



FIFTH YEAR MAINTENANCE REPORT

2002-2007

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SCHOOL OF BUSINESS

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FIFTH YEAR MAINTENANCE REPORT 2002-2007

EXECUTIVE SUMMARY

In 1999 the NSU School of Business was placed in a sixth-year review status then into continuous review. The accreditation-related concerns were in the areas of mission, intellectual contributions, and assessment process. In 2002, the School of Business successfully addressed these concerns and was placed in a regular review cycle. AACSB accreditation continues to be a priority for all stakeholders. The Business School reaffirms its commitment to meet and exceed the standards so to maintain its accreditation and keep this stamp of quality in management education.

To translate its commitment into actions to support AACSB accreditation standards, the School of Business amassed its strategic resources to ensure student success by: maintaining quality curricula and instruction; recruiting/hiring established, qualified faculty; sustaining faculty and staff development; supporting intellectual contributions; generating new funding sources through gifts and partnerships; and, involving stakeholders in these processes. The paragraphs which follow will provide an overview of these actions which have been instrumental in moving the Business School towards the fulfillment of its mission.

In May 2005, after consultation with the associate dean, department heads, and faculty, the dean proposed to restructure and realign the School by reducing the number of departments from five (5) to three (3), and moving the Business Education degree to the School of Education. The new departments were: Accountancy, Finance, and Information Management; Management, Marketing, and Entrepreneurship; and, Tourism

& Hospitality Management. Also, the degree B.S. in General Business was renamed B.S. in Business, and the B.S. in Accounting was renamed B.S. in Accountancy.

In 2005 the Dean initiated a comprehensive review of the curricula utilizing various stakeholder groups for input. In fall 2006, a new curricula was introduced which included a new course in ethics, an internship course, and an independent study course. Beyond these new courses, a number of others were revised in terms of course title, course content, and description. In this same time a new level of energy was put into assessing and enhancing student learning. Two faculty members from the Assurance of Learning (AoL) Committee were provided financial support to attend several AoL seminars. Their exposure to new developments in assessment has lead to the design of a new integrated and comprehensive system of assurance of leaning.

In 2005 the Business School hired two new faculty members, one in economics and one in finance. In 2006 two more faculty were hired, one in management and one in economics. These four new faculty members are terminally qualified and currently have between them fourteen (14) refereed journal articles, thirty (30) Proceedings, and fifteen (15) presentations. The full body of faculty have benefited from participation in one or more developmental activities. These activities include: Academic conferences and seminars at the regional, national and international levels; AACSB and other accrediting body conferences and seminars; fellowships; and sabbaticals. The staff was supported through release time to attended professional development training and seminars. As a result of resources placed into faculty development, there has been an increase in intellection contributions. The increase in research activity has been an integral contributor to the School's mission and students' career preparation and success.

With regard to funding, the School of Business is shifting its strategy for generating sources of funding from the annual budget focus to gifts and partnerships. An initial result of this change of strategy is a \$1M donation/endowment from a School of Business alumnus. This pledge was allocated to support the new Ernest M. Hodge Center for Entrepreneurship. Also, through a Title III grant, computer technology for instruction and research has been enhanced tremendously with the installation of multimedia units in the classrooms, and the distribution of laptop computers to faculty. This grant also contributed to student development by supporting two speakers on the topics of ethics and diversity. The cultivation of new partnerships has great potential for the School's future. Recent partnerships have resulted in internships and scholarship monies for students. A new partnership with the Virginia Coastal Energy Resources Consortium resulted in a \$75,000 grant to support two faculty members for research in renewable energy ventures.

Throughout all of these efforts the Business School has extensively, formally and informally, involved stakeholders. Students were participants in the AACSB Committees. Alumni, candidates for graduation, and employers were surveyed. The School of Business Advisory Council participated in revisions to the mission, the strategic plan, and the curricula. This blend of stakeholders' input is critical to positioning the School of Business for continuous improvement in a highly complex, dynamic and competitive environment.

I. SITUATIONAL ANALYSIS

A. Historical, National, Local, and Other Factors that Shape Mission and Operations:

The School of Business of Norfolk State University (NSU) is a part of one of the largest predominantly Black institutions in the nation. Norfolk State College founded in 1935, attained university status in 1979. Over its seventy-two year history NSU had five (5) presidents: Dr. Lyman B. Brooks, Dr. Harrison B. Wilson, Dr. Marie V. McDemmond, Alvin J. Schexnider (interim) and, Dr. Carolyn W. Meyers being the recently installed president.

As presidents have changed, there have also been a number of changes in NSU's vision and mission. One change instituted in 1995 has been to raise admission standards and discontinue the "open admission" policy. This has led to a decrease in the admission acceptance rate. The acceptance rate was 96% in 1995 and dropped to 80% in 2001, and to 70% in 2005. The increase in standards of admission has led to a decline in university enrollment, from 7,534 in 1997 to 6,238 in 2006. For the School of Business enrollments declined from 1,044 in 1997 to 906 in 2006 (numbers are inclusive of Tourism and Hospitality Management).

Fall 2006 School of Business enrollment data reveal that the majority of students (77%) are pursuing a B.S. in Business, n = 636. Accountancy had 186 students, or 23%. The majority of students in Accountancy are females (60%; N = 111), when in Business there is a slight edge to males (53%; N = 336), (Figure I & Figure II, page 6). Non-Black/other ethnicities are about 7% of the population

of each degree (N = 14 out of 186 for Accountancy; N = 46 out of 636 for Business). These include White, Hispanic, and Asian students. For the total population of the business school 79% (N = 712) are in-state students, and 83% (N = 756) are full-time students. (See Appendix, Table 1 and Figure 1 for additional demographic information).

Regarding ethnicity and gender, from fall 2002 to fall 2006, the population of Black females has been greater than that of Black males. During the same period, the student population of non-Black/other ethnicities has been low but has increased from 5% to 8% between 2002 and 2006 (Appendix, Table 1).

Regarding retention rates for the School, there has been some improvement. For academic year 2002-2003 the retention rates was approximately 50% for Business and Accountancy students combined. The most recent data, 2005-2006, indicate the retention rate is approximately 58% for both Accountancy and Business students (Appendix, Figure 2).

The School of Business is located in Hampton Roads area where the population of Black/African American is thirty percent (30%), when it is only twelve percent (12%) of the United States' (Source: The Scarborough Report 2006, published on the web by the Virginia Pilot). According to the US Census Bureau estimates for the population in 2005, the percent of Black persons in Virginia is about twenty percent (19.9%). Furthermore, about seventy nine percent (79%) of our students are in-state. Because the School of Business has long served the minority population, being located in Hampton Roads serves as an advantage.

FIGURE I

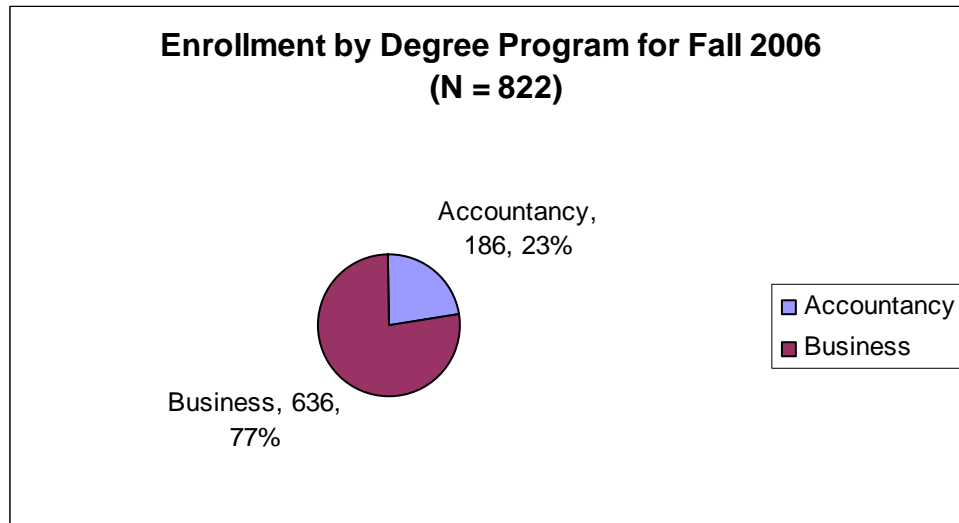
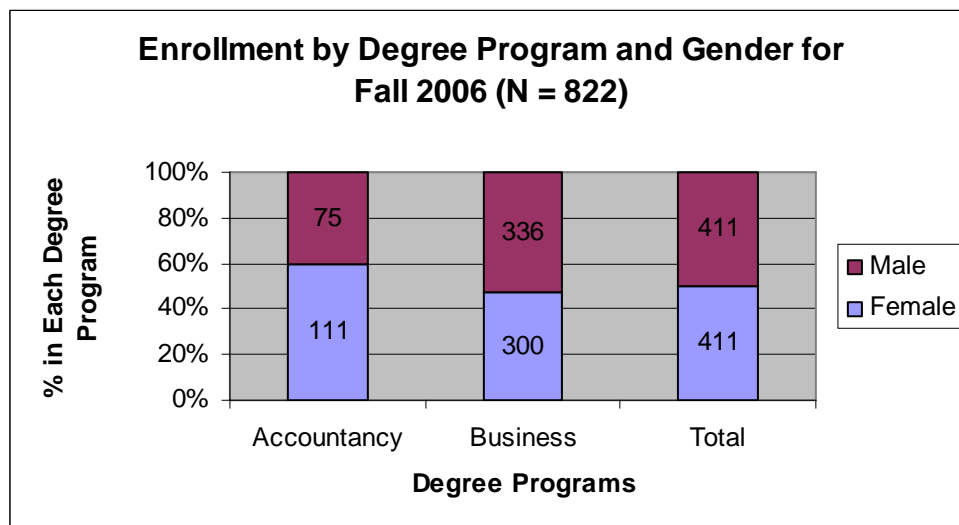


FIGURE II



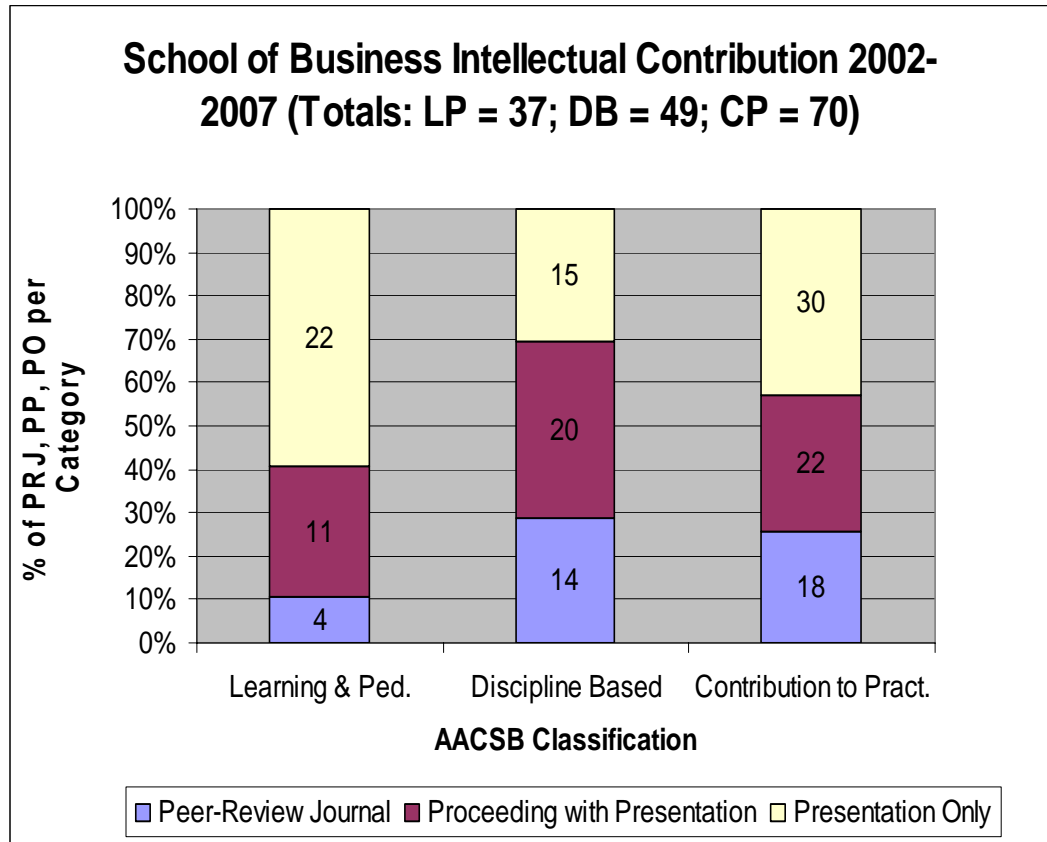
The School of Business was first accredited in 1990. After two years of continuous review, the School submitted the January 2002 report, and in May 2002 AACSB sent a positive congratulatory response to the School's application for reaffirmation. The School is in continuous improvement, and has definitely

progressed at a faster speed in the current period 2002-2007 compared to 1997-2001. In fact, the data in Figure III (page 8) show that 57% of the research output is in print media (i.e. refereed journal articles and proceedings, and 69% is learning and pedagogical and contribution to practice.

To ensure the continuation of such progress, the Business School leadership implemented a number of strategies, these include: (1) Requiring faculty to complete a faculty development plan (FDP); (2) Requesting the department Chair to review the FDP with the faculty member; (3) Using academic qualification (AQ) as a requirement for summer teaching; (4) Assigning a full teaching load (12 credit hours) to those tenured/tenure-track faculty members who are not AQ; (5) Providing limited support for presentation at regional conference and shifting funds to support publications in proceedings at national and international conferences; (6) Rewarding publications in peer-review journals with the highest number of points in the annual evaluation; and (7) Providing monetary prizes to the best paper presented at the School's Faculty Forum. In addition, during the coming academic year, the post-tenure review process will be reviewed and rewritten to improve its effectiveness in encouraging faculty performance.

Since January 2002, the School of Business has also gone through a number of positive changes in leadership, organizational structure, and mission. With regard to leadership, the office of the Dean was occupied by four different people. From 2002 to 2004 there were two interim Deans. On July 1, 2004 a new

FIGURE III



dean assumed the leadership of the School, Dr. Martin Shane. Under Dr. Shane's leadership the School was positioned to move forward. In May 2005, the number of departments was reduced from five (5) to three (3). This was accomplished by merging some disciplines according to their fit that led to a reduction in administrative costs (Appendix, Chart 1 & 2). Effective June 30, 2006 Dr. Shane resigned to take a new position and Dr. Gary Whaley became the Acting Dean.

The Vice-President for Academic Affairs during a meeting with the School of Business Faculty on May 14, 2007 announced that effective July 1, 2007 Dr. Whaley will be the Dean and that Dr. Moncef Belhadjali will be the Associate Dean.

At the end of the last peer-review period, 1997-2001, the Business School was composed of twenty-nine (29) tenured/tenure-track and multi-year faculty members teaching for the B.S. degrees in Accountancy and Business. Since then, a number of faculty members retired or sought new employment opportunities. To counter this trend, the School Dean requested permission to hire new faculty, and during the period 2004-2006, four (4) new tenure-track faculty members were hired in the areas of Economics (two), Finance (one), and Management (one). There were other attempts to hire additional faculty in the areas of Management and Marketing, but the candidates opted to pursue other venues. During the academic year 2006-2007, the composition of full-time faculty in Business and Accountancy was eighteen (18) tenured/tenure-track, one (1) on a multi-year contract with 100% assignment to the Accountancy, Finance, and Information Management Department, and one (1) on a multi-year contract with 50% assignment to the Management, Marketing, and Entrepreneurship Department.

Since 2003, with the help of a Title III grant, the Business School pursued a continuous improvement strategy to offer state of the art technology for the classrooms, the labs, and the faculty offices. To enhance the interaction between the student and the instructor, 30 sub-surface monitors were installed in the lab, and new E-4100's replaced the E-3200 Gateway computers. In 2005, Nomad

Technology was replaced with new Smart Tech Sympodiums in the classrooms. The new Sympodiums have Interactive Pen Display allowing the instructor to write electronic notes. In addition, the computer lab and the classrooms were equipped with ceiling mounted projectors allowing the projection of the instructor's desktop screen. Instructors can also switch between internal computer, connected laptop, and VHS/DVD player to allow for an array of projected media. In January 2006, a new conference room for Global Leadership Development was established to offer a professional development environment for students, faculty, and staff. The center seats 25, offers video teleconferencing, and is equipped with microphones and network connections.

Taking advantage of the technology available, the computer lab was used to offer CERTIPORT MS Office Specialist Certification to students, faculty and staff. The School also offers on-line, as well as blended and Blackboard enhanced courses. Currently, about 21% of the course-sections are offered as blended.

The School of Business offers its students a well-rounded educational environment through a variety of learning opportunities. Theses include activities presented by student organizations, seminars on diversity and ethics, and classroom guest speakers. There are nine (9) active student organizations involved in a variety of events. In November 2005, the School organized a Speaker Series on Diversity and Ethics. As part of this speaker series, Dr. Victoria Pilate was invited to address five (5) classes and make a general presentation to a larger audience. Two-hundred and fifty (250) copies of her book were distributed to the

students. More than 300 students, faculty, and staff attended the different sessions. Also, in April 2005, Mrs. Martha Ross-Rodgers addressed an audience of students, faculty, and staff on “Diversity”. And, in April 2007, the School organized a forum for women entrepreneurs entitled “*Women’s Forum: Lifting the Veil: Addressing Issues in Building a Successful Business/Career.*” The event was very successful and well attended by students, faculty, staff, and University-wide administrators.

To enhance teaching, a number instructors invited speakers to their classrooms. In addition, the students have an opportunity to interact with a population of faculty from diverse cultural backgrounds. In fact, 70% of the full-time faculty is international.

B. Relative Advantages and Disadvantages in Reputation, Resources, Sponsors, and Supporters:

In the Commonwealth of Virginia, there are 17 state supported colleges and universities, and 26 community colleges competing for the same state funds. The School of Business is one of only two Historically Black Colleges and Universities (HBCU’s) in Hampton Roads. We consider it to be an advantage that the School is the only AACSB accredited HBCU in the region. Also, the School is located in an area with a large minority population (30%), our primary target market. Finally, NSU offers the lowest tuition among all four-year colleges and universities in the area, giving the School another competitive advantage.

Historically fund raising efforts were not fruitful in part due to the community perception of NSU as an open admission institution. Currently, among the regional schools, NSU has one of the lowest university endowments. To rectify the situation, the University embarked upon its first comprehensive fund-raising campaign in its history. The target of this initiative is \$ 40 M. The School of Business enjoys the support of local businesses, corporations, and individuals. Monetary contributions are received through the University Foundation. Recently, the School received a pledge for a \$ 1M endowment from a successful alumnus to support what is now called the Ernest M. Hodges Center for Entrepreneurship. Additionally, the School of Business has developed working relationships with local elementary, middle, and high schools. Also, partnerships were forged with local businesses such as Virginia Pilot, State Farm Insurance, GEICO, Wal-Mart, and Virginia Coastal Energy Resources Consortium (VCERC).

The School of Business is making much progress in overcoming a negative image resulting from its early “open admissions” policy. Today the School and the University are beginning to enjoy and benefit from a much more favorable public image and reputation.

C. Internal, Environmental, or Competitive Forces Challenge the

Applicant’s Future:

The NSU administration is very committed to the success of all schools within the university. However, a number of new programs have been recently introduced throughout the university at the graduate level, and especially in the

School of Science and Technology. This trend has led to a major shift of resources to support those programs. NSU has five (5) schools, all but the School of Business offer graduate degrees in addition to their undergraduate programs. The School of Business faces a more competitive internal environment in seeking additional dollars to support its initiatives.

Historically NSU has been under funded by the state. NSU now receives above average state support, but it will take time to make up for the long history of under funding. The limited private support, coupled with the fulfillment of its mission as to provide an affordable, high-quality education, led to some difficulties in competing with other universities to offer new programs, and attract highly qualified full-time faculty at competitive salaries. More and more, majority institutions are attracting top minority students since they can offer attractive scholarship packages. There is increasing competition from on-line universities (University of Phoenix and Capella University for example), as well as from a number of “for profit” and multi-campus universities such as Strayer University, Troy University, Cambridge College, and St. Leo’s College. This increasing competition for students has shown itself in decreasing enrollments in regional state supported universities. For example the following Business Schools have experienced small declines in enrollment: NSU went from 1,006 in 2001 to 906 in 2006, CNU from 858 in 2001 to 801 in 2003, VSU from 978 in 2001 to 904 in 2006, and ODU from 3,150 in 2002 to 3,079 in 2005.

D. Opportunities for Enhancing Degree Offerings:

The School is beginning to envision several new opportunities to offer new degree programs. Whereas the market for the traditional MBA in Hampton Roads is saturated (Hampton University, Old Dominion University, Regent University, Troy State University, Strayer University, etc). However, combined specialized programs have the potential to reach new markets. One such opportunity is to offer a Masters in Social Work/Business Administration in collaboration with the NSU School of Social Work. We perceive this venture as a unique opportunity to capitalize on this unsatisfied market need, and combine resources of two schools towards a common goal. Preliminary discussions of this idea have taken place between the deans of both schools, and they are motivated to move forward.

The second opportunity is a combined JD/MBA. The Law School initiative is a part of the new President's vision for the University. Currently, there is no state supported JD program in the Hampton Roads area. Therefore it could represent another unique opportunity for the School of Business.

E. Degree Programs Included in the Accreditation Review, and Number of Graduates in the Previous Year (2006-2007) for Each Program:

The degree programs included in the current accreditation review are the B.S. in Accountancy and the B.S. in Business. During the academic year 2006-2007, the total number of graduates from both programs was 133. These were in

Business (83%; N = 111), and in Accountancy (17%; N = 22). Female graduates contribute 68% to Accountancy and 53% to Business degrees. Figure IV and Figure V below show the data.

FIGURE IV

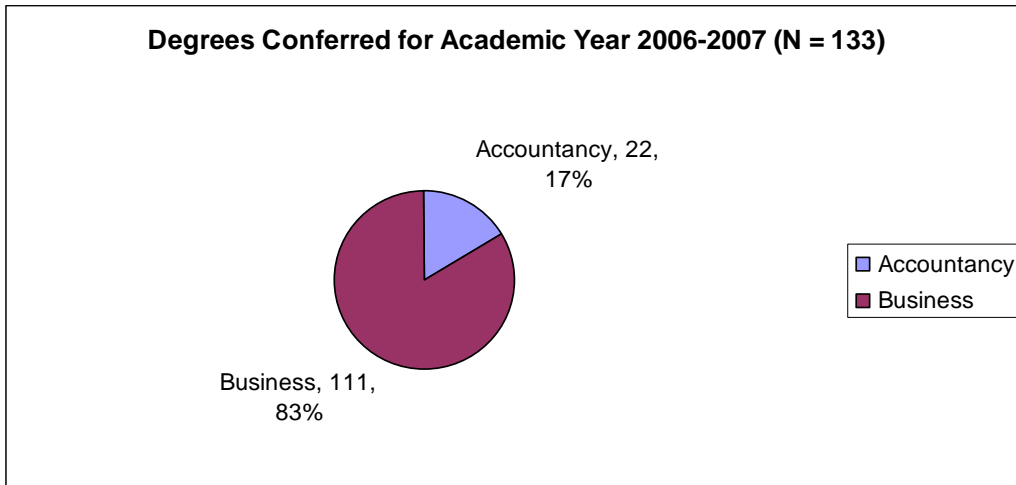
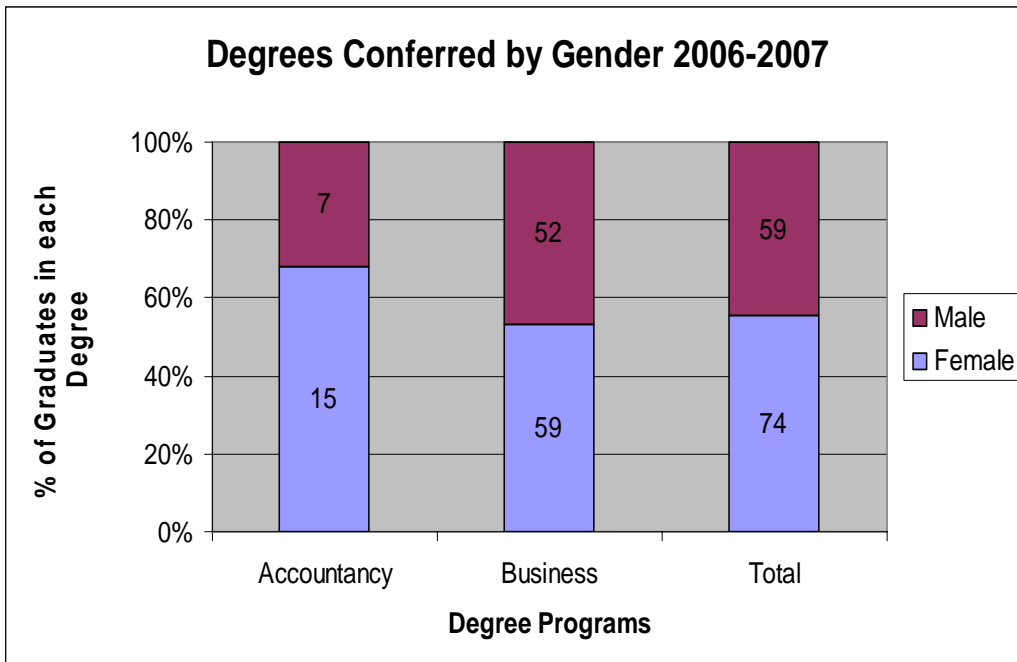


FIGURE V



II. MISSION STATEMENT:

The mission of the Norfolk State University (NSU) School of Business is to prepare students for careers in all types of organizations and for continued academic study. This is accomplished in a learner-centered community that promotes academic achievement, professional growth, and recognition of the importance of diversity, technology, globalization, and ethics in the workplace and society. The faculty is engaged in intellectual contributions and professional development to remain current in their teaching fields and to promote student success. The faculty is also committed to university and community service.

In the scope of the current accreditation, as outlined in the maintenance review application of June 22, 2004, the School of Business offers two baccalaureate degree programs: B.S. in Accountancy; and B.S. in Business which has career tracks in Entrepreneurship, Finance, Information Management, Marketing, and Management.

The School of Business goals are:

1. To support the University's mission and goals,
2. To maintain AACSB accreditation,
3. To retain, attract, and develop faculty and staff capable of implementing and managing academic programs and services that ensure a stimulating, scholarly, and nurturing learning environment,
4. To enhance overall student academic and professional success, and
5. To increase funding from multiple sources and enhance external relationships and partnership opportunities.

III. STRATEGIC MANAGEMENT PLANNING PROCESS:

As a business school accredited by AACSB International, we recognize the driving role of strategic planning in the accreditation maintenance process. The planning process is faculty-driven, designed by a committee that presents its findings to the business faculty for discussion and approval. The plan offers processes to strengthen curriculum, develop faculty, improve instruction, and enhance intellectual activities. The School of Business continuously revises its plans as mission and objectives change as a response to changes in the environment, NSU's mission and strategies, and AACSB requirements.

Since the last report on continuous improvements submitted in January 2002, the School of Business revised its mission twice. The mission was within the strategic plan of 2002-2007. The process of revision started in fall 2004 under the new dean, Dr. Shane. The strategic management committee, which is composed of three School of Business faculty members worked closely with the Dean. On December 10, 2004, the committee presented the revised mission within a revised strategic plan to the School of Business faculty. The faculty recommended continuing the revision of the proposed mission. The strategic management committee continued working with the Dean. On October 14, 2005, the School of Business Advisory Council reviewed the newly drafted mission with Dr. Martin Shane, Dean, Dr. Gary Whaley, Associate Dean, and Dr. Melinda Harris, Chair of the Strategic Management Committee. On December 9, 2005 a new School of Business mission within the context of a revised strategic plan was presented to and approved by the business faculty. The revised and approved

mission was then published in the Norfolk State University Undergraduate Catalog 2006-2007.

In the context of the new mission, the emphasis is on a learner-centered community through enhancing faculty-student interaction for academic consultation, expert-student interaction by inviting guest speakers to class sessions and meetings of student organizations, and university-wide resources such as tutoring centers and study skills seminars. The School of Business recognizes the importance of diversity through concerted efforts to recruit White and Hispanic-American students, and retain faculty members from ethnically diverse groups. The School works very closely with the University Office of Enrollment Management, and participates in events it organizes. It is within the mission of this office to reach out to all other non-Black ethnicities such as Hispanics. The School also realizes the importance of appropriate ethical conduct by administrators, faculty, students and staff. This code of conduct is reinforced through the Faculty Manual, University Catalog, and Student Handbook.

The School of Business resources include faculty, staff, facilities, and finance. These are managed to ensure the efficient and effective use of the resources. As stated in the School's strategic plan, guideline and policies for faculty development, reward, and support are outlined in the School of Business Processes Manual and School policies. For example, the Manual outlines the promotion and tenure criteria, as well as faculty annual evaluation guidelines.

IV. ASSESSMENT TOOLS AND PROCEDURES:

A. Learning Goals for Each Degree Program:

Historically the Business School curricula were designed within a framework that used eight (8) environments. The environments are (1) General Environment; (2) Socio-Political/Legal Environment; (3) Business and Economic Environment; (4) Technology and Communication Environment; (5) Decision-Making Environment; (6) Continual Improvement Environment; (7) Business Functional Environment and; (8) Entrepreneurial Environment. Under this umbrella the general and management-specific knowledge and skill areas as defined by AACSB were integrated. The general knowledge skills are (1) Communication abilities; (2) Ethical understanding and reasoning abilities; (3) Analytic skills; (4) Multicultural and diversity understanding and; (5) Reflective thinking skills. The various business functional areas within the School of Business curricula were used to create the Competencies Matrix (see Appendix). This matrix defined the learning goals for each degree program.

The School of Business is in a transition phase with respect to its assurance of learning strategy and tools. The School is moving from the Competencies Matrix to the Curriculum Mapping Matrix (see Appendix) of learning goals to satisfy the Southern Association of Colleges and Schools (SACS) assurance of learning standards. For curriculum mapping purpose, the Business School faculty compiled a set of learning goals for each degree program. The B.S. in Business learning goals are to assure that students understand business concepts and are able to use current tools within organizations to:

1. create and sustain a competitive advantage,
2. be more efficient in operations,
3. make more effective decisions, and
4. transform the organization to remain viable in the long-run.

The B.S. in Accountancy learning goals are to provide accounting students with a solid understanding of:

1. the use of information in decision making,
2. the design and use of accounting information systems, and
3. financial information reporting including the attestation function.

The program learning goals for both degrees are redefined into course learning outcomes stated on each course syllabus for fall 2006 and spring 2007 semesters.

B. Assessment Tools, Procedures, Results, and Progress Toward the Mission:

The Assessment process is faculty-driven and managed by the Assurance of Learning Committee. This process is a primary method for receiving feedback from the students and other stakeholder groups regarding the effectiveness of the Accountancy and Business curricula as well as the delivery of those curricula.

The School of Business has adopted a comprehensive and multifaceted assurance of learning process to assess the extent to which the stated course learning outcomes are achieved. The process has the following objectives:

1. to evaluate students' understanding of the skills and knowledge acquired within the framework of the stated learning outcomes in each program of study;
2. to determine the effectiveness of the methods of instruction and delivery of curricula;
3. to understand factors that help students learn more effectively and to succeed in school and at the workplace;
4. to determine the students' level of satisfaction with the academic program in terms of meeting their educational and career goals;
5. to determine the employers' level of satisfactions with the level of performance of the students in the workplace; and,
6. to obtain feedback from stakeholders regarding the positive changes that could be incorporated into the curricula.

For assessment objective #1, the School of Business has adopted a Pre-Test / Post-Test Approach to evaluate students' understanding of the skills and knowledge learning outcomes. Tests have been created for the common business knowledge (CBK) courses as well as for each of the six major areas of study: Accountancy, Entrepreneurship, Finance, Information Management, Marketing, and Management. The CBK are business courses common to the curricula for the B. S. in Accountancy and the B. S. in Business.

The assessment pre-test for the CBK is given to freshmen registered in UNI-101, Introduction to University Life, within the first three weeks of the semester. UNI-101 is a course required of all newly entering freshman students.

The School of Business has one section of this course reserved for business students only. The post-test is given in the capstone course for all business students, MGT 478, Strategic Management. The post-test is administered within the final two weeks of the semester.

The pre-tests for assessment of learning outcome for tracks in the various areas of study are administered in the first course(s) taken which is unique to the track. For example, students in the Management track take the pre-test in MGT 368 Human Resource Management, which is the first course required for this track. The post-test is given in the capstone course as stated above.

Once the pre-test/post-test data are collected within a test period, it is analyzed using pre-written Excel macro. This macro is used to: (a) determine if items for an assessment instrument are performing as intended, (b) help to decide if a test item should be reworded or omitted, and (c) report if lower achieving students are answering items correctly more frequently than higher achieving students. This process is used to improve the validity and reliability of the test. Finally, an ANOVA analysis is conducted to establish if a positive and significant difference exists between pre- and post-test.

For assessment objective #2, effectiveness of the methods of instruction and delivery, the School relies on the student course evaluation administered each semester using *SIR II* published by ETS. This data is input to the Annual Faculty Evaluation with a minimum weight of 40%. The student input is used to assess instructional delivery and design skills.

For assessment objective #3, help students learn more effectively and succeed, the School uses the National Survey of Student Engagement (NSSE). This survey instrument is designed to assess the extent to which students engage in educationally effective activities. The survey items represent research-based “best practices” in undergraduate education. The survey provides five (5) benchmarks for comparisons to national norms. These are: (1) Level of academic challenge; (2) Active and collaborative learning; (3) Student-faculty interaction; (4) Enriching educational experiences and; (5) Supportive campus environment. The survey was distributed in spring 2006 to all freshmen and seniors via email.

For assessment objective #4, satisfaction with the academic program, the School used selected items from NSSE, and an open-ended question from Seniors’ Exit Survey regarding any comments/thoughts/suggestions pertaining to the School of Business. The NSSE items relate to: (1) Quality of academic advising; (2) Quality of the entire educational experience and; (3) If the student would consider the same institution, had he/she to do it over again.

For assessment objective #5, employers' level of satisfactions with the students’ performance, the School relies on employers’ survey conducted by the Office of Career Services at NSU.

For assessment objective #6, feedback from stakeholders, the School uses a survey designed by the School and administered via email, and direct feedback from the School of Business Advisory Council. The survey questions relate to: (1) Current employment; (2) Graduate school plans; (3) Feedback regarding educational experience at NSU and; (4) Suggestions for improvement.

C. Recent Outcomes from Assessment:

Objective #1 was to evaluate students' understanding of the skills and knowledge learning outcomes. Tests were administered as pre and post for the CBK, Management, Marketing, and Information Management utilizing the procedures described above. The results of these tests are being used as data for the development of the tests themselves rather than for an assessment effort. Without valid tests the assessment process will not be meaningful. The meaningfulness of the assessment process is a function the quality of the tests, the motivation of the students to provide their best effort on the test, and the logistics of the test administration process.

Currently, the Information Management area is the furthest along in this process. The pre-test was administered at the beginning of the fall 2006 semester during the week of September 18th. The courses chosen for the pre-test examination in Information Management were selected based on the availability of incoming majors. The courses selected were ISM 390 Business Database Management and ISM 372 Business Applications in Visual C++. Twenty-two (22) students took the pre-test. The post-test was given on the last two weeks of April 2007. The courses chosen were ISM 372, ISM 410 Systems Analysis & Design, and ISM 422 DSS & ES where twenty (20) May 2007 graduation candidates were enrolled. Sixteen (16) of these twenty (20) took the post-test. The same fifty-item (50) test was used for pre- and post.

The results of the analysis showed that the difference in class average between the pre-test and post-test group was 3.08 questions (or the equivalent of 6.16 points) higher for the post-test group. This difference was not statistically significant at an alpha of .05. Subsequently, the item analysis procedure provided a critical insight to the lack of statistically significant results.

The item analysis of the pre-test results classified twenty-four (24) questions as “most difficult”, fourteen (14) as “more difficult”, ten (10) as “slightly difficult”, and two (2) as “least difficult”. The answers were also correlated discriminating between the high scorers and low scorers, and the perceived level of difficulty for the item. Based upon these responses given by the pre-test subjects, the analysis sorted the 50 test items into four groups as: five (5) as “fair item, may contain clues to correct answer”, three (3) as “item might need revision”, eighteen (18) as “fair discriminating item”, and twenty-four (24) as “poor item, miskeyed, ambiguous, measuring different content, etc.” After careful qualitative analysis by a team of IM faculty members, it was decided that the questions were measuring the intended course goals. It must be taken into consideration that these responses came from students not yet exposed to these topics, hence their replies may have been all over the item choices. Nonetheless, this categorization forced us to consider revising these items. After carefully reviewing the items labeled “item might need revision” or “poor item”, it was decided to keep them as they were.

The item analysis of the post-test results classified eighteen (18) questions as “most difficult”, sixteen (16) as “more difficult”, fifteen (15) as “slightly difficult”, and one (1) as “least difficult”. The answers were also correlated discriminating between the high scorers and low scorers, and the perceived level

of difficulty for the item. Based upon these responses given by the post-test subjects, two (2) items were classified as “item might need revision”, and nine (9) items as “poor item, miskeyed, ambiguous, measuring different content, etc.” After carefully analyzing the pattern of responses, it was decided to remove/modify the nine (9) “poor” items. The reason for this is because of the small sample size for the post-test (n = 16).

Objective # 2 focuses on the effectiveness of the methods of instruction and delivery. The School relies on the Student Instructional Report II (SIR II) which is published and distributed by Educational Testing Service, copyright 1995. SIR II is used to provide feedback to faculty regarding student perceptions of the classroom performance. SIR II is designed to: (1) identify areas of strength and/or areas for improvement; (2) provide information on the effectiveness of new teaching methods or techniques used in class; and, (3) provide feedback from students about their courses.

SIR II utilizes forty (40) items to assess nine (9) separate outcomes: 1) Course Organization and Planning, 2) Communication, 3) Faculty/Student Interaction, 4) Assignments, Exams, and Grading, 5) Supplementary Instructional Methods, 6) Course Outcomes, 7) Student Effort and Involvement, 8) Course Difficulty, Workload, and Pace, and 9) Overall Evaluation. The data are collected from students during the last three weeks of each semester. Historically the surveys were administered in the classroom using paper and pencil, and distributed by a student volunteer while the instructor was out of the room so not to influence the student responses in any way. The student volunteer would also collect the completed forms and deliver them to the Department Chair’s office. The Office of Academic Affairs would collect all completed course surveys and

deliver them to ETS for the summary and analysis of the responses. In the past academic year the University has moved to using electronic submissions by students. With this procedure, students are invited to visit a web site to complete and submit the survey electronically. For this on-line survey, initial response rates have been low, approximately 30%, and it may take a little longer for the students to adjust to the new survey method.

The report generated from the survey is rich in valuable feedback to the faculty. For each survey item and for each of the nine separate outcomes, comparative means are provided. The comparative means for 4-year institutions are obtained by averaging the mean rating for more than 4,800 classes from 19 4-year institutions. Also, items means and scale means for an instructor are “flagged” when the results indicate a score is sufficiently reliable and is below the 10th percentile or above the 90th percentile. The comparative data are very useful for a faculty member to gauge his/her classroom performance and to make adjustments where necessary. Also, these data are input to the faculty annual performance evaluation calculator.

The response format used is a five-point scale ranging from one (1) “ineffective” to five (5) “very effective”. Aggregate data for the School of Business for spring 2006 was: Course Organization and Planning (4.28); Communication (4.26); Faculty/Student Interaction (4.29); Assignments, Exams, and Grading (4.19); Supplementary Instructional Methods (4.19); Course Outcomes (3.75); Student Effort and Involvement (3.73); Course Difficulty (3.35); Workload (3.12); and Pace (3.21); and Overall Evaluation (3.96). The total number of course-sections surveyed was 97.

For assessment objective #3, help students learn more effectively and succeed, the School uses the National Survey of Student Engagement (NSSE). This survey instrument is designed to assess the extent to which students engage in educationally effective activities. The survey items represent research-based “best practices” in undergraduate education. The survey provides five (5) benchmarks for comparisons to national norms. These benchmarks and their rationale are briefly described here:

- 1) **Level of academic challenge.** Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high levels of student achievement by setting high expectations for student performance.
- 2) **Active and collaborative learning.** Students learn more when they are intensely involved in the education and are asked to think about and apply what they are learning in different settings. Collaborating with others in solving problems or mastering difficult material prepares student to cope with unscripted problems.
- 3) **Student-faculty interaction.** Students learn firsthand how experts think about and solve problems by interacting with faculty. Their teachers are role models, mentor, and guides for lifelong learning.
- 4) **Enriching educational experiences.** Learning opportunities inside and outside the classroom augment the academic program. Experiencing diversity teaches students valuable things about themselves and other cultures. Internships, community service and senior capstone courses provide students with opportunities to synthesize, integrate, and apply their knowledge making the learning more meaningful.
- 5) **Supportive campus environment.** Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relations among different groups on campus.

The survey was distributed in spring 2006 to all freshmen and seniors via email. Responses were received from 355 first-year students and 314 seniors for the University. This represents a 36% response rate. Of these responses, 104

where Business students, 51 first-year students, 52 seniors, and 1 "other". The summary of these data are presented in Table I.

The benchmark data presented below reflect responses from 131,256 first-year and 128,727 senior students randomly sampled from 523 four-year colleges and universities in the U.S. These results demonstrate that the first year students and seniors within the School of Business are above the national benchmarks for nearly all of the scales with one meaningful exception: first year students and seniors' perception of Academic Challenge fell just below the two national benchmarks medians. Overall these results are positive and demonstrate that Business students are engaged in educationally effective activities. The results support the School's use of "best practices" in undergraduate education.

TABLE I

2006 NSSE Benchmarks
(Scores Rounded to Nearest Whole Number)

Scale:	NSU School of Business		NSSE 2006		Baccalaureate Colleges-Diverse Fields	
	FY Students	Seniors	FY Students	Seniors	FY Students	Seniors
Academic Challenge	48	54	52	56	51	56
Active and Collaborative Learning	45	60	38	48	43	52
Student-Faculty Interaction	40	47	28	39	33	39
Enriching Educational Experiences	30	39	25	39	23	39
Supporting Campus Environment	59	61	58	56	61	61

Objective #4 was to determine the students' level of satisfaction with the academic program. The results from the NSSE spring 2006 survey are shown in Table II below. We interpret these findings to be overwhelmingly positive. Over seventy percent (71.2%) reported that the quality of advising they received is “good” to “excellent”. Over eighty percent (80.8%) evaluated their entire experience at the Business School of NSU to be “good” to “excellent”. When asked if they would do it over again at the same institution, over seventy percent (73.1%) reported they would.

TABLE II

Student Level of Satisfaction with Program Quality

Item Description				
Quality of Academic Advising	Poor: 11.5%	Fair: 17.3%	Good: 50.0%	Excellent: 21.2%
Overall Educational Experience	Poor: 3.8%	Fair: 15.4%	Good: 57.7%	Excellent: 23.1%
Do it All Over at Same School	Definitely No: 7.7%	Probably No: 19.2%	Probably Yes: 34.6%	Definitely Yes: 38.5%

At the end of spring 2007, an exit survey of graduating seniors produced 57 responses. The final question on the survey was an open-ended question asking for comments and suggestions. Of the six (6) responses to this item, four (4) were indicative of satisfaction with the program. An alumni survey was also distributed via email, and twenty (20) replies were received. The final question on the survey

asked for comments regarding their experience in the School of Business. Of the nineteen (19) responses to this item, twelve (12) expressed upbeat perceptions of the experience, and seven (7) expressed the desire for various improvements.

Objective #5 was to determine employers' level of satisfaction with students' performance. Based on the registration and surveys collected from the Spring 2006, Fall 2006 and Spring 2007 career fairs, 125 employers have participated in two or more of the career fairs, and 61% of the employers have returned to NSU to recruit during career fairs. Also, based on the surveys collected during the Spring 2007 career fair, 76% of the employers are planning on returning to NSU to recruit our highly talented and motivated students; and, 81% of the employers surveyed rate the NSU career fair as excellent or very good. NSU graduates are employed by many Fortune 500 companies such as: AT & T, Bank of America, BB&T, Coca-Cola, Enterprise Rent-A-Car, ESPN, Federated Department Stores, GE (Engineering Division), GEICO, IBM, Goldman Sachs Group, Microsoft, among many others.

Objective #6 was to obtain feedback form stakeholders including alumnus, graduating seniors, and Business Advisory Council members. The spring 2007 alumni survey produced suggestions some of which are: More internship opportunities; offer a CPA preparation course and; increase flexibility in class scheduling. The May 2007 graduating seniors expressed the desire for a graduate program at the School of Business, and articulated the need for additional job fairs. The Advisory Council members usually provide feedback while visiting the School or through email to the Dean. All feedback items will be discussed during fall 2007 meetings. It is a common practice within the School of Business for the

Dean, Associate Dean, Department Chairs, and Committee Chairs to discuss stakeholders' feedback during meetings.

D. Impact of Assessment on Program Offerings:

The feedback from the variety of assessment tools utilized provided guidance for curriculum revision. As result, revised curricula were introduced in fall 2006 for the Accountancy and Business degree programs. The new curricula included the following changes: (1) A new internship course, BUS 300; (2) A new independent study course, BUS 400; (3) A new ethics course, MGT 350; (4) Re-designate one requirement of cultural elective as a free elective and; (5) Re-designate one business elective as a track requirement.

V. FINANCIAL STRATEGIES:

A. School of Business Action Items:

GOAL 1: Support the University's mission to provide an affordable, high—quality education to an ethnically and culturally diverse student population, equipping them with the capability to become productive citizens who continuously contribute to a global and rapidly changing society.

- ACTION ITEM 1.1: Continuously demonstrate commitment to the University's mission in all School activities by embracing and communicating the University's "Code of Ethics," "Guiding Principles and "Spartan Code of Ethics"

- ACTION ITEM 1.2: Continuously support the University's Quality Enhancement Plan (QEP) by creating and implementing policies and procedures which increase and enhance effectiveness and efficiency

GOAL 2: Maintain AACSB International accreditation

- ACTION ITEM 2.1: Evaluate, revise, and update all processes to ensure continued accreditation
- ACTION ITEM 2.2: Ensure continuous improvement philosophy in all activities
- ACTION ITEM 2.3: Ensure lifelong learning philosophy in all activities

GOAL 3: Retain, attract, and develop a qualified, diverse, and creative Faculty and staff capable of creating, implementing and managing academic programs and services that ensure a stimulating, scholarly, and nurturing learning environment

- ACTION ITEM 3.1: Recruit, develop, maintain, and reward high caliber faculty members
- ACTION ITEM 3.2: Invest in faculty development by ensuring that all tenured and tenure-track faculty members attend a minimum of one developmental activity each year
- ACTION ITEM 3.3: Invest in staff development by ensuring that all staff members attend a minimum of one developmental activity each year
- ACTION ITEM 3.4: Increase the number of published referred journal articles each year for the next five years

GOAL 4: Enhance overall student academic and professional success

- ACTION ITEM 4.1: Continue to provide robust and current curricula
- ACTION ITEM 4.2: Develop a focused student recruitment process that continues to involve faculty, and students
- ACTION ITEM 4.3: Increase student graduation rate each year over the next five years
- ACTION ITEM 4.4: Improve written competency test pass rate each year over the next five years
- ACTION ITEM 4.5: Establish Student Resource Center which would include a library and lounge within five years
- ACTION ITEM 4.6: Develop student and faculty internship program to enhance student experiential learning (understanding the “real world”) and keep faculty current.
- ACTION ITEM 4.7: Create peer tutoring and mentoring program
- ACTION ITEM 4.8: Evaluate and revise academic advisement process
- ACTION ITEM 4.9: Enhance student professional development skills by ensuring students participate in various workshops and seminars, e.g., resume writing, presentation skills, etc.
- ACTION ITEM 4.10: Increase online course offerings
- ACTION ITEM 4.11: Increase scholarship base
- ACTION ITEM 4.12: Create student emergency financial need fund

GOAL 5: Increase funding from multiple sources and enhance external relationships and partnering opportunities

- ACTION ITEM 5.1: Increase grant acquisition over the next five years
- ACTION ITEM 5.2: Increase contract acquisition over the next five years
- ACTION ITEM 5.3: Involve alumni and Business Advisory Council in professional development activities, including evaluating and advising student business plans and other student projects
- ACTION ITEM 5.4: Engage the diverse members of the School in Learning, research, and service—build partnerships within NSU, other universities, governmental agencies, and business organizations
- ACTION ITEM 5.5: Engage in collaborative projects with various organizations, e.g., local entrepreneurs, ODU, Hampton University, Empowerment 2010, etc.

B. Anticipated Sources and Timing of Funding:

Table III (page 36) below shows the relationship between strategic plan action items and various sources of funding for the School of Business.

The annual budget is based in part on recommendations from a university-wide budget committee to the executive cabinet whose final decision is executed and communicated to the various schools by the Vice-President of Finance. Table IV below shows the budgets for 2002-2007.

TABLE III**Anticipated Sources and Timing of Funding**

Action Items	School Budget (Annual)	Title III Grant (3Years Cycle)	Equipment Trust (Annual)	Gifts (Annual)	Partnerships (Ad Hoc)
1.1, 1.2	X				
2.1, 2.2, 2.3		X			
3.1, 3.2, 3.3, 3.4	X	X		X	X
3.5		X	X		
4.1, 4.2, 4.3, 4.4, 4.8, 4.9, 4.10	X				
4.5, 4.11, 4.12				X	X
4.6, 4.7					X
5.1, 5.2, 5.3, 5.5					X
5.4	X				X

TABLE IV**School of Business Budgets 2002-2007**

Academic Year (n = # FT Faculty)	Personnel	Operations	Total	Gifts
2002-2003 (n = 27)	\$3,436,923	\$125,201	\$3,562,133	Data not Available
2003-2004 (n = 24)	\$3,370,655	\$142,527	\$3,513,182	Data not Available
2004-2005 (n = 23)	\$2,953,931	\$113,067	\$3,066,998	\$136,820
2005-2006 (n = 21)	\$2,750,770	\$114,573	\$2,865,343	\$80,745
2006-2007 (n = 19)	\$2,895,372	\$63,933	\$2,959,305	\$284,860

The Title III Grant is a federal program which helps eligible Institutions of Higher education (IHEs) to become self-sufficient and expand their capacity to serve low-income students by providing funds to improve and strengthen the academic quality, institutional management, and fiscal stability of eligible institutions. Funds may be used for planning, faculty development, and establishing endowment funds. Administrative management, and the development

and improvement of academic programs also are supported. Other projects include joint use of instructional facilities, construction and maintenance, and student services. The average award per institution was \$360,000 in 2005. The School of Business benefited from the Title III grant for the period 2002-2005. In 2002-2003, funds were used to renovate and equip classrooms. In 2003-2004, funds were used for faculty and staff development. In 2004-2005, funds were used for faculty and student development related to AACSB accreditation.

Equipment Trust Fund is funded by the commonwealth of Virginia, and established to provide instructional equipment for state institutions of higher education. Institutions do not actually receive the funds, but submit equipment invoices to the Virginia College Building Authority (VCBA). With the help of these funds the School of Business obtained laptop computers for the faculty, computer-based classroom technology, and requested security monitors.

In September 2005, NSU celebrated its 70th anniversary and announced “The Campaign for NSU: Initiatives for the Future”. This is the first comprehensive fund-raising campaign in the University’s history. These funds (see Table IV, “Gifts”) are used for scholarships, support for various initiatives, and for discretionary funds.

Through partnerships with various local businesses and corporations, student scholarships were funded. For example, State Farm, GEICO, Bank of America, Disney, among many others have provided scholarships.

Combined, these financial resources provided a sufficient level of support to enable the School to fulfill its mission and ensure continuous improvement.

Also, the Business School is now a member of the Virginia Coastal Energy Resources Consortium (VCERC), which is a partnership between Virginia Colleges and Universities with industry partners. As of July 1, 2007 the School of Business was allocated \$75,000 to support two (2) faculty members during the academic year 2007-2008 to conduct economic impact analysis and to create a human resource development plan.

VI. TABLES:

A. Faculty Sufficiency:

Table V (page 41) is a “Summary of Faculty Sufficiency Using Student Credit Hours” for academic year 2006-2007. The data in this table show that both departments exceed the minimum requirement for participating faculty of 60%, with 83.5% for Accountancy, Finance, & Information Management, and 87.7% for Management, Marketing & Entrepreneurship. The sufficiency ratio for the School of Business as a whole is 85.3% which exceeds the minimum requirement of 75%. There were thirty-two (32) faculty members including those tenured, on tenure-track, and adjunct who taught for the degree programs in Accountancy and Business.

B. Faculty Qualification:

Table VI (page 42) presents “Calculations Relative to Deployment of Qualified Faculty” for 2002-2007. The data in this table show that both departments exceed the minimum requirement for academically qualified (AQ) faculty of 50%, with 84.6% for Accountancy, Finance, & Information

Management (AFIM), and 100% for Management, Marketing & Entrepreneurship (MME). The 90% requirement for the “AQ + PQ” qualification ratio was not met by the AFIM department (84.6%), while the MME department exceeded it (100%). The “AQ + PQ” ratio for the School of Business as a whole is 89.7% which is .3% short of the 90% standard. In the AFIM department, two (2) members fell in the “Others” category due a lack of peer-review journal articles. These members were asked to produce a faculty development plan that includes the generation of journal articles, and they were encouraged to focus on research rather than teaching during the summer.

Table VII and Table VIII summarize qualifications, research and responsibilities of full-time faculty for the School of Business. The research section is defined by three categories, Learning and Pedagogical, Discipline-Based and Contributions to Practice. These three categories are also redefined into Journals, Proceedings with Presentation, and Presentations Only. As the table indicates, the bulk of the intellectual contributions are in the “Contributions to Practice” (CP) category with 101 citations. This number far exceeds the 59 “Discipline-Based” (DB), and 54 “Learning and Pedagogical” (LP) citations. (Note: IC’s with more than one author from the School results in multiple counts for the same research item). More importantly, this table shows that 70% of the full-time faculty contributed to the LP category, 70% to the DB category, and 85% to the CP category. This distribution of research across the three categories is consistent with the mission of the School. The School’s primary objective is to “*prepare students for careers...*” This type of research contributes directly to this end. Finally, this is an

appropriate distribution of research across the three categories given that we are an undergraduate School with a primary focus on career preparation.

Table IX-A, Table IX-B, and Table IX-C show a single count for each research item produced. This represents a conservative perspective of the School's research productivity. The data reveals that over the last five years, the Business faculty generated a total of 156 research items: 36 (23%) refereed journal articles, 53 (34%) conference proceedings, and 67 (43%) presentations only. Starting fall 2007, to help shift faculty research efforts to printed materials, the School will not support travel to conferences for presentations without a published proceedings.

TABLE V
AACSB Standard 9: Summary of Faculty Sufficiency Using Student Credit Hours
Date Range: August 16, 2006 - May 30, 2007

Name	Participating or Supporting (P or S)	Amount of teaching if P (blank if S)	Amount of teaching if S (blank if P)	
Accountancy, Finance, & Information Management				
Jean-Marie Banatte	P	336.0 sch		
Moncef Belhadjali	P	102.0 sch		
Jim Chen	P	246.0 sch		
Desta Damtew	P	426.0 sch		
Willard Davenport	S		240.0 sch	
V. Reddy Dondeti	P	690.0 sch		
Jan Felton	P	549.0 sch		
John Kamiru	P	801.0 sch		
Johnnie Mapp	P	486.0 sch		
Carl McGowan	P	471.0 sch		
Bidhu Mohanty	P	480.0 sch		
Evette Richardson	S		531.0 sch	
Ruth Schepper	S		348.0 sch	
Macki Sissoko	P	810.0 sch		
Josephine Stanley-Brown	P	534.0 sch		
John Wilson	S		150.0 sch	
Enrique Zapatero	P	411.0 sch		
Wold Zemedkun	P	300.0 sch		
Willard Pretlow	S		42.0 sch	
Total AFIM		6642.0 sch	1311.0 sch	>= 60% requirement for P for AACSB met (83.5%)
Management, Marketing, & Entrepreneurship				
Sami Abbasi	P	372.0 sch		
Debraca Arrington	S		591.0 sch	
Coletta Bey	P	660.0 sch		
Sidika Colakoglu	P	453.0 sch		
James Corprew	P	780.0 sch		
Melinda Harris	P	273.0 sch		
Rebecca Hochradel	P	288.0 sch		
Denise Makowski	P	678.0 sch		
Bhagaban Panigrahi	P	579.0 sch		
Paulette Polley-Edmunds	P	372.0 sch		
Gary Whaley	P	3.0 sch		
Delano Wilson	P	786.0 sch		
YeVetta Wilson-Worst	S		147.0 sch	
Total MME		5244.0 sch	738.0 sch	>= 60% requirement for P for AACSB met (87.7%)
Grand Total		11886.0 sch	2049.0 sch	>= 75% requirement for P for AACSB met (85.3%)

TABLE VI
AACSB Standard 10: Calculations Relative to Deployment of Qualified Faculty
Date Range: January 1, 2002 - May 19, 2007

Name	Qualification	AQ Faculty - % of time devoted to mission	PQ Faculty - % of time devoted to mission	Other Faculty - % of time devoted to mission	Qualification Ratios
Accountancy, Finance, & Information Management					
Jean-Marie Banatte	O			100.0	
Moncef Belhadjali	AQ	100.0			
Jim Chen	AQ	100.0			
Desta Damtew	O			100.0	
V. Reddy Dondeti	AQ	100.0			
John Kamiru	AQ	100.0			
Johnnie Mapp	AQ	100.0			
Carl McGowan	AQ	100.0			
Bidhu Mohanty	AQ	100.0			
Macki Sissoko	AQ	100.0			
Josephine Stanley-Brown	AQ	100.0			
Enrique Zapatero	AQ	100.0			
Wold Zemedkun	AQ	100.0			
Total Accountancy, Finance, & Information Management		1100 (84.6%)	0 (0.0%)	200 (15.4%)	<div style="background-color: #e0ffe0; padding: 2px;"> >= 50% requirement for AQ for AACSB met (84.6%) </div> <div style="background-color: #ffe0e0; padding: 2px;"> >= 90% requirement for AQ + PQ for AACSB not met (84.6%) </div>
				Continued	Next Page

Name	Qualification	AQ Faculty - % of time devoted to mission	PQ Faculty - % of time devoted to mission	Other Faculty - % of time devoted to mission	Qualification Ratios
Management, Marketing, & Entrepreneurship					
Sami Abbasi	AQ	100.0			
Sidika Colakoglu	AQ	100.0			
Melinda Harris	AQ	100.0			
Rebecca Hochradel	AQ	50.0			
Bhagaban Panigrahi	AQ	100.0			
Paulette Polley-Edmunds	AQ	100.0			
Gary Whaley	AQ	100.0			
Total Management, Marketing, & Entrepreneurship		650 (100.0%)	0 (0.0%)	0 (0.0%)	>= 50% requirement for AQ for AACSB met (100.0%) >= 90% requirement for AQ + PQ for AACSB met (100.0%)
Grand Total		1750 (89.7%)	0 (0.0%)	200 (10.3%)	>= 50% requirement for AQ for AACSB met (89.7%) >= 90% requirement for AQ + PQ for AACSB not met (89.7%)

TABLE VII

AACSB Standard 10: Department of Management, Marketing, & Entrepreneurship

Name	Highest Earned Degree & Year	Date of First Appointment to School	Percent of Time Dedicated to the School's Mission	Qualification	Learning & Pedagogical Research			Discipline-Based Scholarship			Contributions to Practice			Normal Professional Responsibilities
					PRJ	PP	PO	PRJ	PP	PO	PRJ	PP	PO	
Abbasi, S	DBA, 1982	1992	100	AQ						1	5	4 ¹	3	RES, SER and UG
Colakoglu, S	Ph D, 2006	2006	100	AQ				1	2 ²	6				ADM, RES, SER and UG
Harris, M	EDM, 2000	1994	100	AQ		1	1	2	1				2	ADM, RES, SER and UG
Hochradel, R	M.S., 1984	2000	50	AQ		1				2		3 ¹	1	RES, SER and UG
Panigrahi, B	Ph D, 1981	1986	100	AQ			1			1	2		1	RES, SER and UG
Polley-Edmunds, P	Ph D, 1992	1996	100	AQ	1	1	4				1	1	3	RES, SER and UG
Whaley, G	Ph D, 1983	1984	100	AQ			1			1	4	5	3	RES, SER and UG

PRJ: Peer-reviewed journal article.

PP: Proceedings with presentation.

PO: Presentation only.

¹ Includes one (1) non-refereed journal article.

² Includes one (1) chapter in a book.

TABLE VIII

AACSB Standard 10: Department of Accountancy, Finance, & Information Management

Name	Highest Earned Degree & Year	Date of First Appointment to School	Percent of Time Dedicated to the School's Mission	Qualification	Learning & Pedagogical Research			Discipline-Based Scholarship			Contributions to Practice			Normal Professional Responsibilities
					PRJ	PP	PO	PRJ	PP	PO	PRJ	PP	PO	
Banatte, J-M	Ph D, 1977	1983	100	Other		2	3		1					RES, SER and UG
Belhadjali, M	Ph D, 1989	1989	100	AQ							3	5	4	ADM, RES, SER and UG
Chen, J	Ph D, 1982	1984	100	AQ	1	1	4	2	1		2	2	3	ADM, RES, SER and UG
Damtew, D	Ph D, 1980	1984	100	Other			2			2			1	RES, SER and UG
Dondeti, R.	Ph D, 1986	1989	100	AQ	1			2	1		1	7	1	RES, SER and UG
Kamiru, J	Ph D, 2006	2006	100	AQ								1	2	RES, SER and UG
Mapp, J	Ph D, 1981	1983	100	AQ			9				1 ³			RES, SER and UG
McGowan, C	Ph D, 1980	2005	100	AQ	1	5		8	16	2	1	3	5	RES, SER and UG
Mohanty, C	Ph D, 1982	1992	100	AQ				2	1			4		RES, SER and UG
Sissoko, M	Ph D, 1991	1999	100	AQ	1	1					2	2		RES, SER and UG
Stanley-Brown, J	M.S, 1977	2000	100	AQ	1		1					1	3	RES, SER and UG
Zapatero, E	Ph D, 1994	1995	100	AQ		2	8	1	1					RES, SER and UG
Zemedkun, W	Ph D, 1982	1986	100	AQ				1		1	2		7	RES, SER and UG

³Includes one book.

TABLE IX-A**Journal Articles**

	2002	2003	2004	2005	2006	2007	Total
LP	2	0	2	0	0	0	4
DP	1	2	3	1	3	4	14
CP	4	3	1	2	7	1	18
Total	7	5	6	3	10	5	36

TABLE IX-B**Conference Proceedings (With Presentations)**

	2002	2003	2004	2005	2006	2007	Total
LP	1	1	5	0	3	1	11
DP	3	6	3	2	6	0	20
CP	2	7	1	3	6	3	22
Total	6	14	9	5	15	4	53

TABLE IX-C**Presentations (Only)**

	2002	2003	2004	2005	2006	2007	Total
LP	0	1	5	5	9	2	22
DP	3	4	1	5	2	0	15
CP	5	4	5	8	6	2	30
Total	8	9	11	18	17	4	67

APPENDIX

TABLE 1

School of Business Enrollment for Fall 2002-2006

Fall Semester	Total	Full-Time	Part-Time	In-State	Out-State	Black Male	Other Male	Black Female	Other Female
2002	994	806	188	693	301	410	29	535	20
2003	958	799	159	680	278	396	37	498	27
2004	904	782	122	650	254	387	35	450	32
2005	923	782	141	691	232	413	44	431	35
2006	906	756	150	712	194	405	37	432	32

FIGURE 1

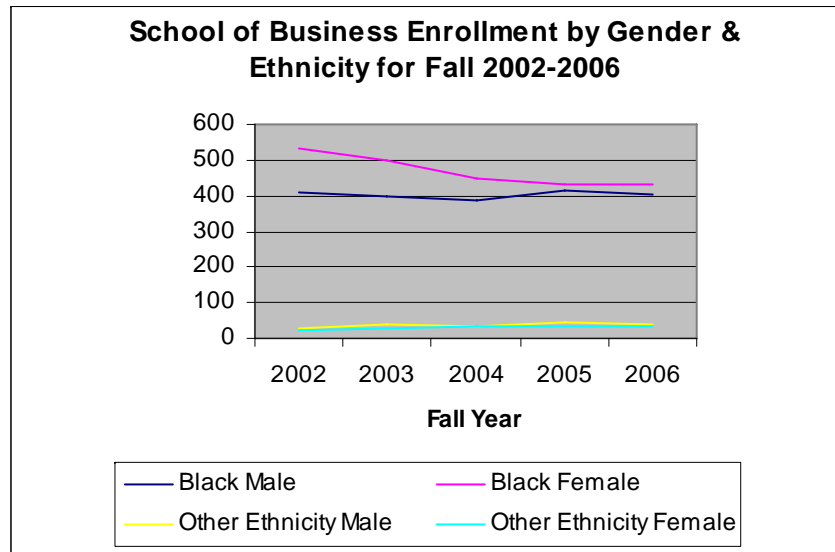


FIGURE 2

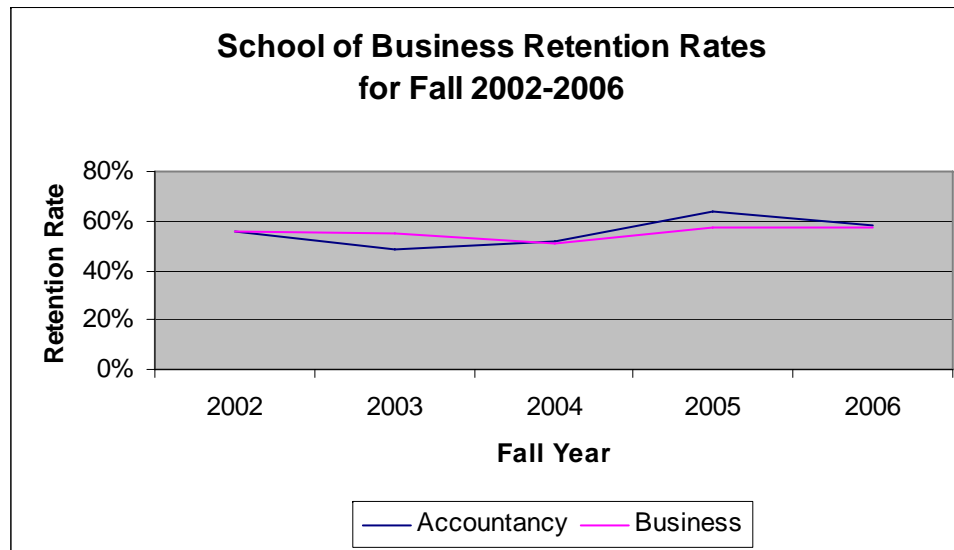


CHART 1

University Approved School of Business Structure (Pre-Fall 2005)

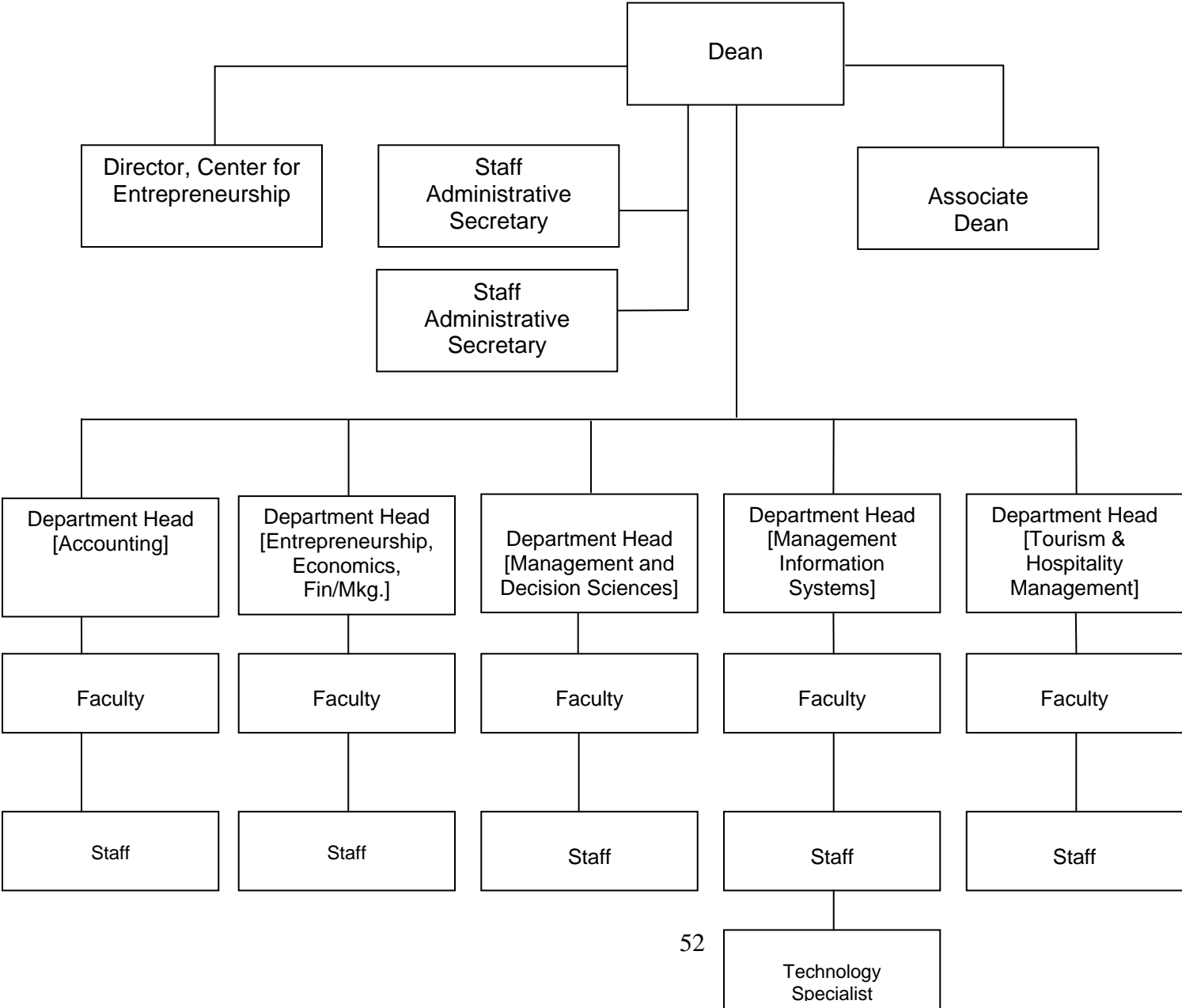
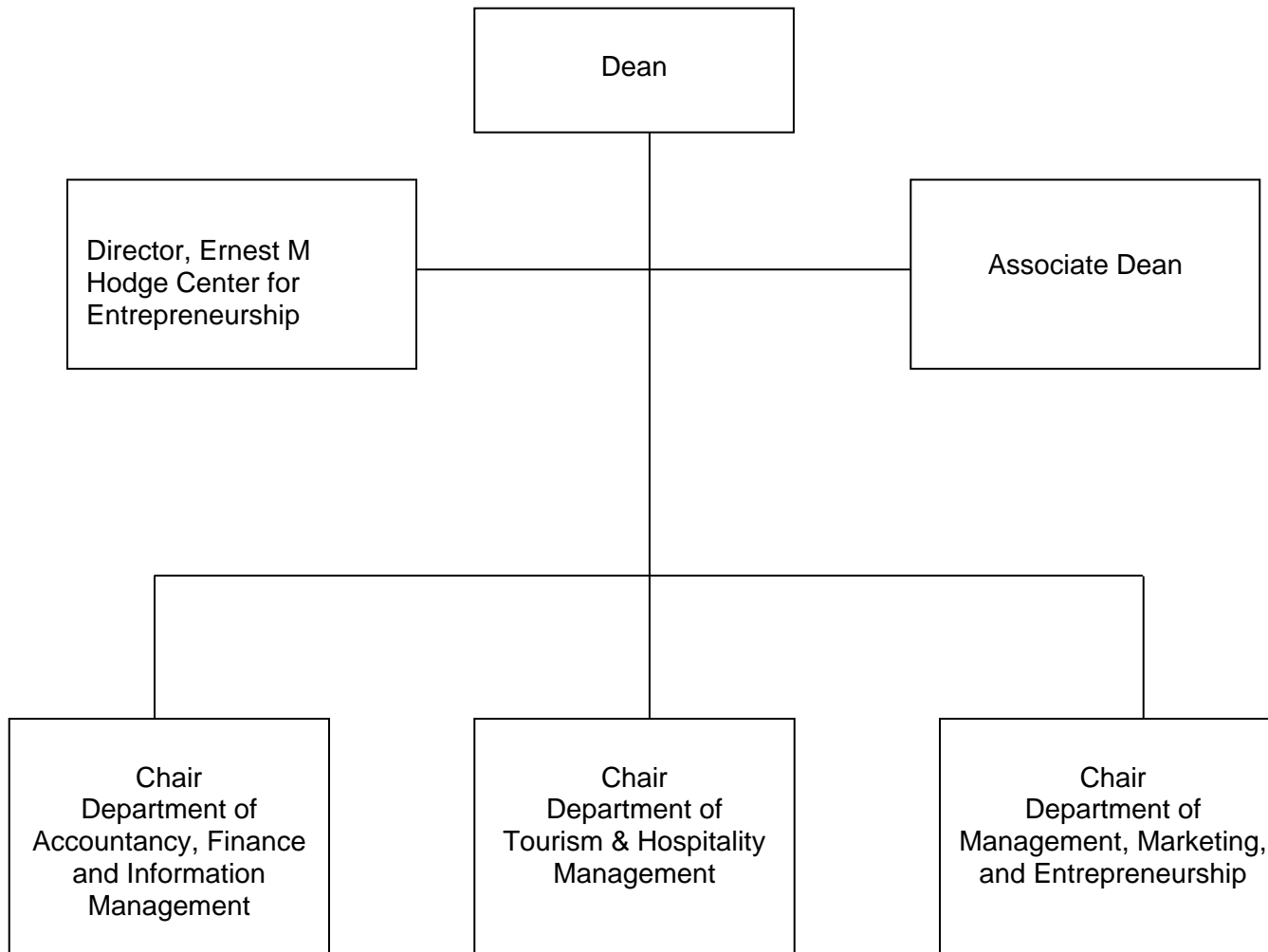


CHART 2

School of Business Current Structure



Matrix 1

COMPETENCIES MATRIX

COMPETENCIES	BUSINESS COURSES									
	ACC	ECN	ENT	FNC	MGT	MIS	MKG	POM	QNT	COM
1. GENERAL ENVIRONMENT (cultural understanding, ethical understanding, and reflective thinking skills)										
(a) Obtain knowledge of man's social, cultural, and institutional development			x		x		x	X		
(b) Develop an understanding of cultural, social, political, economic, and moral differences among nations		x	x		x			X		x
2. SOCIO-POLITICAL/LEGAL ENVIRONMENT (cultural understanding, ethical understanding, reflective thinking skills, and communication abilities)										
(a) Understand and analyze the interrelationships between social/political and business decisions, and the roles of those decisions in the process of evolution of industrial society		x	x		x			X		
(b) Recognize and resolve ethical dilemmas in business decisions	x	x	x	x	x	x	x	X	x	x
(c) Develop awareness about the role of laws in an industrial society		x	x	x	x	x	x	X		
3. BUSINESS AND ECONOMIC ENVIRONMENT (analytic skills, cultural understanding, ethical understanding, reflective thinking skills, and communication abilities)	ACC	ECN	ENT	FNC	MGT	MIS	MKG	POM	QNT	COM
(a) Understand and analyze the forces in the economy and their effects on business	x	x	x	x	x	x	x	X		
(b) Understand the relationship between economic policies, economic growth, and business cycles		x	x	x	x					
(c) Understand the interaction among the national economies of different countries		x		x	x		x	X		
(d) Understand social and ethical responsibilities of businesses	x	x	x	x	x	x	x	X	x	x

COMPETENCIES MATRIX (continued)

COMPETENCIES	BUSINESS COURSES									
	ACC	ECN	ENT	FNC	MGT	MIS	MKG	POM	QNT	COM
4. COMMUNICATION ENVIRONMENT (cultural understanding, ethical understanding, reflective thinking skills, and communication)										
(a) Demonstrate writing abilities by producing documents that include letter/memos, business reports, research papers, projects, term papers, essays, and resumes	x	x	x	x	x	x	x	X	x	x
(b) Demonstrate speaking abilities through oral presentations	x		x	x	x	x	x	X		x
(c) Develop, improve, and practice critical thinking that leads to effective communication skills	x	x	x	x	x	x	x	X	x	x
(d) Acquire competence in digital communication	x		x	x	x	x	x	X	x	x
5. DECISION MAKING ENVIRONMENT (analytic skills, ethical understanding, reflective thinking skills, and management-specific knowledge and abilities)	ACC	ECN	ENT	FNC	MGT	MIS	MKG	POM	QNT	COM
(a) Think critically to able to identify problems and rendering a structure to the problem	x	x		x	x	x	x	X	x	
(b) Choose criteria for evaluation and formulation of a problem and develop skills for quantitative and statistical reasoning	x	x		x	x			X	x	
(c) Choose suitable tools for solving/evaluating problems and attain proficiency in the use of various software	x			x	x		x	X	x	

COMPETENCIES MATRIX (continued)

COMPETENCIES	BUSINESS COURSES									
	ACC	ECN	ENT	FNC	MGT	MIS	MKG	POM	QNT	COM
6. BUSINESS FUNCTIONAL ENVIRONMENT (analytic skills, cultural understanding, ethical understanding, reflective thinking skills, communication, and management-specific knowledge and abilities)										
(a) Analyze the driving forces exerted by the market and customers		x	x	x	x	x	x	X		
(c) Understand the importance of resources and their effective use in transforming the inputs into the desired outputs		x	x	x	x			X	x	
(c) Develop the ability to apply the knowledge and know-how to effectively evaluate alternatives	x	x		x	x	x	x	X	x	
(d) Develop expertise to produce suitable financial and accounting reports for decision making purpose	x			x						
(e) Understand and draw judicious conclusions from financial and accounting statements and reports	x			x	x			X		
7. ENTREPRENEURIAL ENVIRONMENT (analytic skills, cultural understanding, ethical understanding, communication, and management-specific knowledge and abilities)	ACC	ECN	ENT	FNC	MGT	MIS	MKG	POM	QNT	COM
(a) Integrate the concepts and principles of entrepreneurship into basic framework of understanding and appreciating the role of an entrepreneur/owner manager as a vital part of society		x	x		x		x	X		
(b) Demonstrate capabilities of giving shape to an idea in both written and oral format	x		x	x	x	x	x	X		
(c) Enhance innovative skills, self-confidence, and take challenges			x		x		x	X		

Matrix 2

Curriculum Mapping Illustration

LEGEND	SEMESTER:	SPRING 2007	ACCOUNTANCY PROGRAM LEARNING GOALS									
	BUSINESS SCHOOL COURSES 1. ACCOUNTANCY DEGREE		1. The use of information in decision-making			2. The design and use of accounting information systems			3. Financial information reporting, including the attestation function			
Outcome Statement			[ii] Level (I, E, R, A)	Demonstration	Outcome Statement	[ii] Level (I, E, R, A)	Demonstration	Outcome Statement	[ii] Level (I, E, R, A)	Demonstration		
<p>[I] OUTCOME STATEMENT: The program outcome is (E) EXPLICITLY or (I) IMPLICITLY stated in the course syllabus as being one of the learning outcomes for this course.</p> <p>[II] LEVEL OF CONTENT DELIVERY: <i>(I) INTRODUCES</i> - Students are not expected to be familiar with the content or skill at the collegiate or graduate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity. <i>(E) EMPHASIZES</i> - Students are expected to possess a basic level of</p>			Principles of Financial Accounting	E	I	X	E	I	X	E	I	X
			Principles of Managerial Accounting	E	I, E	X	E	I, E	X	E	I, E	X
			Intermediate Accounting I	E	E, R	X	E	E, R	X	E	E, R	X
			Intermediate Accounting II	E	E, R	X	E	E, R	X	E	E, R	X
			Intermediate Accounting III	E	E, R	X	E	E, R	X	E	E, R	X
			Federal Income Tax I	E	E, R, A	X	E	E, R, A	X	E	E, R, A	X

<p>knowledge and familiarity with the content or skills at the collegiate or graduate level. Instruction and learning activities concentrate on enhancing and strengthening knowledge, skills, and expanding complexity. (R) REINFORCES - Students are expected to possess a strong foundation in the knowledge, skill, or competency at the collegiate or graduate level. Instructional and learning activities continue to build upon previous competencies and increased complexity. (A) APPLIES - Students are expected to possess an advanced level of knowledge, skill, or competency at the collegiate or graduate level.</p>	Federal Income Tax II	E	E, R, A	X	E	E, R, A	X	E	E, R, A	X
	Accounting Systems	E	R, A	X	E	R, A	X	E	E, R, A	X
	Financial Statement Analysis	E	R, A	X	E	E, R	X	E	E, R, A	X
	Cost Accounting	E	R, A	X	E	R, A	X	E	R, A	X
	Auditing	E	R, A	X	E	R, A	X	E	R, A	X

<p>Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple levels of complexity.</p> <p>[III] DEMONSTRATION OF LEARNING:</p> <p>(X) Students are asked to demonstrate their learning on the outcome through homework, projects, tests, etc. and are provided formal feedback.</p>										
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