

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

Institution Name: XYZ University

Address: 6000 Any Street, My town, MY STATE

Year Accredited/Reaffirmed: 2004

List All Accredited Programs:

Bachelor of Science Degree in Business Administration

Concentrations: Accounting, Business Law, Management, Marketing, Real Estate Management, Human Resource Management, Entrepreneurship/Small Business Management, and Technology Management (Bachelor of Science in Information Technology).

Associate in Science in Business Administration

Concentrations: Accounting,

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

N/A

Person completing report name: Dr. Jane Doe, Dean

Phone: 123-456-7890

E-mail address: myname@school.edu

ACBSP Champion name: Dr. John Doe

ACBSP Co-Champion name: Dr. Jane Doe

Items to be Addressed

A. Faculty Qualifications

1. Complete the following tables **for new full-time and part-time faculty members only since last Report (Table VI)**:

TABLE VI New Full-time and Part-time Faculty Qualifications (Use enclosed table at the end of this document)

Table VI can be found beginning on page 18. It should be noted, one new full-time faculty member (Ima Faculty) was added during this period. The remainder of the information pertains to part-time faculty.

B. Curriculum

1. List any existing accredited degree programs/curricula that have been **substantially revised** since your last report and attach a Table VII – CPC Coverage for each program. **N/A**
2. List any **new** degree programs that have been developed and attach a Table VII – CPC Coverage for each new program since your last report. **N/A**
3. List any accredited programs that have been terminated since your last report. **N/A**

C. Organization

1. List any organizational or administrative personnel changes within the business unit since your last report.
n/a
2. 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?
Educational Building
1 Dow Street
My town, MY STATE

D. Conditions/Notes/Opportunity for Improvement (OFI) to be Addressed

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

Are you requesting the Board of Commissioners to remove notes or conditions (attach appendix to QA report to justify the removal): **N/A**

Remove Note: **N/A**

Remove Condition: **N/A**

Do not remove note or condition. Explain the progress made in removing the note or condition: _____

E. Program Outcomes

List program outcomes for each accredited program.

Program Outcomes for the Business Administration Program at the Bachelor’s Level

Each graduating student will be able to:

1. conceptualize a complex business issue into a coherent written statement and oral presentation
2. comprehend core business disciplines including accounting, finance, management, 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, managing organizations.

Program Outcomes for the Business Administration Program at the Associate Level

Each graduating student will be able to:

1. distinguish how financial statements and other accounting information are used by management to plan, control, and make discussions about business
2. use computer terminology when discussing business computer applications
3. demonstrate fundamental software, applications skills in word processing, spreadsheets, presentation software, database management, communication, and research
4. describe the business skills and common body of knowledge necessary for future study in the areas of management, marketing finance, and accounting
5. discuss the basic specializations within business administration
6. develop a perspective toward leadership, human behavior, and ethical principles in business
7. apply basic economic principles in the business decision-making process

The XYZ University Business Program Outcomes Matrix can be found in Appendix A.

F. Performance Results

The following tables list the five performance indicators and the definitions of the outcomes (not all inclusive, just examples). Tables 1 -5 must be used to report your performance results.

Table I Student Learning Results (Required for each accredited program)

Performance Indicator		Definition			
1. Student Learning Results (Required for each accredited program)		<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-My staterty examination, faculty-designed examination, professional performance, licensure examination).</i></p> <p>To help students succeed, community colleges must both assess skills and remediate deficiencies before students take more than 25 percent of the credits in business programs.</p> <p>Add these to the description of the measurement instrument in column two: Formative – An assessment conducted during the student’s education. Summative – An assessment conducted at the end of the student’s education. Internal – An assessment instrument that was developed within the business unit. External – An assessment instrument that was developed outside the business unit. Comparative results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparative data.</p>			
		Analysis of Results			
Performance Measure (Competency)	Description of Measurement Instrument to include	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graph of Resulting Trends for 3-5 Years
A. 90% of students will successfully complete the bachelor’s level capstone course (BUS 450) with a grade of 73% or greater.	Capstone course, summative, internal, external.	Students have consistently exceeded the capstone course completion rate goal of 90% in each reporting period from 2002 to 2008.	06-07: Business Simulation deleted after comparing course content of benchmark institutions and due to difficulty of administering the simulation in an accelerated format Case analysis became the primary focus, along with objective mid-term and final exams. (Contd. on p.6)	1) Due to success in achieving goal over the last six years, goal will be increased as follows: 90% of students will successfully complete the bachelor’s level capstone course with a grade of 83% or greater. 2) Commence comparative analyses among delivery systems in 0809.	See Appendix B. Percent of students achieving goal: 2002 95% 2003 96% 2004 91% 2005 97% 2006 94% 2007 95% 2008 95%

Performance Measure (Competency)	Description of Measurement Instrument to include	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graph of Resulting Trends for 3-5 Years
A. Continued.			07-08: Comparison in national ACBSP benchmarking survey with LiveText comparing capstone course data against other ACBSP schools. Survey data to be analyzed for improvements to capstone.		See Appendix B and p.5.
B. NEW: 90% of students will successfully complete the associate level capstone course (BUS 250) with a grade of 73% or greater.	Capstone course, summative, internal, external.	Initiative will start in 0809 academic year. In BUS 250, students will 1) study management concepts and 2) take the ETS two year MFT exam. Course will follow same format as the bachelor's capstone.	Associate level capstone and ETS two year MFT exam will be implemented to assess College's associate program.	NA	NA
C. NEW: 1) 80% of XYZ students taking the MFT exam will score within 20 points of the national average MFT score annually. 2) There will be an increase of at least 5 percentile points in each of the categories assessed by the MFT exam.	Major Field Test exam, summative, external, comparative.				

<p>D. NEW: 90% of students will successfully complete the accounting quiz with a grade of 83% or greater – to be implemented in 0809 academic year.</p>	<p>Quiz, formative, internal, comparative.</p> <p>Quiz to be administered in FIN 201 to students who have taken ACC 101 and ACC 102. The purpose of the quiz is to measure student understanding of basic accounting concepts.</p>	<p>In a pilot program undertaken in 0708, 38% of test takers met goal.</p>	<p>Review quiz questions to ensure they reflect a wide range of complexity to more specifically gauge student strengths and weaknesses.</p> <p>Next steps: 1) Refine and categorize questions in order to improve validity. 2) Review and revise accounting and finance curriculum as needed.</p>	<p>NA</p>	<p>See Appendix C for more detailed analysis and content of pilot quiz.</p> <table border="1" data-bbox="1730 220 2011 326"> <tr> <th data-bbox="1730 220 2011 261">Pilot Results</th> </tr> <tr> <td data-bbox="1730 261 2011 293">38% > grade of 83%</td> </tr> <tr> <td data-bbox="1730 293 2011 326">62% < grade of 83%</td> </tr> </table>	Pilot Results	38% > grade of 83%	62% < grade of 83%
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Table II Student and Stakeholder-Focused Results

2. Student- and Stakeholder-Focused Results		<p>Student- and stakeholder-focused results examine how well your organization satisfies students and stakeholders key needs and expectations. <i>Key indicators may include: satisfaction and dissatisfaction of current and My stated students and key stakeholders, perceived value, loyalty, persistence, or other aspects of relationship building, end of course surveys, alumni surveys, Internship feedback, etc.</i></p> <p>Each academic unit must demonstrate linkages to business practitioners and organizations, which are current and significant, including an advisory board.</p> <p>Periodic surveys should be made of graduates, transfer institutions, and/or employers of graduates to obtain data on the success of business programs in preparing students to compete successfully for entry-level positions.</p>			
		Analysis of Results			
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graph of Resulting Trends for 3-5 Years
A. Achieve overall customer service satisfaction score of 3.4: annual institutional goal assessing student satisfaction with College services.	<p>Annual College Customer Service Survey, formative, external.</p> <p>Students rank services on a scale of 1 - 4.</p>	<p>Student satisfaction surveyed since 0304. Overall assessment of College services has ranged from a low of 3.26 to a high of 3.4 in FY0405. Most visible achievements at departmental level.</p> <p>In FY0708, 33% of the student body responded to the Customer Service Survey. Business students comprise more than 60% of the student population.</p>	<p>Overall customer satisfaction remains at a score of 3.36. Measurable departmental action plans created annually, plus some more in-depth process improvement reviews.</p> <p>New student portal launched in response to student comments.</p> <p>Achievements recognized during annual Customer Service week.</p>	<p>New portal has met goal of 3.4 in its inaugural year.</p> <p>Process improvement reviews conducted on student registration, advising, retention, and scheduling, resulting in greater efficiencies, but not overall increase in scores.</p> <p>Research into best practices may result in briefer, more targeted surveys, e.g., by academic</p>	See Appendix D.

Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graph of Resulting Trends for 3-5 Years															
<p>B. 65% of graduating students employed in their field of study.</p>	<p>Annual Graduate Survey, summative, internal.</p>	<p>Since 2002, responders to annual Graduate Survey indicated they are employed in their field of study at a rate greater than 65%.</p>	<p>Results based on self-reporting by small percentage of students; inconsistent surveying and reporting process.</p> <p>Results not reported by academic program.</p>	<p>Re-developed Career Services Dept. to create survey compiling data based upon programs and concentrations,</p>	<p>See Appendix E.</p>															
<p>C. 35% of graduating students will continue their education.</p>	<p>Annual Graduate Survey, summative, internal.</p>	<p>Responders to annual Graduate Survey indicated they will continue their education at the rate of between 30% - 37%.</p>	<p>Results based on self-reporting by small percentage of students; inconsistent surveying and reporting process.</p> <p>Trial reports run at National Student Clearinghouse (NSC) to verify student self-reporting.</p>	<p>Trial NSC report reveals that within 10 months of graduation 13% of all XYZ students and 13% of Business Admin students continue their education: indicates need for a longer-range study employing both internal and external (objective) reporting instruments as well as possible alumni surveys to determine realistic trends.</p>	<table border="1" data-bbox="1688 586 2011 808"> <thead> <tr> <th colspan="3">Graduates Continuing their Education</th> </tr> <tr> <th></th> <th>BA</th> <th>ALL</th> </tr> </thead> <tbody> <tr> <td>Grads</td> <td>91</td> <td>150</td> </tr> <tr> <td># Cont'd.</td> <td>12</td> <td>19</td> </tr> <tr> <td>% Cont'd.</td> <td>13%</td> <td>13%</td> </tr> </tbody> </table> <p>Sample = 150 students who graduated with a bachelor's degree on 6/7/06. Of those, 91 were business students.</p> <p>The sample was submitted to NSC in April 2007. At that time, 19 students had continued their education; 12 of the 19 were business students.</p> <p>Percent continuing their education within this 10-month period: all programs = 13%; business administration = 13%.</p>	Graduates Continuing their Education				BA	ALL	Grads	91	150	# Cont'd.	12	19	% Cont'd.	13%	13%
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Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graph of Resulting Trends for 3-5 Years
D. New: Employer Satisfaction goal to be developed with Facilitator, Career Services, Advisory Board, and others	Revised Employer Survey or other summative, internal instrument	264 employers identified on FY0708 annual Customer Service Survey. Over 1,400 employers choose to list job vacancies with XYZ through Resume Exchange software.	Annual Employer Survey to be reinstated. Tracking of student employers to commence in College's Customer Relationship Management system (CRM) in FY0809.	New Facilitator, Career Services working with faculty to revise employer surveys specific to each academic program.	

Table III Budgetary, Financial, and Market Results

3. Budgetary, Financial, and Market Performance Results		<p>Budgetary, financial, and market performance results examine (1) management and use of financial resources and (2) market challenges and opportunities.</p> <p>Adequate financial resources are vital to ensuring an outstanding faculty and teaching environment. The resources budgeted for and allocated to business units should be adequate to fund the necessary technology and training to allow students to develop the requisite competencies for business environments.</p> <p><i>Key indicators may include: expenditures per business student, business program expenditures as a percentage of budget, annual business unit budget increases or decreases, enrollment increase or decrease of business students, transfer in or out of business students, student credit hour production, or comparative data.</i></p>													
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Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graph of Resulting Trends for 3-5 Years										
<p>A. NEW: Business Administration credits will be aligned with trends in overall institutional performance.</p>	<p>Enrollment data, summative, comparative, external.</p> <p>The College has included an objective addressing credit performance in its annual institutional goals since FY 0405. Anticipated growth rates reflect economic climate as well as institutional initiatives.</p>	<p>Analysis of credit growth since 0405 shows all credits have increased by 13% through FY 0708, while Business Admin credits have increased by 11%.</p>	<p>Portfolio Analysis (comprehensive review of academic programs) completed in FY 0708.</p> <p>Note: College offers AS upon completion of 61 credits and BS after completion of 121 credits. This is called the 2+2 format.</p>	<p>1) Investigate challenges to transfer students presented by 2+2 format.</p> <p>2) Analyze concentration curricula and compare with peer institutions.</p> <p>3) Compare program and course requirements with CPC guidelines.</p>	See Appendix F.										
					<table border="1"> <thead> <tr> <th colspan="3">Credits Growth / Year</th> </tr> <tr> <th></th> <th style="text-align: center;">BA</th> <th style="text-align: center;">ALL</th> </tr> </thead> <tbody> <tr> <td>FY0708</td> <td style="text-align: center;">0.7%</td> <td style="text-align: center;">0.3%</td> </tr> <tr> <td>FY0607</td> <td style="text-align: center;">4.1%</td> <td style="text-align: center;">6.6%</td> </tr> <tr> <td>FY0506</td> <td style="text-align: center;">6.4%</td> <td style="text-align: center;">6.1%</td> </tr> </tbody> </table>	Credits Growth / Year				BA	ALL	FY0708	0.7%	0.3%	FY0607
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<p>B. NEW: Associate to Bachelor's program conversion rate of 80%; new annual institutional goal for FY 0809. (Contd. on Page 12)</p>	<p>Enrollment data, summative, comparative, external.</p>	<p>Since 1999, the College has awarded bachelor's degrees to 1,096 students who have already earned an associate degree at the College.</p>	<p>College mission changed in 2002 to emphasize baccalaureate status.</p>	<p>1) Media plan created to formalized email, print, telephone, portal, and other points of contact with graduating associate students.</p>	<table border="1"> <thead> <tr> <th colspan="2">AS to BS Conversion All Programs</th> </tr> </thead> <tbody> <tr> <td>FY0708</td> <td style="text-align: center;">76.7%</td> </tr> <tr> <td>FY0607</td> <td style="text-align: center;">73.1%</td> </tr> <tr> <td>FY0506</td> <td style="text-align: center;">82.0%</td> </tr> </tbody> </table>	AS to BS Conversion All Programs		FY0708	76.7%	FY0607	73.1%	FY0506	82.0%		
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Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graph of Resulting Trends for 3-5 Years										
<p>B. Continued.</p> <p>Note: majority of XYZ academic programs organized in 2+2 format offering first an AS and then a BS degree.</p>			Retention Unit formed in FY 0506 to encourage students to continue from the AS degree to BS.	<p>2) Continuing Education scholarships offered to associate graduates who enroll in bachelor's program within one year of completing associate degree.</p> <p>3) 2+2 format and AS program growth evaluated in 0607 Portfolio Assessment (academic program review) and in ongoing New Product Development Process.</p>	<table border="1"> <thead> <tr> <th colspan="2">AS to BS Conversion Business Only</th> </tr> </thead> <tbody> <tr> <td>FY0708</td> <td>78.3%</td> </tr> <tr> <td>FY0607</td> <td>73.7%</td> </tr> <tr> <td>FY0506</td> <td>81.3%</td> </tr> </tbody> </table>	AS to BS Conversion Business Only		FY0708	78.3%	FY0607	73.7%	FY0506	81.3%		
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<p>C. Offer non-needs-based scholarships to worthy Business Administration students.</p>	Financial Aid data, external.	The College offers numerous needs-based grants, but few opportunities exist to award students for performance.	Establish a scholarship competition to encourage and award leadership and high academic performance.	<p>The College annually awards competitive scholarships to an average of 14 Business students with awards ranging from \$500 to \$10,000.</p> <p>Commence tracking academic and career success of scholarship recipients.</p>	<table border="1"> <thead> <tr> <th colspan="2">Competitive Business Scholarships Awarded</th> </tr> </thead> <tbody> <tr> <td>FY0708</td> <td>18</td> </tr> <tr> <td>FY0607</td> <td>12</td> </tr> <tr> <td>FY0506</td> <td>8</td> </tr> <tr> <td>FY0405</td> <td>17</td> </tr> </tbody> </table>	Competitive Business Scholarships Awarded		FY0708	18	FY0607	12	FY0506	8	FY0405	17
Competitive Business Scholarships Awarded															
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<p>D. To Be Developed: Enrollment Funnel statistics and conversion rates specific to Business Administration</p>	Enrollment data, external, comparative.	Institute regular reporting of enrollment funnel statistics specific to academic programs. Note: no institutional goal exists regarding	New Manager, Communications (FY0506) instituted numerous new marketing campaigns emphasizing use of technology: search	NA	NA										

program. (Contd. on page13)		conversion rates.	engine, portal, eblasts, etc.		
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graph of Resulting Trends for 3-5 Years
D. Continued. Enrollment Funnel statistics to include inquiries, applications, admitted and enrolled students.		Previous methods of institutional reporting of enrollment funnel statistics interrupted with introduction of new CRM in FY 0607.	New CRM (FY0607) provided access to more detailed reports and enrollment tracking.		

Table IV Faculty- and Staff-Focused Results

4. Faculty and Staff Focused Results		<p>Faculty and staff-focused results examine how well the organization creates and maintains a positive, productive, learning-centered work environment for business faculty and staff.</p> <p><i>Key indicators may include: professional development, scholarly activities, community service, administrative duties, business and industry interaction, number of advisees, number of committees, number of theses supervised, satisfaction or dissatisfaction of faculty and staff, positive, productive, and learning-centered environment, safety, absenteeism, turnover, or complaints.</i></p>															
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Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graph of Resulting Trends for 3-5 Years												
A. Faculty Support satisfaction results: achieve at least a 3.30 score on each question.	Annual Faculty Support Performance Survey, external: tracks faculty satisfaction with services provided by Faculty Support Office.	Percentage of questions measuring faculty satisfaction at score of 3.30 or above has increased each year since inception in FY 0304	<p>Improvements since 2005 include:</p> <p>1) Instructional Design Specialist reviews course ratings and design with all new faculty.</p> <p>2) Mandatory Professional Development workshops offered at a variety of times and online.</p> <p>3) Faculty support portal My stategie created FY0708.</p> <p>4) Support staff available first day of class for special assistance to students and faculty.</p>	Survey results to be analyzed specific to Business Administration program.	<p>See Appendix G for comprehensive data.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="2" style="background-color: #ADD8E6;">Faculty Support Satisfaction Average Score</th> </tr> </thead> <tbody> <tr> <td>FY0708</td> <td style="text-align: right;">3.42</td> </tr> <tr> <td>FY0607</td> <td style="text-align: right;">3.37</td> </tr> <tr> <td>FY0506</td> <td style="text-align: right;">3.21</td> </tr> <tr> <td>FY0405</td> <td style="text-align: right;">3.22</td> </tr> <tr> <td>FY0304</td> <td style="text-align: right;">3.23</td> </tr> </tbody> </table>	Faculty Support Satisfaction Average Score		FY0708	3.42	FY0607	3.37	FY0506	3.21	FY0405	3.22	FY0304	3.23
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Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graph of Resulting Trends for 3-5 Years
B. To Be Developed: Faculty Job Satisfaction	Faculty Job Satisfaction Survey to be developed, internal.		Personnel job satisfaction surveying undertaken occasionally, but not regularly. Survey pertinent to faculty job satisfaction to be developed in conjunction with CAO, HR, and Faculty Support personnel.	NA	

Table IV a
Scholarly and Professional Activities

XYZ University did not complete this section as it was not part of the original pilot materials sent by ACBSP. Please see Faculty Contribution Tables in **Appendix H** (Page 49) for information pertaining to faculty scholarly and professional activities.

Table V Organizational Performance Results

5. Organizational Effectiveness Results		<p>Organizational effectiveness results examine attainment of organizational goals. Each business unit must have a systematic reporting mechanism for each business program that charts enrollment My patterns, student retention, student academic success, and other characteristics reflecting students' performance.</p> <p><i>Key indicators may include: graduation rates, enrollment, improvement in safety, hiring equity, increased use of web-based technologies, use of facilities by community organizations, contributions to the community, or partnerships, retention rates by program, and what you report to governing boards and administrative units.</i></p>																					
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Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graph of Resulting Trends for 3-5 Years																		
A. Achieve Student Retention rate of 75%: annual institutional goal.	<p>Enrollment data, formative, external, comparative.</p> <p>Retention rates calculated since FY 0405; annual institutional goal established FY 0607.</p>	Retention rate of Business students generally exceeds institutional overall retention figures.	<p>1) At Risk courses identified, i.e., early courses with high failure rates.</p> <p>2) 14 week courses implemented in beginning ENG & MATH courses, FY 0607.</p> <p>3) First Year Initiative (FYI) begun FY 0607. 22 students met FYI requirements.</p> <p>4) Standing Retention Committee formed comprised of faculty and staff from across the institution.</p>	<p>1) Placement Policy implemented 0708 to identify early students who may be at risk academically.</p> <p>2) Failure rate for students enrolled in ENG 101 decreased by 7.47% in spring 0708. Other results to be analyzed.</p> <p>3) 42 students met FYI requirements in 0708.</p> <p>4) Committee creates process to reinstate academically dismissed students: 90% of participating students maintaining good academic standing.</p>	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="3" style="background-color: #4F81BD; color: white;">Retention Rates</th> </tr> <tr> <th></th> <th style="background-color: #4F81BD; color: white;">BA</th> <th style="background-color: #4F81BD; color: white;">ALL</th> </tr> </thead> <tbody> <tr> <td>FY0708</td> <td style="text-align: center;">72.6%</td> <td style="text-align: center;">71.3%</td> </tr> <tr> <td>FY0607</td> <td style="text-align: center;">73.5%</td> <td style="text-align: center;">73.7%</td> </tr> <tr> <td>FY0506</td> <td style="text-align: center;">75.6%</td> <td style="text-align: center;">73.0%</td> </tr> <tr> <td>FY0405</td> <td style="text-align: center;">75.8%</td> <td style="text-align: center;">75.3%</td> </tr> </tbody> </table>	Retention Rates				BA	ALL	FY0708	72.6%	71.3%	FY0607	73.5%	73.7%	FY0506	75.6%	73.0%	FY0405	75.8%	75.3%
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Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graph of Resulting Trends for 3-5 Years										
B. To Be Developed: Graduation rates: track and analyze graduation rate trends in order to establish a goal.	Enrollment data, summative, external.	Majority of XYZ degrees awarded in Business Administration. The number of degrees generally increases each year.	IPEDS (Integrated Postsecondary Education Data System) graduation rate model, based on first-time, full-time student cohorts, does not adequately describe academic progress of XYZ's high transfer population of adult students. Research internal trends and external models to establish grad rates.	NA	See Appendix I for data on Business Administration degrees awarded since academic year 0203.										
C. Induct eligible students into the Delta Mu Delta Honor Society annually to recognize academic success.	Delta Mu Delta Honor Society Annual Reports, internal.	Since FY0405, business students have been inducted into Honor Society based upon criteria of 3.3 GMY STATE and completion of 60 credits.	Once inducted, members remain active, so total membership continues to grow. Develop a goal for increasing membership and a method to track participation and leadership.	NA	<table border="1"> <thead> <tr> <th colspan="2">Delta Mu Delta Active Members</th> </tr> </thead> <tbody> <tr> <td>FY0708</td> <td>264</td> </tr> <tr> <td>FY0607</td> <td>215</td> </tr> <tr> <td>FY0506</td> <td>144</td> </tr> <tr> <td>FY0405</td> <td>60</td> </tr> </tbody> </table>	Delta Mu Delta Active Members		FY0708	264	FY0607	215	FY0506	144	FY0405	60
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FY0506	144														
FY0405	60														

TABLE VI NEW FULL-TIME AND MY STATERT-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 <ol style="list-style-type: none"> 1. Doctorate 2. Professional 3. Exception
Jones, Alpha	Human Resource Management	HRM 280 COMPENSATION MANAGEMENT	Bachelor of Arts, Psychology Master of Science, Organizational Dynamics	Certified Compensation Professional - World At Work - 1982	Professional
Blue, Jean	Accounting	ACC 102 ACCOUNTING PRINCIPLES II ACC 225 INTRODUCTION TO TAXATION ACC 222 MANAGERIAL ACCOUNTING	Bachelor of Science, Business Masters in Business Administration		Professional
Fan, Sports	Marketing	INT 101 INTRO/INT'L BUSINESS AND CULTURES MKT 401 MARKETING MANAGEMENT MKT 425 SPECIAL TOPICS IN MARKETING MKT 101 INTRODUCTION TO MARKETING	Bachelor of Arts, Communications Masters in Business Administration, Marketing and International Business		Professional
Teach, Ican	Human Resource Management	HRM 301 HUMAN RESOURCE MANAGEMENT MGT 306 ORGANIZATIONAL DYNAMICS	Bachelor of Science, Business Management Master of Arts, Personnel Management		Professional

Degree, Ihava	Accounting	ACC 203 INTERMEDIATE ACCOUNTING I	Bachelor of Arts, Economics Masters in Business Administration, Business, Juris Doctor, Law		Doctorate
Man, Boss	Management and Human Resource Management	HRM 306 MANAGING EMPLOYMENT LAW IN BUSINESS MGT 425 SPECIAL TOPICS IN MANAGEMENT MGT 304 BUSINESS ETHICS MGT 306 ORGANIZATIONAL DYNAMICS HRM 301 HUMAN RESOURCE MANAGEMENT MGT 210 APPLIED MANAGEMENT CONCEPTS	Bachelor of Science, Business Administration Master of Science, Organizational Dynamics	SPHR - 2006	Professional
Mint, Chocolate	Human Resource Management	HRM 280 LABOR RELATIONS	Bachelor of Arts, Political Science Master of Arts, Labor and Industrial Relations		Professional
Crème, Irish	Accounting	ACC 101 ACCOUNTING PRINCIPLES I ACC 222 MANAGERIAL ACCOUNTING ACC 203 INTERMEDIATE ACCOUNTING I ACC 204 INTERMEDIATE ACCOUNTING II MGT 306 ORGANIZATIONAL DYNAMICS ACC 102 ACCOUNTING PRINCIPLES II ACC 401 ADVANCED ACCOUNTING	Bachelor of Science in Business Administration, Accounting Master of Business Administration, Accounting		Professional

		ACC 301 AUDITING ACC 425 SPECIAL TOPICS IN ACCOUNTING			
Wait, Hardley	Marketing	MKT 202 CONSUMER BEHAVIOR	Bachelor of Science, Business Management Master of Business Administration, Business Management		Professional
Faculty, Ima (Full-time)	Business Law	LAW 103 BUSINESS LAW	Bachelor of Science, Criminal Justice Juris Doctor, Law		Doctorate
Recess, Miss	Human Resource Management	HRM 306 MANAGING EMPLOYMENT LAW IN BUSINESS	Bachelor of Science, Sociology Masters of Science, Administration		Professional
Retired, Almost	Marketing and International Business	MKT 201 SELLING STRATEGIES INT 101 INTRO/INT'L BUSINESS AND CULTURES	Bachelor of Business Administration, Marketing Master of Business Administration, Management	Certified Management Consultant, 1972	Professional
Course, Full	Management and Accounting	ACC 425 SPECIAL TOPICS IN ACCOUNTING ACC 303 COST ACCOUNTING I MGT 404 OPERATIONS MANAGEMENT MGT 306 ORGANIZATIONAL DYNAMICS	Bachelor of Arts, Accounting Master of Business Administration, Business Administration		Professional
Worken, Always	Management and Economics	MGT 210 APPLIED MANAGEMENT CONCEPTS MGT 404 OPERATIONS MANAGEMENT ENT 225 ACCOUNTING, FINANCE AND TAX ECO 101 MACROECONOMICS	Bachelor of Arts, English Literature Master of Business Administration, Entrepreneurship		Professional
Doctorate, Iva	Accounting	ACC 401 ADVANCED ACCOUNTING	Bachelor of Science, Accounting Master		Professional

			of Business Administration, Management Master of Accountancy		
First, Alerta	Management	MGT 210 APPLIED MANAGEMENT CONCEPTS	Bachelor of Arts, Telecommunication Master of Business Administration, Business Administration		Professional
Onthird, Safe	Marketing and International Business	INT 101 INTRO/INT'L BUSINESS AND CULTURES MGT 210 APPLIED MANAGEMENT CONCEPTS MKT 202 CONSUMER BEHAVIOR	Bachelor of Arts, English Master of Education, Counseling Master of Business Administration, International Management		Professional
Place, Favorite	Management	MGT 304 BUSINESS ETHICS MGT 305 CONCEPTS IN LEADERSHIP	Associate of Science, Business Administration Bachelor of Science, Business Administration Master of Science, Organizational Development and Leadership		Professional

Appendix A

XYZ University Business Programs Outcomes Matrix

	OUTCOMES	ASSESSMENT	ACC	BSLAW	MGT	MKT	REM	HRM	ENT	TM
1	Communicate and exchange information with clarity, proficiency, and breadth.	Hands-on competency based projects, oral presentations, written reports, research papers	X	X	X	X	X	X	X	X
2	Solve problems that require use of critical, analytical, and quantitative thinking skills.	Case studies, examinations, class projects, research-based projects requiring library and online searches for information	X	X	X	X	X	X	X	X
3	Demonstrate technological currency.	Web and internet exercises, use of software packages, hands-on competency based projects, case study project analysis	X	X	X	X	X	X	X	X
4	Display information literacy.	Case studies, examinations, class projects, research-based projects requiring library and online searches for information	X	X	X	X	X	X	X	X
5	Demonstrate basic computer knowledge.	Typed assignments, reports, examinations	X	X	X	X	X	X	X	X
6	Exhibit professional conduct in academic and vocational settings.	Readings, team exercises and projects, essays, and oral presentations	X	X	X	X	X	X	X	X
7	Identify and respond to ethical issues in the classroom, workplace, and community.	Readings, team projects, essays, and oral presentations	X	X	X	X	X	X	X	X
8	Demonstrate general business knowledge	Readings, class projects and discussions, essays, research-based projects requiring library and online searches for information, and examinations	X	X	X	X	X	X	X	X

Appendix A

	OUTCOMES	ASSESSMENT	ACC	BSLAW	MGT	MKT	REM	HRM	ENT	TM
9	Understand global interconnectivity and cultural diversity.	Readings, team projects, essays, and oral presentations	X	X	X	X	X	X	X	X
10	Use accounting terminology in an effective manner.	Examinations	X	X	X	X	X		X	X
11	Apply accounting theory and concepts.	Examinations	X	X	X	X	X		X	
12	Interpret financial and non-financial data in a broader business context.	Problem solving activities, case studies	X						X	X
13	Demonstrate business research skills.	Business Research Projects/Papers	X	X	X	X	X	X	X	X
14	Understand diverse international business issues.	Class projects, reports, case studies			X	X		X	X	
15	Demonstrate understanding of basic business protocol.	Co-op experience, exams, case studies, class projects	X	X	X	X	X	X	X	X
16	Possess a solid foundation in management.	Examinations, case studies, class projects, capstone project	X	X	X	X	X	X	X	X
17	Understand business information systems.	Hands-on computer simulations	X	X	X	X	X	X	X	
18	Know the difference between free enterprise systems from other economic systems.	Examinations	X	X	X	X	X		X	
19	Exhibit working knowledge of motivational approaches in management personnel.	Assessment instructions on motivation	X	X	X	X	X		X	
20	Have working knowledge of distinguishing between short and long-term financing and the available options to businesses.	Examinations	X							

Appendix A

	OUTCOMES	ASSESSMENT	ACC	BSLAW	MGT	MKT	REM	HRM	ENT	TM
21	Understand the role of the Federal Reserve in stabilizing the U.S. economy.	Examinations	X	X	X	X	X			
22	Understand the importance of small business to the current and future economic condition of the country.	Interviews of small business owners, analysis/research of business owners			X				X	
23	Understand social responsibility and business ethics and the impact of business in decision-making.	Ethical problem-solving activities	X	X	X	X	X			
24	Demonstrate customer service skills.	Co-op experience, presentations	X	X	X	X	X	X	X	
25	Have basic microcomputer applications skills.	Hands-on computer assignments	X	X	X	X	X		X	X
26	Have an understanding of international business terminology.	Examinations, presentations			X				X	
27	Explain theory and concepts in international business.	Presentations, case studies, examinations			X				X	
28	Have knowledge of the diverse cultural issues in a business environment.	Examinations, case studies, class projects, written reports, presentations	X	X	X	X	X	X	X	
29	Prepare and produce business letters, memorandums, tables and reports.	Research projects/papers/proposals class assignments	X	X	X	X	X	X	X	
30	Demonstrate problem-solving skills for office administration operations.	Capstone project						X	X	
31	Apply various business management theories.	Examinations, Case Studies, Capstone	X	X	X	X	X	X	X	

Appendix A

	OUTCOMES	ASSESSMENT	ACC	BSLAW	MGT	MKT	REM	HRM	ENT	TM
32	Explain the evolving role of technology in today's business workplace.	Examinations, hands-on computer simulations			X			X	X	X
33	Complete a practicum project and a portfolio demonstrating an understanding of current management issues.	Collection of projects, reports, and oral presentations to present current issues	X	X	X	X	X	X	X	
34	Develop employability skills necessary for entry-level marketing position.	Career placement				X		X	X	
35	Develop employability skills necessary for entry-level management position.	Career placement			X			X	X	
36	Use information to solve marketing-related problems.	Examinations, case studies, sales presentations				X			X	
37	Understand of marketing's contribution to organizational profitability.	Reports, case studies				X			X	
38	Develop the ability to plan marketing strategy.	Projects, reports				X			X	
39	Develop understanding of marketing concepts.	Examinations				X			X	
40	Demonstrate E-mail etiquette & "how to."	Class projects, oral presentations	X	X	X	X	X		X	X
41	Understand project management.	Team Presentations, Projects Hands-on competency based projects	X	X	X	X	X		X	X
42	Prepare presentations using PowerPoint.	Class projects, oral presentations	X	X	X	X	X		X	X
43	Demonstrate and use internet skills.	Web and internet exercises, reports, projects, hands-on competency based projects using the internet, case study project analysis using the	X	X	X	X	X		X	X

Appendix A

	OUTCOMES	ASSESSMENT	ACC	BSLAW	MGT	MKT	REM	HRM	ENT	TM
		internet								
44	Apply knowledge of computing and mathematics appropriate to the discipline.	Projects, case studies, quizzes, exams, programs								X
45	Analyze a problem and identify and define the computing requirements appropriate to its solution.	Projects, case studies, quizzes, exams, research, hands-on competency-based projects								X
46	Design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs.	Projects, case studies, quizzes, exams, research, hands-on competency based projects, program code								X
47	Function effectively on teams to accomplish a common goal.	Projects, case studies, research, hands-on competency-based projects								X
48	Develop an understanding of professional, ethical, and social responsibilities.	Projects, case studies, research, hands-on competency-based projects, role playing, co-op								X
49	Communicate effectively with a range of audiences.	Projects, case studies, research, hands-on competency-based projects, role playing, co-op, presentations								X
50	Analyze the impact of computing on individuals, organizations, and society, including ethical, legal, security, and global policy issues.	Projects, case studies, research, hands-on competency-based projects, role playing, co-op, presentations								X
51	Recognize the need for and the ability to engage	Projects, case studies, research, hands-on								X

Appendix A

	OUTCOMES	ASSESSMENT	ACC	BSLAW	MGT	MKT	REM	HRM	ENT	TM
	in continuing professional development.	competency-based projects, role playing, co-op, presentations								
52	Use current techniques, skills, and tools necessary for computing practice.	Projects, case studies, research, hands-on competency-based projects, role playing, co-op, presentations								X
53	Use and apply current technical concepts and practices in the core information technologies.	Projects, case studies, research, hands-on competency-based projects, role playing, co-op, presentations								X
54	Identify and analyze user needs and take them into account in the selection, creation, evaluation, and administration of computer-based systems.	Projects, case studies, research, hands-on competency-based projects, role playing, co-op, presentations								X
55	Effectively integrate IT-based solutions into the user environment.	Projects, case studies, research, hands-on competency-based projects, role playing, co-op, presentations								X
56	Understand best practices and standards and their application.	Projects, case studies, research, hands-on competency-based projects, role playing, co-op, presentations								X
57	Assist in the creation of an effective project plan.	Projects, case studies, research, hands-on competency based projects, role playing, co-op, presentations								X

Appendix A

	OUTCOMES	ASSESSMENT	ACC	BSLAW	MGT	MKT	REM	HRM	ENT	TM
58	Demonstrate working use of the legal vocabulary required to function professionally within the legal community.	Course examinations, oral presentations, course assignments/projects, in-class participation, co-op/capstone experience, graduate/employer survey results		X						
59	Understand the distinction and diversity of the different areas of legal practice.	Course examinations, course projects/presentations, co-op/capstone experience		X						
60	Have working knowledge of the federal and state court systems.	Course assignments/projects, course examinations		X						
61	Possess capability for drafting the forms of documentation utilized in legal practice.	Course assignments/projects, course examinations, co-op/capstone experience, graduate/employer survey results		X						
62	Demonstrate adeptness at computerized and manual legal research techniques.	Course assignments/projects, course examinations, co-op/capstone experience, graduate/employer survey results		X						

Legend:

ACC = Accounting

BSLAW = Business Law

MGT = Management

MKT = Marketing

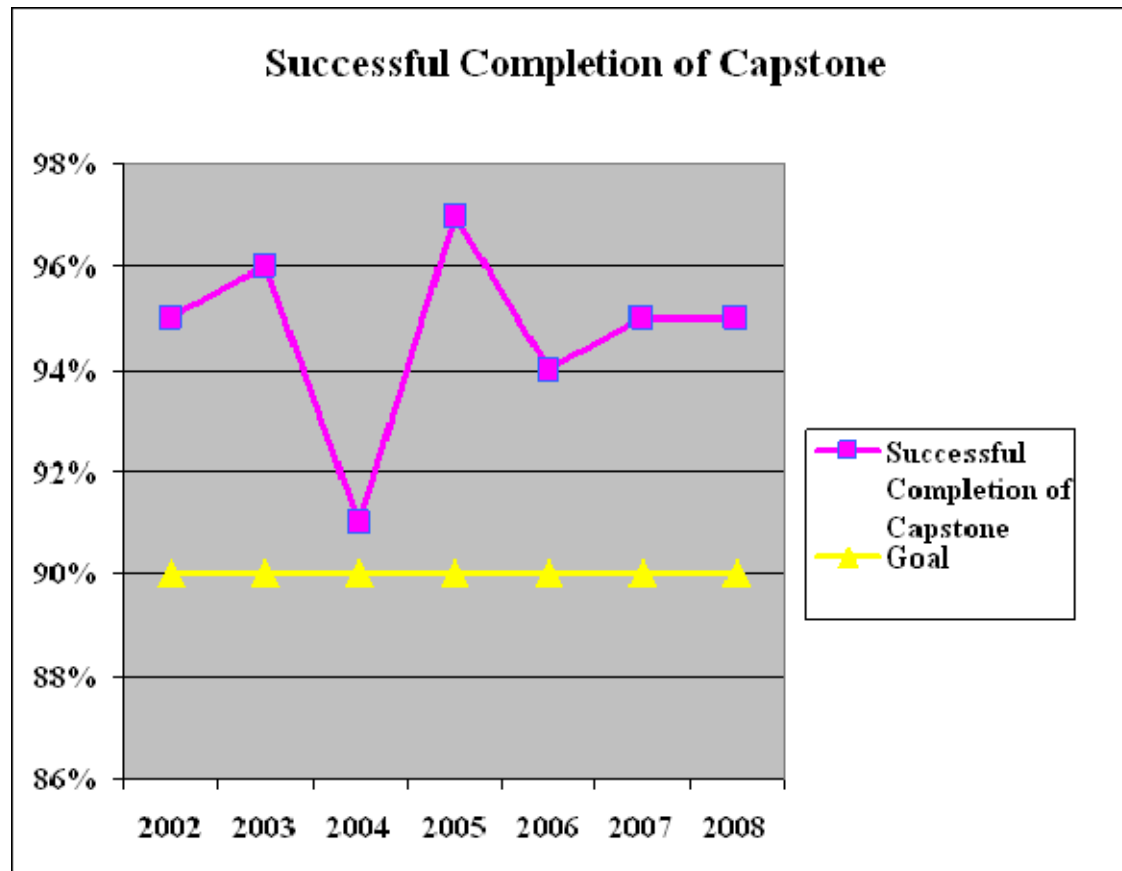
REM= Real Estate Management

HRM = Human Resource Management

ENT = Entrepreneurship/Small Business Management

TM = Technology Management

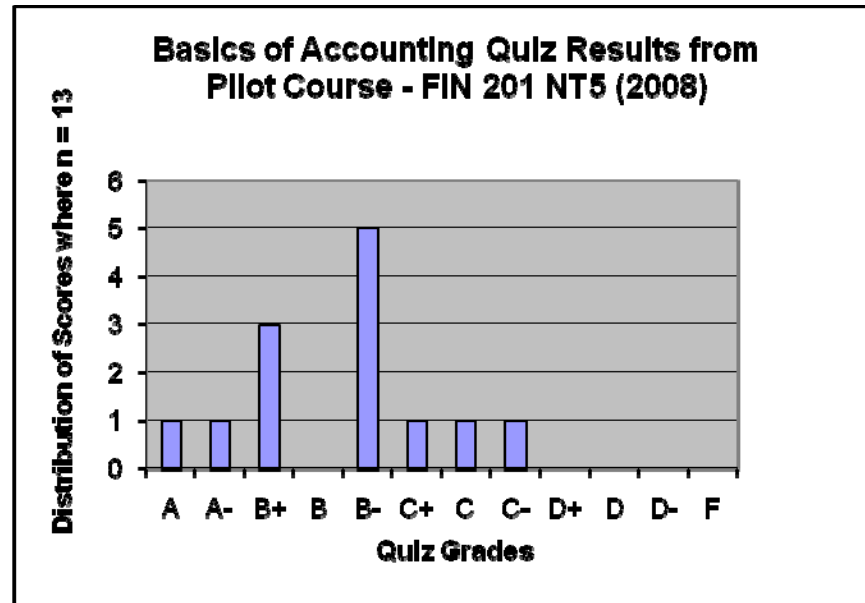
Appendix B



Successful Completion of Capstone		
Year	Successful Completion of Capstone	Goal
2002	95%	90%
2003	96%	90%
2004	91%	90%
2005	97%	90%
2006	94%	90%
2007	95%	90%
2008	95%	90%

Appendix C

BASICS OF ACCOUNTING QUIZ RESULTS FROM PILOT COURSE



Exam Statistics




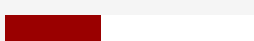
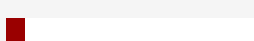
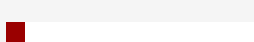
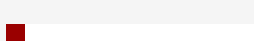
Data Collected On 7/2/2008 at 02:53 AM MST

Highest Score:	96 pts. (96%)	Number of Respondents:	13
Lowest Score:	68 pts. (68%)	Number of Questions:	25
Range:	28 pts.	Points Possible:	100 pts.
Mean:	82.15 pts.		
Median:	80 pts.		

Appendix C

Mode:	80 pts.
Difficulty (Mean P-Value):	.82
Standard Deviation:	7.94
Semi-Interquartile Range:	5

Note: Statistics based on the sum of points achieved on questions.

	Points Achieved	Frequency		Percentile
Frequency Distribution:	96 pts.	1 (7.69%)		96.15
	92 pts.	1 (7.69%)		88.46
	88 pts.	3 (23.08%)		73.08
	80 pts.	5 (38.46%)		42.31
	76 pts.	1 (7.69%)		19.23
	72 pts.	1 (7.69%)		11.54
	68 pts.	1 (7.69%)		3.85

Question Statistics

Data Collected On 7/2/2008 at 02:53 AM MST





Page 1 Questions

1. Net income is the excess of expenses over revenues, whereas net loss is the excess of revenues over expenses.

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	# of Respondents:	13		Difficulty: .92	Discrimination: .53
	Frequency:	1 (7.69%)	True		
		12 (92.31%)	✔ False		
2.	Assume the owner of a sole proprietorship withdrew \$6,000 in cash from the business. This amount should be included as an expense on the income statement.				
	# of Respondents:	13		Difficulty: .54	Discrimination: .65
	Frequency:	6 (46.15%)	True		
		7 (53.85%)	✔ False		
3.	A limited partnership:				
	# of Respondents:	13		Difficulty: .85	Discrimination: .26
	Frequency:	11 (84.62%)	✔ Includes a general partner with unlimited liability.		
		0 (0%)	Is subject to double taxation		
		0 (0%)	Has owners called stockholders		
		0 (0%)	Is the same as a corporation.		
		2 (15.38%)	May only have two partners		
4.	Items such as sales slips, invoices, checks, and purchase orders are source documents.				
	# of Respondents:	13		Difficulty: 1	Discrimination: 0
	Frequency:	13 (100%)	✔ True		
		0 (0%)	False		
5.	An account is a record of increases and decreases in a specific asset, liability, equity, revenue, or expense item.				
	# of Respondents:	13		Difficulty: 1	Discrimination: 0
	Frequency:	13 (100%)	✔ True		
		0 (0%)	False		
6.	In a double-entry accounting system, total amount debited must always equal total amount credited.				
	# of Respondents:	12		Difficulty: 1	Discrimination: 0
	Frequency:	12 (100%)	✔ True		
		0 (0%)	False		

Appendix C

7.	Increases in liability accounts are recorded as debits.			
	# of Respondents:	13	Difficulty: .46	Discrimination: .2
	Frequency:	6 (46.15%)  True		
		7 (53.85%) False		
8.	Debits increase asset and expense accounts.			
	# of Respondents:	13	Difficulty: .69	Discrimination: .17
	Frequency:	9 (69.23%)  True		
		4 (30.77%) False		
9.	A written promise to pay a definite sum of money on a specific future date is a(n):			
	# of Respondents:	13	Difficulty: 1	Discrimination: 0
	Frequency:	0 (0%) Unearned revenue.		
		0 (0%) Prepaid expense.		
		0 (0%) Credit account.		
		13 (100%)  Note payable.		
		0 (0%) Account receivable.		
10.	A debit is:			
	# of Respondents:	13	Difficulty: .69	Discrimination: .58
	Frequency:	1 (7.69%) An increase in an account.		
		1 (7.69%) The right-hand side of a T-account.		
		2 (15.38%) A decrease in an account.		
		9 (69.23%)  The left-hand side of a T-account.		
		0 (0%) An increase to a liability account.		
11.	The right side of a T-account is a(n):			
	# of Respondents:	13	Difficulty: .85	Discrimination: .68

Appendix C

Frequency:	2 (15.38%)	Debit.	
	0 (0%)	Increase.	
	11 (84.62%)	Credit.	
	0 (0%)	Decrease.	
	0 (0%)	Account balance.	
12. A credit is used to record:			
# of Respondents:	13		Difficulty:.46 Discrimination:.48
Frequency:	2 (15.38%)	A decrease in an expense account.	
	2 (15.38%)	A decrease in an asset account.	
	1 (7.69%)	An increase in an unearned revenue account.	
	2 (15.38%)	An increase in a revenue account.	
	6 (46.15%)	All of the above.	
13. A fiscal year refers to an organization's accounting period that spans twelve consecutive months or 52 weeks.			
# of Respondents:	13		Difficulty:1 Discrimination:0
Frequency:	13 (100%)	True	
	0 (0%)	False	
14. Accumulated depreciation is shown on the balance sheet as a subtraction from the cost of an asset.			
# of Respondents:	13		Difficulty:.92 Discrimination:.31
Frequency:	12 (92.31%)	True	
	1 (7.69%)	False	
15. Salaries owed to employees are an example of an accrued expense.			
# of Respondents:	13		Difficulty:.92 Discrimination:.53
Frequency:	12 (92.31%)	True	
	1 (7.69%)	False	

Appendix C

16.	The accounting principle that requires revenue to be reported when earned is the:			Difficulty: .69	Discrimination: .17
	# of Respondents:	13			
	Frequency:	2 (15.38%)	Matching principle.		
		9 (69.23%)	✓ Revenue recognition principle.		
		0 (0%)	Time period principle.		
		2 (15.38%)	Accrual reporting principle.		
		0 (0%)	Going-concern principle.		
17.	Merchandise inventory consists of products that a company acquires to resell to customers.			Difficulty: .92	Discrimination: .39
	# of Respondents:	13			
	Frequency:	12 (92.31%)	✓ True		
		1 (7.69%)	False		
18.	Cash includes currency, coins, and the deposits in most checking accounts.			Difficulty: .1	Discrimination: .0
	# of Respondents:	13			
	Frequency:	13 (100%)	✓ True		
		0 (0%)	False		
19.	Accounts receivables occur from credit sales to customers.			Difficulty: .1	Discrimination: .0
	# of Respondents:	13			
	Frequency:	13 (100%)	✓ True		
		0 (0%)	False		
20.	The maturity date of a note refers to the date the note is to be paid.			Difficulty: .85	Discrimination: .26
	# of Respondents:	13			
	Frequency:	11 (84.62%)	✓ True		
		2 (15.38%)	False		
21.	Obligations due to be paid within one year or the company's operating cycle, whichever is longer, are:			Difficulty: .69	Discrimination: .25
	# of Respondents:	13			

Appendix C

Frequency:	1 (7.69%)	Current assets.	
	9 (69.23%)	✔ Current liabilities.	
	0 (0%)	Earned revenues.	
	3 (23.08%)	Operating cycle liabilities.	
	0 (0%)	Bills.	
22. A corporation is a legal entity separate from its owners.			
# of Respondents:	13		Difficulty:.92 Discrimination:.11
Frequency:	12 (92.31%)	✔ True	
	1 (7.69%)	False	
23. Par value of a stock refers to the:			
# of Respondents:	13		Difficulty:.46 Discrimination:.56
Frequency:	5 (38.46%)	Issue price of the stock.	
	6 (46.15%)	✔ Value assigned to a share of stock by the corporate charter.	
	1 (7.69%)	Market value of the stock on the date of the financial statements.	
	1 (7.69%)	Maximum selling price of the stock.	
	0 (0%)	Dividend value of the stock.	

Appendix D

Student Customer Services Survey Results 2006 to 2008

	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>3-Year % Improvement 2006 to 2008</u>
Admissions	3.39	3.47	3.46	2.1%
Registrar/Enrollment Services	3.28	3.35	3.36	2.4%
Financial Aid	3.12	3.22	3.23	3.5%
Business Office	3.15	3.22	3.22	2.2%
XYZonline.net	3.25	3.37	3.40	4.6%
Program Advising	3.15	3.27	3.25	3.2%
John Doe Center	3.30	3.39	3.44	4.2%
Library	3.35	3.45	3.46	3.3%
XYZ University Portal/Web Site	3.32	3.38	3.40	2.4%
Lab and Classroom Technology	3.31	3.38	3.41	3.0%
Facilities	3.25	3.42	3.40	4.6%
Overall	3.26	3.36	3.36	3.1%

XYZ University

Appendix E

For 2005-06, XYZ University surveyed 478 graduates (334 BA, 60 PLG, 84 IT). The College made three attempts via mail and prompts via phone for students to complete the survey. One hundred and thirty students responded to the survey (27.1% response rate).

For the Business Administration program, 334 graduates were surveyed and 101 (30.2%) graduates responded.

Of the BA graduates who responded to the survey, 83 (82%) indicated that they were employed. Employed in field is questionable.

Of the 83 graduates who indicated that they were employed:

40 (48.1%) were bachelor's grads: 3-MKT, 30-Management, 7-Accounting.

43 (51.8) were associate grads: 39-Management, 4-Accounting

For 2006-07, XYZ University surveyed 458 graduates (263 BA, 87 PLG, 108 IT). The College made three attempts via mail and prompts via phone for students to complete the survey. One hundred and ten students responded to the survey (24% response rate).

For the Business Administration program, 263 graduates were surveyed and 71 (26.9%) graduates responded.

Of the BA graduates who responded to the survey, 63 (88.7%) indicated that they were employed. Employed in field is questionable.

Of the 63 graduates who indicated that they were employed:

40 (63.4%) were bachelor's grads: 27-Management, 5-Accounting, 4-BSL, 3-REM, 1-MKT

23 (36.5%) were associate grads: 15-Management, 4-Accounting, 4-BSL

Appendix F

Paid Credits by Major

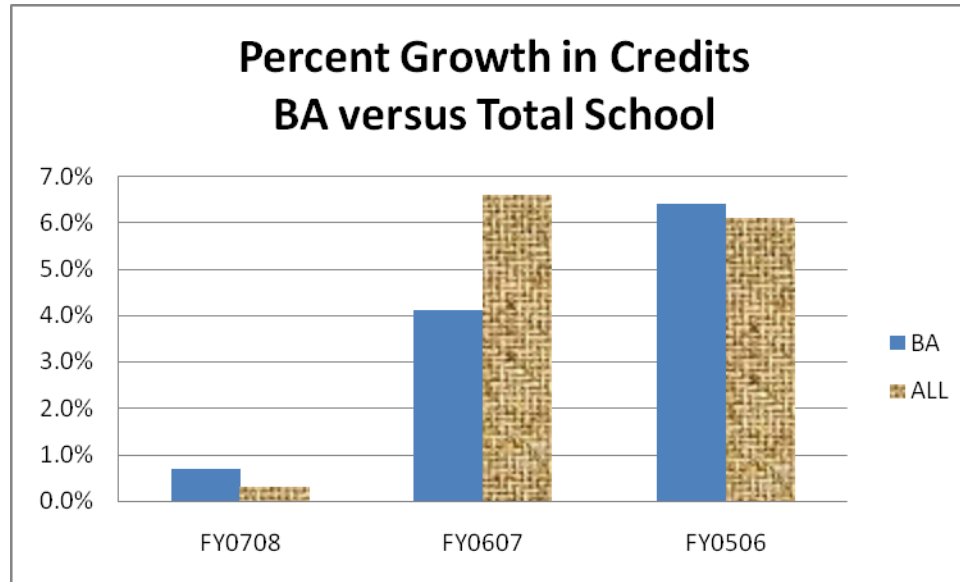
2007-2008	Session 6	Session 1	Session 2	Session 3	Session 4	Session 5	Total
Business Admin	3,328	5,286	4,746	5,819	4,923	3,754	27,856
Information Tech	853	1,618	1,706	1,807	1,519	937	8,440
Paralegal Studies	838	1,736	1,280	2,002	1,111	1,081	8,048
Special Students	9	14	24	22	30	18	117
TOTAL	5,028	8,654	7,756	9,650	7,583	5,790	44,461

2006-2007	Session 6	Session 1	Session 2	Session 3	Session 4	Session 5	Total
Business Admin	3,254	4,990	5,110	5,451	5,123	3,735	27,663
Information Tech	799	1,499	1,715	1,553	1,716	963	8,245
Paralegal Studies	671	1,805	1,322	1,896	1,310	1,198	8,202
Special Students	6	57	40	51	31	36	221
TOTAL	4,730	8,351	8,187	8,951	8,180	5,932	44,331

2005-2006	Session 6	Session 1	Session 2	Session 3	Session 4	Session 5	Total
Business Admin	2,949	4,994	4,774	5,543	5,075	3,233	26,568
Information Tech	703	1,554	1,463	1,652	1,521	873	7,766
Paralegal Studies	548	1,778	900	1,856	1,051	1,013	7,146
Special Students	15	24	15	15	15	13	97
TOTAL	4,215	8,350	7,152	9,066	7,662	5,132	41,577

2004-2005	Session 6	Session 1	Session 2	Session 3	Session 4	Session 5	Total
Business Admin	2,682	4,810	4,555	4,977	4,798	3,146	24,968
Information Tech	846	1,652	1,492	1,747	1,583	870	8,190
Paralegal Studies	420	1,377	719	1,548	822	1,000	5,886
Special Students	24	36	21	27	13	8	129
General Studies	0	0	9	9	0	0	18
TOTAL	3,972	7,875	6,796	8,308	7,216	5,024	39,191

Appendix F



Appendix G

Faculty Support Performance Survey

XYZ University Faculty Support Satisfaction Survey 05-06. This survey contains all questions asked between 2003-2004 and 2007-2008.

1. How many years of college teaching experience do you have?

- 1-5
- 6-10
- More than 10

2. How many years have you taught at XYZ University?

- 1-5
- 6-10
- More than 10

3. Are you a full-time or part-time faculty member?

- Full Time
- Part Time

4. What is your primary subject area?

- Business Administration
- General Education
- Information Technology
- Paralegal Studies

5. What delivery system(s) have you used to teach at XYZ University? Please indicate all methods that you have used.

- On Campus
- Online
- On Site (Corporate College or Open Access)

6. Ordering textbooks and other required supplemental material for my course is easy.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree
- N/A

7. Accessing the Course Ratings summary at the end of each class is convenient.

- Strongly Disagree
- Disagree
- Agree

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Strongly Agree
N/A

8. The information contained in the Course Ratings summaries is valuable for improving my performance in my course.

Strongly Disagree
Disagree
Agree
Strongly Agree
N/A

9. The 2-full day Professional Development Series workshops are offered at convenient times.

Strongly Disagree
Disagree
Agree
Strongly Agree
N/A

10. The Online Professional Development Series workshops are convenient.

Strongly Disagree
Disagree
Agree
Strongly Agree
N/A

11. The topics included in the Professional Development Series contain valuable information and are meaningful to me.

Strongly Disagree
Disagree
Agree
Strongly Agree
N/A

12. The Faculty Support website is easy to navigate.

Strongly Disagree
Disagree
Agree
Strongly Agree
N/A

13. The Faculty Support website contains current and relevant information.

Strongly Disagree

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Disagree
Agree
Strongly Agree
N/A

14. I read the Faculty Support Newsletter.

Yes
No

15. The Faculty Support Newsletter contains information that is interesting and helpful.

Strongly Disagree
Disagree
Agree
Strongly Agree
N/A

16. I understand how I will be paid, and I receive accurate payment for my course in a timely manner.

Strongly Disagree
Disagree
Agree
Strongly Agree
N/A

17. Service provided to me by Faculty Support on the first day of a new session is satisfactory.

Strongly Disagree
Disagree
Agree
Strongly Agree
N/A

18. In general, the Faculty Support staff is easily accessible.

Strongly Disagree
Disagree
Agree
Strongly Agree
N/A

19. In general, Faculty Support staff returns my emails and phone calls within 24-hours, Monday through Friday, excluding College holidays.

Strongly Disagree

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Disagree
Agree
Strongly Agree
N/A

20. The Faculty Support staff typically has the resources and information to answer questions and accommodate my requests in an effective manner.

Strongly Disagree
Disagree
Agree
Strongly Agree
N/A

21. After the hiring process, I felt well informed and prepared to begin teaching at XYZ University.

Strongly Disagree
Disagree
Agree
Strongly Agree
N/A

22. Information regarding staffing assignments is communicated in a timely and effective manner.

Strongly Disagree
Disagree
Agree
Strongly Agree
N/A

23. Staffing assignments for Independent Study courses are communicated clearly and effectively.

Strongly Disagree
Disagree
Agree
Strongly Agree
N/A

24. In general, the Faculty Support office serves my needs in a professional and effective manner.

Strongly Disagree
Disagree
Agree
Strongly Agree
N/A

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25. Please comment on any area(s) that you feel the Faculty Support staff provides a high level of service to faculty members.

26. Please comment on any area(s) that you feel the Faculty Support Staff could improve their service to faculty members.

27. Please comment on any specific faculty needs that are not being met.

28. Please offer any additional comments.

Results of Survey Demographic Data

1. How many years of college teaching experience do you have?

Results are shown as percents of respondents.

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
1-5 years	35	34	36	31	34
6-10 years	25	33	37	34	30
More than 10 years	40	34	27	35	36

2. How many years have you taught at XYZ University?

Results are shown as percents of respondents.

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
1-5 years	55	55	53	54	60
6-10 years	29	33	37	31	24
More than 10 years	16	12	11	15	16

3. Are you a full-time or part-time faculty member?

Results are shown as percents of respondents.

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Full-time	26	24	19	14	17
Part-time	74	76	81	86	83

4. What is your primary subject area?

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Results are shown as percents of respondents.

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Business Administration	36	34	41	41	40
General Education	28	32	29	34	31
Information Technology	26	24	19	18	14
Paralegal Studies	10	11	11	8	15

5. What delivery system(s) have you used to teach at XYZ University? Please indicate all methods that you have used.

Results are shown as percents of respondents.

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
On Campus	88	84	81	78	76
Online	59	64	71	69	70
On Site	65	63	63	67	66

Perception Data – All faculty

Results are shown as mean scores.

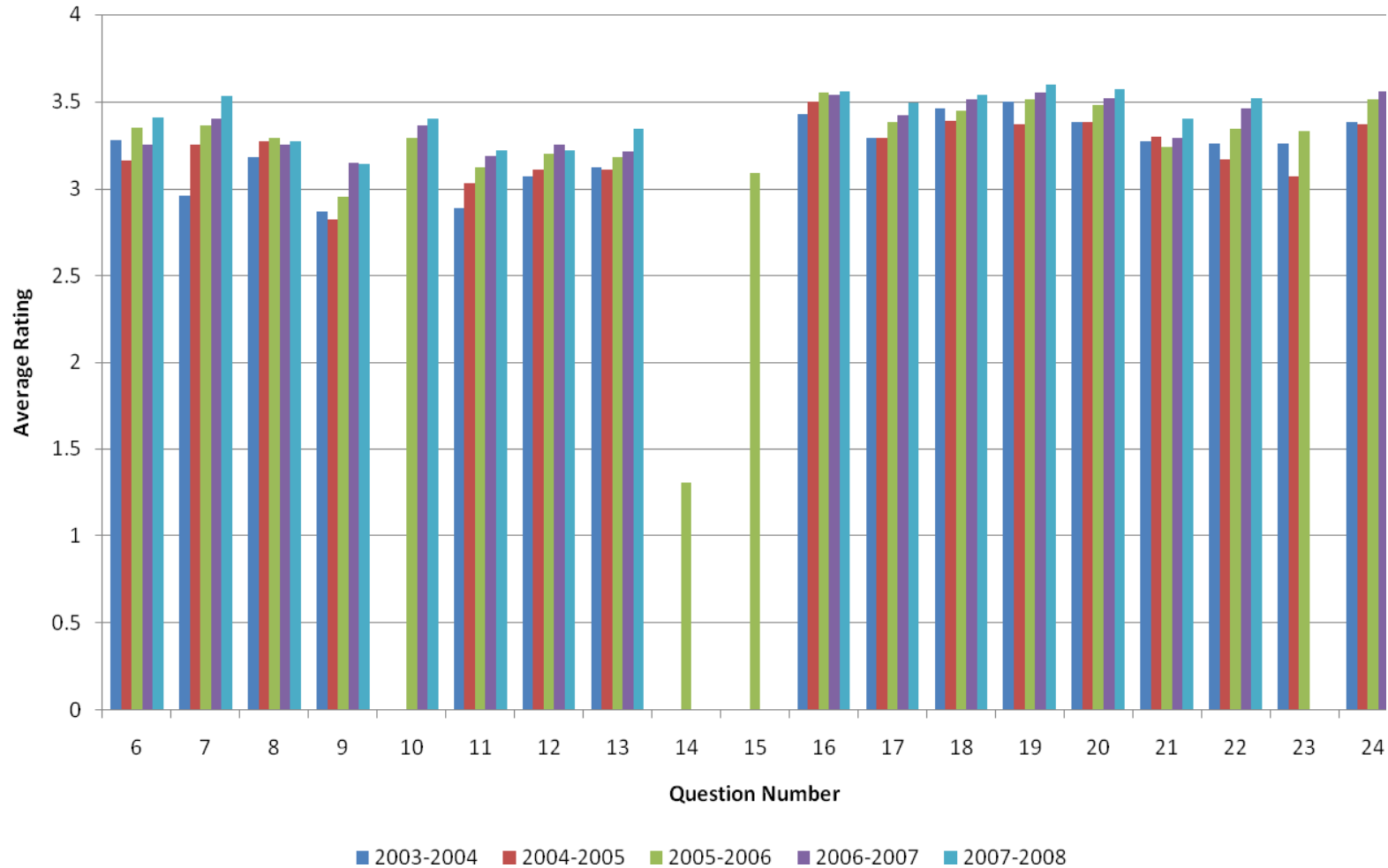
Scale: 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree

Ques.	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
6	3.28	3.16	3.35	3.25	3.41
7	2.96	3.25	3.36	3.4	3.53
8	3.18	3.27	3.29	3.25	3.27
9	2.87	2.82	2.95	3.15	3.14
10	N/A	N/A	3.29	3.36	3.40
11	2.89	3.03	3.12	3.19	3.22
12	3.07	3.11	3.20	3.25	3.22
13	3.12	3.11	3.18	3.21	3.34
14	N/A	N/A	1.31	N/A	N/A
15	N/A	N/A	3.09	N/A	N/A
16	3.43	3.50	3.55	3.54	3.56
17	3.29	3.29	3.38	3.42	3.49
18	3.46	3.39	3.45	3.51	3.54
19	3.50	3.37	3.51	3.55	3.60

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20	3.38	3.38	3.48	3.52	3.57
21	3.27	3.30	3.24	3.29	3.40
22	3.26	3.17	3.34	3.46	3.52
23	3.26	3.07	3.33	N/A	N/A
24	3.38	3.37	3.51	3.56	3.52

Question numbers are based on the 2005-2006 survey. N/A indicates that the question was not asked on the survey for that year.



Appendix G

Areas of Success

Question 7/8. Course ratings are easy to access and contain useful information. Instructional Design Specialist has begun working with all new faculty members to access and review their course ratings.

Question 9 – Face to Face PDS Sessions are convenient. In 2007, we began offering one PDS session on a weeknight and one on a weekend rather than both on weekends.

Questions 12/13/20 – Faculty Support personnel and websites. In 2007, we combined two of the faculty support websites into one and overhauled the content.

Question 14/15 – In 2005, we surveyed the faculty and found that a third indicated that they did not read the faculty newsletter. Therefore we stopped publishing it.

Question 17 – first day of class support. In 2005, we began having someone available in person to assist faculty on the first day of class.

Performance Indicator:

Overall Score of 3.30 on the perception questions

Year	03-04	04-05	05-06	06-07	07-08
Overall Average	3.23	3.22	3.21	3.37	3.42
% of questions with score >= 3.30	5/16=31%	6/16=38%	10/17=59%	9/16=56%	12/16=75%

Appendix H

Faculty Contribution Tables Full Time Faculty 2006-2007

Full-Time Faculty Members	Semester (Quarter) Hours Taught/Academic Year	Number of Preps./Year	Number of Disciplines/Semester (Qtr.)		Number of Advisees	Scholarly Activity	Professional Activities	Number of Committees	Community Service	Administrative Duties	Business and Industry Interaction	Special Projects	Travel to Off-Campus Locations	Number Theses Supervised
			Fall	Spr										
ABCD	15	2	0	1	30	Yes	Yes	3	No	No	No	Yes	Yes	0
EFGH	30	5	2	2	30	No	Yes	2	Yes	No	Yes	Yes	Yes	0
IJKL	30	6	1	1	30	Yes	Yes	1	No	No	No	Yes	Yes	0
MNOP	30	6	2	2	30	Yes	No	1	Yes	No	No	No	Yes	0
QRST	30	5	1	1	30	Yes	Yes	1	No	No	No	No	No	0
UVWX	24	6	2	2	30	Yes	Yes	1	No	Yes	No	No	No	0
YZAB	0	0	0	0	46	Yes	Yes	3	No	Yes	Yes	Yes	No	0
CDEF	15	2	1	1	32	Yes	Yes	7	No	Yes	Yes	No	No	0
GHIJ	6	1	1	0	30	No	Yes	2	No	No	No	No	No	0
KLMN	30	6	2	2	30	Yes	No	1	No	No	No	No	Yes	0
OPQR	12	2	1	0	30	Yes	Yes	1	No	No	No	Yes	Yes	0
STUV	30	6	2	2	30	Yes	Yes	1	Yes	No	No	Yes	Yes	0
WXYZ	30	4	1	1	30	Yes	Yes	1	No	No	No	Yes	Yes	0
AABB	18	2	1	1	30	Yes	Yes	2	Yes	No	No	Yes	Yes	0

Special projects include the following: Accounting Program Review, Graduate Networking Event, Scholarship Competition, Marketing Program, and Portfolio Review.

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Full-Time Faculty 2007-2008

Full-Time Faculty Members	Semester (Quarter) Hours Taught/ Academic Year	Number of Preps./ Year	Number of Disciplines/ Semester (Qtr.)		Number of Advisees	Scholarly Activity	Professional Activities	Number of Committees	Community Service	Administrative Duties	Business and Industry Interaction	Special Projects	Travel to Off-Campus Locations	Number Theses Supervised
			Fall	Spr										
CCDD	3	1	1	0	28	Yes	Yes	1	No	No	No	Yes	No	0
EEFF	30	1	1	1	29	Yes	Yes	2	No	No	No	Yes	Yes	0
GGHH	30	3	2	2	30	No	Yes	2	Yes	No	No	Yes	Yes	0
IJJJ	30	3	1	1	29	Yes	Yes	1	No	No	Yes	Yes	Yes	0
KKLL	30	2	2	2	28	Yes	Yes	1	Yes	No	Yes	No	Yes	0
MMNN	30	2	1	1	29	Yes	Yes	1	No	No	No	No	Yes	0
OOPP	30	5	2	2	29	Yes	No	1	Yes	Yes	No	Yes	Yes	0
QQRR	6	2	1	0	7	Yes	Yes	3	No	Yes	Yes	Yes	No	0
SSTT	12	3	1	1	29	Yes	Yes	2	No	No	No	Yes	No	0
UUVV	3	1	1	0	24	No	Yes	2	No	No	No	No	No	0
WWXX	30	5	2	2	30	Yes	Yes	1	No	No	No	No	Yes	0
YYZZ	30	4	1	2	30	Yes	Yes	2	Yes	No	No	No	Yes	0
1234	30	4	2	2	30	Yes	Yes	1	Yes	Yes	No	Yes	Yes	0
5678	30	5	1	1	29	No	Yes	1	No	No	No	No	Yes	0
9012.	21	2	1	2	27	No	Yes	1	Yes	No	Yes	No	Yes	0

Special projects include the following: Accounting Program Review, Graduate Networking Event, Live-Text Benchmarking Project, Students in Free Enterprise (SIFE) Project, and Paralegal Student Competition.

*****Note: Jane Doe is the Business Faculty Chair and is required to teach only three courses per academic year (fall, spring, and summer). John Doe, Mary Lecturer and Jamie Doe teach the majority of their course loads in Paralegal Studies and just a few courses in Business Law. Ima Prof teaches some courses in the General Education division.**

Appendix H

Part-Time Faculty 2006-2007

Part-Time Faculty Members	Semester (Quarter) Hours Taught/ Academic Year	Number of Preps./ Year	Number of Disciplines/ Semester (Qtr.)		Number of Advisees	Scholarly Activity	Professional Activities	Number of Committees	Community Service	Administrative Duties	Business and Industry Interaction	Special Projects	Travel to Off-Campus Locations	Number Theses Supervised
			Fall	Spr										
Aaa xixix	12	4	2	2	N/A	No	Yes	N/A	No	N/A	Yes	N/A	No	N/A
Bbb sososis	6	2	1	0	N/A	No	No	N/A	No	N/A	No	N/A	No	N/A
Ccc sosos	6	2	0	1	N/A	No	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A
Xixix soso	6	2	1	0	N/A	No	No	N/A	No	N/A	No	N/A	No	N/A
Apap sosos	6	1	0	1	N/A	No	Yes	N/A	Yes	N/A	No	N/A	No	N/A
Vmvmv poppo	12	4	1	3	N/A	No	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A
Sjsjs sososo	3	1	1	0	N/A	Yes	Yes	N/A	No	N/A	Yes	N/A	No	N/A
Qpwp xixix	12	3	1	2	N/A	No	Yes	N/A	No	N/A	Yes	N/A	No	N/A
Woubzu xoxusu	3	1	0	1	N/A	No	Yes	N/A	No	N/A	Yes	N/A	No	N/A
Wouvsu xoucc	9	3	1	1	N/A	No	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A
Wobusu xoxuxu	6	2	1	1	N/A	No	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A
Wobus xoxux	3	1	0	1	N/A	No	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A
Wobus xoxu	6	2	1	1	N/A	No	No	N/A	Yes	N/A	No	N/A	Yes	N/A

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Part-Time Faculty Members	Semester (Quarter) Hours Taught/ Academic Year	Number of Preps./ Year	Number of Disciplines/ Semester (Qtr.)		Number of Advisees	Scholarly Activity	Professional Activities	Number of Committees	Community Service	Administrative Duties	Business and Industry Interaction	Special Projects	Travel to Off-Campus Locations	Number Theses Supervised
			Fall	Spr										
Wpiocvsi ss	6	2	0	1	N/A	No	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A
Wobsou zos s	12	4	1	2	N/A	No	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A
Spbs xpxpx	3	1	0	1	N/A	No	No	N/A	No	N/A	No	N/A	No	N/A
Bouw socs	6	2	1	1	N/A	No	No	N/A	No	N/A	No	N/A	Yes	N/A
Wobus xox	12	3	1	2	N/A	Yes	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A
Qopzxbosox	3	1	0	1	N/A	No	No	N/A	No	N/A	No	N/A	No	N/A
Wosu oz	9	3	0	1	N/A	No	No	N/A	Yes	N/A	No	N/A	No	N/A
Wobisus xox	6	2	0	2	N/A	No	Yes	N/A	No	N/A	No	N/A	No	N/A
Sobs xox	12	4	2	1	N/A	Yes	No	N/A	No	N/A	No	N/A	Yes	N/A
Qob xos	6	2	1	1	N/A	No	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A
Raobs xox	9	2	1	1	N/A	No	Yes	N/A	No	N/A	Yes	N/A	No	N/A
Qpos zo aoa	9	2	1	1	N/A	No	No	N/A	Yes	N/A	No	N/A	Yes	N/A
Qpvso xoic	6	2	1	1	N/A	No	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A
Sobis vox	18	5	2	2	N/A	No	No	N/A	Yes	N/A	No	N/A	Yes	N/A
Qpob s sl sdf	3	1	0	1	N/A	No	Yes	N/A	Yes	N/A	No	N/A	No	N/A

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Part-Time Faculty Members	Semester (Quarter) Hours Taught/ Academic Year	Number of Preps./ Year	Number of Disciplines/ Semester (Qtr.)		Number of Advisees	Scholarly Activity	Professional Activities	Number of Committees	Community Service	Administrative Duties	Business and Industry Interaction	Special Projects	Travel to Off-Campus Locations	Number Theses Supervised
			Fall	Spr										
Apob ssoic	9	3	0	3	N/A	No	No	N/A	No	N/A	No	N/A	Yes	N/A
Qpbos xoxoa	3	1	1	0	N/A	Non-Respondent	Non-Respondent	N/A	Non-Respondent	N/A	Non-Respondent	N/A	No	N/A
Qpbos saosao	15	4	1	2	N/A	Yes	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A
Qpo xoa	3	1	1	0	N/A	No	Yes	N/A	No	N/A	No	N/A	Yes	N/A
Qpbos cos	6	2	1	1	N/A	No	No	N/A	No	N/A	No	N/A	Yes	N/A
Apo bos	3	1	0	1	N/A	No	Yes	N/A	Yes	N/A	No	N/A	No	N/A
Qpbpos os	9	3	1	1	N/A	No	No	N/A	No	N/A	No	N/A	No	N/A
Qpos cos	12	2	1	1	N/A	No	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A
Qpiuw sib	15	4	2	2	N/A	No	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A
Qpbnpapco	21	6	1	1	N/A	No	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A
Qpbuas os	6	2	1	1	N/A	No	No	N/A	No	N/A	No	N/A	No	N/A
Qpbua oa	12	4	2	2	N/A	No	No	N/A	Yes	N/A	No	N/A	No	N/A
Aqppqai bos	3	1	1	0	N/A	Yes	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A
Bpaub so	3	1	0	1	N/A	No	No	N/A	No	N/A	No	N/A	No	N/A
Apbap sis	3	1	0	1	N/A	No	No	N/A	Yes	N/A	No	N/A	No	N/A
Oabupqpi z	3	1	0	1	N/A	No	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A
Bpaub so	9	3	1	1	N/A	Yes	No	N/A	No	N/A	Yes	N/A	Yes	N/A

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Part-Time Faculty Members	Semester (Quarter) Hours Taught/ Academic Year	Number of Preps./ Year	Number of Disciplines/ Semester (Qtr.)		Number of Advisees	Scholarly Activity	Professional Activities	Number of Committees	Community Service	Administrative Duties	Business and Industry Interaction	Special Projects	Travel to Off-Campus Locations	Number Theses Supervised
			Fall	Spr										
Buan pa s	6	2	0	2	N/A	No	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A
Bub oa bos	3	1	0	1	N/A	No	Yes	N/A	Yes	N/A	No	N/A	No	N/A
Bua bo c	3	1	0	1	N/A	No	Yes	N/A	Yes	N/A	No	N/A	No	N/A
Opbua bo	12	3	1	1	N/A	No	No	N/A	No	N/A	No	N/A	Yes	N/A
Opbus ci	12	4	0	2	N/A	No	Yes	N/A	No	N/A	No	N/A	Yes	N/A
Bopis bp s	9	3	1	2	N/A	No	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A
Pbis ocvi	3	1	0	1	N/A	No	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A
Osucv bosì	9	3	2	1	N/A	No	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A
P[oixu xoic	3	1	0	1	N/A	No	No	N/A	No	N/A	Yes	N/A	Yes	N/A
Apob xpvo	3	1	1	0	N/A	No	No	N/A	No	N/A	No	N/A	Yes	N/A

***Note: Outreach to 2007-2008 non-respondents was made through phone calls and emails conducted by the Faculty Support Department.**

Appendix H

Part-Time Faculty 2007-2008

Part-Time Faculty Members	Semester (Quarter) Hours Taught/ Academic Year	Number of Preps./ Year	Number of Disciplines/ Semester (Qtr.)		Number of Advisees	Scholarly Activity	Professional Activities	Number of Committees	Community Service	Administrative Duties	Business and Industry Interaction	Special Projects	Travel to Off-Campus Locations	Number Theses Supervised
			Fall	Spr										
Paocias xz	3	1	1	0	N/A	No	Yes	N/A	No	N/A	Yes	N/A	No	N/A
Jsocu a's	3	1	0	1	N/A	No	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A
Siocus ci sa	6	3	1	1	N/A	No	No	N/A	No	N/A	No	N/A	Yes	N/A
Aopub si	3	1	0	1	N/A	No	Yes	N/A	No	N/A	No	N/A	No	N/A
Aoic ai cso	18	4	2	1	N/A	No	No	N/A	No	N/A	No	N/A	Yes	N/A
Woici soce	6	1	1	1	N/A	No	Yes	N/A	No	N/A	No	N/A	Yes	N/A
Aau ciu	6	2	0	1	N/A	No	No	N/A	No	N/A	No	N/A	No	N/A
Pai soc	12	3	2	2	N/A	No	No	N/A	No	N/A	No	N/A	Yes	N/A
Woisc ox	9	3	1	1	N/A	No	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A
Woic oai	6	2	1	1	N/A	No	Yes	N/A	Yes	N/A	No	N/A	No	N/A
Ociaucis i	6	2	1	1	N/A	No	Yes	N/A	No	N/A	No	N/A	No	N/A
Wiucysl xi	3	1	0	1	N/A	No	No	N/A	Yes	N/A	No	N/A	No	N/A
Woicis iox	6	2	1	1	N/A	No	No	N/A	Yes	N/A	No	N/A	Yes	N/A

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Part-Time Faculty Members	Semester (Quarter) Hours Taught/Academic Year	Number of Preps./Year	Number of Disciplines/Semester (Qtr.)		Number of Advisees	Scholarly Activity	Professional Activities	Number of Committees	Community Service	Administrative Duties	Business and Industry Interaction	Special Projects	Travel to Off-Campus Locations	Number Theses Supervised
			Fall	Spr										
Wocisi socs	3	1	0	1	N/A	No	Yes	N/A	Yes	N/A	No	N/A	No	N/A
Woicisu	18	5	2	2	N/A	No	Yes	N/A	No	N/A	No	N/A	Yes	N/A
Wocixiua	3	1	0	1	N/A	No	Yes	N/A	No	N/A	No	N/A	Yes	N/A
Woxoisix	9	3	1	2	N/A	No	No	N/A	No	N/A	No	N/A	Yes	N/A
Wocoisix	9	2	1	1	N/A	No	No	N/A	No	N/A	No	N/A	Yes	N/A
Woxosisi	15	2	2	1	N/A	No	Yes	N/A	No	N/A	No	N/A	Yes	N/A
Woxoisios	3	1	1	0	N/A	No	No	N/A	Yes	N/A	No	N/A	No	N/A
Apsox sos	21	6	1	2	N/A	No	No	N/A	Yes	N/A	No	N/A	No	N/A
Woixixi	3	1	0	1	N/A	No	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A
Socisisi	12	3	1	3	N/A	No	No	N/A	No	N/A	No	N/A	No	N/A
Socisicisi	9	2	2	1	N/A	Yes	Yes	N/A	No	N/A	No	N/A	Yes	N/A
Wicusia	15	5	2	2	N/A	No	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A
Socoxox	3	1	1	0	N/A	No	No	N/A	No	N/A	Yes	N/A	Yes	N/A
Wicisicisi	6	2	1	1	N/A	No	No	N/A	Yes	N/A	Yes	N/A	No	N/A
Wocisix	9	2	1	1	N/A	No	Yes	N/A	Yes	N/A	Yes	N/A	No	N/A
Wocisixix	15	3	2	1	N/A	No	No	N/A	No	N/A	No	N/A	Yes	N/A
Wicisoicisi	3	1	0	1	N/A	No	No	N/A	No	N/A	No	N/A	No	N/A
Sicisicisi	3	1	0	1	N/A	No	Yes	N/A	No	N/A	No	N/A	No	N/A
Siwicisicisi	3	1	1	0	N/A	No	No	N/A	No	N/A	No	N/A	Yes	N/A

Appendix H

Part-Time Faculty Members	Semester (Quarter) Hours Taught/Academic Year	Number of Preps./Year	Number of Disciplines/Semester (Qtr.)		Number of Advisees	Scholarly Activity	Professional Activities	Number of Committees	Community Service	Administrative Duties	Business and Industry Interaction	Special Projects	Travel to Off-Campus Locations	Number Theses Supervised
			Fall	Spr										
Apcosios	9	2	2	1	N/A	Yes	Yes	N/A	No	N/A	No	N/A	No	N/A
Qixocia cis	9	1	1	1	N/A	No	Yes	N/A	Yes	N/A	No	N/A	No	N/A
Paocisici	6	2	0	2	N/A	Yes	No	N/A	No	N/A	No	N/A	No	N/A
Qpocisik cis	3	1	1	0	N/A	No	No	N/A	No	N/A	No	N/A	No	N/A
Wpcppwix	3	1	1	0	N/A	No	No	N/A	No	N/A	No	N/A	No	N/A
Ocspodcoco	15	3	1	2	N/A	No	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A
Wpcosoco	21	5	2	2	N/A	No	Yes	N/A	Yes	N/A	No	N/A	No	N/A
Qpcosoco	3	1	0	1	N/A	No	No	N/A	No	N/A	No	N/A	No	N/A
Qocicicisi	12	3	1	2	N/A	No	No	N/A	No	N/A	No	N/A	Yes	N/A
Qpxocosiso	12	3	1	3	N/A	No	No	N/A	No	N/A	No	N/A	Yes	N/A
Socibycisi	9	3	1	1	N/A	No	No	N/A	No	N/A	No	N/A	No	N/A
Pl;qldjd cucu	3	1	0	1	N/A	Yes	No	N/A	No	N/A	No	N/A	Yes	N/A
Pq;copso cicu	12	4	2	2	N/A	No	No	N/A	No	N/A	No	N/A	No	N/A
Fpoq isibh	3	1	0	1	N/A	No	Yes	N/A	No	N/A	No	N/A	No	N/A

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Part-Time Faculty Members	Semester (Quarter) Hours Taught/Academic Year	Number of Preps./Year	Number of Disciplines/Semester (Qtr.)		Number of Advisees	Scholarly Activity	Professional Activities	Number of Committees	Community Service	Administrative Duties	Business and Industry Interaction	Special Projects	Travel to Off-Campus Locations	Number Theses Supervised
			Fall	Spr										
Oqpcoriticivu	3	1	0	1	N/A	non-respondent	non-respondent	N/A	non-respondent	N/A	non-respondent	N/A	No	N/A
Qpxoaiciviwi	6	2	0	2	N/A	non-respondent	non-respondent	N/A	non-respondent	N/A	non-respondent	N/A	No	N/A
Rycospispa	3	1	1	0	N/A	No	Yes	N/A	No	N/A	No	N/A	No	N/A
lyaic clck	6	1	1	1	N/A	No	Yes	N/A	No	N/A	No	N/A	No	N/A
Pxococqlo	9	3	0	3	N/A	No	No	N/A	Yes	N/A	Yes	N/A	Yes	N/A
Wicoci ciap	9	2	1	1	N/A	No	Yes	N/A	No	N/A	No	N/A	Yes	N/A
Qopcocicici	12	3	1	1	N/A	Yes	No	N/A	No	N/A	No	N/A	Yes	N/A
Sopcicicic	9	1	1	1	N/A	No	Yes	N/A	No	N/A	No	N/A	No	N/A
Sopocicic	6	2	1	1	N/A	No	Yes	N/A	No	N/A	No	N/A	Yes	N/A
Pqv, siccic	9	3	1	1	N/A	non-respondent	non-respondent	N/A	non-respondent	N/A	non-respondent	N/A	Yes	N/A
Apsoxcococ	9	3	2	1	N/A	Yes	Yes	N/A	Yes	N/A	No	N/A	No	N/A
Qpwoxcicic	6	1	1	1	N/A	No	Yes	N/A	Yes	N/A	No	N/A	Yes	N/A
Apsdpdm xia	12	3	1	1	N/A	Yes	Yes	N/A	No	N/A	Yes	N/A	Yes	N/A

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Part-Time Faculty Members	Semester (Quarter) Hours Taught/Academic Year	Number of Preps./Year	Number of Disciplines/Semester (Qtr.)		Number of Advisees	Scholarly Activity	Professional Activities	Number of Committees	Community Service	Administrative Duties	Business and Industry Interaction	Special Projects	Travel to Off-Campus Locations	Number Theses Supervised
			Fall	Spr										
Sosic xoxix	9	2	1	1	N/A	No	No	N/A	No	N/A	No	N/A	Yes	N/A

***Note: Outreach to 2007-2008 non-respondents was made through phone calls and emails conducted by the Faculty Support Department.**

Appendix I

Graduation Headcount of Conferred Degrees XYZ University AY 02-03 through AY 07-08

Year	Program	Assoc.	Bach.	Cert.	Totals
AY07-08	Business Administration Subtotal	161	152	0	313
	Total XYZ University Degrees Conferred	215	268	18	501
AY06-07	Business Administration Subtotal	157	131	2	290
	Total XYZ University Degrees Conferred	253	239	9	501
AY05-06	Business Administration Subtotal	139	162	0	301
	Total XYZ University Degrees Conferred	171	259	12	442
AY04-05	Business Administration Subtotal	83	149	0	232
	Total XYZ University Degrees Conferred	143	231	10	384
AY03-04	Business Administration Subtotal	140	144	1	285
	Total XYZ University Degrees Conferred	204	235	3	442
AY02-03	Business Administration Subtotal	214	156	0	370
	Total XYZ University Degrees Conferred	273	253	6	532
AY = Academic Year (For example AY06-07 includes degrees conferred in August 2006, December 2006, & June 2007.)					