

Accreditation Council for Business Schools and Programs (ACBSP)
Quality Assurance (QA) Report
for
Baccalaureate/Graduate Degree Programs
Current as of September 2013

Overview (O) 1. Complete all information requested.

Submit your report as an attachment to reports@acbsp.org on or before February 15th or September 15th.

This report should be limited to maximum of 50 pages. The average length of most good reports is 30 pages. To help reduce the page numbers you can remove the ACBSP examples used in this report template to help you complete the report.

O 2. Institution Name: University of the District of Columbia Date September 30, 2013

Address: 4200 Connecticut Avenue, NW Washington, DC 20008

O 3. Year Accredited/Reaffirmed: 1998 /2009 This Report Covers Years: 2011-2013

O 4. List All Accredited Programs (as they appear in your catalog):

Undergraduate Programs

- Accounting (BBA)
- Business Management (BBA)
- Management Information Systems (BBA)
- Finance (BBA)
- Marketing (BBA)
- Procurement and Public Contracting (BBA)

Graduate Program

- Master of Business Administration (MBA)

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

Not Applicable

O 5. List all programs that are in your business unit that are not accredited by ACBSP and how you distinguish accurately to the public between programs that have achieved accredited status and those that have not.

Economics (BA)

Public Administration (MPA)

It is stated on our website that the University of the District of Columbia is accredited by the Accreditation Council for Business Schools and Programs (ACBSP) to offer the following business degrees:

Undergraduate Programs

- Accounting (BBA)
- Business Management (BBA)
- Management Information Systems (BBA)
- Finance (BBA)
- Marketing (BBA)
- Procurement and Public Contracting (BBA)

Graduate Program

- Master of Business Administration (MBA)

Thus we accurately distinguish to the public programs that have achieved accredited status from those that have not.

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

Van Ness Campus – 4200 Connecticut Avenue, NW Washington, DC 20008

O 7. Person completing report Name: Dr. Sandra Yates, Acting Dean

Phone: (202) 274-7000

E-mail address: syates@udc.edu

ACBSP Champion name: Dr. Chigbo Ofong, Associate Dean; Phone: 202-274-7037 E-mail Address: cofong@udc.edu

ACBSP Co-Champion name: Dr. Sandra Yates

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

The Baccalaureate/Graduate Degree Board of Commissioners met on November 17-18, 2011 and reviewed UDC quality assurance report. After review, the board voted to accept the report, remove Notes on Standards 2, 3, 5.5, and 5.6; place a Note on Standard 3; maintain the Condition on Standard 4.3 and 4.4 and place an Opportunity for Improvement (OFI) on Standard 5. Specifically, the Notes and Conditions are:

- **Remove Condition on Standard 3 and Place a Note** – The School of Business and Public Administration has begun the Advisory Group process at an informal level. As the process is not fully deployed and given the upcoming change in school's leadership, the continued development of a more formalized advisory group operation may provide a stronger connection between the school and the business community.
- **Maintain Condition on Criterion 4.3 and 4.4** – the outcomes assessment process as reported is heavily focused on summative measures and course grades. With no evidence presented as to the development of formative measures or measures beyond the final course grade, the process is not fully developed and deployed. In its QA report on student performance, the school mentions three measures of satisfaction as performance measures but belong in Standard 3, and thus, not appropriate for meeting standard 4 measurement criteria.

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

SBPA is requesting the Commission to remove the Notes placed on Standard 3 and the Condition placed on Standard 4. The Commissioners' Notes and Conditions are addressed as follows:

Standard #3 – Student and Stakeholder Focus

Business Advisory Council

The SBPA Business Advisory Council (BAC) - with an initial membership of 13 drawn from business, industry and government – has been constituted. BAC held its first meeting on Friday, January 11, 2013 in the SBPA faculty lounge. Former Dean Richard Bebee welcomed the Council members and thanked them for agreeing to serve on the Advisory Council. After a brief introduction by each member, Mr. George Brown was elected interim chair of the Council.

Subsequent meetings were held on Monday, April 8, 2013, and Friday, September 20, 2013. At the September meeting, Mr. Harry Staley, Owner/Operator Anna 'D Foods, Inc., agreed to chair the Advisory Council. One new member, George Dines, Associate Chief Financial Officer for the District of Columbia, was added to the Council. Dean Yates provided an overview of the charge of the BAC and introduced the Vice President of Institutional Advancement, Mr. Michael Rodgers, who led a discussion of the University's Strategic Plan: Vision 2020 (A Roadmap for Renewal, Innovation, Success and Sustainability).

A major focus of the Strategic Plan involved several areas in which the SBPA Advisory Council can play a critical role, particularly in the following areas: assisting and developing a strong adjunct faculty of industry practitioners; developing internship programs with employers; developing programs to train students in life skills and professionalism; and developing relationships with the business community. Other areas that the BAC can assist are in recruiting more national and international students; establishing and supporting online course offering; creating and offering certification programs; etc.

The Business Advisory Board has been formalized and fully deployed. Therefore, the school has satisfied the Note that was placed on Standard 3.

Standard #4 Measurement and Analysis of Student Learning and Performance

Assessment of Undergraduate Programs

The assessment process began in 2009 with a faculty meeting to determine the goals that the School of Business and Public Administration (SBPA) should have for its students. Led by SBPA Assessment Committee and the Graduate Studies Committee over the course of several faculty meeting spread over several months, assessment goals were developed for both the undergraduate and the MBA programs. Subsequently, rubrics were developed by the Assessment Committee (AC) and approved by the faculty in spring 2011. Using these rubrics, a pilot assessment (formative) of three undergraduate and one graduate course was started in spring 2012 and completed in fall 2012.

- Assessment of the Capstone Courses

In accordance with the principles of continuous improvement, the Assurance of Learning Committee is in the process of revising the SBPA assessment plan this fall semester. The first round of results from the revised plan will be presented to the faculty at the May 2014 Faculty Meeting. At this meeting, faculty will determine actions necessary to implement the results of the assessment.

- Standardized Test

The ETS Major Field Test in Business is used as a standardized assessment instrument. Foundation knowledge of business is assessed through the administration of this test at least once a year to all students enrolled in the Business Policy and Strategy course at the undergraduate level and the Global Strategic Management course at the graduate level. The results are analyzed and used to assess how SBPA students perform in comparison to national norms. This information is being used to identify strengths and weaknesses within the programs in comparison with national mean scores and will also be used as an input in the program review which is due in the 2014 academic year.

- Teaching Evaluation

Another component of the assessment plan is student evaluation of teaching. Usually at the end of each semester, students are required to complete an evaluation of every course they completed during the semester. They are asked specific questions regarding the quality of their educational experience in each course. Their responses are analyzed to assess the level of student satisfaction with the program, to determine whether course content was adequate, and to identify potential development needs of individual faculty.

- Graduate Exit Surveys

All graduating seniors complete an electronic exit survey that asks specific questions about the quality of educational experience and the adequacy of their preparation for success in their careers and advanced studies. It also measures graduating students' self-assessment of the extent to which they have been prepared in each area of SBPA learning objectives. The results are analyzed to determine the level of student satisfaction with their programs.

- Alumni and Employer Surveys

Alumni are surveyed to assess their general satisfaction with the education they received at SBPA. Employers of SBPA graduates are also surveyed for their assessment of the adequacy and appropriateness of their SBPA employees' education and their general satisfaction with their job performance.

Graduate Assessment of Learning Goals

SBPA seeks to prepare students in the Master of Business Administration (MBA) degree program to further their careers in business and to foster their professional growth and advancement via the learning goals listed below.

Goal 1: Communicate ideas effectively. (Graduates can use team building and collaborative behaviors in the accomplishment of team tasks and will demonstrate competency in speaking and writing).

- Organize information in a logical manner for effective business communications
- Demonstrate organizations for subject knowledge, and appropriate use of visual aids in making oral presentations

Measure:

- Students in Global Strategic Management will demonstrate proficiency in speaking and writing skills by completing and presenting assigned cases

Goal 1 has been assessed, spring 2012, in the Policy Formulation (Global Strategic Management class).

Goal 2: Graduates synthesize, analyze and integrate their knowledge across the business disciplines to provide innovative and credible solutions to organizational problems and opportunities. (Graduates will be able to apply concepts and tools to various situations; they will make intellectual connections between tools and context that lead to effective decision-making)

- Graduates can conduct financial analyses and make effective recommendations

- Graduates can integrate quantitative techniques from business functional areas for leading, planning, decision making, and problem solving
- Graduates can use information technologies to achieve organizational goals such as cost reduction, productivity improvement, marketing positioning, and organizational restructuring

Measure:

- (Direct, summative) Students in Global Strategic Management will be assessed on their performance on a business simulation. Seventy-five percent of the students will be rated satisfactory or exemplary on a rubric assessing decision making and strategy formulation.

Goal 3: Assess the impact of globalization on business. (Graduates will be able to use knowledge of diverse economies, political systems, and cultures, including the policies of government and international organizations, and changing patterns of international competition to analyze global business problems and opportunities).

- Graduates incorporate social and cultural complexities in their analysis of business situations.

Measure:

- Students in Global Strategic Management will be assessed on their performance in a written case. Seventy-five percent of the students will be rated on a rubric assessing their sensitivity to global and cultural issues in organizational decision making and management.

Goal 4: Analyze ethical implications of business decisions. (Graduates will be able to evaluate the structural and cultural challenges that confront international managers and identify key attributes of successful professionals.)

- Graduates can critically analyze business situations and recommend ethical courses of action
- Graduates incorporate appreciation for social responsibility into their business decisions
- Graduates can analyze the implications of ethnic and cultural diversity for effective decision making

Measure:

- Students in Global Strategic Management will be assessed on their performance in a written case. Seventy-five percent of the students will be rated on a rubric assessing on the integration of ethical frameworks in their decision making.

Goal 5: Demonstrate effective leadership and collaboration skills for making decisions and accomplishing goals.

- Graduates understand the impact of human behavior on the organization and can coordinate and manage to achieve the goals of the organization.
- Graduates can establish, validate, and secure support for organizational goals that satisfy and balance different stakeholders' requirements and interests.
- Graduates can formulate strategies that are feasible, effective, and understandable to achieve organizational goals and social responsibilities.
- Graduates can communicate audience-specific, complex business issues both orally and in writing.

Measures:

- (Direct, summative) Students in Management Theory and Practice will be assessed on their performance on a team project. Focus of the assessment is on seventy-five percent of the students will be rated either satisfactory or exemplary on a rubric assessing communication, team roles, and human resource factors.
- (Direct, summative) Global Strategic Management will be assessed on a written case assignment focusing on strategy formulation and implementation. Seventy-five percent of the students will be rated satisfactory or exemplary on a rubric assessing decision making and strategy formulation.

Additional Measures for Graduate Assessment of Learning Goals

- Standardized Test

The ETS Major Field Test in Business has been used as a standardized instrument. At least once a year, foundation knowledge of business is assessed through the administration of this test to all students enrolled in the Policy Formulation (now Global Strategic Management) course at the graduate level. The results are analyzed and used to assess how SBPA students performed in comparison to national mean scores in accounting, economics, management, quantitative business analysis, finance, marketing, legal environment, information systems, and international issues. This information is used to identify subject areas in which there may be weaknesses so that remedial actions may be taken to address them.

- Teaching Evaluation

Another component of the assessment plan is student evaluation of teaching. Generally at the end of each semester, students are required to complete an evaluation of every course they completed during the semester. They are asked specific questions regarding the quality of their educational experience in each course. Their responses are analyzed to assess the level of student

satisfaction with the program, to determine whether course content is adequate, and to identify potential development needs of individual faculty.

- Graduate Exit Surveys

All graduating graduate students complete an electronic exit survey that ask specific questions about the quality of educational experience and the adequacy of their preparation for success in their careers and further studies. It also measures graduating student's self-assessment of the extent to which they have been prepared in each area of SBPA learning goals. The results are analyzed to determine the level of student satisfaction with their programs.

The School of Business and Public Administration has satisfied the Condition that was placed on Standard 4 in that:

- Specific learning goals have been developed for the undergraduate and graduate programs
- The assessment committee has been created and functioning for at least five years
- The school has approved the rubrics for assessment
- Assessment is on the agenda for most faculty meetings, and all faculties are aware of the effort
- There is student awareness of learning goals and the assessment program
- Direct assessment of learning is occurring:
 - o At the program level:
 - Capstone courses in the undergraduate (BBA) and graduate (MBA) are assessed using the Major Field test in Business
 - o At the course level:
 - At least 40% of the faculty will be engaged in formal assessments of their courses by fall 2015
- Indirect assessment of learning is occurring:
 - o At the program level:
 - Employers' performance evaluations of interns and co-op students
 - On-site visit to assess employers' feedback of interns and co-op students
 - Interns and co-op participants final report on their experience
 - Opinion/satisfaction surveys of graduating students
 - o At the course level:
 - Student course evaluation of faculty

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

A link is placed on the SBPA website to the Quality Assurance Report
http://www.udc.edu/school_business_and_public_admin/home

Standard #1 Leadership

Organization

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

On December 31, 2011, Dr. Charlie Mahone stepped down as dean and on January 1, 2012, Dr. Richard Bebee was appointed dean. On March 1, 2013, Dr. Richard Bebee stepped down as dean and Dr. Sandra Yates was appointed the acting dean.

- 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?

No new sites have been added since the last report.

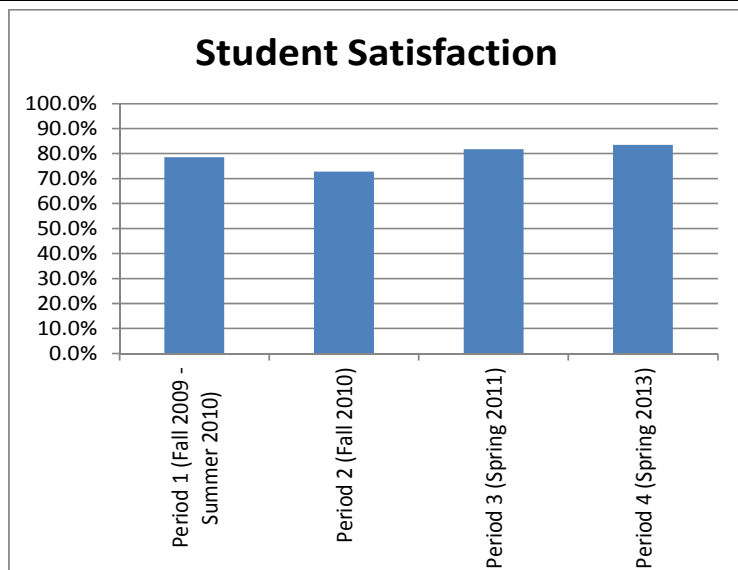
Standard #2 Strategic Planning (this standard not typically addressed in the QA report)

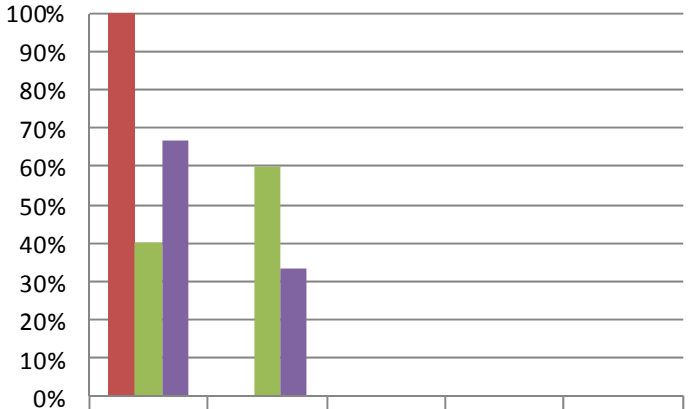
Not applicable (N/A) to this report.

Standard 3 - Student and Stakeholder-Focused Results

Graduating Seniors Exit Survey

The School of Business and Public Administration graduating senior exit survey was conducted every semester from Fall 2009 to Spring 2013. The completion of this survey is mandatory for all graduating undergraduate and graduate students.

Student- and Stakeholder-Focused Results															
		Analysis of Results													
Performan ce Measure (Competen cy)	Description of Measureme nt instrument	Areas of Success (results)	Analysis and Action Taken (improvement)	Results of Action Taken (occurs in the followin g year)	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)										
3a- Maintain business student satisfaction rating of at least 85%	Measure graduating students satisfaction through exit interviews	83.5% of the graduating students found their education satisfactory	In 2009 – 2010, 78.6% of graduating seniors found their education at SBPA satisfactory. In Spring 2011, 81.8% of those responding stated that their education was satisfactory.	Satisfact ory progress is being made towards reaching the goal of 85%	<div><p>Student Satisfaction</p><table><thead><tr><th>Period</th><th>Satisfaction Level (%)</th></tr></thead><tbody><tr><td>Period 1 (Fall 2009 - Summer 2010)</td><td>78.6%</td></tr><tr><td>Period 2 (Fall 2010)</td><td>78.6%</td></tr><tr><td>Period 3 (Spring 2011)</td><td>81.8%</td></tr><tr><td>Period 4 (Spring 2013)</td><td>83.5%</td></tr></tbody></table></div>	Period	Satisfaction Level (%)	Period 1 (Fall 2009 - Summer 2010)	78.6%	Period 2 (Fall 2010)	78.6%	Period 3 (Spring 2011)	81.8%	Period 4 (Spring 2013)	83.5%
Period	Satisfaction Level (%)														
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Period 3 (Spring 2011)	81.8%														
Period 4 (Spring 2013)	83.5%														

			In spring 2013, although we fell a little short of the stated goal of 85%, we are very pleased with the 83.5% accomplished thus far.																										
3b- 70% of alumni will be satisfied with their education	Alumni survey	In 2008, 100% of alumni surveyed were satisfied with their education; in 2010, 40% were very satisfied and 60% satisfied; and in 2013, 67% were very satisfied and 33% satisfied, Thus the trend data for three years exceeded our goal.	No action taken	N/A	<p>Satisfaction with education</p>  <table border="1"> <thead> <tr> <th></th><th>Very Satisfied</th><th>Satisfied</th><th>Neutral</th><th>Dissatisfied</th><th>Very Dissatisfied</th></tr> </thead> <tbody> <tr> <td>2008</td><td>100%</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr> <tr> <td>2010</td><td>40%</td><td>60%</td><td>0%</td><td>0%</td><td>0%</td></tr> <tr> <td>2013</td><td>67%</td><td>33%</td><td>0%</td><td>0%</td><td>0%</td></tr> </tbody> </table>		Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied	2008	100%	0%	0%	0%	0%	2010	40%	60%	0%	0%	0%	2013	67%	33%	0%	0%	0%
	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied																								
2008	100%	0%	0%	0%	0%																								
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2013	67%	33%	0%	0%	0%																								

Standard #4 Measurement and Analysis of Student Learning and Performance

a. Program Outcomes

The School of Business and Public Administration is committed to fostering and assessing the following student learning outcomes (Goals) in its programs and courses across the curriculum:

Bachelor of Business Administration Programs:

- Goal 1: Students will demonstrate effective written and oral communication skills
- Goal 2: Students will demonstrate critical thinking and problem solving skills
- Goal 3: Students will demonstrate ethical understanding and reasoning
- Goal 4: Students will demonstrate basic computer skills
- Goal 5: Students will demonstrate competency in their academic majors

Master of Business Administration Program:

- Goal 1: Communicate ideas effectively
- Goal 2: Graduates synthesize, analyze and integrate their knowledge across the business disciplines to provide innovative and credible solutions to organizational problems and opportunities
- Goal 3: Assess the impact of globalization on business
- Goal 4: Analyze ethical implications of business decisions
- Goal 5: Demonstrate effective leadership and collaboration skills for making decisions and accomplishing goals

See the Appendix for the rubrics.

b. Performance Results

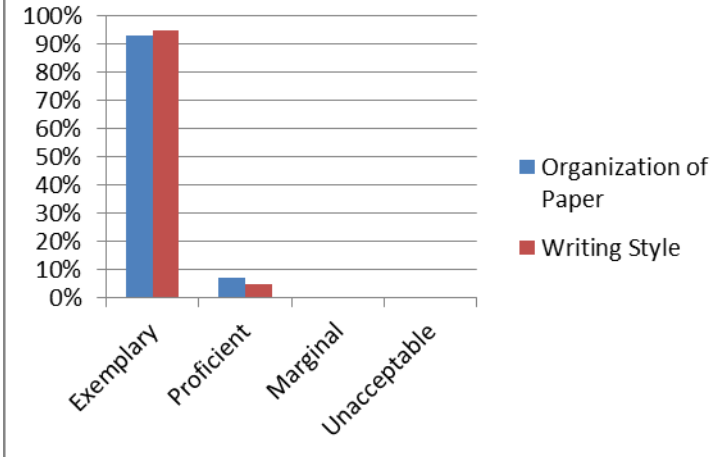
1. Term papers were written for Legal Environment of Business and Commercial Law courses and used for pilot assessment (Direct, formative) of learning goal #1 using the rubrics developed.

Analysis of Results

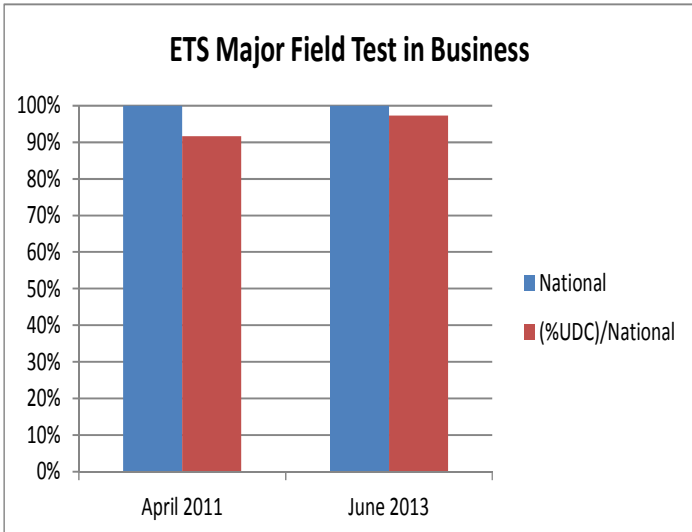
		Analysis of Results												
Performance Measure (Competency)	Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)									
At least 70% of students will score marginal or better in organization of paper and writing style.	Term papers in Legal Environment of Business.	81% scored marginal or better in organization of paper and 69% scored marginal or better in writing style.	Faculty to spend more time teaching students how to improve their writing style.	N/A	<div><p>Legal Environment of Business, Fall 2012</p><table><thead><tr><th>Category</th><th>Organization of Paper (%)</th><th>Writing Style (%)</th></tr></thead><tbody><tr><td>Marginal or Better</td><td>81</td><td>69</td></tr><tr><td>Unacceptable</td><td>19</td><td>31</td></tr></tbody></table></div>	Category	Organization of Paper (%)	Writing Style (%)	Marginal or Better	81	69	Unacceptable	19	31
Category	Organization of Paper (%)	Writing Style (%)												
Marginal or Better	81	69												
Unacceptable	19	31												
At least 70% of students will score marginal or better in organization of paper and writing style.	Term papers in Commercial Law.	71% scored marginal or better in organization of paper and 76% scored marginal or better in writing style.	No action taken.	N/A.	<div><p>Commercial Law, Fall 2012</p><table><thead><tr><th>Category</th><th>Organization of Paper (%)</th><th>Writing Style (%)</th></tr></thead><tbody><tr><td>Marginal or Better</td><td>71</td><td>76</td></tr><tr><td>Unacceptable</td><td>29</td><td>24</td></tr></tbody></table></div>	Category	Organization of Paper (%)	Writing Style (%)	Marginal or Better	71	76	Unacceptable	29	24
Category	Organization of Paper (%)	Writing Style (%)												
Marginal or Better	71	76												
Unacceptable	29	24												

2. The Business Policy and Strategy course (undergraduate) and the Policy Formulation course (graduate) are capstone courses for the undergraduate degree programs and the graduate degree program respectively. Both courses are required for graduation and are usually taken in the final semester before graduation. As capstone courses, they integrate the knowledge, concepts and skills associated with the entire sequence of learning in business education. Consequently, they have been chosen as pilots for the assessment of goal #1 (Students will demonstrate proficiency in written and oral communication skills) using faculty-designed examinations.

		Analysis of Results																		
Performance Measure (Competency)	Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)															
At least 70% of undergraduate students will score proficient or better in organization of case analysis and writing style.	Written case analysis	95% scored proficient or better in organization of paper and 95% scored proficient or better in writing style.	No action taken	N/A	<div><div><div>Business Policy & Strategy, Spring 2012 (Undergraduate)</div><table><tr><th></th><th>Exemplary</th><th>Proficient</th><th>Marginal</th><th>Unacceptable</th></tr><tr><td>Organization of Paper</td><td>85%</td><td>10%</td><td>5%</td><td>0%</td></tr><tr><td>Writing Style</td><td>80%</td><td>15%</td><td>5%</td><td>0%</td></tr></table></div></div>		Exemplary	Proficient	Marginal	Unacceptable	Organization of Paper	85%	10%	5%	0%	Writing Style	80%	15%	5%	0%
	Exemplary	Proficient	Marginal	Unacceptable																
Organization of Paper	85%	10%	5%	0%																
Writing Style	80%	15%	5%	0%																

At least 80% of graduate students will score proficient or better in organization of case analysis and writing style.	Written case analysis in Policy Formulation (Global Strategic Management)	100% scored proficient or better in organization of paper and 100% scored proficient or better in writing style.	No action taken	N/A	<div><p>Policy Formulation, Spring 2012 (Graduate)</p><table><thead><tr><th></th><th>Exemplary</th><th>Proficient</th><th>Marginal</th><th>Unacceptable</th></tr></thead><tbody><tr><td>Organization of Paper</td><td>93%</td><td>7%</td><td>0%</td><td>0%</td></tr><tr><td>Writing Style</td><td>95%</td><td>5%</td><td>0%</td><td>0%</td></tr></tbody></table></div>		Exemplary	Proficient	Marginal	Unacceptable	Organization of Paper	93%	7%	0%	0%	Writing Style	95%	5%	0%	0%
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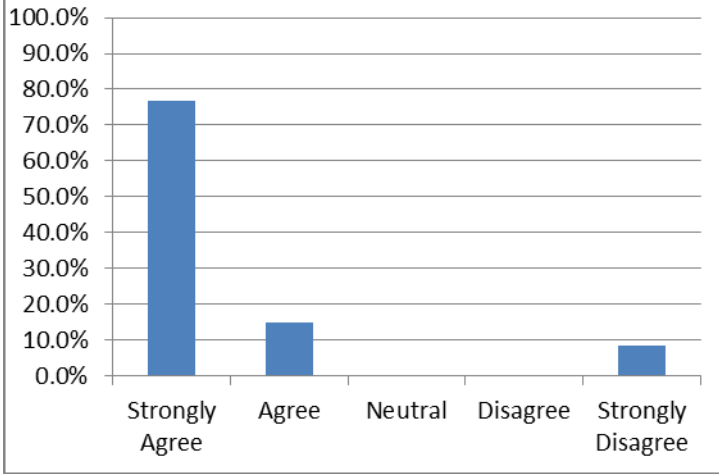
3. Foundation Knowledge of business was assessed through the administration of the ETS Major Field Test in Business to all students enrolled in the Business Policy and Strategy class to assess how SBPA students performed in comparison to national mean scores in accounting, management, finance, marketing, and management information systems.

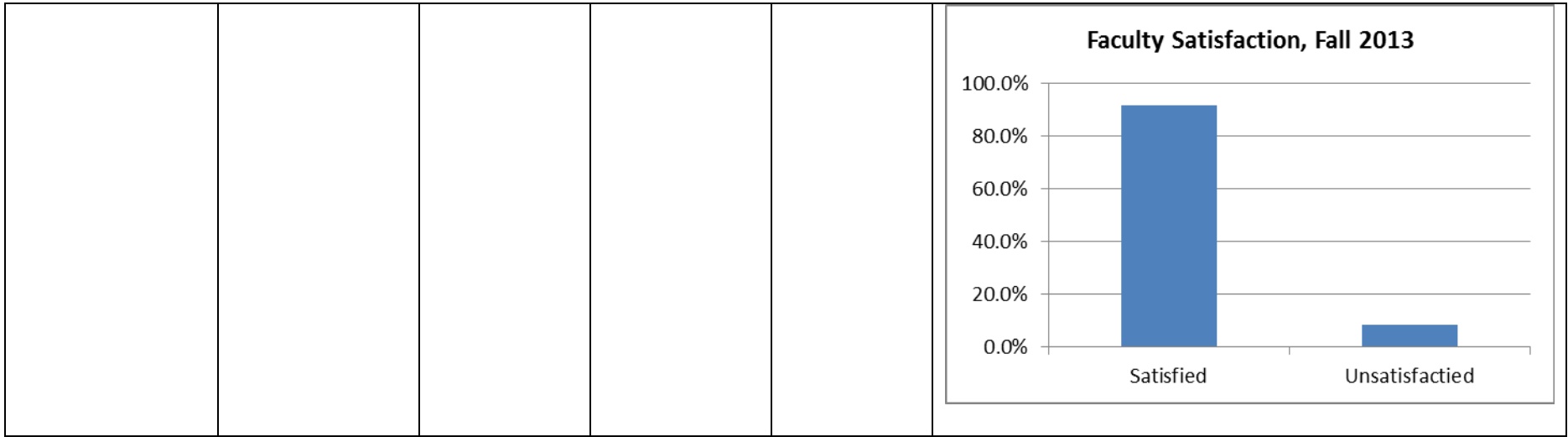
		Analysis of Results												
Performance Measure (Competency)	Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)									
UDC overall mean score in a standardized test will be within 90% or better than the national mean score	ETS Major Field Test in Business foundation knowledge of business	In spring 2011, UDC overall mean score was 91.7% and in spring 2013, it was 97.3%.	No action taken	N/A	<div><p>ETS Major Field Test in Business</p><table><thead><tr><th>Test Date</th><th>National</th><th>(%UDC)/National</th></tr></thead><tbody><tr><td>April 2011</td><td>100%</td><td>91.7%</td></tr><tr><td>June 2013</td><td>100%</td><td>97.3%</td></tr></tbody></table></div>	Test Date	National	(%UDC)/National	April 2011	100%	91.7%	June 2013	100%	97.3%
Test Date	National	(%UDC)/National												
April 2011	100%	91.7%												
June 2013	100%	97.3%												

UDC mean score in each degree program will be within 90% or better than the national mean score	ETS Major Field Test in Business foundation knowledge in Accounting, Finance, Management, Marketing and Management Information Systems.	In spring 2013, our goals were met in all subject areas except Marketing (72.73%). UDC exceeded national averages in accounting, finance and information systems.			<div><div><div>ETS Major Field Test in Business</div><table><thead><tr><th>Subject</th><th>National</th><th>(%UDC)/National</th></tr></thead><tbody><tr><td>Accounting</td><td>100%</td><td>115%</td></tr><tr><td>Management</td><td>100%</td><td>93%</td></tr><tr><td>Finance</td><td>100%</td><td>105%</td></tr><tr><td>Marketing</td><td>100%</td><td>73%</td></tr><tr><td>Information Systems</td><td>100%</td><td>105%</td></tr></tbody></table></div></div>	Subject	National	(%UDC)/National	Accounting	100%	115%	Management	100%	93%	Finance	100%	105%	Marketing	100%	73%	Information Systems	100%	105%
Subject	National	(%UDC)/National																					
Accounting	100%	115%																					
Management	100%	93%																					
Finance	100%	105%																					
Marketing	100%	73%																					
Information Systems	100%	105%																					

Standard #5 Faculty and Staff Focus

Faculty Satisfaction

		Analysis of Results															
Performance Measure (Competency)	Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)												
Faculty satisfaction will exceed 80%.	Annual faculty satisfaction survey	Exceed goal.	N/A	N/A	<div><p>Faculty Satisfaction, Fall 2013</p><table><thead><tr><th>Response</th><th>Count</th></tr></thead><tbody><tr><td>Strongly Agree</td><td>46</td></tr><tr><td>Agree</td><td>9</td></tr><tr><td>Neutral</td><td>0</td></tr><tr><td>Disagree</td><td>0</td></tr><tr><td>Strongly Disagree</td><td>5</td></tr></tbody></table></div>	Response	Count	Strongly Agree	46	Agree	9	Neutral	0	Disagree	0	Strongly Disagree	5
Response	Count																
Strongly Agree	46																
Agree	9																
Neutral	0																
Disagree	0																
Strongly Disagree	5																



New full-time and part-time faculty members since last self-study or QA report. Do not include faculty members previously reported.

Table 5.2 Standard 5 - NEW FULL-TIME AND PART-TIME FACULTY QUALIFICATIONS

NAME (List alphabetically by Last Name)	MAJOR TEACHING FIELD	COURSES TAUGHT (List the Courses Taught During the Reporting Period, Do Not Duplicate Listing)	LIST ALL EARNED DEGREES (State Degree as Documented on Transcript, Must Include Major Field)	DOCUMENT OTHER PROFESSIONAL CERTIFICATION CRITERIA <ul style="list-style-type: none"> • Five Years Work Experience • Teaching Excellence • Professional Certifications 	ACBSP QUALIFICATION 1. Academically 2. Professional 3. Minimal
New Adjunct					
Hardy, Melvin	Business Law	Legal Environmental of Business	J.D., BSBA (Law)		Professional
Lacy, Gwynette	Management	Human Resource Management	Ph. D., MBA, BA (Management)		Academically
New Full-Time, Visiting					
Reid, Malva	Management	Business Communication; and Labor Management Relations	Ph. D., MA, BA (Psychology)		Professional

Table 5.3 Standard 5, Criterion 5.8
Scholarly and Professional Activities, 2010 - 2013

			Scholarly Activities				Professional Activities				
Faculty Member	Highest Degree Earned	Professional Certification	Papers Presented	Published Articles/ Manuscripts/ Books	Unpublished Articles/ Manuscripts/ Books	Consulting	Professional Related Service	Professional Conferences / Workshops	Professional Meetings	Professional Memberships	Other
Julius N Anyu	Ph. D.			B = 2	B = 2		C = 3	2	2	3+	
Richard Bebee	Ph. D.			D = 1							
Tarsaim Goyal	D. Sc		B = 1	B = 1						2	
Jian Hua	Ph. D.		B = 7	B = 2	B = 2		B = 7	B = 7		3	
Sergey Ivanov	Ph. D.			D = 7							
Deborah Lyons	Ph. D.				D = 5			D = 4		4	
Charlie Mahone	Ph. D.			D = 1				D = 1			
Hany Makhoul	Ph.D.			C = 5							
Nikolai Ostapenko	Ph. D.		D = 7	D = 7							
Meena Srinivasan	Ph. D.			C = 2							
Michael Tannen	Ph. D.				D = 2	1	D = 2				
William White	J.D			B = 1							

Codes to Use for Scholarly Activities:

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

Standard #6 Educational and Business Process Management

a. 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.

None

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.

None

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

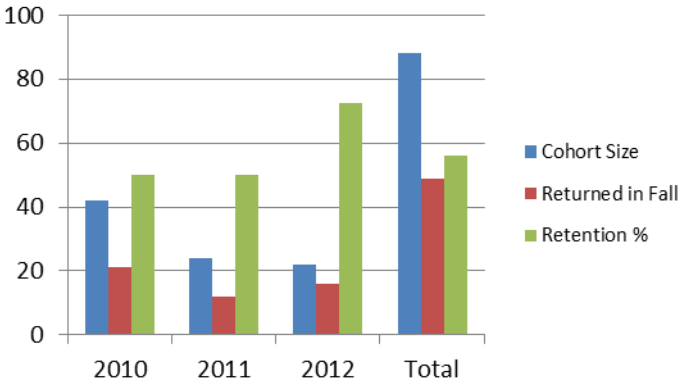
3. List any accredited programs that have been terminated since your last report.

None

Organizational Performance Results

Retention Rate

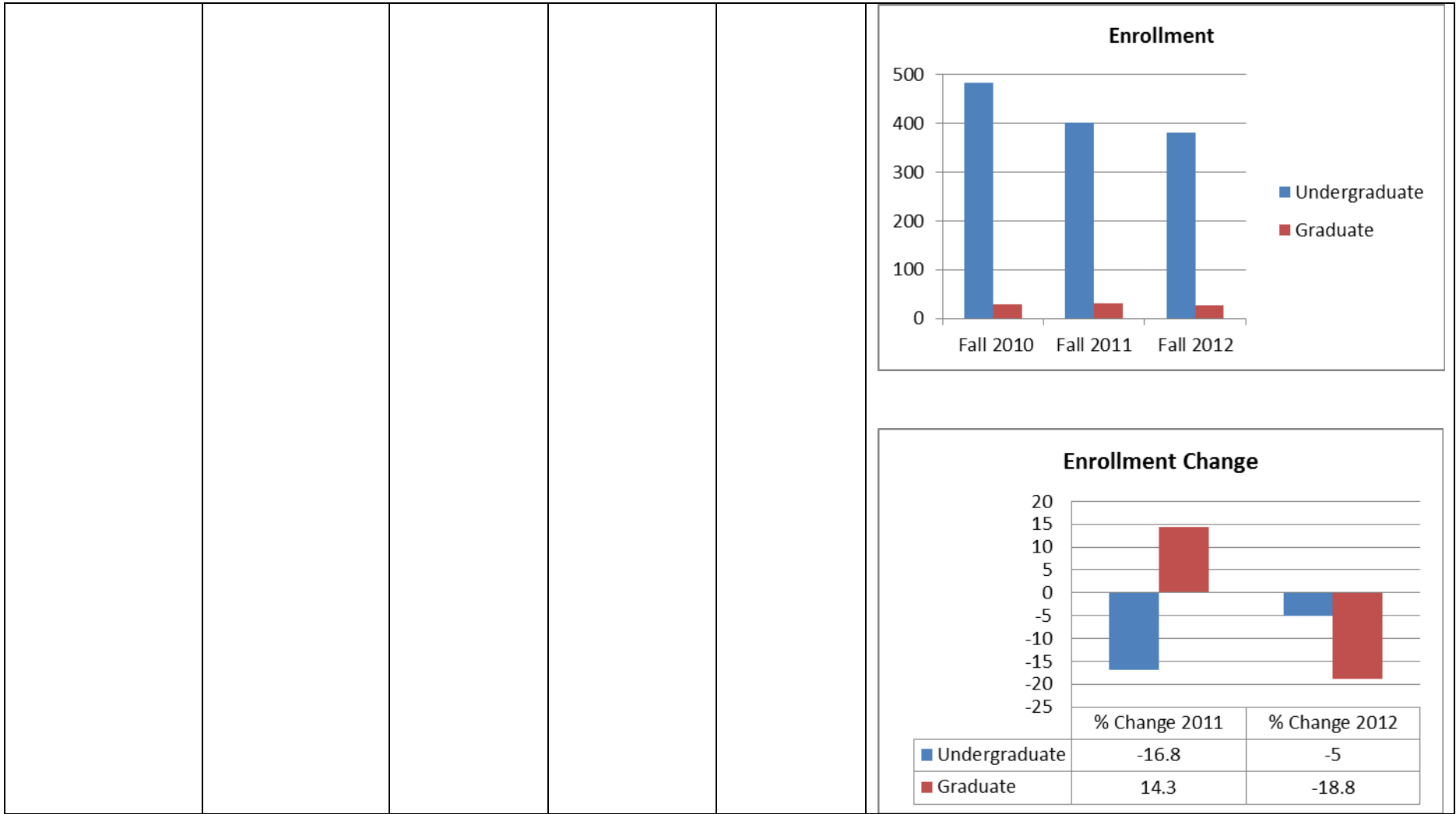
The data track students from fall semester to fall semester, the national standard for reporting student retention data. Not included is the analysis of student retention interventions currently underway at the university and SBPA that are necessary to determine causal relationships between student retention interventions and student persistence. Also most SBPA students are transfer students who are unaccounted for in this report, consistent with national standards for reporting retention.

		Analysis of Results						
Performance Measure (Competency)	Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken	Graphs or Tables of Resulting Trends			
Increase retention from 50% to 60% by 2018	Retention rate as reported to Provost and Vice President of Academic Affairs every fall semester	72.7% retention in 2012	Steady at 50% in 2010 and 2011, surpassed goal in 2012	Continue application of new retention measures such as early intervention of at risk students through counseling and mentoring.	SBPA First Year to Second year Retention from 2010 to 2012			
						Cohort Size	Returned in Fall	Retention %
					2010	42	21	50.00
					2011	24	12	50.00
					2012	22	16	72.70
					Total	88	49	56.00
					SBPA Retention Rate by Cohorts			
								

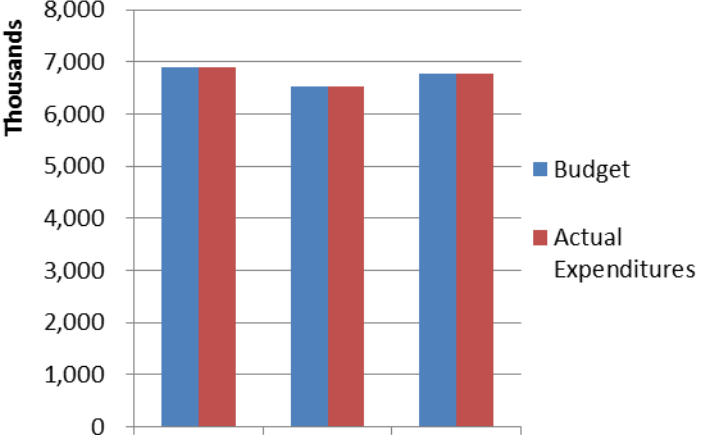
Enrollment

As in the flagship, enrollment in SBPA has declined. It appears that many students are now attracted to the newly created UDC Community College by the lower fees and admission requirements.

		Analysis of Results																																																																											
Performance Measure (Competency)	Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken	Graphs or Tables of Resulting Trends																																																																								
Increase undergraduate enrollment by 10% (483 – 532), graduate enrollment by 20% (28 – 34) by 2018.	% Increase or decrease in undergraduate and graduate enrollments.	Undergraduate enrollment decreased by 16.8% in 2011 and 5% in 2012. Graduate enrollment increased by 14.3% in 2011 but decreased by 18.8% in 2012.	Prepare new promotional literature, advertise programs and participate in recruitment fairs.	N/A	<table> <tr> <td></td><td></td><td></td><td></td><td>% Change</td><td>% Change</td></tr> <tr> <td colspan="6">Undergraduate Programs</td></tr> <tr> <td>Program</td><td>2010</td><td>2011</td><td>2012</td><td>2011</td><td>2012</td></tr> <tr> <td>Accounting</td><td>137</td><td>108</td><td>117</td><td>-21.2%</td><td>8.3%</td></tr> <tr> <td>Business Management</td><td>238</td><td>190</td><td>181</td><td>-20.2%</td><td>-4.7%</td></tr> <tr> <td>Management Information Systems</td><td>38</td><td>41</td><td>33</td><td>7.9%</td><td>-19.5%</td></tr> <tr> <td>Finance</td><td>41</td><td>37</td><td>24</td><td>-9.8%</td><td>-35.1%</td></tr> <tr> <td>Marketing</td><td>29</td><td>26</td><td>27</td><td>-10.3%</td><td>3.8%</td></tr> <tr> <td>Undergraduate</td><td>483</td><td>402</td><td>382</td><td>-16.8%</td><td>-5.0%</td></tr> <tr> <td colspan="6">Graduate Programs</td></tr> <tr> <td>MBA</td><td>28</td><td>32</td><td>26</td><td>14.3%</td><td>-18.8%</td></tr> <tr> <td>Graduate</td><td>28</td><td>32</td><td>26</td><td>14.3%</td><td>-18.8%</td></tr> </table>					% Change	% Change	Undergraduate Programs						Program	2010	2011	2012	2011	2012	Accounting	137	108	117	-21.2%	8.3%	Business Management	238	190	181	-20.2%	-4.7%	Management Information Systems	38	41	33	7.9%	-19.5%	Finance	41	37	24	-9.8%	-35.1%	Marketing	29	26	27	-10.3%	3.8%	Undergraduate	483	402	382	-16.8%	-5.0%	Graduate Programs						MBA	28	32	26	14.3%	-18.8%	Graduate	28	32	26	14.3%	-18.8%
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Budget Performance

Budget Performance																	
		Analysis of Results															
Performance Measure (Competency)	Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken	Graphs or Tables of Resulting Trends												
Manage school budget within allocated resources	Track budget variance by year	Faculty, department chairs, and dean have not exceeded budgeted allocations	Budget resources continually monitored with spending held to current resources.	Budget is not overspent	<div><p>Approved Budget</p><table><thead><tr><th>Year</th><th>Budget</th><th>Actual Expenditures</th></tr></thead><tbody><tr><td>2011</td><td>6,800</td><td>6,800</td></tr><tr><td>2012</td><td>6,500</td><td>6,500</td></tr><tr><td>2013</td><td>6,700</td><td>6,700</td></tr></tbody></table></div>	Year	Budget	Actual Expenditures	2011	6,800	6,800	2012	6,500	6,500	2013	6,700	6,700
Year	Budget	Actual Expenditures															
2011	6,800	6,800															
2012	6,500	6,500															
2013	6,700	6,700															

APPENDIX

ASSESSMENT OF LEARNING RUBRICS

Goal 1: Students will demonstrate effective written and oral communication skills

Written Communication: Expressing ideas clearly and presenting them professionally in written reports.

Levels of Achievement				
Criteria	Exemplary	Proficient	Marginal	Unacceptable
Organization of Paper	Report is professional in appearance; includes title page, headings/subheadings, exhibits are creative and informative; external sources are properly cited; easy to read, comprehend; persuasive.	Report is acceptable in appearance; includes title page, headings/subheadings; exhibits are clear and informative; external sources are properly cited; easy to read and comprehend.	Report has content but sections are confusing to follow; insufficient headings/subheadings; exhibits are informative but not integrated into text; sources not properly cited.	Report lacks headings, subheadings, summary; logic difficult to follow; exhibits are sloppily presented and confusing; sources not cited.
Writing style	Clear and persuasive; uses appropriate technical and business terms; logical and well-supported proposals; exhibits are well-integrated into the text; report is well-edited.	Clear and well-written but lacks conviction; uses appropriate technical and business terms; logical and well-supported proposals; exhibits not always integrated into the text; report is well-edited.	Readable; lacks appropriate technical and business terms; editing is uneven; proposals are logical but not well-supported.	Poor grammar, sloppy presentation, many typo-graphical error; logic is weak and difficult to follow.

Oral Communication: Expressing information or ideas by word of mouth and visual aids

Criteria	Exemplary	Proficient	Marginal	Unacceptable
Organization	Sections are well integrated; premise, reasoning and conclusions are convincing. Transition between team members is smooth.	Evidence and arguments flow logically. Team members are coordinated.	The flow of evidence and arguments lacks consistency. Team members unable to transition smoothly.	Arguments and evidence are difficult to follow. Presentation not coordinated among team members.
Use of Communication Aids	Communication aids complement and enhance presentation; key points are highlighted; visuals are creative and of professional quality.	Communication aids are appropriate to the topics discussed; key points are understandable; visuals are clear and readable.	Communication aids do not fully relate to items being presented;	Communication aids are inappropriate or detract from presentation.
Speaking Skills	Delivery is consistently smooth, fluent, and professional. Speaks with poise and conviction. Relates well with audience. Projected voice well.	Well-prepared and clear delivery; some eye contact with audience; able to explain ideas and reasons clearly.	Presentation was understandable but did not relate well with audience; too much reading of script; uneven in explaining concepts.	Unable to project voice or relate to audience; appear unprepared.

Personal Appearance/Demeanor	Team members display care and creativity in dressing appropriately and interacting with each other. Team spirit is evident.	Members are dressed neatly; appear well groomed; behave professionally.	Members do not display team spirit; some appear unprepared; uneven in way team members are dressed or behave.	Team members seem not to care in dressing appropriately for presentation; behavior/demeanor is unprofessional.
Interacting with audience	Members are poised and fluent and participate equally. Persuasive.	Questions handled competently but less persuasive. Only some participate in Q&A.	Unsure responses; Lack confidence in defending proposals.	Unable to answer questions or understand issues raised.

Goal 2: Students will demonstrate critical thinking and problem solving skills.

Critical/integrative thinking may be defined as a mode of thinking in which the student skillfully incorporates logic, objectivity, and knowledge from appropriate business and other disciplines in evaluating business problems and issues and proposing solutions.				
Criteria	Exemplary	Proficient	Marginal	Unacceptable
Ability to identify decision problems & key issues	Able to distinguish symptoms from problems and diagnose causes; able to identify items requiring management attention are well articulated.	Able to identify areas requiring management attention; problems are clearly identified.	Able to identify some areas requiring management attention; problems are not clearly identified.	Able to identify areas requiring management attention; problems are clearly identified.
Accuracy, relevance and clarity of statements and analysis	Analysis is creative; utilizes appropriate techniques and tools from business disciplines and interprets findings clearly and at a sophisticated level.	Analysis utilizes appropriate tools and techniques; explanations and interpretations are adequate and cover most major issues; explanations are clear.	Analysis does not demonstrate familiarity with available tools and techniques; level of analysis is over-simplified.	Analysis is inappropriate or inadequate.
Logic and reasoning; ability to support recommendations with data	Arguments and evidence presented are logical and compelling; analysis and discussion are supported by appropriate evidence and/or theories. All relevant facts have been considered in analysis.	Arguments and evidence presented are logical and adequate; analysis and discussion incorporate some evidence and/or theories	Arguments and evidence presented are inconsistent; insufficient evidence to support claims or arguments.	Arguments and proposals are unsupported by evidence or theory.

Breadth and depth of answer in addressing complex issues facing individuals or the firm.	Solutions/recommendations are comprehensive in scope and address all relevant aspects of the decision problems facing the firm. Solutions include significant details that enhance credibility of solutions.	Solutions/recommendations address major issues with adequate coverage of significant issues.	Solutions/recommendations address some key issues but discussion lacks breadth/depth.	Solutions/recommendations are superficial in scope; do not address key issues.
Ability to integrate business concepts and theories in formulating credible solutions	Solutions/recommendations address all of the major issues and recognize the inter-relationships and effects of decisions across multiple areas. Solutions incorporate business theories.	Solutions/recommendations address most of the major issues; satisfactory treatment of the inter-relationships and effects of decisions across multiple areas.	Solutions/recommendations fail to address most of the major issues; interactive effects of decisions are not discussed adequately.	Solutions/recommendations are poorly stated; do not demonstrate grasp of concepts and theories.

Goal 3: Students will demonstrate ethical understanding and reasoning.

CRITERIA	EXEMPLARY	COMPETENT	MARGINAL	UNSATISFACTORY
Ethical issue recognition	Recognizes the complex and gray ethical issues in the case and recognize and explains the cross relationships among the issues.	Recognizes the ethical complex and gray issues in the case or can grasp cross relationships among the issues	Recognizes basic and obvious issues and grasps incompletely complex relationships among the issues	Recognizes basic and obvious ethical issues, but fails to grasp the complexity of the relationships.

Evaluation of different ethical perspectives	State an ethical position and the objections, assumptions and implications both for and against the position to defend it.	State an ethical position and the objections, assumptions and implications both for and against the position to defend it, but misses some important points.	State an ethical position and the objections, assumptions and implications for or against the position to defend it.	States an ethical position, the defense is weak and the objections, assumptions and implications are incomplete or missing.
Evaluation of Different Ethical Perspectives/Concepts	States a position and can state the objections to, assumptions and implications of and can reasonably defend against the objections to, assumptions and implications of different ethical perspectives/concepts, and the student's defense is adequate and effective	States a position and can state the objections to, assumptions and implications of, and respond to the objections to, assumptions and implications of different ethical perspectives/concepts, but the student's response is inadequate	States a position and can state the objections to, assumptions and implications of different ethical perspectives/concepts but does not respond to them (and ultimately objections, assumptions, and implications are compartmentalized by student and do not affect student's position.)	States a position but cannot state the objections to and assumptions and limitations of the different perspectives/concepts

Goal 4: Students will demonstrate basic computer skills.

After much discussion the following rubric was adopted with the understanding that the program must define the words in **Bold** type. The feeling of the committee was that the rubric shows the areas where proficiency was needed, but what were considered to be the basic level of computer skill would vary by program. For example the Finance major would need greater level of skill to be considered basic than a Marketing major, while the Marketing major would need greater skills in Information Retrieval than the Accounting major. It is requested that all program develop a definition for the skills based on the bold type and develop more detailed rubrics for their majors.

.Basic Computer Skills				
CRITERIA	EXEMPLARY	COMPETENT	MARGINAL	UNSATISFACTORY
Technology Mastery Creates accurate electronic documents and/or materials (i.e. technology-enhanced presentations) with technologies appropriate for the assignment or context, as evidenced in the layout, formatting, and accuracy of documents/presentations.	Shows exceptional skills in creating accurate electronic documents and/or materials with technologies appropriate for the assignment or context. Documents/presentations exhibit excellent layout, formatting, and accuracy.	Shows good skills in creating accurate electronic documents and/or materials with technologies appropriate for the assignment or context. Documents/presentations exhibit proficient layout, formatting, and accuracy.	Shows fair skills in creating accurate electronic documents and/or materials with technologies appropriate for the assignment or context. Documents/presentations exhibit satisfactory layout, formatting, and accuracy.	Shows minimal skills in creating accurate electronic documents and/or materials with technologies appropriate for the assignment or context. Documents/presentations exhibit poor layout, formatting, and accuracy.
Information Retrieval Utilizes technologies to research, evaluate, inform, and communicate information retrieved from appropriate resources.	Uses technology extremely effectively to research, evaluate, inform, and communicate information from very appropriate resources.	Uses technology very effectively to research, evaluate, inform, and communicate information from mostly appropriate resources.	Uses technology somewhat effectively to research, evaluate, inform, and communicate information from appropriate resources.	Uses technology ineffectively to research, evaluate, inform, and communicate information from often inappropriate resources.
Virtual Collaboration Engages in electronic collaboration (email, online conferences, chats, or web meetings), as appropriate to the assignment or context.	Demonstrates an excellent ability to engage in electronic collaboration as appropriate for the assignment.	Demonstrates a good ability to engage in electronic collaboration as appropriate for the assignment.	Demonstrates an adequate ability to engage in electronic collaboration as appropriate for the assignment.	Demonstrates a lack of or no ability to engage in electronic collaboration as appropriate for the assignment.

Basic Computer Skills				
CRITERIA	EXEMPLARY	COMPETENT	MARGINAL	UNSATISFACTORY
Technology Management Shows consideration of legal, ethical, privacy, and security laws that may apply when using technology, handling and exchanging information, and collaborating virtually, as appropriate for the assignment.	Shows superior consideration of legal, ethical, privacy, and security laws that may apply when using technology, handling and exchanging information, and collaborating virtually, as appropriate for the assignment.	Shows very good consideration of legal, ethical, privacy, and security laws that may apply when using technology, handling and exchanging information, and collaborating virtually, as appropriate for the assignment.	Shows some consideration of legal, ethical, privacy, and security laws that may apply when using technology, handling and exchanging information, and collaborating virtually, as appropriate for the assignment.	Shows little or no consideration of legal, ethical, privacy, and security laws that may apply when using technology, handling and exchanging information, and collaborating virtually, as appropriate for the assignment.

Goal 5: Students will demonstrate competency in their academic majors

The academic departments are finalizing rubrics for this goal. Meanwhile, the ETS Major Field Test in Business is being used to assess how SBPA students perform in comparison with average national performance by comparing SBPA mean score with the national mean score. Thus the information is used to identify strengths and weaknesses in SBPA programs relative to the national norm.

The Business School Budget, FY2011 – FY2013

Funding Source	FY11	FY12	FY13 Budget
DC Government Appropriation	4,313,269	4,403,019	4,778,241
UDC Special Purpose Revenue*	180,364	143,564	79,224
Intra-District Grants	2,341,941	1,968,452	1,912,045
Private Grants	72,869	4,545	0
Total	6,908,443	6,519,580	6,769,510
Expenditure			
Personnel	5,393,707	5,431,288	5,514,240
Non-personnel	1,514,736	1,088,292	1,255,270
Total	6,908,443	6,519,580	6,769,510

* UDC Self-Generated Tuition, Fee and Other Unrestricted Revenue

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