

Standard Two - Strategic Planning:

Complete the following question/tables concerning your business unit strategic plan:

- In the table below, identify any major changes to the key strategic goals/objectives during this QA reporting period

Key Strategic Objectives	Major Changes
N/A	N/A

- In the table below for your top 3-5 short/long term strategic goals/objectives, summarize the key measures used and progress toward achieving each objective during the current QA reporting period.

Strategic Objectives	Key Measures	Progress Toward Achievement
N/A	N/A	N/A

- If there have been any significant changes to your strategic planning process (for example, new stakeholders, new process steps, etc.) during the QA reporting period, please report them in the table below.

Strategic Planning Process Changes Summary
N/A

Standard Three: Student- and Stakeholder-Focused Results - Criterion 3.8

Use this format to respond to Criterion 3.8. If you are submitting a self-study for reaffirmation, this is the same table used in your QA report.

Student- and stakeholder-focused results examine how well your organization satisfies business students and stakeholders key needs and expectations.

Performance measures may include: satisfaction and dissatisfaction of current and past students and key stakeholders, perceived value, loyalty, persistence, or other aspects of relationship building, end of course surveys, alumni surveys, Internship feedback, etc.

Measurement instrument or processes may include end of course surveys, alumni surveys, Internship feedback, etc.

Each academic unit must demonstrate linkages to business practitioners and organizations, which are current and significant, including an advisory board.

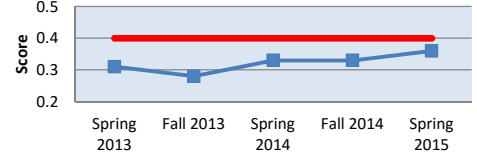
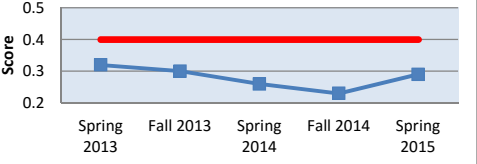
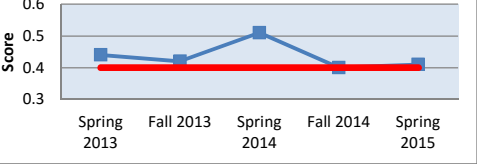
Periodic surveys should be made of graduates, transfer institutions, and/or employers of graduates to obtain data on the success of business programs in preparing students to compete successfully for entry-level positions.

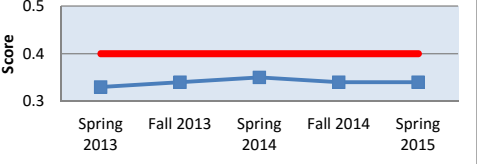
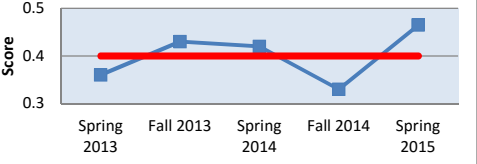
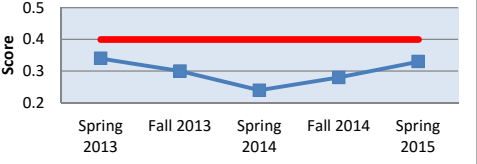
Performance Measure: (Competency)	Description of measurement instrument or process	Areas of Success: Results	Analysis and Action Taken (Improvement)	Results of Action Taken: (Occurs in the following year)	Provide a graph or table of resulting trends (3-5 data points preferred)										
<p>Alumni Satisfaction for business programs will be at or above 80%</p>	<p>Annual alumni surveys</p>	<p>Four years of positive trend data exceeding goal</p>	<p>Overall satisfaction in 2015 exceeded the goal, but students requested additional internships & job placement assistance.</p>	<p>Increased the opportunities for internships and assistance with job placement.</p>	<div style="text-align: center;"> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <caption>Alum Overall Satisfaction Data</caption> <thead> <tr> <th>Year</th> <th>Alum Overall Satisfaction (%)</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>70</td> </tr> <tr> <td>2013</td> <td>90</td> </tr> <tr> <td>2014</td> <td>80</td> </tr> <tr> <td>2015</td> <td>100</td> </tr> </tbody> </table> </div>	Year	Alum Overall Satisfaction (%)	2012	70	2013	90	2014	80	2015	100
Year	Alum Overall Satisfaction (%)														
2012	70														
2013	90														
2014	80														
2015	100														

Standard #4 Measurement and Analysis of Student Learning and Performance

Use this table to supply data for Criterion 4.2. (Figure 4.2 in self-study)

Performance Indicator	Definition																
1. Student Learning Results	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-party examination, faculty-designed examination, professional performance, licensure examination.</i> Add these to the description of the measurement																
	Analysis of Results																
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)												
Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?													
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative																
·Overall knowledge of the broad business program. ·Benchmark was an average score of 140 on the ETS Business major Field Test (MFT)	Summative, External, Comparative data derived from Business MFT	A goal of 140 was set as a benchmark with an average score of 133 before 2013. Only in the Spring 2014, the target was achieved, however, averages are improving and close to the target score	Instructors have identified that SBM students need additional attention in order to fully engage them in the learning process. Students are not paying attention to grades due to no requirements	Increased use of Blackboard platform to support course. Uploaded syllabi, videos, documents, etc. Graduation is required for passing the test from the 2017 seasons. Tried to change the test system into CPC.	<div style="text-align: center;"> <h3>MFT Knowledge of Broad Business Areas</h3> <table border="1" style="margin-top: 10px; width: 100%; text-align: center;"> <caption>MFT Knowledge of Broad Business Areas - Data Points</caption> <thead> <tr> <th>Term</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Spring 2013</td> <td>135</td> </tr> <tr> <td>Fall 2013</td> <td>136</td> </tr> <tr> <td>Spring 2014</td> <td>142</td> </tr> <tr> <td>Fall 2014</td> <td>136</td> </tr> <tr> <td>Spring 2015</td> <td>137</td> </tr> </tbody> </table> </div>	Term	Score	Spring 2013	135	Fall 2013	136	Spring 2014	142	Fall 2014	136	Spring 2015	137
Term	Score																
Spring 2013	135																
Fall 2013	136																
Spring 2014	142																
Fall 2014	136																
Spring 2015	137																

<p>·Knowledge of accounting areas. ·Benchmark was an average score of 40% on the ETS Business major Field Test (MFT) Demonstrate the ability to accurately budget, implement appropriate internal controls and prepare basic cost analysis</p>	<p>Summative, External, Comparative data derived from Business MFT</p>	<p>A goal of 40% was set as a benchmark with an average score of 33% before 2013. The target was never achieved, however, averages are improving to close to the target score. In the Spring of 2015, the score went up to 36%.</p>	<p>The overall scores are in a gradually increasing trend, and were very close to reaching the desirable target benchmark in all semesters.</p>	<p>A new course of Accounting information system (AIS) was opened for the most recent technology based accounting system training. A new qualified tenure tracking faculty is hired for an updated teaching.</p>	<p style="text-align: center;">MFT Knowledge of Accounting Areas</p>  <table border="1" data-bbox="1444 207 1917 370"> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Spring 2013</td> <td>0.31</td> </tr> <tr> <td>Fall 2013</td> <td>0.28</td> </tr> <tr> <td>Spring 2014</td> <td>0.33</td> </tr> <tr> <td>Fall 2014</td> <td>0.33</td> </tr> <tr> <td>Spring 2015</td> <td>0.36</td> </tr> </tbody> </table>	Year	Score	Spring 2013	0.31	Fall 2013	0.28	Spring 2014	0.33	Fall 2014	0.33	Spring 2015	0.36
Year	Score																
Spring 2013	0.31																
Fall 2013	0.28																
Spring 2014	0.33																
Fall 2014	0.33																
Spring 2015	0.36																
<p>·Knowledge of Economics areas. ·Benchmark was an average score of 40% on the ETS Business major Field Test (MFT) ·Illustrate an understanding of basic economic markets including supply and demand in order to prioritize the use of resources and determine price and production levels and to analyze the effects that a global economy has on single firms, industries, markets and financial performance</p>	<p>Summative, External, Comparative data derived from Business MFT</p>	<p>A goal of 40% was set as a benchmark with an average score of 33% before 2013. The target was never achieved, and the score was down until the fall of 2014. However, averages was improved in Spring of 2015.</p>	<p>Faculty feel improvement needs to be made in the area of application of economic principles and graphing. Faculty also feel that less emphasis on test item analysis has been made in the past than is necessary.</p>	<p>Additional quizzes on graphing and more hands-on activities will be implemented to assist students in understanding graphing concepts. Faculty will review the test items more in depth and identify the lowest content areas in order to create focused assignments to improve understanding and retention of those trouble content areas. Current Textbooks used for more than 20 years will be considered to be replaced with the more effective textbook. We decided to change the testing tool to CPC</p>	<p style="text-align: center;">MFT Knowledge of Economics Areas</p>  <table border="1" data-bbox="1444 524 1917 686"> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Spring 2013</td> <td>0.32</td> </tr> <tr> <td>Fall 2013</td> <td>0.30</td> </tr> <tr> <td>Spring 2014</td> <td>0.26</td> </tr> <tr> <td>Fall 2014</td> <td>0.23</td> </tr> <tr> <td>Spring 2015</td> <td>0.29</td> </tr> </tbody> </table>	Year	Score	Spring 2013	0.32	Fall 2013	0.30	Spring 2014	0.26	Fall 2014	0.23	Spring 2015	0.29
Year	Score																
Spring 2013	0.32																
Fall 2013	0.30																
Spring 2014	0.26																
Fall 2014	0.23																
Spring 2015	0.29																
<p>·Knowledge of Management areas. ·Benchmark was an average score of 40% on the ETS Business major Field Test (MFT) ·Demonstrate an understanding of general management, management science, industrial and consumer personnel management, and entrepreneurship.</p>	<p>Summative, External, Comparative data derived from Business MFT</p>	<p>A goal of 40% was set as a benchmark with an average score of 33% before 2013. The target was always achieved, and the score was highest at 51% on Spring of 2014.</p>	<p>Faculty could improve the score to be higher than 50% which was achieved in Spring 2014 by focusing on the test practices more.</p>	<p>New management young faculty is planned to be hired in the Fall of 2016. New testing system using CPC will provide higher achievements.</p>	<p style="text-align: center;">MFT Knowledge of Management Areas</p>  <table border="1" data-bbox="1444 1076 1917 1239"> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Spring 2013</td> <td>0.44</td> </tr> <tr> <td>Fall 2013</td> <td>0.42</td> </tr> <tr> <td>Spring 2014</td> <td>0.51</td> </tr> <tr> <td>Fall 2014</td> <td>0.40</td> </tr> <tr> <td>Spring 2015</td> <td>0.41</td> </tr> </tbody> </table>	Year	Score	Spring 2013	0.44	Fall 2013	0.42	Spring 2014	0.51	Fall 2014	0.40	Spring 2015	0.41
Year	Score																
Spring 2013	0.44																
Fall 2013	0.42																
Spring 2014	0.51																
Fall 2014	0.40																
Spring 2015	0.41																

<p>·Knowledge of Finance areas.</p> <p>·Benchmark was an average score of 40% on the ETS Business major Fird Test (MFT)</p> <p>·Illustrate an understanding of financial management, financial analysis, investment strategy, and bank management.</p>	<p>Summative, External, Comparative data derived from Business MFT</p>	<p>A goal of 40% was set as a benchmark with an average score of 33% before 2013. The target was never achieved, and the score was almost flat around 34%.</p>	<p>Faculty feel improvement needs to be made in the area of application of finance principles and mathematical calculations. Faculty also feel that less emphasis on test item analysis has been made in the past than is necessary.</p>	<p>Additional quizzes on calculations and more hands-on activities will be implemented to assist students in understanding mathematical formular concepts. Faculty will review the test items more in depth and identify the lowest content areas in order to create focused assignments to improve understanding and retention of those trouble content areas. We decided to change the testing tool to CPC</p>	<p style="text-align: center;">MFT Knowledge of Finance Areas</p>  <table border="1" data-bbox="1444 201 1917 363"> <caption>MFT Knowledge of Finance Areas</caption> <thead> <tr> <th>Term</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Spring 2013</td> <td>0.33</td> </tr> <tr> <td>Fall 2013</td> <td>0.34</td> </tr> <tr> <td>Spring 2014</td> <td>0.35</td> </tr> <tr> <td>Fall 2014</td> <td>0.34</td> </tr> <tr> <td>Spring 2015</td> <td>0.34</td> </tr> </tbody> </table>	Term	Score	Spring 2013	0.33	Fall 2013	0.34	Spring 2014	0.35	Fall 2014	0.34	Spring 2015	0.34
Term	Score																
Spring 2013	0.33																
Fall 2013	0.34																
Spring 2014	0.35																
Fall 2014	0.34																
Spring 2015	0.34																
<p>·Knowledge of Marketing areas.</p> <p>·Benchmark was an average score of 40% on the ETS Business major Fird Test (MFT)</p> <p>·Illustrate an understanding of marketing management, marketing research, industrail and consumer slaes, and retail management.</p>	<p>Summative, External, Comparative data derived from Business MFT</p>	<p>A goal of 40% was set as a benchmark with an average score of 33% before 2013. The target was achieved mostly with a high variation.</p>	<p>Faculty feel improvement needs to be made in the area of application of marketing principles and statistical analysis. Faculty also feel that less emphasis on test item analysis has been made in the past than is necessary.</p>	<p>Faculty will review the test items more in depth and identify the lowest content areas in order to create focused assignments to improve understanding and retention of those trouble content areas. We decided to change the testing tool to CPC. A new young marketing faculty will be joined to assist student's learing process</p>	<p style="text-align: center;">MFT Knowledge of Marketing Areas</p>  <table border="1" data-bbox="1444 646 1917 808"> <caption>MFT Knowledge of Marketing Areas</caption> <thead> <tr> <th>Term</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Spring 2013</td> <td>0.36</td> </tr> <tr> <td>Fall 2013</td> <td>0.43</td> </tr> <tr> <td>Spring 2014</td> <td>0.42</td> </tr> <tr> <td>Fall 2014</td> <td>0.33</td> </tr> <tr> <td>Spring 2015</td> <td>0.46</td> </tr> </tbody> </table>	Term	Score	Spring 2013	0.36	Fall 2013	0.43	Spring 2014	0.42	Fall 2014	0.33	Spring 2015	0.46
Term	Score																
Spring 2013	0.36																
Fall 2013	0.43																
Spring 2014	0.42																
Fall 2014	0.33																
Spring 2015	0.46																
<p>·Knowledge of International Business areas.</p> <p>·Benchmark was an average score of 40% on the ETS Business major Fird Test (MFT)</p> <p>·Illustrate an understanding of international business, international trade, international marketing, and international management.</p>	<p>Summative, External, Comparative data derived from Business MFT</p>	<p>A goal of 40% was set as a benchmark with an average score of 33% before 2013. The target was never achieved. However, the downtrend scores until Spring 2014 has been turned upward afterwards.</p>	<p>Faculty feel improvement needs to be made in the area of application of international business and marketing. Faculty also feel that less emphasis on test item analysis has been made in the past than is necessary.</p>	<p>Faculty will review the test items more in depth and identify the lowest content areas in order to create focused assignments to improve understanding and retention of those trouble content areas. We decided to change the testing tool to CPC. A new experienced international business faculty was hired in Spring of 2015.</p>	<p style="text-align: center;">MFT Knowledge of International Areas</p>  <table border="1" data-bbox="1444 1044 1917 1206"> <caption>MFT Knowledge of International Areas</caption> <thead> <tr> <th>Term</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Spring 2013</td> <td>0.34</td> </tr> <tr> <td>Fall 2013</td> <td>0.31</td> </tr> <tr> <td>Spring 2014</td> <td>0.26</td> </tr> <tr> <td>Fall 2014</td> <td>0.29</td> </tr> <tr> <td>Spring 2015</td> <td>0.33</td> </tr> </tbody> </table>	Term	Score	Spring 2013	0.34	Fall 2013	0.31	Spring 2014	0.26	Fall 2014	0.29	Spring 2015	0.33
Term	Score																
Spring 2013	0.34																
Fall 2013	0.31																
Spring 2014	0.26																
Fall 2014	0.29																
Spring 2015	0.33																

Standard #5 Faculty and Staff Focus, Table 5.1

Complete the following table. Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

Faculty and Staff Focused Results		Analysis of Results											
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Outcome of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)								
Competency	(Indicate length of cycle)	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?									
Faculty satisfaction will exceed 80%	Annual faculty satisfaction survey	Exceeded goal, however, the trend declined in 2014	Held frequent faculty meetings to discuss issues raised on surveys	Satisfaction increased 2%	<table border="1" style="margin: 10px auto;"> <caption>Faculty Satisfaction Data</caption> <thead> <tr> <th>Year</th> <th>Faculty Satisfaction</th> </tr> </thead> <tbody> <tr> <td>2013</td> <td>86.5</td> </tr> <tr> <td>2014</td> <td>83.0</td> </tr> <tr> <td>2015</td> <td>85.0</td> </tr> </tbody> </table>	Year	Faculty Satisfaction	2013	86.5	2014	83.0	2015	85.0
Year	Faculty Satisfaction												
2013	86.5												
2014	83.0												
2015	85.0												

--	--	--	--	--	--

Standard Five: Faculty and Staff Focus

Criterion 5.8.1. Faculty members must be actively involved in professional activities that will enhance the depth and scope of the their teaching. The institution must demonstrate a reasonable balance of scholarly and professional activities by the faculty as a v

Use for Scholarly Activities

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

Example - Table for Faculty Load

FACULTY LOAD, FULL -TIME FACULTY MEMBER

Faculty Member	Highest Degree earned	Professional Certification	Scholarly Activities			
			Papers Presented	Published Articles Manuscript and books	Unpublished Articles Manuscript and books	Consulting
Smith Mary Most Recent Year	PhD		B=2 C=1 D=1	A=1 B=2 D=1	B =1	D =1
Year 2 etc			A=2	A=1 C=1	B=2 C=1	2
Lawrence Awopetu	Ph.D.	Academic	A=2		B=2	
Kriste Flowers	Ph.D.	Academic				
Albert Hammons	MBA	Professional		B=2		
Aurthur Karlin	Ph.D.	Academic	B=1	A=5		
Mirza Shahjahan	Ph.D.	Academic		B=1	B=2/D=1	
Peter Wui	Ph.D.	Academic	B=3/C=1	B=2	B=9/C=1	
Syed Qadir	Ph.D.	Academic	A=1	D=1		
Jose' Castillo	Ph.D.	Academic				

Table 5.3

...ir knowledge and that of their disciplines, as well as the effectiveness of
...whole, consistent with the stated institutional mission

Professional Activities				
Professional Related Service	Professional Conferences and workshops	Professional Meetings	Professional Memberships	Other
C=2	3	2	3	
C=1 D=1	1	2	3	
D=1	2	3	4	
	2	2	5	
6	6		1	
2	2		1	
6	5		2	
1	11		3	
16	1		1	

Standard #6 - Organizational Performance Results, Table 6.1

Complete the following table. Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

Table 6.1 Standard 6 - Organizational Performance Results

Organizational Effectiveness Results	Organizational effectiveness results examine attainment of organizational goals. Each business unit must have a systematic reporting mechanism for each business program that charts enrollment patterns, student retention, student academic success, and other characteristics reflecting students' performance. 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.												
Student Retention Rate		Analysis of Results			Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)								
Performance Measure (Competency)	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made									
Increase retention from 60.8% to 90% by 2020	Retention rates as reported to the UAPB-VCAA and Arkansas Dept of Higher Education (ADHE) every January	62.7% in 2015	In a positive trend, except for 2014, and increase in 2015.	Now there are at least two faculty meetings a semester with business students regarding continued education and completion plans.	<table border="1" style="margin: 10px auto; border-collapse: collapse;"> <caption>SBM Retention Rate Data</caption> <thead> <tr> <th>Year</th> <th>Retention Rate (%)</th> </tr> </thead> <tbody> <tr> <td>2013</td> <td>60</td> </tr> <tr> <td>2014</td> <td>48</td> </tr> <tr> <td>2015</td> <td>62</td> </tr> </tbody> </table>	Year	Retention Rate (%)	2013	60	2014	48	2015	62
Year	Retention Rate (%)												
2013	60												
2014	48												
2015	62												
Student Graduation Rate													
Performance Measure (Competency)	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)								
Increase student graduation rate from 30.9% to 70% by 2020	Graduation rates as reported to the UAPB-VCAA and Arkansas Dept of Higher Education (ADHE) every January	34.7 % in 2015	In a positive trend, except for 2014, and increase in 2015.	Regular advisory meetings are held with students; Faculty observes office hours.	<table border="1" style="margin: 10px auto; border-collapse: collapse;"> <caption>SBM Graduation Rate Data</caption> <thead> <tr> <th>Year</th> <th>Graduation Rate (%)</th> </tr> </thead> <tbody> <tr> <td>2013</td> <td>31</td> </tr> <tr> <td>2014</td> <td>29</td> </tr> <tr> <td>2015</td> <td>35</td> </tr> </tbody> </table>	Year	Graduation Rate (%)	2013	31	2014	29	2015	35
Year	Graduation Rate (%)												
2013	31												
2014	29												
2015	35												

