

Northern Arizona University
Business and Administration Department
Quality Assurance Report (BBA, BAS in LSCM and ITM)
September 15, 2017

Overview

Institution Name

Northern Arizona University

Address

2020 S 8 E Ave

Year Accredited

2012

Year Reaffirmed

Not Set

Years Covered by this Report

2015 - 2015

Date Submitted

09/15/2017

Completed By

Spencer, Jeremy

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Email

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ACBSP Champion

Northern Arizona University

Business and Administration Department

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Spencer, Jeremy

ACBSP Co-Champion

Northern Arizona University

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I - Institutional Information

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.

- Master in Global Business Administration (MGBA) (applying for accreditation in 2019).
- Bachelors of Applied Science in Administration (not seeking accreditation)
- Bachelors of Applied Science in Technology Management (not seeking accreditation)
- Bachelors of Applied Science in Logistics and Supply Chain Management (applying for accreditation in 2017)
- Bachelors of Applied Science in Industrial Technology Management (applying for accreditation in 2017)
- BA of Interdisciplinary Studies in Administration (not seeking accreditation)
- BA of Interdisciplinary Studies in Technology Management (not seeking accreditation)
- BA of Interdisciplinary Studies 90/30 in Technology Management (not seeking accreditation)
- BS of Interdisciplinary Studies in Technology Management (not seeking accreditation)
- BS of Interdisciplinary Studies 90/30 in Technology Management (not seeking accreditation)

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.

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The Business and Administration department has a webpage (<http://extended.nau.edu/businessdept.aspx>), lists the degree programs with links to those individual programs. The program pages clearly state the programs accreditation status. We have three different degree types, those accredited, those seeking accreditation (candidate for accreditation) and those that are not seeking ACBSP accreditation. On the program's page, the following language communicates to the public the accreditation status:

1) The BBA degree webpage (<http://extended.nau.edu/bba.aspx>) contains detailed information about accreditation and ACBSP.

2) The MGBA, the BAS in Logistics and Supply Chain Management, and the BAS in Industry Technology Management website all contain the ACBSP Candidate Logo and the following language; "The [degree program] is seeking accreditation with ACBSP and estimated date of accreditation is Fall 2017."

3) Degrees not seeking accreditation contain the following language. "The [degree program] programs are accredited under NAU general accreditation with the Higher Learning Commission (HLC)."

A PDF file for each of the websites is attached below.

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: Jeremy Specner

Phone: (520) 403-0830 (c)

E-mail address: Jeremy.spencer@nau.edu

ACBSP Champion name: Jeremy Spencer

ACBSP Co-Champion name: Dr. Alex Steenstra

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II - Status Report on Conditions and Notes

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:

There are no notes to removed

Remove Conditions:

- Remove Condition on Overview Item 5. . Please provide an updated list of accredited and non-accredited programs and document how you distinguish between accredited and non-accredited programs to the public.

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Remove Condition on Criterion 6.1.3. The Bachelor of Applied Science in Administration (BAS-ADM), the Bachelor of Interdisciplinary Study in Administration BIS in Admin) and the Bachelor of Applied Science in Logistics & Supply Chain Management (BAS-LSCM) do not meet the minimum coverage of 30 hours.

The BAS-ADM degree is not able to meet criterion 6.1.3, and is withdrawing the application for accreditation.

BAS-LSCM has addressed the coverage of all CPC to meet criterion 6.1.3 as shown in the chart below.

Required Core Course	a. MKT	b. FIN	c. ACC	d. MGT	e. LAW	f. ECON	g. ETH	h.GLO	i. IS	J. QM STAT	k. POL COM	Total
BBA 290		15	40		3		3				3	64
BBA 291	3	10			15	30	5					63
BBA 292	5		1	45	1		3	3	1		3	62
BBA 300	3	2		45	1	1	9	3			12	76
BBA 305W					4		10	5			30	49
BBA 330				45	1	1	3	3		10	3	66
BBA 340					1		1	1	45			48
BBA 360	5			45	2	10	10	5		2	10	89
BBA 428	3	1		45	3	3	3	30	3	3	5	99
BBA 429	3		1	45	3		5	1	1	5	5	65

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BBA 430	3	1	1	45	1		3	3	5	7	3	70
BBA 435C	5	5	1	45	1	1	1	1	3	3	25	78
Total	30	34	43	360	36	46	56	55	58	30	99	

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III - Public Information

- Data on our action plan goals (including assessment of student learning) are posted on our BBA program website (<https://nau.edu/Business-Admin/Degree-Programs/Business-Administration/>), reported to the NAU University Assessment Committee, and reported to our key stakeholders and program advisory committees in Yuma, Tucson, and Phoenix. These reports are updated 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

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 have been no new sites added during the reporting period.

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Standard 2 Leadership

Key Strategic goals/objectives	Any Major Changes
1. High quality education (Baldrige/ACBSP)	None
2. Smallest average class size in AZ with highly accessible instructors	None
3. Statewide availability of courses, including evenings and online	None
4. Lowest tuition & fees option in AZ	None

Strategic Objectives* (examples)	Key Measures	Progress toward achievement
Quality: Remove ACBSP Notes and Conditions	Letter documenting removal	Achieved following last QA report (letter on file)
Quality: Assess learning outcomes each semester	Peregrine exam (target 90 th percentile, best-in-class)	At or above 90 th percentile in most CPC categories; downward trend in “ethics” led to initiative for improvement (see Standard 4), small initial improvement in spring 2015
Class size: cap classes at 35, writing intensive at 25	Class size report (target 95% at or below caps)	Over 95% at or below caps
Availability: all courses available online	Class report (target 100%)	Target met; experimented with 7-week classes (were first to fill) so scheduled all online courses for 7-week format
Tuition and fees	Compare tuition and fees in catalogues of ASU, UofA, and Franke College of Business (NAU)	B&A tuition and fees remain below major competitors

* Measures are at the Action Plan level of the strategic objectives

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Strategic Planning Process Changes Summary

Our strategic plan covers 5 years and receives a complete review and update every 5 years. There have been no changes in the process. However, a review of the plan goals at the beginning of each fall semester may result in updates. Our Strategic Plan committee, appointed at our fall meeting 2015, is responsible for updating the 5-year strategic plan (including our HR plan).

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Standard Three: Student- and Stakeholder-Focused Results - Criterion 3.8

Use this format to respond to Criterion 3.8. If you are submitting a self-study for reaffirmation, this is the same table used in your QA report.

Student- and stakeholder-focused results examine how well your organization satisfies business students and stakeholders key needs and expectations. Performance measures may include: satisfaction and dissatisfaction of current and past students and key stakeholders, perceived value, loyalty, persistence, or other aspects of relationship building, end of course surveys, alumni surveys, Internship feedback, etc.

Measurement instrument or processes may include end of course surveys, alumni surveys, Internship feedback, etc.

Each academic unit must demonstrate linkages to business practitioners and organizations, which are current and significant, including an advisory board.

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

Performance Measure: What is your goal? The goal should be measurable.	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 your results?	Action Taken or Improvement made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)
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Key Indicator A
"Are we making progress?" faculty survey - The goal is to maintain a 4.5 or higher.

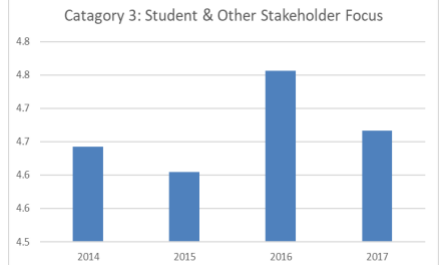
The goal has been achieved and has continued to improve.

The "Are we making progress?" survey is utilized annually and is an internal, indirect assessment tool used to determine faculty's perspective on student outcomes, Human resource, and leadership issues.

Faculty convey that the strategy, process, leadership, an human resource plans are highly focused on the students and that students benefit from these plans.

Current trends indicate continues improvement on this measure.

The BBA program will continue to monitor and evaluate this measure.



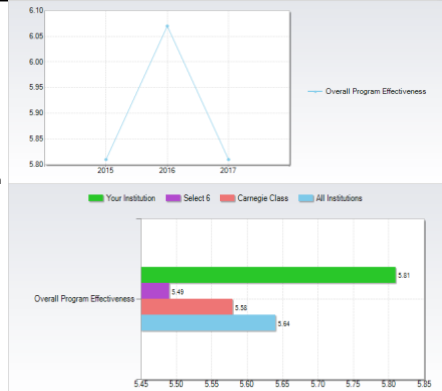
Key Indicator B
EBI Survey - To achieve a student satisfaction rate of 6 or higher and exceed the national average

EBI is a national student survey and a direct, external, comparative assessment.

Through the EBI Survey, students indicate that the program is very effective, more so than other schools, such as the Carnegie class, the national average, and a set of 6 selected competing schools.

The results in the 2015/2016 school year were substantially higher than in 2014/2015 school year. However by 2016/2017 school year, those results had returned to the 2014/2015 level. Through the assessment process, areas of concern will be identified.

During the department evaluation of assessment data for Fall 2017, the department will evaluate why students feel the program was slightly less effective. Each of the factors that make up the overall effectiveness are also assessed and will be evaluated. Areas of concern will be identified and addressed.



Key Indicator C
EBI Survey - The goal is to be at or above the national average and show continues improvement.

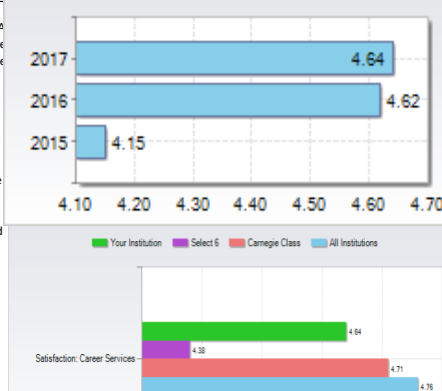
We are not currently meeting our goal in the area of Career Services.

EBI is a national student survey and a direct, external, comparative assessment.

Students indicate they are not getting the career services they would expect to get from the BBA Program.

Students would like to see more help in seeking for and preparing to obtain gainful employment upon exiting the programs.

Following the data received from the EBI Survey, the BBA program evaluated its course lists and realized that resume and interviewing skills were topics that need additional attention. The department created an elective course BBA 301 Career Development. This course seems to have improved the student view of career services. The department will continue to monitor and improve.



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Standard 4 Measurement and Analysis of Student Learning and Performance

The BBA program had seven learning objectives developed through an analysis of multiple research reports on what businesses said they wanted from business graduates. Therefore, we expect our students to be able to:

1. Think creatively and view data from multiple perspectives
2. Communicate effectively in oral and written format
3. Work well in team settings with effective interpersonal skills
4. Discern the underpinning ethical issues in local and global business decision-making processes, including ethics and social responsibility, environmental sustainability and profitability
5. Solve problems and utilize decision-making tools and theories
6. Design and implement effective strategies for the global marketplace
7. Analyze and utilize financial information.
8. Global engagement - Describe, compare and/or analyze the people, history and cultures of target countries in terms of foreign policies, economic relations and/or organizational effectiveness.
9. Diversity – Describe, compare and/or analyze the implications of diversity on strategy, policy, procedures and/or organizational effectiveness perspectives.
10. Environmental sustainability – Describe, compare and/or analyze environmental sustainability issues and opportunities from policy, strategy and/or organizational effectiveness perspectives.

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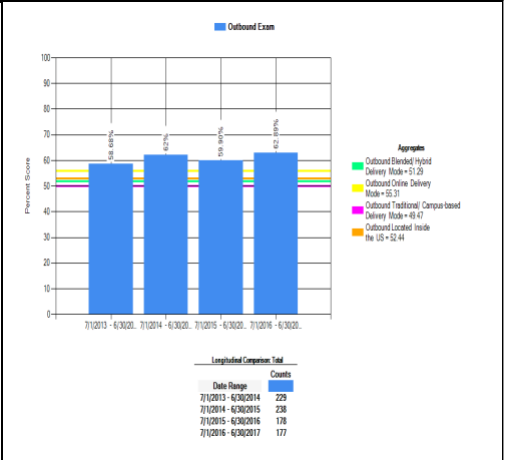
Standard #4 Measurement and Analysis of Student Learning and Performance

Use this table to supply data for Criterion 4.2. (Figure 4.2 in self-study)

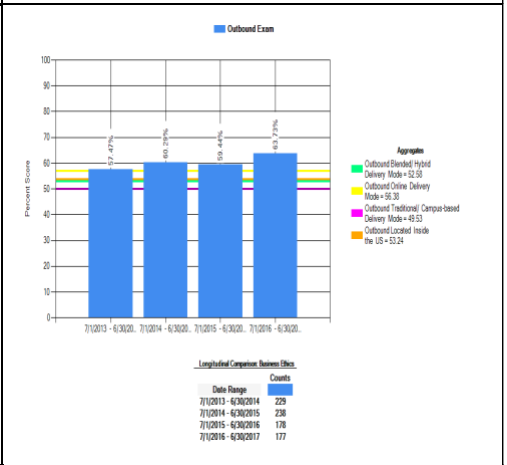
Performance Indicator	Definition
1. Student Learning Results	A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed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

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 (3-5 data points preferred)
Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?	
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative				

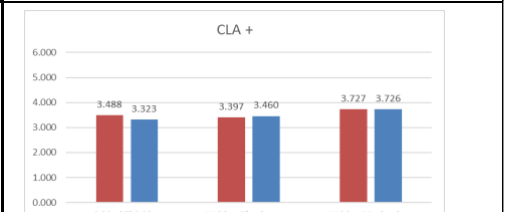
Key Indicator A To sustain continual improvement of student scores on the Peregrine test.	This is a summative, direct, external, and comparative assessment through Peregrine Tests.	For four years now we have maintained scores that exceed the scores of schools within the United States and across all learning modalities.	From our current results on the Peregrine Exam, the department has learned that despite what appears to be and is great; there are always for continued improvements.	In order to implement continues improvement, each CPC will be monitored for decreasing trend in scores. Once these patterns are found, plans will be made to address those concerns.
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Key Indicator B Keep scores on the "Ethics" above National levels while continuing to improve scores.	This is a summative, direct, external, and comparative assessment through Peregrine Tests.	The current scores show over four percentage points improvement in scores from the previous year. Also, scores have an upward trend over the past four years.	Current analysis shows a reversal in downward trends within subtopics of the business ethics CPC and are now improving.	Continue to monitor and improve this measure.
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Key Indicator C The goal is for student to achieve a 4.5 or higher on the CLA+ exam in the areas of critical thinking, writing effectiveness, and writing mechanics.	This is a summative, direct, external, and comparative assessment through CLA +.	The results show student score below the goal of 4.5.	During the assessment process of Fall 2014, the collection of data on the critical thinking and writing learning objectives were reviewed. The difficulty in collecting data resulted in adapting the CLA + exam to assess these two learning	The implementation of the CLA+ presented some difficulties. However, the process has been updated for the 2018-2019 school year. Instead of taking the CLA + in BBA 480, student will be required to achieve a 4.5 as a prerequisite to enroll in BBA 480. Students will have from the time they enter the BBA program and enrolling in BBA 480 to
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Standard #5 Faculty and Staff Focus, Table 5.1

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 #5 Faculty and Staff Focus, Table 5.1					
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.					
Faculty and Staff Focused Results	Faculty and staff-focused results examine how well the organization creates and maintains a positive, productive, learning-centered work environment for business faculty and staff. <i>Key indicators may include: professional development, scholarly activities, community service, administrative duties, business and industry interaction, number of advisees, number of committees, number of theses supervised, satisfaction or dissatisfaction of faculty and staff, positive, productive, and learning-centered environment, safety, absenteeism, turnover, or complaints.</i>				
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results		Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)
Measurable goal	(Indicate length of cycle)	What are your current results?	What did you learn from the results?	Action Taken or Improvement made	What did you improve or what is your next step?
What is your goal?					
Key Indicator A Annual Survey "Are we making progress?" measuring Faculty satisfaction with measurement, analysis, and knowledge management.	This is an annual survey of the BBA faculty covering the areas of leadership, strategic planning, student and other stakeholders, measurement, analysis, knowledge management, work force, and process management.	The current survey shows that the goal of 4.5 was surpassed.	Faculty convey they have the knowledge and information needed to make improvements in their courses.	Continue to monitor and improve this measure.	
Key Indicator A Annual Survey "Are we making progress?" measuring Faculty satisfaction with the Strategic Planning. The goal is to exceed 4.5 on a 5 point scales.	This is an annual survey of the BBA faculty covering the areas of leadership, strategic planning, student and other stakeholders, measurement, analysis, knowledge management, work force, and process management.	The current survey shows that the goal of 4.5 was surpassed.	Results show the department has met it's goal, and the trend is improving.	Continue to monitor and improve this measure.	
Key Indicator A Annual Survey "Are we making progress?" measuring Faculty satisfaction with processes like marketing, financial resources. The goal is to exceed 4.5 on a	This is an annual survey of the BBA faculty covering the areas of leadership, strategic planning, student and other stakeholders, measurement, analysis, knowledge management, work force, and process management.	The goal of 4.5 has not been met in the current survey and shows a significant decreasing trend.	The survey asks faculty about four areas of processes involved in running the program. They are marketing, finance, public relations, and information services.	The department is very limited in it marketing ability as most of this process is controlled by NAU's main campus. However this is such a priority to the future success that the department will spend considerable time in the future	

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Standard Five: Faculty and Staff Focus - TABLE 5.2

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.

Criterion 5.3.1 The composition of faculty must include sufficient academic credentials and business or professional experience to ensure appropriate emphasis on both business theory and practice to meet program objectives.

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

Faculty Member Name (alphabetically by Last Name)	Major Teaching Field		LIST ALL EARNED DEGREES (State Degree as Documented on Transcript, must include Major Field)	DOCUMENT OTHER PROFESSIONAL CERTIFICATION CRITERIA Five Years Work Experience Teaching Excellence Professional Certifications	ACBSP QUALIFICATION 1. Academically 2. Professional 3. Minimal
Ahuactzin, Jose	Accounting	BBA 256	Bachelor in Business Accounting, Masters in Business Administration	13 Years of Business Accounting	Professional
Beckham, Tricia	Business Communication	BBA 305W	Bachelor of Science in Advertising, Master of Arts in Communication	22 years of advertising and marketing experience	Professional
Bowman, Richard	Management	BBA 439, BBA 490C	Bachelor of Science in Electrical Engineering, Masters of Business Administration	5 years Management Experience	Professional
Broneck, Katherine	Business Communication	BBA 305W	Bachelor of Arts in Speech Communication, Master of Arts in Communication, Ph.D. in Management Information Systems	24 years of Academic experience	Academically
Burgess, Peter	Information Technology	BBA 350	Bachelor of Science Business Administration, Master of Science Computer Information Systems	6 Years teaching higher education, and 5 years management Experience	Professional
Byrd, Jeffery	Marketing	BBA 310	Bachelor of Arts in Speech Communication, Master in International Management	21 Years of Marketing Management Experience	Professional
Chang, Dahwei	Business Stats	BBA 201	Master in Mathematics, Ph.D. in Physics	27 years of Academic experience	Academically
Espinosa-Alguera, Maria	Management	BBA 385	Bachelor of Arts in Mathematics, Master of Science in Agricultural Economics, Ph. D. in Agricultural Economics	8 years of academic experience and 10 years of management experience	Academically
Freeborough, Rob	Marketing	BBA 310	Bachelor of Science in Civil Engineering, Master of Business Administration, Doctor of Philosophy in Organization and Management	11 years of academic experience and 5 years management experience	Academically
Fry, Sheila	Management	BBA 292	Bachelor of Business Administration, Masters of Business Administration	18 years of academic experience, 5 years management experience	Professional
Held, Christine	Information Technology	BBA 293	BS in Business Administration Master of Science in Education,	15 years management experience	Professional
Lorenzo, Penny	Management	BBA 205	Bachelor of Arts in English, Master of English, J.D.	10 years academic experience, 6 years legal experience	Academically
Majors II, Don	Accounting	BBA 290	Bachelor in Accounting, Master in Business Administration, Doctor of Business Administration	10 years academic experience, 15 year accounting experience	Academically
Marrer, Gary	Information Technology	BBA 355	Bachelor of Arts in Economics, Master in Business Administration, Master of Science in Educational Leadership	16 Years academic experience, 5 years management experience	Professional
McCance, Steven	Management	BBA 486	Bachelor of Science in Finance, Master in Public Administration	5 years management experience	Professional
McGovern, James	Management	BBA 471C	Bachelor of Science in Mathematics, Master of Science Natural Science, Ph.D.	37 Years of management experience	Academically
Medrano, Reyes	Human Resource	BBA 335	Bachelor of Arts Education, Master of Arts Human Resource Management	32 years of academic experience, 13 years management experience	Professional
Miller, Linda	Management	BBA 360	BA in Management Information Systems, MBA	18 years Management experience	Professional
Molano, Patricia	Business Communication & Management	BBA 305W, BBA 360	BA, Telecommunication, Masters, Labor and Human Resource	15 years management experience	Professional
Musson, Matthew	Human Resource	BBA 335	MA in Professional Counseling, MA in Business Administration, MA in Psychology, Ph. D (ABD)	10 years management experience	Professional
Namuo, Cyne	Management	BBA 370	BBA, MSBA, Ph. D Higher Education	10 years academic experience, 5 years management experience	Academically
Newman, Charlotte	Management	BBA 360	BS in Family and Consumer Studies, MA in Human Resource Development, Doctorate of Education in Organizational Leadership	15 years management experience, 15 years of academic experience	Academically
Peltz, David	Management	BBA 330	BS in Business Management, MBA, Ph.D. in Organizational Leadership	12 years management experience	Academically
Price, Kella	Management	BBA 338	BA in French, BA in Spanish, BA in Business, MBA, DBA	17 years management experience	Academically
Rapp, Kerby	Management	BBA 490C	BA in Criminal Justice, Masters in Public Administration	9 years management experience	Professional
Repich, Ryan	Management	BBA 330	BS in Business Administration, MS in International Business Relations, Doctorate in Executive Leadership	15 years management experience	Academically
Richardson, Sarah	Business Communication	BBA 305W	BS in Business Administration, M. Ed, Business education	6 years management experience	Professional
Runyon, Nicole	Human Resource	BBA 335	BA in Political Science, MS in Administration, Ph.D. in Education	10 years human resource management	Academically
Sawitzke, ken	Management	BBA 390	BS in Education, MA in History,	27 years Human Resource management	Professional
Simington, Maire	Marketing	BBA 310	BA in English, MA in English, MBA, Ph. D. in Rhetoric/ English	32 years of management experience	Academically
Simons, Phil	Accounting	BBA 290	BA business Administration, MBA	18 Years of accounting and management Experience	Professional
Smith, Gloria	Business Communication	BBA 305W	MA in Philosophical Psychology, MBA Doctor of Philosophy in Organization & Management Leadership	12 Years academic experience, 5 years management experience	Academically
Walsh, Tatiana	Information Technology	BBA 340	BS in Computer Information Systems, Executive MBA	20 years of management experience	Professional
White, Andrea	Human Resource	BBA 335	BA in Sociology, MBA	20 years of management experience	Professional

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Standard Five: Faculty and Staff Focus - Table 5.3

Criterion 5.8.1. Faculty members must be actively involved in professional activities that will enhance the depth and scope of their knowledge and that of their disciplines, as well as the effectiveness of their teaching. The institution must demonstrate a reasonable balance of scholarly and professional activities by the faculty as a whole, consistent with the stated institutional mission

Use for Scholarly Activities

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

Example - Table for Scholarly and Professional Activities

For new full-time and part-time faculty members hired since last self-study or QA Report. Do not include faculty members previously recorded.

Faculty Member	Highest Degree earned	Professional Certification	Scholarly Activities				Professional Activities				Other	
			Papers Presented	Published Articles Manuscript and books	Unpublished Articles Manuscript and books	Consulting	Professional Related Service	Professional Conferences and workshops	Professional Meetings	Professional Memberships		
Ahuactzin, Jose	MBA											
Year 2												
Beckham, Tricia	MA											
Year 2												
Bowman, Richard	MBA											
Year 2												
Broneck, Katherine	Ph. D.											
Year 2												
Burgess, Peter	MS											
Year 2												
Byrd, Jeffery	MA											
Year 2												
Chang, Dahwei	Ph. D.											
Year 2												
Espinoza-Alguera, Maria	Ph. D.											
Year 2												
Freeborough, Rob	Ph. D.											
Year 2												
Fry, Sheila	MBA											
Year 2												
Held, Christine	MS											
Year 2												
Lorenzo, Penny	J.D.		A=1	A=1	A=1	A=1		1	3	2		
Year 2			A=1			A=1		2	3	2		
Majors II, Don	DBA											
Year 2												
Marrer, Gary	MS											
Year 2												
McCance, Steven	MA											
Year 2												
McGovern, James	Ph. D.											
Year 2												
Medrano, Reyes	MA											
Year 2												
Miller, Linda	MBA											
Year 2												
Molano, Patricia	MA											
Year 2												
Musson, Matthew	Ph. D. (ABD)									2	3	
Year 2										2	3	
Namuo, Cylne	Ph. D.								2		3	
Year 2									2	1	3	
Newman, Charlotte	D.Ed.										4	
Year 2											4	
Peltz, David	Ph. D.											
Year 2												
Price, Kella	DBA											
Year 2												
Rapp, Kerby	MPA											
Year 2												
Repich, Ryan	Doc. Ex. Ldrs.											
Year 2												
Richardson, Sarah	M. Ed.											
Year 2												
Runyon, Nicole	Ph. D.											
Year 2												
Sawitzke, ken	MA											
Year 2												
Simington, Maire	Ph. D.											
Year 2												
Simons, Phil	MBA											
Year 2												
Smith, Gloria	Ph. D.											
Year 2												
Walsh, Tatiana	MBA		A=4, B=2, C=1	A=1, B=1, C=1	A=3, B=3, C=2, D=3			A=10, B=10, C=10, D=10	1	6	20	4

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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.

Two new degrees seeking accreditation through ACBSP.

1) Bachelor of Applied Science in Logistics and Supply Chain Management (see Appendix A)

2) Bachelor of Applied Science in Industrial Technology Management (see Appendix B)

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Standard 6

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 6.1 Standard 6 - Organizational Performance Results																																
Organizational Effectiveness Results	Organizational effectiveness results examine attainment of organizational goals. Each business unit must have a systematic reporting mechanism for each business program that charts enrollment patterns, student retention, student academic success, and other characteristics reflecting students' performance. Key indicators may include: graduation rates, enrollment, improvement in safety, hiring equity, increased use of web-based technologies, use of facilities by community organizations, contributions to the community, or partnerships, retention rates by program, and what you report to governing boards and administrative units.																															
Performance Measure	What is your measurement instrument or process? (Indicate length of cycle)	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)																											
Measurable goal		What are your current results?	What did you learn from the results?	What did you improve or what is your next step?																												
What is your goal?																																
<p>Key Indicator A: Enrollment - The target goal for enrollment is continued growth</p> <p>Specific targets going forward need to be recalibrated by the program to take into account lower enrollment in Arizona and nationally for similar degrees.</p>	Students enrolled in class on the 21st day of each semester.	Enrollment for BBA is seeing a decline from Spring 2016 through Spring 2017. It is relatively flat from Spring 15 through Spring 2017.	NAU Yuma and the main campus in Flagstaff are undergoing changes in administrative structure, especially in areas such as marketing and outreach. During these structural changes it was decided that a greater focus would be placed on recruiting online students rather than in-person.	As of the end of Spring 2017, about 60% of students are in-person and about 40% are online students. This indicates that recruiting efforts should remain on in-person students. The department will align where possible to increase recruiting in-person.	<p>BBA Enrollment</p> <table border="1"> <caption>BBA Enrollment Data</caption> <thead> <tr> <th>Semester</th> <th>Enrollment</th> </tr> </thead> <tbody> <tr> <td>Fl 14</td> <td>470</td> </tr> <tr> <td>Sp 15</td> <td>450</td> </tr> <tr> <td>Fl 15</td> <td>490</td> </tr> <tr> <td>Sp 16</td> <td>490</td> </tr> <tr> <td>Fl 16</td> <td>460</td> </tr> <tr> <td>Sp 17</td> <td>440</td> </tr> </tbody> </table>	Semester	Enrollment	Fl 14	470	Sp 15	450	Fl 15	490	Sp 16	490	Fl 16	460	Sp 17	440													
Semester	Enrollment																															
Fl 14	470																															
Sp 15	450																															
Fl 15	490																															
Sp 16	490																															
Fl 16	460																															
Sp 17	440																															
<p>Key Indicator B: Retention Rates - The university target for transfer student 4-year graduation rate = 90%.</p> <p>The BBA graduation rate exceeds NAU and the Franke College of Business (FCB) graduation rates</p>	Compare 1 year retention rates (PAIR data)	Current trends are slightly downward from 93.2% in Fall 2008 to 75% in Fall 2015.	During the period from Fall 12 to Fall 15 most courses made a transition from 16 week course to 8 week course. Analysis of data indicate this as a possible reason for the decline, as students would enroll in more course and struggle as no change in rigging or content where made for shorter courses.	As a result of the analysis, the department has begun transitioning the more difficult courses (Finance & Accounting) back to 16 week courses.	<p>1st Year Retention Rate</p> <table border="1"> <caption>1st Year Retention Rate Data</caption> <thead> <tr> <th>Semester</th> <th>BBA (%)</th> <th>FCB (%)</th> </tr> </thead> <tbody> <tr> <td>Fall 2008</td> <td>93.2</td> <td>78</td> </tr> <tr> <td>Fall 2009</td> <td>82</td> <td>78</td> </tr> <tr> <td>Fall 2010</td> <td>82</td> <td>75</td> </tr> <tr> <td>Fall 2011</td> <td>82</td> <td>70</td> </tr> <tr> <td>Fall 2012</td> <td>82</td> <td>75</td> </tr> <tr> <td>Fall 2013</td> <td>78</td> <td>75</td> </tr> <tr> <td>Fall 2014</td> <td>78</td> <td>75</td> </tr> <tr> <td>Fall 2015</td> <td>75</td> <td>75</td> </tr> </tbody> </table>	Semester	BBA (%)	FCB (%)	Fall 2008	93.2	78	Fall 2009	82	78	Fall 2010	82	75	Fall 2011	82	70	Fall 2012	82	75	Fall 2013	78	75	Fall 2014	78	75	Fall 2015	75	75
Semester	BBA (%)	FCB (%)																														
Fall 2008	93.2	78																														
Fall 2009	82	78																														
Fall 2010	82	75																														
Fall 2011	82	70																														
Fall 2012	82	75																														
Fall 2013	78	75																														
Fall 2014	78	75																														
Fall 2015	75	75																														
<p>Key Indicator C: Faculty Support - Score of 4.5 or above on Leadership category of the "Are We Making Progress?" survey</p>	Average score on the annual survey of faculty in attendance at the January in-person faculty meeting	Current trend is upward and has remained above the 4.5 goal.	Results have shown steady improvement over 5 years, reaching the highest in 2017 of 4.8.	Monitor future results	<p>Leadership</p> <table border="1"> <caption>Leadership Scores Data</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2011</td> <td>4.65</td> </tr> <tr> <td>2012</td> <td>4.75</td> </tr> <tr> <td>2013</td> <td>4.65</td> </tr> <tr> <td>2014</td> <td>4.70</td> </tr> <tr> <td>2015</td> <td>4.80</td> </tr> <tr> <td>2016</td> <td>4.80</td> </tr> <tr> <td>2017</td> <td>4.85</td> </tr> </tbody> </table>	Year	Score	2011	4.65	2012	4.75	2013	4.65	2014	4.70	2015	4.80	2016	4.80	2017	4.85											
Year	Score																															
2011	4.65																															
2012	4.75																															
2013	4.65																															
2014	4.70																															
2015	4.80																															
2016	4.80																															
2017	4.85																															

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Appendix

Appendix A

Northern Arizona University

Report to receive accreditation on New Programs

1) Bachelor of Applied Science in Industrial Technology Managements (BAS in ITM)

Student enrollment –

Semester	BAS in ITM
Spring 2017	9
Fall 2016	14
Spring 2016	15
Fall 2015	9
Spring 2015	1
Fall 2014	1

Program Objectives-

ITM Students will be able to:

- Communicate business information professionally (oral and written).
- Recognize and solve business problems in an ethical manner.

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- Understand core management principles (human resources, organizational behavior, global dimensions, information systems, and leadership, as well as accounting, finance, economics and legal environment).
- Work well in teams, including virtual settings.

Instructional Resources

Students in this program have access to all resources that are available to the BBA students, including online journal resources, high quality instruction, and access to the Writing and AVID Centers. Courses will also be offered in a hybrid and online formats to fit the needs of the students.

Facilities and Equipment

The major technologies include Blackboard Learn with embedded Collaborate for video conferencing. In addition, students have access to Google Apps and Microsoft's DreamSpark, which includes a large selection of software options. Community college computer labs are available at each site. Students have access to local, community college, and NAU library collections, including extensive online databases and dedicated business support librarians.

In Yuma, the administrative location for the Department of Business and Administration, NAU has its own facilities on the Arizona Western College campus. In Tucson, NAU uses Pima Community College facilities for faculty and some courses. In Phoenix, the BBA program is located on the Paradise Valley CC, Mesa CC, and Chandler CC campuses of the Maricopa Community College District. NAU students may also access other college services on community college campuses around the state, all of which include NAU offices as well.

Faculty Qualification

All faculty teaching course required in the BAS in ITM degree program meet the qualification standards of ACBSP and are listed in Table 5.2 of this or previous reports to ACBSP.

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Admission

Requirements

Freshmen

We strongly encourage students to apply online. It allows you to self-report your academic information instead of having to request that your high school send us your most recent transcript. If you choose to complete the paper application:

- you will need to ask your high school to send us an official copy of your most recent transcript
- submit a \$25 application fee
- send your official ACT and/or SAT scores for scholarship consideration

You will be offered admission if you have a 3.0 or higher core GPA* and have no deficiencies in the required college preparatory courses.

You will be considered for admission if you have a 2.5 core GPA* and have no more than one deficiency in any two areas in the college preparatory courses. If you have a combination of a math and lab science deficiency, you are not admissible.

Home schooled students must provide a high school transcript, college transcripts if there is college coursework. Please note: The writing portions of the ACT and the SATI will not be used by processing test scores for admission.

* GPA is based on a 4.0 scale and is calculated using only the 16 core courses listed under course requirements.

Transfer Students

Transfer students are considered as high school graduates who have enrolled at a college, university or any other school since graduating from high school and have earned at least 12 college credits. If you have graduated from high school and have earned less than 12 college credit hours, please complete the freshman application.

Your application is considered complete and a decision will be made when we receive:

- official transcripts from all colleges attended, submitted directly from those institutions (note: opened transcripts or

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transcripts issued to students are not acceptable)

- a \$25 non-refundable application fee
- if you are younger than 22, provide a final high school transcript or GED scores, unless you have earned an associate's degree.
- If you are 22 or older, provide a posted high school degree or equivalent, or demonstrate the completion of a minimum of 12 transferable college credits. At least six of those credits should be from academic subjects requiring college-level skill in reading, writing and/or A posted high school degree may be required to determine eligibility for financial aid.

The Office of Undergraduate Admissions and Orientation will evaluate transcripts to determine the number of transfer credits accepted. Northern Arizona University will accept college-level transfer coursework with grades of C or better or P from an institution that is accredited by one of the following:

- Northwest Commission on Colleges and Universities
- Western Association of Schools and Colleges
- Southern Association of Colleges and Schools
- North Central Association of Colleges and Schools
- New England Association of Schools and Colleges
- Middle States Association of Colleges and Schools

You will be offered admission if you have earned a minimum of 35 credits and the AGEC or the California IGETC with a cumulative GPA of 2.5, or you have earned an associate's degree with a cumulative GPA of 2.0.

You will be considered for admission if you have a 2.0 or higher overall college GPA (on a 4.0 scale) and at least 24 transferable academic college credits.

Additional Admission Requirements

Admission requirements over and above admission to NAU are required.

- To be admitted into a Bachelor of Applied Science (B.A.S.) plan, you must have an associate's degree, either completed or in progress, at a regionally accredited institution and the associate's degree must be completed prior to the awarding of the B.A.S.

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degree.

Graduation Statistics

	BAS in ITM
2017	3
2016	1
2015	2
2014	1

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Core Professional Components

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Hour Class Sessions by CPC Topic												
Required	a. MKT	b. FIN	c. ACC	d. MGT	e. LAW	f. ECON	g. ETH	h. GLO	i. IS	j. QM STAT	k. POL I.	Total
Core											COM	
Courses												
BBA 290		15	40		3		3				3	64
BBA 291	3	10			15	30	5					63
BBA 292	5		1	45	1	1	9	3	1		3	69
BBA 300	3	2		45	1	1	9	3			12	76
BBA 305W					4		10	5			30	49
BBA 330				45	1	1	1	3		10	3	64
BBA 340					1		1	1	45			48
BBA 360	5			45	2	10	10	5		2	10	89
BBA 405	10	5	8	45	8	8	27	10		8		129
BBA 475C	12	15	1	10	5	3	3	1	1	10	45	106
Totals	38	47	50	235	41	54	78	31	47	30	106	

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Outcome Assessment Process and results

Outcomes assessment process and results						
Assessment tools						
	Data Collection		Data Analysis		Discussion of Findings	
Assessment Tool	<u>Who</u> is responsible for collecting the data	<u>When</u> and/or <u>where</u> will data collection take place	<u>Who</u> is responsible for data analysis	<u>When</u> will data analysis take place	<u>Who</u> will be part of the discussion of data and	<u>When</u> will discussions likely take place
EBI	Latham (leader)	BBA 475C	Spencer	After each semester	All B&A faculty (p-t voluntary)	January, April or August*

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Grammar Pre- Post Test	Latham (Leader)	BBA 305W	Spencer	After each semester	All B&A faculty (p-t voluntary)	January, April or August*
CLA+	Wellman (leader)	BBA 475C	Spencer	After each semester	All B&A faculty (p-t voluntary)	January, April or August*
Peregrine exam	Latham & Wellman (leaders)	BBA 300 & 475C	Spencer	After each semester	All B&A faculty (p-t voluntary)	January, April or August*

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Assessment	Class(es)	Date(s)	Lead Instructor(s)
Bachelor of Applied Science in Industrial Technology Management			
Peregrine Exam	BBA 300, 475C	Fall	Spencer/Myrowitz
EBI Exit Survey	BBA 475C	Fall	Spencer/Myrowitz
Writing (CLA +)	BBA 305W, 480	Fall	Latham,
Grammar rubric (pre-post)	BBA 305W	Fall	Latham
Critical thinking/problem solving rubric (CLA+)	BBA 490C	Fall	Myrowitz

Assessment Outcomes

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Standard #4 Measurement and Analysis of Student Learning and Performance+A1:F10

Use this table to supply data for Criterion 4.2. (Figure 4.2 in self-study)

Performance Indicator	Definition
1. Student Learning Results	A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination.</i> Add these to the description of the measurement instrument in column two:

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 (3-5 data points preferred)
Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?	
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative				

Key Indicator A - Measure students performance on "Business Ethics" CPC.	This is a summative, direct, external, and comparative assessment through Peregrine Tests.	Current results indicate that ITM students are improving, but are below national average.	ITM student take three leveling course to provide them with basic business knowledge and language. This may have been a factor in the lower than average scores.	Inside each of these leveling course an assignment has been placed focusing on business ethics.	<table border="1"> <caption>Peregrine - Business Ethics</caption> <thead> <tr> <th>Term</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Spring 16</td> <td>25</td> </tr> <tr> <td>Fall 16</td> <td>60</td> </tr> <tr> <td>Spring 17</td> <td>50</td> </tr> </tbody> </table>	Term	Score	Spring 16	25	Fall 16	60	Spring 17	50
Term	Score												
Spring 16	25												
Fall 16	60												
Spring 17	50												

Key Indicator B - Measure students performance on "Business Strategy."	This is a summative, direct, external, and comparative assessment through Peregrine Tests.	The current trend in ITM student scores for business strategy is upward and above national averages.	Students that are successful in the three leveling course are demonstrating a strong understanding of business strategies.	The department will continue to monitor for areas of concern and implement any necessary improvement plan.	<table border="1"> <caption>Peregrine - Business Strategy</caption> <thead> <tr> <th>Term</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Spring 16</td> <td>50</td> </tr> <tr> <td>Fall 16</td> <td>60</td> </tr> <tr> <td>Spring 17</td> <td>70</td> </tr> </tbody> </table>	Term	Score	Spring 16	50	Fall 16	60	Spring 17	70
Term	Score												
Spring 16	50												
Fall 16	60												
Spring 17	70												

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Appendix B

Northern Arizona University
Report to receive accreditation on new programs

Bachelor of Applied Science in Logistics & Supply Chain Management (BAS-LSCM)

Student enrollment –

Student Enrollment	
Spring 2017	52
Fall 2016	59
Spring 2016	58
Fall 2015	66
Spring 2015	54
Fall 2014	58
Spring 2014	46
Fall 2013	37
Spring 2013	27
Fall 2012	15
Spring 2012	3

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Program Objectives-

Logistic & Supply Chain Management Students will be able to:

- Communicate effectively in both written and spoken form, including communication involving the use of appropriate facilitating technologies.
- Work effectively as both a member and a leader of a diverse team, including virtual teams that collaborate and communicate using technology to bridge barriers of location, culture and language.
- Evaluate the effectiveness of global logistics networks, including the environmental impact of logistics activities, to develop reasoned proposals for improvement that support the strategy of the firm as well as the supply chain as a whole.

Instructional Resources

Students in this program have access to all resources that are available to the BBA students, including online journal resources, high quality instruction, and access to the Writing and AVID Centers. Courses will also be offered in a hybrid and online formats to fit the needs of the students.

Facilities and Equipment -

The major technologies include Blackboard Learn with embedded Collaborate for video conferencing. In addition, students have access to Google Apps and Microsoft's DreamSpark, which includes a large selection of software options. Community college computer labs are available at each site. Students have access to local, community college, and NAU library collections, including extensive online databases and dedicated business support librarians.

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In Yuma, the administrative location for the Department of Business and Administration, NAU has its own facilities on the Arizona Western College campus. In Tucson, NAU uses Pima Community College facilities for faculty and some courses. In Phoenix, the BBA program is located on the Paradise Valley CC, Mesa CC, and Chandler CC campuses of the Maricopa Community College District. NAU students may also access other college services on community college campuses around the state, all of which include NAU offices as well.

Faculty Qualification

All faculty teaching courses required in the BAS in Logistics program meet the qualification standards of ACBSP and are listed in Table 5.2 of this or previous reports to ACBSP (see evidence fill source below).

Admission Requirements

– Freshmen

We strongly encourage students to apply online. It allows you to self-report your academic information instead of having to request that your high school send us your most recent transcript. If you choose to complete the paper application:

- you will need to ask your high school to send us an official copy of your most recent transcript

- submit a \$25 application fee
- send your official ACT and/or SAT scores for scholarship consideration

You will be offered admission if you have a 3.0 or higher core GPA* and have no deficiencies in the required college preparatory courses. You will be considered for admission if you have a 2.5 core GPA* and have no more than one deficiency in any two areas

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in the college preparatory courses. If you have a combination of a math and lab science deficiency, you are not admissible.

Home schooled students must provide a high school transcript, college transcripts if there is college coursework.

Please note: The writing portions of the ACT and the SATI will not be used by processing test scores for admission.

* GPA is based on a 4.0 scale and is calculated using only the 16 core courses listed under course requirements.

Transfer Students

Transfer students are considered as high school graduates who have enrolled at a college, university or any other school since graduating from high school and have earned at least 12 college credits. If you have graduated from high school and have earned less than 12 college credit hours, please complete the freshman application.

Your application is considered complete and a decision will be made when we receive:

- official transcripts from all colleges attended, submitted directly from those institutions (note: opened transcripts or

- transcripts issued to students are not acceptable)

- a \$25 non-refundable application fee

- if you are younger than 22, provide a final high school transcript or GED scores, unless you have earned an

- associate's degree.

- If you are 22 or older, provide a posted high school degree or equivalent, or demonstrate the completion of a minimum of 12 transferable college credits. At least six of those credits should be from academic subjects requiring college-level skill in reading, writing and/or analysis.

Northern Arizona University will accept college-level transfer coursework with grades of C or better or P from an institution that

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is accredited by one of the following:

- Northwest Commission on Colleges and Universities

- Western Association of Schools and Colleges

- Southern Association of Colleges and Schools
- North Central Association of Colleges and Schools

- New England Association of Schools and Colleges
- Middle States Association of Colleges and Schools

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You will be offered admission if you have earned a minimum of 35 credits and the AGEC or the California IGETC with a cumulative GPA of 2.5, or you have earned an associate's degree with a cumulative GPA of 2.0. You will be considered for admission if you have a 2.0 or higher overall college GPA (on a 4.0 scale) and at least 24 transferable academic college credits

Additional Admission Requirements

Admission requirements over and above admission to NAU are required.

- To be admitted into a Bachelor of Applied Science (B.A.S.) plan, you must have an associate's degree, either completed or in progress, at a regionally accredited institution and the associate's degree must be completed prior to the awarding of the B.A.S. degree.

Graduation Statistics

Graduation Statistics	
2017	9
2016	14
2015	9
2014	6
2013	1

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Core Professional Components - see attached evidence file

	Hour Class Sessions by CPC Topic											
Required Core Courses	a. MKT	b. FIN	c. ACC	d. MGT	e. LAW	f. ECON	g. ETH	h. GLO	i. IS	j. QM STAT	k. POL COM	l. Total
BBA 290		15	40		3		3				3	64
BBA 291	3	10			15	30	5					63
BBA 292	5		1	45	1		3	3	1		3	62
BBA 300	3	2		45	1	1	9	3			12	76
BBA 305W					4		10	5			30	49
BBA 330				45	1	1	3	3		10	3	66
BBA 340					1		1	1	45			48
BBA 360	5			45	2	10	10	5		2	10	89
BBA 428	3	1		45	3	3	3	30	3	3	5	99
BBA 429	3		1	45	3		5	1	1	5	5	65
BBA 430	3	1	1	45	1		3	3	5	7	3	70
BBA 435C	5	5	1	45	1	1	1	1	3	3	25	78
Totals	30	34	43	360	36	46	56	55	58	30	99	739

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Assessment Tools

Assessment Question(s) and/or Program Student Learning Outcome Addressed by the Measure	Assessment Tool Name	Standard(s)	Description of how your Assessment Tool and Standards will address your Assessment Question(s) and or Program Student Learning Outcomes
Written Communication	Taught: Across the curriculum, esp. BBA 305W		
BBA 305W	305 grammar pre-test assignment BBA – (embedded, using existing rubric)	Mean score > 70%	This measure of writing skill occurs near the start of the program. It is more a measure of community college preparation than of our own teaching. It will be used to provide feedback to our community college partners and to better prepare our own faculty to address problems seen among incoming transfer students. It will be graded using rubrics already in place for the BBA. 70% is chosen as the lowest acceptable starting point for students entering their junior year. This supports the communication objective. Note that the development of enhanced communication skills is particularly important when communicating across cultural and language barriers while using technology, as in virtual teams.
BBA 305W	305 grammar post-test assignment BBA (embedded)	Mean score > 70%	This measure of writing skill occurs near the end of BBA 305W and will serve as a measure of the degree of improvement achieved via the course’s focus on this skill. The improvement is generally significant for BBA students, demonstrating the high level of improvement possible and focusing them on further improvement in subsequent courses. An increase from 70% to 75% in the first post-community college semester seems reasonable given the ultimate target (below) of 85% at graduation.

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BBA 435C	435 written case analysis LOG (embedded, ACBSP writing rubric)	Mean score > 85%	This measure of oral communication skill occurs late in BBA 305W and hence the targeted mean is similar to that of Row 2. This measure supports the communication objective. Again, enhanced communication skill also supports the BAS team focus
Oral Communication	Taught: Across the curriculum, esp. BBA 305W		
BBA 305W	305 oral presentation BBA (embedded, using existing rubric)	Mean score > 75%	This measure of oral communication skill occurs late in BBA 305W and hence the targeted mean is similar to that of Row 2. This measure supports the communication objective. Again, enhanced communication skill also supports the BAS team focus.
BBA 430	430 recorded oral presentation LOG (embedded, new rubric needed)	Mean score > 80%,	This measure of presentation skill will require a recorded presentation, regardless of the teaching mode of the class. It supports the communication objective and also that of team skills, especially virtual team skills with its technological component. The target of 85% is analogous to that for Row 3, i.e. a quality level averaging a solid B. This measure is placed in 430 instead of 435 because 430 provides more emphasis on virtual teams and also to avoid overloading 435C with too many measures. Note that there MAY eventually be a similar assignment in BBA 305W, providing an early and a later requirement for such work. The targets for 430 (and 428 and 429) are consistently at 80% and 3.0, hoping for students to have achieved on average at least B-level work ("proficient" in the rubrics) by these "pre-capstone" courses.
Teams (including virtual teams)	Taught: Across the curriculum, esp. BBA 360 and 430		

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BBA 435C	435 Peregrine team subtopic BBA (using national standardized exam)	Mean > national avg	The Peregrine Common Professional Component Exam is a standardized multiple-choice exam developed for ACBSP accredited programs to assess student learning in 12 core business topic areas. It allows comparison with national averages and best-in-class scores and provides question-by-question detail to show areas needing improvement more precisely. One section of the exam covers teams/leadership. The exam is administered in the capstone (as it is for the BBA and BAS-Admin).
BBA 430	430 Virtual Team Performance Peer Survey LOG		The program is searching for a useful measure of virtual team performance. It will likely involve peer evaluation, requiring that the results NOT be biased by being part of course grades. This measure, if found/developed, will be adopted in fall 2014 and applied in BBA 430, which has the most virtual team emphasis
Global	Taught: Across the curriculum, esp. BBA 428		
BBA 435C	435 Peregrine global topic BBA	Best in Class	The Peregrine exam (see Row 6 above for more information) includes a section on international business
BBA 428	428 written case analysis LOG	Mean score > 80%,	BBA 428 is under development, to be taught for the first time in spring 2014, and thus a new measure will not be included right away. However, if the Peregrine exam and the Exit Survey (covered below) are determined to provide insufficient feedback concerning global learning (which may also be measured in the case analysis assignment used in BBA 435, depending on the case used), then an additional outcomes assessment assignment will be added, likely utilizing a case assignment embedded in BBA 428.
Green	Taught: Across the curriculum, esp. BBA 429		

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BBA 429	429 LCA paper LOG (embedded, new rubric needed)	Mean score > 80%	BBA 429 is also under development, to be taught for the first time in spring 2014. Life cycle assessment (LCA) will be a centerpiece of the course and thus a direct measure of sustainability will be added during the course's second voyage in fall 2014. The embedded paper on life-cycle assessment will be a measure of sustainability-related knowledge and skill but also very directly focused on logistics and supply chain management in general.
Network Design	Taught: Across the curriculum, esp. BBA 430		
BBA 430	430 network design paper LOG	Mean score > 80%	BBA 430's most important topic is logistics network design. Supported by the global focus of 428 and green focus of 429 and later applied strategically in 435C, this may be the most important logistics-related ability that our graduates will have developed.
Logistics Strategy	Taught: Across the curriculum, esp. BBA 435C		
BBA 435C	435 logistics strategy paper LOG	Mean score > 85%	This embedded assessment measures student ability to apply logistics and supply chain management with a strategic mindset. This semester-long assignment is a centerpiece of the capstone course and carries an expectation of 85%, an average of a solid B for students about to graduate from the program.
Business Core Topics	Across the curriculum, with the community college coursework playing an important role		

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BBA 435C	435 Peregrine exam BBA	Best of Class	The Peregrine exam, mentioned earlier in the teams and global sections, is a standardized multiple-choice exam developed for ACBSP accredited programs to assess student learning in 12 core business topic areas. It allows comparison with national averages and best-in-class scores and provides question-by-question detail to show areas needing improvement more precisely. The exam is administered in the capstone (as it is for the BBA and BAS-Admin programs). It will be used to assess student learning in the business core. Realistically, BAS students will likely score lower than BBA students on some components. We will utilize observed differences to target improvement efforts, with the caveat that BAS-LSCM students do not take the full slate of business courses that BBA students take and thus should not be expected to achieve the same level of expertise in SOME business disciplines. Weaknesses viewed as important will be addressed, possibly by adding coverage to the leveling courses BBA 290 and 291 and/or via increased coverage across the content of the logistics coursework, potentially achieved via the creation of remediation modules added to the 400-level logistics courses.
All Learning Objectives	Across the curriculum, with the community college coursework playing an important role		
BBA 435C	EBI survey	Best of Class	This exit survey will include statements covering every learning dimension above, statements to which students will provide their level of agreement concerning the learning achieved (a similar survey is already being used in the BBA program). This is an indirect measure of learning. The survey will also be used to capture data such as BAS-LSCM versus BBA student, primarily online versus primarily hybrid/in person classes, community college degree, etc. This will enhance our ability to identify key performance differences that may need to be addressed.

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Assessment Schedule

Assessment Tool	Data Collection		Data Analysis		Discussion of Findings	
	Who	When/Where	Who	When	Who	When
305 grammar pre-test assignment BBA	Latham	BBA 305W	Spencer/Wellman	Each Semester	All B & A Faculty	In-person faculty meetings
305 Grammar Post Test	Latham	BBA305W	Spencer/Wellman	Each Semester	All B & A Faculty	In-person faculty meetings
435 written case analysis	Wellman	BBA 435C	Spencer/Wellman	Each Semester	All B & A Faculty	In-person faculty meetings
305 oral presentation	Latham	BBA 305W	Spencer/Wellman	Each Semester	All B & A Faculty	In-person faculty meetings
430 recorded oral presentation	Wellman	BBA 430	Spencer/Wellman	Each Semester	All B & A Faculty	In-person faculty meetings
430 Virtual team peer survey	Wellman	BBA 430	Spencer/Wellman	Each Semester	All B & A Faculty	In-person faculty meetings
428 written case	Wellman	BBA 428	Spencer/Wellman	Each Semester	All B & A	In-person

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analysis					Faculty	faculty meetings
429 LCA paper	Wellman	BBA 429	Spencer/Wellman	Each Semester	All B & A Faculty	In-person faculty meetings
430 Network paper	Wellman	BBA 430	Spencer/Wellman	Each Semester	All B & A Faculty	In-person faculty meetings
435 Logistic paper	Wellman	BBA 435C	Spencer/Wellman	Each Semester	All B & A Faculty	In-person faculty meetings
Peregrine	Wellman	BBA 435C	Spencer/Wellman	Each Semester	All B & A Faculty	In-person faculty meetings
EBI	Wellman	BBA 435C	Spencer/Wellman	Each Semester	All B & A Faculty	In-person faculty meetings

* There are three in person meetings per year, one each just prior to the fall and spring semesters and one near the end of the spring (required for full-time, optional for part-time). The best-case scenario, unlikely but facilitated by the ABC method, would involve sharing results and discussion at all three. With holiday data analysis problematic and data from late-semester measures not yet available in late spring, a more realistic plan would involve sharing highlights in January and April/May and a full report with full discussion in August.

Assessment Outcomes

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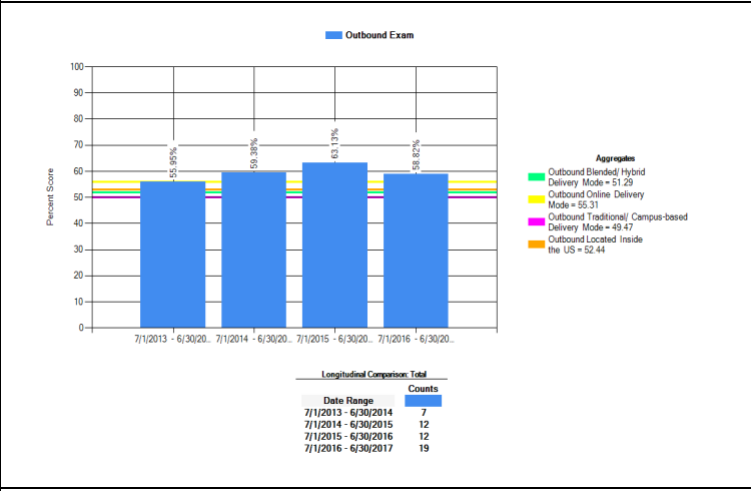
Standard #4 Measurement and Analysis of Student Learning and Performance+A1:F10

Use this table to supply data for Criterion 4.2. (Figure 4.2 in self-study)

Performance Indicator	Definition
1. Student Learning Results	A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination.</i> Add these to the description of the measurement instrument in column two:

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

Key Indicator A - Measure Student understanding of the CPCs.	This is a summative, direct, external, and comparative assessment through Peregrine Tests.	Current results indicate that LSCM students are above the national average and all modalities.	Despite not having the same prior knowledge as BBA students, BAS students still out perform the national average.	Continue to monitor and improve this measure.
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Key Indicator B - Measure students performance on "Global Demensions of Business."	This is a summative, direct, external, and comparative assessment through Peregrine Tests.	Current results show a slight downward trend on "Global Demensions of Business;" but are still above the national average.	Durring the Fall 2017 assessment process, the subtopics of this CPC will be reviewed for down ward trends.	The department will identify areas of concern, design and implement an improvement plan.
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