

# **NEUMANN UNIVERSITY**

## **DIVISION OF BUSINESS AND INFORMATION MANAGEMENT**



**Association of Collegiate Business Schools and Programs  
(ACBSP)**

### **Quality Assurance Report**

**September 2010**

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

**Institution Name:** *Neumann University*

**Address:** *One Neumann Drive, Aston, PA 19014*

**Year Accredited:** *2005*

**List All Accredited Programs:**

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

**List All Business Programs not Accredited:**

*B.S. in Sport Management, M.S. in Sport Management. Both degrees are approved by North American Society for Sport Management (NASSM).*

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

*Solo Campus in Aston, Pennsylvania*

**Persons Completing Report :** *Mehdi Hojjat*

**Phone:** *610-558-5592*

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**ACBSP Champion Name:** *Arde Shahmaei*

**ACBSP Co-Champion Name:** *Janet Massey*

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**QUALITY ASSURANCE REPORT**  
**PREPARED FOR ACBSP**

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*Executive Summary*

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The following Quality Assurance Report is prepared based on the format that was provided by ACBSP. This report provides information and analysis on “Faculty Qualifications”, “Curriculum”, “Organizations”, “Conditions”, “Program Outcomes & Assessment” and “Performance Results”.

The emphasis of this report will be on two sections: Section F which is Performance Results and Appendix E that explains actions taken and its resulting improvements. As you will read in Appendix E, we have been able to close the assessment loop in many areas.

Graphs and tables are provided in the appendices.

# A

## Faculty Qualifications

The following tables report lists of our new full-time and part-time faculty since 2005 Academic Year.

**Table VI – A: New Full-time since 2005 Academic Year**

<b>Name</b>	<b>Major Teaching Field</b>	<b>Courses Taught</b>	<b>List of Earned Degrees</b>	<b>Other Professional Certification</b>	<b>ACBSP Qualification</b>
Anil Gurung	Computer and Information Management	CIM102, CI M220, CIM340, CIM350, CIM326, CIM360, INT101	1. Ph.D. in Business Admin, 2006 The University of Texas at Arlington Arlington, TX  2. MBA in Computer Info. Systems, 2001, Missouri State University Springfield, Missouri  3. Master's Degree in Finance, 1997, Tribhuvan University Kathmandu, Nepal  4. Bachelor's Degree in Business Admin, 1993, Tribhuvan University Emphasis in Acc., Audit & Taxation Kathmandu, Nepal		Doctorate
Arde Shahmaei	Business Statistics	Bus 201 Bus 202	B.A., Tehran Business College M.B.A., Seton Hall University M.S., Ph.D., Temple University		Doctorate
Robert Till	Management	BUS 200 MGT 322 MGT 342 MGT405 MGT 360 MHT 460	PhD, Organizational Studies, University of Massachusetts, 2008, Amherst, MA  MBA, Finance, 1979, University of Notre Dame, Notre Dame, IN  BBA, Finance, 1977, St. Bonaventure University, St. Bonaventure, NY		Doctorate

**Table VII- B: List of New Part-time Faculty**

<b>Name</b>	<b>Major Teaching Field</b>	<b>Courses Taught</b>	<b>List of Earned Degrees</b>	<b>Other Professional</b>	<b>ACBSP Qualification</b>
Bill Backall	Marketing	MKT 300	MBA		Professional
Jane Till	Computer	CIM 102	MBA		Professional
Kelley Robinson	Management	Bus 201	MBA		Professional
Tom Sorge	MGT	Bus 200	MBA		Professional
Jeffrey Graber	Accounting	ACT 103 & 104	MBA		Professional
David Brownlee	Management	Mgt 406	MBA		Professional
Bob Donnelly	Statistics	BUS 201	PHD		Doctorate
Joseph Kenna	Management	Bus 309 & Mgt 415	JD		Doctorate /Professional
Bill Burke	Management	Bus 200& Bus 321	Ph.D.		Professional
C. David Nelson	Accounting	ACT104	MBA		Professional
Allison O'Brien	Marketing	MKT 200	MBA		Professional
G. McClure-Nelson	Accounting	ACT 212	MBA	CPA	Professional
Feridoon Aryani	Management	BUS 201	MBA		Professional
Jeff Gossner	Management	MGT 415	MBA		Professional
Chris McGrath	Management	MGT 342	MBA		Professional
Shawn Shirasb	Computer	CIM 345	PhD		Professional

# B

## ***Curriculum***

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The over-arching goal of any change in our curriculum is our desire to achieve the learning objectives as stated in the Neumann University catalogue and required by ACBSP. They include:

1. Conceptualize a complex business issue into a coherent written statement and oral presentation
2. Comprehend core business disciplines including accounting, finance, management, international, MIS, and marketing, and be able to apply this understanding to business situations
3. Understand and be able to use team building, collaborative behaviors, and project management in the accomplishment of group tasks
4. Select and apply appropriate quantitative and qualitative tools and methodologies to make reasoned recommendations
5. Recognize and analyze problems and choose and defend resolutions for practical situations that occur in businesses operating within a global economy
6. Appreciate ethical issues in economic competition and managing organizations.

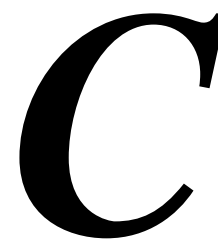
The following are the lists of programs that have been revised or developed based on the above methodology. The rationale and details are reported in Appendix E.

### **List of Programs that Have Been Revised:**

- Accounting
- Computer Information Management
- Business Administration
- Marketing
- International Business

### **List of New Degree Program:**

- Minor in International Business was introduced in fall 2009



## *Organization*

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### **Dean and the Faculty**

In fall 2009, the Business Division hired a new Dean and the former Dean, Dr. Arde Shahmaei, became a full-rank professor teaching full-load of courses which were previously taught by part-time faculty. As of the writing of this report, the new Dean is no longer with the Division. The Interim Dean is Janet Massey who was previously Associate Professor of Accounting. Several part-time faculty are now hired to teach the courses that she was previously teaching.

In summer of 2010, we lost one full-time faculty who was teaching Information Management courses. Those courses are currently being taught by part-time faculty.

The Administration has promised the Business Division to have the resources to hire two full-time faculty within the next two years in the area of Management and Computer Information Management.

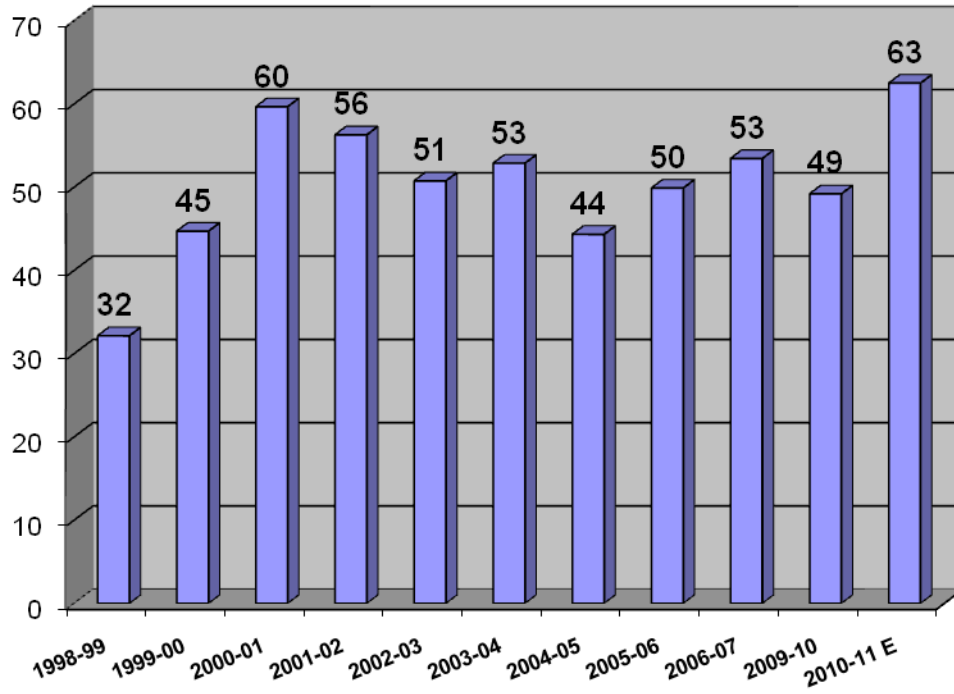
### **Staff**

The Division has been served by two part-time academic advisors. In 2008, Carol Fortunato served in the Division as an academic advisor. Currently, she not only assists students to register, especially, the evening students, but also performs invaluable tasks of helping the faculty in auditing remaining requirements for graduating senior students. The Division's second part-time advisor has retired and no substitution has yet been named.

The following graph demonstrates the rise of student to full-time faculty ratio and the need for hiring the additional full-time business faculty.



**Ratio of Students to Full-time Faculty for the Entire Division**



# D

## *Conditions, Opportunities & Notes*

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### **Two Conditions:**

- 1. Providing Offices for Part-time Faculty & Computer Room for Students**
- 2. Developing an Outcome Assessment Plan**

With the help of the Administration, the Division has provided offices for part-time faculty and students now have access to computer stations in several designated areas. We have also developed an outcome assessment plan which is updated on regular basis and submitted to the ABCSP.

In summer 2009, the two conditions for the ACBSP accreditation have been removed and the Business Division is now in full compliance with the ACBSP standards.

In fall 2009, the Division also completed its first draft of a proposal to establish an MBA program. As part of the proposal, we identified major strengths and challenges of the Division which are outlined below:

### **Strengths:**

- **Growth:** Within the Business Division, the number of graduating seniors is expanding at a robust rate of approximately 10 percent per year. For the entire University, the enrollment continues to grow at a record level despite the current economic downturn. According to the Neumann University's registration statistics, the number of business students grew 7.8 percent in 5 semesters which is two times more than the growth of other majors combined.

- **Existing Graduate Programs:** The Division of Business currently offers a Master of Science in Sport Management.
- **Experienced Faculty:**
  - Several of our faculty members have had careers in industry plus have practical and professional experience
  - Our faculty members have Ph.D. or Doctoral degrees in Business Statistics, Economics, Management, Finance, Information, Marketing, and Sport Management.
- **Available Pool of Part-time Faculty:** The Business Division has an extensive network with part-time teachers.
- **Business Network:** The Business Division can utilize its existing business network and contacts to provide placing services for its graduates.
- **Facilities:** Currently, a number of offices and a lounge available in the Abessinio Building can be employed for a potential program expansion.

### **Challenges:**

- **Faculty/Administration/Staff:** 1) Currently the Division has one full time faculty position vacant in CIM. This is due to the leave taking of a colleague for an opportunity at another institution of higher education last year. An active search is currently underway to fill the CIM position. 2) Several courses in Accounting are being staffed by part-time faculty because the University's senior Accounting faculty member has stepped in to serve as Interim Dean of the Division. 3) The Division faculty have identified an acute need for an additional full-time faculty member in Management. A budget line request will be made for this position in FY2012/AY2011-12.
- **Graduate Programs.** Although the Division offers an accredited graduate program at the master's level in Sport Management, the lack of additional degree programs at the graduate level (such as an MBA) put the Division at a competitive disadvantage. This is a lack most notably felt in Accounting due to the 150 credit hour requirement recently mandated for qualification to sit for the CPA.
- **Student Body:** Given the mission of Neumann University the Division serves students with diverse economic, social and educational backgrounds. Business faculty are also aware that students often come to Neumann with underdeveloped skills in quantitative reasoning. Steps have been taken within the past year to more clearly align learning outcomes in core Mathematics courses with quantitative learning outcomes in the Business curriculum. Discussions among the Assistant Vice President for Assessment and Learning Support, the Interim Dean and the Business faculty are ongoing and substantial curricular revisions have been made to the Mathematics curriculum at both the developmental and collegiate levels.
- **Course Offerings:** Major electives are not offered as frequently as they might be to support some majors. In some of our majors, courses do not achieve sufficient enrollments to offer classes necessary to ensure timely progression toward graduation. These challenges will necessitate the creation of a faculty staffing plan with clear course rotations from year to year.



## ***Program Outcomes & Assessment***

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The Division is utilizing Neumann University internal assessment (Academic Program Review) for the program evaluation of each major within the division. The Division has conducted Academic Program Reviews for all its majors since submitting the last Periodic Report in August 2008.

The Division also utilizes an assessment of its program outcomes which is designed to measure two types of output. The first group of matrices measures the outcomes of the educational process within the Division of Business and Information Management. The second group of matrices evaluates the perception of the Division's stakeholders about the business program.

### **Outcomes of the Educational Process**

To evaluate the effectiveness of the programs in delivering the outcomes, matrices are used to measure knowledge, skills, job opportunities, and critical thinking of our students.

In this regard, we have developed the following instruments in measuring the outcomes:

#### **1. Measuring the Basic Business Knowledge**

The program outcomes state:

*“Understand the technical, interpersonal, and conceptual skills which are necessary to be an effective manager in a variety of organizational settings.”*

*“Understand the importance of a strategic focus for success in today's turbulent business, economic, and social climates.”*

*“Experience, as an individual and part of a group, situations which are representative of management problems through the use of case studies, exercises, role playing, and computer simulation.”*

Two sources of information are used to measure the above outcomes: Major Field Test scores and Cooperative Education evaluations. The MFT analysis is reported in the next section.

The Cooperative Education (Co-op) evaluations are completed by the students' supervisors in their co-op placement. Two items from the survey are used for this evaluation: Creative Thinking & Problem Solving Skills and Interpersonal and Teamwork Skills. In 2009-2010, a new survey form has been employed which makes the comparison with the prior year somewhat difficult. The analysis of these results is included in the next section.

## **2. Measuring the Application of what Students have Learned, Measuring the Integration of Knowledge in Various Areas, and Measuring Ability for Critical Thinking**

The program outcomes state:

*“Have gained practical work experience through participation in the Cooperative Education Programs.”*

This outcome is related to the application of the knowledge that students gained at Neumann University. The source of data used for this purpose is:

### **➤ Co-op Evaluations by the Students' Supervisors**

## **3. Measuring Communication & Interpersonal Skills**

Our program outcome states:

*“Perform entry-level management jobs in a variety of organizational settings.”*

The Cooperative Education requirement for all the students within the Division enhances the employment opportunities for the student after graduation. In addition, the requirement provides valuable experience to improve communication and inter-personal skills.

In this regard, we utilize several items in the co-op supervisor evaluations.

## **4. Additional Assessment Tools**

Starting in Spring 2010 Semester, the faculty has incorporated an additional assessment tool for their courses by measuring each individual learning outcome as stated in the syllabus, one learning outcome at a time. It is still too early to report any meaningful action or improvement on the implementation of these new measurements. However, after a period of time, we will compile, analyze and report these measurements to the ACBSP.

# ***F***

## ***Performance Results***

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**Table I: Student Learning Results**

**Table II: Student and Stakeholder – Focused Results**

**Table III: Budgetary, Financial, and Market Results**

**Table IV: Faculty- and Staff-Focused Results**

**Table V: Organizational Performance Results**

**Table VI: New Full-Time (A) and Part-Time (B) Faculty Qualifications**

**Table VII: Summary of Common Professional Component (CPC) Compliance**

**Table I – Student Learning Results**

<b>Performance Measure</b>	<b>Description of Instrument</b>	<b>Area of Success</b>	<b>Analysis &amp; Actions Taken</b>	<b>Results of Action Taken</b>	<b>Graphs &amp; Trends</b>
<p align="center"><b>A</b></p> <p>25 % of the graduating seniors will have higher MFT score than the national average</p>	<p>Major Field Test</p> <p>External &amp; Summative</p>	<p>The goal has been met in three out of five years</p>	<p>Scores were low in the past two years.</p> <p>Reasons and Improvements are found in Appendix E</p>	<p>Improvement should be shown in the following years</p>	<p>MFT Percentile: 2006: 27% 2007: 27% 2008: 25% 2009: 23% 2010:24%</p> <p>Graph: Appendix A</p>
<p align="center"><b>B</b></p> <p>Steady improvement of the average MFT score</p>	<p>Major Field Test</p> <p>External &amp; Summative</p>	<p>The goal has been met in four out of five years</p>	<p>Score declined in 2010</p> <p>Reasons and actions are stated in Appendix E</p>	<p>In coming years, the score should improve</p>	<p>Average MFT Score: 2006: 143 2007: 144 2008: 144.3 2009: 147 2010: 144</p> <p>Graph: Appendix A</p>
<p align="center"><b>C</b></p> <p>Score of 45 or better in MFT in competency areas taught by full-time doctoral or professionally qualified faculty:</p> <ul style="list-style-type: none"> <li>• Accounting</li> <li>• Econ</li> <li>• Finance</li> <li>• Information</li> <li>• International</li> <li>• Management</li> <li>• Marketing</li> <li>• Quant</li> </ul>	<p>Major Field Test</p> <p>External &amp; Summative</p>	<p>Success in</p> <p>Accounting: 2 out of 4 years</p> <p>Econ: 1 out of 4</p> <p>Finance: 3 out of 4</p> <p>Information: 4 out of 4</p> <p>International: 4 out of 4</p> <p>Management: 3 out of 4</p> <p>Marketing: 4 out of 4</p> <p>Quant: 3 out of 4</p>	<p>Analysis &amp; actions taken are stated in Appendix E,</p>	<p>Improvement in Finance, Information, International Management Marketing &amp; Quant</p> <p>Improvement in the Econ area is lagging</p>	<p>Competency Average in the past 4 years:</p> <p>Accounting 45.7 Econ 42.9 Finance 47.7 Information 52.8 Management 47.2 Marketing 47.5 Quant 45.1</p> <p>Graph &amp; Tables: Appendix A</p>



**Table II – Student- and Stakeholder-Focused Results**

<b>Performance Measure</b>	<b>Description of Instrument</b>	<b>Area of Success</b>	<b>Analysis and Actions Taken</b>	<b>Results of Action Taken</b>	<b>Graphs &amp; Trends</b>
<p align="center"><b>A</b></p> <p>Improvement in the students satisfaction in:</p> <p>“Academic Advising”</p> <p>&amp;</p> <p>“Institutional Effectiveness “</p>	<p>Student Satisfaction Survey</p> <p>External Formative &amp; Comparative</p>	<p>In both areas, we have experienced improvement from 2006 to 2010. However, the gap between the “importance” and “Satisfaction” has somewhat widened.</p>	<p>Analysis &amp; actions are stated in Appendix E, Section 7</p> <p>(Gatherings, Student Clubs, Mgt elective &amp; hybrid courses)</p>	<p>Improvement in students satisfaction</p>	<p>2006 Satisfaction: Academic Advising: 5.34 Institutional Effectiveness: 4.88</p> <p>2010 Satisfaction: Academic Advising: 5.46 Institutional Effectiveness: 5.07</p> <p>Graph &amp; Tables: Appendix B</p>
<p align="center"><b>B</b></p> <p>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 &amp; actions are stated in Appendix E, Section 8</p> <p>(SAP, Guest Speakers, and resume-enhancing components in courses)</p>	<p>Students’ employability has increased</p>	<p>Career Benchmark 2003: 75%</p> <p>2006: 87% 2007: 90% 2008:100% 2009: 75%</p> <p>Graph &amp; Tables: Appendix C</p>
<p align="center"><b>C</b></p> <p>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 has meet the goal in all the years</p>	<p>Analysis &amp; actions are stated in Appendix E, Section 9</p>	<p>Further improvement is expected due to the recent actions.</p>	<p>Satisfaction Benchmark 2003: 8.62 2004: 8.60 2005: 8.60 2009:8.58 2010:8.61</p> <p>Graph &amp; Tables: Appendix D</p>
<p align="center"><b>D</b></p> <p>The measurement of the learning outcome in each course</p>	<p>Evaluation of learning outcomes in business courses, one outcome per semester</p> <p>Comparative</p>	<p>Started this evaluation in spring 2010 and there is not enough data for analysis</p>			

**Table III – Budgetary and Market Performance Results**

<b>Performance Measure</b>	<b>Description of Instrument</b>	<b>Area of Success</b>	<b>Analysis and Actions Taken</b>	<b>Results of Action Taken</b>	<b>Graphs &amp; Trends</b>
<b>A</b> Student Credit Hour Production Exceed 5500.	Number of Students Times the Credit Hours Taught	Student credit hours production has been above goal in the past three years.	We expect to experience a decline in this metric in the current academic year due to course scheduling problems and course cancellation.  Course scheduling will improve by the new dean, hiring additional faculty and higher students enrollment	Improvement should be shown in the following years  Analysis in Appendix F	Student Credit Hours Production:  2005-06: 5208 2006-07: 5311 2007-08: 5899 2008-09: 6699 2009-10: 6079 2010(fall): 2937  Graph & Tables: Appendix F
<b>B</b> Business Majors will exceed 275.	Number of Declared Business Majors  (Fall Census)	Over the course of four years the enrollment in all business majors have increased	A small decline in 2009 was due to the economic condition which was a nationwide phenomena.  Self-studies of all majors completed in fall 2010  More faculty participation in marketing and open houses are required.	In coming years, the lower tuition compare to the competition and implementation of recommendation s of self-studies will improve this number.	Student Count: (Excluding Sport)  2006: 270 2007:306 2008:331 2009: 322  Graph & Tables: Appendix H
<b>C</b> Average class size will be 30 or less	The average class size Student Satisfaction Survey	The goal has been met in all years.	The smart classrooms have limited capacity which limits the class size.  Also, signatures of the faculty and the Dean became required if the student count would exceed 30	In 2010, class size has decreased due the lower enrollment.  We expect that the class size will remain below 30 for a foreseeable future.	
<b>D</b> FTE faculty count will exceed 8	FTE faculty teaching business courses	Full-time faculty has declined due to reassignment and resignation.  Occasionally courses are cancelled.	Additional full-time faculty will be hired in 2011	We need additional faculty in the area of Quant, MIS, Management & Accounting	Full-time faculty:  2006: 7 2007: 7 2008: 7 2009: 8 2010: 6 Related Graph is in Appendix F

**Table IV – Faculty and Staff Focused Results**

<b>Performance Measure</b>	<b>Description of Instrument</b>	<b>Area of Success</b>	<b>Analysis &amp; Actions Taken</b>	<b>Results of Action Taken</b>	<b>Graphs &amp; Trends</b>
<p align="center"><b>A</b></p> <p>Scholarly Activity: Full-time faculty as a group will average two scholarly activities per year</p>	<p>Faculty-Reported Scholarly Activity:  Articles, Presentation; Manuscripts</p>	<p>The number of scholarly activities has increased in each of the last five years.  More faculty development grants are now available</p>	<p>Faculty’s involvement in variety of task forces and committees leaves less time for scholarly activities. Release time should be given to the faculty</p>	<p>Additional Improvement depends on the should be shown in the following years</p>	<p>Scholarly Activity: 2005-06: 2.1 2006-07: 2.1 2007-08: 2.4 2008-09: 2.6 2009-10: 3.0  Graph &amp; Tables: Appendix I</p>
<p align="center"><b>B</b></p> <p>Professional Activity: Full-time faculty as group will average ten professional activities per year</p>	<p>Faculty-Reported Professional Activity:  Consulting; Professional Services, Conference &amp; Workshops;</p>	<p>The number of scholarly activities has increased in each of the last five years.  More faculty development grants are now available</p>	<p>Faculty’s involvement in variety of task forces and committees leaves less time for scholarly activities. Release time should be given to the faculty</p>	<p>Additional Improvement depends on the should be shown in the following years</p>	<p>Scholarly Activity: 2005-06:11.93 2006-07: 12.4 2007-08: 12.3 2008-09: 14.0 2009-10: 14.1  Graph &amp; Tables: Appendix I</p>
<p align="center"><b>C</b></p> <p>Faculty Qualifications: Credit hours taught by Doctorally qualified faculty will exceed 45%</p>	<p>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>Faculty search will start soon for hiring Doctorally qualified faculty for 2011</p>	<p>In coming years, this metric will improve from its current level.</p>	<p>Credit Hours Taught by (DQF)  2005-06: 42% 2006-07: 43% 2007-08: 50% 2008-09: 51% 2009-10: 61% 2010(fall): 44%  Graph &amp; Tables: Appendix G</p>
<p align="center"><b>D</b></p> <p>Faculty Qualifications: Credit hours taught by Doctorally &amp; Professionally Qualified Faculty Will Exceed 80%</p>	<p>Credit hours taught by Doctorally &amp; Professionally qualified faculty (D&amp;PQF)</p>	<p>The goal has been met in all periods.</p>	<p>The Division continuously seek to hired additional professionally and doctorally qualified part-time faculty.</p>	<p>We expect to exceed this goals in the coming years</p>	<p>Credit Hours Taught by (D&amp;PQF)  2005-06: 100% 2006-07: 100% 2007-08: 100% 2008-09: 100% 2009-10: 100% 2010(fall):100%  Graph &amp; Tables: Appendix G</p>

**Table V – Organizational Performance Results**

<b>Performance Measure</b>	<b>Description of Instrument</b>	<b>Area of Success</b>	<b>Analysis and Actions Taken</b>	<b>Results of Action Taken</b>	<b>Graphs &amp; Trends</b>
<p align="center"><b>A</b></p> <p>Business Declared Majors:</p> <p>Steady increase in number of business students</p>	<p>Number of students enrolled in business majors</p>	<p>The goal has been met in 3 out of 4 years.</p> <p>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>Faculty Participated in Open Houses,</p> <p>Assigning business faculty to Teach “Freshman Experience” courses</p>	<p>The number of students enrolled in business Division, including Sport Mgt continues to expand</p>	<p>Enrollment in Majors:</p> <p>2006: 270 2007:306 2008:331 2009: 322</p> <p>Graph &amp; Tables: Appendix H</p>
<p align="center"><b>B</b></p> <p>Business Graduation Count:</p> <p>Steady increase in number of business majors graduating</p>	<p>Graduation Numbers</p>	<p>The goal has been met in three out of 4 years</p>	<p>University has received Title III and Title IV grants. They will help to improve both retention and graduation rates.</p>	<p>In coming years, the number will increase based on enrollment in all business majors, including Sport Mgt.</p>	<p>Graduation Number:</p> <p>2006: 55 2007: 42 2008: 65 2009: 71</p> <p>Graph &amp; Tables: Appendix H</p>

**Table VI – A: New Full-time since 2005 Academic Year**

<b>Name</b>	<b>Major Teaching Field</b>	<b>Courses Taught</b>	<b>List of Earned Degrees</b>	<b>Other Professional Certification</b>	<b>ACBSP Qualification</b>
Anil Gurung	Computer and Information Management	CIM102, CI M220, CIM340, CIM350, CIM326, CIM360, INT101	<p>1. Ph.D. in Business Admin, 2006 The University of Texas at Arlington Arlington, TX</p> <p>2. MBA in Computer Information Systems, 2001, Missouri State University Springfield, Missouri</p> <p>3. Master's Degree in Finance, 1997, Tribhuvan University Kathmandu, Nepal</p> <p>4. Bachelor's Degree in Business Administration, 1993, Tribhuvan University Emphasis in Accounting, Audit &amp; Taxation Kathmandu, Nepal</p>		Doctorate
Arde Shahmaei	Business Statistics	Bus 201 Bus 202	B.A., Tehran Business College M.B.A., Seton Hall University M.S., Ph.D., Temple University		Doctorate
Robert Till	Management	BUS 200 MGT 322 MGT 342 MGT405 MGT 360 MHT 460	<p>PhD, Organizational Studies, University of Massachusetts, 2008, Amherst, MA</p> <p>MBA, Finance, 1979, University of Notre Dame, Notre Dame, IN</p> <p>BBA, Finance, 1977, St. Bonaventure University, St. Bonaventure, NY</p>		Doctorate

**Table VII- B: List of New Part-time Faculty**

<b>Name</b>	<b>Major Teaching Field</b>	<b>Courses Taught</b>	<b>List of Earned Degrees</b>	<b>Other Professional</b>	<b>ACBSP Qualification</b>
Bill Backall	Marketing	MKT 300	MBA		
Jane Till	Computer	CIM 102	MBA		
Kelley Robinson	Management	Bus 201	MBA		
Tom Sorge	MGT	Bus 200	MBA		
Jeffrey Graber	Accounting	ACT 103 & 104	MBA		
David Brownlee	Management	Mgt 406	MBA		
Bob Donnelly	Statistics	BUS 201	PHD		
Joseph Kenna	Management	Bus 309 & Mgt 415	JD		
Bill Burke	Management	Bus 200& Bus 321	Ph.D.		
C. David Nelson	Accounting	ACT104	MBA		
Allison O'Brien	Marketing	MKT 200	MBA		
G. McClure-Nelson	Accounting	ACT 212	MBA	CPA	
Feridoon Aryani	Management	BUS 201	MBA		
Jeff Gossner	Management	MGT 415	MBA		
Chris McGrath	Management	MGT 342	MBA		
Shawn Shirasb	Computer	CIM 345	PhD		

**Table VII – Summary of Common Professional Component (CPC) Compliance  
(September 2010)**

Core Business Courses	Hour Class Sessions by CPC Topic											
	MKT	FIN	ACC	MGT	LAW	ECO	ETH	GLO	STAT	MIS	COMP	Total
<b>ACT 103</b>	0	4	42	1	2	0	4	3	0	2	0	58
<b>ACT 104</b>	0	5	37	7	1	1	3	1	0	1	0	56
<b>BUS 200</b>	0	0	0	35	5	0	5	5	0	0	0	50
<b>BUS 201</b>	0	2	0	2	0	0	1	0	40	5	0	50
<b>BUS 202</b>	1	2	0	2	0	0	1	0	40	7	0	53
<b>BUS 309</b>	1	0	1	3	39	0	3	3	0	2	0	52
<b>BUS 321</b>	5	3	0	4	2	4	2	39	1	0	0	60
<b>CIM 102</b>	0	1	1	1	2	0	2	1	3	6	0	17
<b>CIM 220</b>	2	0	0	7	2	1	4	3	0	42	0	61
<b>ECON 201</b>	0	1	0	0	1	43	0	5	2	0	0	52
<b>ECON 202</b>	3	2	1	0	1	42	2	1	5	0	0	57
<b>FIN 301</b>	0	35	8	1	2	2	3	3	3	3	0	60
<b>PHIL 302</b>	2	2	2	2	3	3	40	8	0	2	0	64
<b>MGT 415</b>	0	1	0	5	0	1	1	2	25	20	0	55
<b>MGT 460</b>	5	6	9	11	3	3	11	7	6	3	32	96
<b>MKT 200</b>	40	0	0	5	1	1	3	5	0	0	2	57
<b>TOTAL</b>	<b>59</b>	<b>64</b>	<b>101</b>	<b>86</b>	<b>64</b>	<b>101</b>	<b>85</b>	<b>86</b>	<b>125</b>	<b>93</b>	<b>34</b>	<b>898</b>

# *Appendices*

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- Appendix A: Major Field Test (MFT)**
- Appendix B: Student Satisfaction Survey**
- Appendix C: Alumni Survey**
- Appendix D: Co-op Evaluations**
- Appendix E: Actions and Improvements**
- Appendix F: Budgetary and Market Performance Graphs**
- Appendix G: Faculty and Staff Focused Results**
- Appendix H: Organizational Performance**
- Appendix I: Scholarly Activity Tables and Graphs**



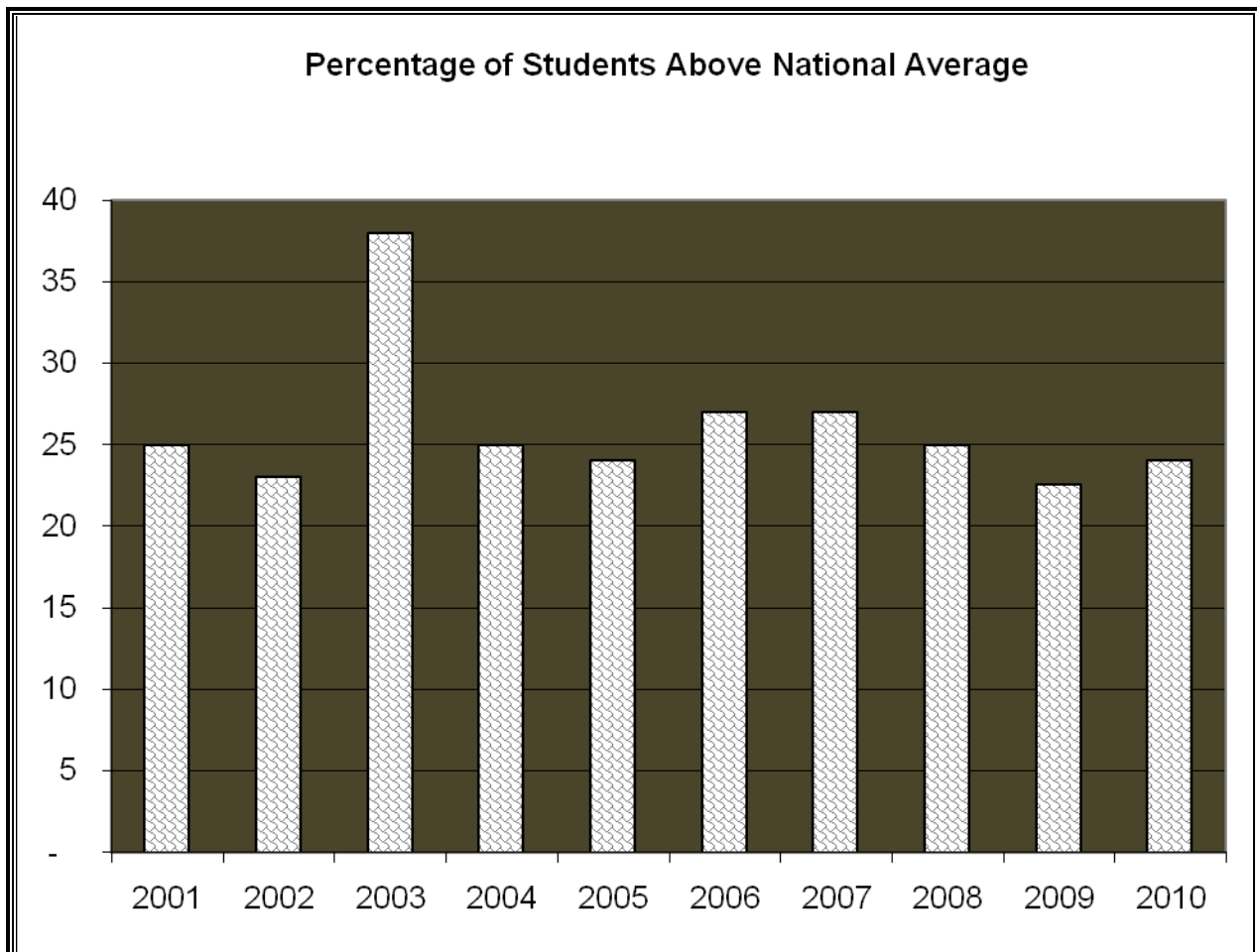
# Appendix A

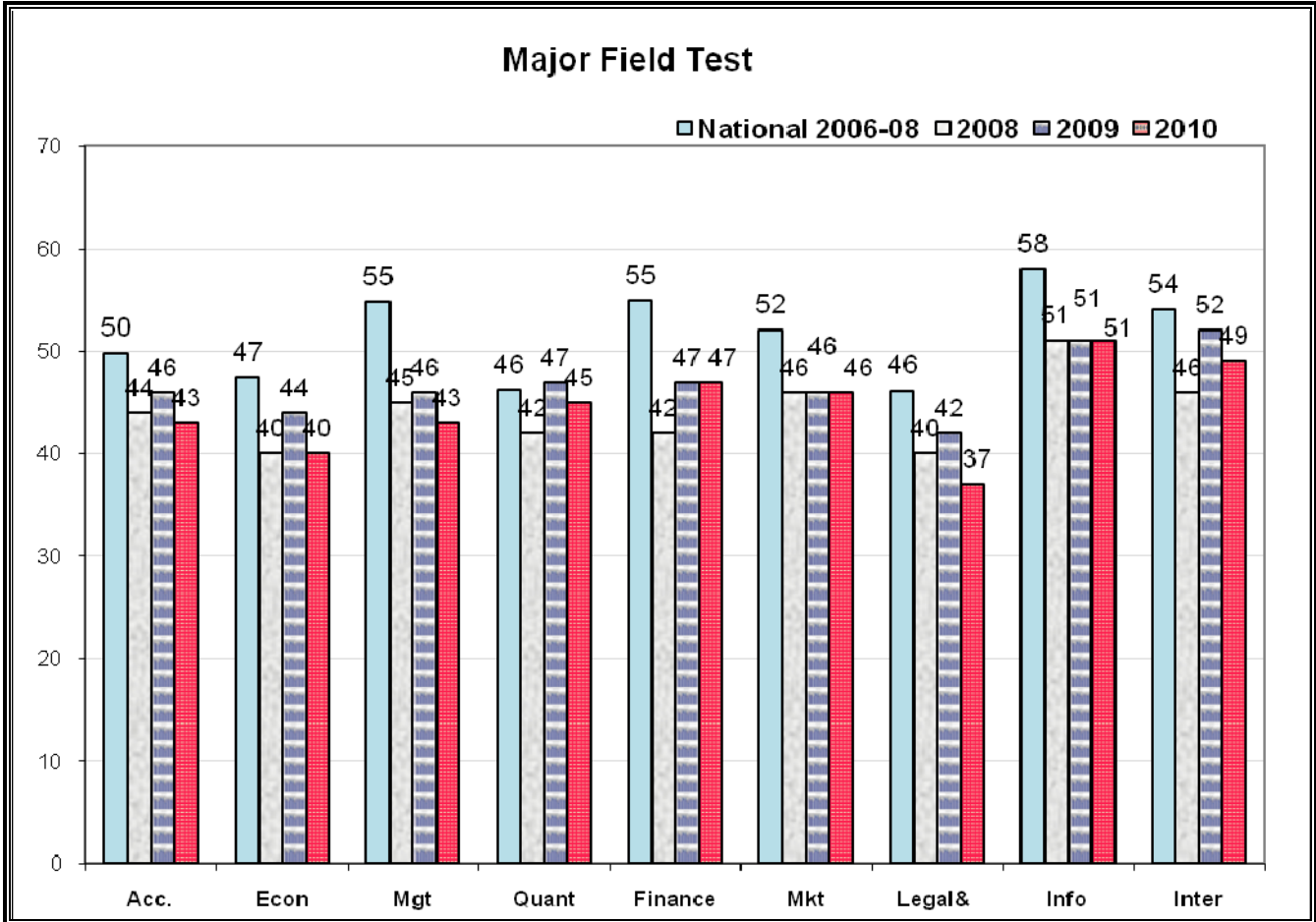
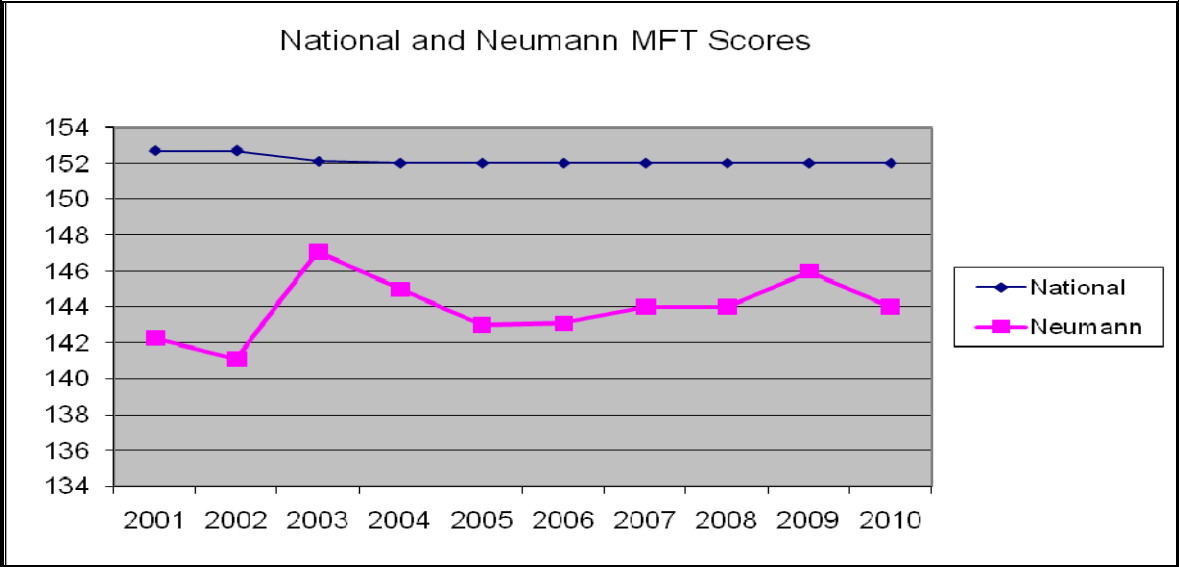
## Major Field Test

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Major Field Test (MFT) is a nationally recognized test that measures general skills and knowledge of business students. At Neumann University, this test is administered to senior students during their senior seminar course. To keep the integrity of the scores, the test is administered independently from the professor who teaches the course.

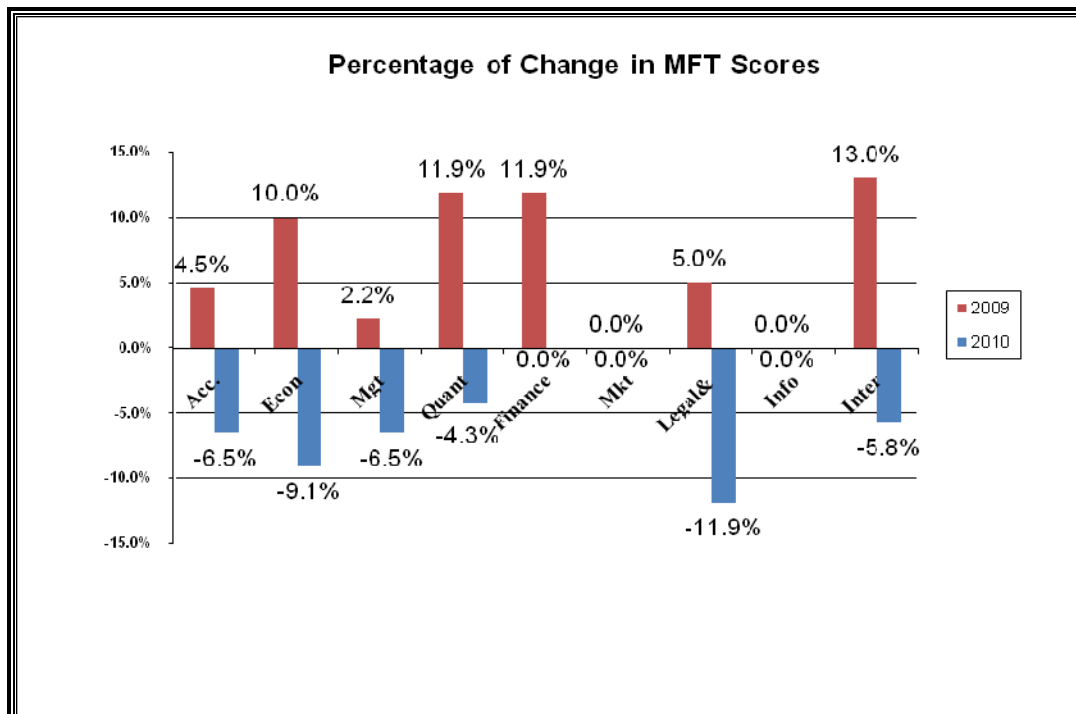
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### MFT Scores

Analysis & Comparison	Acc.	Econ	Mgt	Quant	Finance	Mkt	Legal&	Info	Inter	Scale Score Mean
<b>2006-2008 National data</b>										
Mean	50	47	55	46	55	52	46	58	54	152.0
<b>Neumann 2007-2008</b>										
Mean	44	40	45	42	42	46	40	51	46	144.0
<b>2008-2009</b>	Acc.	Econ	Mgt	Quant	Finance	Mkt	Legal&	Info	Inter	Mean
Mean	46	44	46	47	47	46	42	51	52	146.0
Change	2.0	4.0	1.0	5.0	5.0	0.0	2.0	0.0	6.0	1.0
% Change	4.5%	10.0%	2.2%	11.9%	11.9%	0.0%	5.0%	0.0%	13.0%	9.1%
<b>2009-2010</b>	Acc.	Econ	Mgt	Quant	Finance	Mkt	Legal&	Info	Inter	Mean
Mean	43	40	43	45	47	46	37	51	49	144.0
No. of Students Change	-3.0	-4.0	-3.0	-2.0	0.0	0.0	-5.0	0.0	-3.0	104
% Change	-6.5%	-9.1%	-6.5%	-4.3%	0.0%	0.0%	-11.9%	0.0%	-5.8%	-1.4%
<b>Average (4 yrs)</b>	45.7	42.9	47.2	45.1	47.7	47.5	41.3	52.8	50.3	146.5



# Appendix B

## Student Satisfaction Survey

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Neumann University used an external instrument to measure the level of its student satisfaction. At the Business Division, we analyze the responses of Business Majors. The following questions in the academic advising and instructional effectiveness are of particular importance.

### Academic Advising

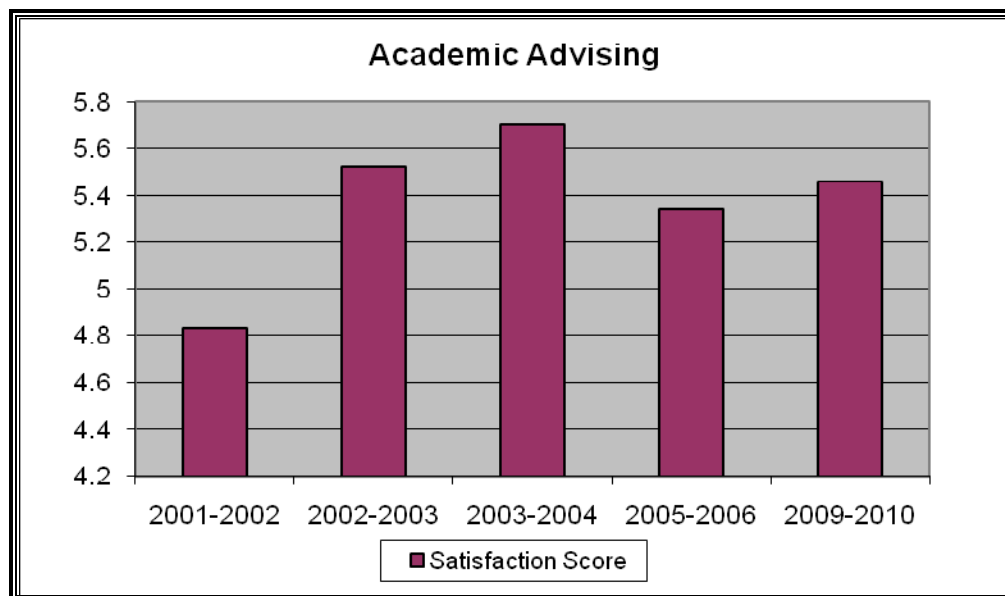
- 6. My academic advisor is approachable
- 14. My academic advisor is concerned about my success as an individual
- 19. My academic advisor helps me set goals to work toward
- 33. My academic advisor is knowledgeable about requirements in my major
- 55. Major requirements are clear and reasonable

### Instructional Effectiveness

- 3. Faculty care about me as an individual
- 8. The content of the courses within my major is valuable
- 16. The instruction in my major field is excellent
- 25. Faculty are fair and unbiased in their treatment of individual students
- 39. I am able to experience intellectual growth here
- 41. There is a commitment to academic excellence on this campus
- 47. Faculty provide timely feedback about student progress in a course
- 53. Faculty take into consideration student differences as they teach a course
- 58. The quality of instruction I receive in most of my classes is excellent
- 61. Adjunct faculty are competent as classroom instructors
- 65. Faculty are usually available after class and during office hours
- 68. Nearly all of the faculty are knowledgeable in their field
- 69. There is a good variety of courses provided on this campus
- 70. Graduate teaching assistants are competent

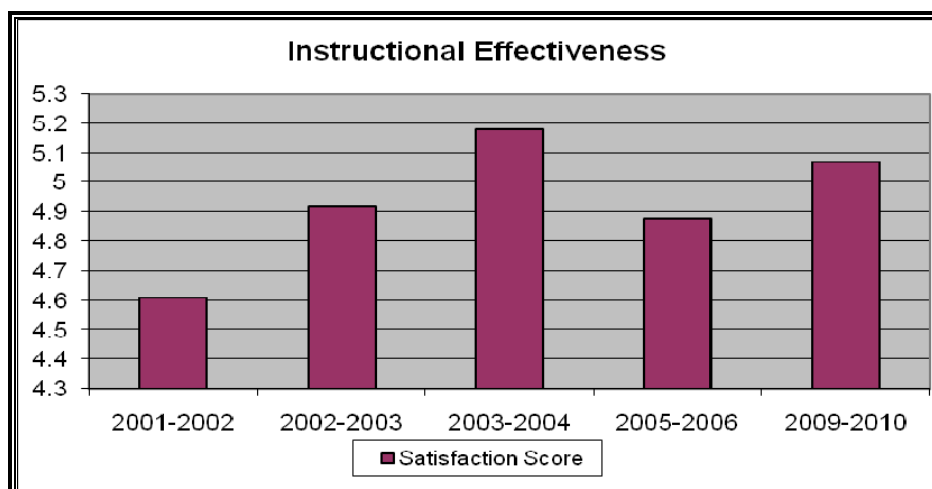
### Student Satisfaction Survey for 2005-2006

Noel-Levitz Centers, Inc Student Satisfaction Survey Seniors	2005-2006 Seniors All Majors N=35		
Scale/Items	Importance	Satisfaction/ SD	Performance Gap
<b>Academic Advising (Average of Academic Advising Related Questions)</b>	<b>5.93</b>	<b>5.34/0.97</b>	<b>0.59</b>
6. My academic advisor is approachable	5.96	5.54/1.59	0.42
14. My academic advisor is concerned about my success as an individual	5.96	5.53/1.51	0.43
19. My academic advisor helps me set goals to work toward	5.82	5.21/1.65	0.61
33. My academic advisor is knowledgeable about requirements in my major	6.03	5.27/1.71	0.76
55. Major requirements are clear and reasonable	5.88	5.13/1.38	0.75
<b>Instructional Effectiveness (Average of Related Questions)</b>	<b>5.76</b>	<b>4.88/1.18</b>	<b>0.88</b>
3. Faculty care about me as an individual	5.59	5.34/1.37	0.25
8. The content of the courses within my major is valuable	6.06	5.25/1.47	0.81
16. The instruction in my major field is excellent	6.04	5.25/1.51	0.79
25. Faculty are fair and unbiased in their treatment of individual students	5.87	4.75/1.53	1.12
39. I am able to experience intellectual growth here	5.65	4.67/1.63	0.98
41. There is a commitment to academic excellence on this campus	5.70	4.82/1.59	0.88
47. Faculty provide timely feedback about student progress in a course	5.56	4.72/1.47	0.84
53. Faculty take into consideration student differences as they teach a course	5.68	4.56/1.54	1.12
58. The quality of instruction I receive in most of my classes is excellent	5.79	4.88/1.48	0.91
61. Adjunct faculty are competent as classroom instructors	5.67	4.84/1.55	0.83
65. Faculty are usually available after class and during office hours	5.85	5.07/1.53	0.78
68. Nearly all of the faculty are knowledgeable in their field	5.89	4.83/1.58	1.06
69. There is a good variety of courses provided on this campus	5.80	4.69/1.56	1.11



### Student Satisfaction Survey for 2009-2010

Noel-Levitz Centers, Inc Student Satisfaction Survey Seniors	2009-2010 Seniors All Majors N=34		
Scale/Items	Importance	Satisfaction	Performance Gap
<b>Academic Advising (Average of Academic Advising Related Questions)</b>	<b>6.21</b>	<b>5.46</b>	<b>0.75</b>
6. My academic advisor is approachable	6.36	5.35	1.01
14. My academic advisor is concerned about my success as an individual	6.21	5.63	0.58
19. My academic advisor helps me set goals to work toward	6.27	5.41	0.86
33. My academic advisor is knowledgeable about requirements in my major	6.24	5.26	0.98
55. Major requirements are clear and reasonable	5.94	5.28	0.66
<b>Instructional Effectiveness (Average of Related Questions)</b>	<b>6.09</b>	<b>5.07/0.87</b>	<b>1.02</b>
3. Faculty care about me as an individual	5.59	5.34/1.37	0.25
8. The content of the courses within my major is valuable	6.06	5.25/1.47	0.81
16. The instruction in my major field is excellent	6.04	5.25/1.51	0.79
25. Faculty are fair and unbiased in their treatment of individual students	5.87	4.75/1.53	1.12
39. I am able to experience intellectual growth here	5.65	4.67/1.63	0.98
41. There is a commitment to academic excellence on this campus	5.70	4.82/1.59	0.88
47. Faculty provide timely feedback about student progress in a course	5.56	4.72/1.47	0.84
53. Faculty take into consideration student differences as they teach a course	5.68	4.56/1.54	1.12
58. The quality of instruction I receive in most of my classes is excellent	5.79	4.88/1.48	0.91
61. Adjunct faculty are competent as classroom instructors	5.67	4.84/1.55	0.83
65. Faculty are usually available after class and during office hours	5.85	5.07/1.53	0.78
68. Nearly all of the faculty are knowledgeable in their field	5.89	4.83/1.58	1.06
69. There is a good variety of courses provided on this campus	5.80	4.69/1.56	1.11

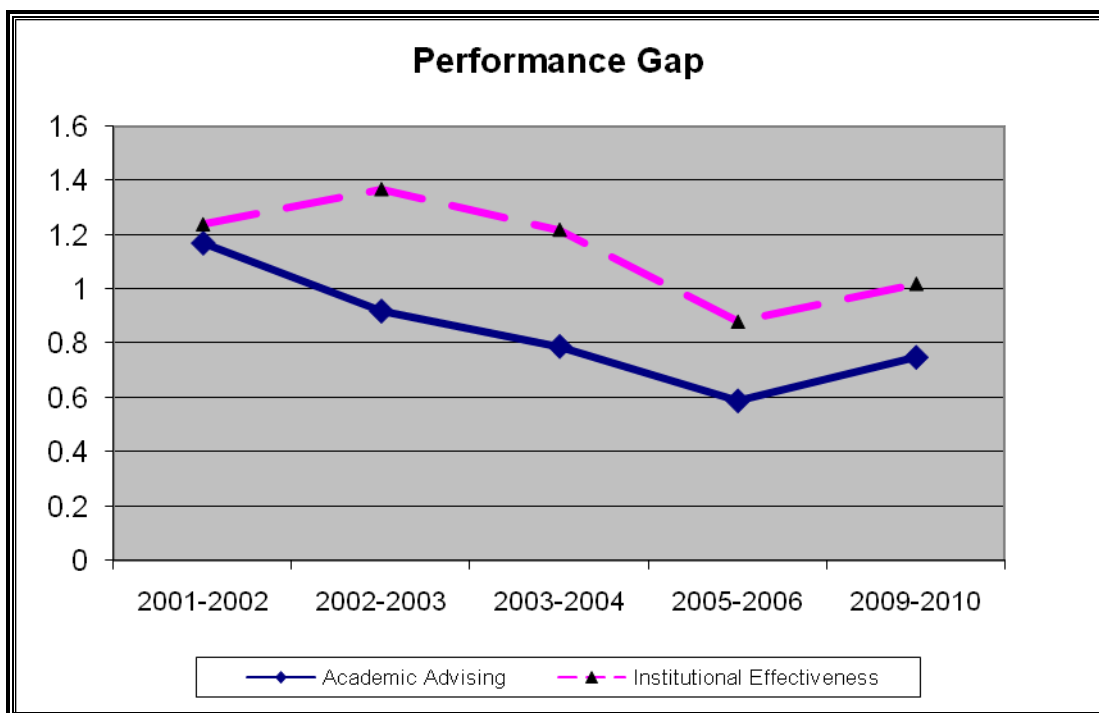


As shown in the above two graphs, we have experienced improvements in students' satisfaction in both areas of *Academic Advising* and *Instructional Effectiveness*. However, the importance that students rated on these two areas has gone up as shown in the following charts:

<b>Instructional Effectiveness</b>	<b>2001-2002</b>	<b>2002-2003</b>	<b>2003-2004</b>	<b>2005-2006</b>	<b>2009-2010</b>
Importance	5.85	6.29	6.4	5.76	6.09
Satisfaction Score	4.61	4.92	5.18	4.88	5.07

<b>Academic Advising</b>	<b>2001-2002</b>	<b>2002-2003</b>	<b>2003-2004</b>	<b>2005-2006</b>	<b>2009-2010</b>
Importance	6	6.45	6.49	5.93	6.21
Satisfaction Score	4.83	5.52	5.7	5.34	5.46

As the result, the performance gap has widened as demonstrated in the following graph.



This issue has been discussed in the Division meetings and we decided to organize an orientation meeting with the students who have been admitted to the major. The most recent meeting took place on September 18, 2010. Another such meeting is scheduled for spring 2011. The effects of these orientation meetings will be shown in the future student satisfaction surveys.

With regard to the *Instructional Effectiveness*, the Business Division has been responsive to the demand of the students by being able to earn high scores in this area. The scores speak for themselves: 4.88 in 2005-2006 to 5.07 in 2009-2010, showing 4% improvement in this area. For actions taken in this area, please see Appendix E.



# Appendix C

## **Alumni Survey**

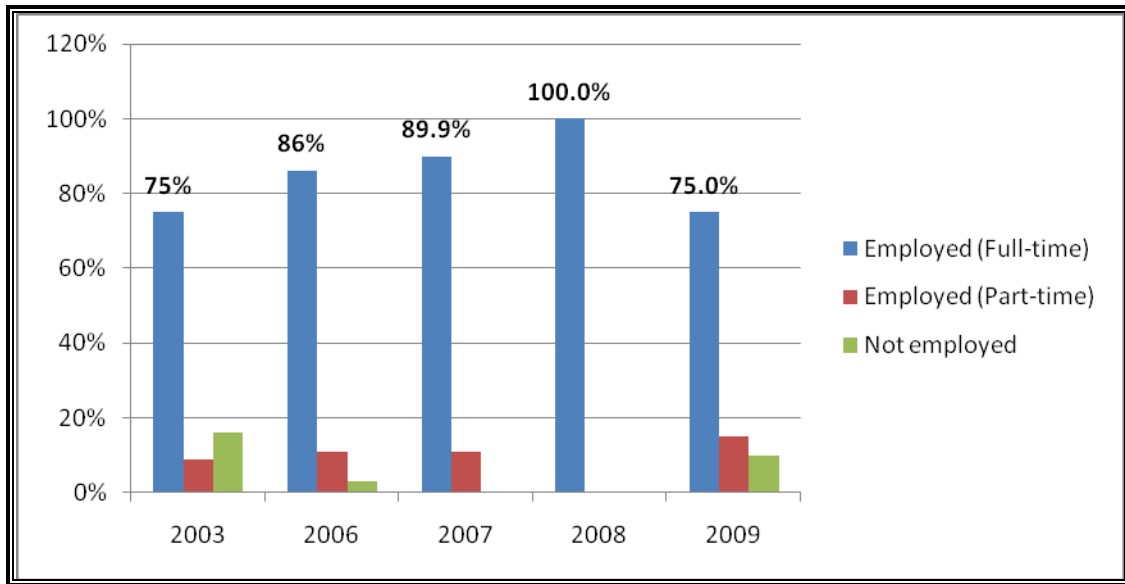
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Neumann University conducts Alumni Surveys for the previous year's graduates. This process is coordinated by the Office of Institutional Research. The survey first mailing is in January for the graduates of the preceding year. A second mailing is sent for those not responding, followed by a telephone inquiry to those who do not respond by mail.

The Division of Business and Information Management has identified five questions on the alumni survey that provide information relative to the Division's own assessment. Selected questions from Alumni Survey:

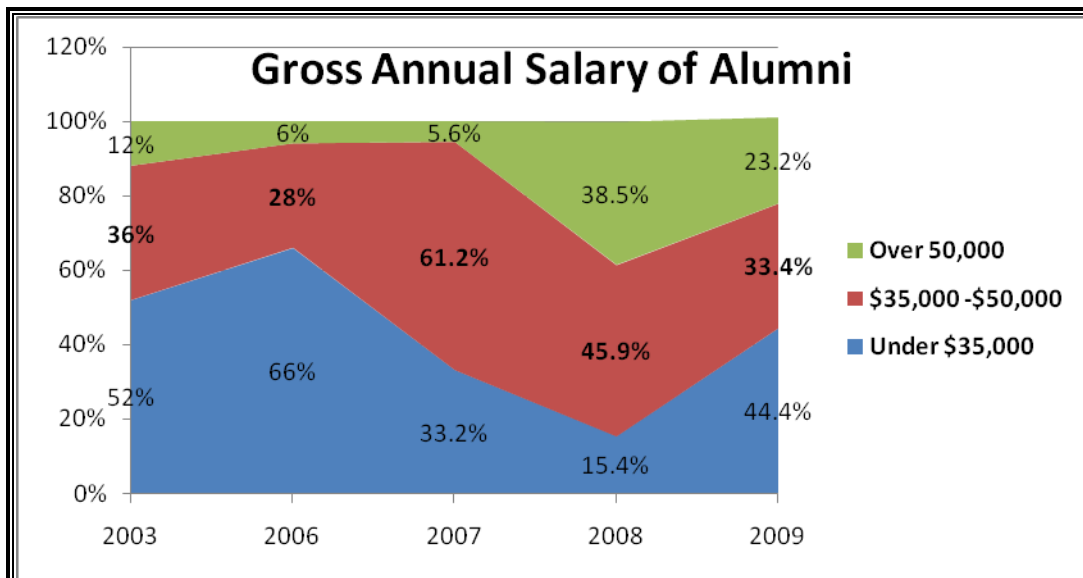
8. What is your present employment status?  
(1) Employed, full time (3) Unemployed, seeking employment (5) Volunteer, part time  
(2) Employed, part time (4) Unemployed, not seeking employment (6) Volunteer, full time
  
  13. What is your gross annual salary? Check one (This information will remain confidential)  
(1) Under \$10,000 (3) \$15,000-\$19,999 (5) \$25,000-\$29,999 (7) \$35,000-\$39,000 (9) \$45,000-\$49,999  
(2) \$10,000-\$14,999 (4) \$20,000-\$24,999 (6) \$30,000-\$34,999 (8) \$40,000-\$44,999 (10) \$50,000 and above
  
  20. Which of the following best describes the relationship between your academic major and the position you obtained?  
(1) My academic major is directly related to the position I obtained  
(2) My academic major is indirectly related to the position I obtained  
(3) My academic major is unrelated to the position I obtained
  
  21. Which of the following best describes the clarity of your career goals upon graduation from Neumann University?
    - a. I had well defined career goals.
    - b. I had vague career goals.
    - c. I had unclear career goals.
  
  22. Overall, how well do you feel Neumann University has prepared you for your career?  
(1) Excellent (2) Good (3) Fair (4) Poor
-

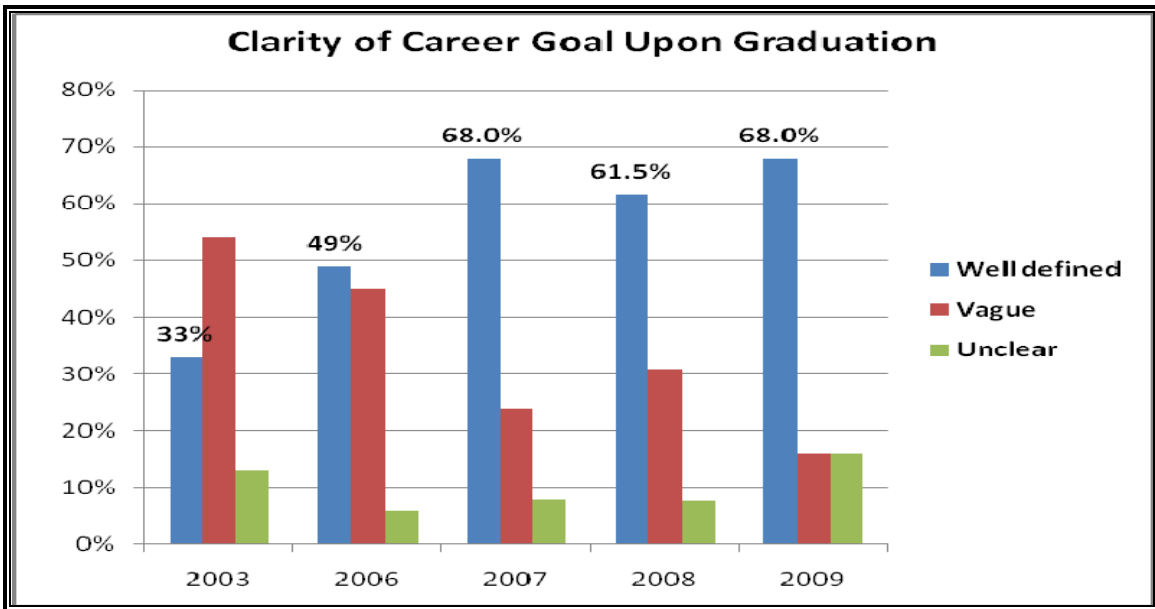
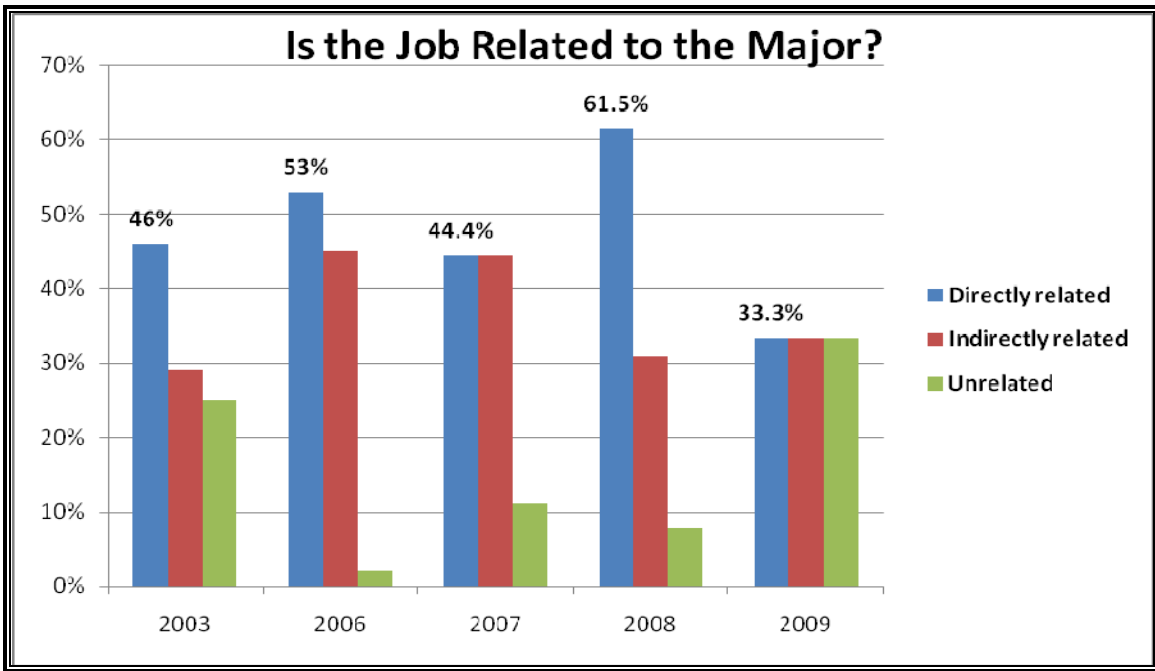
## Employment Status



## Income Status

Year	Under \$35,000	\$35,000 -\$50,000	Over 50,000	N
2003	52%	36%	12%	25
2006	66%	28%	6%	32
2007	33.2%	61.2%	5.6%	18
2008	15.4%	45.9%	38.5%	17
2009	44.4%	33.4%	23.2%	20





**How well do you feel Neumann University prepared you for your career?**

	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
<b>2003</b>	14%	61%	18%	7%
<b>2006</b>	61%	26%	3%	0%
<b>2007</b>	50%	39%	6%	6%
<b>2008</b>	10%	18%	56%	16%
<b>2009</b>	8%	28%	23%	41%

The Alumni surveys reaffirm our commitment to educate students in values and business skills that provides them with promising career opportunities. We have several action s to improve the satisfaction of this very important stakeholder. These actions are stated in Appendix E.

# Appendix D

## Co-op Evaluations

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Co-op evaluations are conducted every semester at the end of internship period. These evaluations are sent by the Neumann University Career Office and completed by the students' supervisors.

In 2009, the survey instrument was changed and the comparison of all the evaluation questions with the previous years has become difficult. Therefore, we have used only 4 out of 10 criteria to conduct our analysis and recommendations.

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### COOPERATIVE EDUCATION AND INTERNSHIP PROGRAM EMPLOYER EVALUATION OF STUDENT

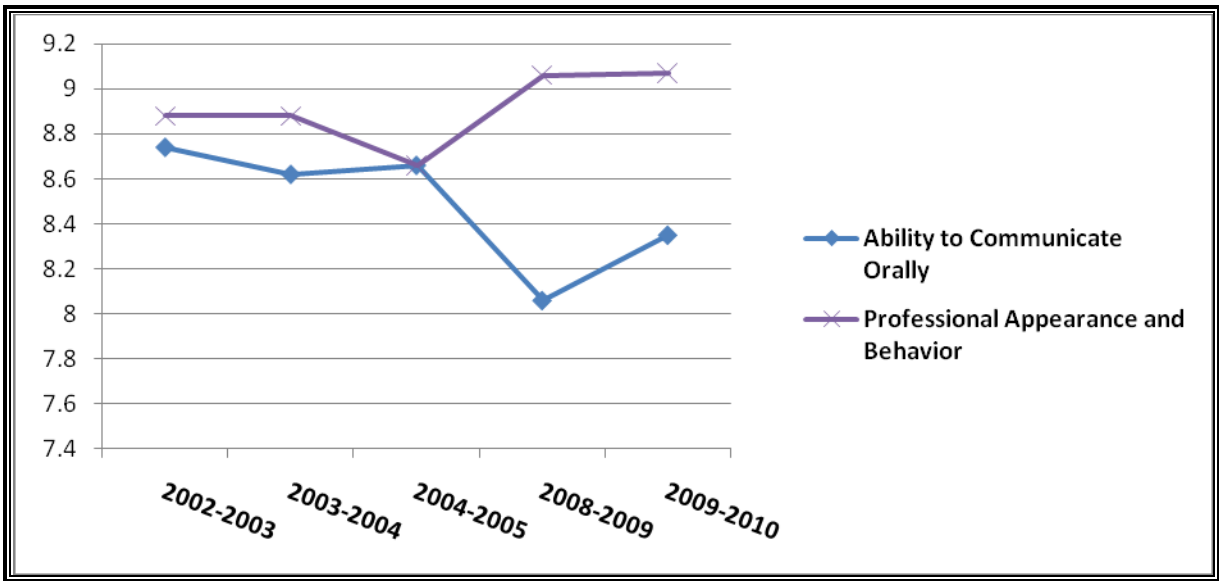
1-3 *Less Than Adequate*  
4-6 *Adequate*  
7-8 *More Than Adequate*  
9-10 *Excellent*

#### Results of Co-op Evaluations\* (Rating: Scale of 1 through 10)\*\*

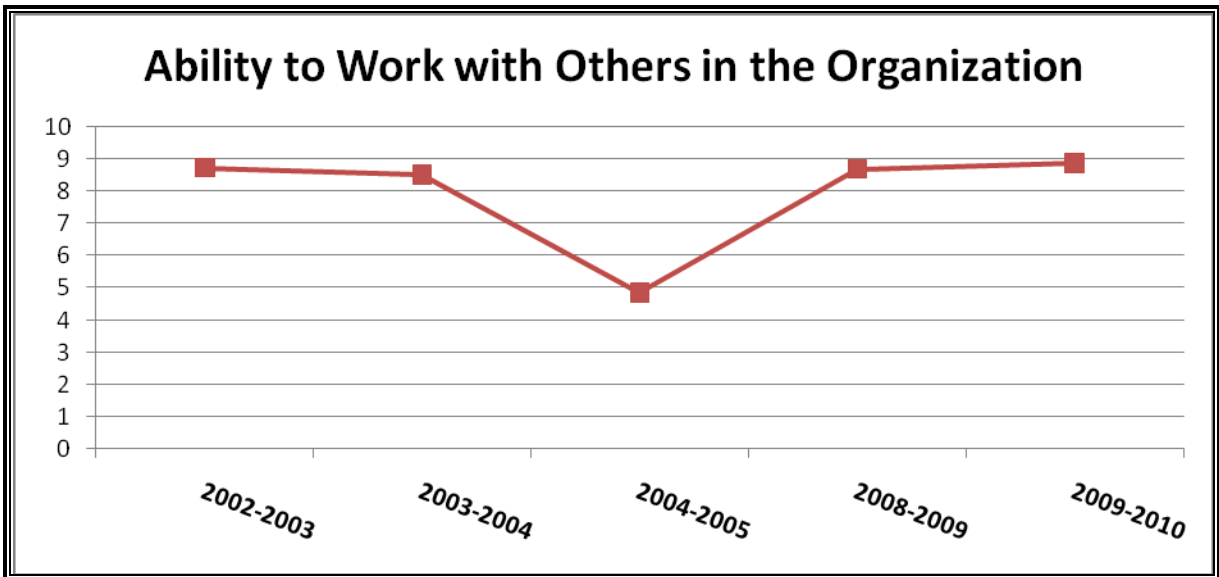
	2002-2003	2003-2004	2004-2005	2008-2009	2009-2010
<b>Ability to Communicate Orally</b>	8.74	8.62	8.66	8.06	8.35
<b>Professional Appearance and Behavior</b>	8.88	8.88	8.66	9.06	9.07
<b>Ability to Work with Others in the Organization</b>	8.74	8.52	4.84	8.69	8.88
<b>Overall Performance</b>	8.62	8.60	8.60	8.58	8.61

\* In 2009 the format of this survey was changed. The comparison with prior years required some estimations

\*\* 2002 through 2004 data were based on 1-5 scale. Those data were multiplied by 2.



We have experienced a positive rebound in the three areas shown in these two graphs.





# Appendix E

## Actions Taken and Improvements

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Based on analysis that we had conducted in the *Outcome Assessment Plans*, we have made several actions and improvements in our business curriculum. These actions resulted in closing the assessment loop in several areas.

The following actions have improved our assessment metrics in all four instruments that we use: MFT, Student Satisfaction, Alumni and Co-op. These actions also help to streamline and uniform the “Business Course Requirements” for all majors.

### 1. Introduction of Two New Courses

To improve the global literacy of students we designed a new course: *Global Business*. In this course students prepare export plans for local companies. The course design also includes an international travel component. The itinerary includes meetings with the U.S. Commercial officers in major commercial centers and meetings with the host countries private and government officials. This course was offered for the first time in spring 2005, then in spring 2007 and 2009.

In 2009, the Curriculum Committee also approved a Business Division proposal to offer *Strategic Management* which is a management elective course. This course was first offered in fall 2010. More than 20 students have registered for this course.

### 2. Curriculum Changes

#### A. *Addition of a Quantitative Course to Business Curriculum*

In order to expose all students to areas such as production and operations management, the Business Division has reviewed the quantitative requirements and the possibility of combining related courses in some areas.



In fall 2005, based on a curriculum proposal, the following changes took place:

- Eliminating Quantitative Methods (MATH 116) as an “allied requirement” for business majors
- Modifying Business Statistics I (BUS 201) to include a portion of MATH 116 contents
- Requiring *Production and Operations Management* (MGT 415) for all business majors

**B. *Addition of a Global Course to Business Curriculum***

In fall 2006, based on a curriculum proposal, Business majors were required to take *International Business and Trade* (BUS 321). This requirement effectively increased the total number of credit requirement for graduation from 122 credit hours to 125 credit hours for all business majors.

**3. Introduction of a New Minor**

In fall 2009, a new minor to the business program was added: *International Business Minor*. The introduction of this program was based on the recommendation of the visiting team for the International Business Self-study.

**4. Higher Standards for Admission to Business Majors**

Starting in 2007, students who are applying for business majors should have a GPA of 2.25 or higher. Previously the requirement was a GPA of 2.00. The higher standard is expected to improve the retention rate (graduation rate) as well as the MFT scores.

**5. Recommendations for Further Improvement in MFT**

Due to the vision of the new Dean (Elizabeth Doherty) in 2009-2010, MFT lost its importance and the Division experienced setback in this measurement. In the current academic year, we have a new Dean, Janet Massey, and the emphasis has been put back on the performance of students in MFT.

In order to encourage students to take this test with enthusiasm, we have given 12.5 percent of the final score to the MFT. Additionally, we will go over the sample test in ETS website.

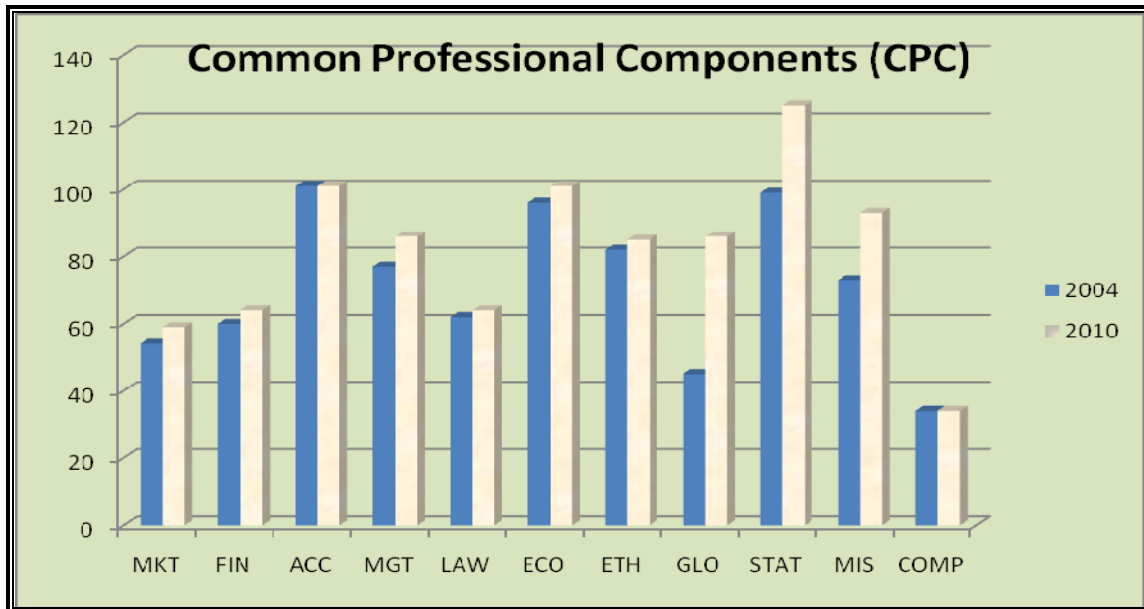
The changes in the curriculum and offering new courses improve MFT scores in two areas of “Quantitative” and “Global”. For further improvement, we are making the following recommendations:

- A. ***Additional Analysis of MFT Scores.*** The Business Division should use the MFT to assess the specific areas of performance in the business program and compare how groups of students perform on the test. The students should be grouped into Accounting, Business Administration, International Business, Information Management, Marketing and Sport Management. This grouping of students will assist in determining the strengths and weaknesses within the different programs. This analysis will start in 2011.
  
  - B. ***International Courses.*** The Business Division faculty should encourage students to take at least one international course as their major elective or effectively monitor the incorporation of an international topic in required courses. This will assure students an exposure to international issues and help them to understand the complex world of business.
  
  - C. ***Fact -sheet for Courses.*** The Business Division faculty should become familiar with MFT and develop fact sheets, including learning outcomes and their assessment for major courses that they teach and share those fact sheets with the part-time faculty. The full-time faculty should also become mentor of the part-time faculty.
6. **Changes in Common Professional Component (CPC)**

The effects of these actions and improvements are reflected in Table VII- CPC coverage.

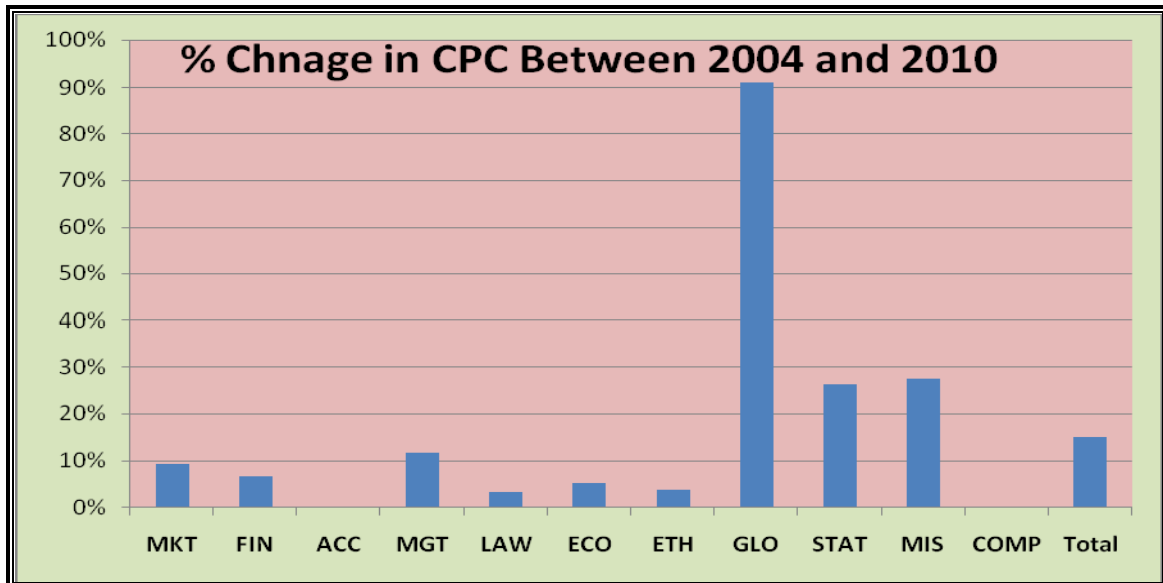
**Table VII - A: Summary of Common Professional Component (CPC) Compliance  
(September 2010)**

Core Business Courses	Hour Class Sessions by CPC Topic											Total
	MKT	FIN	ACC	MGT	LAW	ECO	ETH	GLO	STAT	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
BUS 200	0	0	0	35	5	0	5	5	0	0	0	50
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	2	1	3	6	0	17
CIM 220	2	0	0	7	2	1	4	3	0	42	0	61
ECON 201	0	1	0	0	1	43	0	5	2	0	0	52
ECON 202	3	2	1	0	1	42	2	1	5	0	0	57
FIN 301	0	35	8	1	2	2	3	3	3	3	0	60
PHIL 302	2	2	2	2	3	3	40	8	0	2	0	64
MGT 415	0	1	0	5	0	1	1	2	25	20	0	55
MGT 460	5	6	9	11	3	3	11	7	6	3	32	96
MKT 200	40	0	0	5	1	1	3	5	0	0	2	57
<b>TOTAL</b>	<b>59</b>	<b>64</b>	<b>101</b>	<b>86</b>	<b>64</b>	<b>101</b>	<b>85</b>	<b>86</b>	<b>125</b>	<b>93</b>	<b>34</b>	<b>898</b>



**Table VII - B: Summary of Common Professional Component (CPC) Compliance**  
(November 2004)

Core Business Courses	Hour Class Sessions by CPC Topic											Total
	MKT	FIN	ACC	MGT	LAW	ECO	ETH	GLO	STAT	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
BUS 200	0	0	0	35	5	0	5	5	0	0	0	50
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
CIM 102	0	1	1	1	2	0	2	1	3	6	0	17
CIM 220	2	0	0	7	2	1	4	3	0	42	0	61
ECON 201	0	1	0	0	1	43	0	5	2	0	0	52
ECON 202	3	2	1	0	1	42	2	1	5	0	0	57
FIN 301	0	35	8	1	2	2	3	3	3	3	0	60
PHIL 302	2	2	2	2	3	3	40	8	0	2	0	64
MGT 460	5	6	9	11	3	3	11	7	6	3	32	96
MKT 200	40	0	0	5	1	1	3	5	0	0	2	57
<b>TOTAL</b>	<b>54</b>	<b>60</b>	<b>101</b>	<b>77</b>	<b>62</b>	<b>96</b>	<b>82</b>	<b>45</b>	<b>99</b>	<b>73</b>	<b>34</b>	<b>783</b>



**7. Actions Taken with Respect to Student Satisfaction**

A. **Freshman Experience Course** - To improve advising services, the Division has appointed several faculty members to teach INT 101 - "*Freshman Experience*", a one-credit course that teaches students the concept of values clarifications, critical thinking, and student-faculty communication. This involvement with freshmen will have a positive effect in terms of binding

students and orienting them to the Business Division and its programs at an early time before they are accepted to the major. This course will be taught as an overload and \$1,800 compensation is provided to the faculty who teach this course.

Recently, we have decided to expand the number of the sections of “Freshman Experience” course that will be taught by the Business Division faculty. Furthermore, the freshmen students in Freshman Experience course whom shown interest in taking any business majors have been invited to meet with the business faculty.

- B. **Meeting with Students Accepted to Major** - To continue this success, the Division has started sponsoring gatherings at the end of the fall semester among faculty members and all the students who have been accepted *to any business majors*. This gathering has helped students to meet their advisors who can answer students’ their questions and review their “Major Requirements”. In addition, the students have become acquainted with Division’s facilities and their perceptions on “approachability of their academic advisors” have improved.
  - C. **Student Clubs** – In response to students satisfaction survey to increase interactions of the faculty with the students, we established the *Investment Club* in 2007 and *CIM Club* in 2010. The impact of these two clubs on advising cannot be measured using the student satisfaction survey and new instrument may have to be created.
  - D. **Offering Management Elective Courses** – Based on the responses of students to the Noel survey, we have added two management electives: *Global Business* (2005) and *Strategic Management* (2009) and made *International Finance and Economics* a management elective course(2009).
  - E. **Hybrid Courses** - In response to the student demand, we have started experimenting with offering several *hybrid courses*. We will need more time to gather information to study the effect of this trend on student perception of the “Instructional Effectiveness” of our teaching.
8. **Actions Taken with Respect to Alumni Survey**
- A. **SAP** - Starting in 2009, we have incorporated the use of “**SAP**” which is enterprise-wide software in various courses. This action will significantly improve the employability and salary levels of our future graduates.

- B. **Guest Speakers** - Additionally, in the senior seminar courses, we invite *Guest Speakers* from the business community (or *our alumni*) to share their real world experiences with the students. This program allows students to learn from professionals and practitioners in the field. In this course, about 6 speakers are invited to the classroom and students are required to write 4 reflection papers about those speakers. These papers are evaluated as part of students' overall grade in the course.
- C. **Resume-enhancing Activities** - We have also added resume-enhancing *projects* into several courses such as Global Business and Senior Seminar, as well as, to our business *student clubs*: Investment and CIM such as portfolio competition. Additionally, students with good standing are invited to an *Honor Society* and *SIFE* (Student in Free Enterprise) teams. Finally, students can submit their best research papers for publication in *Neumann Business Review* which publishes once a year by the Business Division.
- D. **Annual Business Exchange Dinner** - This is one of our most effective networking events for senior business students. It usually takes place in the second half of month of April in a country club. The Division by inviting Alumni, faculty, members of the business community and officers of Neumann University provide a platform to the high-student achievers in the Division to be recognized which opens up career possibilities for them.
- E. **Expansion of Business Advisory Board** – After one-year vacation for our board members (thanks to the former Dean's wisdom), the Business Advisory Board has started to regularly meet again. The first such meeting in the current academic year took place on September 29<sup>th</sup>, 2010, in the Spring Heaven Country Club. Some of the members of the Advisory Board are our own alumni who are now playing major roles in the business community. They are in a unique position to provide guidance to our Division on curriculum development, assessment, and new initiative or proposal such as the publication of *Neumann Business Review*.

We are hoping these actions will further improve the prospects of our students to land jobs in their majors and provide us with valuable alumni in the future.

## 9. Actions Taken with Respect to Co-op Education

Although, the “*Overall Performance*” of the students in their co-op education has been the above our benchmark of 8 which translate into “*Excellent*”, we have made several changes which will have a positive effect on the learning outcome of students. These actions include the following:

A. **Adding Academic Component** - In 2010, we have added an academic component such as *SWOT Analysis* or *Industry Analysis* to the co-op education which will enhance students’ co-op experiences.

B. **Standardizing Evaluations** - Prior to 2010, each faculty uses a different method for grading students’ performances. In 2010, we have standardized the method of co-op evaluation as follow:

- Supervisor Evaluation 40%
- Seven Periodic Reports 30%
- Final Report – Academic Component 30%

C. **Further Analysis** - In 2009, a new format for the survey instrument was introduced. In coming years, we will have enough data to evaluate all 10 criteria that are used in the co-op survey. The additional data and analysis provide us with sounder recommendations for further improvement of the co-op education.

The effects of these changes will be analyzed in the future periodic report to ACBSP.

## 10. Self-studies for All Majors

Starting 2006 and continuing into the fall of 2010, the Business Division completed five self-studies for International Business, Accounting, Business Administration, Computer Information Management, and Marketing majors.

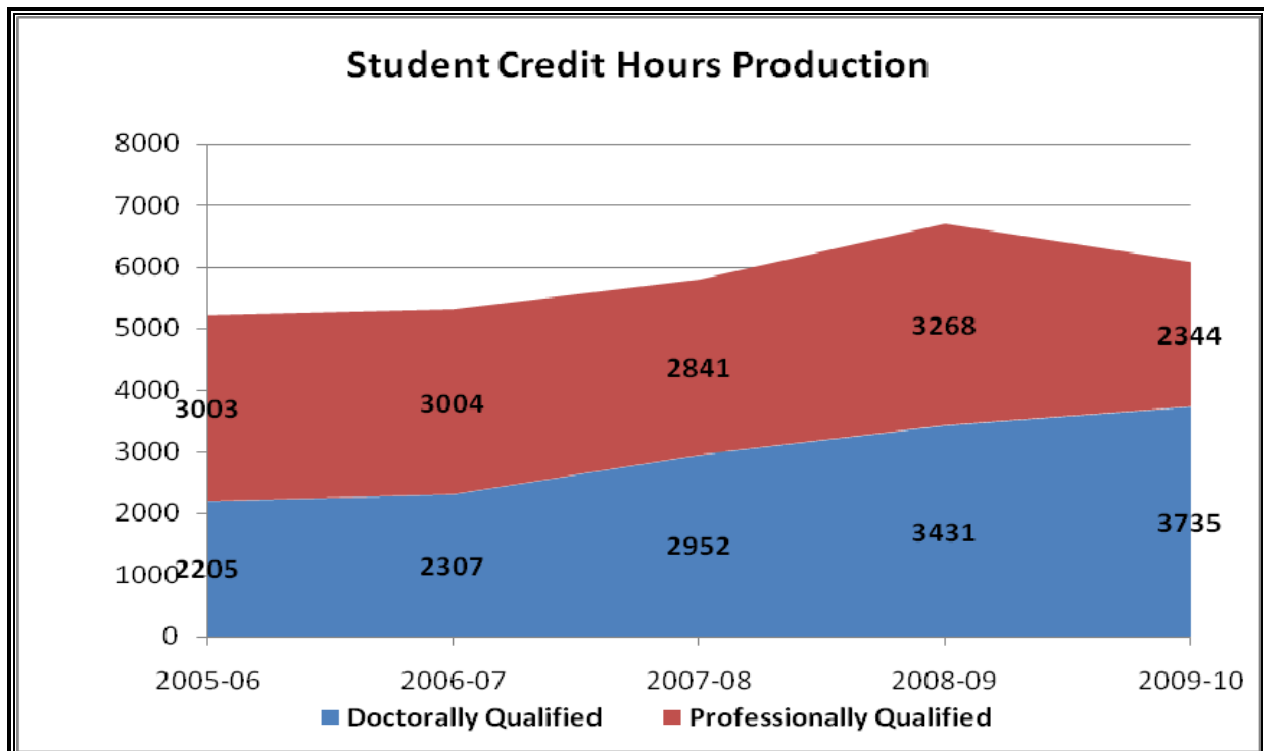
We have used and will be taking full advantage of the recommendations that these self-studies and visiting teams have provided to the Division. We are certain that the implementations of these recommendations (assuming resources are given) will further improve the quality of business education at Neumann University.

# Appendix F

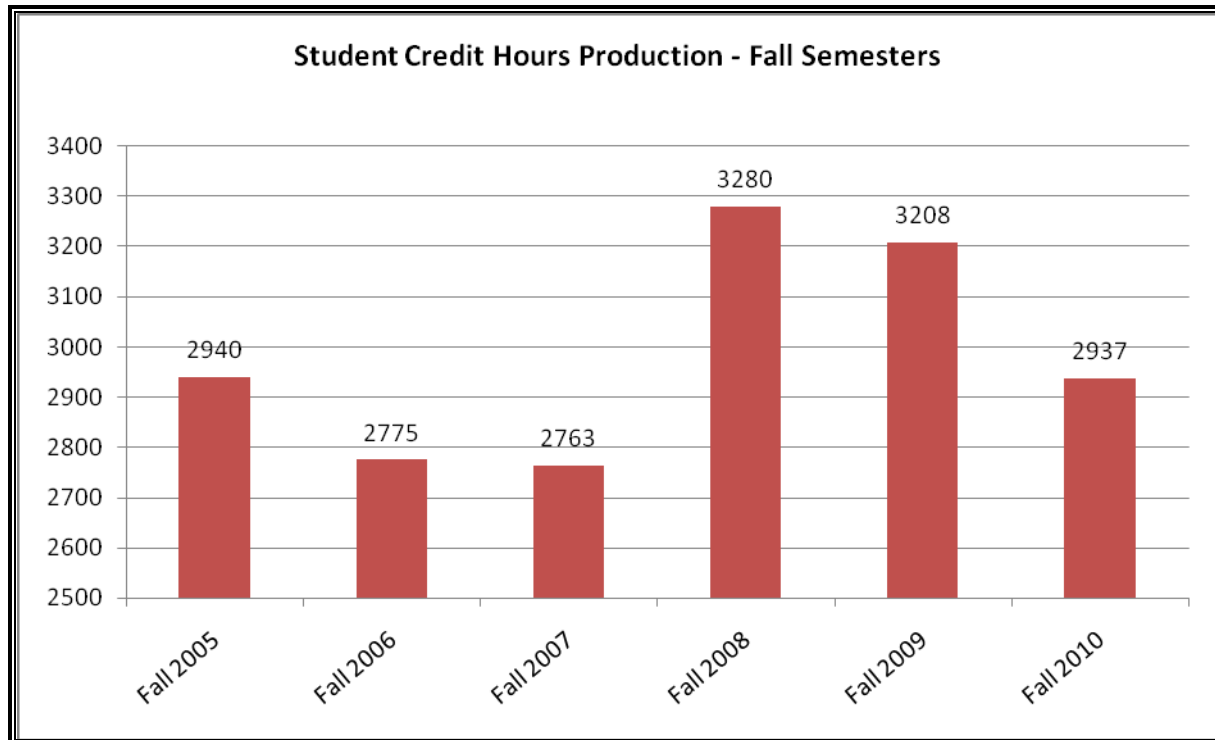
## Budgetary and Market Performance Graphs

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Academic Year	Student Credit Hours by Doctorally Qualified	Student Credit Hours by Professionally Qualified	Total Credit Hours Production
2005-06	2205	3003	5208
2006-07	2307	3004	5311
2007-08	2952	2841	5899
2008-09	3431	3268	6699
2009-10	3735	2344	6079







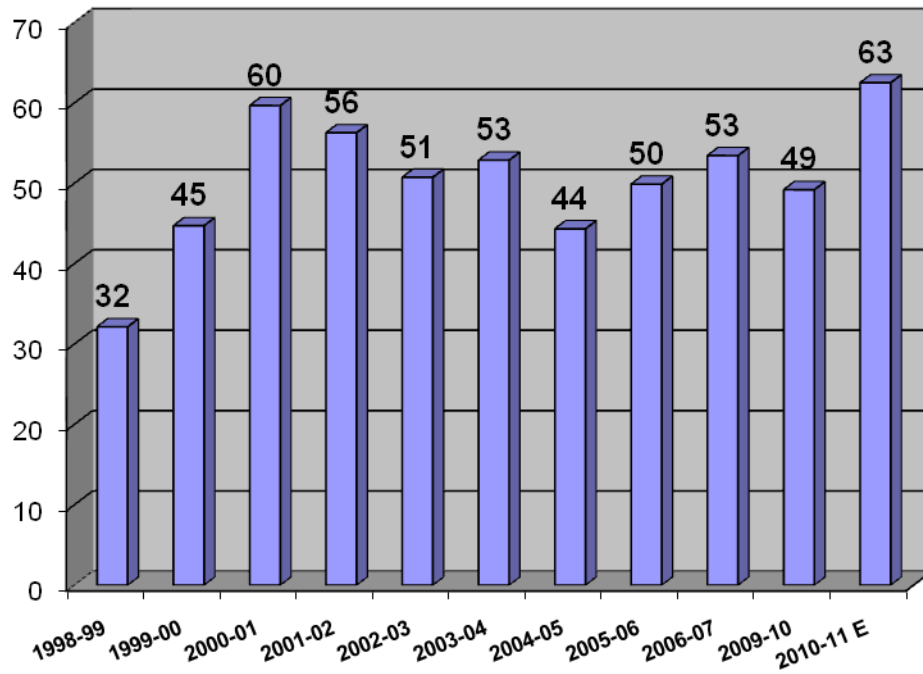
We are experiencing a decline in this metric in the current academic semester (fall 2010) due to course scheduling problems. The schedule of courses was made out of sequence and without enough sections.

Furthermore, due to the shortages of available full-time faculty (resignation, sabbatical, re-assignment) part-time faculty could not found to teach some of the courses or courses were offered in late evenings or early mornings. As the results we experienced the following setback in the current semester:

- ***Cancellation of courses*** – Several courses, including International Accounting and Production MGT (evening section) were cancelled
- ***Below the full-potential course load*** - some full-time students could only take 12 or 15 credit hours
- ***Full-time faculty per student*** - As shown in the following graph the ration of students to full-time students has also risen to its highest level.

Hopefully, for the following semester, course scheduling and students credit hour production will improve. We have a new Dean and we expect to hire a full-time CIM faculty for the Spring 2011 Semester.

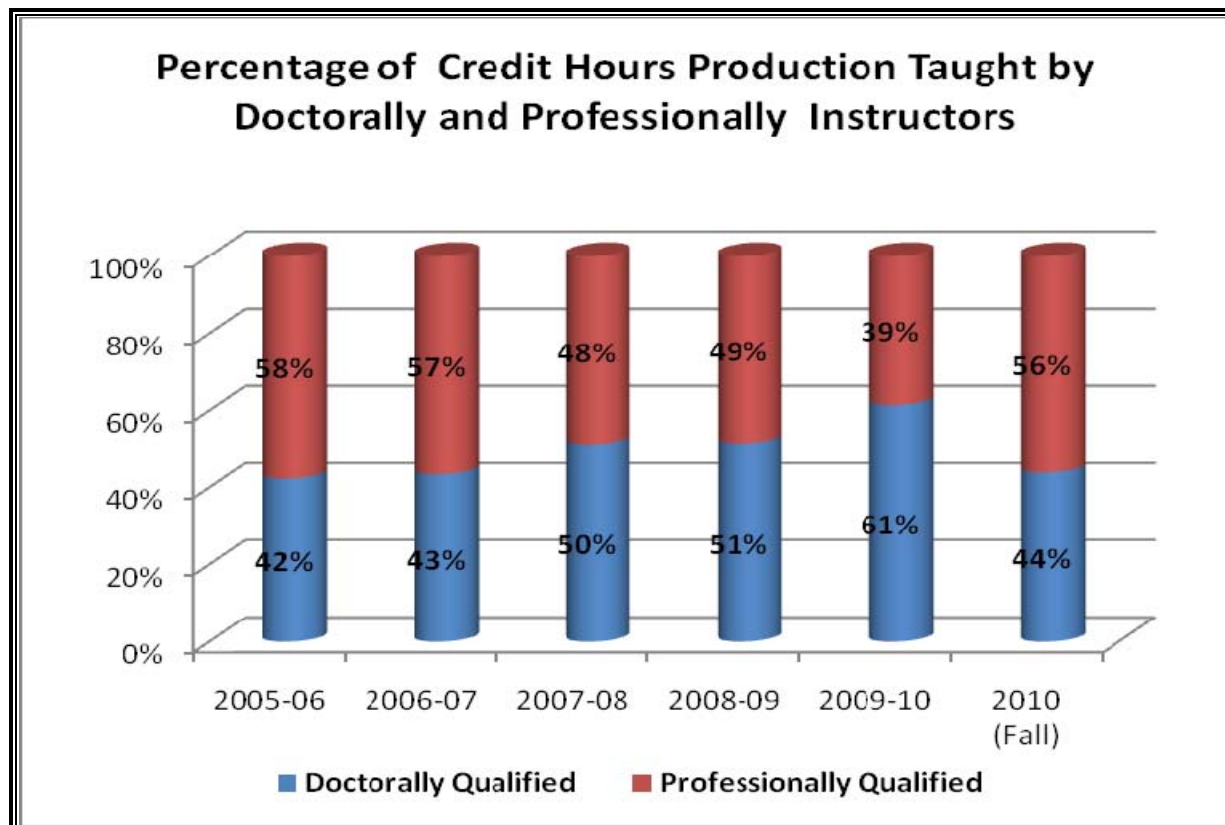
**Ratio of Students to Full-time Faculty for the Entire Division**



# Appendix G

## Faculty and Staff Focused Results

Academic Year	% Taught by Doctorally Qualified	% Taught by Professionally Qualified
2005-06	42%	58%
2006-07	43%	57%
2007-08	50%	48%
2008-09	51%	49%
2009-10	61%	39%
2010 (Fall)	44%	56%



<b>Fall 2010 Business Courses</b>	<b>Instructor</b>	<b>Enrollment</b>	<b>Credit Hours</b>	<b>Doctorally Qualified</b>	<b>Professionally Qualified</b>	<b>Student Credit Hours Production</b>
ACT-103-A (14595) Prin.of Accounting I	M. Sarkees	30	3		90	90
ACT-103-B (14596) Prin.of Accounting I	M. Sarkees	31	3		93	93
ACT-103-C (14597) Prin.of Accounting I	Jeffrey Graber	27	3		81	81
ACT-104-A (14598) Prin.of Accounting II	Jeffrey Graber	26	3		78	78
ACT-210-A (14599) Intermediate Accounting I	Jeffrey Graber	24	3		72	72
ACT-315-A (14600) Advanced Accounting	L. York	9	3		27	27
ACT-405-A (14601) Principles of Auditing	D. Anastasia	9	3		27	27
ACT-495-A (16113) Cooperative Education	Janet Massey	2	3		6	6
BUS-200-A (14675) Prin.of Management	R. Till	30	3	90		90
BUS-200-B (14676) Prin.of Management	R. Till	30	3	90		90
BUS-200-C (14677) Prin.of Management	F. Aryani-Sabet	22	3		66	66
BUS-201-A (14679) Business Statistics I	C. Nelson	28	3		84	84
BUS-201-B (14680) Business Statistics I	C. Nelson	19	3		57	57
BUS-202-A (14681) Business Statistics II	C. Nelson	24	3		72	72
BUS-202-B (14682) Business Statistics II	B. Kim	13	3		39	39
BUS-309-A (14683) Legal Aspects of Business	Lorraine M. McCabe	22	3		66	66
BUS-309-B (14684) Legal Aspects of Business	J. Kenna	23	3		69	69
BUS-321-A (14685) Interntl.Bus & Trade	M. Hojjat	22	3	66		66
BUS-321-B (14686) Interntl.Bus & Trade	M. Hojjat	23	3	69		69
BUS-350-A (14687) Business Communications	J. Hoffman - Till	24	3		72	72
BUS-350-B (14688) Business Communications	Kathleen Dunn	20	3		60	60
BUS-460-A (14689) International Bus. Sem.	M. Hojjat	1	3	3		3
CIM-102-A (14732) Intro to Software Appl.	A. Carter	28	3		84	84
CIM-102-B (14733) Intro to Software Appl.	Ali Niknam	27	3		81	81

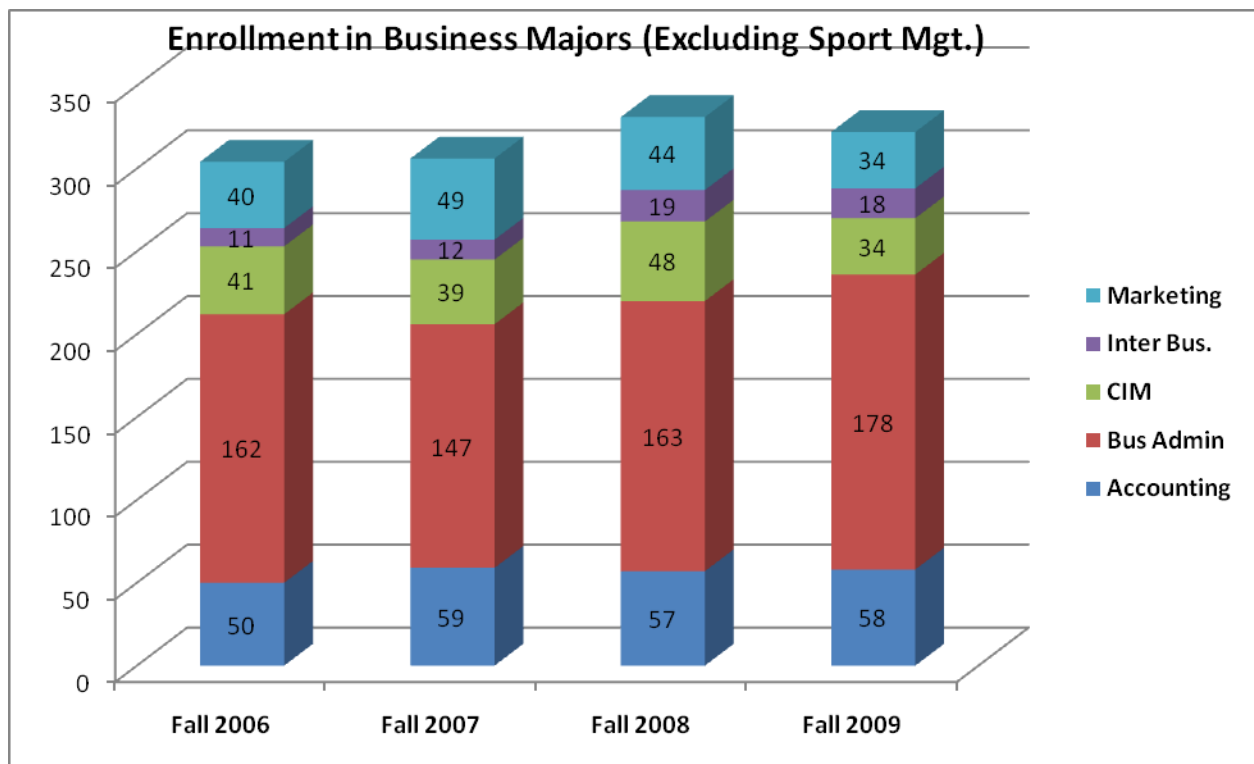
CIM-102-C (14734) Intro to Software Appl.	F. Beadenkopf	27	3		81	81	
CIM-102-D (14735) Intro to Software Appl.	W. Reinersmann	27	3		81	81	
CIM-102-E (14736) Intro to Software Appl.	K. Robinson	15	3		45	45	
CIM-211-A (14737) Adv. Computer Prog. with C++	Ali Niknam	11	3		33	33	
CIM-220-A (14738) Intro. Mgmt. Info. Systems	Ali Niknam	28	3		84	84	
CIM-340-A (14739) Database Management	Ali Niknam	9	3		27	27	
CIM-345-A (14740) Web Development	Shawn Shirasb	12	3		36	36	
ECON-201-A (14756) Macroeconomics	Ellen Sloss	32	3	96		96	
ECON-201-B (14757) Macroeconomics	Ellen Sloss	30	3	90		90	
ECON-202-A (14758) Microeconomics	Ellen Sloss	25	3	75		75	
ECON-202-B (14759) Microeconomics	Ellen Sloss	26	3	78		78	
MKT-200-A (15032) Principles of Marketing	John Wong	32	3	96		96	
MKT-200-B (15033) Principles of Marketing	John Wong	18	3	54		54	
MKT-301-A (15034) Consumer Behavior	John Wong	14	3	42		42	
MKT-320-A (15035) Sales Force Management	W. Backall	14	3		42	42	
MKT-323-A (15036) International Marketing	John Wong	16	3	48		48	
MKT-395-A (15927) Cooperative Education	John Wong	1	3	3		3	
MKT-495-A (16804) Cooperative Education	John Wong	1	3	3		3	
<b>Fall 2010 - Total Student Credit Production Hours Calculated by Dr. Arde Shahmaei</b>					<b>1290</b>	<b>1647</b>	<b>2937</b>
<b>Fall 2010 - % of Credit Hours Production Taught by Doctorally and Professional Qualified Instructors</b>					<b>44%</b>	<b>56%</b>	<b>100%</b>

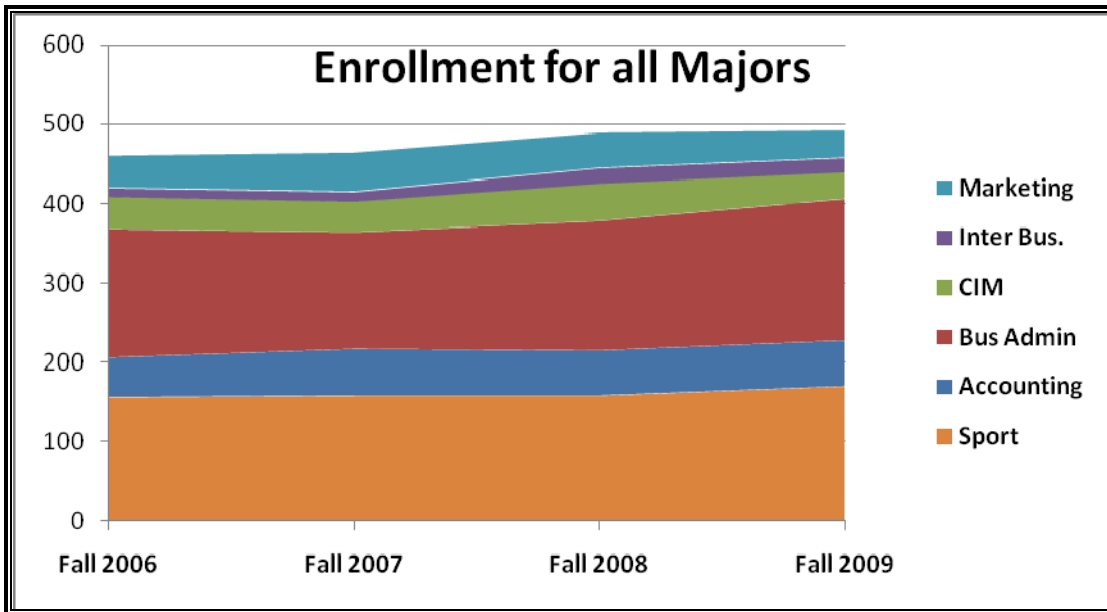
# Appendix H

## Organizational Performance Tables and Graphs

### Enrollment in Business Majors

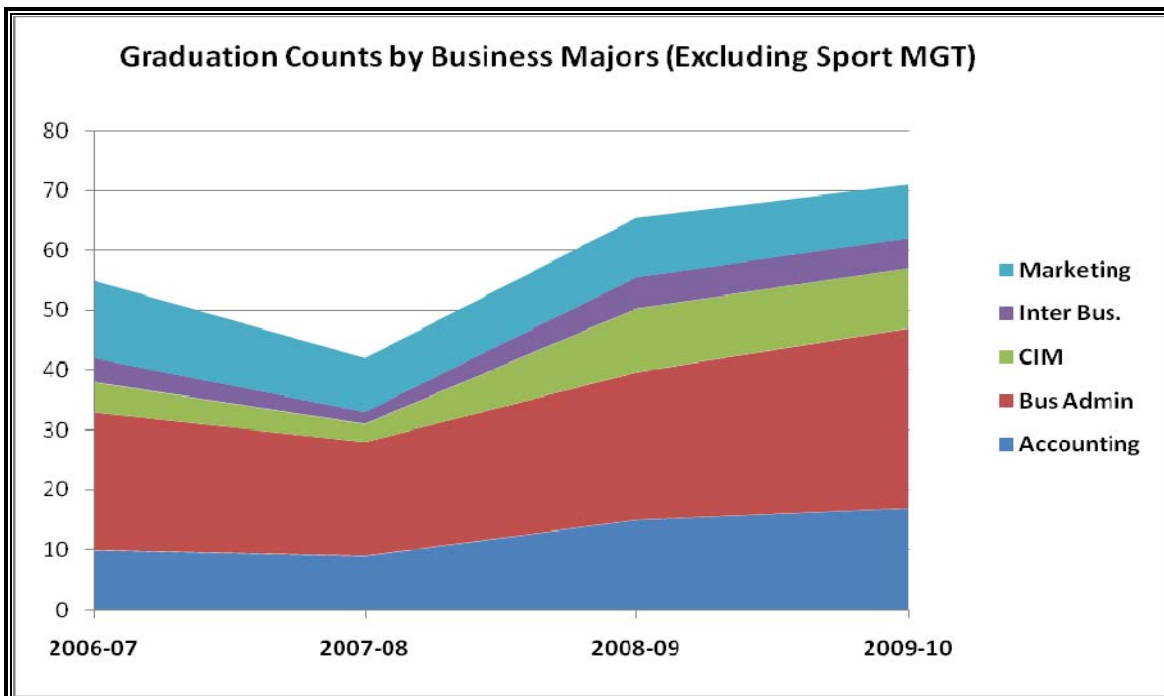
Semester	Accounting	Bus Admin	CIM	Inter Bus.	Marketing	Total (Excluding SM)	Sport	Total All Majors
Fall 2006	50	162	41	11	40	304	156	460
Fall 2007	59	147	39	12	49	306	158	464
Fall 2008	57	163	48	19	44	331	158	489
Fall 2009	58	178	34	18	34	322	170	492
<b>2009 % Change</b>	<b>1.8%</b>	<b>9.2%</b>	<b>29.2%</b>	<b>-5.3%</b>	<b>-22.7%</b>	<b>0.3%</b>	<b>7.6%</b>	<b>6.9%</b>

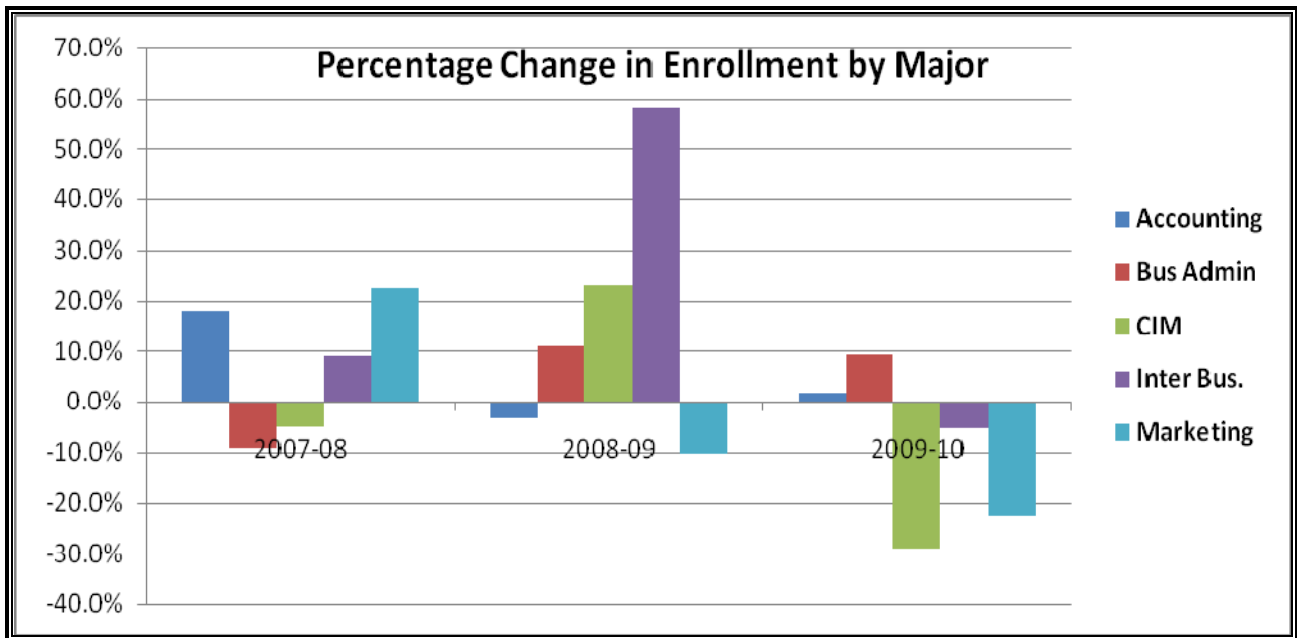




### Graduation Numbers

Semester	Accounting	Bus Admin	CIM	Inter Bus.	Marketing	Total (Excluding SM)	Sport MGT.	Total All Majors
2006-07	10	23	5	4	13	55	34	89
2007-08	9	19	3	2	9	42	31	73
2008-09	15	25	11	5	10	65	25	91
2009-10	17	30	10	5	9	71	31	102



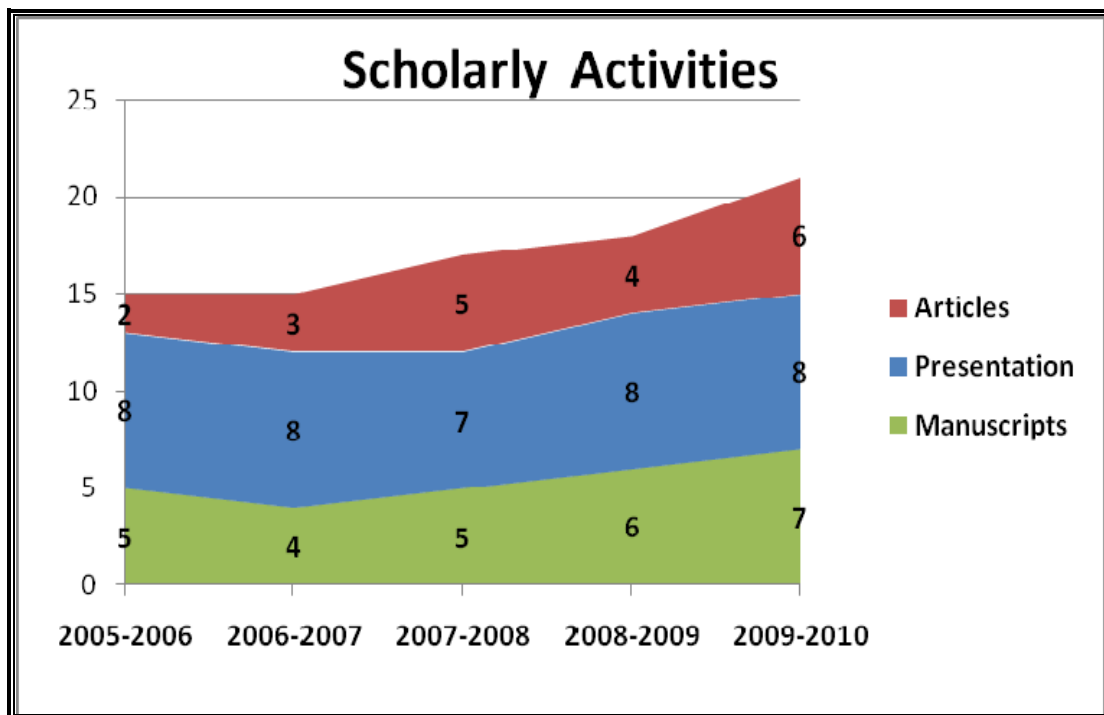


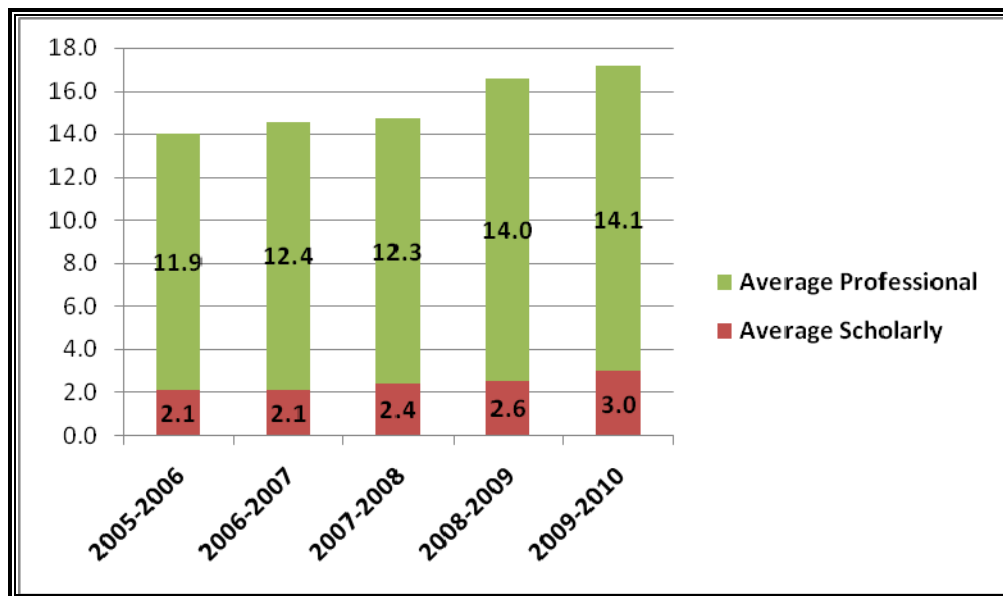
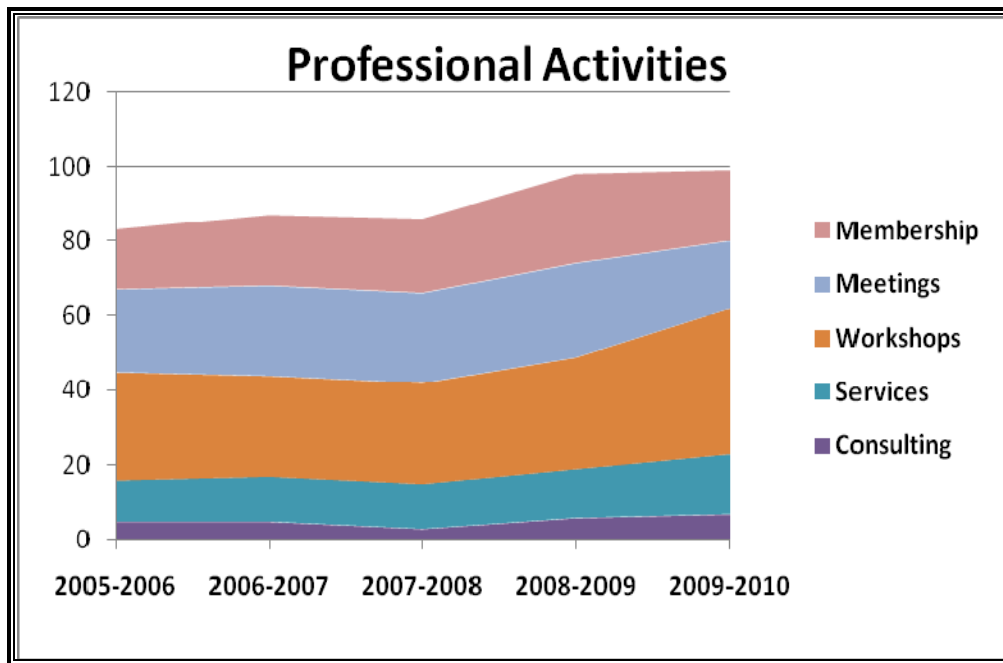


# Appendix I

## Scholarly Activity Tables and Graphs

Faculty	Scholarly Activities						Professional Activities		
	Papers Presentation	Published Articles	Unpublished Articles/ Manuscripts	Consulting	Professional Related Services	Professional Conferences & Workshops	Professional Meetings	Professional Membership	
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	





Faculty Member	Scholarly Activities			Professional Activities				
	Papers Presented	Published Books & Articles	Unpublished Articles/ Manuscripts	Consulting	Prof. Related Services	Professional Conferences & Workshops	Prof. Meetings	Professional Membership
<b>Anil Gurung Ph.D.</b>								
2009-2010	B=1	B=2	B=1	A=1	B=2	1	2	4
2008-2009	B=1	B=2	B=2		B=2	1	2	4
2007-2008	B=1	A=1 B=1	B=2		B=2	2	2	4
2006-2007	B=2	B=1	B=2		B=2	2	1	4
2005-2006	B=2	B=1	B=2		B=2	2	1	4

Faculty Member	Scholarly Activities			Professional Activities				
	Papers Presented	Published Books & Articles	Unpublished Articles/ Manuscripts	Consulting	Prof. Related Services	Professional Conferences & Workshops	Prof. Meetings	Professional Membership
<b>M. Hojjat Ph.D.</b>								
2009-2010	B=2	C=1	C=1	D=1	D=2 C=1	7	4	4
2008-2009	B=2 D=1	C=1	D=1	D=2	C=2	10	5	4
2007-2008	A=2 B=1	B=1	C=1	D=1	C=2	6	6	3
2006-2007	A=2 B=2	B=1	C=1	D=2	D=2	7	8	3
2005-2006	A=1	B=1	C=1	D=2	D=2	9	5	3

Faculty Member	Scholarly Activities			Professional Activities				
	Papers Presented	Published Books & Articles	Unpublished Articles/ Manuscripts	Consulting	Prof. Related Services	Professional Conferences & Workshops	Prof. Meetings	Professional Membership
<b>A. Niknam MBA, Certificate</b>								
2009-2010			B=3	D=1	A=6	5	1	2
2008-2009			B=1	D=2	A=3	4	1	2
2007-2008			B=1	D=1	A=3	4	1	2
2006-2007			B=1	D=2	A=2	5	1	2
2005-2006			B=1	D=2	A=2	4	1	2

Faculty Member	Scholarly Activities			Professional Activities				
	Papers Presented	Published Books & Articles	Unpublished Articles/ Manuscripts	Consulting	Prof. Related Services	Professional Conferences & Workshops	Prof. Meetings	Professional Membership
<b>J. Massey MBA, CPA</b>								
2009-2010	B=1				C=1 D=1	11	8	3
2008-2009	B=1				B=1 D=1	10	11	3
2007-2008	B=1				b+1 D=1	10	11	3
2006-2007	B=1				D=1	10	10	3
2005-2006	D=1				D=1	11	11	3

Faculty Member	Scholarly Activities			Professional Activities				
	Papers Presented	Published Books & Articles	Unpublished Articles/ Manuscripts	Consulting	Prof. Related Services	Professional Conferences & Workshops	Prof. Meetings	Professional Membership
<b>Ellen Sloss Ph.D.</b>								
2009-2010	C = 1	B = 1	1	4	3	2	1	
2008-2009	C = 1		1	2	2	1	1	
2007-2008	C = 1	B = 1	1	1	1	1	1	
2006-2007	C = 1	B = 1	1	1	1	1	1	
2005-2006	C = 1		1	1	1	1	1	

Faculty Member	Scholarly Activities			Professional Activities				
	Papers Presented	Published Books & Articles	Unpublished Articles/ Manuscripts	Consulting	Prof. Related Services	Professional Conferences & Workshops	Prof. Meetings	Professional Membership
<b>R. Till Ph.D.</b>								
2009-2010	1-B	1-A	1-B		1	12		2
2008-2009	1-A	1-A			1	4		2
2007-2008	1-B	1-A				4		1
2006-2007					1	2		1
2005-2006	2-B					2		1

Faculty Member	Scholarly Activities				Professional Activities			
	Papers Presented	Published Books & Articles	Unpublished Articles/ Manuscripts	Consulting	Prof. Related Services	Professional Conferences & Workshops	Prof. Meetings	Professional Membership
A. Shahmaei Ph.D.,								
2009-2010					D=2 A=1		4	2
2008-2009					D=3		4	5
2007-2008					D=2		4	6
2006-2007	D=1				D=2		6	6
2005-2006	C=2	B=1				1	3	3