

NEUMANN UNIVERSITY

DIVISION OF BUSINESS AND INFORMATION MANAGEMENT



Association of Collegiate Business Schools and Programs (ACBSP)

Quality Assurance Report

September 2012

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Association of Collegiate Business Schools and Programs (ACBSP)
Quality Assurance Report

Q1- We have submitted our report as an attachment to reports@acbsp.org with all the requested information

Q2- Institution Name: *Neumann University* **Date:** *18 September 2012*
Address: *One Neumann Drive, Aston, PA 19014*

Q3- Year Accredited: *2005* **This Report Covers:** *August 2010- August 2012*

Q4- List All Accredited Programs:

Bachelor of Science in the following Majors: Accounting, International Business, Management, Marketing and Computer Information Management.

Q5- List All Business Programs not Accredited:

B.S. in Sport Management, M.S. in Sport Management. Both degrees are approved by accredited organizations.

Q6- List All Campuses that a Student Can Earn a Business Degree from Your Institution:

A solo Campus in Aston, Pennsylvania provides all the business degree programs.

Q7- Persons Completing Report: *Mehdi Hojjat*

Phone: *610-558-5592*

E-mail address: Hojjatm@Neumann.edu

ACBSP Champion Name: *Janet Massey*

ACBSP Co-Champion Name: *Arde Shahmaei*

Q8- Conditions or Notes to Be Addressed:

There are no notes or conditions.

Q9 – Providing Reliable Information to the Public:

Neumann University publishes for public viewing the following on its website (www.neumann.edu)

Major Field Assessment Test results for its business program

ACBSP Quality Assurance Reports which detail assessment data including employer and graduate survey data

Students' achievements and success stories

Further elaborated on dissemination of information to the Public can be found in Standard # 6.

Standard #1 Leadership

Organization

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

In fall 2011, a new full-time faculty who is doctorally-qualified was hired in the area of Computer Information Management.

The Administration has given the Business Division a line-item in its budget to hire another full-time faculty in the area of accounting.

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

Division of Business and Information Management operates only from the main campus in Aston, Pennsylvania. No new sites have been added since our last report in 2010.

Standard #2

Strategic Planning

Curriculum

- Write curriculum proposal for MS Fraud Prevention/Forensic Accounting.
- Implement the recommendations stemming from the CIM team meetings held in summer 2012 to update and improve the CIM curriculum.
- Investigate the creation of new minor in non-profit accounting.
- Develop new course *Introduction to Business* (BUS 190) to enhance new core curriculum.
- Create at least one new hybrid course in business discipline.
- Investigate feasibility of accelerated business evening program.

Assessment

- Complete a program review for accounting program, marketing program and international business program.
- Integrate service learning experience into the business curriculum.
- Develop a common syllabus for the co operative education experience.
- Further develop the learning outcomes linked to each major.

Students

- Plan two business related activities for students in the business INT classes
- Implement policy that only business faculty will teach the business freshman INT class.
- Hold annual business event and invite all schools.
- Plan meeting for all undecided students to explore opportunities in Business Division
- Plan special division meeting to discuss a plan to Integrate Franciscan materials into curriculum to engage students and to create a dynamic engagement across the business curriculum
- Construct new Seminar room to provide students with opportunity for small group meetings
- Re-institute the mentor program on a voluntary basis with less paperwork
- Continue the visits to classrooms to obtain student feedback
- Continue monthly meetings of Dean's student council
- Update "One Sheets" distributed to prospective students which are outdated.
- Get students integrated into their majors earlier

Faculty

- Establish search committee for new faculty position in Accounting
- Establish relationships with trade schools and possible partnership with high schools to increase enrollment.
- Accompany admission to career development fairs at high schools.
- Develop a Business Department Website with Faculty Bio, pictures, links etc.

Business Advisory Council

- Carefully review list of members allowing for non participants to be deleted from list
- Devise and distribute a survey to current members to allow for improvements.
- Plan and schedule panel discussions in each discipline
- Increase membership
- Revise meeting time, place and structure to encourage better attendance and involvement

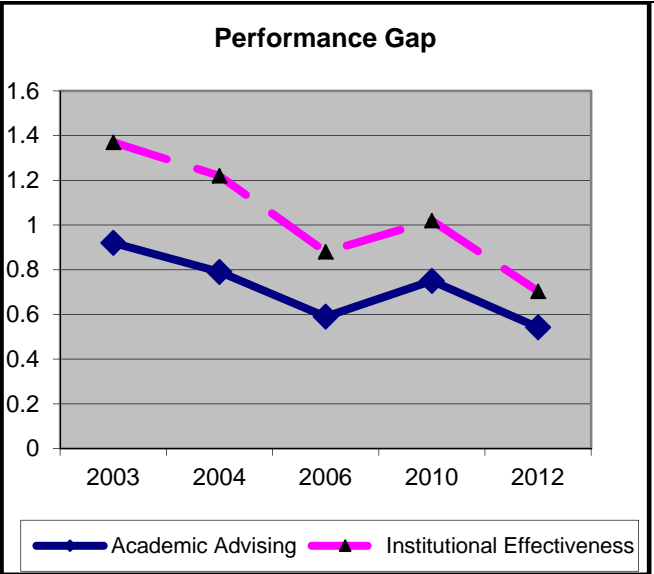
Standard #3

Student and Stakeholder Focus

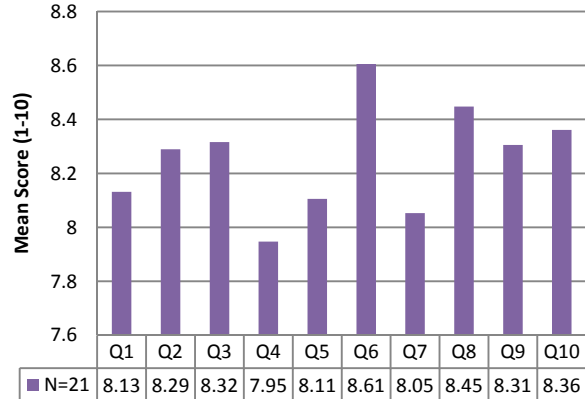
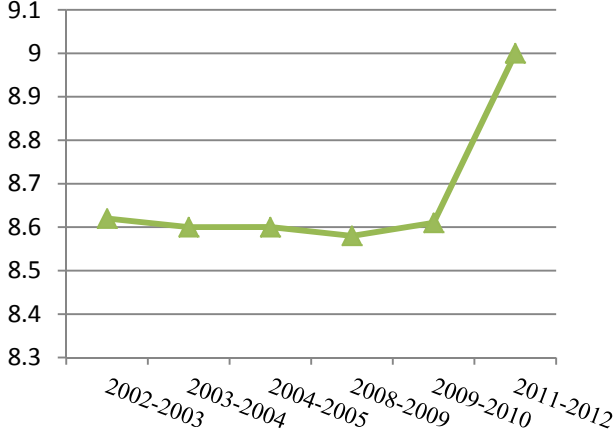
Table 3.1 - Student and Stakeholder-Focused Results

Performance Measure	Description of Instrument	Current Results	Analysis Of the Results	Results of Action Taken	Graphs & Trends																								
<p>A</p> <p>Improvement in the students' satisfaction in:</p> <p>“Academic Advising”</p> <p>&</p> <p>“Institutional Effectiveness “</p>	<p>Student Satisfaction Survey</p> <p>External Formative & Comparative</p>	<p>In both areas, we have experienced improvement from 2006 to 2010 and from 2010 to 2012.</p>	<p>Analysis:</p> <p>The gap between the “importance” and “Satisfaction” which was widened in 2010 has been narrowed in 2012.</p> <p>Action taken:</p> <p>Organizing students' gatherings such as Acceptance to Major,</p> <p>Establishing student clubs,</p> <p>Offering more Mgt electives,</p> <p>Offering hybrid courses</p> <p>Full-time faculty teaching Freshmen Experience courses</p>	<p>Improvement in students satisfaction</p> <p>&</p> <p>The gap between satisfaction and perception of importance has narrowed the most since 2003.</p>	<p>Instructional Effectiveness -Satisfaction Score (1-7)</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Satisfaction Score</th> </tr> </thead> <tbody> <tr> <td>2003</td> <td>4.92</td> </tr> <tr> <td>2004</td> <td>5.18</td> </tr> <tr> <td>2006</td> <td>4.88</td> </tr> <tr> <td>2010</td> <td>5.08</td> </tr> <tr> <td>2012</td> <td>5.18</td> </tr> </tbody> </table> <p>Academic Advising (1-7)</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Importance</th> <th>Satisfaction Score</th> </tr> </thead> <tbody> <tr> <td>2006</td> <td>6.0</td> <td>5.3</td> </tr> <tr> <td>2010</td> <td>6.2</td> <td>5.4</td> </tr> <tr> <td>2012</td> <td>6.0</td> <td>5.1</td> </tr> </tbody> </table>	Year	Satisfaction Score	2003	4.92	2004	5.18	2006	4.88	2010	5.08	2012	5.18	Year	Importance	Satisfaction Score	2006	6.0	5.3	2010	6.2	5.4	2012	6.0	5.1
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<p>B Preparing more than 75% of students for full-time careers in business</p> <p>(75% is the benchmark from 2003 survey)</p>	<p>Alumni Survey</p> <p>Internal Summative Comparative</p>	<p>The survey has meet the goal in all four out of four years</p>	<p>Analysis:</p> <p>According to the latest survey, Neumann University prepared its students for their careers.</p> <p>This was a great improvement after a poor rating in 2009, due to the adverse economic conditions.</p> <p>We also received our best rating for helping students to clarify their career goals upon graduation.</p> <p>Action taken:</p> <p>SAP, guest speakers, and resume-enhancing components in courses</p> <p>Annual Business Exchange Dinner provides networking opportunities between senior students and alumni.</p>	<p>Students' employability has increased</p>	<div data-bbox="1354 251 1984 609"> <p>Employment after Graduation</p> <table border="1"> <caption>Employment after Graduation Data</caption> <thead> <tr> <th>Year</th> <th>Employed (Full-time)</th> <th>Employed (Part-time)</th> <th>Not employed</th> </tr> </thead> <tbody> <tr> <td>2003</td> <td>75%</td> <td>16%</td> <td>9%</td> </tr> <tr> <td>2006</td> <td>86%</td> <td>3%</td> <td>11%</td> </tr> <tr> <td>2007</td> <td>89.9%</td> <td>0%</td> <td>10.1%</td> </tr> <tr> <td>2008</td> <td>100.0%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>2009</td> <td>75.0%</td> <td>10%</td> <td>15%</td> </tr> <tr> <td>2010</td> <td>75.0%</td> <td>4%</td> <td>21%</td> </tr> </tbody> </table> </div> <div data-bbox="1354 625 1984 982"> <p>Did NU Prepare You for Your Career?</p> <table border="1"> <caption>Did NU Prepare You for Your Career? Data</caption> <thead> <tr> <th>Year</th> <th>Excellent</th> <th>Good</th> <th>Fair</th> <th>Poor</th> </tr> </thead> <tbody> <tr> <td>2006</td> <td>61%</td> <td>26%</td> <td>0%</td> <td>13%</td> </tr> <tr> <td>2007</td> <td>50%</td> <td>39%</td> <td>6%</td> <td>4%</td> </tr> <tr> <td>2008</td> <td>18%</td> <td>16%</td> <td>56%</td> <td>10%</td> </tr> <tr> <td>2009</td> <td>8%</td> <td>28%</td> <td>24%</td> <td>41%</td> </tr> <tr> <td>2010</td> <td>27%</td> <td>59%</td> <td>14%</td> <td>5%</td> </tr> </tbody> </table> </div> <div data-bbox="1354 998 1984 1356"> <p>Clarity of Career Goal Upon Graduation</p> <table border="1"> <caption>Clarity of Career Goal Upon Graduation Data</caption> <thead> <tr> <th>Year</th> <th>Well defined</th> <th>Vague</th> <th>Unclear</th> </tr> </thead> <tbody> <tr> <td>2006</td> <td>49%</td> <td>45%</td> <td>6%</td> </tr> <tr> <td>2007</td> <td>68.0%</td> <td>24%</td> <td>8%</td> </tr> <tr> <td>2008</td> <td>61.5%</td> <td>31%</td> <td>7%</td> </tr> <tr> <td>2009</td> <td>68.0%</td> <td>17%</td> <td>15%</td> </tr> <tr> <td>2010</td> <td>72.7%</td> <td>18%</td> <td>9%</td> </tr> </tbody> </table> </div>	Year	Employed (Full-time)	Employed (Part-time)	Not employed	2003	75%	16%	9%	2006	86%	3%	11%	2007	89.9%	0%	10.1%	2008	100.0%	0%	0%	2009	75.0%	10%	15%	2010	75.0%	4%	21%	Year	Excellent	Good	Fair	Poor	2006	61%	26%	0%	13%	2007	50%	39%	6%	4%	2008	18%	16%	56%	10%	2009	8%	28%	24%	41%	2010	27%	59%	14%	5%	Year	Well defined	Vague	Unclear	2006	49%	45%	6%	2007	68.0%	24%	8%	2008	61.5%	31%	7%	2009	68.0%	17%	15%	2010	72.7%	18%	9%
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<p>C Receiving at-least 8 out of 10 In the overall co-op performance</p>	<p>Co-op Evaluations sent by the Career Office and completed by the student's supervisor</p> <p>Internal Summative Comparative</p>	<p>The survey measures:</p> <table border="1" data-bbox="491 305 726 727"> <tr><td>Q1 - Organization</td></tr> <tr><td>Q2- Quality of work</td></tr> <tr><td>Q3 – Time mgt.</td></tr> <tr><td>Q4 – Oral communication</td></tr> <tr><td>Q5 - Written Communication</td></tr> <tr><td>Q6 - Responsibility</td></tr> <tr><td>Q7 - Initiative</td></tr> <tr><td>Q8 - Collaboration</td></tr> <tr><td>Q9 – Appearances/Behavior</td></tr> <tr><td>Q10 - Improvement</td></tr> </table>	Q1 - Organization	Q2- Quality of work	Q3 – Time mgt.	Q4 – Oral communication	Q5 - Written Communication	Q6 - Responsibility	Q7 - Initiative	Q8 - Collaboration	Q9 – Appearances/Behavior	Q10 - Improvement	<p>Analysis:</p> <p>These improvements are shown in both overall performance of our students in their internship programs and the individual rubrics of the co-op assessment.</p> <p>Except for “<i>Q4- Oral Communication</i>”, all other rubrics were above our threshold of 8.</p> <p>Action Taken:</p> <p>We standardized the co-op syllabus and added academic components to its contents.</p>	<p>As stated in 2010 report, further improvement was expected due to the recent actions.</p>	<div data-bbox="1352 277 1990 764"> <p>Co-op Evaluations 2011-2012</p>  <table border="1" data-bbox="1381 678 1961 743"> <thead> <tr> <th>Category</th> <th>Mean Score</th> </tr> </thead> <tbody> <tr><td>Q1</td><td>8.13</td></tr> <tr><td>Q2</td><td>8.29</td></tr> <tr><td>Q3</td><td>8.32</td></tr> <tr><td>Q4</td><td>7.95</td></tr> <tr><td>Q5</td><td>8.11</td></tr> <tr><td>Q6</td><td>8.61</td></tr> <tr><td>Q7</td><td>8.05</td></tr> <tr><td>Q8</td><td>8.45</td></tr> <tr><td>Q9</td><td>8.31</td></tr> <tr><td>Q10</td><td>8.36</td></tr> </tbody> </table> </div> <div data-bbox="1352 786 1990 1349"> <p>Overall Performance Rating by the Employers</p>  <table border="1" data-bbox="1365 894 1976 1328"> <thead> <tr> <th>Year</th> <th>Mean Score</th> </tr> </thead> <tbody> <tr><td>2002-2003</td><td>8.62</td></tr> <tr><td>2003-2004</td><td>8.60</td></tr> <tr><td>2004-2005</td><td>8.60</td></tr> <tr><td>2008-2009</td><td>8.58</td></tr> <tr><td>2009-2010</td><td>8.60</td></tr> <tr><td>2011-2012</td><td>9.00</td></tr> </tbody> </table> </div>	Category	Mean Score	Q1	8.13	Q2	8.29	Q3	8.32	Q4	7.95	Q5	8.11	Q6	8.61	Q7	8.05	Q8	8.45	Q9	8.31	Q10	8.36	Year	Mean Score	2002-2003	8.62	2003-2004	8.60	2004-2005	8.60	2008-2009	8.58	2009-2010	8.60	2011-2012	9.00
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Standard #4

Measurement and Analysis of Student Learning and Performance

A. Program Outcomes

During the 2011-12 Academic Year the Business and Information Management Division unified its major programs with Division-wide learning outcomes. These learning outcomes were developed from the business core courses and were aligned with the revised *Neumann University Core Experience* and its requirements. As such, the Division developed nine Division-wide learning outcomes. They then mapped the division and program courses to these learning outcomes and developed a Division Assessment Plan accordingly. Major components of the Assessment Plan were the inclusion of Major Field Test results, the data from the employer evaluation of the required co-op experiences, and the team or individual projects in the senior seminar course assessed to demonstrate competency in the outcomes of the Division. Because of this year long process, the Division of Business Information and Management Division and Programs Assessment Report for 2011-12 follows the revised division outcomes, not the outcomes listed for the individual majors in the 2011-12 catalog. During 2012-13 the Division of Business and Information Management will further refine its learning outcomes specific to its Major Programs and will develop specific assessment for the Majors aligned with these outcomes.

The revised learning outcomes for the Division are listed below. They reference the competencies of knowledge, skill, and values and expected outcomes for all students in the Division. The mapping which follows is that of all required courses for the division: the business program core courses. The Division has also developed the learning outcomes of each major that are published in the University catalogue and are being sequentially assessed by the faculty members who are in charge of that major.

Learning Outcomes of the Division of Business and Information Management

To evaluate the effectiveness of the program outcomes, rubrics were developed that were derived from Neumann's Mission Statements and the Division's goals: *upon successful completion of the undergraduate Business Program (Accounting, Business Administration, Computer and Information Management and International Business), the graduate will:*

1. Use analytical, reflective, and critical reasoning in making decisions. (Measured in ACT 210/211 Financial Statement Project, ECON 201/202: MFT Score)
2. Integrate moral reasoning and Catholic Social Teaching into managerial decision making. (Measured in MGT 200)
3. Be proficient in the technology and skills appropriate to their major field of study. (Measured in MGT 460: MFT)
4. Articulate and apply quantitative models, theories, and fundamental principles in business, international business, and accounting. (Measured in MFT)
5. Participate in activities that improve communities (Measured in Service Learning components in Business courses)
6. Bring career experience through workplace internship into future employment (Measured in Co-op)
7. Have the global awareness necessary to function responsibly in interdependent economies. (Measured in BUS 321 and in MGT 200 group project)
8. Develop teamwork and leadership skills to succeed in a diverse environment. (Measured in MGT 460: Project)
9. Communicate effectively in writing and oral presentations. (Measured in MGT 460: Project)

The following table has been developed to identify most of the rubrics that are used for measuring each of these outcome and the courses in which these outcomes are measured. The frequency of the measurement is reported in the last line. Please note that in order to show the entire Table on one page, two of the learning outcomes were combined.

Table 4.1 – Mapping of the Courses for Assessment

Program Assessment Plan	Student Learning Outcome	Program Outcome 1	Program Outcome 2	Program Outcome 3	Program Outcome 4	Program Outcome 5	Program Outcome 6	Program Outcome 7
		Students use analytical, reflective, and critical reasoning in making decisions.	Integrate moral reasoning and Catholic Social Teaching into managerial decision making.	Students demonstrate proficiency with important technology and skills related to the students' major(s). Students gain the ability to articulate and apply quantitative models, theories, and fundamental principles in business, international business, and accounting.	Students participate in activities that improve our communities and enhance education and career experience.	Students demonstrate global awareness in order to function responsibly in the interdependent economies.	Students develop teamwork and leadership skills to succeed in a diverse environment.	Students demonstrate effective written and oral communication skills.
Area of Development	How do students learn this? In what course(s) and/or co-curricular experience(s)?	In all core Business courses	In all core business courses	I. Core Business Courses II. Assessment Plan for Specific Business Majors.	Each major has a required designated Service Learning ; this course is taken by juniors or seniors. The service learning project is assessed using NU Service Learning Rubric.	Bus 321 - International Business and Trade	The senior seminar includes a group project. This is assessed using a common rubric that examines teamwork skills and competencies.	The capstone project in the senior seminar course is to be presented orally. The presentation will be evaluated according to standards for oral presentations.
	How and in what course do they demonstrate that they've achieved this outcome?	In the Senior Seminar course, by writing reflection papers, analyzing cases, bringing articles for discussion and writing a senior report.	MFT Score on Social and Environment	See Assessment Plan for Each Major.	Service Learning Course by Major Accounting: Business Admin: CIM: International Bus: MGT 320 Marketing: Sport: In Process of Development	Selected questions in Bus 321 - International Business and Trade	Senior Seminar course	The senior seminar includes a group project. This project is presented in the class and a copy is submitted to the company.
Assessment Protocol	How and when do you assess the achievement of all students in your program before they graduate and record the results of your assessment?*	MFTs Given to the students in the Senior Seminar course	MFTs Given to the students in the Senior Seminar course	MFT scores in 8 areas of Accounting, Economics, Finance, Marketing, Management, CIM and International	All students in the Business Division are required to complete a cooperative or internship experience. Employees submit a student rating form on this experience.	Selected questions for this course will be given to Students. Average score of 75 or higher is considered satisfactory	AAC&U VALUE Rubric: Teamwork Evaluation	The senior seminar includes a group project. This is assessed using a common rubric that examines teamwork skills and competencies
	What do you consider satisfactory achievement of this outcome? WHY?	Overall Scores of 140 or above, scores of 45 and above in major discipline areas.	Score of 45 and above for Legal and Social Environment field	Score of 45 or more in the MFT	Overall score of 70 or above in the NU form for employer evaluation of students in Cooperative Experiences.	Average score of 75 or higher is considered satisfactory	Score above 75	Score of 75 and above
Time Frame	Time Frame for Accomplishing the Plan							

Assessment Data

Assessment data includes Student work products from Econ 201/202, MGT 200, and MGT 460 as aligned with Program Learning Outcomes. Several external sources of data are also used to measure the above outcomes; including Major Field Test scores, Cooperative Education evaluations, and Alumni survey.

The following are two samples of assessment of the learning outcome in MGT 460 – Senior Seminar course and Fin 301 – Principles of Finance. Since we have just started measuring these learning outcomes, there is no chart accompanying our analysis.

Example 1: MGT 460 – Senior Seminar (Spring 2012)

The following three instruments are used for the assessment of learning outcomes in the Senior Seminar or Capstone course.

MGT 460- Table A	
Date _____	Topic/Project _____
Student Names _____	
1.	Students demonstrated critical thinking in analyzing the company and its environment: ____
2.	Students apply their skills and knowledge in their fields to articulate the report: ____
3.	The report provided a useful service to the business community: ____
4.	The report was the product of an effective teamwork (leadership and membership)by the students: ____
5.	The report is well-written, researched, and presented (communication/Presentation): _____
Total (0-100) _____	
Areas that the Team can improve:	

MGT 460- Table B: Rubrics for Evaluating Group Projects

Criteria: <i>Possible points:</i>	Mastered (More than 90)	Accomplished (Between 75 and 89)	Developing (Less than 75)
1. Critical Thinking <i>Score:</i>	Effective combination of inside (Company) and outside (Industry) information	Adequate reasoning, main idea partly developed, some combination of information	Poor reasoning, unnecessary information, no combination of information
2. Skill and Knowledge <i>Score:</i>	Extensive use of graphics, statistical tables, comparison, and ranking of alternatives	Adequate graphics, tables and some comparison	No graphics, statistics and poor ranking logic
3. Service <i>Score:</i>	Evidence of correspondence with the Company, interview for SWOT, positive letter of Transmittal from the Company	Some evidence of communication, and interview or letter of transmittal	No communication, no interviews and no letter from the Company
4. Teamwork (from the following page) <i>Score:</i>	Effective Teamwork with solid membership	Some leadership and membership responsibilities	One leader and the rest free riders
5. Oral Communication and Presentation <i>Score:</i>	Fulfill the project outlines and presented it coherently and clearly while keeping the audience engaged and interested, with good use of floor and body language, constant eye contacts and on-time	Completed the project and presented it in the recommended form with confidence, frequent eye contacts	Presented the project without body language and too much reading from the text with no movement, sporadic eye contact and over time
6. Written Report <i>Score:</i>	Wrote the report using graceful language with clarity and fluency, providing references, statistics, reasoning, graphs and interviews	Wrote the report using a clear language with clarity, providing references, graphs and interviews	Wrote the project with some errors and some incomplete sections
Total Score: Project Score= Total/6			

MGT 460- Table C: Rubrics for Evaluating Teamwork during Collaboration in Senior Seminar Project

Report Card for Members of the Student Team

Name of the Project: _____ Date _____

1. Using the scale of 0 (lowest) to 25 (highest), please evaluate your team members for the following four criteria:

Name of the other Team Members	(A) Contribution to the Team: help the Team to move forward by bringing new ideas 0-25	(B) Facilitates the Contribution of Team Members: Engage team members in carrying out the assignments and participating 0-25	(C) Individual Contribution outside of Team Meetings: Proactively help others 0-25	(D) Respond to Conflict: helping to resolve or managing it 0-25	Overall Score: (A+B+C+D) 0-100
1.					
2.					
3.					
Total Score					

2. Which team member has earned your highest level of trust in carrying out the assignments and finishing up the project?

3. Any other Comments?

The following table presents scores of individual senior seminar projects based on the rubrics that developed in the previous pages.

MGT 460- Table D: Assessment Scores for Senior Seminar Projects

2011-2012 Academic Year

	1. Critical Thinking	2. Knowledge and Skills	3. Service	4. Teamwork	5. Oral Communication and Presentation	6. Written Report	Total Score	Average Score
Project 1	90	92	100	100	92	90	564	94.0
Project 2	89	88	84	100	89	87	537	89.5
Project 3	98	94	96	100	98	98	584	97.3
Project 4	77	75	100	98	95	90	535	89.2
Project 5	90	87	98	93	95	92	555	92.5
Project 6	80	83	84	96	87	75	505	84.2
Project 7	70	70	76	91	85	88	480	80.0
Project 8	100	100	100	98	100	95	593	98.8
Project 9	92	86	84	93	89	80	524	87.3
Project 10	84	82	77	90	92	80	505	84.2
Project 11	100	98	80	100	89	93	560	93.3
Project 12	98	96	100	90	96	95	575	95.8
Project 13	93	94	100	99	100	95	581	96.8
Project 14	91	81	83	85	92	96	528	88.0
Project 15	80	96	80	98	96	90	540	90.0
Project 16	92	98	98	80	94	92	554	92.3
Total	1424	1420	1440	1511	1489	1436		
Average	89.0	88.8	90.0	94.4	93.1	89.8		90.8

The following table summarizes these assessments and will be used to establish performance benchmarks for future improvement.

MGT 460- Table E: Average Scores for Rubrics (2011-2012)

Total Number of Projects :		16	
Date of Assessment:		End of Spring Semester, 2012	
Criteria: <i>Possible points:</i>	Mastered (More than 90)	Accomplished (Between 75 and 89)	Developing (Less than 75)
1. Critical Thinking	Effective combination of inside (Company) and outside (Industry) information	Adequate reasoning, main idea partly developed, some combination of information	Poor reasoning, unnecessary information, no combination of information
<i>Score:</i>		89.0	
2. Skill and Knowledge	Extensive use of graphics, statistical tables, comparison, and ranking of alternatives	Adequate graphics, tables and some comparison	No graphics, statistics and poor ranking logic
<i>Score:</i>		88.8	
3. Service	Evidence of correspondence with the Company, interview for SWOT, positive letter of Transmittal from the Company	Some evidence of communication, and interview or letter of transmittal	No communication, no interviews and no letter from the Company
<i>Score:</i>	90.0		
4. Teamwork	Effective Teamwork with solid membership	Some leadership and membership responsibilities	One leader and the rest free riders
<i>Score:</i>	94.4		
5. Oral Communication and Presentation	Fulfill the project outlines and presented it coherently and clearly while keeping the audience engaged and interested	Completed the project and presented it in the recommended form with confidence	Presented the project without body language and too much reading from the text
<i>Score:</i>	93.1		
6. Written Report	Wrote the report using graceful language with clarity and fluency, providing references, statistics, reasoning, graphs and interviews	Wrote the report using a clear language with clarity, providing references, graphs and interviews	Wrote the project with some errors and some incomplete sections
<i>Score:</i>		89.8	

Example 2: Fin 301- Principles of Financial Management (Spring 2012)

1. Student learning outcome studied and the specific goal or objective assessed?

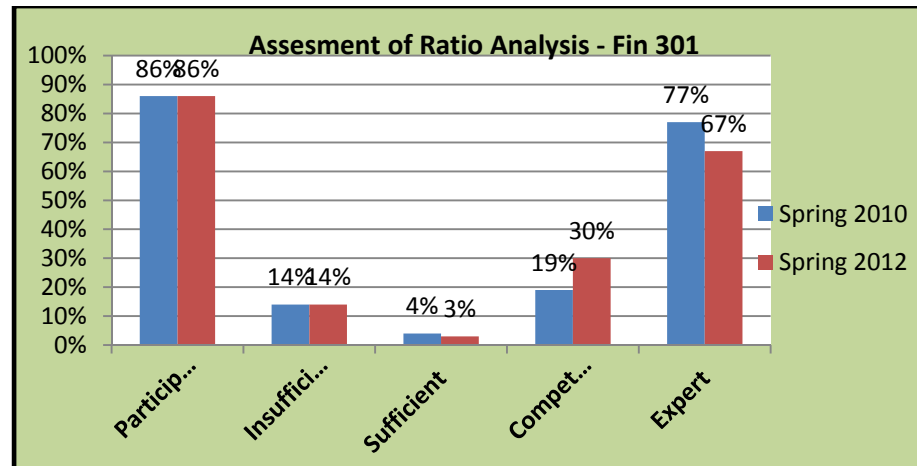
- *Demonstrating the use of metrics and methods for measuring performance of companies*
- *Applying these methods in “assigned problems”*

2. How was performance measured? *By giving students a case*

<i>Tasks Related to the Case:</i>
<i>Step 1- Searching the Internet to locate Financial Statements of the Company</i>
<i>Step 2- Understanding and Calculating Liquidity Ratios</i>
<i>Step 3- Understanding and Calculating Profitability Ratios</i>
<i>Step 4- Understanding and Calculating Financing Ratios</i>
<i>Step 5- Analyzing the Trends in those Ratios</i>
<i>Step 6- Searching Industry Norms for the Same Ratios</i>
<i>Step 7- Comparing and Analyzing the Company’s Ratios with those of the Industry Norms</i>
<i>Step 8- Commenting on the Trends and Industry Comparison</i>

3. Results (Frequency Distribution)

	Participation	Insufficient	Sufficient	Competent	Expert
Definition of performance criteria	<i>Number of students submitted their assignments on time</i>	<i>Completing all 8 steps with less than 70 percent accuracy – Or missing the assignment</i>	<i>Completing all 8 steps with accuracy between 70 and 79 percent</i>	<i>Completing all 8 step with accuracy between 80 and 89 percent</i>	<i>Doing all 8 steps with more than 89 percent accuracy</i>
Spring 2010	26 86%	4 14%	1 4%	5 19%	20 77%
Spring 2012	25 86%	4 14%	1 3%	5 30%	19 67%



4. Overall evaluation/analysis of measure

This assignment enhances students' understanding of the metrics used in credit and investment analysis. Since each student analyzes a different company of her/his own choosing, it creates a sense of ownership and pride for a completed case.

5. Action Plan for Improving the Learning Outcome

I will use the on-line version of the "Financial Studies" for finding the industry norms.

I will give students additional sessions to do the assignment in order to answer any questions that might encounter in reconciling the industry norms with the ratios that they calculate.

To maintain a 100% participation in carrying out this assignment, I will require students to turn in this assignment before taking their first exam.

There are other courses that are being assessed by our faculty such as: BUS-201, BUS-202, MGT 200, MKT 200, ECON- 201, ECON202, and BUS-321. To limit our reports to less than 50 pages, we left out those assessments.

Learning Outcomes by Major

Accounting

Upon completion of this program, the graduate will earn a Bachelor of Science degree with a major in Accounting and will (be prepared to):

1. Use fundamental accounting processes, properly record ordinary business transactions for a corporation, partnership, and sole proprietor, and prepare draft financial statements for these businesses
2. Identify, explain, and apply generally accepted accounting principles (GAAP) and the managerial concepts that impact financial statements
3. Perform accounting functions and applications in both a “manual” and a computerized environment
4. Interpret taxable events and use tax software to prepare federal tax returns.
5. Conduct appropriate analyses to determine financial impacts upon an organization
6. Meet the educational requirements to sit for the Certified Management Accountant (CMA) Examination, and the Certified Internal Auditor (CIA) Examination

Business Administration

Upon completion of this program, the graduate will earn a Bachelor of Science degree with a major in Business Administration and will (be prepared to):

1. Address management challenges using the tools of critical thinking and analysis.
2. Make appropriate business decisions using a company’s data and reports.
3. Implement business theory in an effective manner.
4. Integrate moral reasoning and Franciscan values when assessing corporate responsibility and leadership

Computer and Information Management

Upon completion of this program, the graduate will earn a Bachelor of Science degree with a major in Computer and Information Management and will (be prepared to):

1. Understand and address an organization's information requirements,
2. Identify and evaluate solution and sourcing alternatives,
3. Improve organizational processes,
4. Exploit opportunities created by technology innovations,
5. Demonstrate a thorough knowledge of the processes, system requirements, and risks of data infrastructures to
 - a. Secure data
 - b. Manage and control IT risks

Marketing

Upon completion of this program, the graduate will earn a Bachelor of Science degree with a major in Marketing and will (be prepared to):

1. Understand the role of marketing within the overall economy and the importance of marketing to the success of both for-profit and nonprofit organizations.
2. Understand the steps of a marketing strategy, including the identification of target markets and the development of a marketing plan.
3. Understand the importance of the congruence of the marketing mix with an organization's mission and objectives.
4. Embark on a marketing career in a variety of organizational settings.

International Business

Upon completion of this program, the graduate will earn a Bachelor of Science degree with a major in International Business and will (be prepared to):

1. Apply the technical, interpersonal, and cultural skills necessary to be an effective manager in a variety of organizational environments, including the diverse geographic, cultural, and socioeconomic settings which are characteristic of today's businesses.
2. Demonstrate the importance of a strategic focus for success in today's global business, economic, financial, and social environment.
3. Participate in the experiential overseas component of the program, demonstrate in this program the skills required for effective management in domestic organizations as well as those skills which are needed to compete for a share of the international market

As an example, we elaborate on the method of measuring learning outcomes of International Business Major.

Courses	Outcomes	Assessment	Performance Target	Assessment Frequency
MGT 322 International Management	1	Test Project	70-75%	Semi-annual
Bus 321 International Business and Trade	2	Case Test	70-75%	Annual
MGT 320 Global Business	3,1	Export Planning project Reflection Paper	70-75%	Semi-annual

B. Performance Results

Table 4.2 – Results of Learning Outcome Assessment

Program Outcome 1	Program Outcome 2	Program Outcome 3	Program Outcome 4	Program Outcome 5	Program Outcome 6	Program Outcome 7
Students use analytical, reflective, and critical reasoning in making decisions.	Integrate moral reasoning and Catholic Social Teaching into managerial decision making.	Students demonstrate proficiency with important technology and skills related to the students' major(s). Students gain the ability to articulate and apply quantitative models, theories, and fundamental principles in business, international business, and accounting.	Students participate in activities that improve our communities and enhance education and career experience.	Students demonstrate global awareness in order to function responsibly in the interdependent economies.	Students develop teamwork and leadership skills to succeed in a diverse environment.	Students demonstrate effective written and oral communication skills.
Econ 201 and Econ 202	MGT: 200	in major courses and in business core	service learning	BUS 321	major courses and business core	BUS 350
Econ 201 and Econ 202	They demonstrate knowledge of this outcome in a group paper/presentation that is a part of MGT 200	MGT 460 (senior seminar)	course are being developed in business	BUS 321	MGT 460	MGT 460
MFT (case scenarios where student must make decision when solving cases)	15% of the grade in MGT 200 consists of a stakeholder audit which incorporates key Franciscan values, CSI, and general ethical principles. The paper and presentation are completed near the end of the semester.	MFT in each major	will require a reflection paper		Project rubric	Project rubric
25% of our students score over the National Average	A grade of C in the paper and 14 out of 20 points on the section of the rubric that looks at this component of the paper.	score of 80% of National Average	faculty will assign a rubric to reflection paper		students score above 75	students score above 75
144 (2 points above last years results and 24% above National Average	This past semester 29 students were assessed through this group project. The other section of MGT 200 also did a stakeholder audit but did not use the same rubric as it was in the developmental stages.	MFT results Accounting 89.4% Management 92.3% Marketing 92% International 96% CIM 89.7%	being developed		teamwork score 94.4	oral communication 93.1 written score 89.8
good but could be better	The results did not fully meet expectations. Although only one group received a grade of less than a C on the project, two groups scored only 14 out of 20 on the section where Franciscan values and ethical principles were addressed, while a third scored 12 out of 20. The students did not understand the importance of stewardship and reverence when they considered management's treatment of each stakeholder, nor did they know how to integrate it into a paper as they examined each stakeholder group	Faculty was satisfied with result			satisfied with results	satisfied with results
Faculty need to be acquainted with MFT; a 20 minute refresher in their field will be offered	The importance of stewardship needs to be incorporated into other class topics including organizational culture and leadership. Also the expectation for them to consider whether the leaders of the company are acting as good stewards in their dealings with all stakeholder groups needs to be stressed.					
No	Yes, the rubric will be further developed this summer. Also the adjunct who will be teaching the course will be pooled to get their thoughts.	no			two evaluations will be obtained in the future; instructor evaluation and faculty evaluation	

Outcomes

Table 4.3 outlines the student's performance results. Here is its summary:

ECON 201/202: MFT Score of 144 (2 points above last year's results and 24% of students above National Average)

MGT 200: 15% of the grade in MGT 200 consists of a stakeholder audit which incorporates key Franciscan values, CSJ, and general ethical principles. The paper and presentation are completed near the end of the semester. This past semester 29 students were assessed through this group project. The other section of MGT 200 also did a stakeholder audit but did not use the same rubric as it was in the developmental stages.

MGT 460: MFT by discipline Goal: score of 80% of National Average

- Accounting 89.4%
- Management 92.3%
- Marketing 92%
- International 96%
- CIM 89.7%

MGT 460: PROJECT Goal: Score at 75% or above using rubrics.

- Teamwork score 94.4
- Oral communication score 93.1
- Written score 89.8

Action Taken

ECON 201/202: Faculty need to be acquainted with MFT; a 20 minute refresher in their field will be offered

MGT 200: The rubric will be further developed this summer. Also the adjunct who will be teaching the course will meet to improve rubric

MGT 460: Two assessments will be obtained in the future to measure 5 out of 7 outcomes; instructor evaluation and faculty evaluation

BUS 321: Assessment has been developed for international currency market

ACT 210/211: Rubric to be developed

Table 4.3 – Student Learning Results

Performance Measure	Description of Instrument	Area of Success	Analysis & Actions Taken	Results of Action Taken	Graphs & Trends																																																																						
<p>A</p> <p>Steady improvement of the average MFT score</p>	<p>ETS - Major Field Test for Undergraduate Business Majors</p> <p>During the Senior Seminar courses (for all majors) students take MFT.</p> <p>External & Summative</p>	<p>The goal has been met in three out of the last five years</p>	<p>Analysis: Score improved in 2012.</p> <p>Actions Taken: In order to encourage students to take this test with enthusiasm, we have given 12.5% of the final score to the MFT.</p> <p>Faculty will review their areas of expertise for the graduating seniors taking the test</p>	<p>In coming years, the score should further improve.</p>	<table border="1"> <caption>National and Neumann MFT Scores</caption> <thead> <tr> <th>Year</th> <th>National</th> <th>Neumann</th> </tr> </thead> <tbody> <tr> <td>2008</td> <td>152</td> <td>144</td> </tr> <tr> <td>2009</td> <td>152</td> <td>146</td> </tr> <tr> <td>2010</td> <td>152</td> <td>144</td> </tr> <tr> <td>2011</td> <td>152</td> <td>142</td> </tr> <tr> <td>2012</td> <td>152</td> <td>144</td> </tr> </tbody> </table>	Year	National	Neumann	2008	152	144	2009	152	146	2010	152	144	2011	152	142	2012	152	144																																																				
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<p>B</p> <p>Score of 40 or better in MFT in competency areas:</p> <ul style="list-style-type: none"> Accounting Econ MGT Quant Finance Marketing Legal & Social Information Technology International 	<p>Major Field Test</p> <p>External & Summative</p>	<p>Success in</p> <p>Accounting: 3 out of 5 years Econ: 4 out of 5 Management: 5 out of 5 Quant: 5 out of 5 Finance: 3 out of 5 Marketing: 5 out of 5 Legal & Social: 4 out of 5 Information: 3 out of 5 International: 5 out of 5</p>	<p>Actions Taken: Changes in the curriculum and offering new courses have improved MFT scores in areas of “Marketing” “Management” and “International”.</p> <p>Hiring a full-time accounting faculty is also expected to improve both Acc & Finance scores.</p> <p>Changes in syllabus and learning outcomes of accounting, finance and economic courses are recommended.</p>	<p>Improvement in Information, International, Management Marketing & Quant</p> <p>Improvement in Econ and is lagging,</p> <p>More improvement in accounting will also impact finance score.</p> <p>Finance score is also depressed because not all students take Fin 301. Sport has its own Finance course. In the future this analysis should be done by major as well as for the whole Division.</p>	<table border="1"> <caption>Major Field Test</caption> <thead> <tr> <th>Subject</th> <th>2010-2011 National</th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Acc.</td> <td>44.0</td> <td>44.3</td> <td>38</td> <td>44.5</td> <td>40.38</td> <td>34</td> </tr> <tr> <td>Econ</td> <td>57.3</td> <td>43</td> <td>52</td> <td>40.5</td> <td>45</td> <td>42.8</td> </tr> <tr> <td>Mgt</td> <td>48</td> <td>40</td> <td>47</td> <td>38</td> <td>55.1</td> <td>46</td> </tr> <tr> <td>Quant</td> <td>48</td> <td>37</td> <td>55.7</td> <td>49</td> <td>48.2</td> <td>51</td> </tr> <tr> <td>Finance</td> <td>35</td> <td>52.7</td> <td>49</td> <td>50</td> <td>39</td> <td>52</td> </tr> <tr> <td>Mkt</td> <td>50</td> <td>48</td> <td>52</td> <td>39</td> <td>50</td> <td>52</td> </tr> <tr> <td>Legal&</td> <td>48</td> <td>50</td> <td>52</td> <td>39</td> <td>50</td> <td>52</td> </tr> <tr> <td>Info</td> <td>35</td> <td>52.7</td> <td>49</td> <td>50</td> <td>39</td> <td>52</td> </tr> <tr> <td>Inter</td> <td>50</td> <td>48</td> <td>52</td> <td>39</td> <td>50</td> <td>52</td> </tr> </tbody> </table>	Subject	2010-2011 National	2008	2009	2010	2011	2012	Acc.	44.0	44.3	38	44.5	40.38	34	Econ	57.3	43	52	40.5	45	42.8	Mgt	48	40	47	38	55.1	46	Quant	48	37	55.7	49	48.2	51	Finance	35	52.7	49	50	39	52	Mkt	50	48	52	39	50	52	Legal&	48	50	52	39	50	52	Info	35	52.7	49	50	39	52	Inter	50	48	52	39	50	52
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<p>C</p> <p>Meeting mean scores at 80% of national standards</p>	<p>MFT</p> <p>External & Summative</p>	<p>The goal has been met in 8 out of 9 areas</p>	<p>Analysis:</p> <p>We should focus on improving the following areas (in order of importance): Information Technology, Finance, Accounting, Economics, and Quantitative.</p> <p>Actions Taken:</p> <p>New full-time computer information faculty is hired. Faculty are becoming aware of the MFT importance</p>	<p>Improvement in information is expected in 2013</p>	<table border="1"> <caption>2012 MFT as % of National Score</caption> <thead> <tr> <th>Subject</th> <th>Score (%)</th> </tr> </thead> <tbody> <tr> <td>Acc.</td> <td>82.6%</td> </tr> <tr> <td>Econ</td> <td>86.4%</td> </tr> <tr> <td>Mgt</td> <td>113.0%</td> </tr> <tr> <td>Quant</td> <td>89.4%</td> </tr> <tr> <td>Finance</td> <td>80.9%</td> </tr> <tr> <td>Mkt</td> <td>108.7%</td> </tr> <tr> <td>Legal&</td> <td>116.7%</td> </tr> <tr> <td>Info</td> <td>76.5%</td> </tr> <tr> <td>Inter</td> <td>100.0%</td> </tr> </tbody> </table>	Subject	Score (%)	Acc.	82.6%	Econ	86.4%	Mgt	113.0%	Quant	89.4%	Finance	80.9%	Mkt	108.7%	Legal&	116.7%	Info	76.5%	Inter	100.0%
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<p>D</p> <p>25 % of the graduating seniors will have higher MFT score than the national average</p>	<p>MFT</p> <p>External & Summative</p>	<p>The goal has been met in two out of five years</p>	<p>Analysis:</p> <p>A decline in 2012 was experienced.</p> <p>Actions Taken:</p> <p>With our new interim Dean the emphasis has been put back on the performance of students in MFT.</p> <p>The Faculty will go over the sample test in ETS website.</p> <p>The impact of offering hybrid courses on MFT scores should be investigated.</p>	<p>Improvements are expected in the following years.</p>	<table border="1"> <caption>Neumann University VS. National Percentage of Students Above National Average</caption> <thead> <tr> <th>Year</th> <th>Percentage (%)</th> </tr> </thead> <tbody> <tr> <td>2008</td> <td>25%</td> </tr> <tr> <td>2009</td> <td>23%</td> </tr> <tr> <td>2010</td> <td>24%</td> </tr> <tr> <td>2011</td> <td>26%</td> </tr> <tr> <td>2012</td> <td>23%</td> </tr> </tbody> </table>	Year	Percentage (%)	2008	25%	2009	23%	2010	24%	2011	26%	2012	23%								
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Standard #5

Faculty and Staff Focus

We are in the process of designing our first faculty satisfaction survey. Results will be reported in the next report.

Table 5.1 – A: New Full-time since 2010 Academic Year

Name	Major Teaching Field	Courses Taught	List of Earned Degrees	Other Professional Certification	ACBSP Qualification
Albert Tay	Computer and Information Management	CIM102, CIM340, CIM350, CIM345, CIM360, INT101	1. Ph.D. in Communication and Information Sciences, 2006, University of Hawaii, Manoa Honolulu, Hawaii 2. MS in Decision and Information Systems, 1993, Arizona State University Tempe, Arizona 3. BS in Information Systems, 1992, Brigham Young University-Hawaii, Laie, Hawaii		Doctorate

Table 5.3 - Scholarly Activities

Faculty 7	Scholarly Activities			Professional Activities				
	Papers Presentation	Published Articles	Unpublished Articles/ Manuscripts	Consulting	Professional	Professional	Professional Meetings	Professional Membership
					Related Services	Conferences & Workshops		
2005-2006	8	2	5	5	11	29	22	16
2006-2007	8	3	4	5	12	27	24	19
2007-2008	7	5	5	3	12	27	24	20
2008-2009	8	4	6	6	13	30	25	24
2009-2010	8	6	7	7	16	39	18	19
2010-2011	4	4	5	6	14	53	23	15
2011-2012	5	4	8	6	9	36	26	17

Table 5.4 – Faculty and Staff Focused Results

Performance Measure	Description of Instrument	Area of Success	Analysis & Actions Taken	Results of Action Taken	Graphs & Trends																								
<p>A</p> <p>Scholarly Activity:</p> <p>Full-time faculty as a group will average two scholarly activities per year</p>	<p>Faculty- Reported Scholarly Activity:</p> <p>Articles, Presentation; Manuscripts</p>	<p>The number of scholarly activities has increased in four out of the last five years.</p> <p>More faculty development grants are now available</p> <p>Total scholarly</p>	<p>Analysis:</p> <p>Faculty’s involvement in variety of task forces and committees leaves less time for scholarly activities.</p> <p>Actions Taken:</p> <p>Release time are given to the faculty</p> <p>Bonuses for publication should be discussed.</p>	<p>Faculty release time improved the results of scholarly activities.</p> <p>This improvement can continue in the following years</p>	<table border="1"> <caption>Data for Average Scholarly and Professional Activities</caption> <thead> <tr> <th>Year</th> <th>Average Scholarly</th> <th>Average Professional</th> </tr> </thead> <tbody> <tr> <td>2005-2006</td> <td>2.1</td> <td>12.9</td> </tr> <tr> <td>2006-2007</td> <td>2.1</td> <td>12.9</td> </tr> <tr> <td>2007-2008</td> <td>2.4</td> <td>12.6</td> </tr> <tr> <td>2008-2009</td> <td>2.6</td> <td>14.4</td> </tr> <tr> <td>2009-2010</td> <td>3.0</td> <td>14.0</td> </tr> <tr> <td>2010-2011</td> <td>4.7</td> <td>15.3</td> </tr> <tr> <td>2011-2012</td> <td>4.6</td> <td>12.4</td> </tr> </tbody> </table>	Year	Average Scholarly	Average Professional	2005-2006	2.1	12.9	2006-2007	2.1	12.9	2007-2008	2.4	12.6	2008-2009	2.6	14.4	2009-2010	3.0	14.0	2010-2011	4.7	15.3	2011-2012	4.6	12.4
Year	Average Scholarly	Average Professional																											
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		<p>activities increased in the latest year due to a higher number of prepared manuscripts</p>			<p style="text-align: center;">Total Scholarly Activities</p> <table border="1"> <caption>Total Scholarly Activities</caption> <thead> <tr> <th>Year</th> <th>Presentation</th> <th>Articles</th> <th>Manuscripts</th> </tr> </thead> <tbody> <tr> <td>2007-2008</td> <td>7</td> <td>5</td> <td>5</td> </tr> <tr> <td>2008-2009</td> <td>8</td> <td>4</td> <td>6</td> </tr> <tr> <td>2009-2010</td> <td>8</td> <td>6</td> <td>7</td> </tr> <tr> <td>2010-2011</td> <td>4</td> <td>4</td> <td>5</td> </tr> <tr> <td>2011-2012</td> <td>5</td> <td>4</td> <td>8</td> </tr> </tbody> </table>	Year	Presentation	Articles	Manuscripts	2007-2008	7	5	5	2008-2009	8	4	6	2009-2010	8	6	7	2010-2011	4	4	5	2011-2012	5	4	8												
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<p>B</p> <p>Professional Activity:</p> <p>Full-time faculty as group will average ten professional activities per year</p>	<p>Faculty- Reported Professional Activity:</p> <p>Consulting; Professional Services, Conference & Workshops;</p>	<p>Although the number of professional activities has increased in four out of the last five years, last year we experienced a decline in this rubric.</p>	<p>Analysis:</p> <p>After a steady increase of reported professional activities, we experience a decline in this category</p> <p>Actions Taken:</p> <p>Faculty's involvement in variety of task forces and committees should be tracked more closely and logged so that they would be counted as their professional activities.</p>	<p>Additional improvement should be shown in the following years</p>	<p style="text-align: center;">Total Professional Activities</p> <table border="1"> <caption>Total Professional Activities</caption> <thead> <tr> <th>Year</th> <th>Membership</th> <th>Meetings</th> <th>Workshops</th> <th>Services</th> <th>Consulting</th> </tr> </thead> <tbody> <tr> <td>2007-2008</td> <td>20</td> <td>25</td> <td>25</td> <td>10</td> <td>5</td> </tr> <tr> <td>2008-2009</td> <td>25</td> <td>25</td> <td>20</td> <td>15</td> <td>5</td> </tr> <tr> <td>2009-2010</td> <td>20</td> <td>20</td> <td>40</td> <td>15</td> <td>5</td> </tr> <tr> <td>2010-2011</td> <td>15</td> <td>25</td> <td>50</td> <td>15</td> <td>5</td> </tr> <tr> <td>2011-2012</td> <td>15</td> <td>25</td> <td>35</td> <td>10</td> <td>5</td> </tr> </tbody> </table>	Year	Membership	Meetings	Workshops	Services	Consulting	2007-2008	20	25	25	10	5	2008-2009	25	25	20	15	5	2009-2010	20	20	40	15	5	2010-2011	15	25	50	15	5	2011-2012	15	25	35	10	5
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<p>C Faculty Qualifications: Credit hours taught by Doctorally qualified faculty will exceed 45%</p>	<p>Registrar Office - Credit hours taught by Doctorally qualified faculty (DQF)</p>	<p>The goal has been met in the past three years. The current academic year will be an exception due to the resignation and reassignment of the faculty</p>	<p>Analysis: This ratio has been steady and above our goal for the past five years. However, we would like to improve this ration as well as the ratio of students to full-time faculty Actions Taken: Faculty search will start soon for hiring a Doctorally qualified faculty for the 2012-2013 academic year.</p>	<p>In coming years, this metric will improve from its current level.</p>	<div data-bbox="1281 154 1963 592"> <p>Percentage of Credit Hours Production Taught by Doctorally and Professionally Instructors</p> <table border="1"> <thead> <tr> <th>Year</th> <th>DQ (%)</th> <th>PQ (%)</th> </tr> </thead> <tbody> <tr><td>2005-06</td><td>42%</td><td>58%</td></tr> <tr><td>2006-07</td><td>43%</td><td>57%</td></tr> <tr><td>2007-08</td><td>50%</td><td>48%</td></tr> <tr><td>2008-09</td><td>51%</td><td>49%</td></tr> <tr><td>2009-10</td><td>61%</td><td>39%</td></tr> <tr><td>2010 (Fall)</td><td>44%</td><td>56%</td></tr> <tr><td>2011 (Fall)</td><td>60%</td><td>40%</td></tr> </tbody> </table> </div> <div data-bbox="1281 609 1963 1015"> <p>Ratio of Students to Full-time Faculty for the Entire Division</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Ratio</th> </tr> </thead> <tbody> <tr><td>2005-06</td><td>50</td></tr> <tr><td>2006-07</td><td>53</td></tr> <tr><td>2009-10</td><td>49</td></tr> <tr><td>2010-11</td><td>54</td></tr> <tr><td>2011-12</td><td>54</td></tr> </tbody> </table> </div>	Year	DQ (%)	PQ (%)	2005-06	42%	58%	2006-07	43%	57%	2007-08	50%	48%	2008-09	51%	49%	2009-10	61%	39%	2010 (Fall)	44%	56%	2011 (Fall)	60%	40%	Year	Ratio	2005-06	50	2006-07	53	2009-10	49	2010-11	54	2011-12	54
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<p>D Faculty Qualifications: Credit hours taught by Doctorally & Professionally Qualified Faculty Will Exceed 80%</p>	<p>Credit hours taught by Doctorally & Professionally qualified faculty (D&PQF)</p>	<p>The goal has been met in all periods.</p>	<p>The Division continuously seeks to hired additional professionally and doctorally qualified part-time faculty.</p>	<p>We expect to continue meeting this goal in coming years.</p>	<table border="1"> <thead> <tr> <th>Academic Year</th> <th>% Taught by DQ</th> <th>% Taught by PQ</th> </tr> </thead> <tbody> <tr><td>2005-06</td><td>42%</td><td>58%</td></tr> <tr><td>2006-07</td><td>43%</td><td>57%</td></tr> <tr><td>2007-08</td><td>50%</td><td>48%</td></tr> <tr><td>2008-09</td><td>51%</td><td>49%</td></tr> <tr><td>2009-10</td><td>61%</td><td>39%</td></tr> <tr><td>2010 (Fall)</td><td>44%</td><td>56%</td></tr> <tr><td>2011 (Fall)</td><td>60%</td><td>40%</td></tr> </tbody> </table>	Academic Year	% Taught by DQ	% Taught by PQ	2005-06	42%	58%	2006-07	43%	57%	2007-08	50%	48%	2008-09	51%	49%	2009-10	61%	39%	2010 (Fall)	44%	56%	2011 (Fall)	60%	40%												
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Standard #6

Educational and Business Process Management

A. Describe how you routinely provide reliable information to the public on your performance, including student achievement

We provide reliable information to the public about student achievement in the following ways:

- Dean's List -- through press releases and stories on the university website twice each year
- Academic Awards -- through press releases with photos, a story on the university website with photos, a story in Accent magazine with a photo (for alumni, donors and friends; circulation 19,000), and postings on social media (Facebook, Twitter and Flickr) once a year
- Commencement -- through media coverage and press releases (the best 3-4 student stories), a university website story, a two-page spread with photos in Accent, and social media postings once a year
- Honor Society Inductions -- through press releases with photos, website and Accent stories, and social media postings several times per year as the ceremonies occur
- Cultural Events -- through press releases with photos, website and Accent stories, and social media postings as the events occur
- Neumann University Accent Magazine – This publication covers major events organized by the Division
- Student Profiles -- We feature students who have succeeded at professional internships, dedicated significant time to community service, achieved athletic honors, won academic recognition, or done something newsworthy on the home page of the university website as we learn of the accomplishments; we also distribute news releases about these students, include Accent stories as appropriate, and post the news on our social media sites

- Student Videos -- We select the best student profiles and create brief videos about the individuals for posting on the university's YouTube channel and website home page occasionally throughout the year

B. Curriculum

1. *List any existing accredited degree programs/curricula that have been **substantially revised** since your last report and attach a Table - Standard 6, Criterion 6.1.3 – Undergraduate CPC Coverage for each program.*

There has not been any revised curriculum program since last report in September 2010.

2. *List any **new** degree programs that have been developed and attach a Table - Standard 6, Criterion 6.1.3 – Undergraduate CPC Coverage for each new program since your last report.*

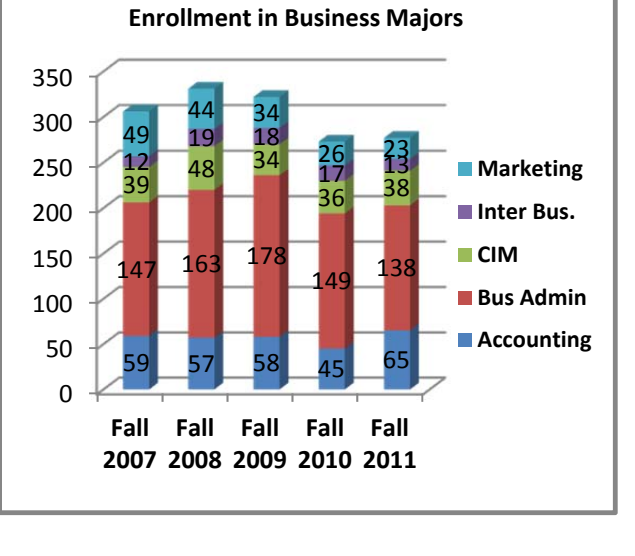
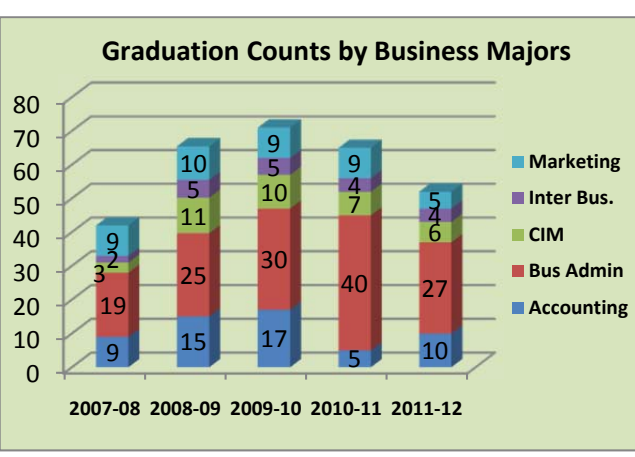
No new degree program has been launched since the last report. We designed an MBA-Certificate program but since our MBA was not approved by the Executive Council, the program remained inactive.

We are however in the process of writing a proposal to offer a Minor in Management Information and a “4+1” master degree in Accounting

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

There is none to report.

Table 6.1– Organizational Performance Results

Performance Measure	Description of Instrument	Area of Success	Analysis and Actions Taken	Results of Action Taken	Graphs & Trends																																										
<p>A</p> <p>Declared Business Majors:</p> <p>Steady increase in number of business students & Total enrollment exceeding 275</p>	<p>Registrar Office:</p> <p>Number of students enrolled in business majors in the fall semesters</p>	<p>The goal has been met in 4 out of 5 years. Between 2006 and 2010 the enrollment increased by 19%.</p> <p>Specially after a good gain in enrollment in most majors in 2008-2009, the growth has stopped in 2010 due to the economic condition.</p> <p>Despite that the enrollment of business major (excluding sport) did not go below our target of 275.</p>	<p>Analysis: After a decline in 2009-10 due to the economic condition, the enrollment in business majors rebounded.</p> <p>To grow, we have to be more aggressive in marketing our evening / adult program.</p> <p>Actions Taken: An academic advisor is specialized in the evening and adult program.</p> <p>Faculty Participation in Open Houses,</p> <p>Assignment of business faculty to teach “Freshman Experience” courses</p> <p>Implementations of self-studies</p>	<p>The number of students enrolled in business Division, including Sport Mgt has been stabilized.</p>	 <table border="1"> <caption>Enrollment in Business Majors</caption> <thead> <tr> <th>Year</th> <th>Accounting</th> <th>Bus Admin</th> <th>CIM</th> <th>Inter Bus.</th> <th>Marketing</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Fall 2007</td> <td>59</td> <td>147</td> <td>39</td> <td>12</td> <td>49</td> <td>205</td> </tr> <tr> <td>Fall 2008</td> <td>57</td> <td>163</td> <td>48</td> <td>19</td> <td>44</td> <td>228</td> </tr> <tr> <td>Fall 2009</td> <td>58</td> <td>178</td> <td>34</td> <td>18</td> <td>34</td> <td>242</td> </tr> <tr> <td>Fall 2010</td> <td>45</td> <td>149</td> <td>36</td> <td>17</td> <td>26</td> <td>203</td> </tr> <tr> <td>Fall 2011</td> <td>65</td> <td>138</td> <td>38</td> <td>13</td> <td>23</td> <td>277</td> </tr> </tbody> </table>	Year	Accounting	Bus Admin	CIM	Inter Bus.	Marketing	Total	Fall 2007	59	147	39	12	49	205	Fall 2008	57	163	48	19	44	228	Fall 2009	58	178	34	18	34	242	Fall 2010	45	149	36	17	26	203	Fall 2011	65	138	38	13	23	277
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<p>B</p> <p>Business Graduation Count:</p> <p>Steady increase in number of business majors graduating</p>	<p>Registrar Office:</p> <p>Graduation numbers in August, December and May of academic year.</p>	<p>The goal has not been met in the last 2 years.</p> <p>Decline in enrollment in 2009 has now shown its impact on our graduation counts in the most recent year.</p>	<p>Analysis: Transfer or drop out due to economic conditions contributed to the recent decline</p> <p>Actions Taken: University has received Title III and Title IV grants. They will help to improve both retention and graduation rates.</p> <p>Retention Alert system has been added to the Web Advisor. We should encourage more faculty to use this system.</p>	<p>In coming years, this number will improve as our recent enrollment number has increased</p>	 <table border="1"> <caption>Graduation Counts by Business Majors</caption> <thead> <tr> <th>Year</th> <th>Accounting</th> <th>Bus Admin</th> <th>CIM</th> <th>Inter Bus.</th> <th>Marketing</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>2007-08</td> <td>9</td> <td>19</td> <td>3</td> <td>2</td> <td>9</td> <td>32</td> </tr> <tr> <td>2008-09</td> <td>15</td> <td>25</td> <td>11</td> <td>5</td> <td>10</td> <td>46</td> </tr> <tr> <td>2009-10</td> <td>17</td> <td>30</td> <td>10</td> <td>5</td> <td>9</td> <td>51</td> </tr> <tr> <td>2010-11</td> <td>5</td> <td>40</td> <td>7</td> <td>4</td> <td>9</td> <td>65</td> </tr> <tr> <td>2011-12</td> <td>10</td> <td>27</td> <td>6</td> <td>4</td> <td>5</td> <td>52</td> </tr> </tbody> </table>	Year	Accounting	Bus Admin	CIM	Inter Bus.	Marketing	Total	2007-08	9	19	3	2	9	32	2008-09	15	25	11	5	10	46	2009-10	17	30	10	5	9	51	2010-11	5	40	7	4	9	65	2011-12	10	27	6	4	5	52
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Performance Measure	Description of Instrument	Area of Success	Analysis and Actions Taken	Results of Action Taken	Graphs & Trends																
<p>C</p> <p>Student Credit Hour Production in Fall Semesters Exceeds 2750.</p>	<p>Number of Students Times the Credit Hours Taught</p>	<p>Student-Credit Hours- Production has always been above our goal in the past several years.</p>	<p>Analysis:</p> <p>We expect to experience a decline in 2010 and 2011 due to course scheduling problems and course cancellation.</p> <p>Actions Taken:</p> <p>Course scheduling will improve by hiring additional faculty and higher students' enrollment will improve this rubric.</p>	<p>Improvement should be shown in the following years</p>	<table border="1"> <caption>Student Credit Hours Production - Fall Semesters</caption> <thead> <tr> <th>Semester</th> <th>Production</th> </tr> </thead> <tbody> <tr> <td>Fall 2005</td> <td>2940</td> </tr> <tr> <td>Fall 2006</td> <td>2775</td> </tr> <tr> <td>Fall 2007</td> <td>2763</td> </tr> <tr> <td>Fall 2008</td> <td>3280</td> </tr> <tr> <td>Fall 2009</td> <td>3208</td> </tr> <tr> <td>Fall 2010</td> <td>2937</td> </tr> <tr> <td>Fall 2011</td> <td>2850</td> </tr> </tbody> </table>	Semester	Production	Fall 2005	2940	Fall 2006	2775	Fall 2007	2763	Fall 2008	3280	Fall 2009	3208	Fall 2010	2937	Fall 2011	2850
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<p>D</p> <p>FTE faculty count will exceed 8</p>	<p>FTE faculty teaching business courses</p>	<p>Full-time faculty has declined due to reassignment and resignation.</p> <p>Occasionally courses are cancelled.</p>	<p>Additional full-time faculty will be hired in 2013</p>	<p>We need additional faculty in the area of Management & Accounting</p>	<table border="1"> <caption>Number of Full-time Faculty</caption> <thead> <tr> <th>Year</th> <th>Number of Faculty</th> </tr> </thead> <tbody> <tr> <td>2006-07</td> <td>7</td> </tr> <tr> <td>2009-10</td> <td>8</td> </tr> <tr> <td>2010-11</td> <td>6</td> </tr> <tr> <td>2011-12</td> <td>6</td> </tr> <tr> <td>2012-13</td> <td>6</td> </tr> </tbody> </table>	Year	Number of Faculty	2006-07	7	2009-10	8	2010-11	6	2011-12	6	2012-13	6				
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Table 6.2 – Summary of Common Professional Component (CPC) Compliance (Sept 2012)

Core Business Courses	Hour- Class Sessions by CPC Topic											Total
	MKT	FIN	ACC	MGT	LAW	ECO	ETH	GLO	QUANT	MIS	COMP	
ACT 103	0	4	42	1	2	0	4	3	0	2	0	58
ACT 104	0	5	37	7	1	1	3	1	0	1	0	56
MGT 200	0	0	0	35	5	0	10	5	0	0	0	55
BUS 201	0	2	0	2	0	0	1	0	40	5	0	50
BUS 202	1	2	0	2	0	0	1	0	40	7	0	53
BUS 309	1	0	1	3	39	0	3	3	0	2	0	52
BUS 321	5	3	0	4	2	4	2	39	1	0	0	60
CIM 102	0	1	1	1	2	0	4	1	3	16	0	29
CIM 220	2	0	0	7	2	1	4	3	0	42	0	61
ECON 201	0	1	0	0	1	43	1	5	2	0	0	53
ECON 202 *	3	2	1	0	1	42	2	1	5	0	0	57
FIN 301	0	35	8	1	2	2	2	3	3	3	0	59
PHIL 302	2	2	2	2	3	3	40	8	0	2	0	64
MGT 415	0	1	0	10	0	1	1	2	30	10	0	55
MGT 460	5	6	9	11	3	3	11	7	6	3	32	96
MKT 200	40	0	0	5	1	2	3	5	0	0	3	59
TOTAL	59	64	101	91	64	102	92	86	130	93	35	917

* ECON 202 is now part of the University's Core Curriculum

