

Overview

Institution Name

Campbell University

Address

P. O. Box 218, 165 Dr. McKoy Road

Year Accredited

2012

Year Reaffirmed

Not Set

Years Covered by this Report

2015 - 2015

Date Submitted

02/15/2018

Completed By

O'Mara, Kevin

Phone

910-893-1380

Email

komara@campbell.edu

ACBSP Champion

O'Mara, Kevin

ACBSP Co-Champion

Fubara, Edward

I - Institutional Information

To complete this section, first click on the Edit/Checkout button. Then copy and paste the headings into the Institutional Response box below and enter your information.

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

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

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.

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

O 7 Person completing report:

Person completing report Name:

Phone:

E-mail address:

ACBSP Champion name:

ACBSP Co-Champion name:

QA Report

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

Assigned To

Not Assigned

Institution Response

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)

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 accredited. The [accreditation](https://business.campbell.edu/about/accreditation/) section of our website (<https://business.campbell.edu/about/accreditation/>) specifically mentions that the Finance major has not yet been accredited. 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 graduated before it can be considered for accreditation.

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 Air Force Base, Fayetteville, NC
- Extended Campus - Camp Lejeune, Jacksonville, NC
- Campbell Law School, Raleigh, NC
- The BBA in Accounting, Business Administration, and Healthcare Management, and the Master of Business Administration (MBA) may be earned online.

Note: Campbell closed its extended campus formerly located in the Research Triangle Park (Morrisville, NC) in 2017 and consolidated the activities in the Law School in downtown Raleigh, NC.

7. The person completing report:

Person completing report Name: Edward I. Fubara & Yu-Mong Hsiao Yang
Phone: 910-814-4317/910-893-1397
E-mail address: fubara@campbell.edu/hsiao@campbell.edu

ACBSP Champion name: Kevin J. O'Mara

ACBSP Co-Champion name: Edward I. Fubara & Yu-Mong Hsiao Yang

Sources

There are no sources.

II - Status Report on Conditions and Notes

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

Please explain and provide the necessary documentation/evidence for addressing each condition or note since your last report.

Are you requesting the Board of Commissioners to remove notes or conditions? (If the justification for removal is lengthy consider attaching an appendix to QA report).

Remove Note:

Remove Condition:

If you are not removing a note or condition, please list the note(s) or condition(s) below and explain the progress made in removing same.

Do Not Remove Note or Condition:

QA Report

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

Assigned To
Not Assigned

Institution Response

8. Conditions or Notes to be addressed:

The Lundy-Fetterman School of Business has no notes or conditions to address.

Sources

There are no sources.

III - Public Information

Item III in the QA report applies to Overview Item 5g in the Baccalaureate/Graduate Degree Standards and Criteria book.

Accredited business programs must routinely provide reliable information to the public on their performance, including student achievement. **A direct link to aggregate business student results should be placed on your business page website. Ensure the link goes directly to business students' results such as the example in the evidence file above under ACBSP Documents, Good Example of Public Information.**

1. Student Learning Outcome Assessment Results: Such as what you report in standard #4, Criterion 4.2 - Major Field Test in Business (MFT), accounting SLO assessment results, management SLO assessment results, critical thinking SLO assessment results, team building SLO assessment results, communication SLO assessment results, etc. **A link to the spreadsheet tab "Standard 4 Results" found in the evidence file (ACBSP Documents folder) of this online reporting portal should be placed on your website.** A link to these tables is provided in the Evidence File and located in the ACBSP Documents folder at the top of this page.

2. Program Results for Business Students: Such as graduation rates, retention rates, job placement, etc. How do you make the results public? **A link to "Standard 6 - Table 6.1" found in the evidence file (ACBSP documents folder) should be placed on your website.** A link to these tables is provided in the Evidence File and located in the ACBSP Documents folder at the top of this page. Ensure the link goes directly to business students' results such as the example on the ACBSP website located under Baccalaureate/Graduate degree accreditation.

QA Report

Status: Completed | Due Date: Not Set

Assigned To
Not Assigned

Institution Response

Student Learning Outcome Assessment Results/Program Results for Business Students:

The School of Business publishes program outcomes and results on student achievement and retention in the Lundy-Fetterman School of Business section of the Campbell University website. See the [Student Achievement](#) section of the [Accreditation](#) page (<https://business.campbell.edu/about/accreditation/student-achievement/>).

The page includes links to the **Standard 4 Results** and **Standard 6 - Table 6.1** tables as well as the full QA report.

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

Assigned To
Not Assigned

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:

1. On July 1, 2016, Dr. Kevin J. O'Mara began his tenure as dean of the Lundy-Fetterman School of Business. Dr. O'Mara brings over 25 years of experience to Campbell having served as a tenured full professor, executive director, and MBA program chair. See Dr. O'Mara's resume in the Evidence File, Standard 1, [Appendix A](#).
2. On January 1, 2017, Dr. Edward Fubara moved from the role of MBA Director to Associate Dean for Academic Affairs. See Dr. Fubara's resume in the Evidence File, Standard 1, [Appendix B](#).
3. Also on January 1, 2017, Ms. Somer Johnson took on the role of MBA Director. See Ms. Johnson's resume in the Evidence File, Standard 1, [Appendix C](#).

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.

Beginning with the 2017-2018 academic year Campbell closed its campus located in the Research Triangle Park (Morrisville, NC) and moved the programs to the Campbell Law School located in downtown Raleigh, NC. Students can now earn the AA in Business Administration and the BBA in Accounting, Business Administration or Healthcare Management (in addition to the MBA and Master of Trust and Wealth Management) at the Raleigh campus.

Sources

- Standard 1 Appendix A - Dr Kevin J O'Mara Resume
- Standard 1 Appendix B - Dr Edward I. Fubara Resume
- Standard 1 Appendix C - Ms. Somer Johnson Resume

2 - Standard 2 Strategic Planning

This is an example of tables that you might use below in your institutional response.

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

Key Strategic Goals/Objectives	Any Major Changes

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.

Strategic Objectives	Key Measures	Progress Toward Achievement

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.

Strategic Planning Process Changes Summary

QA Report

Status: Completed | Due Date: Not Set

Assigned To
Not Assigned

Institution Response

2 - Standard 2 Strategic Planning

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

As noted in our last QA report, the School of Business developed its most recent strategic plan in 2014 for the years 2014-2018. At that time, we adopted three strategic themes with multiple goals and objectives to support each theme. The three strategic themes are:

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.

In addition to the three strategic themes identified above we also identified two major priorities to assist us in accomplishing these objectives.

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.

No major changes were made to the key strategic goals/objectives during this QA reporting period.

See Evidence File, [Standard 2, Appendix A - LFSB Strategic Plan 2014-2018](#) for the full strategic plan.

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.

Our current strategic plan contains over 25 strategic objectives. The [Standard 2 Strategic Planning](#) tables located in the evidence file address a few objectives within each of the three strategic themes.

Data on additional strategic outcomes are included in Standard 3: Student and Stakeholder Focus.

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.

No changes have been made to the strategic planning process.

Sources

- Standard 2 Strategic Planning

- Standard 2, Appendix A - LFSB Strategic Plan 2014-2018

3 - Standard 3 Student and Stakeholder Focus

Complete the Standard 3 - Student- and Stakeholder-Focus Results table, found under the Evidence File tab above.

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

Student- and stakeholder-focused results examine how well your organization satisfies students and stakeholders key needs and expectations.

Performance measures may include: satisfaction and dissatisfaction of current and past students and key stakeholders, perceived value, loyalty, persistence, or other aspects of relationship building, end of course surveys, alumni surveys, Internship feedback, etc.

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

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

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

Performance Measure: What is your goal? The goal should be measurable.	What is your measurement instrument or process? (indicate length of cycle)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)												
'Example) Alumni Satisfaction for business programs will be at or above 80%	Annual alumni survey	Three years of positive trend data exceeding goal	Overall satisfaction exceeded the goal, but students requested additional internships & job placement assistance.	Increased the opportunities for internships and assistance with job placement.	<div>Alumni Satisfaction: 2009 - 2013</div> <table><thead><tr><th>Year</th><th>Satisfaction Level (%)</th></tr></thead><tbody><tr><td>1</td><td>75</td></tr><tr><td>2</td><td>80</td></tr><tr><td>3</td><td>85</td></tr><tr><td>4</td><td>90</td></tr><tr><td>5</td><td>95</td></tr></tbody></table>	Year	Satisfaction Level (%)	1	75	2	80	3	85	4	90	5	95
Year	Satisfaction Level (%)																
1	75																
2	80																
3	85																
4	90																
5	95																

QA Report

Status: Completed | Due Date: Not Set

Assigned To
Not Assigned

Institution Response

The Business School collects regular feedback from students through regular meetings with peer mentors, the Student Success team, and other students who volunteer to work on planning teams for various events. Feedback is also obtained through end of course and alumni surveys and informally through regular "check-ins" with alumni and employers.

The Business Advisory Council, comprised of industry leaders from a variety of backgrounds, meets twice a year to provide input, feedback and advice.

See the [Standard 3](#) table in the Evidence File for additional results.

Sources

- Standard 3

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

a. Program Outcomes.

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

State the learning objectives for each program (MBA, Ph.D., BBA, AA, etc.) accredited. A program is defined as follows: a plan of study is considered a program when it requires a minimum of 12 credit hours of coursework beyond the CPC and/or is recorded on a student's transcript (ex. Business Administration: major/concentration/option/specialization in Accounting, Finance, Marketing, etc.)

b. Performance Results.

Complete Table Standard 4 - Student Learning Results found under the Evidence File tab above. One example from each accredited program must be provided. If only one or two programs are accredited, provide three examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

QA Report

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

Assigned To

Not Assigned

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

5 - Standard 5 Faculty and Staff Focus

a. Faculty and Staff Focus

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

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**, found under the Evidence File tab above, for **new** full-time and part-time faculty members hired since last self-study or QA report. Do not include faculty members previously reported.

QA Report

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

Assigned To

Not Assigned

Institution Response

5 - Standard 5: Faculty and Staff Focus

a. Faculty and Staff Focus

See [Table 5.1](#) in the Evidence Files.

b. Faculty Qualifications

See [Table 5.2](#) and [Table 5.3](#) in the Evidence Files.

Sources

- Table 5.1
- Table 5.2
- Table 5.3

6 - Standard 6 Educational and Business Process Management

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.

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.

If a program has met the requirements of having graduates and being in existence for at least two years, please contact ACBSP accreditation staff and request that the "Adding New Programs to ACBSP Accreditation" Project be added for your business programs.

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

If the new degree is at a higher level than what is currently accredited, the school must complete a self-study to add the degree. New degree programs, majors or emphases must be in effect for at least two years and have graduates before accreditation will be granted.

If the new program is determined to be substantially different from other programs offered by the institution, ACBSP, at its discretion, may direct a new visit to be conducted. If, as a result of a new program visit, ACBSP determines that the overall quality of an institution is being diminished, the institution may be scheduled for a complete reevaluation.

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

c. Provide three or four examples of organizational performance results. Report what you consider to be the most important data, [using Table 6.1 Standard 6 - Organizational Performance Results, found under the Evidence File tab above](#). It is not necessary to provide results for every process.

QA Report

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

Assigned To

Not Assigned

Institution Response

a. Curriculum

No undergraduate programs have been revised. However, the MBA Program was revised in the Fall of 2017. See [MBA Program Revision Summary](#) and [MBA Program Revision - Full Proposal](#) for additional information.

The BBA Finance program has met the requirements of being in existence for two years and graduating students. We will contact ACBSP accreditation staff to add the program soon.

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

None.

c. Provide three or four examples of organizational performance results.

See Evidence File: [Table 6.1 Standard 6 Organizational Performance Results](#).

Sources

- MBA Program Revision - Full Proposal
- MBA Program Revision Summary
- Table 6.1 Standard 6 Organizational Performance Results

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

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

Student- and stakeholder-focused results examine how well your organization satisfies business students and stakeholders key needs and expectations.

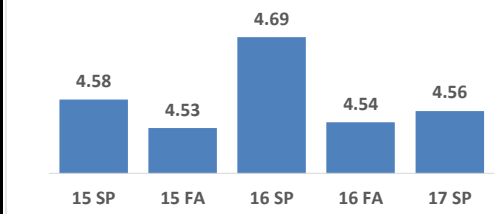
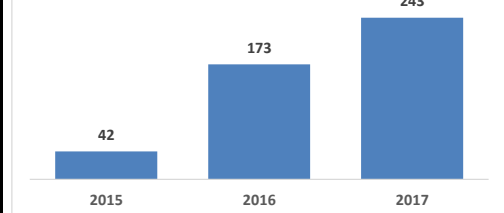
Performance measures may include: satisfaction and dissatisfaction of current and past students and key stakeholders, perceived value, loyalty, persistence, or other aspects of relationship building, end of course surveys, alumni surveys, Internship feedback, etc.

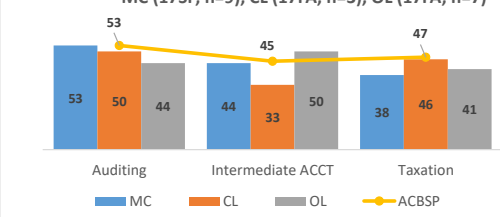
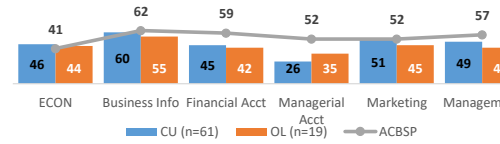
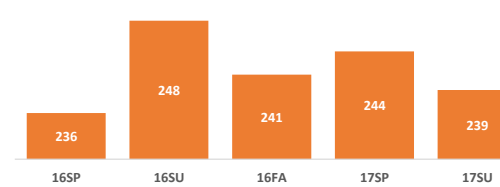
Measurement instrument or processes may include end of course surveys, alumni surveys, Internship feedback, etc.

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

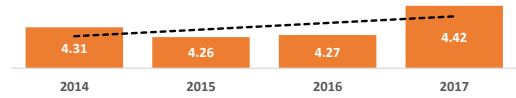
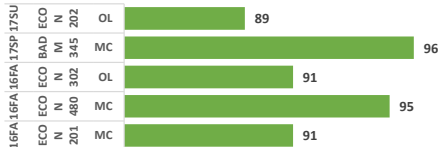
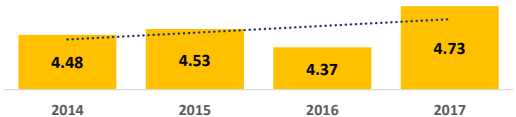
Periodic surveys should be made of graduates, transfer institutions, and/or employers of graduates to obtain data on the success of business programs in preparing students to compete successfully for entry-level positions.

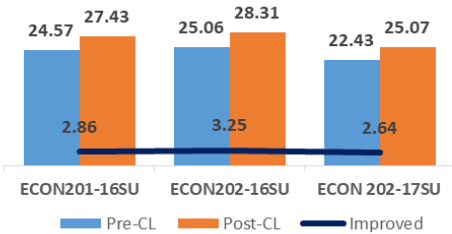
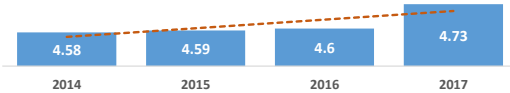

Performance Measure: What is your goal? The goal should be measurable.	What is your measurement instrument or process? (indicate length of cycle)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)																
3a—Retain at least 80% of incoming students from freshman to sophomore year. Retention rate is used as an indicator of student satisfaction that their needs are being met.	Determine percentage of freshman business majors returning to Campbell University in Fall of sophomore year.	The retention rate peaked at 83% in 2014-2015 academic year and has been declining since then to 76% in the current reporting period.	Forty-one (41) out of 168 freshmen in 2016 did not return to Business School in their sophomore year in 2017. Some students changed majors, some withdrew from the university due to financial reason, and some dropped out of the program due to academic failure.	<p>Expanded and enhanced student success services:</p> <ol style="list-style-type: none">1. One-on-one academic coaching, planning, and support2. Hands-on workshops including time management, study skills, registration & advisement3. Early alert partnership with professors to identify at-risk students to offer timely assistance4. Tutoring within Business School with expanded time, dates, and subjects5. More enriched mentor activities embedded in the freshman course BADM 100 <p>Offered Business Fellows Program limited to twenty freshmen in fall 2017 to enrich their first year experience at Business school</p> <p>Effectiveness of the programs will be closely monitored and adjusted as needed.</p>	<div><div>Retention Rate</div><div>2010–2017</div><table><thead><tr><th>Year</th><th>2010 to 2011</th><th>2011 to 2012</th><th>2012 to 2013</th><th>2013 to 2014</th><th>2014 to 2015</th><th>2015 to 2016</th><th>2016 to 2017</th></tr></thead><tbody><tr><td>Rate</td><td>81%</td><td>83%</td><td>79%</td><td>82%</td><td>83%</td><td>81%</td><td>76%</td></tr></tbody></table></div>	Year	2010 to 2011	2011 to 2012	2012 to 2013	2013 to 2014	2014 to 2015	2015 to 2016	2016 to 2017	Rate	81%	83%	79%	82%	83%	81%	76%
Year	2010 to 2011	2011 to 2012	2012 to 2013	2013 to 2014	2014 to 2015	2015 to 2016	2016 to 2017														
Rate	81%	83%	79%	82%	83%	81%	76%														

3b - Aim to average 4.5 or better on a scale of 1 (strongly disagree) to 5 (strongly agree) for overall teaching effectiveness	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 goal of average 4.5 in teaching effectiveness in 2017 was met.	Overall teaching effectiveness has been fairly steady and met the 4.5 average goal in the past 3 years.	<p>Action taken:</p> <p>Held several faculty development initiatives, such as lunch and learns, peer coaching, and conferences/training sessions</p> <p>Next step: In fall 2017, student evaluation procedure were change from paper format to online and the rating scale from a 1-to-5 scale to a percentage rating. Future reports will be based on the new procedures.</p>	<p>Teaching Effectiveness 2014--2017</p>  <table><tr><th>Term</th><th>Score</th></tr><tr><td>15 SP</td><td>4.58</td></tr><tr><td>15 FA</td><td>4.53</td></tr><tr><td>16 SP</td><td>4.69</td></tr><tr><td>16 FA</td><td>4.54</td></tr><tr><td>17 SP</td><td>4.56</td></tr></table>	Term	Score	15 SP	4.58	15 FA	4.53	16 SP	4.69	16 FA	4.54	17 SP	4.56
Term	Score																
15 SP	4.58																
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3c - Increase the number of students placed in internships and permanent positions from year to year	Number of students placed in an internship or permanent position during calendar year	Placement records increased from 173 in 2016 to 243 in 2017, a forty percent increase.	<p>In 2015, only trust and wealth management placement records were documented.</p> <p>Beginning 2016, placement data across all programs were documented manually and more systematically.</p> <p>In 2017, a new portal, CUHired software, was introduced to document all placements systematically.</p>	<p>Action taken:</p> <ol style="list-style-type: none">1. Offered career workshops in resume-writing and interviewing skills to prepare our students for internship and perm hires2. Initiated several job fairs housed at Business School building in each semester since 20163. Provided a platform to connect business students and the potential employers through CUHired software <p>The placements increased by more than three folds from 2015 to 2016 and over 40% from 2016 to 2017.</p> <p>Next step is to increase the job placements across all programs and use the CUHired to keep track of placement records more thoroughly and systematically.</p>	<p>Placement Data 2015--2017</p>  <table><tr><th>Year</th><th>Placements</th></tr><tr><td>2015</td><td>42</td></tr><tr><td>2016</td><td>173</td></tr><tr><td>2017</td><td>243</td></tr></table>	Year	Placements	2015	42	2016	173	2017	243				
Year	Placements																
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Standard #4 Measurement and Analysis of Student Learning and Performance																																		
ACBSP Student Learning Goals: 1. Demonstrate a basic Knowledge in the function areas 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)																																		
Student Learning Outcomes (SLO)--- Students will be able to:																																		
Performance Measure Measurable goal	Type of instrument	Current Results	Analysis of Results	Action Taken, Improvement made, Or next Step	Supporting Graphs, or tables of Resulting Trends																													
SLO 1. Demonstrate a basic knowledge in the function areas.																																		
a. Accounting Major The mean percent correct score of IVY test in Auditing, Intermediate Accounting, and Taxation will be at or above the mean score of all ACBSP accredited institutions taking the accounting major test.	Direct, summative, external comparative data derived from IVY Accounting Major Test administered to the senior students taking the capstone course, ACCT 443 Auditing.	Overall results in the selected subject areas were slightly below the benchmark except two data points areas were at or above the benchmark level.	The performance is inconsistent across campuses. The Raleigh and Fort Bragg campuses have not participated in Accounting major assessment test in this reporting cycle.	The comparative data has been shared with the Director of Adult and Online Education (AOE) and the Accounting instructors at main campus. The Deans of Business School and the AOE will meet and collaborate to improve the quality and consistency of course curriculum across all campuses.	<div>IVY_Accounting Major Test Percent Correct by campus MC (17SP, n=9), CL (17FA, n=3), OL (17FA, n=7)</div>  <table><thead><tr><th>Subject</th><th>MC</th><th>CL</th><th>OL</th><th>ACBSP</th></tr></thead><tbody><tr><td>Auditing</td><td>53</td><td>50</td><td>44</td><td>53</td></tr><tr><td>Intermediate ACCT</td><td>44</td><td>33</td><td>50</td><td>45</td></tr><tr><td>Taxation</td><td>38</td><td>46</td><td>41</td><td>47</td></tr></tbody></table>		Subject	MC	CL	OL	ACBSP	Auditing	53	50	44	53	Intermediate ACCT	44	33	50	45	Taxation	38	46	41	47								
Subject	MC	CL	OL	ACBSP																														
Auditing	53	50	44	53																														
Intermediate ACCT	44	33	50	45																														
Taxation	38	46	41	47																														
b. Bus.Adm (BADM) Major The mean percent correct score of 12-CPC IVY test be at or above the mean score of all ACBSP accredited institutions taking the assessment test.	Direct, summative, external comparative data derived from IVY test administered to the senior students taking the capstone course, BADM 468 Strategic Management.	The overall results were mixed. Campbell scored higher than the benchmark in ECON, but fell slightly below the target in Bus Info and Marketing. Accounting and Management were far below the benchmark level.	New accounting curriculum effective from fall 2015 has not taken its full effect in this reporting period. Except Managerial Accounting, the online BADM program were under-performing than main campus.	The under-performing subjects have been identified and shared with the relevant instructors. Other extended campuses are recommended to participate in the assessment process beginning spring 2018.	<div>IVY_12 CPC Testbed Major Mean Percent Correct MC (16SP, 17SP), OL (17FA)</div>  <table><thead><tr><th>Subject</th><th>CU (n=61)</th><th>OL (n=19)</th><th>ACBSP</th></tr></thead><tbody><tr><td>ECON</td><td>46</td><td>44</td><td>41</td></tr><tr><td>Business Info</td><td>60</td><td>55</td><td>62</td></tr><tr><td>Financial Acct</td><td>45</td><td>42</td><td>59</td></tr><tr><td>Managerial Acct</td><td>26</td><td>35</td><td>52</td></tr><tr><td>Marketing</td><td>51</td><td>45</td><td>52</td></tr><tr><td>Management</td><td>49</td><td>42</td><td>57</td></tr></tbody></table>		Subject	CU (n=61)	OL (n=19)	ACBSP	ECON	46	44	41	Business Info	60	55	62	Financial Acct	45	42	59	Managerial Acct	26	35	52	Marketing	51	45	52	Management	49	42	57
Subject	CU (n=61)	OL (n=19)	ACBSP																															
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Managerial Acct	26	35	52																															
Marketing	51	45	52																															
Management	49	42	57																															
c. MBA program The mean correct score of ETS MBA major field test will score at 245 or better	Direct, summative, external, comparative data derived from ETS Major Field Test administered to the MBA students in their last semester before graduation.	The results were erratic. Criterion was not met for most semesters in this reporting period except summer of 2016.	Most students did not take it seriously and were not held accountable for their test results.	The MBA curriculum has been revamped and will take effect beginning fall of 2017. Next step: The test will be administered in the capstone class and an incentive will be given to motive students to do well in the test. The assessment result is expected to be improved in the next report cycle.	<div>ETS MBA Major Field Test Mean Score Spring 2016-Summer 2017</div>  <table><thead><tr><th>Semester</th><th>Mean Score</th></tr></thead><tbody><tr><td>16SP</td><td>236</td></tr><tr><td>16SU</td><td>248</td></tr><tr><td>16FA</td><td>241</td></tr><tr><td>17SP</td><td>244</td></tr><tr><td>17SU</td><td>239</td></tr></tbody></table>		Semester	Mean Score	16SP	236	16SU	248	16FA	241	17SP	244	17SU	239																
Semester	Mean Score																																	
16SP	236																																	
16SU	248																																	
16FA	241																																	
17SP	244																																	
17SU	239																																	

SLO 2. Develop critical thinking skills in reading, writing and oral presentation to communicate well.																					
a. Business Communication and Critical Thinking skills The mean score of critical thinking in reading will be at the national average or better.	Direct, formative, external, comparative data derived from the Cornell Critical Thinking Test Level Z (5th ed.) administered to BADM 236 class at the end of the semester.	National mean score of 26.4 was set as the benchmark. Criterion was met in the fall of 2016 but fell short in the spring of 2017.	Two new faculty teaching BADM 236 in fall 2017 were not familiar with the assessment test. No accountability from student point of view provides disincentive to take it seriously because the test did not count for grade and students did not need to put their name on the test.	The test results and curriculum of BADM 236 have been shared with the new faculty to ensure consistent quality of the course and continuity of the assessment process.	<div>BADM 236 Cornell Critical Thinking Test Level Z Spring 2016-Fall 2017 (National mean score: 26.4)</div> <table><thead><tr><th>Section</th><th>Score</th></tr></thead><tbody><tr><td>16SP-all Sec.</td><td>27.04</td></tr><tr><td>16FA-Sec.1,4</td><td>28.08</td></tr><tr><td>16FA_Sec.3</td><td>21.6</td></tr><tr><td>17SP-all Sec.</td><td>26.33</td></tr><tr><td>17FA-Sec.1</td><td>23.92</td></tr><tr><td>17FA-Sec.2</td><td>23.92</td></tr></tbody></table>		Section	Score	16SP-all Sec.	27.04	16FA-Sec.1,4	28.08	16FA_Sec.3	21.6	17SP-all Sec.	26.33	17FA-Sec.1	23.92	17FA-Sec.2	23.92	
Section	Score																				
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17SP-all Sec.	26.33																				
17FA-Sec.1	23.92																				
17FA-Sec.2	23.92																				
b. Writing and Oral Presentation skills At least 70% of group case study in an upper level of BADM course will score a 4 or better rating in writing or oral presentation on a 1 (poor) to 5 (Excellent) scale	Direct, formative, internal, comparative data derived from group case studies in BADM 325, BADM 468 and BADM 572	The criterion was met for all seated classes. The criterion was not met for online delivery mode.	The students in the online course performed significantly worse than that in the seated class. The instructor will develop a strategy to mitigate the gap between the seated class and the online delivery mode.	The instructors will continue to improve and monitor writing skills in his/her class. Requirements of written assignments will be expanded to other upper level BADM classes in the next reporting period.	<div>Communication Skills in Group Case Studies Main Campus, Fall 2017 (Rating Scale: 1= poor, 5=excellent)</div> <table><thead><tr><th>Section</th><th>Mean Score</th><th>Percent rated 4 or better</th></tr></thead><tbody><tr><td>BADM 325-seated</td><td>3.7</td><td>70</td></tr><tr><td>BADM 325-online</td><td>3.2</td><td>60</td></tr><tr><td>BADM 468</td><td>4</td><td>89</td></tr><tr><td>BADM 572</td><td>3.65</td><td>70</td></tr></tbody></table>		Section	Mean Score	Percent rated 4 or better	BADM 325-seated	3.7	70	BADM 325-online	3.2	60	BADM 468	4	89	BADM 572	3.65	70
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BADM 325-online	3.2	60																			
BADM 468	4	89																			
BADM 572	3.65	70																			
c. Communication skills The average rating of PGA-GM interns by employer will be at least 4 or better on a scale of 1 (poor) to 5 (excellent).	Indirect, formative, external, comparative data derived from employer evaluation of PGA-GM interns.	The criterion was met.	The results revealed a slight upward trend since 2014 with stagnation from 2016 to 2017.	Oral and written presentations has been emphasized in the capstone course PGM 450 since 2014. The trend reveals gradual improvement. The director of PGA GM will continue monitoring the progress.	<div>PGA-GM Internship-Evaluation by Employer Communication Skills Rating 1=poor, 5=excellent</div> <table><thead><tr><th>Year</th><th>Score</th></tr></thead><tbody><tr><td>2014</td><td>4.02</td></tr><tr><td>2015</td><td>4.03</td></tr><tr><td>2016</td><td>4.12</td></tr><tr><td>2017</td><td>4.12</td></tr></tbody></table>		Year	Score	2014	4.02	2015	4.03	2016	4.12	2017	4.12					
Year	Score																				
2014	4.02																				
2015	4.03																				
2016	4.12																				
2017	4.12																				
SLO 3. Examine a primary or secondary case study and formulate alternative strategies to solve the business issues.																					
a. Problem solving skills At least 70% of students conducting case study to solve business issues will score 4 or better on a scale of 1 (poor) to 5 (excellent).	Direct, formative, internal, comparative data derived from course work in BADM 325, BADM 468, BADM 572	The 70 percent benchmark was met.	Students in the online class performed slightly worse than the traditional classroom setting.	The requirement of developing problem solving skills will be expanded to other upper level courses in the next reporting cycle.	<div>Problem Solving and Strategic Solutions 1=poor, 5=excellent Fall 2017</div> <table><thead><tr><th>Section</th><th>Mean Score</th><th>Percent rated with 4 or better</th></tr></thead><tbody><tr><td>BADM 325-seated</td><td>3.87</td><td>73.3</td></tr><tr><td>BADM 325-online</td><td>3.67</td><td>70</td></tr><tr><td>BADM 468</td><td>4</td><td>89</td></tr><tr><td>BADM 572</td><td>4.5</td><td>90</td></tr></tbody></table>		Section	Mean Score	Percent rated with 4 or better	BADM 325-seated	3.87	73.3	BADM 325-online	3.67	70	BADM 468	4	89	BADM 572	4.5	90
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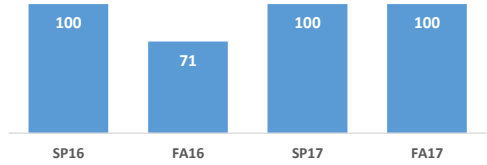
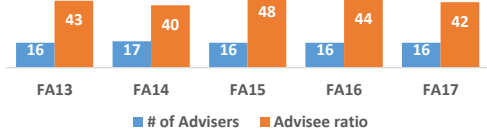
b. Quality of internship work Employer evaluations of PGA interns on their work quality in daily business operation will be at least a 4 or better in a scale of 1 (poor) to 5 (excellent)	Indirect, formative, external, comparative data derived from employer evaluation of PGA-GM interns.	The criterion was met.	The average rating exhibited a slight improvement trend over time.	The review process with the students after their return to school helps to continuously improve their rating by employers. The good practice in internship will be continuously monitored.	<div>PGA-GM Internship-Employer Evaluation Work Quality average rating (1- poor; 5= excellent)</div>  <table><tr><th>Year</th><th>Average Rating</th></tr><tr><td>2014</td><td>4.31</td></tr><tr><td>2015</td><td>4.26</td></tr><tr><td>2016</td><td>4.27</td></tr><tr><td>2017</td><td>4.42</td></tr></table>	Year	Average Rating	2014	4.31	2015	4.26	2016	4.27	2017	4.42																										
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2014	4.31																																								
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2016	4.27																																								
2017	4.42																																								
SLO 4 Identify potential ethical issues in the business decision-making process and apply the principles of ethics to make an ethical decision.																																									
a. Ethics awareness training Mean score of the students participated in the "Ethics 4 Everyone" online training will score at least 80% correct.	Direct, formative, external, comparative data derived from online training quiz developed by CRM Learning	A goal of 80% correct was set as a benchmark. Criterion was met for all participated classes.	Business ethics is one of the 12 CPC. It will be consistently covered in every class.	Awareness of ethical decision in practice will be expanded to additional classes in the next reporting cycle.	<div>Online Quiz on Ethics 4 Everyone, % Correct</div>  <table><tr><th>Quiz</th><th>Score (%)</th></tr><tr><td>17SU OL</td><td>89</td></tr><tr><td>17SP MC</td><td>96</td></tr><tr><td>16FA OL</td><td>91</td></tr><tr><td>16FA MC</td><td>95</td></tr><tr><td>16FA MC</td><td>91</td></tr></table>	Quiz	Score (%)	17SU OL	89	17SP MC	96	16FA OL	91	16FA MC	95	16FA MC	91																								
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17SU OL	89																																								
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16FA MC	91																																								
b. Business Ethics in Theory and Practice Mean percent correct score in IVY test on the business ethics topic will be at the national norm or better.	Direct, summative, external, comparative data derived from IVY assessment test administered in the capstone courses	The criterion was not met.	Mean score across all business majors were far below ACBSP national norm.	Ethics Theory covered in BADM 331, 332, 467, and 468 in fall 2016 and spring 2017 did not work as intended. The Guidelines of 5 sub-topics in business ethics provided by IVY have been forwarded to the faculty to update their course curriculum. The result will be monitored closely in the next assessment test.	<div>2016-2017 IVY Business Ethics test score by major and by sub-topic</div> <table><tr><th></th><th>BADM</th><th>PGM</th><th>MKTG</th><th>TRST</th><th>ACCT</th></tr><tr><td>Business Behavior</td><td>21</td><td>18</td><td>20</td><td>34</td><td>28</td></tr><tr><td>Customers/Public</td><td>29</td><td>27</td><td>50</td><td>47</td><td>50</td></tr><tr><td>Employees</td><td>20</td><td>20</td><td>25</td><td>36</td><td>39</td></tr><tr><td>Ethical Foundations</td><td>23</td><td>24</td><td>40</td><td>18</td><td>31</td></tr><tr><td>Investors</td><td>33</td><td>24</td><td>30</td><td>30</td><td>26</td></tr></table>		BADM	PGM	MKTG	TRST	ACCT	Business Behavior	21	18	20	34	28	Customers/Public	29	27	50	47	50	Employees	20	20	25	36	39	Ethical Foundations	23	24	40	18	31	Investors	33	24	30	30	26
	BADM	PGM	MKTG	TRST	ACCT																																				
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Employees	20	20	25	36	39																																				
Ethical Foundations	23	24	40	18	31																																				
Investors	33	24	30	30	26																																				
c. Work ethics in internship The average rating of PGA interns by employer will be at least 4.5 or better than the previous year on a scale of 1 (poor) to 5 (excellent).	Direct, formative, external, comparative data derived from employer evaluation of PGA-GM interns.	The criterion was met in 2017.	The average rating was improved from 4.37 in 2016 to 4.73 in 2017.	The best practice in work ethics will be contiguously emphasized through all PGA courses and especially the capstone course.	<div>PGA-GM Internship-Employer Evaluation Work Ethics Average Rating (1= poor, 5=excellent)</div>  <table><tr><th>Year</th><th>Average Rating</th></tr><tr><td>2014</td><td>4.48</td></tr><tr><td>2015</td><td>4.53</td></tr><tr><td>2016</td><td>4.37</td></tr><tr><td>2017</td><td>4.73</td></tr></table>	Year	Average Rating	2014	4.48	2015	4.53	2016	4.37	2017	4.73																										
Year	Average Rating																																								
2014	4.48																																								
2015	4.53																																								
2016	4.37																																								
2017	4.73																																								
SLO 5. Build collaboration and team working skills																																									

a. Team working skills in an assignment The post cooperative learning mean score of a group project will be improved a least 10% and the mean score will be continuously improved in the following academic terms.	Direct, formative, internal, comparative data derived from a group project in online ECON 201 and ECON 202.	The criterion was met in percentage of score improvement. But the overall mean score in the post-cooperative learning score were much lower in summer 2017 than in 2016.	The cooperative learning exercise contributed more than 10% improvement in ECON201 and ECON202 group project in summer of 2016. The cooperative learning exercise did not work well in the online course in the summer of 2017.	The collaborative record in summer 2017 revealed that 43% of the students did not contribute or participate in the group discussion and over 60% of the non-participants were MC students. Next step: Redesign the cooperative learning process in all online courses, establish a reasonable timeline and schedule for the group project, and monitor more closely the progress of the group project.	<div>Evaluating the effectiveness of cooperative Learning exercise in a Group Project (max possible points: 30)</div>  <table><thead><tr><th>Course</th><th>Pre-CL</th><th>Post-CL</th><th>Improved</th></tr></thead><tbody><tr><td>ECON201-16SU</td><td>24.57</td><td>27.43</td><td>2.86</td></tr><tr><td>ECON202-16SU</td><td>25.06</td><td>28.31</td><td>3.25</td></tr><tr><td>ECON 202-17SU</td><td>22.43</td><td>25.07</td><td>2.64</td></tr></tbody></table>	Course	Pre-CL	Post-CL	Improved	ECON201-16SU	24.57	27.43	2.86	ECON202-16SU	25.06	28.31	3.25	ECON 202-17SU	22.43	25.07	2.64
Course	Pre-CL	Post-CL	Improved																		
ECON201-16SU	24.57	27.43	2.86																		
ECON202-16SU	25.06	28.31	3.25																		
ECON 202-17SU	22.43	25.07	2.64																		
b. Collaboration skills in the internship The average rating of cooperation skills by the employer on the PGA-GM interns will be at least 4.5 on a scale of 1 (poor) to 5 (excellent) or better than the previous year.	Indirect, formative, external, comparative data derived from employer evaluation of PGA-GM interns.	The criterion was met in this reporting cycle.	There was a steady improving trend from 2014 to 2017.	The collaboration skills in practice will be continuously emphasized through all PGA courses and especially the capstone course.	<div>PGA-GM Internship -Evaluation by Employer Cooperation Rating</div> <div>Average score (1=poor, 5=excellent)</div>  <table><thead><tr><th>Year</th><th>Average score</th></tr></thead><tbody><tr><td>2014</td><td>4.58</td></tr><tr><td>2015</td><td>4.59</td></tr><tr><td>2016</td><td>4.6</td></tr><tr><td>2017</td><td>4.73</td></tr></tbody></table>	Year	Average score	2014	4.58	2015	4.59	2016	4.6	2017	4.73						
Year	Average score																				
2014	4.58																				
2015	4.59																				
2016	4.6																				
2017	4.73																				
c. Teamwork skills in a group project The average rating of teamwork in a group project will be 3.5 or better on a scale of 1 (poor) to 5 (excellent).	Indirect, formative, internal, comparative data derived from the evaluation of a group project given in an upper level BADM courses	The criterion was met for 3 of the 4 reported courses.	Though BADM 572 had a lower mean rating score, its rubric was actually more rigorous.	The rubric developed in BADM 572 is exemplary. It will be shared with other faculty. The results will be used as a feedback to help developing student's collaboration skills in the next semester.	<div>Mean Rating of Teamwork Quality In Group Projects (1= poor, 5=excellent) Summer 2017-Fall 2017</div>  <table><thead><tr><th>Course</th><th>Mean Rating</th></tr></thead><tbody><tr><td>BADM760_17SU</td><td>4.08</td></tr><tr><td>BADM572 17FA</td><td>2.9</td></tr><tr><td>BADM345-FA1</td><td>4.35</td></tr><tr><td>BADM345-FA2</td><td>4.13</td></tr></tbody></table>	Course	Mean Rating	BADM760_17SU	4.08	BADM572 17FA	2.9	BADM345-FA1	4.35	BADM345-FA2	4.13						
Course	Mean Rating																				
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BADM572 17FA	2.9																				
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BADM345-FA2	4.13																				

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)															
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 professional development committee was created in 2016 but it has not been very active.	Professional development committee needs to be reconstituted and charged by new leadership to support faculty development. Dean's office to support faculty development also.	<div>Percent of full-time faculty completing at least 3 prof. dev. & 3 prof. community service activities</div> <table><thead><tr><th>Year</th><th>Prof. development activities</th><th>Prof. community services</th></tr></thead><tbody><tr><td>2014</td><td>52</td><td>86</td></tr><tr><td>2015</td><td>58</td><td>89</td></tr><tr><td>2016</td><td>67</td><td>50</td></tr><tr><td>2017</td><td>80</td><td>60</td></tr></tbody></table>	Year	Prof. development activities	Prof. community services	2014	52	86	2015	58	89	2016	67	50	2017	80	60
Year	Prof. development activities	Prof. community services																		
2014	52	86																		
2015	58	89																		
2016	67	50																		
2017	80	60																		
5.1b - Maintain a full-time faculty retention rate of 80% and an adjunct faculty retention rate of 70% (main campus)	Faculty roster (main campus)	Retention rates exceed goal and are increasing.	Effective hiring, open communication and culture building appear to be paying off.	Additional new hires are projected. Need to continue to hire carefully and maintain culture.	<div>Main Campus Faculty Retention Rate (%) SP 2016 -FA 2017</div> <table><thead><tr><th>Term</th><th>Full-Time</th><th>Part-Time</th></tr></thead><tbody><tr><td>SP16</td><td>89</td><td>77</td></tr><tr><td>FA16</td><td>94</td><td>81</td></tr><tr><td>SP17</td><td>100</td><td>75</td></tr><tr><td>FA17</td><td>100</td><td>73</td></tr></tbody></table>	Term	Full-Time	Part-Time	SP16	89	77	FA16	94	81	SP17	100	75	FA17	100	73
Term	Full-Time	Part-Time																		
SP16	89	77																		
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Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)																		
Measurable goal	(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?																							
5.1c - Maintain a staff retention rate of 80%.	Staff roster	Retention rates exceed goal.	Effective hiring, open communication and culture building appear to be paying off.	No new action anticipated at this time.	<div><p>Staff Retention Rate (%)</p><p>SP 2016 - FA 2017</p><table><thead><tr><th>Term</th><th>Retention Rate (%)</th></tr></thead><tbody><tr><td>SP16</td><td>100</td></tr><tr><td>FA16</td><td>71</td></tr><tr><td>SP17</td><td>100</td></tr><tr><td>FA17</td><td>100</td></tr></tbody></table></div>	Term	Retention Rate (%)	SP16	100	FA16	71	SP17	100	FA17	100								
Term	Retention Rate (%)																						
SP16	100																						
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SP17	100																						
FA17	100																						
5.1d - Maintain an average 35 or lower ratio of undergraduate advisees to academic advisers	Informer report of Adviser-Advisee list	The ratio has declined since 2015; movement is in the right direction but has not reached goal yet.	New faculty have been hired but have not taken on full advise load.	As continued new faculty are hired and they take on a full advising load the ratio should decline further.	<div><p>Advisee-Adviser Ratio</p><p>FA 2013- FA 2017</p><table><thead><tr><th>Term</th><th># of Advisers</th><th>Advisee 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><tr><td>FA16</td><td>16</td><td>44</td></tr><tr><td>FA17</td><td>16</td><td>42</td></tr></tbody></table></div>	Term	# of Advisers	Advisee ratio	FA13	16	43	FA14	17	40	FA15	16	48	FA16	16	44	FA17	16	42
Term	# of Advisers	Advisee ratio																					
FA13	16	43																					
FA14	17	40																					
FA15	16	48																					
FA16	16	44																					
FA17	16	42																					

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 **Use for Scholarly Activities**

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

Example - Table for Scholarly and Professional Activities

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

Faculty Member	Highest Degree earned	Professional Certification	Scholarly Activities				Professional Activities				
			Papers Presented	Published Articles Manuscript and books	Unpublished Articles Manuscript and books	Consulting	Professional Related Service	Professional Conferences and workshops	Professional Meetings	Professional Memberships	Other
Smith Mary Most Recent Year	PhD		B=2 C=1 D=1	A=1 B=2 D=1	B =1	D =1	C=2	3	2	3	
Year 2 etc.			A=2	A=1 C=1	B=2 C=1	2	C=1 D=1	1	2	3	
Berry, Audrey T	M.B.A.	Certified Public Accountant									2
Britton, Joseph Tyler	J.D.										
DesHarnais, Susan	Ph.D.										
Franklin, Vincent S	Ph.D.										
Ghosh, Soumajit	Ph.D.										
Hasanaliyev, Orkhan	Ph.D.										
Hiatt, Joy R	M.Acc.	Certified Public Accountant Chartered Global Management Accountant					1	1		2	3

[illegible]

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

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	ACBSP QUALIFICATION 1. Academically 2. Professional 3. Minimal
				PROFESSIONAL CERTIFICATION CRITERIA Work Experience Excellence Certifications	
Berry, Audrey T	Accounting	ACCT 215 Financial Accounting ACCT 216 Management Accounting ACCT 335 Cost Accounting,	M.B.A. (Accounting concentration) Fayetteville State University A.A.S. (Accounting) Fayetteville Technical Community College B.S. (Mathematics) East Carolina University	Certified Public Accountant	Professional
Britton, Joseph Tyler	Trust & Wealth Mgt.	BADM 221 Business Law I BADM 222 Business Law II TRST 432 Estate Planning Seminar BADM 435 Principles of Real Estate TRST 620 Financial Planning Seminar TRST 740 Risk Management Applications	J.D. Campbell University School of Law B.B.A. (Trust and Wealth Management) Campbell University		Academically
DesHarnais, Susan	Business Admin.	HCM310 Health Care Organization and Delivery HCM350 Healthcare Quality Management	Ph.D. (Medical Care Organization) University of Michigan		Academically
Franklin, Vincent S	Business Admin.	BADM 331 Principles of Management BADM 468 Strategic Management BADM 558 International Management	Ph.D. (Business Administration) Capella University M.A. (Business and Organization Security Management) Webster University B.A. (Business Administration) Campbell University		Academically

Ghosh, Soumajit	Business Admin.	BADM325 Management Information Systems	Ph.D. (IT/Project Management) University of Maryland College Park M.S. (Computer Science) Texas Tech University M.S. (Industrial Engineering Texas Tech University B.S. (Production Engineering) Jadavpur University	Project Management Professional (PMP) Sun (currently Oracle) Certified Enterprise Java Architect	Academically
Hasanaliyev, Orkhan	Economics	ECON201 Microeconomics ECON301 Intermediate Microeconomics	Ph.D. (Economics) University of Iowa M.A. (Economics) University of Iowa M.A. (Economics) Bilkent University		Academically
Hiatt, Joy R	Accounting	ACCT 323 Intermediate Accounting I ACCT 324 Intermediate Accounting II ACCT 326 Accounting Theory ACCT 335 Cost Accounting	M.Acc. (Accounting) Garner-Webb University B. A. (Accounting) Lenoir-Rhyne College	Certified Public Accountant Chartered Global Management Accountant	Professional

Honeycutt, Walter	Business Admin.	BADM 325 Management Information Systems	D.B.A. (in progress: Management Leadership) Grand Canyon University M.B.A. (Management Leadership) Campbell University B.B.A. (Computer Information Systems) Campbell University Coursework: DBA-805 Management Theory in a Global Economy DBA-810 Contemporary Issues in Marketing MGT-805 Designing Organizational Structures DBA-815 Economics for Business Decisions		Professional
Huff, Matthew S	Business Admin.	HCM330 Healthcare Policy and Law	M.H.A. (Healthcare Administration) University of North Carolina at Chapel Hill	10 years of experience in the field as a hospital executive in charge of operations of inpatient and outpatient departments and strategic development and execution within large healthcare systems	Professional
Hutcheson, Henry	Business Admin.	BADM 554 Entrepreneurship Seminar: Family Business Management	M.B.A. (International Management), Columbia Business School B.A. (International Affairs) University of Texas at Austin, Austin, TX A.A. American College of Switzerland, Levin, Switzerland	Over 25 years of industry experiences Founder and president of Family Business USA Certified Management Consultant Certified Family Business Advisor	Professional
Jacobs, Thomas W	Economics	ECON 301 Intermediate Microeconomics ECON 302 Intermediate Macroeconomics	M.S. (Applied Economics) East Carolina University B.A. in Economics from the University of North Carolina-Wilmington		Professional

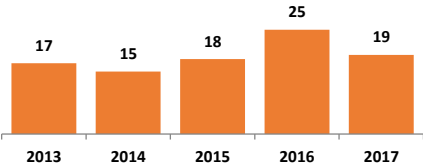
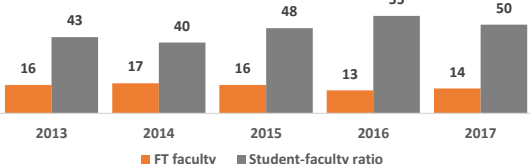
Jernigan, Jeffrey N	Business Admin.	BADM 345 Quantitative Methods for Business and Economics	M.A. (Math Education) UNC-Pembroke	Certification in School Administration	Minimal
Kelly, Scott A	Business Admin.	BADM 200 Philosophy of Business BADM 313 Principles of Marketing BADM 580 Social Entrepreneurship	M.B.A. (Business Administration) Ohio State University B.S. (Computer Information Systems) Western Kentucky University	Mergers & Acquisitions Certification, Loyola Marymount University. 9 years experience with IBM Global Services in Problem/Change Management and Knowledge Management	Professional
Lee, Kevin P	Business Admin.	BADM 580 Special Topics in Business Administration: Comparative Constitutional Law	J.D. (Business Law) New York Law School M.A. (Philosophy and Religion) Colgate M.A. (Religious Studies) University of Chicago ABD in the PhD program (Social and Political Ethics) University of Chicago		Academically
Leonard, Brian	Business Admin.	BADM 740 Legal Environment of Business MBA 741 Legal Environment of Business	LL.M. (Law) University of Alabama School of Law		Academically
Mwamba, Jahi	Business Admin.	BADM 332 Human Resources Management	M.B.A. (Business) Fayetteville State University Master of Science (Business Management) University of LaVerne Bachelor of Science (Business Administration) Wayland Baptist University		Professional

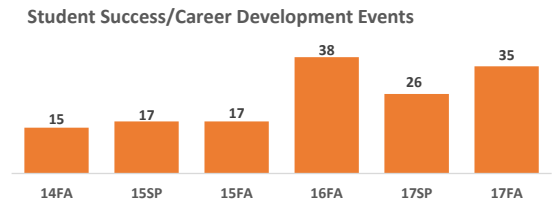
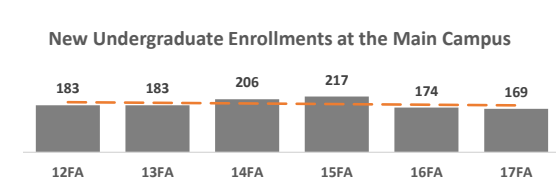
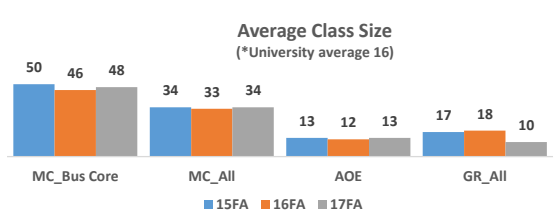
O'Mara, Kevin	Business Admin.	BADM 100 New Student Forum BADM 200 Philosophy of Business MBA 700 Orientation to Innovation, Design, Thinking & the Campbell MBA BADM 758 Strategic Management	Ph.D. (Technology Management) North Carolina State University, Raleigh	Certified Management Accountant	Academically
Pao, Roger Chung-Ming	Business Admin.	MBA 741 Legal Environment of Business	J.D. (Law) Harvard Law School		Academically
Seyed, Javad	Business Admin.	BADM 325 Management Information System BADM 345 Quantitative Methods for Business BADM 760 Contemporary Management Science Techniques	Ph.D. (Operations Research) North Carolina State University M.S. (Operations Research) George Washington University B.S. (Engineering) Abadan Institute of Technology, Iran		Academically
Siebenschin, Corrine C	Finance	BADM 314 Corporation Finance FIN 439 Investment and Security Analysis MBA 730 Finance and Capital Management MBA 730 Finance and Capital Management	Ph.D. (Finance) Michigan State University		Academically

Terry, Kathleen Y	Business Admin.	BADM 345 Quantitative Methods for Business and Economics MBA 760 Business Analytics	D.B.A. (Management, Entrepreneurship, Leadership and IT) Nova Southeastern University M.B.A. Averett University B.S. (Business with Management of Information Systems) Virginia Commonwealth	Six Sigma Black Belt Six Sigma Green Belt	Academically
Uman, Onur	Accounting	ACCT 335 Cost Accounting ACCT 444 Advanced Accounting	Ph.D. (Management) Bogazici University, Turkey M.B.A. (Business Administration) University of West Georgia M.A. (Political Science) University of Connecticut B.A. (Political Science) Bogazici University		Professional
Wilke, Jeffrey D	Business Admin.	BADM 313 Principles of Marketing BADM 314 Corporate Finance BADM 442 Advertising BADM 445 Marketing Research	D.B.A. Argosy University		Academically
Williams, Brittany A	Business Admin.	BADM 556 Leadership Seminar	M.S. (Leadership in Military Programs) Boston University		Professional

Standard #6 - Organizational Performance Results, Table 6.1

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.

Table 6.1 Standard 6 - Organizational Performance Results																							
Organizational Effectiveness Results	Organizational effectiveness results examine attainment of organizational goals. Each business unit must have a systematic reporting mechanism for each business program that charts enrollment patterns, student retention, student academic success, and other characteristics reflecting students' performance. Key indicators may include: graduation rates, enrollment, improvement in safety, hiring equity, increased use of web-based technologies, use of facilities by community organizations, contributions to the community, or partnerships, retention rates by program, and what you report to governing boards and administrative units.																						
		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)																		
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?																							
6.1a - Maintain a high usage of the LFSB facility by community organizations and thus maintain a high visibility in the community	The facility reservation and usage is managed by SchoolDude application. This report is downloaded annually from the SchoolDude.	There were 19 events hosted here in 2017.	The facility held less events in 2017 than 2016 due to major renovations on the building fixtures and added a P.O.D. Express in the building during the summer.	In 2017, the facility has done the following renovations: a new student food service (P.O.D. Express) in the student lounge, new carpet in the hallway, new seating benches , and charging outlets in the hallway, new computer equipment and furniture in one of the classrooms. More updating and renovation of the facility will be on the way next year.	<div>LFSB Facility Usage</div>  <table><tr><th>Year</th><th>Usage</th></tr><tr><td>2013</td><td>17</td></tr><tr><td>2014</td><td>15</td></tr><tr><td>2015</td><td>18</td></tr><tr><td>2016</td><td>25</td></tr><tr><td>2017</td><td>19</td></tr></table>	Year	Usage	2013	17	2014	15	2015	18	2016	25	2017	19						
Year	Usage																						
2013	17																						
2014	15																						
2015	18																						
2016	25																						
2017	19																						
6.1b- Maintain a student to full-time faculty ratio not greater than 50:1 at main campus	Used the number of undergraduate business students enrolled in the fall of each year and the number of full-time faculty in the fall semester of the same year.	The student to faculty ratio exceeded our target rate in two consecutive years of 2016 and 2017.	In 2016, two full time faculty retired and one transfer to another institution. In 2017, one faculty resigned due to medical reason and two new faculty were hired.	The institution is actively recruiting academically qualified faculty to support the growing business enrollment. Three campus interviews are arranged in February and more interviews are on the way.	<div>Student-to-Full-Time (FT) Faculty Ratio</div>  <table><tr><th>Year</th><th>FT faculty</th><th>Student-faculty ratio</th></tr><tr><td>2013</td><td>16</td><td>43</td></tr><tr><td>2014</td><td>17</td><td>40</td></tr><tr><td>2015</td><td>16</td><td>48</td></tr><tr><td>2016</td><td>13</td><td>55</td></tr><tr><td>2017</td><td>14</td><td>50</td></tr></table>	Year	FT faculty	Student-faculty ratio	2013	16	43	2014	17	40	2015	16	48	2016	13	55	2017	14	50
Year	FT faculty	Student-faculty ratio																					
2013	16	43																					
2014	17	40																					
2015	16	48																					
2016	13	55																					
2017	14	50																					

6.1c - Continue supporting our students in student success and career development through relevant workshops and events	Measured by the number of events and workshops hosted by the offices of Student Success and Career Development	The student success activities and career development workshops in the fall of 2016 and 2017 were more than double of 2015.	In addition to the student success initiatives, the career development center added workshops and training to help business students to be more competitive in finding jobs in internships and perm hires.	The new initiatives to provide workshops and job fair have increased the total numbers of placement records from 42 in 2015 to 173 in 2016 and 243 in 2017. The next step is to expand the use of CUHired software to maintain the records and connect between students and potential employers.	<p>Student Success/Career Development Events</p>  <table><tr><th>Year</th><th>Events</th></tr><tr><td>14FA</td><td>15</td></tr><tr><td>15SP</td><td>17</td></tr><tr><td>15FA</td><td>17</td></tr><tr><td>16FA</td><td>38</td></tr><tr><td>17SP</td><td>26</td></tr><tr><td>17FA</td><td>35</td></tr></table>	Year	Events	14FA	15	15SP	17	15FA	17	16FA	38	17SP	26	17FA	35						
Year	Events																								
14FA	15																								
15SP	17																								
15FA	17																								
16FA	38																								
17SP	26																								
17FA	35																								
6.1d. Increase new student enrollment at the undergraduate level at a steady pace	Measured by the new incoming undergraduate students as reported by the main University Admissions Office in the fall semester of each academic year	New student enrollment has been declining in two consecutive years since fall of 2015.	The admission standard has been raised since 2016, which explained the declining enrollment trend university wide	The student success coordinator has been working closely with the university admission office for recruitment efforts.	<p>New Undergraduate Enrollments at the Main Campus</p>  <table><tr><th>Year</th><th>Enrollments</th></tr><tr><td>12FA</td><td>183</td></tr><tr><td>13FA</td><td>183</td></tr><tr><td>14FA</td><td>206</td></tr><tr><td>15FA</td><td>217</td></tr><tr><td>16FA</td><td>174</td></tr><tr><td>17FA</td><td>169</td></tr></table>	Year	Enrollments	12FA	183	13FA	183	14FA	206	15FA	217	16FA	174	17FA	169						
Year	Enrollments																								
12FA	183																								
13FA	183																								
14FA	206																								
15FA	217																								
16FA	174																								
17FA	169																								
6.1e Maintain an average class size not more than 35 at main campus	Measured by the course sections enrollment report from the Informer each semester after the Add / Drop period	The overall UG average class size at Main Campus is approximately double of that at the university level (16:1) and the adult/online education division (AOE). It is more than triple of the university level for the business core courses.	More faculty is need to reduce the class size especially that of the business core courses. Most business core courses are at the freshman and sophomore level, which is crucial to retain the business major students.	More faculty recruitment is on the way. On-campus faculty interviews will be scheduled in February and March, 2018.	<p>Average Class Size (*University average 16)</p>  <table><tr><th>Category</th><th>15FA</th><th>16FA</th><th>17FA</th></tr><tr><td>MC_Bus Core</td><td>50</td><td>46</td><td>48</td></tr><tr><td>MC_All</td><td>34</td><td>33</td><td>34</td></tr><tr><td>AOE</td><td>13</td><td>12</td><td>13</td></tr><tr><td>GR_All</td><td>17</td><td>18</td><td>10</td></tr></table>	Category	15FA	16FA	17FA	MC_Bus Core	50	46	48	MC_All	34	33	34	AOE	13	12	13	GR_All	17	18	10
Category	15FA	16FA	17FA																						
MC_Bus Core	50	46	48																						
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GR_All	17	18	10																						