> </tr> <tr> <td>Spring 2009</td> <td>0</td> <td>10</td> <td>0</td> <td>0</td> <td>0</td> <td>10</td> </tr> <tr> <td>Fall 2009</td> <td>0</td> <td>15</td> <td>0</td> <td>0</td> <td>0</td> <td>15</td> </tr> <tr> <td>Spring 2010</td> <td>0</td> <td>20</td> <td>0</td> <td>0</td> <td>0</td> <td>20</td> </tr> <tr> <td>Fall 2010</td> <td>5</td> <td>25</td> <td>0</td> <td>0</td> <td>0</td> <td>30</td> </tr> <tr> <td>Spring 2011</td> <td>10</td> <td>30</td> <td>0</td> <td>0</td> <td>0</td> <td>40</td> </tr> <tr> <td>Fall 2011</td> <td>15</td> <td>35</td> <td>0</td> <td>0</td> <td>0</td> <td>50</td> </tr> <tr> <td>Spring 2012</td> <td>20</td> <td>40</td> <td>0</td> <td>0</td> <td>0</td> <td>60</td> </tr> <tr> <td>Fall 2012</td> <td>25</td> <td>45</td> <td>0</td> <td>0</td> <td>0</td> <td>70</td> </tr> <tr> <td>Spring 2013</td> <td>30</td> <td>50</td> <td>10</td> <td>10</td> <td>0</td> <td>100</td> </tr> <tr> <td>Fall 2013</td> <td>35</td> <td>55</td> <td>10</td> <td>10</td> <td>0</td> <td>110</td> </tr> </tbody> </table>	Semester	Marketing Emp	Management Emp	Logistics & SupChMgmt Emp	Global Business Emp	Entrepr & SmallBus Emp	Total Enrollment	Fall 2008	0	10	0	0	0	10	Spring 2009	0	10	0	0	0	10	Fall 2009	0	15	0	0	0	15	Spring 2010	0	20	0	0	0	20	Fall 2010	5	25	0	0	0	30	Spring 2011	10	30	0	0	0	40	Fall 2011	15	35	0	0	0	50	Spring 2012	20	40	0	0	0	60	Fall 2012	25	45	0	0	0	70	Spring 2013	30	50	10	10	0	100	Fall 2013	35	55	10	10	0	110
Semester	Marketing Emp	Management Emp	Logistics & SupChMgmt Emp	Global Business Emp	Entrepr & SmallBus Emp	Total Enrollment																																																																																			
Fall 2008	0	10	0	0	0	10																																																																																			
Spring 2009	0	10	0	0	0	10																																																																																			
Fall 2009	0	15	0	0	0	15																																																																																			
Spring 2010	0	20	0	0	0	20																																																																																			
Fall 2010	5	25	0	0	0	30																																																																																			
Spring 2011	10	30	0	0	0	40																																																																																			
Fall 2011	15	35	0	0	0	50																																																																																			
Spring 2012	20	40	0	0	0	60																																																																																			
Fall 2012	25	45	0	0	0	70																																																																																			
Spring 2013	30	50	10	10	0	100																																																																																			
Fall 2013	35	55	10	10	0	110																																																																																			

<p>Key Indicator B Graduation rates.</p> <p>The University target for transfer student 4-year graduation rate = 88%.</p>	<p>Measures the percentage of students who graduate within 4 years of transfer from a community college.</p>	<p>Current available data only covers the 2008 cohort for which 70.9% graduated and 5.5% were still in the program.</p>	<p>This compares with 62.2% graduation in the NAU Franke College of Business for the same cohort year and 1.5% still in the program. The most significant problem for continuation has been cost.</p>	<p>The Department will contact students who do not continue to determine the reasons and provide guidance to assist them with continuing and completing their degree.</p>	<div style="text-align: center;"> <h3>Graduation Rate Comparison</h3> <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Graduation Rate Comparison Data</caption> <thead> <tr> <th>Program</th> <th>Continuing (%)</th> <th>Graduated (%)</th> <th>Total (%)</th> </tr> </thead> <tbody> <tr> <td>BBA</td> <td>70.9</td> <td>5.5</td> <td>76.4</td> </tr> <tr> <td>FCB</td> <td>62.2</td> <td>0.0</td> <td>62.2</td> </tr> </tbody> </table> </div> <p>Only data available for 4 years. The BBA Program started in 2008.</p>	Program	Continuing (%)	Graduated (%)	Total (%)	BBA	70.9	5.5	76.4	FCB	62.2	0.0	62.2
Program	Continuing (%)	Graduated (%)	Total (%)														
BBA	70.9	5.5	76.4														
FCB	62.2	0.0	62.2														

<p>Key Indicator C Faculty support</p> <p>Goal = 4.5 Segmented data on full/part-time faculty</p>	<p>Measured by the annual survey “Are We Making Progress?” category 6 “Process Management”</p>	<p>Current result are 4.3 overall with an upward trend. However, segmentation of the most recent survey shows differences between full and part-time faculty.</p>	<p>Data indicates that full-time faculty feel they need more support. Comments are directed primarily at the online course platform (Blackboard Learn). Part-time faculty feel that they have less control over work processes. This appears to be due to prescribed courses and texts, though they can make modifications.</p>	<p>Focus 2013-14 faculty development on Quality Matters standards and eLearning support. Develop resource links for all faculty for easy access to information on available tools and resources. Encourage part-time faculty to contact their mentors when they would consider making changes.</p>	<div data-bbox="1281 178 1995 625"> <p>Category 6: Process Management</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2011</td> <td>4.0</td> </tr> <tr> <td>2012</td> <td>4.2</td> </tr> <tr> <td>2013</td> <td>4.3</td> </tr> </tbody> </table> </div> <p>Segmented data (below):</p> <div data-bbox="1281 698 1995 1177"> <p>Process Management</p> <table border="1"> <thead> <tr> <th>Statement</th> <th>Full Time</th> <th>Part Time</th> </tr> </thead> <tbody> <tr> <td>a: I can get what I need to do my job.</td> <td>4.1</td> <td>4.6</td> </tr> <tr> <td>b: We have good processes for doing our work.</td> <td>4.4</td> <td>4.4</td> </tr> <tr> <td>c: I have control over my work processes.</td> <td>4.7</td> <td>3.8</td> </tr> </tbody> </table> </div>	Year	Score	2011	4.0	2012	4.2	2013	4.3	Statement	Full Time	Part Time	a: I can get what I need to do my job.	4.1	4.6	b: We have good processes for doing our work.	4.4	4.4	c: I have control over my work processes.	4.7	3.8
Year	Score																								
2011	4.0																								
2012	4.2																								
2013	4.3																								
Statement	Full Time	Part Time																							
a: I can get what I need to do my job.	4.1	4.6																							
b: We have good processes for doing our work.	4.4	4.4																							
c: I have control over my work processes.	4.7	3.8																							

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
Example of a Table of Undergraduate Common Professional Component (CPC) Compliance

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.

There are no new programs and no substantial changes to the BBA Program