

I - Institutional Information

QA Report

Status: Completed | Due Date: Not Set

Assigned To

Tom Taylor

Institution Response

O 4. List all accredited programs (as they appear in your catalog).

- AA Business Administration
- BBA Accounting
- BBA Business Administration
- BBA Healthcare Management
- BBA International Business – English (for students with English as their primary language)
- BBA International Business – Non-English (for students whose primary language is not English)
- BBA Marketing
- BBA PGA Golf Management (PGA GM)
- BBA Trust and Wealth Management
- BBA Trust and Wealth Management Pre-Law
- BS Economics
- BS Economics Pre-Law
- Master of Business Administration (MBA)
- Master of Trust and Wealth Management (MTWM)

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.

- **Finance:** In our School of Business advertising we do not include Finance as a major that is ACBSP approved. Finance was approved as a new major in the spring of 2015. The School understands that this new degree program needs to be operational, with enrolled students, for at least two years and have graduates before it can be considered for accreditation. See Standard 6a for additional information concerning the program.

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

- Main Campus – Buies Creek, NC
- Extended Campus - Fort Bragg - Pope, Fayetteville, NC
- Extended Campus - Camp Lejeune, Jacksonville, NC
- Extended Campus - RTP (Research Triangle Park), Raleigh, NC
- Extended Campus - Campbell Law School, Raleigh, NC
- The BBA in Business Administration and the Master of Business Administration (MBA) may be earned online

O 7 Person completing report:

Person completing report Name: Tom Taylor
Phone: 910-814-4355
E-mail address: taylor@campbell.edu

ACBSP Champion name: Tom Taylor

ACBSP Co-Champion name: Yu-Mong Hsiao

Sources

There are no sources.

II - Status Report on Conditions and Notes

QA Report

Status: Completed | **Due Date:** Not Set

Assigned To

Tom Taylor

Institution Response

O 8. Conditions or Notes to be addressed:

The Lundy-Fetterman School of Business is not subject to any conditions or notes.

Sources

There are no sources.

III - Public Information

QA Report

Status: Completed | **Due Date:** Not Set

Assigned To

Tom Taylor

Institution Response

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

The School of Business publishes program outcomes and results on student achievement and retention on the Lundy-Fetterman School of Business page on the Campbell University website (<http://www.campbell.edu/business/our-school/accreditation>). The site also publishes student learning outcome assessment results regarding the five learning outcomes of the School of Business.

Sources

There are no sources.

1 - Standard 1 Leadership

Organization

- a. List any organizational or administrative personnel changes within the business unit since your last report.
- b. List all new sites where students can earn an accredited business degree (international campus, off-campus on-campus, online) that have been added since your last report.

QA Report

Status: Completed | **Due Date:** Not Set

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Tom Taylor

Institution Response

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

No organizational changes have occurred since the last report. The following administrative personnel changes have occurred:

- i. Dean Keith Faulkner resigned effective September 30, 2015 to accept a position at another university.
- ii. Dr. Carl Broadhurst retired as Associate Dean and Chair of the Department of Business Administration and Economics in August 2015.
- iii. Dr. Edward Fubara, a 10 year faculty member and Director of Campbell's MBA program, was named interim Dean of the School of Business in September of 2015 and will serve in that capacity pending the selection of a permanent Dean. See Dr. Fubara's resume in the Evidence File, Standard 1, [Appendix A](#).
- iv. Dr. Yu-Mong Hsiao was named the chair of the Department of Business Administration and Economics in August of 2015. See Dr. Hsiao's resume in the Evidence File, Standard 1, [Appendix B](#).

b. List all new sites where students can earn an accredited business degree (international campus, off-campus on-campus, online) that have been added since your last report.

The BBA in Business Administration and the Master of Business Administration (MBA) are now being offered online.

Sources

- Standard 1 Appendix A - Dr Fubara Resume
- Standard 1, Appendix B - Dr. Hsiao Resume

EDWARD I. FUBARA

9 Whetstone Drive
Angier, North Carolina 27501
517-881-2657 • edwardfubara@hotmail.com

EDUCATION

Ph.D., Human Resource Management/Organizational Behavior

Minor: Industrial and Organizational Psychology
Michigan State University, East Lansing, Michigan, 2001

MBA, Personnel Management and Industrial Relations

Michigan State University, East Lansing, Michigan, 1991

B.Sc., Political Science and Public Administration

University of Benin, Benin City, Nigeria, 1985

FACULTY EXPERIENCE

Lundy-Fetterman School of Business, Campbell University, Buies Creek, North Carolina

Interim Dean (2015-2016): Chief Academic and Operating Officer, approximately 1,000 students, 16 full time faculty, 20 adjunct faculty, 7 staff.

- Shepherding transition between permanent deans; serve on search committee
- *In cooperation with faculty and staff teams* developed policies for Business Advisory Council and Wealth Management Center; improved technology resources; onboarded new staff; ACBSP Quality Assurance report; extensive marketing, recruiting and service activities.

Director MBA Program (2007-Present): Provide leadership for 200-student graduate program; day and evening classes on two campuses. Oversee admissions decisions, grade appeals, graduation applications, marketing/recruitment initiatives, planning, etc.

- Multiple reviews/restructuring to maintain program relevance
- Assisted in relocating evening MBA from RTP to downtown Raleigh
- Led development of online MBA
- Led development of 2014-2018 Business School strategic plan
- Leading development of DO/MBA and Sport Management/MBA dual degrees
- Leading development of Healthcare Management concentration
- Annual Faculty Liaison Grant from the NC Small Business and Technology Development Centers (\$1,500)
- Assisted in development of certificate program with University of Reading
- Developed relationship with Raleigh small business resulting in approximately \$50,000 in grants to the School of Business

Assistant/Associate Professor of Business

2005-Present

- Undergraduate: Principles of Management, Human Resource Management, Leadership, International Management, Study Abroad (Chile,UK)
- Graduate: Organizational Behavior, Strategic Management, Business Ethics, Study Abroad (Chile, UK)
- Developed accelerated graduate programs prerequisite course (boot camp)

ADMINISTRATIVE/LEADERSHIP BACKGROUND

- Community Economic Development
- Curriculum Development
- Grant Writing/Grant Management
- International Missions/Study Abroad
- Small Business Development
- Strategic Planning
- University Outreach

SERVICE – BUSINESS SCHOOL

- Curriculum Committee, 2014-present
- Initiatives Committee, 2014-2015
- Marketing Committee, 2014-present

SERVICE – UNIVERSITY

- Faculty Senate (Vice President, 2009-2010)
- Human Resources/Benefits/Defined Contribution Retirement Plan Committee
- Multicultural Council – Assisted in development of Campbell's first MLK Day of Service
- QEP Committee – First Year Experience, 2012
- Study Abroad Committee, 2006-present

ACTIVITIES, AFFILIATIONS & AWARDS

Distinguished Alumni Award, University of Benin Alumni Association Worldwide, 2015

Reviewer, *Introduction to Business Ethics* by Fieser & Mosely, 2014

Faculty Liaison Grant (\$1,500/year) from NC Small Business Development and Technology Centers, 2013-2016

Article Editor, *Affirmative Action Support in an Organization: A Test of Three Demographic Models*, SAGE Open, 2013

Advisory Board Member, Capital Regional Service Center, Small Business and Technology Development Center, Raleigh, North Carolina, 2013-present

Develop and deliver management/professional development series to small businesses, 2009-present

Dean's Excellence in Teaching Award, Campbell University, 2007

Board Member, First Choice Community Health Centers, Lillington, North Carolina, 2006-Present

Adviser, Phi Beta Lambda Campbell Chapter, 2005-present

- State Awards Program Committee member 2008-2014

DISSERTATION

"Alleviating the unintended consequences of affirmative action: Achieving attitude change by invoking alternative ethical and justice frameworks"

In spite of the laudable goals of affirmative action and affirmative action programs, they have met with considerable opposition, even from those whom they are designed to help. One of the sources of such opposition, and other unintended outcomes, is the fact that affirmative action is often seen as unfair, unjust, or unethical. This study investigated the linkages between individuals' attitudes toward affirmative action and their ethics and justice frameworks. It also attempted to reduce negative attitudes by altering the ethical frameworks with which individuals evaluate affirmative action. The results suggest that negative attitudes toward affirmative action are rooted in consequentialist ethics only. It suggests that training rooted in nonconsequentialist ethics may alleviate these negative attitudes. The study also provided insight into the operationalization and measurement of ethical frameworks.

PUBLICATIONS

Fubara, E. I., Gardner M. T., & Wolff, J. S. (2011). Applying Diversity Management Principles to Institutions of Christian Higher Education. *Christian Higher Education*. (10) 2:112-131.

Fubara, E., McMillan-Capehart, A., & Richard, O. (2008). The role of organizational justice and ethical frameworks on attitudes toward Affirmative Action: The moderating role of organizational support. *Journal of Diversity Management*, (3)3: 29-40.

Richard, O. C., Fubara, E. I. & Castillo, M. N. (2000). The impact of explanations and demographic group membership: Reactions to diversity initiatives. *Journal of Applied Social Psychology*, 30, 1039-1055.

Wagner, J. A., III, Stimpert, J. L. & Fubara, E. I. (1998). Board composition and organizational performance: two studies of insider/outsider effects. *Journal of Management Studies*, 35, 655-677.

PAPERS PRESENTED AT PROFESSIONAL CONFERENCES

Fubara, E. I., McMillan-Capehart, A., & Richard, O. C. The role of organizational justice and ethical frameworks on attitudes toward affirmative action: the moderating role of organizational support. Presented at the Southern Management Association Annual Meeting, Nashville, TN, November 2007.

Stimpert, J. L., Wagner, J. A., III, & Fubara, E. I. Board composition and firm performance: A meta-analytic assessment of aggregated effects. Presented at the Academy of Management Annual Meeting, Vancouver, British Columbia, August 1995.

IN PROGRESS

Fubara, E. I., Seibert, M. J., & Le, L. *The Impact of Corporate Universities on Employee Engagement in a Blue-Collar Workforce*

Fubara, E. I. Muo, I., & Tafamel, A. E. *From The Church to the Office: The Impact of Christian Religious Teachings on Management and Business Ethics in Nigeria*

INVITED LECTURES/WORKSHOPS

Always do the Right Thing: Managing Diversity in the Workplace to Institute of Management Accountants, Triangle Chapter (2 hours continuing education in ethics)

Being a Person of Integrity, Society for Human Resource Management, Central Carolina Chapter, 2015

Being a Person of Integrity, Institute of Management Accountants, NC Triangle Chapter, 2014, Chapter (2 hours continuing education in ethics)

Do the Right Thing: Applying Diversity Management Principles to Christian Higher Education Institutions, Campbell University Faculty Orientation, 2007

ADJUNCT FACULTY EXPERIENCE

Central Michigan University Mount Pleasant, Michigan	Compensation (graduate)	2006
Hope College Holland, Michigan	Management of Diversity	2005
Lansing Community College Lansing, Michigan	Management of Diversity	2003-2005
University of Phoenix West Michigan Campus	Management of Diversity Business Ethics Research Methods	2002-2005

Spring Arbor College Spring Arbor, Michigan	Organizational Behavior	2000
Kalamazoo College Kalamazoo, Michigan	Organizational Behavior	1997-1998
Michigan State University East Lansing, Michigan	Organizational Behavior Human Resource Management Strategic Management	1992-2002

SELECTED ADDITIONAL WORK EXPERIENCE

Interim Executive Director, Black Child and Family Institute; Lansing, Michigan. 2005
Provided strategic leadership for a non-profit education and human services agency. Grant writing/grant management, fiscal control, fundraising, program development, outreach, and liaison with external agencies and partners. Managed a \$400,000 budget, 50,000 square foot multi-use facility, ten employees and several volunteers. Provided needed stability for organization during critical transition period; acquired new funding, marketed the organization, and developed new programs.

Director of Christian Education/Executive Assistant to the Pastor, Union Missionary Baptist Church; Lansing, Michigan. 1996-2005.
Integrated and coordinated the diverse educational activities of the church. Included communicating/implementing senior pastor's educational vision; serving as a resource person/assistant for teachers and ministry leaders within the church, and monitoring/acquiring external information and expertise. Coordinated conferences, retreats and special events. Managed grant-funded rites-of-passage program. Assisted senior pastor in several other administrative and ministry activities. Managed \$60,000 budget plus multiple employees and volunteers.

Assistant Director, Michigan State University Southeast Urban Outreach Program; Detroit, Michigan. 1991-92.

MINISTRY

- **Assistant Pastor**, New Breed Christian Center, Fuquay-Varina, North Carolina 2015-present
- **Associate Minister**, New Breed Christian Center, Fuquay-Varina, North Carolina 2005-2015
- **Associate Minister**, Union Missionary Baptist Church, Lansing, Michigan 1992-2005
- **Ordained**, Union Missionary Baptist Church, Lansing, Michigan, 2000
- **Licensed**, Union Missionary Baptist Church, Lansing, Michigan, 1992
- **Graduate coursework** in Church History, Christian Ethics, Christian Theology, Preaching, Old Testament and New Testament, Campbell University Divinity School, 4.0 GPA

Yu-Mong Hsiao, Ph.D.
Professor
Economics
Lundy-Fetterman School of Business
hsiao@campbell.edu

Academic Background

Ph.D. North Carolina State University, Raleigh, North Carolina, Economics, 1985
M.E. North Carolina State University, Raleigh, North Carolina, Economics, 1981
M.B.A. Mississippi State University, Starkville, Mississippi, Business Administration, 1979
B.A. National Taiwan University, Taipei, Taiwan, Economics, 1975

Certifications

Online BADM 760 course, DECIDE certified, March 18, 2015, 2015 (2015-2017), Campbell University, Buies Creek, NC.
Online ECON 480 DECIDE Quality Certificate, 10/7/2015 ECON 480, 2015 (2015-2017), Campbell University, Buies Creek, NC.
Title IX on Campus Training Certificate, Training Certificate, 2015, Buies Creek, NC.
Blackboard_II Institutional Integrity Training, 2012 (Aug 30, 2012), Campbell University, Buies Creek, NC.
IRS VITA/TCE Exams, Basic, Intermediate and Advance (2013-2015), 2009 (2009-2015), IRS Link&Learn Training Program, Web-Based.
IRS VITA/TCE Exams, Intake/Interview & Quality Review Training; Volunteers Standards of Conduct, 2009 (2009-2015), Online Link and Learning Taxes.
IRS VITA/TCE Special Optional Topics, Foreign Students/Scholars Exam; Health Saving Accounts (HSA) ; Military Exam (2013), 2009 (2009-2015), Online Link and Learn Taxes.
North Carolina Certified Public Accountant, 21594, 1994 (1994-present)

Memberships

American Economic Association (AEA)
Certified Public Accountant-North Carolina
Chinese-American Academic and Professional Association in Southeastern United States (CAPASUS)
North American Taiwanese Professors' Association

WORK EXPERIENCE

Courses Taught

Courses from the Teaching Schedule: Contemporary Management Science Techniques, Macroeconomics, Managerial Economics in a Global Economy, Microeconomics, Quantitative Methods for Business and Economics, Special Topics in Economics

Teaching-Other

Innovations in Course Content / Presentation

Standard 1, Appendix B

2012 - Classroom experiments: 2-person 0-sum game; prisoner dilemma, market experiments: equilibrium in free market, and impact of price controls, tax and subsidy programs.

Innovations in Course Content / Presentation.

2011 - Classroom experiments: 2-person 0-sum game; prisoner dilemma, market experiments: equilibrium in free market, and impact of price controls, tax and subsidy programs.

Innovations in Course Content / Presentation.

Other Teaching Activities

2014 - Flip-Teaching Pedagogy-BADM 760 SP II 2015. Students are assigned to watch pre-recorded Tegrity Classes and read the materials prior to the class meeting. Class time emphasizes problem solving, case study, and discussions.

Other Teaching Activities.

2009 - Using synchronized lyrics and music (adopted from www.musicforecon.com), animated cartoons, and clipped chapters from selected movies to teach economics. Other Teaching Activities.

2009 - Classroom Experiments: Free Rider Problem (ECON 201); Effects of Minimum Wages, Income Subsidy, and Unemployment Compensation on the Unemployment Rate and Income Disparity(ECON 201) Other Teaching Activities.

2009 - Classroom experiments:two-person zero-sum game theory, conducted in BADM 760 and BADM 345 classes. Other Teaching Activities.

2008 - Cooperative Learning pedagogy applied to a case study in BADM 760, and ECON 201 classes. Other Teaching Activities.

2008 - Classroom Experiments: Free Rider Problem; Production Function Experiment (ECON 201) Other Teaching Activities.

2007 - Classroom Experiments: Free Rider Problem (ECON 357, ECON 201); Price Floors, Price Ceilings and Free Market Equilibrium Experiments; Effects of Minimum Wages, Income Subsidy, and Unemployment Compensation on the Unemployment Rate and Income Disparity; Production Function Experiment (ECON 201) Other Teaching Activities.

2006 - Developed a cooperative learning pedagogy applied to Principles of Economics classes to enhance students' understanding in economic concepts. Other Teaching Activities.

INTELLECTUAL CONTRIBUTIONS:

Grid

Category	DBS	CTP	LPS	Total
Articles in Refereed Journals	1			1
Publications of Non-refereed or Invited Papers	4	2		6
Presentations of Non-Refereed Papers	2	1	1	4
Research Report, Refereed and Publicly Available	1			1

Refereed Articles

Hsiao, Y. (1985). Management of a Multiple Cohort Fishery: Comment. *American Journal of Agricultural Economics*, 67, 674-675.

Non-Refereed Articles

Hsiao, Y. (2008). Understanding and Managing the Y-Generation. *Sze-Yuan*, TBA.

Hsiao, Y. (2007). The Working Poor, Payday Lending, and Financing Issues. *The Sze-Yuen Magazine (by CAPASUS)*, 30-31.

Hsiao, Y. (2005). Social Security Reform. *Sze-Yuan, CAPASUS Semi-annual Magazine*, 1.

Hsiao, Y., Easley, J., & Johnson, T. (1987). Testing for Harmful Side-Effects from Clam and Scallop Harvesting Techniques in the North Carolina Bay Scapilop Fishery. *North American Journal of Fisheries Management*, 7, 187-193.

Non-Refereed Proceedings

Standard 1, Appendix B

Full Paper

Hsiao, Y. (2005). Social Security Benefits in a Nutshell. *The Chinese-American Academic and Professional Association in Southeastern United States Annual Conference.*

Invited Articles/Reviews

Yang, C. & Hsiao, Y. (2010). The Outlook of Taiwanese Outsourcing Business In China. *CAPASUS Journal*, 20-25.

Hsiao, Y. (2009). Some Highlights of the American Recovery and Reinvestment Act of 2009 On the Tax Provisions Affecting Individuals. *Sze-Yuan Magazine of CAPASUS.*

Presentation of Non-Refereed Papers

Local

Hsiao, Y. (2007, April). *Social Welfare Policies - USA and International Comparison.* Guess speaker to the AP US Government class at Harnett Central High School, Angier, North Carolina.

Regional

Hsiao, Y. (2007, October). *Using Cooperative Learning To Enhance Student Understanding in Economics.* The Seventh Annual Teaching Economics Workshop, Wilmington, North Carolina.

Hsiao, Y. (2006, October). *Classroom Market Experiments - A Hands-on Approach.* The Sixth Annual Teaching Economics Workshop, sponsored by UNC-Wilmington, Wilmington, North Carolina.

Hsiao, Y. (2005, June). *Social Security Benefits in a Nutshell.* The Chinese-American Academic and Professional Association in Southeastern United States Annual Conference, Atlanta, Georgia.

Research Reports

1986: Hsiao, Y., Johnson, T., & Easley, JR, J., An Economic Analysis of a Potential Overfishing Problem: The North Carolina Hard Claim Fishery., submitted to UNC Sea Grant Publication UNC-SG-86-11, NC State University.

SERVICE:

Service to the University

College Assignments

Chair:

2015-2016: LFSB Faculty Appointment Committee

2015-2016: LFSB Academic Standards Committee

2014-2015: The LFSB Associate Dean Search

2014-2015: The LFSB Lundy Chair Search Committee

2013-2014 – 2014-2015: LFSB Faculty Search Committee

2013-2014 – 2014-2015: LFSB Faculty Development and Evaluation Committee

2013-2014: LFSB Ad-Hoc Assessment Committee

Member:

2015-2016: LFSB Strategic Planning Committee

2013-2014 – 2015-2016: LFSB Outcome Assessment Committee

2013-2014: LFSB ACBSP Committee

2010-2011: LFSB ACBSP Committee

University Assignments

Faculty Advisor:

2015-2016: Chair of Business Administration and Economics

Standard 1, Appendix B

Member:

2015-2016: 2015 LFSB Dean's Search Committee

2012-2013 – 2015-2016: University GCC Committee

2014-2015: The 5th CU President Search Committee

2012-2013 – 2014-2015: University Grievance Committee

2012-2013 – 2014-2015: University Honorary Degree Committee

2012-2013 – 2014-2015: University Student Conduct Committee: active in Fall 2014; unable to attend the meeting in Spring 2015 due to conflict of time

2013-2014: University Healthy Camel

2013-2014: Search Committee for Dean of Lundy-Fetterman School of Business

2013-2014: Search Committee for Dean of Extended Degree Program

Other Institutional Service Activities:

2014-2015: DE Online Focus Group - Panel discussion on Main Campus Online Registration: August 25, 2014

Service to the Profession

Academic Conference: Discussant

2008: 2008 Annual Allied Social Science Associations (AEA section) Conference, New Orleans, Louisiana. Discussant, Comments on Formative and Summative Assessment in Economics Principles Courses: Are Applied Group Exercises Effective? By Dagney Faulk, Indiana University Southeast

2008: 2008 Annual Allied Social Science Associations (AEA section) Conference, New Orleans, Louisiana. Reviewers' Group discussions on Economics Textbook for Addison-Wesley Publisher

Academic Conference: Panelist

2008: 2008 Annual Allied Social Science Associations (AEA section) Conference, New Orleans, Louisiana. EconPortal Focus Group Panel Discussions in Principles of Microeconomics, Worth Publisher

Reviewer - Book / Textbook

2012: Refereeing manuscripts- Ch 3 the Market at work: supply and demand, Ch 4 Elasticity, Principles of Economics by Dirk Mateer and Lee, Principles of Economics, W.W. Norton. Principles of Economics, 1st edition, Dirk Mateer and Lee Coppock, 2012, W.W. Norton (October 2012), given 2 weeks deadline for review

2006: Refereeing Manuscripts - Jubbard/O'Brien's Macroeconomics, First Edition, Buies Creek, North Carolina. Review Ch. 3 and Ch. 25 of Hubbard/O'Brien's Macroeconomics, First Edition, Prentice Hall

Editor: Conference Proceedings

2005: The Chinese-American Academic and Professional Association in Southeastern United States Annual Con, Atlanta, Georgia. Proceedings of The 29th CAPASUS Annual Conference

Service to the Community

Other Community Service Activities

2013 – 2015: VITA (Volunteer Income Tax Assistance)/TCE (Tax Counseling for the Elderly) program, IRS, SPEC Greensboro Territory, 2015 tax season: 86 Federal (US and nonresident alien tax returns) and 31 State/City/Township tax returns

2014 tax season: E-filed 18 Federal and 23 State tax returns respectively, and paper-filed 19 returns for foreign students

2012: VITA (Volunteer Income Tax Assistance)/TCE (Tax Counseling for the Elderly) program, IRS, SPEC Greensboro Territory, Every Wednesday during February and March, Tax return filing season, at Harnett County Library; Other weekdays at my office in Lundy Fetterman School of Business, Campbell University

Standard 1, Appendix B

2011: Volunteer Income Tax Assistance, Help low income, elderly citizens, and international students to file their Federal and State income tax returns.

2009 – 2010: Volunteer Income Tax Assistance (VITA)/IRS, Help low income and elderly citizens to file their Federal and State income tax Returns

1995 – 2008: Volunteer Income Tax Assistance (VITA) / IRS / Harnett County, Help low income and elderly citizens to file their Federal and State Income Tax Returns.

Speech / Presentation at a Community Meeting

2008: National Taiwan University Alumni: Spring Gathering Luncheon, Understanding and managing Y-generation; its implications on education, marketing, social, and political impacts

Faculty Development

Assurance of Learning - Professional Development

2014: Student Learning Outcome Assessment Workshop, Buies Creek, North Carolina. October 20, 2014, Room 201 Levin Hall, CU School of Osteopathic Medicine.

2006: Teaching Innovations Program - Phase II - Cooperative Learning Module, Buies Creek, North Carolina. Follow On Instructional Module (Cooperative Learning): Complete web-based instruction (Bb) on cooperative learning module, interact with TIP experts to design course sessions, submit exercises, receive feedback, and assess the classroom session in the chosen interactive strategy

2005: Teaching Innovations Program - Phase II Classroom Experiments Module, Buies Creek, North Carolina. Follow on Instructional Modules: Complete web-based instruction (Bb) on Classroom Experiments Module, interact with TIP experts to design course sessions, submit exercises, receive feedbacks, and assess the classroom sessions in the chosen interactive strategy.

Instructional-Related Conference

2014: Effective Online Instruction and Design, sponsored by Distance Education Department at Campbell University, 7:40 am - 8:30 am, Room 227, Taylor Hall, Buies Creek, North Carolina. a. Strategies for Effective Online Instruction and Engagement Presenting, August 15, 2014

b. Strategies for Engagement in Online Instruction, September 17, 2014

c. Increasing Instructor to Student Communication and Engagement using Screencasting Tools including Screencasting-o-matic, Educreations, and Explain Everything, October 15, 2014

d. Increasing Student Engagement Forum, November 12, 2014.

2008: Teaching Innovations Program- Phase III Scholarship of Teaching, New Orleans, Louisiana. Participate in Teaching Innovations program (TIP) for Economics Instructors session as a discussant in 2008 AEA/ASSA annual conference

Professional Seminars / Workshops

2015: Continued Professional Education Seminars For CPA license Requirements, Webinars, Virtual.

2014: Annual Economics Teaching Workshop at UNCW, Wrightville Beach, North Carolina. October 4, 2015; The 14th Annual Economics Teaching Workshop, sponsored by UNC-Wilmington and Cengage publisher. Learned some sources of excellent case studies in Economics field and other interactive learning techniques used by other ECON professors. I also learned that Mississippi State University required that their PhD students must pass teaching training before they could get a teaching assignment.

2014: Continued Professional Education Seminars For CPA license Requirements, Buies Creek, North Carolina. In 2014, total 41 hours of web-based continuing professional education (CPE) courses were taken to fulfill the NC CPA license requirements- 35 hours in taxation related courses, 6 hours in professional business ethics. These CPE courses were taken during the summer time, fall break, spring break, or during December after the final exam so they would not interfere my teaching schedule. CPA only requires 40 hours of relevant CPE courses. I took additional 20 hours in Excel training. Though Excel trainings were not required for CPA license, I took them to help my personal productivity and help in teaching Forecasting subject in BADM 345 and BADM 760. The Webinar courses charge a flat fee annually with unlimited access.

Standard 1, Appendix B

2013: Continued Professional Education Seminars For CPA license Requirements, Various locations, North Carolina.

2013: Annual Economics Teaching Workshop at UNCW, Wrightsville Beach, North Carolina. Oct 12, 2013, The Thirteenth Annual Economic Teaching Workshop

2012: Continued Professional Education Seminars For CPA license Requirements, various locations, North Carolina.

2011: The Tenth Annual Teaching Economics Workshop, Wrightsville Beach, North Carolina.

2011: Continued Professional Education Seminars For CPA license Requirements, various locations, North Carolina.

2010: The Ninth Annual Teaching Economics Workshop, Wrightsville Beach, North Carolina.

2010: Continued Professional Education Seminars For CPA license Requirements, Raleigh, Greensboro, Cary, Morrisville, North Carolina. CPE at various locations in North Carolina

2009: American Recovery and Reinvestment Act of 2009 and Other Legislation, Cary, North Carolina.

2009: The Eighth Annual Teaching Economics Workshop, Wrightsville Beach, North Carolina.

2009: Continued Professional Education Seminars For CPA license Requirements, Various Locations, North Carolina.

2008: Continued Professional Educations at various cities in North Carolina, Raleigh, Durham, Cary, Morrisville, North Carolina.

2008: Eighth Annual Economics Teaching Workshop, Oct. 10, 2008, sponsored by UNC-W, Wilmington, North Carolina.

2007: Workshop on Teaching Economics with Computerized Experiments, Atlanta, Georgia. Funded by Experimental Economics Center, Georgia State University, Atlanta, Georgia. Two-day workshop on teaching Economics with computerized Experiments (the EconPort Teaching Modules and other e-resources)

2007: Continued Professional Educations at various cities in North Carolina, Raleigh, Cary, Fayetteville, Morrisville, North Carolina. Minimum 40 hours of CPE credits are required to maintain North Carolina CPA licence; 38 hours taken in 2007, 20 hours carried over from year 2006.

2006: Continued Professional Educations at various cities in North Carolina, Raleigh, Morrisville, Cary, Greensboro, North Carolina. At least 40 hours of CPE credits to maintain North Carolina CPA licence

2005: Teaching Innovations Program Workshop, Chapel Hill, North Carolina. Sponsored by The AEA Committee on Economic Education and Dept of Economics, UNC-CH; Funded from The National Science Foundation, at Rizzo Center, UNC-CH, May 20-22, 2005. The program consists of 3 phases: Phase I: 3-days interactive learning, Phase II: Web-based instruction on modules of interactive learning; Phase III: Scholarship of teaching and learning by writing, presenting, or doing other activities.

2005: The Fifth Annual Teaching Economics Workshop: Targeting Literacy in the Classroom, Wilmington, North Carolina. Targeting Literacy in the classroom, 8 hours seminars and workshops

2005: Continued Professional Educations at various cities in North Carolina, Raleigh, Fayetteville, Charlotte, North Carolina. At 40 hours of CPE credits to maintain North Carolina CPA licence

Technology-Related Training

2012: Blackboard Basic Skills Training, Buies Creek, North Carolina. completed all assignments and quizzes except the actual online course review (E-MBA 705 was put on-hold)

2012: Blackboard_II Institutional Integrity Training (August 30, 2012), Buies Creek, North Carolina.

2008: 2008 Annual Allied Social Science Associations (AEA section) Conference, New Orleans, Louisiana. Using Aplia Homework Management package in teaching principles of economics

Honors & Awards

Award

2014: Dean's Award for Teaching Excellence, Lundy Fetterman School of Business. Dean's award for teaching excellence

2014: D.P. Russ, Jr. and Walter S. Jones, Sr. Alumni Award for Teaching, Campbell University's Faculty Development and Research Committee. Dean's award for teaching excellence

2010: , Lundy-Fetterman School of Business. Dean's award for teaching excellence

Standard 1, Appendix B

2006: , The Committee on Economics Education of the American Economic Association. Teaching Innovations Program (TIP) Certificate of Achievement; Successful completion of the instructional modules on Classroom Experiments and Cooperative Learning.

1992: , Lundy-Fetterman School of Business. Dean's Award for Excellence in Teaching

Honor

1998: , Phi Kappa Phi Honor Society, Campbell University. Inductee of Distinguished Faculty

1994: , SGA Professor of the Year Selection Committee, Campbell University. Nominee of Professor of the Year

1985: , Campbell University. Publication Dinner for Scholarly Research

Last updated by member on 17-Dec-15 (09:46 AM)

2 - Standard 2 Strategic Planning

QA Report

Status: Completed | Due Date: Not Set

Assigned To

Boris Abbey

Institution Response

1. Identify any major changes to the key strategic goals/objectives during this QA reporting period:

Key Strategic Goals/Objectives

The School adopted three strategic objectives for the period 2008 - 2013. Those objectives were:

- A. Purpose – Development of students as responsible individuals through an emphasis on professional education, entrepreneurial attitudes, Christian values, and practical experiences.
- B. People – Development of the constituents of the School of Business, to include students, parents, faculty, staff, employees, graduates, donors, and members of the local business communities which are served.
- C. Programs – Development of distinctive academic programs which are value based and work experience oriented, programs with a major hallmark of 'an education you can trust'.

See Evidence File, [Standard 2, Appendix A](#), for a detailed description of the above.

Any Major Changes

The strategic plan of the School has been significantly revised for the period 2014 - 2018. The primary themes for the School for 2014 - 2018 are as follows:

- I. Industry Relevance: Ensuring that our graduates will be well equipped to contribute meaningfully to the businesses and organizations that employ them.
- II. Innovative Curricula and Programs: Courses, majors and initiatives that are unique in business education and provide our students and graduates with a competitive edge in the workplace.
- III. Intellectual Rigor: Helping our students become more curious and effective thinkers who approach the world and solve problems critically, analytically and ethically.

To assist in the implementation of the above three strategic themes, the School will:

- IV. Develop Infrastructure: Develop stronger relationships with School alumni, market the School more aggressively, and implement a capital campaign program.
- V. Increase Student Enrollment: Develop freshman recruiting initiatives and activities, transfer programs initiatives and activities, and graduate initiatives and activities.

See Evidence File, [Standard 2, Appendix B](#), for a detailed description of the above.

2. Report the top 3-5 short/long term strategic goals/objectives, summarize the key measures used and progress toward achieving each objective during the current QA reporting period.

See Evidence File, [Standard 2, Appendix C](#).

3. If there have been any significant changes to your strategic planning process (for example, new stakeholders, new process steps, etc.) during the QA reporting period, please report them in a table similar to this.

There have been no changes to the School's strategic planning process during the QA reporting period.

Sources

- Standard 2, Appendix A - Strategic Plan 2008 - 2013
- Standard 2, Appendix B - Strategic Plan 2014-2018
- Standard 2, Appendix C - Progress Report on Selected ShortLong Term Strategic Goals-Objectives

Strategic Plan

Lundy-Fetterman School of Business Strategic Plan 2008 - 2013

Mission, Vision, and Core Values of the Lundy-Fetterman School of Business

Mission

The Lundy-Fetterman School of Business is a community of scholars and professionals who are committed to developing students as responsible individuals through an emphasis on professional education, entrepreneurial attitudes, Christian values, and practical experiences. The mission of the School of Business, at both the undergraduate and graduate levels, is to engage students in a learning process that provides a comprehensive professional education, instills a passion for life-long learning, creates a commitment to service, and examines ethical behavior in the business environment. Graduates of the Lundy-Fetterman School of Business are prepared for careers in a rapidly changing business environment. They are aware of the significance of technology in business organizations, the value of a global perspective in planning, the need for an understanding of cultural diversity, and the process of continuous improvement in shaping business operations.

Vision

The Lundy-Fetterman School of Business strives to be recognized as a premier business school known for its free enterprise based curriculum, distinctive academic programs, practical work experiences, and values-based entrepreneurial emphasis.

Core Values

The actions and activities of the faculty and staff are based on a core of values held in the School of Business. Seven specific belief statements form the foundation for these core values.

1. The creation of a caring family-type environment is essential to the personalized style of education provided to students.
2. An entrepreneurial free enterprise focus is important to all aspects of the academic programs.
3. Programs of study on all campuses will provide for academic excellence.
4. Practical work experiences are an important part of a holistic educational process in the School of Business.
5. An understanding of Christian values provides a solid foundation for a life-long commitment to service in business or professional environments.
6. A strong liberal arts academic foundation is a critical component of a true professional education.
7. Faculty and staff should model a passion for learning, an understanding of the global environment, and the values of integrity, mutual respect, and accountability in personal and professional relationships.

In order to enhance the success of our students during their studies and following graduation, the strategic plan for 2008-13 focuses on three specific areas of emphasis.

- A. Purpose** – The purpose of the School of Business is to develop students as responsible individuals through an emphasis on professional education, entrepreneurial attitudes, Christian values, and practical experiences.
- B. People** – The development of the constituents of the School of Business is a major focus to include students, parents, faculty, staff, employees, graduates, donors, and members of the local business communities which are served.
- C. Programs** – Distinctive academics programs which are value based and work experience oriented is the major hallmark of ‘*an education you can trust*’.

A detailed draft of the new strategic plan is developed below under each major theme of Purpose, People, and Programs.

Theme I – Purpose (Responsible persons: Joe Berry, chair; David Butler; Leslie Drinkwine; Jim Harris; Tom Taylor; Jo Ann Vaughan)

Outcome Strategies

A. Responsible individuals-

- a. Use BADM 100 – New Student Forum to create an awareness of the need to become a responsible individual.
- b. Develop an on-line version of BADM 100 to be used on extended campuses.
- c. Encourage involvement and leadership of student organizations.
- d. Create a personal development series of lectures and activities for students.
- e. Integrate business leaders into the education of students as mentors, through internships, and in work experiences.

B. Professional education-

- a. Require all students to complete a comprehensive core of business courses.
- b. Provide specialized courses for each major.
- c. Demonstrate professional competency through a required capstone course in each major.

C. Entrepreneurial attitudes-

- a. Increase the focus on entrepreneurial perspectives in BADM 300–Philosophy.
- b. Evaluate the need to require an entrepreneurial course in the MBA program.
- c. Encourage entrepreneurial activities through student interaction with successful entrepreneurs through an executive in residence program and/or lecture series.

D. Christian values-

- a. Expand ethical emphasis in each course on all campuses.
- b. Examine the need for required undergraduate business ethics course.

- c. Have at least one required ethical assignment in each course.

E. Practical experience – Internships for all majors

- a. Use internships in all majors.
- b. Develop undergraduate research opportunities for student in cooperation with faculty.
- c. Create social networking opportunities for student with business representatives.

Theme 2 – People (Responsible persons- Shahriar Mostashari; Ben Hawkins)

Outcome Strategies

1. Student and Parents-

- a. Enhance the endowed scholarship funds to provide additional financial support for current students.
- b. Develop scholarship funds to be used in recruitment of new students.
- c. Extend career and placement services to external campus students.
- d. Develop scholarship funds for students on extended campuses.

2. Faculty and Staff-

- a. Develop funding for additional chairs and/or professorships.
- b. Expand funding for professional development activities of faculty and staff.
- c. Create a Faculty Research Series which encourages collaboration in research efforts.
- d. Improve communications with adjunct faculty on extended campuses through an on line orientations to the School of Business and the opportunity to participate in faculty meetings.

3. Alumni-

- a. Develop new giving opportunities for all alumni.
- b. Create special “Dean’s Club” activities for recent graduates.
- c. Increase the involvement of alumni with on-campus activities.
- d. Create “Distinguished Alumni of the Year”, and “Young Alumni of the Year.”
- e. Expand Alumni Recognition Day to include a special Alumni Convocation.
- f. Increase the percentage of alums who contribute to the School of Business.

4. Foundations-

- a. Identify Foundations which are interested in supporting the proposed activities of the School of Business.
- b. Submit grant applications to selected Foundations.
- c. Provide opportunities for faculty to network with representatives from Foundations.

5. Donors-

- a. Develop a major prospect list of alums, parents, and friends with the financial capacity to execute a gift of \$25,000 or greater.
- b. Create networking opportunities for students, faculty, staff, and administration with potential major donor.
- c. Create list of funding opportunities to include activities such as Welcome Back Picnic, Honor's Banquet, Alumni Convocation, Dean's Dinner, Mentoring Program, Honors Program and Business Week.

6. Strategic Business Alliances-

- a. Develop list of companies which are willing to provide students with extracurricular opportunities.
- b. Increase internship opportunities for students.
- c. Increase mentoring and social networking opportunities for students with business organizations.

Theme 3 – Programs

Outcome Strategies

- A. Develop a School of Business Academic Honors Program for academically talented students – Mark Steckbeck – Fall 2009
- B. Develop travel abroad opportunities for School of Business students – Edward Fubara – Fall 2009
- C. Expand the opportunities for potential graduate students to complete prerequisite requirements for graduate programs – Bob Deutsch – Summer 2009
- D. Examine movement of MTWM to Law School location in Raleigh – Jimmy Witherspoon – Fall 2010
- E. Examine possibility of evening MBA in Raleigh at Law School – Edward Fubara – Fall 2010
- F. Complete ACBSP self-study in order to obtain official accreditation – Yu-Mong Hsiao – Fall 2010
- G. Evaluate need for additional major in School of Business such as Healthcare Administration, Real Estate Evaluation, Marketing, and Management – Carl Broadhurst – 2010
- H. Develop and obtain funding for Research Center in Law and Public Choice – Derek Yonai – 2010
- I. Provide additional funds for technology support and faculty training for all campuses – Ben Hawkins – Fall 2010

Standard 2, Appendix A

- J. Fund and construct a new PGM program facility – Ken Jones – 2010
- K. Evaluate expanding community service opportunities for students as part of the academic program – Robie Butler – Fall 2009

**Lundy-Fetterman School of Business
Strategic Plan 2014-2018**

Innovation with vision. Campbell Business School Innovates by offering specialty degree programs for careers in high demand. The practical curriculum and combined degree options distinguish Campbell graduates from others and result in employment related to their educational training upon graduation. In addition, internship programs develop students into professionals ready to make immediate contributions to their employers. The campus lifestyle is warm and inviting, projecting Christian values in and out of the classroom as faculty and staff dedicate their efforts to student success.

Strategic Themes

- I. Industry Relevance: Ensure that our graduates will be well equipped to contribute meaningfully to the businesses and organizations that employ them.
- II. Innovative Curricula and Programs: Develop courses, majors and initiatives that are unique in business education and provide our students and graduates with a competitive edge in the workplace.
- III. Intellectual Rigor: Help our students become more curious and effective thinkers who approach the world and solve problems critically, analytically and ethically.

To assist in the implementation of the above three strategic themes, the School will:

- IV. Develop Infrastructure: Develop stronger relationships with School alumni, market the School more aggressively, and implement a capital campaign program.
- V. Increase Student Enrollment: Develop freshman recruiting initiatives and activities, transfer programs initiatives and activities, and graduate initiatives and activities.

Action Plan

I. Industry Relevance

- a. Provide internship opportunities for every student by graduation
 - i. 75% of students complete an internship by graduation
 - ii. Hire career services director
 - iii. Produce marketing pieces to support solicitation of employers
 - iv. Engage faculty with industry
 - 1. 100% of faculty involved with industry (conference presentations, active membership in professional organizations, work with local businesses and organizations, etc.)
 - 2. Evaluate using PPR
 - v. Host at least four industry-focused career-development programs per year
 - 1. Business School currently offers two continuing education offerings (Southeastern Trust School and Trust Advisors Program) annually
 - 2. Goal is to add two more
- b. Provide experiential learning opportunities for every student
 - i. 75% of students will graduate having participated in at least one internship or experiential learning activity
 - ii. Develop an annual Business School study abroad initiative and an annual Business School missions trip
 - 1. At least 30 business school students study abroad in various modalities each year (e.g. 10 through Business School study abroad, 10 through Business School mission program, 10 through other programs)
 - iii. Stock Trading room
 - 1. Launch the stockroom with a great alumni and friends event. Use the Ribbon Cutting event to strengthen ties with alumni and industry leaders.
 - iv. Encourage students to engage in volunteer/service hours primarily through clubs
 - 1. 50% of students engage in volunteer/service activities annually
- c. Develop Downtown Raleigh MBA Program
 - i. Feasibility Study – convene a panel of HR leaders from downtown businesses to solicit input on downtown MBA
 - ii. Overhaul MBA curriculum and delivery model
- d. Host Professional Events featuring industry experts : Find ways that students can take a more active, and participatory role as junior colleagues and peers
 - i. One event per semester
- e. Host Freshmen dinners
- f. Host at least 4 alumni events per year
 - i. Continue Alumni Recognition Day
 - ii. Continue Alumni Convocation Day
 - iii. Add two more
- g. Create Executive in Residence Program
 - i. Hire seasoned successful business leaders to teach latest best practices in business

- world.
- ii. Pay a little better than typical adjunct, give them the 'exec in residence' title, nicer office. Make it something to communicate externally.
- iii. Investigate Fulbright program
- h. Offer seminars/symposiums to the community on important topics
 - i. Expose students to industry leaders
 - 1. Offer two events per year

II. Innovative Curricula and Programs

- a. Develop graduate certificate programs for professionals
 - i. E.g. Management Certificate for Physicians
- b. Develop International Negotiations Certificate (Reading University)
- c. Develop Healthcare Management Master's Degree
- d. Develop Center for Rural Entrepreneurship Enterprise and Development
 - i. Resource for small businesses
 - ii. Support students who are interested in entrepreneurship
 - iii. Host 1-2 events per year
 - iv. Involve professional schools
 - v. Healthcare Technology Transfer Certificate?
 - vi. Micro-financing Component
- e. Establish Family Business Center
- f. Develop Flex MBA Program
- g. Host at least two social/fun events per year
- h. Develop a joint effort with the Divinity School to offer workshops and develop expertise on business/organizational issues for churches
- i. Construct PGA Golf Management Center

III. Intellectual Rigor

- a. Develop a faculty training and development initiative;
 - i. At least 50% of faculty members complete a training & development module.
 - ii. Consider sending interested faculty to Georgia Tech Center for the Enhancement for Teaching and Learning <http://www.cetl.gatech.edu/faculty/events/seminars>
- b. Host at least two high-rigor extracurricular academic events per year (e.g. lectures delivered by noted business leaders)
- c. Refresh BADM 100
- d. Establish a Business Core
- e. Revisit and revise all undergraduate degrees for rigor and relevance
- f. Revisit and revise MBA Program for rigor and relevance
- g. Encourage Faculty/student research

IV. Infrastructure Development

- a. Alumni Association:
 - i. Have different giving levels (silver, gold, platinum)?
 - ii. Offer alumni professional and social support
 - iii. Large scale networking events
 - iv. Small scale rapport- building events
- b. Nurture relationships with alumni so they become life-long CBS supporters in more ways
- c. Complete Phase 1 marketing plan, update website and advertise that we are “Innovation with Vision”
- d. Business Education Trust
- e. Capital Campaign for business school?

V. Increased Student Enrollment

- a. Freshman Recruiting Initiatives and Activities
 - i. Develop new website focused on marketing to prospective students
 - ii. New print collateral for undergraduate programs
 - iii. Research top feeder high schools and geographic areas for business school students
 - iv. Research high schools within two-hour radius that have DECA and FBLA organizations
 - 1. Engage with these clubs through:
 - a. Visitation to schools by dean, faculty, and staff
 - b. Hold information sessions at club meetings
 - c. Invite clubs and organizations to Campbell Business School for events
- b. Transfer Programs Initiatives and Activities
 - i. Develop new website that specifically targets the transfer student population
 - ii. Research top feeder community colleges for business school students
 - 1. Engage with business programs at community colleges through:
 - a. Visitation to colleges by dean, faculty, and staff to engage with community college business students
 - b. Hold information sessions at colleges/ events targeted at this population
- c. Graduate Initiatives and Activities
 - i. Develop new website that specifically targets the graduate student market
 - ii. New print collateral for graduate programs
 - iii. Use outreach initiatives from the undergraduate and transfer students to develop pipeline for new MBA students
 - iv. Develop already existing market - 3/2 population

Progress Report on Selected Short/Long Term Strategic Goals/Objectives

Section References refer to sections of the School 2014 - 2018 Strategic Plan (see Appendix B in the Evidence File)

Section Reference	I. Industry Relevance	Priority	Key Measure	Progress
a. ii.	Hire career services director	High	Employment of director	Done
b. iii.	Launch a stock trading room	High	Completion of construction and opening of room	Done
d.	Host Professional Events featuring industry experts: Find ways that students can take a more active, and participatory role as junior colleagues and peers	Moderately High	Number of events and number of students attending	Nine workshops in the last two years with over 300 students attending. Examples: Dress for Success (Kohls, Men's Warehouse, Marshalls) - Fall 2014, Spring & Fall 2015; Dining & Social Etiquette with Kim Smith- Fall 2014, Spring & Fall 2015; Networking with Ray Angle - Fall 2014, Spring 2015; Interview Skills workshop, Social Media Workshop, Job Search Workshop (Spring 2015)
h.	Offer seminars/symposiums to the community on important topics	Moderately High	Number of events	Approximately forty events have been sponsored by the School in the past two years. Examples are: Small Business Forum, Professional Development Session for High School Teachers, Harnett County Economic Development Summit, Small Business Summit, Healthcare Symposium

Standard 2, Appendix C

Section Reference	II. Innovative Curricula and Programs	Priority	Key Measure	Progress
a.	Develop graduate certificate programs for professionals – 2-5 year goal	Moderately High	Adoption by the School Curriculum Committee	Program is in its early stages; proposal will be drafted in the spring of 2016
c.	Healthcare Management Master's Degree - 2-5 year	Moderately High	Adoption by the School Curriculum Committee	Program is in its early stages; proposal will be drafted in the spring of 2016
f.	Develop Flex MBA program	High	The School will offer all MBA courses on all campuses and online.	Done

Section Reference	III. Intellectual Rigor	Priority	Key Measure	Progress
c.	Refresh BADM 100 (New Student Forum)	Moderately High	Revision of course	Done: Divided BADM 100 into three parts: 1. College Transition (Student Success, Campus Resources, Study Skills, Time Management, Goal Setting, etc.), 2. Business Ethics/Philosophy of Business, 3. Leadership Skills; added majors dinners to help students learn about the various majors, as well as success skills workshops outside of class; invited guest speakers/professors to talk about their area of expertise
d.	Establish a Business Core of courses required for all majors	High	Adoption of Core by all academic areas	Done

Standard 2, Appendix C

Section Reference	IV. Infrastructure Development	Priority	Key Measure	Progress
b.	Nurture relationships with alumni so they become life-long CBS supporters in more ways	High	Number of activities	Alumni Relations position created. Creation of Alumni Newsletter (bi-monthly goal). Alumni invited to Alumni specific events, as well as all Business School events to foster relationships. Building relationship through LinkedIn as well. Hosting more alumni events: legacy lunch, Homecoming tailgate events, PGM reception, Trust reception, and others.
c.	Complete Phase 1 marketing plan, update website and advertise that we are "Innovation with Vision"	High	Advertising and marketing activities	Website completely updated in 2014-2015; created marketing brochures for MBA and undergraduate programs; began TV, online, and airport advertising

Section Reference	V. Increased Student Enrollment	Priority	Key Measure	Progress
a.	Freshman Recruiting Initiatives and Activities	High	Registration of over 200 freshmen and transfer students on the main campus	Done: approximately 206 freshmen and transfer students registered in the fall of 2014; approximately 217 freshmen and transfer students registered in the fall of 2015.

3 - Standard 3 Student and Stakeholder Focus

QA Report

Status: Completed | **Due Date:** Not Set

Assigned To

Tom Taylor

Institution Response

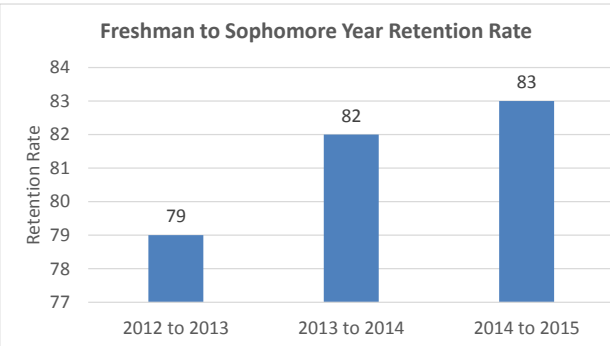
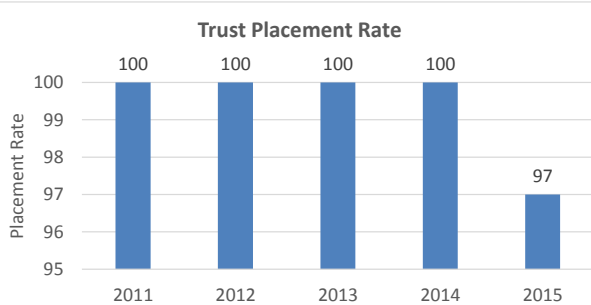
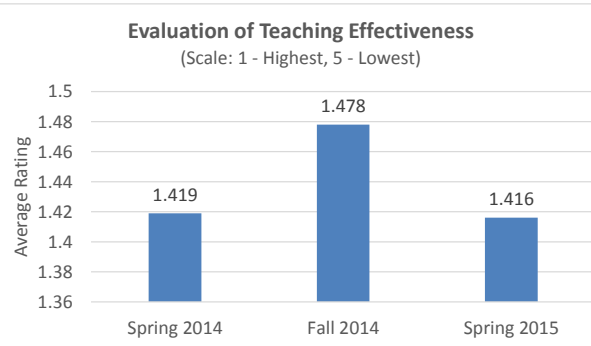
Complete the Standard 3 - Student- and Stakeholder-Focus Results table.

See Evidence File, [Standard 3](#).

Sources

- Standard 3

Standard 3
Student and Stakeholder Focus

Performance Measure	Description of Measurement Instrument	Areas of Success (results)	Analysis and Action Taken	Next Steps	Provide a graph or table of resulting trends (3-5 data points preferred)												
<p>Retention rate of freshman</p> <p>3a - Retain at least 80% of incoming students from freshman to sophomore year. <i>Retention rate is used as an indicator of student satisfaction that their academic needs are being met.</i></p>	Determine percentage of freshmen business majors returning to Campbell University in the fall of sophomore year	Percentage of returning students has increased over the past three years, from just under 80% to 83% in 2015.	<p>Orientation and Welcome Week – Reorganized sessions to better prepare students for their transition to college; cover academic planning, registration, majors, study skills and time management, and connect them with their adviser and mentor.</p> <p>BADM 100 – New Student Forum is geared towards helping freshmen transition; as part of their grade, students attend Business School events and activities.</p> <p>Mentor program – Freshmen are paired with an upperclassmen mentor who has been trained to guide the student through their first semester.</p> <p>Student Success Workshops – Students are encouraged to attend our hands-on workshops, including Time Management, Study Skills, Registration & Advisement, and Business Majors Overview; students who have below a 2.0 are also invited to a three hour crash course in success skills before each semester.</p> <p>Majors Dinners – Freshmen attend a dinner with other freshmen, student leaders, professors, and alumni in their major as a time of information and fellowship.</p> <p>Tutoring Center – In addition to the university tutoring center, the Business School has added a tutoring center specific to business classes.</p> <p>Success Coordinator – The Business School has a full-time position dedicated to student success and academic support. The Success Coordinator organizes workshops, special events, and meets one-on-one with students for academic coaching, planning, and support.</p>	Retention rate remains above goal. Continue current programs.	<p>Freshman to Sophomore Year Retention Rate</p>  <table><tr><th>Period</th><th>Retention Rate</th></tr><tr><td>2012 to 2013</td><td>79</td></tr><tr><td>2013 to 2014</td><td>82</td></tr><tr><td>2014 to 2015</td><td>83</td></tr></table>	Period	Retention Rate	2012 to 2013	79	2013 to 2014	82	2014 to 2015	83				
Period	Retention Rate																
2012 to 2013	79																
2013 to 2014	82																
2014 to 2015	83																
<p>Placement rate of graduating Trust majors</p> <p>3b - Place at least 95% of Trust majors into permanent positions <i>Placement rate is used as an indicator of quality of permanent hires and relationship with companies</i></p>	Determine percentage Trust permanent hire candidates who obtain permanent positions	Placement in has dropped from 100% from 2011-2014 to 97% in 2015; placement is still above our goal	<p>Workshops - Resume and cover letter workshops and one-on-one meetings</p> <p>Recruitment - Banks and Financial Institutions come to campus specifically to recruit Trust majors</p> <p>Professional Events - Interview Skills, Networking, and Dress for Success events offered for students</p> <p>Career Services Coordinator - Our Career Services coordinator specifically works to prepare business students for internships and careers</p>	Permanent placement rate remains above goal. Continue current programs.	<p>Trust Placement Rate</p>  <table><tr><th>Year</th><th>Placement Rate</th></tr><tr><td>2011</td><td>100</td></tr><tr><td>2012</td><td>100</td></tr><tr><td>2013</td><td>100</td></tr><tr><td>2014</td><td>100</td></tr><tr><td>2015</td><td>97</td></tr></table>	Year	Placement Rate	2011	100	2012	100	2013	100	2014	100	2015	97
Year	Placement Rate																
2011	100																
2012	100																
2013	100																
2014	100																
2015	97																
<p>Student evaluation of teaching effectiveness</p> <p>3c - Aim to average 1.5 or better on a scale of 1 (strongly agree) to 5 (strongly disagree) for overall teaching effectiveness</p>	Number is based off of Question #20 ("I would rate the instructor's overall effectiveness in this course as excellent.") of school end-of-the-semester course evaluations	The average for the past three semesters has been between 1.415 and 1.478	Faculty development initiatives (lunch and learns, peer coaching, conferences/training sessions) have been held to incrementally improve performance.	Average remains above goal. Continue current programs.	<p>Evaluation of Teaching Effectiveness (Scale: 1 - Highest, 5 - Lowest)</p>  <table><tr><th>Semester</th><th>Average Rating</th></tr><tr><td>Spring 2014</td><td>1.419</td></tr><tr><td>Fall 2014</td><td>1.478</td></tr><tr><td>Spring 2015</td><td>1.416</td></tr></table>	Semester	Average Rating	Spring 2014	1.419	Fall 2014	1.478	Spring 2015	1.416				
Semester	Average Rating																
Spring 2014	1.419																
Fall 2014	1.478																
Spring 2015	1.416																

4 - Standard 4 Measurement and Analysis of Student Learning and Performance

QA Report

Status: Completed | **Due Date:** Not Set

Assigned To
Tom Taylor

Institution Response

a. Program Outcomes

List outcomes by accredited programs.

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

The Lundy-Fetterman School of Business faculty has adopted a set of student learning outcomes, which are used to evaluate the effectiveness of all programs at the undergraduate and graduate levels across all campuses. The student learning outcomes establish that the student will:

1. Demonstrate a basic knowledge of areas of business.
2. Employ written and oral presentation skills to communicate well.
3. Appraise and examine business issues.
4. Select a personal framework for ethical decision making.
5. Demonstrate a work ethic which includes social networking and collaboration skills (teamwork).

b. Performance Results

Complete Table Standard 4 - Student Learning Results

See Evidence File, [Standard 4](#).

Sources

- Standard 4

Standard #4 Measurement and Analysis of Student Learning and Performance

Use this table to supply data for Criterion 4.2.

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.																								
		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 (3-5 data points preferred)																				
SLO#1 Demonstrate a basic knowledge of areas of business. Chart 1:																									
Knowledge of foundation area for the MBA program; the goal is for MBA students to exceed the national norm for the Management Indicator of the MFT test.	Summative, External, Comparative data derived from MBA Business MFT	MBA students have consistently met this goal for the years in question	Favorable results occurred when topics and standards were applied across all courses concerning Management.	The School Assessment Committee will determine whether to raise the goal in the spring of 2016.	<p>MBA-MFT SP 2014-Summer 2015 Indicator: Management</p> <table><thead><tr><th>Year</th><th>CU</th><th>National</th></tr></thead><tbody><tr><td>SP 14</td><td>63</td><td>58.7</td></tr><tr><td>SS_FA14</td><td>61</td><td>57.7</td></tr><tr><td>SP_SS 15</td><td>61</td><td>58.5</td></tr></tbody></table>	Year	CU	National	SP 14	63	58.7	SS_FA14	61	57.7	SP_SS 15	61	58.5								
Year	CU	National																							
SP 14	63	58.7																							
SS_FA14	61	57.7																							
SP_SS 15	61	58.5																							
SLO#1 Demonstrate a basic knowledge of areas of business. Chart 2:																									
Knowledge of foundation areas for the undergraduate program; the goal is for undergraduate seniors to show steady improvement in the indicators for Management, Marketing, and the Legal and Social Environment measured by the undergraduate MFT test.	Summative, External, Comparative data derived from UG Business MFT	The results in the areas are stagnant.	Academic rigor should be increased.	The Business Administration department will determine new teaching standards in the areas of Management, Marketing, and the Legal and Social Environment.	<p>UG_BUS MFT mean percent correct for SP 14, FA 14, and FA 15</p> <table><thead><tr><th>Category</th><th>SP 14</th><th>FA 14</th><th>SP15</th><th>National</th></tr></thead><tbody><tr><td>Management</td><td>49</td><td>50</td><td>53</td><td>54.6</td></tr><tr><td>Marketing</td><td>55</td><td>51</td><td>54</td><td>55.1</td></tr><tr><td>Legal and Social Environment</td><td>60</td><td>59</td><td>60</td><td>60.0</td></tr></tbody></table>	Category	SP 14	FA 14	SP15	National	Management	49	50	53	54.6	Marketing	55	51	54	55.1	Legal and Social Environment	60	59	60	60.0
Category	SP 14	FA 14	SP15	National																					
Management	49	50	53	54.6																					
Marketing	55	51	54	55.1																					
Legal and Social Environment	60	59	60	60.0																					
SLO #1 Demonstrate a basic knowledge of areas of business. Chart 3:																									
Knowledge of foundation areas in the Accounting major; the goal is for undergraduate senior accounting majors each year to consistently exceed the overall IVY test for accounting majors.	Summative, External, Comparative data derived from IVY Accounting Major Assessment Test	Senior accounting majors have consistently met this goal.	New goals should be established	The School Assessment Committee will determine new goals in the spring of 2016.	<p>IVY ACCT Test Mean Score CU vs ACBSP (in black) 2013-2015</p> <table><thead><tr><th>Category</th><th>CU13</th><th>CU14</th><th>CU15</th></tr></thead><tbody><tr><td>Auditing</td><td>55 (55)</td><td>57 (53)</td><td>61 (53)</td></tr><tr><td>Accounting Information Systems</td><td>57 (49)</td><td>52 (47)</td><td>67 (52)</td></tr></tbody></table>	Category	CU13	CU14	CU15	Auditing	55 (55)	57 (53)	61 (53)	Accounting Information Systems	57 (49)	52 (47)	67 (52)								
Category	CU13	CU14	CU15																						
Auditing	55 (55)	57 (53)	61 (53)																						
Accounting Information Systems	57 (49)	52 (47)	67 (52)																						

SLO #1 Demonstrate a basic knowledge of areas of business. Chart 4:																									
Knowledge of foundation areas in Trust and Wealth Management; undergraduate goal of 90% of the Southeastern Trust School (SETS) graduates performance using the SETS Assessment.	Summative, Internal, Comparative data derived from Southeast Trust School Assessment Test	Undergraduates trust performance was slightly below 90% in 2011.	Undergraduate curriculum was changed to include more detailed information, combined courses, and more comprehensive exercises.	Undergraduate trust performance generally ranked near 90% SETS Graduates level beginning 2011. More emphasis will be placed on SETS topics in senior courses.	<div>SETS Test Results</div> <table><thead><tr><th>Year</th><th>Trust Majors</th><th>SETS</th></tr></thead><tbody><tr><td>2011</td><td>72</td><td>82</td></tr><tr><td>2012</td><td>74</td><td>82</td></tr><tr><td>2013</td><td>74</td><td>83</td></tr><tr><td>2014</td><td>71</td><td>83</td></tr><tr><td>2015</td><td>75</td><td>84</td></tr></tbody></table>	Year	Trust Majors	SETS	2011	72	82	2012	74	82	2013	74	83	2014	71	83	2015	75	84		
Year	Trust Majors	SETS																							
2011	72	82																							
2012	74	82																							
2013	74	83																							
2014	71	83																							
2015	75	84																							
SLO #1 Demonstrate a basic knowledge of areas of business. Chart 5																									
Knowledge of foundation areas in the Economics major; the goal is for undergraduate senior economics majors to show steady improvement in the areas of microeconomics, macroeconomics, quantitative analysis, and international issues measured by indicators within the undergraduate economics MFT test.	Summative, External, Comparative data derived from ECON MFT	The results in the area of international issues have shown steady improvement. The results in the area of macroeconomics are mixed. The results in the other two areas are disappointing.	The delivery of the subject matter in economics courses is inadequate.	Economics majors are now required to take a course in Probability and Statistics (MATH 341) in order to improve quantitative analysis results. Professors in the economics area will meet in the spring of 2016 to discuss methods of improving results concerning microeconomics.	<div>ECON-MFT SP14-FA15 Percent Below</div> <table><thead><tr><th>Category</th><th>SP 14</th><th>SP 15</th><th>FA 15</th></tr></thead><tbody><tr><td>Micro</td><td>56</td><td>46</td><td>23</td></tr><tr><td>Macro</td><td>56</td><td>69</td><td>47</td></tr><tr><td>Quant. Analysis</td><td>20</td><td>17</td><td>21</td></tr><tr><td>Int'l issue</td><td>55</td><td>67</td><td>73</td></tr></tbody></table>	Category	SP 14	SP 15	FA 15	Micro	56	46	23	Macro	56	69	47	Quant. Analysis	20	17	21	Int'l issue	55	67	73
Category	SP 14	SP 15	FA 15																						
Micro	56	46	23																						
Macro	56	69	47																						
Quant. Analysis	20	17	21																						
Int'l issue	55	67	73																						
SLO #2 Employ written and oral presentation skills to communicate well Chart 6																									
Knowledge of communication skills with employers in the Professional Golf Management (PGA GM) Program. The goal is for employers of student interns in the PGA GM Program to report communication skills above an average of 4.	Summative, External, Comparative data derived from PGA GM Internship Employer Evaluations	Students have consistently met this goal for the years in question	Although the mean has dropped somewhat in the last two years, it is still maintaining a score of 4. However, communication skills still need improvement.	PGA GM students are now required to take BADM 236 (Business Communications and Critical Thinking).	<div>Communication Mean Score (Max 5) PGA GM Internship-Evaluated by Employer</div> <table><thead><tr><th>Year</th><th>Mean Score</th></tr></thead><tbody><tr><td>2013</td><td>4.18</td></tr><tr><td>2014</td><td>4.02</td></tr><tr><td>2015</td><td>4.03</td></tr></tbody></table>	Year	Mean Score	2013	4.18	2014	4.02	2015	4.03												
Year	Mean Score																								
2013	4.18																								
2014	4.02																								
2015	4.03																								
SLO #2 Employ written and oral presentation skills to communicate well Chart 7																									
Knowledge of foundation areas in undergraduate programs; the goal is that Business School seniors will achieve a writing skill score consistently higher than those of the university as a whole.	Summative, External, Comparative data derived from ETS-Academic Proficiency Profile Test, Writing Skills	2011 scores did not meet this goal	A writing course was adopted by the School, and professors emphasized writing more in their courses.	Scores have started to achieve benchmark. Data will continue to be monitored.	<div>ETS-Academic Proficiency Test_Writing Skills Mean Score</div> <table><thead><tr><th>Year</th><th>LFSB</th><th>CU (all)</th></tr></thead><tbody><tr><td>2011</td><td>114.9</td><td>115</td></tr><tr><td>2013</td><td>115.7</td><td>116.1</td></tr><tr><td>2015</td><td>115.79</td><td>115.47</td></tr></tbody></table>	Year	LFSB	CU (all)	2011	114.9	115	2013	115.7	116.1	2015	115.79	115.47								
Year	LFSB	CU (all)																							
2011	114.9	115																							
2013	115.7	116.1																							
2015	115.79	115.47																							

SLO #2 Employ written and oral presentation skills to communicate well Chart 8																							
The student will comply with the citation format of the discipline in which he/she is writing (APA). The measure of improvement will be in excess of 35%.	Formative, Internal, Comparative data derived from BADM 236. Business Communications and Critical thinking.	Historically, anecdotal data has indicated little ability in regard to research norms.	Aggressive coursework in regard to research norms needed to be added to courses.	A significant portion of BADM 236 now covers research norms. The result is that the average measure of improvement is now in excess of 35%.	<div>Improvement in APA Citation Format</div> <table><tr><th>Term</th><th>Percent Improvement</th><th>Goal</th></tr><tr><td>Fall 2014</td><td>37.3%</td><td>35.0%</td></tr><tr><td>Spring 2015</td><td>49.5%</td><td>35.0%</td></tr><tr><td>Fall 2015</td><td>42.5%</td><td>35.0%</td></tr></table>	Term	Percent Improvement	Goal	Fall 2014	37.3%	35.0%	Spring 2015	49.5%	35.0%	Fall 2015	42.5%	35.0%						
Term	Percent Improvement	Goal																					
Fall 2014	37.3%	35.0%																					
Spring 2015	49.5%	35.0%																					
Fall 2015	42.5%	35.0%																					
SLO #3 Appraise and examine business issues Chart 9																							
Knowledge of foundation areas in critical thinking; the goal for students is to increase percentile ranking by at least 20 points from beginning to end of course (BADM 236)	Summative, external; comparative data derived from critical thinking standardized tests provided by The Critical Thinking Co.	Goal initially was met	Course simplified	Fall 2015 improvement dropped significantly; concepts may have been oversimplified. Oversight by School Assessment Committee will continue.	<div>Improvement in Number of Percentile Points</div> <table><tr><th>Term</th><th>Improvement in Number of Percentile Points</th><th>Goal</th></tr><tr><td>Fall 2014</td><td>30</td><td>20</td></tr><tr><td>Spring 2015</td><td>47</td><td>20</td></tr><tr><td>Fall 2015</td><td>18</td><td>20</td></tr></table>	Term	Improvement in Number of Percentile Points	Goal	Fall 2014	30	20	Spring 2015	47	20	Fall 2015	18	20						
Term	Improvement in Number of Percentile Points	Goal																					
Fall 2014	30	20																					
Spring 2015	47	20																					
Fall 2015	18	20																					
SLO #3 Appraise and examine business issues Chart 10																							
Knowledge of critical thinking skills at the senior level; the goal is that Business School seniors will achieve a score consistently higher than those of the university as a whole.	Summative, External, Comparative data derived from ETS-Academic Proficiency Profile Test, critical thinking skills	2011 results did not meet goal.	Business School professors emphasized critical thinking across all majors.	Scores have started to achieve benchmark. Data will continue to be monitored.	<div>ETS-Academic Proficiency Profile Test Critical Thinking Mean Score</div> <table><tr><th>Year</th><th>LFSB</th><th>CU (all)</th></tr><tr><td>2011</td><td>112.1</td><td>113.4</td></tr><tr><td>2013</td><td>113.8</td><td>113.5</td></tr><tr><td>2015</td><td>113.2</td><td>112.4</td></tr></table>	Year	LFSB	CU (all)	2011	112.1	113.4	2013	113.8	113.5	2015	113.2	112.4						
Year	LFSB	CU (all)																					
2011	112.1	113.4																					
2013	113.8	113.5																					
2015	113.2	112.4																					
SLO #3 Appraise and examine business issues Chart 11																							
Knowledge of business operations; the goal is for employers of student interns in the Professional Golf Management (PGA GM) Program to report quality of daily operations above an average of 4.	Formative, External, Comparative data derived from PGA GM Internship Work Quality Daily Operation Employers Evaluation	While results are still above the goal, the average has been steadily dropping.	Detailed information needs to be obtained from employers to determine tactics to improve results.	The PGA GM major instructors will develop and implement a questionnaire for employers.	<div>PGA GM Internship-Employer Evaluation of Work Quality</div> <div>Average Rating (1=poor; 5= excellent)</div> <table><tr><th>Year</th><th>Average Rating</th></tr><tr><td>2013</td><td>4.40</td></tr><tr><td>2014</td><td>4.31</td></tr><tr><td>2015</td><td>4.26</td></tr></table>	Year	Average Rating	2013	4.40	2014	4.31	2015	4.26										
Year	Average Rating																						
2013	4.40																						
2014	4.31																						
2015	4.26																						
SLO #3 Appraise and examine business issues Chart 12																							
Knowledge of advanced income tax issues; the goal is for students to prepare approximately 300 federal and state income tax returns for area residents each year.	Formative, internal, Comparative data derived from Volunteer Income Tax Assistance (VITA)/Tax Counseling for the Elderly (TCE) Program	Although the number of returns is down slightly for 2015, the program remains strong.	The program needs to be publicized more.	More information will be published in the university area.	<div>Service Learning-VITA/TCE Federal & State Tax Returns filed Tax Season 2011-2015</div> <table><tr><th>Year</th><th># Fed Returns</th><th># State Returns</th></tr><tr><td>2011</td><td>297</td><td>280</td></tr><tr><td>2012</td><td>300</td><td>291</td></tr><tr><td>2013</td><td>292</td><td>284</td></tr><tr><td>2014</td><td>303</td><td>293</td></tr><tr><td>2015</td><td>290</td><td>268</td></tr></table>	Year	# Fed Returns	# State Returns	2011	297	280	2012	300	291	2013	292	284	2014	303	293	2015	290	268
Year	# Fed Returns	# State Returns																					
2011	297	280																					
2012	300	291																					
2013	292	284																					
2014	303	293																					
2015	290	268																					

SLO #3 Appraise and examine business issues Chart 13																	
Knowledge of issues in strategic integration; the goal is for MBA students to average above the national norm in the indicator for stragetic integration measured by the MBA BUS MFT test.	Summative, External, Comparative data derived from MBA BUS MFT	Students have consistently met this goal for the years in question	The courses supporting this indicator are strong.	The School assessment committee will consider increasing the goal.	<div>Strategic Integration-MBA MFT Mean Score</div> <table><thead><tr><th>Period</th><th>CU</th><th>National</th></tr></thead><tbody><tr><td>SP 14</td><td>56</td><td>51.3</td></tr><tr><td>SS-FA 14</td><td>52</td><td>51.3</td></tr><tr><td>SP-SS 15</td><td>52</td><td>51.3</td></tr></tbody></table>	Period	CU	National	SP 14	56	51.3	SS-FA 14	52	51.3	SP-SS 15	52	51.3
Period	CU	National															
SP 14	56	51.3															
SS-FA 14	52	51.3															
SP-SS 15	52	51.3															
SLO #3 Appraise and examine business issues Chart 14																	
Knowledge of foundation areas in undergraduate programs; the goal is that Business School seniors will achieve a math skill score consistently higher than those of the university as a whole.	Summative, External, Comparative data derived from ETS-Academic Proficiency Profile Test, critial thinking skills	Students have consistently met this goal for the years in question	Business School students have been required to take more rigorous math courses than the average university student.	The School assessment committee will consider increasing the goal.	<div>ETS-Academic Proficiency Profile Test Math Skills Mean Score</div> <table><thead><tr><th>Year</th><th>LFSB</th><th>CU (All)</th></tr></thead><tbody><tr><td>2011</td><td>115.2</td><td>114.2</td></tr><tr><td>2013</td><td>117.2</td><td>116.4</td></tr><tr><td>2015</td><td>117.2</td><td>115.8</td></tr></tbody></table>	Year	LFSB	CU (All)	2011	115.2	114.2	2013	117.2	116.4	2015	117.2	115.8
Year	LFSB	CU (All)															
2011	115.2	114.2															
2013	117.2	116.4															
2015	117.2	115.8															
SLO #4 Select a personal framework for ethical decision making Chart 15																	
Knowledge of ethical practices; the goal is for accounting students to exceed the national norm for the Ethics Indicator of the IVY Accounting Major Assessment Test.	Summative, External, Comparative data derived from IVY Assessment Test-Business Ethics	Scores have dropped off.	Significant formal courses or elements of courses need to address ethics issues.	In the spring of 2016, the Assessment Committee will consider proposing a new ethics course.	<div>IVY ACCT Major Assessment Test_ Ethics Mean Score</div> <table><thead><tr><th>Period</th><th>CU</th><th>ACBSP</th></tr></thead><tbody><tr><td>SP13</td><td>60</td><td>48</td></tr><tr><td>SP14</td><td>62</td><td>48</td></tr><tr><td>SP15</td><td>48</td><td>50</td></tr></tbody></table>	Period	CU	ACBSP	SP13	60	48	SP14	62	48	SP15	48	50
Period	CU	ACBSP															
SP13	60	48															
SP14	62	48															
SP15	48	50															
SLO #4 Select a personal framework for ethical decision making Chart 16																	
Implementing ethical paractices in the workplace; the goal is for employers of student interns in the Professional Golf Management (PGA GM) Program to report work ethics evaluations of above an average of 4.	Formative, External, Comparative data derived from PGA GM Internship Work Ethics Employers Evaluation	The evaluations have consistently indicated an average of above 4.	The PGA GM Program provides sound training in regard to work ethics.	No additional action is needed at this time. Results will be monitored.	<div>PGA GM Internship Work Ethics Rating by Employer (1=poor; 5=excellent)</div> <table><thead><tr><th>Year</th><th>Rating</th></tr></thead><tbody><tr><td>2013</td><td>4.60</td></tr><tr><td>2014</td><td>4.48</td></tr><tr><td>2015</td><td>4.53</td></tr></tbody></table>	Year	Rating	2013	4.60	2014	4.48	2015	4.53				
Year	Rating																
2013	4.60																
2014	4.48																
2015	4.53																
SLO #4 Select a personal framework for ethical decision making Chart 17																	
Knowledge of ethical practices; objectively selected undergraduates will score a minimum average score of 30 in ethics case study.	Formative, Internal, Comparative data derived from application of case study: Business Ethics 4 Everyone, by Eric Harvey, CRM Learning-Skillkey.com	Goal met, but results are erratic.	Significant formal courses or elements of courses need to address ethics issues.	In the spring of 2016, the Assessment Committee will consider proposing a new ethics course.	<div>Business Ethics- Case Study Mean Score (Max 40)</div> <table><thead><tr><th>Course</th><th>Mean Score</th></tr></thead><tbody><tr><td>ECON 201_FA14</td><td>32.95</td></tr><tr><td>BADM 345_FA14</td><td>31.04</td></tr><tr><td>BADM 760_FA15</td><td>36.55</td></tr></tbody></table>	Course	Mean Score	ECON 201_FA14	32.95	BADM 345_FA14	31.04	BADM 760_FA15	36.55				
Course	Mean Score																
ECON 201_FA14	32.95																
BADM 345_FA14	31.04																
BADM 760_FA15	36.55																

SLO #5 Social Networking and Collaboration Skills - Chart 18																																		
Development of fundamental skill in cooperative learning; the goal is to achieve improvement of more than 20%.	Formative, Internal, Comparative data derived from assessment of improvement from pre- and post-cooperative learning assessment in ECON 201	Goal met but results are erratic	Cooperative learning should be a skill inserted into more courses.	In the spring of 2016, the Assessment Committee will consider proposing insertion of cooperative learning into courses to be determined.																														
<div>Cooperative Learning (CL) in ECON 201</div> <table><thead><tr><th>Assessment</th><th>Average % improvement</th></tr></thead><tbody><tr><td>SSI 14</td><td>14.21</td></tr><tr><td>FA 14</td><td>40.28</td></tr><tr><td>SSI 15</td><td>23.65</td></tr></tbody></table>					Assessment	Average % improvement	SSI 14	14.21	FA 14	40.28	SSI 15	23.65																						
Assessment	Average % improvement																																	
SSI 14	14.21																																	
FA 14	40.28																																	
SSI 15	23.65																																	
SLO #5 Social Networking and Collaboration Skills - Chart 19																																		
Knowledge of fundamental skills in cooperative learning; the goal is to achieve an average score of 4 or better from employer evaluations.	Formative, External, Comparative data derived from PGA GM Internship-Employers Cooperation Evaluation.	Students have consistently met this goal for the years in question	The PGA GM Program provides sound training in regard to cooperation skills.	No additional action is needed at this time. Results will be monitored.																														
<div>PGA GM Internship: Cooperation Rating by employers: 1= poor; 5=excellent</div> <table><thead><tr><th>Year</th><th>Cooperation Rating</th></tr></thead><tbody><tr><td>2013</td><td>4.58</td></tr><tr><td>2014</td><td>4.58</td></tr><tr><td>2015</td><td>4.59</td></tr></tbody></table>					Year	Cooperation Rating	2013	4.58	2014	4.58	2015	4.59																						
Year	Cooperation Rating																																	
2013	4.58																																	
2014	4.58																																	
2015	4.59																																	
SLO #5 Social Networking and Collaboration Skills - Chart 20																																		
Knowledge of development of networking skills within the local community; the goal is to provide at least ten student and faculty volunteers who assist persons in the local community with their tax returns.	Formative, External, Comparative data derived from Volunteer and Community Service for VITA/TCE program	Students and faculty have generally met this goal for the years in question.	The Accounting Department has provided courses and training to encourage student participants in the VITA program.	No additional action is needed at this time. Results will be monitored.																														
<div>Community Service-Volunteers for VITA/TCE Faculty, Students, Harnett Library, and Community</div> <table><thead><tr><th>Year</th><th>CU faculty</th><th>Students</th><th>Harnett Library</th><th>Community</th></tr></thead><tbody><tr><td>2011</td><td>2</td><td>8</td><td>2</td><td>2</td></tr><tr><td>2012</td><td>2</td><td>8</td><td>2</td><td>2</td></tr><tr><td>2013</td><td>2</td><td>6</td><td>2</td><td>2</td></tr><tr><td>2014</td><td>2</td><td>12</td><td>2</td><td>2</td></tr><tr><td>2015</td><td>2</td><td>8</td><td>2</td><td>2</td></tr></tbody></table>					Year	CU faculty	Students	Harnett Library	Community	2011	2	8	2	2	2012	2	8	2	2	2013	2	6	2	2	2014	2	12	2	2	2015	2	8	2	2
Year	CU faculty	Students	Harnett Library	Community																														
2011	2	8	2	2																														
2012	2	8	2	2																														
2013	2	6	2	2																														
2014	2	12	2	2																														
2015	2	8	2	2																														

5 - Standard 5 Faculty and Staff Focus

QA Report

Status: Completed | **Due Date:** Not Set

Assigned To

Tom Taylor

Institution Response

a. Faculty and Staff Focus

Complete Table 5.1 Standard 5 - Faculty- and Staff-Focused Results found under the Evidence File.

See Table 5.1 Standard 5 in the Evidence File, Standard 5, [Appendix A](#).

b. Faculty Qualifications

Complete Table 5.2 Standard 5 - New Full-Time and Part-Time Faculty Qualifications and Table 5.3 Standard 5, Criterion 5.8 - Scholarly and Professional Activities.

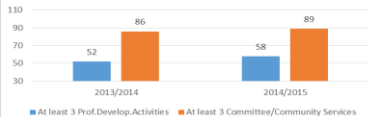
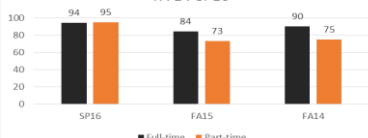
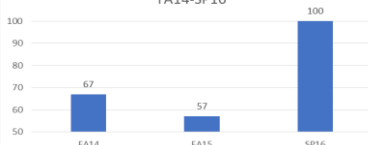
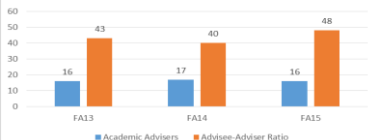
See Table 5.2 Standard 5 in the Evidence File, Standard 5, [Appendix B](#). See Table 5.3 Standard 5 in the Evidence File, Standard 5, [Appendix C](#).

Sources

- Standard 5, Appendix A - Table 5.1
- Standard 5, Appendix B - Table 5.2
- Standard 5, Appendix C - Table 5.3

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>															
		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 (3-5 data points preferred) (3-5												
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?													
What is your goal?																	
5.1a- 60% of the full-time faculty at main campus participate in at least 3 professional development activities and committee/community services per year	Review faculty's annual professional performance records	Participation has remained steady, but the goal has not been met.	A faculty committee has been created to encourage and motivate additional professional development activities.	The committee is scheduled to meet and recommend action during the spring of 2016.	<p>Percent of Full-Time Faculty Participating in at least 3 Professional Development Activities & Committee/Community Services</p>  <table border="1"><thead><tr><th>Year</th><th>At least 3 Prof. Develop. Activities</th><th>At least 3 Committee/Community Services</th></tr></thead><tbody><tr><td>2013/2014</td><td>52</td><td>86</td></tr><tr><td>2014/2015</td><td>58</td><td>89</td></tr></tbody></table>	Year	At least 3 Prof. Develop. Activities	At least 3 Committee/Community Services	2013/2014	52	86	2014/2015	58	89			
Year	At least 3 Prof. Develop. Activities	At least 3 Committee/Community Services															
2013/2014	52	86															
2014/2015	58	89															
5.1b- Maintain a full-time faculty retention rate of 80% and an adjunct faculty retention rate of 70%	Faculty Roster	Retention has remained high for several years.	The School emphasizes faculty morale.	No new action is anticipated at this time.	<p>Faculty Retention Rate FA 14-SP16</p>  <table border="1"><thead><tr><th>Term</th><th>Full-time</th><th>Part-time</th></tr></thead><tbody><tr><td>SP16</td><td>94</td><td>95</td></tr><tr><td>FA15</td><td>84</td><td>73</td></tr><tr><td>FA14</td><td>90</td><td>75</td></tr></tbody></table>	Term	Full-time	Part-time	SP16	94	95	FA15	84	73	FA14	90	75
Term	Full-time	Part-time															
SP16	94	95															
FA15	84	73															
FA14	90	75															
5.1c- Maintain a staff retention rate of 60%	Staff Roster	Retention has improved in this academic year.	The School emphasizes staff morale.	No new action is anticipated at this time.	<p>Staff Retention Rate FA14-SP16</p>  <table border="1"><thead><tr><th>Term</th><th>Retention Rate</th></tr></thead><tbody><tr><td>FA14</td><td>67</td></tr><tr><td>FA15</td><td>57</td></tr><tr><td>SP16</td><td>100</td></tr></tbody></table>	Term	Retention Rate	FA14	67	FA15	57	SP16	100				
Term	Retention Rate																
FA14	67																
FA15	57																
SP16	100																
5.1d-Maintain an average 35 or lower of undergraduate advisees to academic adviser ratio	Informer Report on Adviser-advisee list	The ratio has increased, rather than been reduced.	The student population has increased over the past years.	The School has recommended the hiring of new faculty to help with advising and has hired new assistants to assist with advising.	<p>Advisee to Academic Adviser Ratio FA13-FA15</p>  <table border="1"><thead><tr><th>Term</th><th>Academic Advisers</th><th>Advisee-Adviser Ratio</th></tr></thead><tbody><tr><td>FA13</td><td>16</td><td>43</td></tr><tr><td>FA14</td><td>17</td><td>40</td></tr><tr><td>FA15</td><td>16</td><td>48</td></tr></tbody></table>	Term	Academic Advisers	Advisee-Adviser Ratio	FA13	16	43	FA14	17	40	FA15	16	48
Term	Academic Advisers	Advisee-Adviser Ratio															
FA13	16	43															
FA14	17	40															
FA15	16	48															

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	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 Five Years Work Experience Teaching Excellence Professional Certifications	ACBSP QUALIFICATION 1. Academically 2. Professional 3. Minimal
Abbey, Boris	BADM	BADM 200 The Philosophy of Business BADM 221 Business Law I HCM 330 Healthcare Policy and Law	Ph.D. (Bus.Adm/Finance) Old Dominion University J.D. Campbell University M.B.A. UNC-Fayetteville State University	NC State Bar, Healthcare Financial Management Association American College of Healthcare Executives Financial Newsletter Editor and Algorithmic Trade System Developer	Academically
Anker, Martin	ECON	ECON 301 Intermediate Microeconomics ECON 302 Intermediate Macroeconomics	M.A. (Economics) Indian University B.S. (Economics) Knox College		Minimally
Brodin, Jane	PGA-GM	PGM 350 Food and Beverage Management	B.A. (Spanish) Indiana University	18 years of teaching experiences (Hotel & Restaurant management course) at Wake Tech Community College; 13 years of food service at Marriot Corp. (Employed only one semester as an emergency replacement, no longer with the university.)	Minimally
Bruin, Leeanne	BADM	BADM 313 Principles of Marketing BADM 314 Corporate Finance BADM 468 Strategic Management	M.S. (Business Administration) University of UNC-Wilmington B.S. (Management) Troy University		Minimally
Flanary-Smith, Amy	HCM	HCM 330 Healthcare Policy and Law	J.D. UNC-Chapel Hill B.A. (Biology) UNC-Chapel Hill	Active NC Law License	Academically
Dinterman, Robert	ECON	ECON 202 Principles of Macroeconomics ECON 480 Special Topic-Sport Economics	M.E. (Economics) N C State University	Ph.D. Candidate (Economics) N C State University	Professionally
Gareton, Sandra	BADM	BADM 236 Business Communication and Critical Thinking	M.A. (Business Management) Canisius College B.S. (Education/Mathematics) State University College of New York at Buffalo	42 Graduate hours	Minimally
Giles, John	ACCT	ACCT 333 Taxation I	M. ACC (Accounting) UNC at Chapel Hill B.A.(Accounting) N C State University B.A. (History) UNC at Chapel Hill	30 hours of doctoral course studies in Accounting at UNC-Chapel Hill Alumni Distinguished Undergraduate Professor, NCSU (2007); University Outstanding Teaching Award, NCSU (2005); Ernst & Young Outstanding Faculty Award, NCSU (2002); COM Excellence in Undergraduate Teaching Award. NCSU(2002)	Professionally
Hammersley, Nancy	BADM	BADM 236 Business Communication and Critical Thinking BADM 313 Principles of Marketing	M.B.A. Lynchburg College B.S. (Business Administration) Lynchburg College		Professionally
Heath, Andrew T.	BADM	BADM 740 Legal Environment of Business	J.D. Indiana University Robert H. McKinney School of Law B.S. (Management), UNC-Asheville	9 years practice attorney experience Chair, NC Industrial Commission (Raleigh, NC) . May 2013-present	Academically
Hill, Elizabeth	BADM	BADM 221 Business Law I	J.D. University of Georgia School of Law B.A. (Political Science) Emory University	Active member of Georgia Bar Association Over 29 years of legal professional experience Six Sigma Yellow Belt Certification PCIA, The Wireless Infrastructure Association, Member of Regulatory Affairs Committee, State and Local Affairs Committee (Chair) CTIA, The Wireless Association, Member of Tower Siting Working Group Carolinas Wireless Association, Regulatory Committee (Chair)	Academically
Irwin, Kathleen	BADM	BADM 345 Quantitative Methods for Business and Economics BADM 325 Management Information Systems ACCT 545 Forensic Accounting BADM 125 Business Information Technology	Post Doc (Accounting 18 hours) University of Phoenix Ph.D. (Organizational Management) Capella University M.B.A. (Finance) University of North Carolina at Charlotte B.S. (Management) UNC at Wilmington		Academically

Jacobs, Lacy	ACCT	ACCT 334Taxation II ACCT 335 Cost Accounting	M.S. (Accounting) Valdosta State University BBA (accounting)Valdosta State University BBA (Finance) Valdosta State University		Professionally
McRae, Amanda	BADM	BADM 332Human Resources Management BADM 236 Communications and Critical Thinking	M.A. (Human Resource Management) Webster University B.S. (Psychology) Campbell University		Minimally
Nagy, Kevin	PGA-GM	PGM 170 Player Development PGM 290 Golf Internship II PGM 390 Golf Internship III	M.B.A. (Business Administration) Campbell University B.B.A. (PGA-GM) Campbell University	PGA Certified PGA Member U.S. Open Qualifying Experience	Professionally
Penny, Ronald G.	BADM	BADM 750 Organization Behavior BADM 752 Human Resources Management	J.D. UNC School of Law B.S. (Economics) NC A&T State University	NC State Bar Over 30 years of human resources and legal consulting in higher education	Academically
Psaltis, Chris	BADM	BADM 556 Leadership Seminar	M.S.A. Campbell University	Over 20 years of leadership experience in the Army.	Professionally
Richman, Jeannine	BADM	HCM 410 Foundations of Healthcare Financial Management	M.B.A. Eastern University B.S. (Psychology) Eastern University	Over 30 years of healthcare management professional experience	Professionally
Roberts, Jared	ECON	ECON 202 Principles of Macroeconomics	M.A. (Economics) University of Tennessee B.A. (Economics & Russian Language) University of Tennessee	Ph.D. Candidate (Economics) N C State University	Professionally
Roberts, Matthew	PGA-GM	PGM 125 Customer Relations PGM 140 Tournament Operations PGM 170 Player Development	B.B.A. (PGA-GM) Campbell University	PGA Certified PGA Member 5years of golf professional management experience Authorized Instructor of the Golfing Machine, Golf Stroke Engineer Bachelor (GSEB)	Professionally
Romary, Peter	BADM	BADM 580 Special Topics- Negotiation	J.D. UNC-Chapel Hill LL.B. University of Reading, England	Bar Admissions (North Carolina); Federal court experience (U.S. Supreme Court, U.S. Court of Appeals, and U.S. District Court); Professional Certifications (Mediator-NC Dispute Resolution, N.C. Industrial Commission (2006); Arbitrator (N.C. Administrative Office of the Courts (1999); Other professional experience - General Counsel for QVerity Managing Partner, QVerity Legal Contributing Editor "Spy the Lie"	Academically
Rubin, Richard	BADM	BADM 332 Human Resources Management BADM 442 Advertising BADM 467 Strategic Marketing BADM 570 Professional Selling and Sales Management	M.B.A.(Marketing) Syracuse University B.A. (Economics and Political Sciences) Hobart College	Over 15 years of professional work experience for Fortune 500 companies in professional sales, global marketing, advertising, and human resources management.	Professionally
Wittington, Heather	ACCT	ACCT 216 Management Accounting	M.B.A. (Business Administration) Campbell University B.B.A. (Accounting) Campbell University	CPA-NC License Chartered Global Management Accountant (CGMA) 5 years of accounting professional experience	Professionally
Wright, Lisa	BADM	BADM 332 Human Resources Management	D.B.A. (Leadership) Baker College, Center for Graduate Studies, Flint, MI M.B.A. TUI University B.S. (Business Administration) University of Maryland	9 years of teaching experience at college level Over 10 years of human resources management in US Army	Academically
Zanzow, Benjamin	ECON	ECON 201 Principles of Microeconomics ECON 202 Principles of Macroeconomics ECON 453 Money and Banking EON 454 Labor Economics	Ph.D. (Economics) University of Arizona, Tucson, Arizona M.A. (Economics) University of Arizona M.A. (Higher Education) University of Arizona B.S. (Mathematics) University of Wisconsin, Oshkosh		Academically

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 Faculty Load

FACULTY LOAD, FULL -TIME FACULTY MEMBERS

[illegible]

6 - Standard 6 Educational and Business Process Management

QA Report

Status: Completed | Due Date: Not Set

Assigned To

Tom Taylor

Institution Response

a. Curriculum

List any existing accredited degree programs/curricula that have been substantially revised since your last report and, for each program, attach a Table - Standard 6, Criterion 6.1.3 - Undergraduate CPC Coverage, found under the Evidence File tab above.

The School is modifying its BS in Economics program so that the major contains two tracks- a General Economics track and a Pre-Law track. See tables in the Evidence File, Subsection a1, [Appendix A](#) and [Appendix B](#), for determination of the major's compliance with the core professional components requirements.

List any new degree programs that have been developed and, for each new program since your last report, attach a Table - Standard 6, Criterion 6.1.3 - Undergraduate CPC Coverage found under the Evidence File tab above.

The School is not offering any new degrees, but it is offering a new major in Finance. See the following information concerning the Finance Major.

MAJOR IN FINANCE

I. The Major

The School is offering a new major in Finance. It is a major at a level currently accredited by the ACBSP. It is being offered, effective the fall semester of 2015.

II. Objectives

The purpose of this major is to provide an undergraduate foundation for future careers in banking, finance and real estate. This program, combined with the required economics, accounting, math and statistics courses will give students a very strong background to pursue their chosen careers in fields related to Finance.

III. Academic Administration

This major will be part of the Department of Financial Planning and Accounting of the Lundy-Fetterman School of Business.

IV. Admission Requirements

Admissions requirements are the same as those set out in the Campbell University catalog for 2015 - 2017 for all students of the University. See <http://www.campbell.edu/academics/catalog/>.

V. Curriculum

The curriculum of the Finance major consists of the General College Curriculum of Campbell University required for all University students, the Common Core of courses the Lundy-Fetterman School of Business required for all students who graduate with a BBA degree from the School, and certain course requirements in order to graduate with a major in Finance. See Evidence File, Subsection a2, [Appendix A](#), for Common Core courses required. See Evidence File, Subsection a2, [Appendix B](#) for additional courses required in order for a student to graduate with

a major in Finance.

VI. Learning Outcomes and Assessment

A. Learning Outcomes. The Lundy-Fetterman School of Business faculty has adopted a set of student learning outcomes that are used to evaluate the effectiveness of all programs at the undergraduate and graduate levels across all campuses. The student learning outcomes establish that the student will:

1. Demonstrate a basic knowledge of areas of business.
2. Employ written and oral presentation skills to communicate well.
3. Appraise and examine business issues.
4. Select a personal framework for ethical decision-making.
5. Demonstrate a work ethic, which includes social networking and collaboration skills (teamwork).

B. Assessment. The program objectives and learning outcomes will be assessed as follows:

1. At the individual course level, outcomes will be assessed by tests, papers, presentations, and other academically acceptable means. See Evidence File, Subsection a2, for the syllabi of the Finance courses to be taught for assessment processes ([Appendix C](#), [Appendix D](#), [Appendix E](#), [Appendix F](#), [Appendix G](#), [Appendix H](#), [Appendix I](#)).
2. At the program level the outcomes will be assessed annually by giving all senior Finance majors the IVY Test.
3. At the university level, seniors are given the Academic Proficiency Profile test every other year.

VII. Faculty Qualifications

The professors who will have primary responsibility for teaching the Finance courses are:

A. Dr. James D. Harriss, DBA - See Evidence File, Subsection a2, [Appendix J](#)

B. Dr. Boris Abbey, PhD - See Evidence File, Subsection a2, [Appendix K](#).

VIII. Facilities, Instructional Resources, and Support Services

The major will be supported by the facilities and services of Campbell University. Campbell University is a premier university that enrolls over 6,000 students during the 2015 academic year. Students typically hail from all one hundred North Carolina counties, all fifty states of the United States, and numerous countries of the world. Campbell University is one of the largest Baptist affiliated Universities in the world.

IX. Enrollment and Graduation Statistics

The major and minor became effective only in the fall of 2015. Therefore, enrollment is only 9 presently. The first graduates in the major or minor are not expected until the spring of 2019.

X. Common Professional Components

See Table - Standard 6, Criterion 6.1.3 - Undergraduate CPC Coverage at Evidence File, Subsection a2, [Appendix L](#), for determination of the major's compliance with the core professional components requirements.

b.

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

None

Provide three or four examples of organizational performance results, reporting what you consider to be the

most important data, using Table 6.1 Standard 6 - Organizational Performance Results.

See Evidence File, Standard 6, [Subsection b](#) .

Sources

- Subsection a1, Appendix A - CPC Economics
- Subsection a1, Appendix B - CPC Economics
- Subsection a2, Appendix A
- Subsection a2, Appendix B
- Subsection a2, Appendix C - SYLLABUS - FIN 350 CAPITAL BUDGETING
- Subsection a2, Appendix D - SYLLABUS - FIN 436 REAL ESTATE FINANCE 12.12.2014
- Subsection a2, Appendix E - SYLLABUS - FIN 437 COMMERCIAL BANK MANAGEMENT
- Subsection a2, Appendix F - SYLLABUS - FIN 438 COMMERCIAL LENDING CREDIT ANALYSIS
- Subsection a2, Appendix G - SYLLABUS - FIN 439 Investment and Security Analysis
- Subsection a2, Appendix H - SYLLABUS - FIN 440 - Portfolio Management
- Subsection a2, Appendix I - SYLLABUS - FIN 450 FINANCIAL CASES
- Subsection a2, Appendix J - Harriss Resume
- Subsection a2, Appendix K - Abbey Resume
- Subsection a2, Appendix L
- Subsection b

Appendix A

COMMON CORE COURSES REQUIRED

ACCT 215 Financial Accounting (3)

A study of accounting terms, procedures, and practices of sole proprietorships, partnerships, and corporations. A study is made of journal entries, financial statements, and changes in equity. ACCT 215 is a prerequisite to ACCT 216.

ACCT 216 Managerial Accounting (3)

A study of the uses of accounting information for decision making inside and outside the business firm. The study is related to the nature and objectives of business decisions, what information is necessary to make them, what data are relevant, and the uses and limitations of these data. Prerequisite: ACCT 215

BADM 100 New Student Forum (1)

This course is designed to provide new students in the Lundy-Fetterman School of Business with an orientation to the nature of the college experience at Campbell University. Students will reflect on their individual strengths and develop goals for success in this educational process. An understanding of support resources within the Campbell University community is included as part of the course.

BADM 200 Philosophy of Business (3)

This course provides the initial information businessmen and businesswomen need to be managers and owners of businesses in today's social, business, and political environment. Course content will focus on the framework that makes business possible. Course discussions will include: what institutions are necessary to make private enterprise possible and how these institutions provide incentives for individual responsibility, self-regulation, and entrepreneurship. The course will also provide students an overview of the philosophy of business and a synopsis of business concepts.

Prerequisites: none

BADM 221-222 Business Law (3, 3)

The student is introduced to constitutional, criminal, and tort law as they apply to ordinary business transactions, with emphasis on contracts and negotiable instruments. Included are: the divisions of property, agency, partnerships, corporations, sales, and commercial paper. Emphasis is placed on the Uniform Commercial Code throughout the course.

BADM 236 Business Communications and Critical Thinking (3)

This course focuses on five areas: written communication skills, oral communication skills, interpersonal business relationship skills, research skills, and critical thinking skills. The course prepares the student to think critically and to communicate well.

Prerequisites: credit for ENGL 101 and ENGL 102.

BADM 313 Principles of Marketing (3)

A study of basic marketing principles with emphasis on customer behavior, marketing policies, programs, information, management, organizations, institutions, research, accounting concepts,

and related economic theories. Case studies of various marketing activities are also included. Prerequisites: Junior standing.

BADM 314 Corporate Finance (3)

A study of the principles, methods, and problems relating to managing the currency and long-term financial needs of corporations. The topics studied include procedures for organizing a company; classes of securities; sources of funds; dividend policies; expansion and combination; insolvency and reorganization; government regulation; and organization and methods of the money and capital markets. Prerequisites: ACCT 215.

BADM 325: Management Information Systems (3)

Study of current information systems concepts and technologies and how to incorporate into a business context. Contents include how information systems give a business or organization a competitive edge by providing technologies that help managers plan, control, and make decisions. Includes topics such as hardware and software components of an information system, e-business concepts and implementation, operational support systems, managerial support systems, and artificial intelligence. Prerequisite: Junior Standing.

BADM 331 Principles of Management (3)

A study of the basic fundamentals underlying efficient and effective application in planning and control of human and economic resources under the free enterprise system. Prerequisites: Junior standing.

BADM 345 Quantitative Methods for Business and Economics (3)

This course intends to acquaint students with the role that quantitative methods play in business and economic decision making. It emphasizes, using computers and computer-assisted solution methods, the application of a wide variety of quantitative techniques to the solution of business and economic problems. Prerequisites: MATH 111 and MATH 160.

ECON 201 Microeconomics (3)

A study of the individual business firm, with emphasis on an analysis of demand, supply, and costs; production and pricing under various market conditions; allocation of economic resources and determination of the shares of the national income paid to the different factors of production.

ECON 202 Macroeconomics (3)

A study of the national economy with emphasis on economic institutions, determination of national income, economic fluctuations, functions of money and banking, the economic role of government, labor problems, international trade, and economic growth. Prerequisite: ECON 201.

Appendix B

COURSES REQUIRED IN ORDER FOR A STUDENT TO GRADUATE WITH A MAJOR IN FINANCE

ACCT 333 Taxation (3)

A study of the basic principles and major problems of the federal income tax laws and their application to tax situations for individuals and corporations. Some attention will be devoted to state tax laws and to tax procedure including fiduciary tax returns.

MATH 122 Analytic Geometry and Calculus I (4)

Topics included: directed distance, slope of straight line, equations of a line, angle between two lines, conic sections, functions of one variable, graphs of functions, limits, continuity, derivatives, differentials, related rates, maximum and minimum problems, Rolle's and mean value theorems, integration, area, properties of the definite integral, and application of the definite integral.

MATH 341 Probability and Statistics I (3)

A study of probability and statistical inference containing models. There is a theoretical development of distributions including discrete, continuous, multivariate, normal, and sampling distributions. Prerequisite: Math 122.

MATH 342 Probability and Statistics II (3)

A continuation of MATH 341 including confidence interval estimation, hypothesis testing, correlation, regression, and analysis of variance. Applications will be drawn from various fields. Prerequisite: MATH 341.

ECON 301 Intermediate Microeconomics (3) or ECON 302 Intermediate Macroeconomics (3)

ECON 301 is an analysis of the determination of prices and of market behavior including demand, costs and production, pricing under competitive conditions, and pricing under monopoly and other imperfectly competitive conditions. Prerequisites: ECON 201 and 202. ECON 302 is a study of the method and concepts of national income analysis with particular reference to the role of monetary and fiscal policy in maintaining full employment without inflation. Prerequisites: ECON 201 and 202.

FIN 350 Capital Budgeting (3)

The study of the theory and application of corporate finance, with special emphasis on the validity of capital projects and their attendant financing through evaluation of potential profitability by use of numerous financial methodologies. Topics include free cash flow determination, risk-adjusted discount rates, the Capital Asset Pricing Model (CAPM), and firm valuation. **Prerequisite:** BADM 314

ECON 357 Public Finance (3) - A study of the revenues and expenditures of federal, state, and local government with an analysis of the types of taxes and expenditures, and of government

policy and its impact on full employment, economic growth, and national income. Prerequisites: ECON 201 and 202.

FIN 436 Real Estate Finance (3)

The study of the decision-making process involving real estate investment development criteria and alternatives including financing techniques, tax implications, risk, return and pricing options. The difference in state laws applying to the conveyance of real estate as well as the various state laws applying to land ownership will be examined. In addition, the impact on land values caused by environmental control laws and land use restrictions will be addressed. Finally, the numerous funding sources and their advantages or and/or disadvantages available to real estate developers will be examined. **Prerequisite:** BADM 314

FIN 437 Commercial Banking (3)

The study of the various risks banks face, not only in day-to-day operations, but potential long term exposure to outside uncontrollable forces including regulatory challenges and changes. Topics such as asset-liability management, interest rate volatility, reserve management, capital adequacy and others. Also covered will be a commercial bank's interaction with the Federal Reserve. This course will be augmented with cases and the American Bankers Association's computer simulation game BANKEXEC. **Prerequisite:** BADM 314

FIN 438 Commercial Lending & Credit Analysis (3)

The study of the principles of commercial lending to corporate customers by commercial banks. The course will examine the 5 "C's" of credit, as well as the complete commercial lending function with emphasis on the analysis of corporate financial statements to determine the creditworthiness of commercial loan requests. Lecture will be augmented with real-world case analysis. Special emphasis will be placed on asset-based lending facilities, valuation of collateral, the collection of credit information and its analysis, and the risk-based pricing of commercial loans. **Prerequisite:** BADM 314

FIN 439 Investment and Security Analysis (3)

The student will learn the basics of security analysis, risk identification and measurement, working of money and capital markets and the key participants in those markets, calculating risk-adjusted rates of return on various types of investments, using various established methodologies for risk determination, and how to hedge risk by using diversification, hedges swaps and options. **Prerequisite:** BADM 314

FIN 440 Portfolio Management (3)

A study of portfolio management with an emphasis on customizing asset allocation strategies and tactics for the individual and institutional investors. Several financial portfolio optimization models will be studied. The trade-off between risk and return on investments will also be emphasized. Finally, the student will learn how asset derivatives and hedges can be applied to either reduce risk, increase profitability, or both. **Prerequisite:** BADM 314

ECON 448 International Finance (3) - Topics include foreign exchange markets, exchange rate determinations, balance of payment problem, open macroeconomic policy and international financial organization. Prerequisites: ECON 201 and 202.

FIN 450 Financial Cases (3)

This course allows to students to utilize all the financial tools and methodologies learned in earlier required Finance classes (listed below as prerequisites) in a case-oriented environment. This is the capstone class for undergraduate Finance majors, and challenges them to attempt to maximize corporate value through interaction with capital markets as funding agents, being a steward for ethical, demographic and social standards, employee benefits /retention, and trying to justify stockholder investment in the firm while, at the same time, satisfying all regulatory requirements. **Prerequisite:** BADM 314, FIN 350

Capital Budgeting
FIN 350
Course Syllabus – 2015

Professor: Dr. James D. Harriss, Ph.D.
Assistant Professor
Room 228, Lundy-Fetterman School of Business Building
910-814-1406
harrissj@campbell.edu

Office Hours: Monday: _____ Wednesday: _____
Tuesday: _____ Thursday: _____
Friday: _____
Appointments at other times may be set by contacting me

Course Description:

The study of the theory and application of corporate finance, with special emphasis on the validity of capital projects and their attendant financing through evaluation of potential profitability by use of numerous financial methodologies. Topics include free cash flow determination, risk-adjusted discount rates, the Capital Asset Pricing Model (CAPM), and firm valuation.

Prerequisite: BADM 314

Learning Objectives:

1. Learning objective: The student will be able to quantitatively evaluate major long-term capital projects for possible firm investment.

Assessment: The student will be able to demonstrate mastery of these objectives through assigned problems, case studies, quizzes, and examinations.

2. Learning objective: The student will be able to determine the interaction of accelerated depreciation values, interest rate changes, replacement decisions vs additional purchases of equipment, lease vs purchase decisions, and cost of capital changes, and how these affect the firm's optimal capital structure and ultimately the firm's value.

Assessment: The student will be able to demonstrate mastery of these objectives through assigned problems, case studies, quizzes, and examinations.

3. Learning objective: The student will be able to analyze Net Present Value, Internal Rate of Return, Certainty Equivalents, Modified Internal Rate of Return, and Risk Adjusted Discount Rate methodologies and determine their strengths. The student will also be able to project abandonment options.

Standard 6, Subsection a2, Appendix C

Assessment: The student will be able to demonstrate mastery of these objectives through assigned problems, case studies, quizzes, and examinations.

4. Learning objective: The student will demonstrate mastery of the FINGAME computer simulation.

Assessment: The student will be able to demonstrate mastery of these objectives through assigned problems, case studies, quizzes, simulations, and examinations.

5. Learning objective: The student will be exposed to numerous real-world aspects/responsibilities of a corporate CFO and will be able to utilize many of the same financial methodologies and procedures to solve problems that are used in the corporate environment.

Assessment: The student will be able to demonstrate mastery of these objectives through assigned problems, case studies, quizzes, and examinations.

6. Learning objective: The student will be able to perform all applications of a financial calculator in the academic and real world environments.

Assessment: The student will be able to demonstrate mastery of these objectives through assigned problems, case studies, quizzes, and examinations.

Text: To be determined

Required Materials:

Wall Street Journal

Financial calculator – TI BA2-Plus or HP-10B

Course Grading Scale:

90-100	A
80-89	B
70-79	C
60-69	D
Below 60	F

Grading/Exams:

A total of three examinations will be given. A possible additional grade will be assessed if the FINGAME computer simulation can be obtained. Also, a class participation grade will be part of the final grade determination. The assessments will be weighted as follows in calculating your final average:

Examination #1	25%
Examination #2	25%
Examination #3	25%
FINGAME	15%
Class Participation	<u>10%</u>
	100%

All examinations are mandatory. However, should you need to miss an examination due to illness (with documentation); death or serious illness in the student's immediate family; or representing the University as a member of an athletic team, etc.; you will be permitted to make up the exam.

Attendance Policy:

Students are expected to attend all classes and BE PUNCTUAL! Per Campbell University policy, any student with absences equaling more than 15% of the total number of class periods will fail the class regardless of test scores.

Class Preparation:

Students are expected to have completed all assigned homework, as well as any reading assignments and any additional handouts prior to coming to each class. Students will be called upon in class to answer questions from the assigned material. There may be a group assignment during the semester also.

Allowed Technology:

A laptop for class notes, but not for exam purposes. A financial calculator to be brought for every class and allowed for exam purposes.

Additional Course and University Policies:

Students with documented disabilities who desire modifications or accommodations must contact the Office of Student Success located in the University's Student Services Building (located between Carter Gym and the Wallace Student Center). No accommodations will be made without approval through the University's process. For academic and disability services, contact: Laura Rich, Director of Student Success, Student Services Building, Room 113, 910-814-4364, or richl@campbell.edu

Other services available to all undergraduate students include the Student Counseling Center and Career Services. For counseling services, contact: Christy Jordan, University Counselor, 95 Pope Street (gray house behind Quiznos), 910-814-5709. For career services, contact Jessica Randall, Assistant Director of Student Success, Student Services Building, Room 111, 910-814-5707, or randallj@campbell.edu

All students are subject to the academic integrity and behavioral expectations of the University.

Campbell University Mission Statement

The mission of Campbell University is to graduate students with exemplary academic and professional skills who are prepared for purposeful lives and meaningful service. The University is informed and inspired by its Baptist heritage and three basic theological and biblical presuppositions: learning is appointed and conserved by God as essential to the fulfillment of human destiny; in Christ all things consist and find ultimate unity; and the Kingdom of God in this world is rooted and grounded in Christian community. The University embraces the conviction that there is no conflict between the life of faith and the life of inquiry.

TOPICAL OUTLINE

Financial methodologies (NPV, IRR, MIRR, RADR, CE)

Determination of corporate value

Marginal cash flow evaluation

Inflation and foreign exchange effects

Risk analysis (CAPM & APT)

Cost of capital

Optimal capital structure

Optimal capital budget

Financing options and analysis

Lease analysis

Accelerated depreciation (MACRS) & its effects on project value

Interest rate volatility and its effects on financing costs

Dividend policy and its effect on debt reliance

Capital rationing

Mergers & acquisitions

**Real Estate Finance
FIN 436
Course Syllabus – 2015**

Professor: Dr. James D. Harriss, Ph.D.
Assistant Professor
Room 228, Lundy-Fetterman School of Business Building
910-814-1406
harrissj@campbell.edu

Office Hours: Monday: _____ Wednesday: _____
Tuesday: _____ Thursday: _____
Friday: _____
Appointments at other times may be set by contacting me

Course Description:

The study of the decision-making process involving real estate investment development criteria and alternatives including financing techniques, tax implications, risk, return and pricing options. The difference in state laws applying to the conveyance of real estate as well as the various state laws applying to land ownership will be examined. In addition, the impact on land values caused by environmental control laws and land use restrictions will be addressed. Finally, the numerous funding sources and their advantages or and/or disadvantages available to real estate developers will be examined.

Prerequisite: BADM 314

Learning Objectives:

1. Learning objective: The student will be able to evaluate various potential real estate investments using various financial methodologies.

Assessment: The student will be able to demonstrate mastery of these objectives through assigned problems, case studies, quizzes, and examinations.

2. Learning objective: The student will be able to explain possible development funding options including interim financing vs permanent financing

Assessment: The student will be able to demonstrate mastery of these objectives through assigned problems, case studies, quizzes, and examinations.

3. Learning objective: The student will be able to explain the numerous changing variables and how they affect project profitability.

Assessment: The student will be able to demonstrate mastery of these objectives through assigned problems, case studies, quizzes, and examinations.

4. Learning objective: The student will be able to determine the risk and return of various development projects as well as any tax advantages or disadvantages.

Assessment: The student will be able to demonstrate mastery of these objectives through assigned problems, case studies, quizzes, and examinations.

5. Learning objective: The student will be exposed to numerous real-world aspects/responsibilities of a commercial real estate broker/developer and will be able to utilize many of the same financial methodologies and procedures to solve problems and determine project acceptability and potential loss that are used in the corporate real estate environment.

Assessment: The student will be able to demonstrate mastery of these objectives through assigned problems, case studies, quizzes, and examinations.

6. Learning objective: The student will be able to perform all applications of a financial calculator in the academic and real world environments.

Assessment: The student will be able to demonstrate mastery of these objectives through assigned problems, case studies, quizzes, and examinations.

Text: To be determined

Required Materials:

Wall Street Journal

Financial calculator – TI BA2-Plus or HP-10B

Course Grading Scale:

90-100	A
80-89	B
70-79	C
60-69	D
Below 60	F

Grading/Exams:

A total of three examinations will be given. Also, a case grade will be part of the final grade determination. The assessments will be weighted as follows in calculating your final average:

Examination #1	30%
Examination #2	30%
Examination #3	30%
Case	<u>10%</u>
	100%

All examinations are mandatory. However, should you need to miss an examination due to illness (with documentation); death or serious illness in the student's immediate family; or representing the University as a member of an athletic team, etc.; you will be permitted to make up the exam.

Attendance Policy:

Students are expected to attend all classes and BE PUNCTUAL! Per Campbell University policy, any student with absences equaling more than 15% of the total number of class periods will fail the class regardless of test scores.

Class Preparation:

Students are expected to have completed all assigned homework, as well as any reading assignments and any additional handouts prior to coming to each class. Students will be called upon in class to answer questions from the assigned material. There may be a group assignment during the semester also.

Allowed Technology:

A laptop for class notes, but not for exam purposes. A financial calculator to be brought for every class and allowed for exam purposes.

Additional Course and University Policies:

Students with documented disabilities who desire modifications or accommodations must contact the Office of Student Success located in the University's Student Services Building (located between Carter Gym and the Wallace Student Center). No accommodations will be made without approval through the University's process. For academic and disability services, contact: Laura Rich, Director of Student Success, Student Services Building, Room 113, 910-814-4364, or richl@campbell.edu

Other services available to all undergraduate students include the Student Counseling Center and Career Services. For counseling services, contact: Christy Jordan, University Counselor, 95 Pope Street (gray house behind Quiznos), 910-814-5709. For career services, contact Jessica Randall, Assistant Director of Student Success, Student Services Building, Room 111, 910-814-5707, or randallj@campbell.edu

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TOPICAL OUTLINE

Zoning

Eminent Domain

Covenants & Restrictions

Wetlands Protections & Endangered Species

Property Ownership Classifications

Earnest Money Contracts

Sale-and-Leaseback of Properties

Tax-Deferred Exchange of Properties (Section 1031)

Appraisals

Real Estate Underwriting Effects on Commercial Borrowers

Involuntary Exchange of Properties

Real Estate Syndication

Classification of Estates

At-Risk Rules

Purchase Offer Analysis

Feasibility Reports

Commercial banking
FIN 437
Course Syllabus – 2015

Professor: Dr. James D. Harriss, Ph.D.
Assistant Professor
Room 228, Lundy-Fetterman School of Business Building
910-814-1406
harrissj@campbell.edu

Office Hours: Monday: _____ Wednesday: _____
Tuesday: _____ Thursday: _____
Friday: _____
Appointments at other times may be set by contacting me

Course Description:

The study of the various risks banks face, not only in day-to-day operations, but potential long term exposure to outside uncontrollable forces including regulatory challenges and changes. Topics such as asset-liability management, interest rate volatility, reserve management, capital adequacy and others. Also covered will be a commercial bank's interaction with the Federal Reserve. This course will be augmented with cases and the American Bankers Association's computer simulation game BANKEXEC.

Prerequisite: BADM 314

Learning Objectives:

1. Learning objective: The student will be able to explain bank operations and bank financial statements.

Assessment: The student will be able to demonstrate mastery of these objectives through assigned problems, case studies, quizzes, and examinations.

2. Learning objective: The student will be able to explain the various risks banks face and how banks attempt to mitigate those risks.

Assessment: The student will be able to demonstrate mastery of these objectives through assigned problems, case studies, quizzes, the BANKEXEC simulation, and examinations.

3. Learning objective: The student will be able to explain the numerous changing variables and how they affect bank profitability.

Assessment: The student will be able to demonstrate mastery of these objectives through assigned problems, case studies, quizzes, and examinations.

4. Learning objective: The student will demonstrate mastery of the BANKEXEC computer simulation.

Assessment: The student will be able to demonstrate mastery of these objectives through forecasted interest rate structures, assigned problems, case studies, quizzes, simulations, and examinations.

5. Learning objective: The student will be exposed to numerous real-world aspects/responsibilities of a commercial banker and will be able to utilize many of the same financial methodologies and procedures to solve problems and determine loan acceptability and potential loss that are used in the corporate banking environment.

Assessment: The student will be able to demonstrate mastery of these objectives through assigned problems, case studies, quizzes, and examinations.

6. Learning objective: The student will be able to perform all applications of a financial calculator in the academic and real world environments.

Assessment: The student will be able to demonstrate mastery of these objectives through assigned problems, case studies, quizzes, and examinations.

Text: To be determined

Required Materials:

Wall Street Journal

Financial calculator – TI BA2-Plus or HP-10B

BankExec Game

Course Grading Scale:

90-100	A
80-89	B
70-79	C
60-69	D
Below 60	F

Grading/Exams:

A total of three examinations will be given. A possible additional grade will be assessed if the BANKEXEC computer simulation can be obtained. Also, a case grade will be part of the final grade determination. The assessments will be weighted as follows in calculating your final average:

Examination #1	25%
Examination #2	25%
Examination #3	25%
BANKEXEC	15%
Case	<u>10%</u>
	100%

All examinations are mandatory. However, should you need to miss an examination due to illness (with documentation); death or serious illness in the student's immediate family; or representing the University as a member of an athletic team, etc.; you will be permitted to make up the exam.

Attendance Policy:

Students are expected to attend all classes and BE PUNCTUAL! Per Campbell University policy, any student with absences equaling more than 15% of the total number of class periods will fail the class regardless of test scores.

Class Preparation:

Students are expected to have completed all assigned homework, as well as any reading assignments and any additional handouts prior to coming to each class. Students will be called upon in class to answer questions from the assigned material. There may be a group assignment during the semester also.

Allowed Technology:

A laptop for class notes, but not for exam purposes. A financial calculator to be brought for every class and allowed for exam purposes.

Additional Course and University Policies:

Students with documented disabilities who desire modifications or accommodations must contact the Office of Student Success located in the University's Student Services Building (located between Carter Gym and the Wallace Student Center). No accommodations will be made without approval through the University's process. For academic and disability services, contact: Laura Rich, Director of Student Success, Student Services Building, Room 113, 910-814-4364, or richl@campbell.edu

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TOPICAL OUTLINE

Banking Regulations

Federal Reserve System & Monetary Policy Tools

Bank Structures (Holding companies, branches)

De Novo banks vs branches

Bank Financial Statements

Measuring Bank Performance

Asset-Liability Management

Capital Adequacy

Interest Rate Volatility & Duration

Liquidity Management

Reserve Management

Asset Quality

Loan & Deposit Pricing

Bank Investments

Nondeposit Liabilities

Off-Balance Sheet Liabilities and Fee Income

Commercial Lending & Credit Analysis
FIN 438
Course Syllabus – 2015

Professor: Dr. James D. Harriss, Ph.D.
Assistant Professor
Room 228, Lundy-Fetterman School of Business Building
910-814-1406
harrissj@campbell.edu

Office Hours: Monday: _____ Wednesday: _____
Tuesday: _____ Thursday: _____
Friday: _____
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Course Description:

The study of the principles of commercial lending to corporate customers by commercial banks. The course will examine the 5 “C’s” of credit, as well as the complete commercial lending function with emphasis on the analysis of corporate financial statements to determine the creditworthiness of commercial loan requests. Lecture will be augmented with real-world case analysis. Special emphasis will be placed on asset-based lending facilities, valuation of collateral, the collection of credit information and its analysis, and the risk-based pricing of commercial loans.

Prerequisite: BADM 314

Learning Objectives:

1. Learning objective: The student will be able to explain the credit information gathering process as well as the interpretation of that information for loan acceptability purposes.

Assessment: The student will be able to demonstrate mastery of these objectives through assigned problems, case studies, quizzes, and examinations.

2. Learning objective: The student will be able to explain the interaction of the 5 C’s of credit in the commercial lending process.

Assessment: The student will be able to demonstrate mastery of these objectives through assigned problems, case studies, quizzes, and examinations.

3. Learning objective: The student will be able to explain the collateral documentation and valuation process in commercial lending.

Assessment: The student will be able to demonstrate mastery of these objectives through assigned problems, case studies, quizzes, and examinations.

4. Learning objective: The student will be able to determine the risk and pricing of various types of commercial loans.

Assessment: The student will be able to demonstrate mastery of these objectives through assigned problems, case studies, quizzes, and examinations.

5. Learning objective: The student will be able to complete a “credit review” for loan acceptability purposes.

Assessment: The student will be able to demonstrate mastery of these objectives through assigned problems, case studies, quizzes, and examinations.

6. Learning objective: The student will be able to explain the various types of “lender liability” that exist in commercial lending.

Assessment: The student will be able to demonstrate mastery of these objectives through assigned problems, case studies, quizzes, and examinations.

Text: To be determined

Required Materials:

Wall Street Journal

Financial calculator – TI BA2-Plus or HP-10B

Course Grading Scale:

90-100	A
80-89	B
70-79	C
60-69	D
Below 60	F

Grading/Exams:

A total of three examinations will be given. Also, a case grade will be part of the final grade determination. The assessments will be weighted as follows in calculating your final average:

Examination #1	30%
Examination #2	30%
Examination #3	30%
Case	<u>10%</u>
	100%

All examinations are mandatory. However, should you need to miss an examination due to illness (with documentation); death or serious illness in the student’s immediate family; or representing the University as a member of an athletic team, etc.; you will be permitted to make up the exam.

Attendance Policy:

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Class Preparation:

Students are expected to have completed all assigned homework, as well as any reading assignments and any additional handouts prior to coming to each class. Students will be called upon in class to answer questions from the assigned material. There may be a group assignment during the semester also.

Allowed Technology:

A laptop for class notes, but not for exam purposes. A financial calculator to be brought for every class and allowed for exam purposes.

Additional Course and University Policies:

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TOPICAL OUTLINE

Compensating Balances

Commitment Fees

Investible Balances

Loan & Security Agreements

Borrowing Base

Asset-Based Lending

Loan Covenants

Events of Default

Acceleration Clause

Right to Offset

UCC-1 & Filings

Blanket Lien

Borrower Representations

Draw Down Schedule

Percentage of Completion

Corporation Certificate of Authority

Concentration of Accounts Receivables

Cross-Collateralization

Investment and Security Analysis
FIN 439
Course Syllabus – 2015

Professor: Dr. James D. Harriss, Ph.D.
Assistant Professor
Room 228, Lundy-Fetterman School of Business Building
910-814-1406
harrissj@campbell.edu

Office Hours: Monday: _____ Wednesday: _____
Tuesday: _____ Thursday: _____
Friday: _____
Appointments at other times may be set by contacting me

Course Description:

The student will learn the basics of security analysis, risk identification and measurement, working of money and capital markets and the key participants in those markets, calculating risk-adjusted rates of return on various types of investments, using various established methodologies for risk determination, and how to hedge risk by using diversification, hedges swaps and options.

Prerequisite: BADM 314

Learning Objectives:

1. By the end of the course, the student will be able to quantitatively calculate the market value of various types of financial securities (equities and fixed incomes).

Assessment: The student will be able to demonstrate mastery of these objectives through assigned problems, case studies, quizzes, and examinations.

2. The student will be able to assess the amount of risk of each type of financial security.

Assessment: The student will be able to demonstrate mastery of these objectives through assigned problems, case studies, quizzes, and examinations.

3. The student will be able through financial modeling to determine whether the securities' return is adequate considering the specific risk level of that security.

Assessment: The student will be able to demonstrate mastery of these objectives through assigned problems, case studies, quizzes, and examinations.

Standard 6, Subsection a2, Appendix G

4. The student will understand the process of actually trading in securities and how trading is done by specialists in financial markets.

Assessment: The student will be able to demonstrate mastery of these objectives through assigned problems, case studies, quizzes, and examinations.

5. The student will be able to examine how regulators oversee and intervene in the trading process and the costs of compliance with the various regulations.

Assessment: The student will be able to demonstrate mastery of these objectives through assigned problems, case studies, quizzes, and examinations.

Text: To be determined

Required Materials:

Wall Street Journal

Financial calculator – TI BA2-Plus or HP-10B

Course Grading Scale:

90-100	A
80-89	B
70-79	C
60-69	D
Below 60	F

Grading/Exams:

A total of three examinations will be given. The assessments will be weighted as follows in calculating your final average:

Examination #1	33%
Examination #2	33%
Examination #3	33%
Total	100%

All examinations are mandatory. However, should you need to miss an examination due to illness (with documentation); death or serious illness in the student's immediate family; or representing the University as a member of an athletic team, etc.; you will be permitted to make up the exam.

Attendance Policy:

Students are expected to attend all classes and BE PUNCTUAL! Per Campbell University policy, any student with absences equaling more than 15% of the total number of class periods will fail the class regardless of test scores.

Class Preparation:

Students are expected to have completed all assigned homework, as well as any reading assignments and any additional handouts prior to coming to each class. Students will be called upon in class to answer questions from the assigned material. There may be a group assignment during the semester also.

Allowed Technology:

A laptop for class notes, but not for exam purposes. A financial calculator to be brought for every class and allowed for exam purposes.

Additional Course and University Policies:

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TOPICAL OUTLINE

Asset Classes

Primary and Secondary Securities Markets

Initial Public Offering

Underwriting

Securitization

Collateralized Loan & Mortgage Obligations

Leveraged Buyouts

Mezzanine Financing

Preemptive Right

LIBOR vs Prime

Shelf Registration

Private Placements

NASDAQ & Euronext

Limit Buy – Limit Sell, Market & Stop Orders

Duration & Convexity

Short Selling & Buying on Margin

Bid – Ask Spreads

Regulatory Compliance

**Portfolio Management
FIN 440
Course Syllabus – 2015**

Professor: Dr. James D. Harriss, Ph.D.
Assistant Professor
Room 228, Lundy-Fetterman School of Business Building
910-814-1406
harrissj@campbell.edu

Office Hours: Monday: _____ Wednesday: _____
Tuesday: _____ Thursday: _____
Friday: _____
Appointments at other times may be set by contacting me

Course Description:

A study of portfolio management with an emphasis on customizing asset allocation strategies and tactics for the individual and institutional investors. Several financial portfolio optimization models will be studied. The trade-off between risk and return on investments will also be emphasized. Finally, the student will learn how asset derivatives and hedges can be applied to either reduce risk, increase profitability, or both.

Prerequisite: BADM 314

Learning Objectives:

The learning objectives of the course are as follows:

1. The students will remember and understand the important facts, terminology, concepts, principles, and theories of Modern Portfolio Theory (MPT) and practical considerations for managing a diversified portfolio.

Assessment: The student will be able to demonstrate mastery of these objectives through assigned problems, case studies, quizzes, and examinations.

2. The students will remember and understand the concept of risk management and how to utilize options and futures contracts to more effectively control portfolio risk.

Assessment: The student will be able to demonstrate mastery of these objectives through assigned problems, case studies, quizzes, and examinations.

3. The students will explore alternative portfolio management approaches.

Assessment: The student will be able to demonstrate mastery of these objectives through assigned problems, case studies, quizzes, and examinations.

Standard 6, Subsection a2, Appendix H

4. The students will understand the significance of linking portfolio strategy with a coherent investment philosophy.

Assessment: The student will be able to demonstrate mastery of these objectives through assigned problems, case studies, quizzes, and examinations.

5. The students will understand the fundamentals associated with asset allocation models and tactics and how to apply them to specific cases.

Assessment: The student will be able to demonstrate mastery of these objectives through assigned problems, case studies, quizzes, and examinations.

6. The students will investigate selected bond portfolio management strategies and tactics.

Assessment: The student will be able to demonstrate mastery of these objectives through assigned problems, case studies, quizzes, and examinations.

7. The students will become familiar with the characteristics and purposes of alternative asset classes.

Assessment: The student will be able to demonstrate mastery of these objectives through assigned problems, case studies, quizzes, and examinations.

8. The students will learn how to measure and evaluate portfolio investment performance.

Assessment: The student will be able to demonstrate mastery of these objectives through assigned problems, case studies, quizzes, and examinations.

9. The students will understand the issues associated with active vs. passive investment management.

Assessment: The student will be able to demonstrate mastery of these objectives through assigned problems, case studies, quizzes, and examinations.

10. The students will comprehend the primary issues associated with the business of investments.

Assessment: The student will be able to demonstrate mastery of these objectives through assigned problems, case studies, quizzes, and examinations.

Standard 6, Subsection a2, Appendix H

10. The students will understand and critique ethical issues surrounding the business of investing.

Assessment: The student will be able to demonstrate mastery of these objectives through assigned problems, case studies, quizzes, and examinations.

Text: To be determined

Required Materials:

Wall Street Journal

Financial calculator – TI BA2-Plus or HP-10B

Morningstar Access

Course Grading Scale:

90-100	A
80-89	B
70-79	C
60-69	D
Below 60	F

Grading/Exams:

A total of three examinations will be given, all equally weighted. Also, a grade will be given based on the performance and construction of the managed portfolio as part of the final grade determination. The assessments will be weighted as follows in calculating your final average:

Examination #1	25%
Examination #2	25%
Examination #3	25%
Portfolio	<u>25%</u>
	100%

All examinations are mandatory. However, should you need to miss an examination due to illness (with documentation); death or serious illness in the student's immediate family; or representing the University as a member of an athletic team, etc.; you will be permitted to make up the exam.

Attendance Policy:

Students are expected to attend all classes and BE PUNCTUAL! Per Campbell University policy, any student with absences equaling more than 15% of the total number of class periods will fail the class regardless of test scores.

Class Preparation:

Students are expected to have completed all assigned homework, as well as any reading assignments and any additional handouts prior to coming to each class. Students will be called upon in class to answer questions from the assigned material. There may be a group assignment during the semester also.

Allowed Technology:

A laptop for class notes, but not for exam purposes. A financial calculator to be brought for every class and allowed for exam purposes.

Additional Course and University Policies:

Students with documented disabilities who desire modifications or accommodations must contact the Office of Student Success located in the University's Student Services Building (located between Carter Gym and the Wallace Student Center). No accommodations will be made without approval through the University's process. For academic and disability services, contact: Laura Rich, Director of Student Success, Student Services Building, Room 113, 910-814-4364, or richl@campbell.edu

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TOPICAL OUTLINE

Chapter 4 – Mutual Funds

Chapter 6 – Diversification

Chapter 8 – Efficient Markets Hypothesis (Markowitz)

Chapter 11 – Management of Bond Portfolio (Duration and Convexity)

Chapter 15 – Options Markets

Chapter 16 – Options Valuation (Black-Sholes)

MIDTERM EXAM

Chapter 17 - Futures Markets and Risk Management

Chapter 18 – Portfolio Performance Evaluation

Chapter 19 – Global & International Investing

Chapter 20 – Hedge Funds

Chapter 21 – Taxes, Inflation & Investment Strategies

FINAL EXAM

INVESTMENT PROJECT

Students will actively manage a portfolio of stocks and/or bonds along with hedges, options and futures positions during the semester. The requirements and constraints will be explained along with a handout during the first class period.

ADDITIONAL READING

Malkiel's "*A Random Walk Down Wall Street*".

Financial Cases
FIN 450
Course Syllabus – 2015

Professor: Dr. James D. Harriss, Ph.D.
Assistant Professor
Room 228, Lundy-Fetterman School of Business Building
910-814-1406
harrissj@campbell.edu

Office Hours: Monday: _____ Wednesday: _____
Tuesday: _____ Thursday: _____
Friday: _____
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Course Description:

This course allows to students to utilize all the financial tools and methodologies learned in earlier required Finance classes (listed below as prerequisites) in a case-oriented environment. This is the capstone class for undergraduate Finance majors, and challenges them to attempt to maximize corporate value through interaction with capital markets as funding agents, being a steward for ethical, demographic and social standards, employee benefits /retention, and trying to justify stockholder investment in the firm while, at the same time, satisfying all regulatory requirements.

Prerequisite: BADM 314, FIN 350

Learning Objectives:

1. Learning objective: The student will be able to explain the numerous minimum performance levels corporations have to maintain for a diverse audience of stakeholders and regulators.

Assessment: The student will be able to demonstrate mastery of these objectives through assigned problems, case studies, quizzes, and examinations.

2. Learning objective: The student will be able to explain the relationship corporations maintain with various capital market funding institutions.

Assessment: The student will be able to demonstrate mastery of

3. Learning objective: The student will be able to explain the tradeoffs corporations experience between profitability and social/ethical standards.

Assessment: The student will be able to demonstrate mastery of these objectives through assigned problems, case studies, quizzes, and examinations.

4. Learning objective: The student will demonstrate mastery of numerous financial methodologies measuring the risk vs return tradeoffs in corporate project analysis, while also attempting to maximize corporate value.

Assessment: The student will be able to demonstrate mastery of these objectives through assigned problems, case studies, quizzes, and examinations.

5. Learning objective: The student will be able to explain the corporations' use of a number of exotic financial products to hedge risk, minimize tax liability, and take advantage of interest rate and currency differentials around the globe.

Assessment: The student will be able to demonstrate mastery of these objectives through assigned problems, case studies, quizzes, and examinations.

6. Learning objective: The student will be able to perform all applications of a financial calculator in the academic and real world environments.

Assessment: The student will be able to demonstrate mastery of these objectives through assigned problems, case studies, quizzes, and examinations.

Text: To be determined

Required Materials:

Wall Street Journal

Financial calculator – TI BA2-Plus or HP-10B

BankExec Game

Course Grading Scale:

90-100	A
80-89	B
70-79	C
60-69	D
Below 60	F

Grading/Exams:

A total of three examinations will be given. Also, 2 case grade3 will be part of the final grade determination. The assessments will be weighted as follows in calculating your final average:

Examination #1	35%
Examination #2	35%
Case - 1	15%
Case - 2	15%
Total	100%

All examinations are mandatory. However, should you need to miss an examination due to illness (with documentation); death or serious illness in the student's immediate family; or representing the University as a member of an athletic team, etc.; you will be permitted to make up the exam.

Attendance Policy:

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Class Preparation:

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Allowed Technology:

A laptop for class notes, but not for exam purposes. A financial calculator to be brought for every class and allowed for exam purposes.

Additional Course and University Policies:

Students with documented disabilities who desire modifications or accommodations must contact the Office of Student Success located in the University's Student Services Building (located between Carter Gym and the Wallace Student Center). No accommodations will be made without approval through the University's process. For academic and disability services, contact: Laura Rich, Director of Student Success, Student Services Building, Room 113, 910-814-4364, or richl@campbell.edu

Other services available to all undergraduate students include the Student Counseling Center and Career Services. For counseling services, contact: Christy Jordan, University Counselor, 95 Pope Street (gray house behind Quiznos), 910-814-5709. For career services, contact Jessica Randall, Assistant Director of Student Success, Student Services Building, Room 111, 910-814-5707, or randallj@campbell.edu

All students are subject to the academic integrity and behavioral expectations of the University.

Campbell University Mission Statement

The mission of Campbell University is to graduate students with exemplary academic and professional skills who are prepared for purposeful lives and meaningful service. The University is informed and inspired by its Baptist heritage and three basic theological and biblical presuppositions: learning is appointed and conserved by God as essential to the fulfillment of human destiny; in Christ all things consist and find ultimate unity; and the Kingdom of God in this world is rooted and grounded in Christian community. The University embraces the conviction that there is no conflict between the life of faith and the life of inquiry.

TOPICAL OUTLINE

Currency Hedge

Capital Structure

Enterprise Value

Financial Resource Allocation

Divisional Costs of Capital

Mutually Exclusive Opportunities

Debt Tax Shields

Corporate Terminal Value

Corporate Governance

Arbitrage

Financial Engineering

Initial Public Offering

Leveraged Restructure

Multifaceted Capital Investments

JAMES HARRISS, DBA FINANCE

Education

1977 Sam Houston University
BBA – Finance (Minor, Economics)

1978 Sam Houston University
MBA – Finance (Econ Minor)

1987 Mississippi State University
DBA – Finance (Minors in Management and Economics)

* Awarded Outstanding Doctoral Dissertation at Mississippi State –
“Changes in the Financial Profile of Large Banks’ Profitability to
Compensate for Deregulation”

Employment

Harriss Financial Consulting and Financial Expert Witness
Owner

Asked to present financial seminar to numerous CFO’s from several
Fortune 500 companies in Cancun, Mexico July 2015

2006-2014 Outside Director
Board of Directors – Cape Fear Farm Credit Bank
Chair – Risk Management Committee
Vice-Chair Audit Committee
Vice-Chair Governance Committee

2000-Present Campbell University
Assistant Professor of Finance

Developing both required finance courses to be taught in the online MBA
program. Used Blackboard for graduate and undergraduate courses
taught for other universities while at Campbell.

Developing entire undergraduate major in Finance with additional
curriculum in finance and banking – 7 courses (also adding BankExec
simulation)

Teach graduate finance classes to JD and PharmD students in dual MBA
program.

Named reviewer (in textbooks) for texts used in BADM 730 (graduate
corporate finance core class) and both graduate investments classes in
MTWM (Masters in Trust and Wealth Management) program.

Also teach upper level undergraduate courses in economics and finance
to nontraditional students (active military, retired, and spouses) at Camp
Lejeune Marine base extended campus

1997-2000 CFO – Cybertech GSP
Chief Financial Officer & Minority Equity Holder

1996-2000 Boston University (Camp Lejeune Campus)
Adjunct Graduate Professor of Finance

1986-1996 University of North Carolina at Wilmington
Assistant Professor of Finance
Holder of United Carolina Bank Research Chair of Banking, 1991-1994

Also developed and implemented Banking curriculum for a track within the Finance major.

1982-1985 Louisiana Tech University
Assistant Professor of Finance
Developed and implemented Banking courses for a separate track within the Finance major.

1980-1982 Mississippi State University
Graduate Teaching/Research Assistant

1978-1980 First City National Bank of Houston
Commercial Loan Officer

Professional

Financial Management Association

Memberships

Southwest Finance Association

Southwest Economics

IMA (Institute of Managerial Accountants)

Academy of Business Research

Recognized as expert witness by North Carolina Bar Association in many cases for trial testimony in North Carolina for impaired earnings, business valuations, economic damages, improper termination, equitable distributions, lender liability, and personal injury cases. Presented numerous papers on these subjects at professional meetings and published articles in peer abstracts.

Consulted as financial analyst for numerous companies and individuals.

Presentations

Midsouth Economics and Finance – 1986, 1987

Southern Finance – 1985, 1986, 1988*

Southwest Finance – 1985, 1986, 1987, 1989*, 1990*

Southwest Economics – 1988, 1989, 1990, 1991, 1991*, 1993*, 1994*, 1995, 1996, 1997*, 1998*, 2000*, 2001, 2002*, 2003, 2005*, 2006*, 2007*, 2008*, 2009*, 2010*, 2011, 2012* - paper presented at the

Southwestern Society of Economists “Additional Consequences of Taxing Individuals with Incomes Over \$250,000”; paper presentation “Five Factors to Analyze to Avoid the “February Surprise” for Bank Board Directors” at Academy of Business Research in New Orleans in March, 2013, and Session Chair and paper presentation “Bank Risk Grading of Commercial Agricultural Loans – Strengths and Weaknesses” at Southwestern Society of Economists in Dallas – March 13, 2014.

Paper presented in October 2014 in San Antonio at the Academy of Business Research meeting “Getting the Gift Tax Out of the Death Tax, or No Section 2035(b) Inclusion”. Winner of Outstanding Paper Award.

Presenting paper at March 2015 Academy of Business Research meeting in New Orleans titled “Some Intended and Unintended Consequences of Large US Banks Compliance with Basel III Capital Requirements for US Corporations and Retail Customers”.

*denotes also chaired a session

Publications

“North Carolina Savings and Loan Performance,” *Carolina Business Review*.

“A New Tool for the Expert Witness,” *SSE Abstracts*.

“The Importance of Prime Rate: How Has It Changed?” *Southwestern Journal of Economic Abstracts*, vol. 9, no. 1.

“Qualifications of Personal Financial Planners,” *Journal of the Southwestern Society of Economics*, vol. 14, no. 1.

“Asset-Based Financing by Commercial Banks,” *Southern Economic Review*.

“IRA Time Again – Where to Invest?” *Journal of the Southwestern Society of Economics*, vol. 13, no. 1.

“Zero Coupon Bonds: Individual Retirement Account Investment Instruments,” *Southern Business and Economics Review*, vol. V, no 4.

Working Papers

“Some Issues About Intellectual Property and Information Technology Resulting from Mergers and Acquisitions”.

“Critical Incidence Failures in Bank Services: Implications and Responses”.

“Problems Encountered by the Expert Witness in Valuing Small, Closely-Held Corporations”.

“Lender Liability and It’s Impact on Financial Markets and Economic Growth”.

Currently preparing to send paper for possible publication in peer reviewed journal – “Measuring Economies of Scale in Commercial Bank Mergers Using Translog and Fourier Flexible Form Methodologies”.

Awards Received

First place Robert Morriss Paper Writing Contest, State of Texas and National – 1979 (While employed at first City National Bank in Houston). Awarded \$2000 which was also matched by the bank.

Awarded Outstanding OBA Dissertation at Mississippi State University – 1987. Awarded \$2000 first prize money.

Nominated MBA Professor of the Year – 1991, UNCW.

Nominated Student Government Professor of the Year – 1992 and 1993, UNCW

Nominated Board of Trustees Teaching Excellence Award – 1994, UNCW.

Ranked in top 5% of Business School Faculty every year at Campbell Univ. by student evaluations.

Outstanding paper at Academy of Business Research conference 2014.

Courses Taught

Money and Banking, Corporate Finance, Commercial Banking, Investments, Financial Institutions, Personal Finance, Economics Principles, Commercial Lending and Credit Analysis, Business Policy, Capital Budgeting, Budgetary Theory and Analysis, Financial Statement Analysis. Numerous graduate courses in finance.

Member of team from University of North Carolina at Wilmington to participate in the “Managerial Skills for Technical Professionals” seminar presented to local hospitals. My lecture material presented was on Health Care Financial Management for Hospitals.

Boris Sebastian Abbey, Ph.D., J.D., MBA
5617 Ramsey St. Suite 102
Fayetteville, NC 28311
(910)-818-9299
borisabbey@gmail.com

EDUCATION

Ph.D. Business Administration – Finance Concentration, Old Dominion University Norfolk, VA,
3.9 GPA (2011) *AACSB Accredited*

J.D. Business Law Concentration, *Cum Laude*, Campbell University School of Law Buies Creek,
NC (2007) *ABA Accredited*

M.B.A. *Summa Cum Laude*, University of North Carolina - Fayetteville State University,
Fayetteville, NC, 4.0 GPA (2004) *AACSB Accredited*

B.S. Business Admin. *Summa Cum Laude*, University of North Carolina - Fayetteville State
University, 4.0 GPA (2003) *AACSB Accredited*

WORK EXPERIENCE

Assistant Professor of Finance and Business Law

University of North Carolina - Fayetteville State University (August 2012 – Present)

Teaching MBA level Investments, Finance, International Business, Health Care Finance,
Health Care Ethics, Business Statistics, and undergraduate Business Law, Accounting
and Finance courses

Faculty supervisor for Investment Club, Economics and Finance Club, Trading Room,
OFC Venture Challenge Business Plan Competition

MBA Director

University of North Carolina - Fayetteville State University (August 2011 – July 2012)

Director of MBA program, responsible for advising over 100 graduate students,
curriculum development, and marketing the MBA program

Teaching MBA level Investments, Finance, Health Care Finance and undergraduate
Business Law and Finance courses

Developed and adopted Graduate Certificate Programs in Program Management and
Health Care Management which significantly increased enrollment

Responsible for managing over 17 graduate faculty members in an AACSB Accredited
University

Developed and managed online component of MBA program and was recognized as atop
five finalist by the 2013 MBA Roundtable Award for having superior innovations in
online MBA education

Assistant Professor of Finance and Business Law

University of North Carolina - Fayetteville State University (Jan 2010 -July 2011)

Teaching MBA level Investments, Finance, Health Care Finance and undergraduate
Business Law and Finance courses

Teaching algorithmic and discretionary trading seminars and established Investment Club for Trading Room

Franchise and Business Director/Chief Legal Officer
KidzCare Pediatrics, PC (May 2003 – present)

Assisted medical practice by establishing one practice in 2003 to 13 practices with over \$8 million in gross income in 2014
Developed a franchise model by providing legal and financial expertise
Responsible for business valuations for acquisitions, strategic planning, marketing analysis, private equity funding, and legal services

Financial Newsletter Editor and Algorithmic Trade System Developer
The Longwill Report and Collective2.com (Aug 2003 – May 2006)

Editor and joint partner of financial advisory newsletter focusing on the analysis of equity indices and commodities
Developer of algorithmic trading systems for futures and equities on Collective2.com

U.S.M.C. and U.S. Army - Europe, Asia, United States (Apr 1992 to Sept 2002) USMC
Infantry, US Army Aviation and Logistics

Supervised and trained units as large as 350 personnel and managed over \$1 billion dollars equipment

PEER REVIEWED PUBLICATIONS

B. Abbey and J. Doukas. "Is Technical Analysis Profitable for Individual Currency Traders?"
The Journal of Portfolio Management, Vol. 39, No. 1: pp. 142-150 (Fall 2012).

B. Abbey and P. Larkin. "Can Simple One and Two-Factor Investing Strategies Capture the Value Premium?" International Research Journal of Applied Finance, 2 Feb 2012.

B. Abbey and A. Whitlock. "Who's Afraid of the CISG? Why North Carolina Practitioners Should Learn a Thing or Two about the 1980 United Nations Convention on Contracts for the International Sale of Goods", 30 Campbell Law Review 333 (2008) 275-295.

B. Abbey "The Sword of North Carolina's "Unfair and Deceptive Trade Practices Act": Combating North Carolina Businesses Who Undercut Competition by Hiring Illegal Immigrants", 29 Campbell Law Review 333 (2007) 333-351.

CONFERENCES, SEMINARS, AND MEDIA APPEARANCES

A. Moustafa, B. Abbey, K. Choi,. "Effect of IT Trading Platform on Financial Risk-Taking and Portfolio Performance" Hawaii International Conference on System Sciences (HICSS), Kauai, Hawaii, January 5-8, (2015). Accepted.

K. Choi, A. Moustafa, B. Abbey. "An Empirical Examination of the Financial Trader's Behaviors with Financial Trading Software Applications" Twentieth Americas Conference on Information Systems, Savannah, Georgia, August 7-9, (2014).

J. Buschelle, L. Brown, B. Abbey and S. Dong, "Examining the Impact of EMR Implementation in a Network of Clinics in Rural North Carolina." Academy of Health, Annual Research Meeting (ARM), San Diego Convention Center, California, June 8-10 (2014).

B. Abbey. Emerging Business Seminar. Legal Issues for Small Business Owners. Fayetteville Chamber of Commerce, April 2014.

B. Abbey and T. McChesney. MBA Roundtable Interview. "Online MBA's" (July 11th, 2013).

B. Abbey et al. WFSS Radio Station.: "FSU Students Experiences in China." (July \ 2013).
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B. Abbey et al. WIDU Radio Station: "International Business and FSU's Trip to China." (June 10th, 2013).

B. Abbey et al. WFNC Radio Station's Good Morning Show: "China and International Business." (June 6th, 2013).

B. Abbey and P. Larkin. "Another Look at Value and GARP Strategies for Individual Investors" Clute Conference, Orlando FL (Jan 2012).

B. Abbey. Annual Entrepreneur Boot Camp for Veterans, "Legal Issues for Small Business Owners", Veterans Business Out Reach Center, Fayetteville, NC (Feb 2011).

B. Abbey. Annual Entrepreneur Boot Camp for Veterans, "Legal Issues for Small Business Owners", Veterans Business Out Reach Center, Fayetteville, NC (Feb 2010).

B. Abbey "The Sword of North Carolina's "Unfair and Deceptive Trade Practices Act": Combating North Carolina Businesses Who Undercut Competition by Hiring Illegal Immigrants", Campbell Continuing Legal Education Seminar, Raleigh, NC (2007)

SUBMISSIONS AND WORKS IN PROGRESS

B. Abbey and J. Doukas. "Do Individual Currency Traders Make Money?" Under Review. Submitted September 2014.

K. Choi, A. Moustafa, B. Abbey, "An Analysis of Gender and Financial Risk-Taking Behavior Using Stock trading Software Application." Working Paper.

B. Abbey and A. Moustafa "The Performance of High Frequency Individual Equity Traders." Working Paper.

B. Abbey and J. Doukas. "Are Individual Currency Traders Skilled?" Working Paper

ACADEMIC SUPPORT ACTIVITIES

Study Abroad – China (May 13th to 23rd 2014)

Study abroad program with 10 Business School students to Beijing, Shenzhen and Hong Kong, China

University of North Carolina System Benefits Committee, Raleigh, NC (August 2013 -Present)

One of five members selected from the entire UNC System to review the University of North Carolina System's multi-billion dollar retirement benefit program with Captrust Advisors in Raleigh, North Carolina

FSU Business School Internship Director (August 2013 –present)

Duties include working with faculty to identify students, building relationships with the SBTDC, the Fayetteville Chamber of Commerce and local business with the objective of finding internship and employment opportunities for business students
Placed 25% of graduating seniors in internships during 2013 to 2014 academic year

Study Abroad – China (May 15th to May 25th 2013)

Led a study abroad program with 17 MBA students to Beijing and Shanghai China

Writing Across the Curriculum (August 2012 -May 2014)

Interdisciplinary group of faculty that develops methods to increase the writing proficiency of students

MBA Operational Plan and Assessment Record (OPAR) Supervisor (Aug 2011 –present)

Collect, organize, analyze and make recommendations to ensure MBA program exceeds AACSB, University of North Carolina System (UNC), and Southern Association of Colleges and Schools (SACS) accreditation standards
Provide end of semester and annual reports to the Dean of the Business School and the Provost
Collaborate with over 17 MBA faculty members to develop assessment of learning objectives to create innovations in the MBA program

Graduate Council MBA Representative (Aug 2011 –present)

School of Business Representative for Graduate School Policies and Procedures

MBA Admissions Committee (Aug 2011 –present)

Committee that reviews applicants into MBA program

OFC Venture Challenge Faculty Advisor, Atlanta, GA (Aug 2011 –present)

2012 Team won first place (overall) for green technology that charges cell phones and best business plan.
2013 Team won fifth place and recognized for business plan.

MBA Curriculum Committee Chair (Aug 2011 –July 2012)

Chair of committee that revises MBA curriculum

AFFILIATIONS

Financial Management Association International, Society of Financial Service Professionals, North Carolina State Bar (Active Attorney since 2007), Healthcare Financial Management Association

REFERENCES

Dr. Moustafa Abu EL Fadl , Ph.D., CFA
Professor in Finance
Editor-In-Chief, IJBD (International Journal of Bonds and Derivatives)
Graduate School of Management, Clark University
950 Main Street, Carlson Hall Office #326
Worcester, MA 01610-1477
508-421-7648
mabuelfadl@clarku.edu

Dr. Mohammad Najand, Ph.D.
Professor of Finance
College of Business and Public Administration
2125 Constant Hall
Old Dominion University, Norfolk, VA 23529
757-683-3501
mnajand@odu.edu

Mr. John Scarsella
MBA Admissions Director
School of Business and Economics, MBA Program
Fayetteville State University
1200 Murchison Road
Fayetteville, NC 28301
910-672-2910
jscarsel@uncfsu.edu

Standard 6, Subsection a2, Appendix L

[illegible]

Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success (results)	Analysis and Action Taken (Improvement)	Graph										
6.1a - Maintain a high usage of the LFSB facility by community organizations and thus maintain a high visibility in the community	Report the events and organization by year	The LFSB shows continued success in maintaining community use of the LFSB facility - there have been over 18 events hosted in 2015.	Building usage remains steady, with a small dip in 2014 and increase in 2015; we have also made renovations that make our building a better environment for events	<div><h3>Facility Usage</h3><table><thead><tr><th>Year</th><th>Facility Usage</th></tr></thead><tbody><tr><td>2013</td><td>17</td></tr><tr><td>2014</td><td>15</td></tr><tr><td>2015</td><td>18</td></tr></tbody></table></div>	Year	Facility Usage	2013	17	2014	15	2015	18		
Year	Facility Usage													
2013	17													
2014	15													
2015	18													
6.1b - Maintain a student to faculty ratio not greater than 50:1	Used the number of undergraduate business students enrolled in the fall of each year and the number of full-time faculty course loads taught in the fall semester of the same year	We are currently still within our goal; with a student to teacher ratio of 48 to 1 (2015), compared to 42 to 1 (2014) and 35 to 1 (2013)	Enrollment continues to grow, so our student to teacher ratio is growing at a steady rate as well, increasing 20% from 2013 to 2014 and 14% 2014 to 2015; in order to continue staying within our goal ratio, we suggest hiring more full-time professors.	<div><h3>Teacher (to Student) Ratio</h3><table><thead><tr><th>Year</th><th>Teacher (to Student) Ratio</th></tr></thead><tbody><tr><td>2013</td><td>35</td></tr><tr><td>2014</td><td>42</td></tr><tr><td>2015</td><td>48</td></tr></tbody></table></div>	Year	Teacher (to Student) Ratio	2013	35	2014	42	2015	48		
Year	Teacher (to Student) Ratio													
2013	35													
2014	42													
2015	48													
6.1c - Continue supporting our students in student success and career development through relevant workshops and events	Measured the number of events and workshops hosted by the offices of Student Success and Career Development	Over the past three semesters, we have hosted 49 success, career, and community events (15 in Fall 2014; 17 in Spring 2015; 17 in Fall 2015) - changing content as needed to best aid our students	At the end of each semester, we survey students for quantitative and qualitative data to help us better prepare for events and initiatives the next semester	<div><h3>Success and Career Events</h3><table><thead><tr><th>Semester</th><th>Success and Career Events</th></tr></thead><tbody><tr><td>Fall 2014</td><td>15</td></tr><tr><td>Spring 2015</td><td>17</td></tr><tr><td>Fall 2015</td><td>17</td></tr></tbody></table></div>	Semester	Success and Career Events	Fall 2014	15	Spring 2015	17	Fall 2015	17		
Semester	Success and Career Events													
Fall 2014	15													
Spring 2015	17													
Fall 2015	17													
6.1d - Increase new student enrollment at the undergraduate level.	Measured the number of new incoming undergraduate students for the start of each academic year through the use of reports generated by the main University Admissions Office.	Over the past three years we have seen either steady or increasing new student undergraduate enrollment. We observed a 12.6% enrollment increase between the Fall 2013 and Fall 2014 academic year and a 5.3% increase between the Fall 2014 and Fall 2015 academic year.	We continue our admissions recruiting efforts within the Business School (which are in addition to the main university admission office efforts). By maintaining personal contact with applied and deposited students through the use of email, phone calls, hand written cards/mailings, and the planning of events specifically for prospective students. We hope for this trend to continue.	<div><h3>New Student Enrollment</h3><table><thead><tr><th>Year</th><th>New Student Enrollment</th></tr></thead><tbody><tr><td>Fall 2012</td><td>183</td></tr><tr><td>Fall 2013</td><td>183</td></tr><tr><td>Fall 2014</td><td>206</td></tr><tr><td>Fall 2015</td><td>217</td></tr></tbody></table></div>	Year	New Student Enrollment	Fall 2012	183	Fall 2013	183	Fall 2014	206	Fall 2015	217
Year	New Student Enrollment													
Fall 2012	183													
Fall 2013	183													
Fall 2014	206													
Fall 2015	217													