

Accreditation Council for Business Schools and Programs (ACBSP)
Quality Assurance (QA) Report
for
Baccalaureate/Graduate Degree Programs

Overview (O) 1. Complete all information requested.

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

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

O 2. Institution Name: Grand Canyon University Date 2/15/2013
Address: 3300 W. Camelback Road, Phoenix, AZ 85017

O 3. Year Accredited/Reaffirmed: 1997/2007 This Report Covers Years: 2011-2012

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

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

- Bachelor of Science in Accounting
- Bachelor of Science in Business Administration
- Bachelor of Science in Entrepreneurial Studies
- Bachelor of Science in Finance and Economics
- Bachelor of Science in Marketing
- Bachelor of Science in Sports Management
- Master of Business Administration
- Executive Master of Business Administration

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

Following are KBCOB programs that are not accredited by ACBSP. The date in parentheses beside certain programs is the date that KBCOB expects to formally request accreditation.

- Bachelor of Science in Applied Management
- Bachelor of Science in Business Administration with an Emphasis in Business Intelligence (2015)
- Bachelor of Science in Management (2013)
- Bachelor of Science in Healthcare Administration
- Bachelor of Science in Public Safety Administration
- Bachelor of Science in Public Safety and Emergency Management
- Master of Public Administration
- Bachelor of Science in Public Safety and Emergency Management
- Master of Science in Accounting (2013)
- Master of Science in Health Care Administration
- Master of Science in Health Care Informatics
- Master of Science in Leadership

The Grand Canyon University website has a designated area that lists all programs accredited by ACBSP. This area can be accessed at: <http://www.gcu.edu/Academics/Accreditation.php>.

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

Main Campus Only
3300 W Camelback Rd
Phoenix, AZ 85017

O 7. Person completing report Name: Thomas Skochinski
Phone: 602-639-6737
E-mail address: thomas.skochinski@gcu.edu
ACBSP Champion name: Thomas Skochinski
ACBSP Co-Champion name: Allison Mason

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

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

Are you requesting the Board of Commissioners to remove notes or conditions (if the justification for removal is lengthy consider attaching an appendix to QA report)?

No, there are no open notes or conditions.

Remove Note:

There are no open notes.

Remove Condition:

There are no open conditions.

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

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

Grand Canyon University is a publicly traded corporation, and provides information to the public through a variety of methods, including annual reports, which are available on GCU's website at www.gcu.edu.

Also, a link to the 2011 ACBSP Quality Assurance Report, which includes information on student achievement, is available on the accreditation page of the GCU website at <http://www.gcu.edu/Academics/Accreditation.php>. The link is under the accreditation information for the Ken Blanchard College of Business. The 2013 QA report will be uploaded upon acceptance of the report by ACBSP.

Standard #1 Leadership

Organization

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

Organizational Changes

Personnel Changes

Administrative Personnel and Faculty who have left the College or changed positions since the last report

Dr. Kevin McClean:	To Interim Dean of KBCOB (formerly Professor of Marketing)
Mr. Tom Skochinski:	To Assistant Dean (formerly Director of Business Programs)
Dr. Kevin Barksdale:	Resigned position as Dean of KBCOB (Relocated to Texas)
Dr. Cathryn Meegan:	To Associate Professor of Accounting (formerly Director of Academic Excellence)
Ms. Dawn Vinh:	To Program Manager, Ken Blanchard Executive MBA program (formerly Academic Coordinator)
Ms. Allison Mason:	To Program Manager of Business Programs (formerly Academic Coordinator)
Dr. John McDonald:	Resigned position as Academic Director of the Executive MBA program (Relocated to New Orleans)
Ms. Sarah Zelhart:	Resigned position as Associate Professor of Accounting (Resigned to accept corporate position)

Administrative personnel and faculty who have joined the College since the last report

Dr. Brian Smith:	Director of Sports Management Programs
Dr. Stacy Garrett:	Director of Academic Excellence and Professional Studies Programs
Mr. Michael Potter:	Assistant Professor of Accounting
Mr. Tim Kelley:	Assistant Professor of Entrepreneurial Studies
Dr. Lori Soukup:	Associate Professor of Management

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

No new sites have been added.

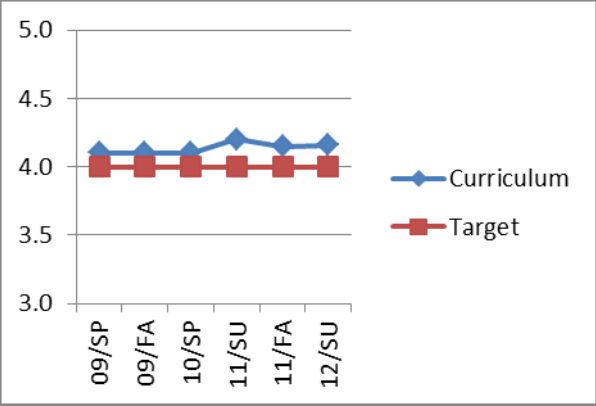
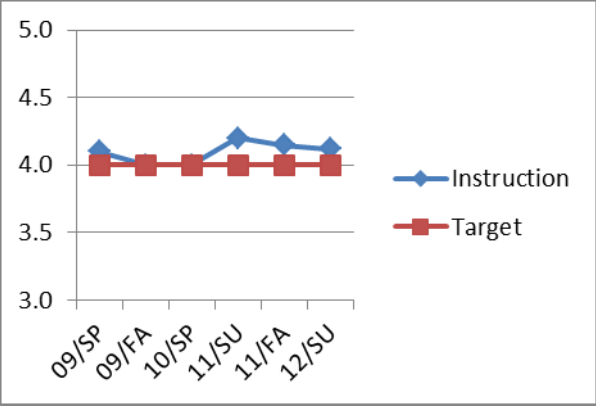
Standard #2 Strategic Planning (this standard not typically addressed in the QA report) This is used as a place holder to allow all the other standards to be addressed in the QA report and keep the numbering system consistent with self-studies and QA reports.

Standard #3 Student and Stakeholder Focus

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.

Standard 3 - Student and Stakeholder-Focused Results

<p>Student- and Stakeholder-Focused Results</p> <p>Key Indicators</p> <ul style="list-style-type: none"> A. Student Satisfaction B. Faculty Satisfaction C. Business Community Involvement and Satisfaction 		<p>Student- and stakeholder-focused results examine how well your organization satisfies students and stakeholders key needs and expectations. <i>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.</i></p> <p><i>Measurement instrument or processes may include 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					
<p>Performance Measure (Competency)</p>	<p>Description of Measurement Instrument</p>	<p>Current Results</p>	<p>Analysis of Results</p>	<p>Action Taken or Improvement made</p>	<p>Insert Graphs or Tables of Resulting Trends</p> <p>(3-5 data points preferred)</p>

<p>Key Indicator A: Student Satisfaction</p> <p>Performance Measure</p> <p>Student Satisfaction with Curriculum and Instruction to exceed 4.0/5.0.</p>	<p>Measurement Instrument</p> <p>Student End of Course Survey as presented in Appendix 1.</p> <p>Length of Cycle: EOC surveys administered at the end of each course.</p>	<p>Current Results</p> <p>Results for the 2011-2012 period were consistently above the target value of 4.0/5.0.</p>	<p>Analysis</p> <p>End of Course surveys provide an opportunity for students to rate both the curriculum presented in the class and the performance of their specific instructor. Student satisfaction scores for curriculum and instruction are consistently at or above threshold value of 4.0/5.0.</p>	<p>Action Taken</p> <p>No specific action required.</p>	<p>Data</p> <p>Trend for Student Satisfaction with Curriculum</p>  <table border="1"> <caption>Trend for Student Satisfaction with Curriculum</caption> <thead> <tr> <th>Term</th> <th>Curriculum</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>09/SP</td> <td>4.1</td> <td>4.0</td> </tr> <tr> <td>09/FA</td> <td>4.1</td> <td>4.0</td> </tr> <tr> <td>10/SP</td> <td>4.1</td> <td>4.0</td> </tr> <tr> <td>11/SU</td> <td>4.2</td> <td>4.0</td> </tr> <tr> <td>11/FA</td> <td>4.1</td> <td>4.0</td> </tr> <tr> <td>12/SU</td> <td>4.1</td> <td>4.0</td> </tr> </tbody> </table> <p>Trend for Student Satisfaction with Instruction</p>  <table border="1"> <caption>Trend for Student Satisfaction with Instruction</caption> <thead> <tr> <th>Term</th> <th>Instruction</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>09/SP</td> <td>4.1</td> <td>4.0</td> </tr> <tr> <td>09/FA</td> <td>4.0</td> <td>4.0</td> </tr> <tr> <td>10/SP</td> <td>4.0</td> <td>4.0</td> </tr> <tr> <td>11/SU</td> <td>4.2</td> <td>4.0</td> </tr> <tr> <td>11/FA</td> <td>4.1</td> <td>4.0</td> </tr> <tr> <td>12/SU</td> <td>4.1</td> <td>4.0</td> </tr> </tbody> </table>	Term	Curriculum	Target	09/SP	4.1	4.0	09/FA	4.1	4.0	10/SP	4.1	4.0	11/SU	4.2	4.0	11/FA	4.1	4.0	12/SU	4.1	4.0	Term	Instruction	Target	09/SP	4.1	4.0	09/FA	4.0	4.0	10/SP	4.0	4.0	11/SU	4.2	4.0	11/FA	4.1	4.0	12/SU	4.1	4.0
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<p>Performance measure is the persistence rate, which is defined as the percentage of students who complete a course and register for their next course(s) within 29 days.</p> <p>Target persistence rate is 80% or higher.</p>	<p>Registration data for each student is tracked and consolidated into a report titled "Academic Metrics and Trends." The report is in the form of a pivot table so that each college at GCU can gather the information that is most pertinent to their operation.</p> <p>Data is aggregated on a quarterly basis.</p>	<p>The graph for the average persistence rates for the Core Business Courses is shown to the right.</p> <p>Persistence rates by program are presented in graphical form in Appendix 2.</p>	<p>Persistence rate were slightly below target in 2011 Quarter 4, but have increased steadily during the past three periods, and were above target for the first two periods in 2012.</p>	<p>Persistence rates are above target, and no specific plans are being implemented.</p>	<div data-bbox="1192 240 1789 646" data-label="Figure"> <table border="1"> <caption>Persistence Rate (%) for Business Core Courses</caption> <thead> <tr> <th>Quarter</th> <th>Persistence Rate (%)</th> </tr> </thead> <tbody> <tr> <td>2011Q3</td> <td>82</td> </tr> <tr> <td>2011Q4</td> <td>78</td> </tr> <tr> <td>2012Q1</td> <td>82</td> </tr> <tr> <td>2012Q2</td> <td>85</td> </tr> </tbody> </table> </div> <p>See Appendix 2 for Programmatic data</p>	Quarter	Persistence Rate (%)	2011Q3	82	2011Q4	78	2012Q1	82	2012Q2	85		
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<p>Key Indicator B: Faculty Satisfaction</p> <p>Performance Measure</p> <p>Faculty Satisfaction greater than or equal to 4.0/5.0.</p>	<p>Measurement Instrument</p> <p>Instrument is the Faculty End of Course Survey.</p>	<p>Current Results</p> <p>Overall rating of course curriculum and faculty support was 4.3/5.0 for 2012/FA.</p>	<p>Analysis</p> <p>Faculty satisfaction exceeds targeted performance measure.</p>	<p>Action Taken</p> <p>Continue to monitor faculty satisfaction. This will be important going into 2013 given the conversion of the LMS to LoudCloud from Angel.</p>	<div data-bbox="1192 847 1789 1318" data-label="Figure"> <table border="1"> <caption>Data</caption> <thead> <tr> <th>Term</th> <th>Faculty Satisfaction</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>10/FA</td> <td>4.3</td> <td>4.0</td> </tr> <tr> <td>11/FA</td> <td>4.2</td> <td>4.0</td> </tr> <tr> <td>12/FA</td> <td>4.3</td> <td>4.0</td> </tr> </tbody> </table> </div>	Term	Faculty Satisfaction	Target	10/FA	4.3	4.0	11/FA	4.2	4.0	12/FA	4.3	4.0
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<p>Key Indicator C</p> <p>Performance Measure</p> <p>Business Community Involvement and satisfaction.</p>	<p>Measurement Instrument</p> <p>Involvement of KBCOB Advisory Board in College activities.</p>	<p>Current Results</p> <p>Drs. Ken and Margie Blanchard presented a two day seminar in 2012 entitled "Ignite the Leader Within" to members of the local business community.</p>	<p>Analysis</p> <p>Results indicate continued high level of involvement by Advisory Board.</p>	<p>Action Taken</p> <p>In 2010, Mr. Sheldon Harris was added to the KBCOB Advisory Board. Starting in Fall 2012, Mr. Harris was named Executive in Residence and has an office with posted hours to mentor and coach students.</p>	<p style="text-align: center;">Data</p> <p>The KGCOG Advisory Board consists of the following members:</p> <ul style="list-style-type: none"> • Ms. Colleen Barrett, President Emeritus, Southwest Airlines • Dr. Ken Blanchard, Chief Spiritual Officer, Ken Blanchard Companies* • Dr. Margie Blanchard, Co-founder, Ken Blanchard Companies* • Dr. Dennis Carey, Senior Client Partner, Korn/Ferry Int'l. • Dr. Kevin Freiberg, CEO, Freiberg.com and San Diego Consulting Group, Inc. • Mr. Tom Gilman, Executive Vice Chairman, Chrysler Financial • Mr. Harvey Mackay, Chairman, Mackay Envelope Company • Mr. Eric Pillmore, CEO, Pillmore Consulting, LLC • Mr. Sheldon Harris, CEO and President of Trust Funding* <p>*Presented at GCU during 2011-2012.</p>														
<p>Key Indicator C</p> <p>Performance Measure</p> <p>Business Community Involvement and satisfaction.</p>	<p>Measurement Instrument</p> <p>Presentations by prominent business leaders at GCU/KBCOB events and lectures.</p>	<p>Current Results</p> <p>During 2011 and 2012 over 30 senior managers from local and national companies came to KBCOB as guest speakers or lecturers.</p>	<p>Analysis</p> <p>Local business leaders have shown continued involvement with KBCOB.</p>	<p>Action Taken</p> <p>Increased emphasis on speaker recruitment in 2011-2012. As a result, participation by outside speakers more than tripled over 2009-2010.</p>	<p style="text-align: center;">Data</p> <div style="text-align: center;"> <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Number of Guest Lecturers/Speakers</caption> <thead> <tr> <th>Year</th> <th>Number of Guest Lecturers/Speakers</th> </tr> </thead> <tbody> <tr> <td>2007</td> <td>5</td> </tr> <tr> <td>2008</td> <td>10</td> </tr> <tr> <td>2009</td> <td>4</td> </tr> <tr> <td>2010</td> <td>4</td> </tr> <tr> <td>2011</td> <td>15</td> </tr> <tr> <td>2012</td> <td>15</td> </tr> </tbody> </table> </div> <p>Recent speakers include:</p> <ul style="list-style-type: none"> • Dr. Barry Asmus, Senior Economist with the National Center for Policy Analysis 	Year	Number of Guest Lecturers/Speakers	2007	5	2008	10	2009	4	2010	4	2011	15	2012	15
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					<ul style="list-style-type: none"> • Mr. Scott Blanchard, Executive Vice President, Ken Blanchard Companies • Mr. Jerry Colangelo, Sports Entrepreneur, Public Speaker, and namesake of the Colangelo School of Sports Business at the Ken Blanchard College of Business. 														
<p>Key Indicator C</p> <p>Performance Measure</p> <p>Business Community Involvement and satisfaction.</p>	<p>Measurement Instrument</p> <p>KBCOB reviews the number of internships, the quality of the companies, and their satisfaction with interns' performance. The evaluation form, which is completed by the sponsoring companies, is shown in Appendix 3.</p>	<p>Current Results</p> <p>Twelve companies sponsored student internships in 2011-2012. Of the participating students, 61% received an overall rating of "excellent" and 39% received an overall rating of "good" by the sponsoring companies.</p>	<p>Analysis</p> <p>Corporate sponsorship of internships increased in 2011-2012. .</p> <p>Internship evaluations show that interns performed well at sponsoring companies.</p>	<p>Action Taken</p> <p>KBCOB continues to aggressively pursue internship opportunities, particularly for sports management majors.</p> <p>KBCOB is evaluating the addition of a full-time staff person to expand the internship program, particularly for ground students, by establishing strong relationships with local companies.</p>	<p>Data</p> <table border="1"> <caption>Companies Sponsoring Internships</caption> <thead> <tr> <th>Year</th> <th>Number of Companies</th> </tr> </thead> <tbody> <tr> <td>2007</td> <td>12</td> </tr> <tr> <td>2008</td> <td>6</td> </tr> <tr> <td>2009</td> <td>7</td> </tr> <tr> <td>2010</td> <td>4</td> </tr> <tr> <td>2011</td> <td>6</td> </tr> <tr> <td>2012</td> <td>6</td> </tr> </tbody> </table>	Year	Number of Companies	2007	12	2008	6	2009	7	2010	4	2011	6	2012	6
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Standard #4 Measurement and Analysis of Student Learning and Performance

a. Program Outcomes

List outcomes, by accredited program. Many of the program outcomes should be used as part of a student learning assessment plan and be measurable.

State the learning objectives for each program (MBA, Ph.D., BBA, AA, etc.) accredited. A program is defined as follows: a plan of study is considered a program when it requires a minimum of 12 credit hours of coursework beyond the CPC and/or is recorded on a student's transcript (ex. Business Administration: major/concentration/option/specialization in Accounting, Finance, Marketing, etc.)

Learning Objectives: Bachelor of Science in Accounting

- Graduates of the Bachelor of Science in Accounting program will be able to prepare an organization's financial statements and reports for the purpose of external reporting in accordance with Generally Accepted Accounting Principles, SEC regulations, and the Sarbanes-Oxley Act of 2002.
- Graduates of the Bachelor of Science in Accounting program will be able to analyze the activities of a business in order to support internal decision-making and the development and implementation of strategic objectives for an organization.
- Graduates of the Bachelor of Science in Accounting program will be able to distinguish between various auditing and attestation engagements in order to select appropriate methods to meet an organization's needs.
- Graduates of the Bachelor of Science in Accounting program will be able to apply basic legal, tax, and ethical concepts to issues in financial reporting.
- Graduates of the Bachelor of Science in Accounting program will be able to select specialized accounting theories and apply them to specific business scenarios.

Learning Objectives: Bachelor of Science in Business Administration

- Graduates of the Bachelor of Science in Business Administration program will be able to analyze and interpret environmental and economic information, financial statements, and other accounting information in order to make effective, ethical business decisions that will drive organizational success.
- Graduates of the Bachelor of Science in Business Administration program will be able to apply the marketing concept to determine profitable offerings, effective distribution systems, and a clear focus on the customer and other stakeholders.
- Graduates of the Bachelor of Science in Business Administration program will be able to use strategic management concepts to analyze market data and competition and develop strategies that satisfy the requirements of all organizational stakeholders, including customers, investors, and employees.
- Graduates of the Bachelor of Science in Business Administration program will be able to understand statistical analysis and quantitative methods and how they can be applied to make effective business decisions.
- Graduates of the Bachelor of Science in Business Administration program will be able to apply the concepts of production/operations management to manage efficient operations, remove cost, and eliminate unnecessary activities.

Learning objectives: Bachelor of Science in Entrepreneurial Studies

- Graduates of the Bachelor of Science in Entrepreneurial Studies program will be able to effectively build and leverage networks in order to identify and grow business opportunities and sustain long-term relationships.
- Graduates of the Bachelor of Science in Entrepreneurial Studies program will be able to utilize the venture capital industry and financing options and develop a comprehensive business plan in order to qualify for start-up capital and ongoing financing for the new venture.
- Graduates of the Bachelor of Science in Entrepreneurial Studies program will be able to recognize the importance of societal wealth ventures, social responsibility, community outreach, and giving back to the community in order to ensure balance between private and societal interests.
- Graduates of the Bachelor of Science in Entrepreneurial Studies program will be able to recognize and apply best practices for creating innovative work environments in small, medium, and large organizations in order to ensure the long-term competitiveness of the firm.
- Graduates of the Bachelor of Science in Entrepreneurial Studies program will be able to identify market opportunities and manage creativity and innovation to develop and launch innovative products and services.

Learning Objectives: Bachelor of Science in Marketing

- Graduates of the Bachelor of Science in Marketing program will be able to effectively formulate and manage marketing decisions and strategies for product and services markets.
- Graduates of the Bachelor of Science in Marketing program will be able to formulate key product and service marketing strategies based on product development, marginal costs, and marginal profit.
- Graduates of the Bachelor of Science in Marketing program will be able to address the dynamics of advertising, promotion, and branding in the domestic and global economies based on consumer demand and behavior research.
- Graduates of the Bachelor of Science in Marketing program will be able to determine the dynamics of strategic product positioning and distribution for both traditional and internet marketing in the domestic and global marketplace.
- Graduates of the Bachelor of Science in Marketing program will be able to address strategic and tactical pricing issues and techniques, including both dynamic and segmented pricing, based on consumer behavior and demand, marginal profit, and competition.

Learning Objectives: Bachelor of Science in Finance and Economics

- Graduates of the Bachelor of Science in Finance and Economics program will be able to use a firm's financial statements in order to internally and externally evaluate and manage the financial efficiency and effectiveness of the organization.
- Graduates of the Bachelor of Science in Finance and Economics program will be able to utilize a combination of financial skills and tools to make effective business decisions, manage business portfolios in order to achieve corporate performance goals, and compare and evaluate relative performance to competitors.
- Graduates of the Bachelor of Science in Finance and Economics program will be able to analyze a firm's short and long-term assets and liabilities in order to maximize financial efficiency, cash flow, and profitability, as well as analyze an organization's long-term financial structure, capital budgeting and investments, using financial metrics relevant to the company, industry, and markets.
- Graduates of the Bachelor of Science in Finance and Economics program will be able to describe how buyers and sellers interact to create markets, how markets allocate resources, and government's role in the market economy.
- Graduates of the Bachelor of Science in Finance and Economics program will be able to delineate the causes of changes in national output, growth, unemployment, inflation, the role of money and interest rates in the economy, and the effects of fiscal, monetary, and supply-side policies.

- Graduates of the Bachelor of Science in Finance and Economics program will be able to articulate the reasons why nations specialize and trade, the rationale for and effects of trade barriers, and the factors that influence exchange rate movements and their effects on the economy.

Learning Objectives: Bachelor of Science in Sports Management

- Graduates of the Bachelor of Science in Sports Management program will be able to analyze and interpret financial and accounting information to make business decisions that leverage organizational strengths and eliminate or minimize organizational weaknesses.
- Graduates of the Bachelor of Science in Sports Management program will be able to apply theoretical concepts to critical processes that promote strategic advantage and improvement of internal stakeholder relationships through effective leadership.
- Graduates of the Bachelor of Science in Sports Management program will be able to plan and manage events, tournaments, and other activities related to the sports industry.
- Graduates of the Bachelor of Science in Sports Management program will be able to develop and implement effective marketing strategies that create sustainable competitive advantage in the sports industry.

Learning Objectives: Master of Business Administration

- Graduates of the Master of Business Administration program will be able to recognize the impact of the global economy on organizational decision-making, planning, and sourcing of organizational resources and functions and demonstrate interpersonal skills that address sourcing, organizational structure, and the influence of diverse cultures on organizational practices and decision-making.
- Graduates of the Master of Business Administration program will be able to effectively direct the development and implementation of organizational management information and to effectively conduct business through the use of telecommunications, emerging technologies, and ecommerce applications.
- Graduates of the Master of Business Administration program will be able to demonstrate the ability to use research as the foundation for action in decision-making and problem solving.
- Graduates of the Master of Business Administration program will be able to apply essential business principles that encompass finance, accounting, economics, marketing, and management in order to effectively lead and manage business enterprises.

Learning Objectives: Ken Blanchard Executive Master of Business Administration

- Graduates of the Ken Blanchard Executive Master of Business Administration program will be able to apply essential business principles that encompass finance, accounting, economics, marketing, and management in order to effectively lead and manage business enterprises.
- Graduates of the Ken Blanchard Executive Master of Business Administration program will be able to recognize the impact of the global economy on organizational decision-making, planning, and sourcing of organizational resources and functions and demonstrate interpersonal skills that address sourcing, organizational structure, and the influence of diverse cultures on organizational practices and decision-making.
- Graduates of the Ken Blanchard Executive Master of Business Administration program will be able to effectively direct the development and implementation of organizational management information and to effectively conduct business through the use of telecommunications, emerging technologies, and ecommerce applications.
- Graduates of the Ken Blanchard Executive Master of Business Administration program will be able to demonstrate the ability to use research as the foundation for action in decision-making and problem solving.
- Graduates of the Ken Blanchard Executive Master of Business Administration program will be able to demonstrate and apply a variety of skills and principles of leadership to various organizational environments.

b. Performance Results

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.

Student Learning Results: Bachelor of Science in Accounting

Performance Indicator	Definition
<p>1. Student Learning Results</p> <p>Learning Objectives</p> <p>A. Graduates of the Bachelor of Science in Accounting program will be able to prepare an organization’s financial statements and reports for the purpose of external reporting in accordance with Generally Accepted Accounting Principles, SEC regulations, and the Sarbanes-Oxley Act of 2002.</p> <p>B. Graduates of the Bachelor of Science in Accounting program will be able to analyze the activities of a business in order to support internal decision-making and the development and implementation of strategic objectives for an organization.</p> <p>C. Graduates of the Bachelor of Science in Accounting program will be able to distinguish between various auditing and attestation engagements in order to select appropriate methods to meet an organization’s needs.</p> <p>D. Graduates of the Bachelor of Science in Accounting program will be able to apply basic legal, tax, and ethical concepts to issues in financial reporting.</p> <p>E. Graduates of the Bachelor of Science in Accounting program will be able to apply internal and external auditing practices across corporate and organizational functions in order to comply with generally accepted auditing standards.</p>	<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-party examination, faculty-designed examination, professional performance, licensure examination).</i></p> <p>Add these to the description of the measurement instrument in column two: Direct - Assessing student performance by examining samples of student work Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information. 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 – Compare 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 comparable data.</p>

		Analysis of Results															
Learning Objective	Measurement Instrument	Current Results	Analysis	Action Taken	Data												
Objective A	<p>ACC 371 Average Quiz scores in Modules 1-8.</p> <p>Target: Average score of 70% or greater.</p> <p>Assessment is Internal, Formative.</p> <p>Assessment Cycle: Scores are reported each time course is offered and aggregated each semester.</p>	Average score for 12/SU semester was 64.3%.	Target was above target in 11/FA and 12/SP, but slightly below target in 12/SU.	To help increase student outcomes, KBCOB is incorporating learning software such as My Accounting Lab by Pearson Education, Inc. and Wiley Plus in both ground and online classes.	<table border="1"> <caption>ACC Objective A Data</caption> <thead> <tr> <th>Assessment Period</th> <th>ACC Objective A Results (%)</th> <th>ACC Objective A Minimum Target (%)</th> </tr> </thead> <tbody> <tr> <td>11/FA</td> <td>~85</td> <td>70</td> </tr> <tr> <td>12/SP</td> <td>~75</td> <td>70</td> </tr> <tr> <td>12/SU</td> <td>~64.3</td> <td>70</td> </tr> </tbody> </table>	Assessment Period	ACC Objective A Results (%)	ACC Objective A Minimum Target (%)	11/FA	~85	70	12/SP	~75	70	12/SU	~64.3	70
Assessment Period	ACC Objective A Results (%)	ACC Objective A Minimum Target (%)															
11/FA	~85	70															
12/SP	~75	70															
12/SU	~64.3	70															
Objective B	<p>ACC 360, Average Quiz scores in Modules 1-8.</p> <p>Target: Average score of 70% or greater.</p> <p>Assessment is Internal, Formative.</p> <p>Assessment Cycle: Scores are reported each time course is offered and aggregated each semester.</p>	Average score for 12/SU semester was 82.0%.	Target achieved in past three assessment periods.	No specific action required.	<table border="1"> <caption>ACC Objective B Data</caption> <thead> <tr> <th>Assessment Period</th> <th>ACC Objective B Results (%)</th> <th>ACC Objective B Minimum Target (%)</th> </tr> </thead> <tbody> <tr> <td>11/FA</td> <td>~78</td> <td>70</td> </tr> <tr> <td>12/SP</td> <td>~88</td> <td>70</td> </tr> <tr> <td>12/SU</td> <td>~82</td> <td>70</td> </tr> </tbody> </table>	Assessment Period	ACC Objective B Results (%)	ACC Objective B Minimum Target (%)	11/FA	~78	70	12/SP	~88	70	12/SU	~82	70
Assessment Period	ACC Objective B Results (%)	ACC Objective B Minimum Target (%)															
11/FA	~78	70															
12/SP	~88	70															
12/SU	~82	70															
Objective C	ACC 491, Average Quiz scores in Modules 1-8.	Average score for 12/SU semester was 73.2%.	Target achieved in past three assessment periods.	No specific action required.													

	<p>Target: Average score of 70% or greater.</p> <p>Assessment is Internal, Formative.</p> <p>Assessment Cycle: Scores are reported each time course is offered and aggregated each semester.</p>				<table border="1"> <caption>ACC Objective C Results</caption> <thead> <tr> <th>Term</th> <th>ACC Objective C Results</th> <th>ACC Objective C Minimum Target</th> </tr> </thead> <tbody> <tr> <td>11/FA</td> <td>78.0%</td> <td>70.0%</td> </tr> <tr> <td>12/SP</td> <td>78.0%</td> <td>70.0%</td> </tr> <tr> <td>12/SU</td> <td>75.0%</td> <td>70.0%</td> </tr> </tbody> </table>	Term	ACC Objective C Results	ACC Objective C Minimum Target	11/FA	78.0%	70.0%	12/SP	78.0%	70.0%	12/SU	75.0%	70.0%
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11/FA	78.0%	70.0%															
12/SP	78.0%	70.0%															
12/SU	75.0%	70.0%															
Objective D	<p>ACC 491, Average scores on quizzes and final exam, weighted 50-50.</p> <p>Target: Average score of 70% or greater.</p> <p>Assessment is Internal, Formative.</p> <p>Assessment Cycle: Scores are reported each time course is offered and aggregated each semester.</p>	Average score for 12/SU semester was 73.2%.	Target achieved in past three assessment periods.	No specific action required.	<table border="1"> <caption>ACC Objective D Results</caption> <thead> <tr> <th>Term</th> <th>ACC Objective D Results</th> <th>ACC Objective D Minimum Target</th> </tr> </thead> <tbody> <tr> <td>11/FA</td> <td>78.0%</td> <td>70.0%</td> </tr> <tr> <td>12/SP</td> <td>78.0%</td> <td>70.0%</td> </tr> <tr> <td>12/SU</td> <td>75.0%</td> <td>70.0%</td> </tr> </tbody> </table>	Term	ACC Objective D Results	ACC Objective D Minimum Target	11/FA	78.0%	70.0%	12/SP	78.0%	70.0%	12/SU	75.0%	70.0%
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11/FA	78.0%	70.0%															
12/SP	78.0%	70.0%															
12/SU	75.0%	70.0%															
Objective E	<p>ACC 485, Average scores on Module 8 Final Exam.</p> <p>Target: Average score of 70% or greater.</p> <p>Assessment is Internal,</p>	Average score for 12/SU semester was 65.0%.	Results in 12/SU improved from 12/SP, and are approaching the target level.	Review quizzes and final exam questions to assess validity of content. Incorporate practice exams throughout so													

	<p>Formative.</p> <p>Assessment Cycle: Scores are reported each time course is offered and aggregated each semester.</p>			<p>that students may practice before attempting the assessments.</p>	<table border="1"> <caption>ACC Objective E Results and Minimum Target Data</caption> <thead> <tr> <th>Semester</th> <th>ACC Objective E Results (%)</th> <th>ACC Objective E Minimum Target (%)</th> </tr> </thead> <tbody> <tr> <td>11/FA</td> <td>70.0%</td> <td>70.0%</td> </tr> <tr> <td>12/SP</td> <td>60.0%</td> <td>70.0%</td> </tr> <tr> <td>12/SU</td> <td>65.0%</td> <td>70.0%</td> </tr> </tbody> </table>	Semester	ACC Objective E Results (%)	ACC Objective E Minimum Target (%)	11/FA	70.0%	70.0%	12/SP	60.0%	70.0%	12/SU	65.0%	70.0%
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11/FA	70.0%	70.0%															
12/SP	60.0%	70.0%															
12/SU	65.0%	70.0%															

Student Learning Results: Bachelor of Science in Business Administration

Performance Indicator	Definition
<p>1. Student Learning Results</p> <p>Learning Objectives</p> <p>A. Graduates of the Bachelor of Science in Business Administration program will be able to analyze and interpret environmental and economic information, financial statements, and other accounting information in order to make effective, ethical business decisions that will drive organizational success.</p> <p>B. Graduates of the Bachelor of Science in Business Administration program will be able to apply the marketing concept to determine profitable offerings, effective distribution systems, and a clear focus on the customer and other stakeholders.</p> <p>C. Graduates of the Bachelor of Science in Business Administration program will be able to use strategic management concepts to analyze market data and competition and develop strategies that satisfy the requirements of all</p>	<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-party examination, faculty-designed examination, professional performance, licensure examination).</i></p> <p>Add these to the description of the measurement instrument in column two:</p> <p>Direct - Assessing student performance by examining samples of student work Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information. 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 – Compare 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 comparable data.</p>

organizational stakeholders, including customers, investors, and employees.

D. Graduates of the Bachelor of Science in Business Administration program will be able to understand statistical analysis and quantitative methods and how they can be applied to make effective business decisions.

E. Graduates of the Bachelor of Science in Business Administration program will be able to apply the concepts of productions/operations management to manage efficient operations, remove cost, and eliminate unnecessary activities.

		Analysis of Results															
Learning Objective	Measurement Instrument	Current Results	Analysis	Action Taken	Data												
Objective A	FIN 450, Average score 3 exams administered throughout the course. Target: Average score of 70% or greater. Assessment is Internal, Formative. Assessment Cycle: Scores are reported each time course is offered and aggregated each semester.	Average score for 12/SU semester was 69.7%.	Results were at or above target for the past three periods.	To increase student learning outcomes, KBCOB is in the process of integrating My Finance Lab software from Pearson Education, Inc. into the ground and online curriculum.	<table border="1"> <caption>Objective A Data</caption> <thead> <tr> <th>Period</th> <th>BUSAD Objective A Results</th> <th>BUSAD Objective A Minimum Target</th> </tr> </thead> <tbody> <tr> <td>11/FA</td> <td>78.0%</td> <td>70.0%</td> </tr> <tr> <td>12/SP</td> <td>70.0%</td> <td>70.0%</td> </tr> <tr> <td>12/SU</td> <td>70.0%</td> <td>70.0%</td> </tr> </tbody> </table>	Period	BUSAD Objective A Results	BUSAD Objective A Minimum Target	11/FA	78.0%	70.0%	12/SP	70.0%	70.0%	12/SU	70.0%	70.0%
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11/FA	78.0%	70.0%															
12/SP	70.0%	70.0%															
12/SU	70.0%	70.0%															
Objective B	Average score on MKT 450, Module 5 assignment: Cadbury Beverages Case	Average score for 12/SU semester was 80.8%.	Target achieved in past three assessment periods.	No specific action required. A marketplace													

	<p>Study.</p> <p>Target: Average score of 70% or greater.</p> <p>Assessment is Internal, Formative.</p> <p>Assessment Cycle: Scores are reported each time course is offered and aggregated each semester.</p>			<p>simulation has been added to ground and is planned for the online sections by FA/2013.</p>	<table border="1"> <caption>Objective B Data</caption> <thead> <tr> <th>Term</th> <th>BUSAD Objective B Results</th> <th>BUSAD Objective B Minimum Target</th> </tr> </thead> <tbody> <tr> <td>11/FA</td> <td>88%</td> <td>70%</td> </tr> <tr> <td>12/SP</td> <td>92%</td> <td>70%</td> </tr> <tr> <td>12/SU</td> <td>80%</td> <td>70%</td> </tr> </tbody> </table>	Term	BUSAD Objective B Results	BUSAD Objective B Minimum Target	11/FA	88%	70%	12/SP	92%	70%	12/SU	80%	70%
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11/FA	88%	70%															
12/SP	92%	70%															
12/SU	80%	70%															
Objective C	<p>Average score on BUS 485, Module 8 Capstone Assignment.</p> <p>Target: Average score of 70% or greater.</p> <p>Assessment is Internal, Summative.</p> <p>Assessment Cycle: Scores are reported each time course is offered and aggregated each semester.</p>	<p>Average score for 12/SU semester was 96.8%.</p>	<p>Target achieved in past three assessment periods.</p>	<p>No specific action required.</p>	<table border="1"> <caption>Objective C Data</caption> <thead> <tr> <th>Term</th> <th>BUSAD Objective C Results</th> <th>BUSAD Objective C Minimum Target</th> </tr> </thead> <tbody> <tr> <td>11/FA</td> <td>88%</td> <td>70%</td> </tr> <tr> <td>12/SP</td> <td>95%</td> <td>70%</td> </tr> <tr> <td>12/SU</td> <td>96%</td> <td>70%</td> </tr> </tbody> </table>	Term	BUSAD Objective C Results	BUSAD Objective C Minimum Target	11/FA	88%	70%	12/SP	95%	70%	12/SU	96%	70%
Term	BUSAD Objective C Results	BUSAD Objective C Minimum Target															
11/FA	88%	70%															
12/SP	95%	70%															
12/SU	96%	70%															
Objective D	<p>Average score on BUS 352, Module 6 Problem Set.</p> <p>Target: Average score of 70% or greater.</p> <p>Assessment is Internal,</p>	<p>Average score for 12/SU semester was 89.3%.</p>	<p>Target achieved in past three assessment periods.</p>	<p>No specific action required.</p>													

	Formative. Assessment Cycle: Scores are reported each time course is offered and aggregated each semester.				<table border="1"> <caption>Objective D Performance Data</caption> <thead> <tr> <th>Year</th> <th>BUSAD Objective D Results (%)</th> <th>BUSAD Objective D Minimum Target (%)</th> </tr> </thead> <tbody> <tr> <td>11/FA</td> <td>~92</td> <td>~70</td> </tr> <tr> <td>12/SP</td> <td>~85</td> <td>~70</td> </tr> <tr> <td>12/SU</td> <td>~90</td> <td>~70</td> </tr> </tbody> </table>	Year	BUSAD Objective D Results (%)	BUSAD Objective D Minimum Target (%)	11/FA	~92	~70	12/SP	~85	~70	12/SU	~90	~70
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11/FA	~92	~70															
12/SP	~85	~70															
12/SU	~90	~70															
Objective E	Average score on MGT 455, Module 5 Problem Set. Target: Average score of 70% or greater. Assessment is Internal, Formative. Assessment Cycle: Scores are reported each time course is offered and aggregated each semester.	Average score for 12/SU semester was 85.1%.	Target achieved in past three assessment periods.	No specific action required.	<table border="1"> <caption>Objective E Performance Data</caption> <thead> <tr> <th>Year</th> <th>BUSAD Objective E Results (%)</th> <th>BUSAD Objective E Minimum Target (%)</th> </tr> </thead> <tbody> <tr> <td>11/FA</td> <td>~95</td> <td>~70</td> </tr> <tr> <td>12/SP</td> <td>~88</td> <td>~70</td> </tr> <tr> <td>12/SU</td> <td>~85</td> <td>~70</td> </tr> </tbody> </table>	Year	BUSAD Objective E Results (%)	BUSAD Objective E Minimum Target (%)	11/FA	~95	~70	12/SP	~88	~70	12/SU	~85	~70
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11/FA	~95	~70															
12/SP	~88	~70															
12/SU	~85	~70															

Student Learning Performance: Bachelor of Science in Entrepreneurial Studies

Performance Indicator	Definition
1. Student Learning Results Learning Objectives A. Graduates of the Bachelor of Science in Entrepreneurship program will be able to effectively build and leverage	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 instrument in column two: Direct - Assessing student performance by examining samples of student work

<p>networks in order to identify and grow business opportunities and sustain long-term relationships.</p> <p>B. Graduates of the Bachelor of Science in Entrepreneurship program will be able to describe the venture capital industry and financing options and develop a comprehensive business plan in order to qualify for start-up capital and ongoing financing for the new venture.</p> <p>C. Graduates of the Bachelor of Science in Entrepreneurship program will be able to recognize the importance of societal wealth ventures, social responsibility, community outreach, and giving back to the community in order to ensure balance between private and societal interests.</p> <p>D. Graduates of the Bachelor of Science in Entrepreneurship program will be able to recognize and apply best practices for creating innovative work environments in small, medium, and large organizations in order to ensure the long-term competitiveness of the firm.</p> <p>E. Graduates of the Bachelor of Science in Entrepreneurship program will be able to identify market opportunities and manage creativity and innovation to develop and launch innovative products and services.</p>	<p>Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information.</p> <p>Formative – An assessment conducted during the student’s education.</p> <p>Summative – An assessment conducted at the end of the student’s education.</p> <p>Internal – An assessment instrument that was developed within the business unit.</p> <p>External – An assessment instrument that was developed outside the business unit.</p> <p>Comparative – Compare 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 comparable data.</p>
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		Analysis of Results			
Objective	Measurement Instrument	Current Results	Analysis	Action Taken	Data
Objective A	Average scores on ENT 320, Module 3 assignment: Community Involvement Essay. Target: Average score of 75% or greater. Assessment is	Average score for 12/SU semester was 95.0%.	Target achieved in past three assessment periods.	No specific action required.	

	<p>Internal, Formative.</p> <p>Assessment Cycle: Scores are reported each time course is offered and aggregated each semester.</p>				<table border="1"> <caption>Objective A Data</caption> <thead> <tr> <th>Period</th> <th>ENT Objective A Results</th> <th>ENT Objective A Minimum Target</th> </tr> </thead> <tbody> <tr> <td>11/FA</td> <td>~95%</td> <td>75%</td> </tr> <tr> <td>12/SP</td> <td>~95%</td> <td>75%</td> </tr> <tr> <td>12/SU</td> <td>~95%</td> <td>75%</td> </tr> </tbody> </table>	Period	ENT Objective A Results	ENT Objective A Minimum Target	11/FA	~95%	75%	12/SP	~95%	75%	12/SU	~95%	75%
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11/FA	~95%	75%															
12/SP	~95%	75%															
12/SU	~95%	75%															
Objective B	<p>Average score on ENT 445, Module 8 assignment: Completed Business Plan.</p> <p>Target: Average score of 75% or greater.</p> <p>Assessment is Internal, Formative.</p> <p>Assessment Cycle: Scores are reported each time course is offered and aggregated each semester.</p>	<p>Average score for 12/SU semester was 88.6%.</p>	<p>Target achieved in past three assessment periods.</p>	<p>No specific action required.</p>	<table border="1"> <caption>Objective B Data</caption> <thead> <tr> <th>Period</th> <th>ENT Objective B Results</th> <th>ENT Objective B Minimum Target</th> </tr> </thead> <tbody> <tr> <td>11/FA</td> <td>100%</td> <td>75%</td> </tr> <tr> <td>12/SP</td> <td>~88%</td> <td>75%</td> </tr> <tr> <td>12/SU</td> <td>~88%</td> <td>75%</td> </tr> </tbody> </table>	Period	ENT Objective B Results	ENT Objective B Minimum Target	11/FA	100%	75%	12/SP	~88%	75%	12/SU	~88%	75%
Period	ENT Objective B Results	ENT Objective B Minimum Target															
11/FA	100%	75%															
12/SP	~88%	75%															
12/SU	~88%	75%															
Objective C	<p>Average score on ENT 445, Module 7 assignment: Social Entrepreneurship Essay.</p> <p>Target: Average score of 75% or greater.</p> <p>Assessment is</p>	<p>Average score for 12/SU semester was 91.2%.</p>	<p>Target achieved in past three assessment periods.</p>	<p>No specific action required.</p>													

	<p>Internal, Formative.</p> <p>Assessment Cycle: Scores are reported each time course is offered and aggregated each semester.</p>				<table border="1"> <caption>Objective C Data</caption> <thead> <tr> <th>Year</th> <th>ENT Objective C Results</th> <th>ENT Objective C Minimum Target</th> </tr> </thead> <tbody> <tr> <td>11/FA</td> <td>95.0%</td> <td>75.0%</td> </tr> <tr> <td>12/SP</td> <td>92.0%</td> <td>75.0%</td> </tr> <tr> <td>12/SU</td> <td>90.0%</td> <td>75.0%</td> </tr> </tbody> </table>	Year	ENT Objective C Results	ENT Objective C Minimum Target	11/FA	95.0%	75.0%	12/SP	92.0%	75.0%	12/SU	90.0%	75.0%
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12/SU	90.0%	75.0%															
Objective D	<p>Average score on ENT 435, Module 8 assignment: Create an Innovation Essay.</p> <p>Target: Average score of 75% or greater.</p> <p>Assessment is Internal, Formative.</p> <p>Assessment Cycle: Scores are reported each time course is offered and aggregated each semester.</p>	<p>Average score for 12/SU semester was 88.4%.</p>	<p>Target achieved in past three assessment periods.</p>	<p>No specific action required.</p>	<table border="1"> <caption>Objective D Data</caption> <thead> <tr> <th>Year</th> <th>ENT Objective D Results</th> <th>ENT Objective D Minimum Target</th> </tr> </thead> <tbody> <tr> <td>11/FA</td> <td>95.0%</td> <td>75.0%</td> </tr> <tr> <td>12/SP</td> <td>92.0%</td> <td>75.0%</td> </tr> <tr> <td>12/SU</td> <td>88.4%</td> <td>75.0%</td> </tr> </tbody> </table>	Year	ENT Objective D Results	ENT Objective D Minimum Target	11/FA	95.0%	75.0%	12/SP	92.0%	75.0%	12/SU	88.4%	75.0%
Year	ENT Objective D Results	ENT Objective D Minimum Target															
11/FA	95.0%	75.0%															
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Objective E	<p>Average score on ENT 445, Module 8 assignment: Completed Business Plan.</p> <p>Target: Average score of 75% or greater.</p> <p>Assessment is Internal, Formative.</p>	<p>Average score for 12/SU semester was 88.6%.</p>	<p>Target achieved in past three assessment periods.</p>	<p>No specific action required.</p>													

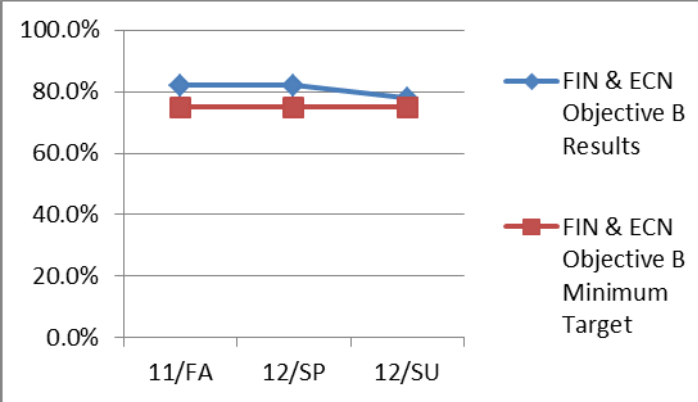
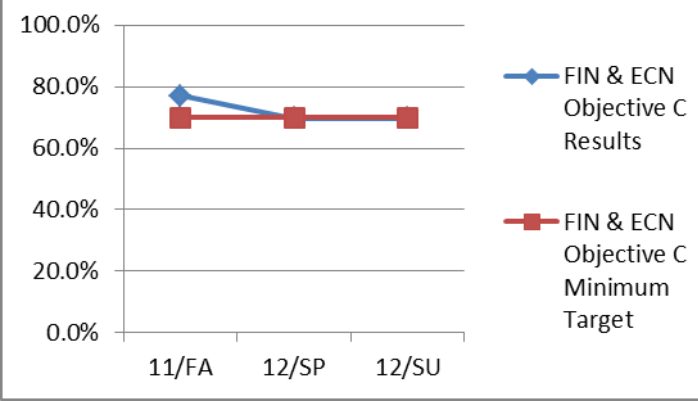
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11/FA	100.0	75.0															
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Student Learning Results: Bachelor of Science in Finance and Economics

Performance Indicator	Definition
<p>1. Student Learning Results</p> <p>Learning Objectives</p> <p>A. Graduates of the Bachelor of Science in Finance and Economics program will be able to use a firm’s financial statements in order to internally and externally evaluate and manage the financial efficiency and effectiveness of the organization.</p> <p>B. Graduates of the Bachelor of Science in Finance and Economics program will be able to utilize a combination of financial skills and tools to make effective business decisions, manage business portfolios in order to achieve corporate performance goals, and compare and evaluate relative performance to competitors.</p> <p>C. Graduates of the Bachelor of Science in Finance and Economics program will be able to analyze a firm’s short and long-term assets and liabilities in order to maximize financial efficiency, cash flow, and profitability, as well as analyze an organization’s long-term financial structure, capital budgeting and</p>	<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-party examination, faculty-designed examination, professional performance, licensure examination).</i></p> <p>Add these to the description of the measurement instrument in column two: Direct - Assessing student performance by examining samples of student work Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information. 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 – Compare 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 comparable data.</p>

<p>investments, using financial metrics relevant to the company, industry, and markets.</p> <p>D. Graduates of the Bachelor of Science in Finance and Economics program will be able to describe how buyers and sellers interact to create markets, how markets allocate resources, and government's role in the market economy.</p> <p>E. Graduates of the Bachelor of Science in Finance and Economics program will be able to delineate the causes of changes in national output, growth, unemployment, inflation, the role of money and interest rates in the economy, and the effects of fiscal, monetary, and supply-side polices.</p> <p>F. Graduates of the Bachelor of Science in Finance and Economics program will be able to articulate the reasons why nations specialize and trade, the rationale for and effects of trade barriers, and the factors that influence exchange rate movements and their effects on the economy.</p>	
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Analysis of Results																	
Objective	Measurement Instrument	Current Results	Analysis	Action Taken	Data												
Objective A	<p>FIN 450, Average score on 3 exams administered throughout the course.</p> <p>Target: Average score of 70% or greater.</p> <p>Assessment is Internal, Formative.</p> <p>Assessment Cycle: Scores are reported each time course is offered and aggregated each semester.</p>	Average score for 12/SU semester was 69.7%.	Results at or above target for the past three semesters.	KBCOB is in the process of integrating My Finance Lab software from Pearson Education, Inc. into the ground and online curriculum.	<table border="1" style="display: none;"> <caption>FIN & ECN Objective A Results Data</caption> <thead> <tr> <th>Semester</th> <th>Minimum Target (%)</th> <th>Results (%)</th> </tr> </thead> <tbody> <tr> <td>11/FA</td> <td>70.0%</td> <td>78.0%</td> </tr> <tr> <td>12/SP</td> <td>70.0%</td> <td>70.0%</td> </tr> <tr> <td>12/SU</td> <td>70.0%</td> <td>70.0%</td> </tr> </tbody> </table>	Semester	Minimum Target (%)	Results (%)	11/FA	70.0%	78.0%	12/SP	70.0%	70.0%	12/SU	70.0%	70.0%
Semester	Minimum Target (%)	Results (%)															
11/FA	70.0%	78.0%															
12/SP	70.0%	70.0%															
12/SU	70.0%	70.0%															

<p>Objective B</p>	<p>FIN 451, Final Exam.</p> <p>Target: Average score of 75% or greater.</p> <p>Assessment is Internal, Formative.</p> <p>Assessment Cycle: Scores are reported each time course is offered and aggregated each semester.</p>	<p>Average score for 12/SU semester was 77.8%.</p>	<p>Target achieved in past three assessment periods.</p>	<p>No specific action required.</p>	 <table border="1"> <caption>Objective B Performance Data</caption> <thead> <tr> <th>Assessment Period</th> <th>FIN & ECN Objective B Results (%)</th> <th>FIN & ECN Objective B Minimum Target (%)</th> </tr> </thead> <tbody> <tr> <td>11/FA</td> <td>82.0</td> <td>75.0</td> </tr> <tr> <td>12/SP</td> <td>82.0</td> <td>75.0</td> </tr> <tr> <td>12/SU</td> <td>77.8</td> <td>75.0</td> </tr> </tbody> </table>	Assessment Period	FIN & ECN Objective B Results (%)	FIN & ECN Objective B Minimum Target (%)	11/FA	82.0	75.0	12/SP	82.0	75.0	12/SU	77.8	75.0
Assessment Period	FIN & ECN Objective B Results (%)	FIN & ECN Objective B Minimum Target (%)															
11/FA	82.0	75.0															
12/SP	82.0	75.0															
12/SU	77.8	75.0															
<p>Objective C</p>	<p>FIN 450, Average score on 3 exams administered throughout the course.</p> <p>Target: Average score of 70% or greater.</p> <p>Assignment is Internal, Formative.</p> <p>Assessment Cycle: Scores are reported each time course is offered and aggregated each semester.</p>	<p>Average score for 12/SU semester was 69.7%.</p>	<p>Results at or above target for the past three semesters.</p>	<p>KBCOB is in the process of integrating My Finance Lab software from Pearson Education, Inc. into the ground and online curriculum.</p>	 <table border="1"> <caption>Objective C Performance Data</caption> <thead> <tr> <th>Assessment Period</th> <th>FIN & ECN Objective C Results (%)</th> <th>FIN & ECN Objective C Minimum Target (%)</th> </tr> </thead> <tbody> <tr> <td>11/FA</td> <td>78.0</td> <td>70.0</td> </tr> <tr> <td>12/SP</td> <td>70.0</td> <td>70.0</td> </tr> <tr> <td>12/SU</td> <td>69.7</td> <td>70.0</td> </tr> </tbody> </table>	Assessment Period	FIN & ECN Objective C Results (%)	FIN & ECN Objective C Minimum Target (%)	11/FA	78.0	70.0	12/SP	70.0	70.0	12/SU	69.7	70.0
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12/SU	69.7	70.0															
<p>Objective D</p>	<p>ECN 220, Average of Mid-term and Final Exams.</p> <p>Target: Average score of 70% or greater.</p> <p>Assessment is Internal, Formative.</p>	<p>Average score for 12/SU semester was 66.0%.</p>	<p>Results slightly below target in two of the past three assessment periods.</p>	<p>Review both mid-term and final exams to determine whether test questions align with material taught in course. Initiate total review of</p>													

	Assessment Cycle: Scores are reported each time course is offered and aggregated each semester.			both curriculum and instructional methods used for both online and ground classes.	<table border="1"> <caption>Objective D Data</caption> <thead> <tr> <th>Term</th> <th>FIN & ECN Objective D Results</th> <th>FIN & ECN Objective D Minimum Target</th> </tr> </thead> <tbody> <tr> <td>11/FA</td> <td>~68%</td> <td>70%</td> </tr> <tr> <td>12/SP</td> <td>~70%</td> <td>70%</td> </tr> <tr> <td>12/SU</td> <td>~68%</td> <td>70%</td> </tr> </tbody> </table>	Term	FIN & ECN Objective D Results	FIN & ECN Objective D Minimum Target	11/FA	~68%	70%	12/SP	~70%	70%	12/SU	~68%	70%
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11/FA	~68%	70%															
12/SP	~70%	70%															
12/SU	~68%	70%															
Objective E	<p>Average score on ECN 220, Module 5 assignment: Country Economic Analysis Report.</p> <p>Target: Average score of 70% or greater.</p> <p>Assessment is Internal, Formative.</p> <p>Assessment Cycle: Scores are reported each time course is offered and aggregated each semester.</p>	Average score for 12/SU semester was 90.4%.	Target achieved in past three assessment periods.	No specific action required.	<table border="1"> <caption>Objective E Data</caption> <thead> <tr> <th>Term</th> <th>FIN & ECN Objective E Results</th> <th>FIN & ECN Objective E Minimum Target</th> </tr> </thead> <tbody> <tr> <td>11/FA</td> <td>~85%</td> <td>70%</td> </tr> <tr> <td>12/SP</td> <td>~88%</td> <td>70%</td> </tr> <tr> <td>12/SU</td> <td>~88%</td> <td>70%</td> </tr> </tbody> </table>	Term	FIN & ECN Objective E Results	FIN & ECN Objective E Minimum Target	11/FA	~85%	70%	12/SP	~88%	70%	12/SU	~88%	70%
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11/FA	~85%	70%															
12/SP	~88%	70%															
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Student Learning Results: Bachelor of Science in Marketing

Performance Indicator	Definition
<p>1. Student Learning Results</p> <p>Learning Objectives</p> <p>A. Graduates of the Bachelor of Science in Marketing program will be able to</p>	<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-party examination, faculty-designed examination, professional performance, licensure examination).</i></p> <p>Add these to the description of the measurement instrument in column two: Direct - Assessing student performance by examining samples of student work</p>

<p>effectively formulate and manage marketing decisions and strategies for product and services markets.</p> <p>B. Graduates of the Bachelor of Science in Marketing program will be able to formulate key product and service marketing strategies based on product development, marginal costs, and marginal profit.</p> <p>C. Graduates of the Bachelor of Science in Marketing program will be able to address the dynamics of advertising, promotion, and branding in the domestic and global economies based on consumer demand and behavior research.</p> <p>D. Graduates of the Bachelor of Science in Marketing program will be able to determine the dynamics of strategic product positioning and distribution for both traditional and internet marketing in the domestic and global marketplace.</p> <p>E. Graduates of the Bachelor of Science in Marketing program will be able to address strategic and tactical pricing issues and techniques, including both dynamic and segmented pricing, based on consumer behavior and demand, marginal profit, and competition.</p>	<p>Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information.</p> <p>Formative – An assessment conducted during the student’s education.</p> <p>Summative – An assessment conducted at the end of the student’s education.</p> <p>Internal – An assessment instrument that was developed within the business unit.</p> <p>External – An assessment instrument that was developed outside the business unit.</p> <p>Comparative – Compare 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 comparable data.</p>
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Analysis of Results																	
Objective	Measurement Instrument	Current Result	Analysis	Action Taken	Data												
Objective A	<p>Average score on MKT 450, Module 3 assignment: Jones•Blair Case Study.</p> <p>Target: Average score of 70% or greater.</p> <p>Assessment is Internal, Formative.</p> <p>Assessment Cycle: Scores are reported each time</p>	Average score for 12/SU semester was 81.7%.	Target achieved in past three assessment periods.	No specific action required.	<table border="1" style="display: none;"> <caption>Graph Data</caption> <thead> <tr> <th>Term</th> <th>MKT Objective A Results (%)</th> <th>MKT Objective A Minimum Target (%)</th> </tr> </thead> <tbody> <tr> <td>11/FA</td> <td>82</td> <td>70</td> </tr> <tr> <td>12/SP</td> <td>92</td> <td>70</td> </tr> <tr> <td>12/SU</td> <td>81</td> <td>70</td> </tr> </tbody> </table>	Term	MKT Objective A Results (%)	MKT Objective A Minimum Target (%)	11/FA	82	70	12/SP	92	70	12/SU	81	70
Term	MKT Objective A Results (%)	MKT Objective A Minimum Target (%)															
11/FA	82	70															
12/SP	92	70															
12/SU	81	70															

	course is offered and aggregated each semester.																
Objective B	<p>Average score on MKT 450, Module 6 assignment: Frito-Lay Case Study.</p> <p>Target: Average score of 70% or greater.</p> <p>Assessment is Internal, Formative.</p> <p>Assessment Cycle: Scores are reported each time course is offered and aggregated each semester.</p>	Average score for 12/SU semester was 82.4%.	Target achieved in past three assessment periods.	No specific action required.	<p>The graph for Objective B shows 'MKT Objective A Results' (blue line with diamonds) and 'MKT Objective A Minimum Target' (red line with squares). The Y-axis ranges from 0.0% to 100.0% in 20.0% increments. The X-axis shows three assessment periods: 11/FA, 12/SP, and 12/SU. The results are approximately 82.4% for 11/FA, 92.4% for 12/SP, and 82.4% for 12/SU. The target is a constant 70.0%.</p> <table border="1"> <thead> <tr> <th>Assessment Period</th> <th>MKT Objective A Results</th> <th>MKT Objective A Minimum Target</th> </tr> </thead> <tbody> <tr> <td>11/FA</td> <td>82.4%</td> <td>70.0%</td> </tr> <tr> <td>12/SP</td> <td>92.4%</td> <td>70.0%</td> </tr> <tr> <td>12/SU</td> <td>82.4%</td> <td>70.0%</td> </tr> </tbody> </table>	Assessment Period	MKT Objective A Results	MKT Objective A Minimum Target	11/FA	82.4%	70.0%	12/SP	92.4%	70.0%	12/SU	82.4%	70.0%
Assessment Period	MKT Objective A Results	MKT Objective A Minimum Target															
11/FA	82.4%	70.0%															
12/SP	92.4%	70.0%															
12/SU	82.4%	70.0%															
Objective C	<p>Average Score on MKT 415 Module 1 assignment: Integrated Marketing Communication plan.</p> <p>Target: Average score of 75% or greater.</p> <p>Assessment is Internal, Formative.</p> <p>Assessment Cycle: Scores are reported each time course is offered and aggregated each semester.</p>	Average score for 12/SU semester was 92.5%.	Target achieved in past three assessment periods.	No specific action required.	<p>The graph for Objective C shows 'MKT Objective C Results' (blue line with diamonds) and 'MKT Objective C Minimum Target' (red line with squares). The Y-axis ranges from 0.0% to 100.0% in 20.0% increments. The X-axis shows three assessment periods: 11/FA, 12/SP, and 12/SU. The results are approximately 82.5% for 11/FA, 79.5% for 12/SP, and 92.5% for 12/SU. The target is a constant 75.0%.</p> <table border="1"> <thead> <tr> <th>Assessment Period</th> <th>MKT Objective C Results</th> <th>MKT Objective C Minimum Target</th> </tr> </thead> <tbody> <tr> <td>11/FA</td> <td>82.5%</td> <td>75.0%</td> </tr> <tr> <td>12/SP</td> <td>79.5%</td> <td>75.0%</td> </tr> <tr> <td>12/SU</td> <td>92.5%</td> <td>75.0%</td> </tr> </tbody> </table>	Assessment Period	MKT Objective C Results	MKT Objective C Minimum Target	11/FA	82.5%	75.0%	12/SP	79.5%	75.0%	12/SU	92.5%	75.0%
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11/FA	82.5%	75.0%															
12/SP	79.5%	75.0%															
12/SU	92.5%	75.0%															
Objective D	Average score on MKT 450, Module 5 assignment: Case Study:	Average score for 12/SU semester was 80.7%.	Target achieved in past three assessment periods.	No specific action required.													

	<p>Cadbury Beverages Case Study.</p> <p>Target: Average score of 70% or greater.</p> <p>Assessment is Internal, Summative.</p> <p>Assessment Cycle: Scores are reported each time course is offered and aggregated each semester.</p>				<table border="1"> <caption>MKT Objective D Results</caption> <thead> <tr> <th>Term</th> <th>MKT Objective D Results</th> <th>MKT Objective D Minimum Target</th> </tr> </thead> <tbody> <tr> <td>11/FA</td> <td>~88%</td> <td>70%</td> </tr> <tr> <td>12/SP</td> <td>~92%</td> <td>70%</td> </tr> <tr> <td>12/SU</td> <td>~80%</td> <td>70%</td> </tr> </tbody> </table>	Term	MKT Objective D Results	MKT Objective D Minimum Target	11/FA	~88%	70%	12/SP	~92%	70%	12/SU	~80%	70%
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11/FA	~88%	70%															
12/SP	~92%	70%															
12/SU	~80%	70%															
Objective E	<p>Average score on MKT 450, Module 8 assignment: Strategic Marketing Plan.</p> <p>Target: Average score of 80% or greater.</p> <p>Assessment is Internal, Formative.</p> <p>Assessment Cycle: Scores are reported each time course is offered and aggregated each semester.</p>	Average score for 12/SU semester was 95.7%.	Target achieved in past three assessment periods.	No specific action required.	<table border="1"> <caption>MKT Objective E Results</caption> <thead> <tr> <th>Term</th> <th>MKT Objective E Results</th> <th>MKT Objective E Minimum Target</th> </tr> </thead> <tbody> <tr> <td>11/FA</td> <td>~90%</td> <td>80%</td> </tr> <tr> <td>12/SP</td> <td>~95%</td> <td>80%</td> </tr> <tr> <td>12/SU</td> <td>~95%</td> <td>80%</td> </tr> </tbody> </table>	Term	MKT Objective E Results	MKT Objective E Minimum Target	11/FA	~90%	80%	12/SP	~95%	80%	12/SU	~95%	80%
Term	MKT Objective E Results	MKT Objective E Minimum Target															
11/FA	~90%	80%															
12/SP	~95%	80%															
12/SU	~95%	80%															

Student Learning Results: Bachelor of Science in Sports Management

Performance Indicator	Definition
<p>1. Student Learning Results</p> <p>Learning Objectives</p>	<p>A student learning outcome is one that measures a specific competency attainment.</p> <p><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></p>

<p>A. Graduates of the Bachelor of Science in Sports Management program will be able to analyze and interpret financial and accounting information to make business decisions that leverage organizational strengths and eliminate or minimize organizational weaknesses.</p> <p>B. Graduates of the Bachelor of Science in Sports Management program will be able to Apply theoretical concepts to critical processes that promote strategic advantage and improvement of internal stakeholder relationships through effective leadership</p> <p>C. Graduates of the Bachelor of Science in Sports Management program will be able to Formulate and implement effective business and product strategies based on the analysis and interpretation of market and industry research data</p> <p>D. Graduates of the Bachelor of Science in Sports Management program will be able to Plan and manage events, tournaments, and other activities related to the sports industry.</p> <p>E. Graduates of the Bachelor of Science in Sports Management program will be able to Develop and implement effective marketing strategies that create sustainable competitive advantage in the sports industry.</p>	<p>Add these to the description of the measurement instrument in column two: Direct - Assessing student performance by examining samples of student work Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information. 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 – Compare 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 comparable data.</p>
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		Analysis of Results			
Objective	Measurement Instrument	Current Results	Analysis	Action Taken	Data
Objective A	Average score on BUS 372, Module 8 assignment: Marketing Strategy. Target: Average score of 75% or greater.	Average score for 12/SU semester was 90.9%.	Target achieved in past three assessment periods.	No specific action plan required.	

	<p>Assessment is Internal, Formative.</p> <p>Assessment Cycle: Scores are reported each time course is offered and aggregated each semester.</p>				<table border="1"> <caption>SPT MGT Objective A Results</caption> <thead> <tr> <th>Year</th> <th>Results (%)</th> <th>Minimum Target (%)</th> </tr> </thead> <tbody> <tr> <td>11/FA</td> <td>100.0</td> <td>75.0</td> </tr> <tr> <td>12/SP</td> <td>90.0</td> <td>75.0</td> </tr> <tr> <td>12/SU</td> <td>90.0</td> <td>75.0</td> </tr> </tbody> </table>	Year	Results (%)	Minimum Target (%)	11/FA	100.0	75.0	12/SP	90.0	75.0	12/SU	90.0	75.0
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11/FA	100.0	75.0															
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12/SU	90.0	75.0															
Objective B	<p>Average score on BUS 485, Module 8 Capstone Project: Paper on Strategic Leadership and Entrepreneurship.</p> <p>Target: Average score of 75% or greater.</p> <p>Assessment is Internal, Formative.</p> <p>Assessment Cycle: Scores are reported each time course is offered and aggregated each semester.</p>	<p>Average score for 12/SU semester was 96.5%.</p>	<p>Target achieved in past three assessment periods.</p>	<p>No specific action plan required.</p>	<table border="1"> <caption>SPT MGT Objective B Results</caption> <thead> <tr> <th>Year</th> <th>Results (%)</th> <th>Minimum Target (%)</th> </tr> </thead> <tbody> <tr> <td>11/FA</td> <td>90.0</td> <td>75.0</td> </tr> <tr> <td>12/SP</td> <td>95.0</td> <td>75.0</td> </tr> <tr> <td>12/SU</td> <td>95.0</td> <td>75.0</td> </tr> </tbody> </table>	Year	Results (%)	Minimum Target (%)	11/FA	90.0	75.0	12/SP	95.0	75.0	12/SU	95.0	75.0
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Objective C	<p>Average score on BUS 372, Module 8 assignment: Marketing Strategy.</p> <p>Target: Average score of 75% or greater.</p> <p>Assessment is Internal, Formative.</p>	<p>Average score for 12/SU semester was 90.9%.</p>	<p>Target achieved in past three assessment periods.</p>	<p>No specific action plan required.</p>													

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Objective D	<p>Average score on BUS 372, Module 1 assignment: Special Olympics.</p> <p>Target: Average score of 75% or greater.</p> <p>Assessment is Internal, Formative.</p> <p>Assessment Cycle: Scores are reported each time course is offered and aggregated each semester.</p>	<p>Average score for 12/SU semester was 94.7%.</p>	<p>Target achieved in past three assessment periods.</p>	<p>No specific action plan required.</p>	<table border="1"> <caption>SPT MGT Objective D Results</caption> <thead> <tr> <th>Assessment Period</th> <th>Results (%)</th> <th>Minimum Target (%)</th> </tr> </thead> <tbody> <tr> <td>11/FA</td> <td>95.0</td> <td>75.0</td> </tr> <tr> <td>12/SP</td> <td>95.0</td> <td>75.0</td> </tr> <tr> <td>12/SU</td> <td>95.0</td> <td>75.0</td> </tr> </tbody> </table>	Assessment Period	Results (%)	Minimum Target (%)	11/FA	95.0	75.0	12/SP	95.0	75.0	12/SU	95.0	75.0
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Objective E	<p>Average score on BUS 485, Module 3 assignment: Capstone Marketing Plan.</p> <p>Target: Average score of 75% or greater.</p> <p>Assessment is Internal, Summative.</p>	<p>Average score for 12/SU semester was 92.4%.</p>	<p>Target achieved in past three assessment periods.</p>	<p>No specific action plan required.</p>													

	<p>Assessment Cycle: Scores are reported each time course is offered and aggregated each semester.</p>				<table border="1"> <caption>SPT MGT Objective E Results and Minimum Target</caption> <thead> <tr> <th>Term</th> <th>SPT MGT Objective E Results</th> <th>SPT MGT Objective E Minimum Target</th> </tr> </thead> <tbody> <tr> <td>11/FA</td> <td>~85%</td> <td>~75%</td> </tr> <tr> <td>12/SP</td> <td>~95%</td> <td>~75%</td> </tr> <tr> <td>12/SU</td> <td>~92%</td> <td>~75%</td> </tr> </tbody> </table>	Term	SPT MGT Objective E Results	SPT MGT Objective E Minimum Target	11/FA	~85%	~75%	12/SP	~95%	~75%	12/SU	~92%	~75%
Term	SPT MGT Objective E Results	SPT MGT Objective E Minimum Target															
11/FA	~85%	~75%															
12/SP	~95%	~75%															
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Student Learning Results: Master of Business Administration

Performance Indicator	Definition
<p>1. Student Learning Results</p> <p>Learning Objectives</p> <p>A. Graduates of Grand Canyon University's Master of Business Administration program will be able to recognize the impact of the global economy on organizational decision-making, planning, and sourcing of organizational resources and functions and demonstrate interpersonal skills that address sourcing, organizational structure, and the influence of diverse cultures on organizational practices and decision-making.</p> <p>B. Graduates of Grand Canyon University's Master of Business Administration program will be able to effectively direct the development and implementation of organizational management information and to effectively conduct business through the use of telecommunications, emerging technologies, and ecommerce applications.</p>	<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-party examination, faculty-designed examination, professional performance, licensure examination).</i></p> <p>Add these to the description of the measurement instrument in column two: Direct - Assessing student performance by examining samples of student work Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information. 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 – Compare 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 comparable data.</p>

<p>C. Graduates of Grand Canyon University's Master of Business Administration program will be able to demonstrate the ability to use research as the foundation for action in decision-making and problem solving.</p> <p>D. Graduates of Grand Canyon University's Master of Business Administration program will be able to apply essential business principles that encompass finance, accounting, economics, marketing, and management in order to effectively lead and manage business enterprises.</p>	
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Analysis of Results																	
Objective	Measurement Instrument	Current Results	Analysis	Action Taken	Data												
Objective A	<p>Average score on MGT 660, Module 8 assignment: Strategic Leadership and Entrepreneurship Paper.</p> <p>Target: Average score of 85% or greater.</p> <p>Assessment is Internal, Summative.</p> <p>Assessment Cycle: Scores are reported each time course is offered and aggregated each semester.</p>	Average score for 12/SU semester was 92.4%.	Target achieved in past three assessment periods.	No specific action plan required.	<table border="1" style="display: none;"> <caption>MBA Objective A Results Data</caption> <thead> <tr> <th>Term</th> <th>MBA Objective A Results (%)</th> <th>MBA Objective A Minimum Target (%)</th> </tr> </thead> <tbody> <tr> <td>11/FA</td> <td>~95.0</td> <td>85.0</td> </tr> <tr> <td>12/SP</td> <td>~92.4</td> <td>85.0</td> </tr> <tr> <td>12/SU</td> <td>~92.4</td> <td>85.0</td> </tr> </tbody> </table>	Term	MBA Objective A Results (%)	MBA Objective A Minimum Target (%)	11/FA	~95.0	85.0	12/SP	~92.4	85.0	12/SU	~92.4	85.0
Term	MBA Objective A Results (%)	MBA Objective A Minimum Target (%)															
11/FA	~95.0	85.0															
12/SP	~92.4	85.0															
12/SU	~92.4	85.0															
Objective B	Average score on MGT 655, Module	Average score for 12/SU	Target achieved in past three	No specific action plan													

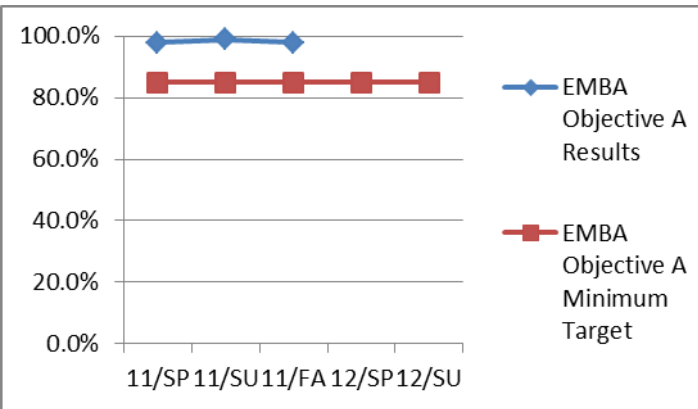
	<p>3 assignment: Capacity Management Case Study.</p> <p>Target: Average score of 85% or greater.</p> <p>Assessment is Internal, Formative.</p> <p>Assessment Cycle: Scores are reported each time course is offered and aggregated each semester.</p>	semester was 92.4%.	assessment periods.	required.	<table border="1"> <caption>MBA Objective B Results</caption> <thead> <tr> <th>Period</th> <th>MBA Objective B Results</th> <th>MBA Objective B Minimum Target</th> </tr> </thead> <tbody> <tr> <td>11/FA</td> <td>~92.4%</td> <td>85.0%</td> </tr> <tr> <td>12/SP</td> <td>~98.0%</td> <td>85.0%</td> </tr> <tr> <td>12/SU</td> <td>~98.0%</td> <td>85.0%</td> </tr> </tbody> </table>	Period	MBA Objective B Results	MBA Objective B Minimum Target	11/FA	~92.4%	85.0%	12/SP	~98.0%	85.0%	12/SU	~98.0%	85.0%
Period	MBA Objective B Results	MBA Objective B Minimum Target															
11/FA	~92.4%	85.0%															
12/SP	~98.0%	85.0%															
12/SU	~98.0%	85.0%															
Objective C	<p>Average score on BUS 660, Module 4 Problem Set.</p> <p>Target: Average score of 85% or greater.</p> <p>Assessment is Internal, Summative.</p> <p>Assessment Cycle: Scores are reported each time course is offered and aggregated each semester.</p>	Average score for 12/SU semester was 92.4%.	Target achieved in past three assessment periods.	No specific action plan required.	<table border="1"> <caption>MBA Objective C Results</caption> <thead> <tr> <th>Period</th> <th>MBA Objective C Results</th> <th>MBA Objective C Minimum Target</th> </tr> </thead> <tbody> <tr> <td>11/FA</td> <td>~95.0%</td> <td>85.0%</td> </tr> <tr> <td>12/SP</td> <td>~92.0%</td> <td>85.0%</td> </tr> <tr> <td>12/SU</td> <td>~92.0%</td> <td>85.0%</td> </tr> </tbody> </table>	Period	MBA Objective C Results	MBA Objective C Minimum Target	11/FA	~95.0%	85.0%	12/SP	~92.0%	85.0%	12/SU	~92.0%	85.0%
Period	MBA Objective C Results	MBA Objective C Minimum Target															
11/FA	~95.0%	85.0%															
12/SP	~92.0%	85.0%															
12/SU	~92.0%	85.0%															
Objective D	<p>Average score on MGT 660, Module 7 assignment: Paper on Business Plan Implementation and Risk Management.</p> <p>Target: Average score of 85% or</p>	Average score for 12/SU semester was 92.4%.	Target achieved in past three assessment periods.	No specific action plan required.													

	<p>greater.</p> <p>Assessment is Internal, Summative.</p> <p>Assessment Cycle: Scores are reported each time course is offered and aggregated each semester.</p>				<table border="1"> <caption>MGT Objective D Results and Minimum Target Data</caption> <thead> <tr> <th>Term</th> <th>MGT Objective D Results (%)</th> <th>MGT Objective D Minimum Target (%)</th> </tr> </thead> <tbody> <tr> <td>11/FA</td> <td>~95%</td> <td>~85%</td> </tr> <tr> <td>12/SP</td> <td>~98%</td> <td>~85%</td> </tr> <tr> <td>12/SU</td> <td>~92%</td> <td>~85%</td> </tr> </tbody> </table>	Term	MGT Objective D Results (%)	MGT Objective D Minimum Target (%)	11/FA	~95%	~85%	12/SP	~98%	~85%	12/SU	~92%	~85%
Term	MGT Objective D Results (%)	MGT Objective D Minimum Target (%)															
11/FA	~95%	~85%															
12/SP	~98%	~85%															
12/SU	~92%	~85%															

Student Learning Results: Executive Master of Business Administration Degree

Performance Indicator	Definition
<p>1. Student Learning Results</p> <p>Learning Objectives</p> <p>A. Graduates of Grand Canyon University’s Ken Blanchard Executive Master of Business Administration program will be able to apply essential business principles that encompass finance, accounting, economics, marketing, and management in order to effectively lead and manage business enterprises.</p> <p>B. Graduates of Grand Canyon University’s Ken Blanchard Executive Master of Business Administration program will be able to recognize the impact of the global economy on organizational decision-making, planning, and sourcing of organizational resources and functions and demonstrate interpersonal skills that address sourcing, organizational structure, and the influence of diverse cultures on organizational practices and</p>	<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-party examination, faculty-designed examination, professional performance, licensure examination).</i></p> <p>Add these to the description of the measurement instrument in column two:</p> <p>Direct - Assessing student performance by examining samples of student work</p> <p>Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information.</p> <p>Formative – An assessment conducted during the student’s education.</p> <p>Summative – An assessment conducted at the end of the student’s education.</p> <p>Internal – An assessment instrument that was developed within the business unit.</p> <p>External – An assessment instrument that was developed outside the business unit.</p> <p>Comparative – Compare 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 comparable data.</p>

<p>decision-making.</p> <p>C. Graduates of Grand Canyon University's Ken Blanchard Executive Master of Business Administration program will be able to effectively direct the development and implementation of organizational management information and to effectively conduct business through the use of telecommunications, emerging technologies, and ecommerce</p> <p>D. Graduates of Grand Canyon University's Ken Blanchard Executive Master of Business Administration program will be able to demonstrate the ability to use research as the foundation for action in decision-making and problem solving.</p> <p>E. Graduates of Grand Canyon University's Ken Blanchard Master of Business Administration program will be able to demonstrate and apply a variety of skills and principles of leadership to various organizational environments.</p>	
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		Analysis of Results																					
Objective	Measurement Instrument	Current Results	Analysis	Action Taken	Data																		
Objective A	<p>BUS 640, Module 8 Global Supply Chain Management Simulation.</p> <p>Target: Average score of 85% or greater.</p> <p>Assessment is Internal, Formative.</p> <p>Assessment Cycle: Scores are reported each time course is offered and aggregated each semester.</p>	<p>Average score for 11/FA, the last time this course was offered, was 97.9%.</p>	<p>Target achieved in past three assessment periods.</p>	<p>No specific action plan required.</p>	 <p>The graph displays two data series: 'EMBA Objective A Results' (blue line with diamond markers) and 'EMBA Objective A Minimum Target' (red line with square markers). The Y-axis represents percentages from 0.0% to 100.0% in 20% increments. The X-axis shows semesters: 11/SP, 11/SU, 11/FA, 12/SP, and 12/SU. The results are consistently above the 85% target, with values around 97.9% for 11/FA. There are no data points for 12/SP and 12/SU as the course was not offered.</p> <table border="1"> <caption>EMBA Objective A Results Data</caption> <thead> <tr> <th>Semester</th> <th>EMBA Objective A Results (%)</th> <th>EMBA Objective A Minimum Target (%)</th> </tr> </thead> <tbody> <tr> <td>11/SP</td> <td>~97.9</td> <td>85</td> </tr> <tr> <td>11/SU</td> <td>~97.9</td> <td>85</td> </tr> <tr> <td>11/FA</td> <td>97.9</td> <td>85</td> </tr> <tr> <td>12/SP</td> <td>-</td> <td>85</td> </tr> <tr> <td>12/SU</td> <td>-</td> <td>85</td> </tr> </tbody> </table> <p>Note: Course not offered in 12/SP or 12/SU</p>	Semester	EMBA Objective A Results (%)	EMBA Objective A Minimum Target (%)	11/SP	~97.9	85	11/SU	~97.9	85	11/FA	97.9	85	12/SP	-	85	12/SU	-	85
Semester	EMBA Objective A Results (%)	EMBA Objective A Minimum Target (%)																					
11/SP	~97.9	85																					
11/SU	~97.9	85																					
11/FA	97.9	85																					
12/SP	-	85																					
12/SU	-	85																					

<p>Objective B</p>	<p>MGT 639, Module 8, Strategic Leadership and Entrepreneurship Paper.</p> <p>Target: Average score of 85% or greater.</p> <p>Assessment is Internal, Summative.</p> <p>Assessment Cycle: Scores are reported each time course is offered and aggregated each semester.</p>	<p>Average score for 12/SU semester was 97.6%.</p>	<p>Target achieved in past three assessment periods.</p>	<p>No specific action plan required.</p>	<table border="1"> <caption>EMBA Objective B Results</caption> <thead> <tr> <th>Assessment Period</th> <th>EMBA Objective B Results (%)</th> <th>EMBA Objective B Minimum Target (%)</th> </tr> </thead> <tbody> <tr> <td>11/FA</td> <td>~98.0</td> <td>85.0</td> </tr> <tr> <td>12/SP</td> <td>~97.6</td> <td>85.0</td> </tr> <tr> <td>12/SU</td> <td>~98.0</td> <td>85.0</td> </tr> </tbody> </table>	Assessment Period	EMBA Objective B Results (%)	EMBA Objective B Minimum Target (%)	11/FA	~98.0	85.0	12/SP	~97.6	85.0	12/SU	~98.0	85.0
Assessment Period	EMBA Objective B Results (%)	EMBA Objective B Minimum Target (%)															
11/FA	~98.0	85.0															
12/SP	~97.6	85.0															
12/SU	~98.0	85.0															
<p>Objective C</p>	<p>MGT 639: Average Score on following case studies: Starbucks Coffee, Southwest Airlines, CEMEX, Infosys, Ikea, Nissan, and on the Organizational Alignment Exercise.</p> <p>Target: Average score of 85% or greater.</p> <p>Assessment is Internal, Summative.</p> <p>Assessment Cycle: Scores are reported each time course is offered and aggregated each semester.</p>	<p>Average score for 12/SU semester was 98.0%.</p>	<p>Target achieved in past three assessment periods.</p>	<p>No specific action plan required.</p>	<table border="1"> <caption>EMBA Objective C Results</caption> <thead> <tr> <th>Assessment Period</th> <th>EMBA Objective C Results (%)</th> <th>EMBA Objective C Minimum Target (%)</th> </tr> </thead> <tbody> <tr> <td>11/FA</td> <td>~98.0</td> <td>85.0</td> </tr> <tr> <td>12/SP</td> <td>~98.0</td> <td>85.0</td> </tr> <tr> <td>12/SU</td> <td>~98.0</td> <td>85.0</td> </tr> </tbody> </table>	Assessment Period	EMBA Objective C Results (%)	EMBA Objective C Minimum Target (%)	11/FA	~98.0	85.0	12/SP	~98.0	85.0	12/SU	~98.0	85.0
Assessment Period	EMBA Objective C Results (%)	EMBA Objective C Minimum Target (%)															
11/FA	~98.0	85.0															
12/SP	~98.0	85.0															
12/SU	~98.0	85.0															

<p>Objective D</p>	<p>MKT 632, Module 8 Marketplace Simulation.</p> <p>Target: Average score of 85% or greater.</p> <p>Assessment is Internal, Formative.</p> <p>Assessment Cycle: Scores are reported each time course is offered and aggregated each semester.</p>	<p>Average score for 12/SU semester was 95.5%.</p>	<p>Target achieved in past three assessment periods.</p>	<p>No specific action plan required.</p>	<table border="1"> <caption>EMBA Objective D Results</caption> <thead> <tr> <th>Assessment Period</th> <th>EMBA Objective D Results (%)</th> <th>EMBA Objective D Minimum Target (%)</th> </tr> </thead> <tbody> <tr> <td>11/FA</td> <td>~98.0</td> <td>85.0</td> </tr> <tr> <td>12/SP</td> <td>~95.0</td> <td>85.0</td> </tr> <tr> <td>12/SU</td> <td>~95.5</td> <td>85.0</td> </tr> </tbody> </table>	Assessment Period	EMBA Objective D Results (%)	EMBA Objective D Minimum Target (%)	11/FA	~98.0	85.0	12/SP	~95.0	85.0	12/SU	~95.5	85.0
Assessment Period	EMBA Objective D Results (%)	EMBA Objective D Minimum Target (%)															
11/FA	~98.0	85.0															
12/SP	~95.0	85.0															
12/SU	~95.5	85.0															
<p>Objective E</p>	<p>MKT 632, Module 8 Marketplace Simulation.</p> <p>Target: Average score of 85% or greater.</p> <p>Assessment is Internal, Formative.</p> <p>Assessment Cycle: Scores are reported each time course is offered and aggregated each semester.</p>	<p>Average score for 12/SU semester was 95.5%.</p>	<p>Target achieved in past three assessment periods.</p>	<p>No specific action plan required.</p>	<table border="1"> <caption>EMBA Objective E Results</caption> <thead> <tr> <th>Assessment Period</th> <th>EMBA Objective E Results (%)</th> <th>EMBA Objective E Minimum Target (%)</th> </tr> </thead> <tbody> <tr> <td>11/FA</td> <td>~98.0</td> <td>85.0</td> </tr> <tr> <td>12/SP</td> <td>~95.0</td> <td>85.0</td> </tr> <tr> <td>12/SU</td> <td>~95.5</td> <td>85.0</td> </tr> </tbody> </table>	Assessment Period	EMBA Objective E Results (%)	EMBA Objective E Minimum Target (%)	11/FA	~98.0	85.0	12/SP	~95.0	85.0	12/SU	~95.5	85.0
Assessment Period	EMBA Objective E Results (%)	EMBA Objective E Minimum Target (%)															
11/FA	~98.0	85.0															
12/SP	~95.0	85.0															
12/SU	~95.5	85.0															

Standard #5 Faculty and Staff Focus

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 5.1 Standard 5 - Faculty- and Staff-Focused Results

<p><u>Key Objectives</u></p> <p>A. Promote ongoing faculty/staff education. B. Promote faculty presentations at professional conferences and authorship of papers by full-time faculty. C. Provide faculty with performance feedback via classroom observations and end of course surveys.</p>		<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>			
Analysis of Results					
Competency	Measurement Instrument	Current Results	Analysis	Action Taken	Data
Objective A					
Promote Ongoing faculty/staff education.	Number of Faculty/Staff enrolled in advanced programs.	During this report period, one full-time faculty completed a Doctoral Program, and two full-time staff members completed Masters level programs.	Full-time faculty and staff continue to pursue advanced degrees. In addition, 17 of the part-time adjunct faculty added since 2009-2010 report that they are pursuing Doctoral degrees.	Continue to encourage and support full-time faculty and staff, and part-time adjunct faculty to pursue advanced degrees. One additional staff member will start a Doctoral program in 2013.	Faculty/Staff currently pursuing advanced degree programs. 2006: 1 full-time faculty 2007: 2 full-time faculty 2008: 2 full-time faculty, 3 full-time staff. 2010: 2 full-time faculty, 4 full-time staff 2011: 1 full-time faculty, 3 staff 2012: 1 full-time faculty, 1 full-time staff
Objective B:					
Promote faculty presentations at professional conferences and authorship of papers	Since GCU is primarily a teaching institution, faculty are encouraged, but	2012: C. Meegan presented at Regional ACBSP	KBCOB faculty have a consistent record of presenting and	In 2011, Grand Canyon University began publication of an academic journal titled the	2007: 2 presentations and 2 published papers by full-time faculty. 2007-2008: 4 presentations and 3 published papers by full-time faculty.

<p>by full-time faculty</p>	<p>not required to research and publish.</p>	<p>conference. 2011: Dr. Moronke Oke published article in the Journal of Occ. & Org. Psychology and presented at the AFAM conference of the Academy of Mgt. 2011: Dr. David Perkins presented at the Predictive Analytics World Conference.</p>	<p>publishing. KBCOB also encourages part-time adjuncts to publish and present. Part-time adjunct faculty added since 2009-2010 have reported 50 recent publications and 4 recent professional presentations.</p>	<p>Canyon Institute of Interdisciplinary Studies. It is a peer-reviewed journal, that will be published annually and include 3 issues. The initiation of this journal will provide faculty with additional opportunities to publish. Faculty presenting papers for possible publication in CJIS will also have the opportunity to present at symposiums presented at GCU. Two symposiums per year are scheduled.</p>	<p>2009-2010: One presentation, two textbooks co-authored, and 3 papers published by full-time faculty. 2011-2012: 4 presentations and one published paper by full-time faculty.</p>
<p>Objective C Provide faculty with performance feedback via classroom observations and end of course surveys.</p>	<p>Measurement is the completion and distribution of classroom observations and EOC surveys to faculty on a timely basis.</p>	<p>Full-time and adjunct ground faculty are observed once per academic year. Online faculty are observed on an ongoing basis by the Faculty Training & Dev't Dept. EOC survey results are distributed to faculty at the</p>	<p>All required faculty observations were completed in 2011-2012 academic year and are in process for the 2012-2013 academic year.</p>	<p>No specific action required.</p>	

		end of each course.			
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Faculty Qualifications

Complete Table 5.2 and 5.3 for new full-time and part-time faculty members since last self-study or QA report. Do not include faculty members previously reported.

**Table 5.2 Standard 5 – New Full-Time and Part-Time Faculty Qualifications
(Selected faculty only. See Appendix 5 for complete list)**

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
Adams, Pamela	Marketing	MKT 245 MKT 450 MKT 607 MKT 650 MKT 660	MBA BSBA	Five Years Work Experience in Marketing	Professional
Ademola, Matthew	Statistics Finance	BUS 352 FIN 504 FIN 650	DBA MS Management BS Finance	Five Years Work Experience in Management and Finance	Doctorate
Ahmed, Betty	Accounting Finance	ACC 250 ACC 502 ACC 350 FIN 660	DBA MBA BA	Five Years Work Experience in Accounting	Doctorate
Almy, Gary	Accounting	ACC 250	MEd Curriculum & Instruction MBA Accounting BS Psychology	Five Years Work Experience in Accounting	Professional

**Table 5.3 Standard 5, Criterion 5.8
Scholarly and Professional Activities
(Selected faculty only. See Appendix 6 for complete list)**

Codes to Use for Scholarly Activities:

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

Faculty Member	Highest Degree Earned	Professional Certification	Scholarly Activities				Professional Activities				Other
			Papers Presented	Published Articles/ Manuscripts/ Books	Unpublished Articles/ Manuscripts/ Books	Consulting	Professional Related Service	Professional Conferences/ Workshops	Professional Meetings	Professional Memberships	
Balfour, Charmaine	MBA			B=1							
Beideck, Alan	MA			B=1						4	
Brown, L	JD									4	
Chambers, S	DBA			D=2		D=1	D=2			1	

Standard #6 Educational and Business Process Management

a. Curriculum

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

There have been no substantial revisions to any accredited programs.

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

Bachelor of Science in Business Management

KBCOB introduced the Bachelor of Science in Business Management program in October, 2010. KBCOB expects that it will request accreditation of this program in 2013/SP. The CPCs are met entirely in the business core for this program, as summarized below. The assessment plan is presented in Appendix 4. Instructional resources, facilities and equipment, and admissions requirements are identical to those for all other accredited programs.

CORE	Hour Class Sessions by CPC Topic - 4 credit model BS in Business Management											
	a1 M K T	a2 FIN	a3 ACC	a4 MGT	b1 LAW	b2 ECO	b3 ETH	b4 GLO	c1 IS	c2 STAT	d POL/ COM P	Total
MGT 240	0	0	0	60	0	0	3	5	0	0	3	68
ECN 220	0	0	1	2	2	60	1	4	0	2	9	81
ACC 250	0	1	60	4	1	1	4	1	4	3	0	80
MKT 245	60	1	1	1	1	1	4	2	1	1	5	78
BUS 352	0	0	0	0	0	0	3	0	13	60	0	76
FIN 350	1	60	9	4	1	4	4	0	0	4	1	89
MGT 420	1	1	1	60	1	3	5	4	1	2	6	85
BUS 340	0	3	1	5	29	3	33	3	0	0	4	81
MGT 455	0	0	0	60	0	0	3	0	7	11	0	80
BUS 485	3	5	4	13	3	3	8	20	3	3	25	89
	67	71	137	155	38	75	69	35	31	85	53	736

The program description and key competencies are summarized below.

Program Description

The Bachelor of Science in Business Management program addresses the areas of servant leadership, innovation, entrepreneurial spirit, and business skills in order to develop global citizens, critical thinkers, effective communicators, and responsible leaders required in today's global economy. The program prepares students to compete for entry-level management positions in business through coursework that addresses the key functional areas of management: accounting, finance, marketing, operations, and human resources.

Program Competencies

Servant Leadership

Graduates of the Bachelor of Science Business Management will be able to integrate principles of servant leadership with essential management practices and describe how servant leadership influences individual, group, and organizational behavior.

Human Resource Management

Graduates of the Bachelor of Science in Business Management will be able to evaluate how effective Human Resource practices lead to valuing an organization's human assets and its consequences to an organization's performance.

Entrepreneurship and Creativity

Graduates of the Bachelor of Science in Business Management will be able to create innovative work environments for organizations to ensure the competitiveness of the firm.

Organizational Change

Graduates of the Bachelor of Science in Business Management will be able to utilize intervention skills and strategies for organizational change and development.

Program Admission Requirements

Admission requirements can be found at www.gcu.edu.

Instructional Resources and Facilities/Equipment

Instructional Resources and facilities/equipment are the same as for all accredited programs.

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

No accredited programs have been terminated since the last report.

Complete table 6.1. 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

<p>5. Organizational Effectiveness Results</p> <p>Key Objectives</p> <p>A. Continued growth in enrollment in KBCOB programs.</p> <p>B. Increase ground campus enrollment for in undergraduate programs.</p> <p>C. Increase student persistence rates.</p>		<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 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>																																			
		Analysis of Results																																			
Objective	Measurement Instrument	Current Results	Analysis	Action Taken	Data																																
<p>Objective A</p> <p>Continued growth in enrollment in KBCOB programs.</p>	<p>Student Enrollment in KBCOB programs.</p>	<p>Enrollment in 2012/SP was:</p> <p>UG: 5187 GR: 2397</p> <p>Total: 7584</p>	<p>Since the previous report, enrollment in UG programs has increased 31%, in GR programs, by 44.6%.</p> <p>Total enrollment has increased by 35%.</p> <p>Graduate enrollment has declined slightly from 2011 to 2012.</p>	<p>Continue to build the brand of the Ken Blanchard College of Business by offering quality programs delivered by quality instructors.</p>	<table border="1"> <caption>Enrollment Data from Graph</caption> <thead> <tr> <th>Semester</th> <th>Undergraduate Enrollment</th> <th>Graduate Enrollment</th> <th>Total Business Enrollment</th> </tr> </thead> <tbody> <tr> <td>08/SP</td> <td>~1000</td> <td>~1000</td> <td>~2000</td> </tr> <tr> <td>08/FA</td> <td>~2000</td> <td>~1200</td> <td>~3200</td> </tr> <tr> <td>09/SP</td> <td>~2500</td> <td>~1500</td> <td>~4000</td> </tr> <tr> <td>09/FA</td> <td>~3500</td> <td>~1800</td> <td>~5300</td> </tr> <tr> <td>10/FA</td> <td>~4500</td> <td>~2200</td> <td>~6700</td> </tr> <tr> <td>11/FA</td> <td>~4500</td> <td>~3000</td> <td>~7500</td> </tr> <tr> <td>12/FA</td> <td>~5000</td> <td>~2500</td> <td>~7500</td> </tr> </tbody> </table>	Semester	Undergraduate Enrollment	Graduate Enrollment	Total Business Enrollment	08/SP	~1000	~1000	~2000	08/FA	~2000	~1200	~3200	09/SP	~2500	~1500	~4000	09/FA	~3500	~1800	~5300	10/FA	~4500	~2200	~6700	11/FA	~4500	~3000	~7500	12/FA	~5000	~2500	~7500
Semester	Undergraduate Enrollment	Graduate Enrollment	Total Business Enrollment																																		
08/SP	~1000	~1000	~2000																																		
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11/FA	~4500	~3000	~7500																																		
12/FA	~5000	~2500	~7500																																		

			This is consistent with the overall trend in the U.S. for MBA programs.												
<p>Objective B</p> <p>Increase ground campus enrollment in KBCOB undergraduate programs.</p>	<p>Student enrollment in ground campus programs.</p>	<p>Ground UG enrollment increased by 98% from 2011/FA to 2012/FA.</p>	<p>Ground enrollment continues to grow. This is due to many reasons, including investments in student housing and other student amenities on campus. Introduction of the BS in Sports Management has attracted many full-time students to campus.</p>	<p>Continue to improve quality and rigor of our UG programs, and introduce new programs that are relevant to today's business environment.</p>	<p style="text-align: center;">Ground Undergraduate Enrollment</p> <table border="1"> <caption>Ground Undergraduate Enrollment Data</caption> <thead> <tr> <th>Year</th> <th>Enrollment</th> </tr> </thead> <tbody> <tr> <td>10/FA</td> <td>450</td> </tr> <tr> <td>11/FA</td> <td>550</td> </tr> <tr> <td>2012/FA</td> <td>1100</td> </tr> </tbody> </table>	Year	Enrollment	10/FA	450	11/FA	550	2012/FA	1100		
Year	Enrollment														
10/FA	450														
11/FA	550														
2012/FA	1100														
<p>Objective C Performance Measure</p> <p>Performance measure is the persistence rate, which is defined as the percentage of students who complete a course and register for their next course(s) within 29 days.</p> <p>Target persistence rate is 80% or higher.</p>	<p>Measurement Instrument</p> <p>Registration data for each student is tracked and consolidated into a report titled "Academic Metrics and Trends." The report is in the form of a pivot table so that each college at GCU can gather the information that is most important to them.</p>	<p>Current Results</p> <p>The graph for the average persistence rates for the Core Business Courses is shown to the right.</p> <p>Persistence rates by program are</p>	<p>Analysis</p> <p>Persistence rates were slightly below target in 2011 Quarter 4, but have increased steadily during the past three periods, and were above target for the first two periods in 2012.</p>	<p>Action Taken</p> <p>Persistence rates are above target, and no specific plans are being implemented.</p>	<p style="text-align: center;">Data</p> <p style="text-align: center;">Persistence Rate (%) for Business Core Courses</p> <table border="1"> <caption>Persistence Rate (%) for Business Core Courses Data</caption> <thead> <tr> <th>Quarter</th> <th>Persistence Rate (%)</th> </tr> </thead> <tbody> <tr> <td>2011Q3</td> <td>82</td> </tr> <tr> <td>2011Q4</td> <td>78</td> </tr> <tr> <td>2012Q1</td> <td>82</td> </tr> <tr> <td>2012Q2</td> <td>85</td> </tr> </tbody> </table>	Quarter	Persistence Rate (%)	2011Q3	82	2011Q4	78	2012Q1	82	2012Q2	85
Quarter	Persistence Rate (%)														
2011Q3	82														
2011Q4	78														
2012Q1	82														
2012Q2	85														

	Data is collected on a quarterly basis.	presented in graphical form in Appendix 2.			See Appendix 2 for data on selected programs.
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Additional Information requested by ACBSP regarding compliance with Standard 6.1.6., specifically, how KBCOB ensures that MBA students meet the CPCs.

ACBSP requires that all MBA students must take 30 graduate hours beyond the fulfillment of the CPCs. The 11 CPCs are listed below.

Marketing
 Finance
 Accounting
 Management
 Law
 Economics
 Ethics
 Global Aspects of Business
 Information Systems
 Statistics
 Comprehensive/Integrative/Policy

1. KBCOB’s core MBA program consists of 34 credits. Students take an additional 8 credits in their elective concentration area of study, for a total of 42 credits. Programs are broken down as follows:
 - a. One 2-credit course covering topics that will facilitate success as a graduate student at KBCOB (2 credits).
 - b. Eight 4-credit core courses covering traditional functional areas of business (32 credits).
 - c. Two 4-credit elective courses in concentration area (8 credits).

2. Meeting the CPC requirements: Students with Undergraduate Business Degrees.

MBA students with an undergraduate degree in business from a regionally accredited institution are credited with meeting the CPC requirements in their undergraduate degrees.

3. Meeting the CPC requirements: Students with non-business undergraduate degree.

All MBA students without an undergraduate degree in business are required to take three 4-credit prerequisite courses (in addition to their 42 credit core program), which emphasize the quantitative areas of Accounting, Finance, and Statistics, but are designed to incorporate coverage of all CPCs. None of the 12 prerequisite credits are included in the 30 credits required beyond the CPCs. CPC topics are covered in quizzes and exams, written assignments, required readings, and lectures.

- a. ACC 502 (4 credits) covers the following CPC areas: accounting, integration (course contains an integrative case study), information systems (as related to accounting function), management, marketing (use of accounting information in the marketing function), law, and ethics.
- b. FIN 504 (4 credits) covers the following CPC areas: finance, economics, global aspects of business (international finance), law, ethics, management, information systems (as related to financial management), and integration (course contains an integrative case study).
- c. SYM 506 (4 credits) covers the following CPC areas: statistics, management (use of statistics for decision-making), and information systems.

KBCOB is also considering the option for students without an undergraduate degree in business to take an academic leveling course, such as that offered by Peregrine Academics, in lieu of the three pre-requisite courses.

Complete the following table **only** if you have new programs or substantially changed an accredited program.

No changes have been made to programs already accredited. See discussion above relative to new program.

Appendix 1: End of Course Survey

Instructions: Please select the responses that most clearly represent your opinions and views. There are no "right" or "wrong" answers; what is important is your evaluation of this course. All responses are completely confidential. This survey is administered and maintained by the Office of Assessment, which guarantees your confidentiality. No one at GCU will associate your responses with you as an individual.

PART 1

Q1 Please **COPY** and **PASTE** the information from your ANGEL webpage to complete the following information:

Instructor's Name

Course Information

▶
▼

◀
▶

ANGEL Course Number

Q2 The curriculum materials under the ANGEL Classroom Tab are structured in an organized and logical manner.

Strongly disagree *Disagree* *Neither agree nor disagree* *Agree* *Strongly agree*

Q3 The syllabus provides all relevant course information.

Strongly disagree *Disagree* *Neither agree nor disagree* *Agree* *Strongly agree*

Q4 The course reading documents enable additional learning beyond the textbook.

Strongly disagree *Disagree* *Neither agree nor disagree* *Agree* *Strongly agree*

Q10 My instructor responds to most questions within 48 hours.

Strongly disagree *Disagree* *Neither agree nor disagree* *Agree* *Strongly agree*

Q11 My instructor enhances the learning experience in this course by using clear instruction and direction.

Strongly disagree *Disagree* *Neither agree nor disagree* *Agree* *Strongly agree*

Q12 My instructor effectively relates her/his expertise in the subject matter area.

Strongly disagree *Disagree* *Neither agree nor disagree* *Agree* *Strongly agree*

Q13 My instructor makes it clear how assignments will be assessed and uses rubrics where appropriate.

Strongly disagree *Disagree* *Neither agree nor disagree* *Agree* *Strongly agree*

Q14 Comments about the course instruction:

Q15 Did you use the GCU Library Services for work connected to this course?

Q5 The assignments provide clear direction.

Strongly disagree *Disagree* *Neither agree nor disagree* *Agree* *Strongly agree*

Q6 The assignments extend my knowledge and/or skills.

Strongly disagree *Disagree* *Neither agree nor disagree* *Agree* *Strongly agree*

Q7 The textbooks and additional course materials assist in my comprehension and learning of the subject matter.

Strongly disagree *Disagree* *Neither agree nor disagree* *Agree* *Strongly agree*

Q8 Comments on course assignments and materials:

Q9 My instructor provides supportive and effective feedback on assignments within 7 days of the due date.

Strongly disagree *Disagree* *Neither agree nor disagree* *Agree* *Strongly agree*

Yes

No

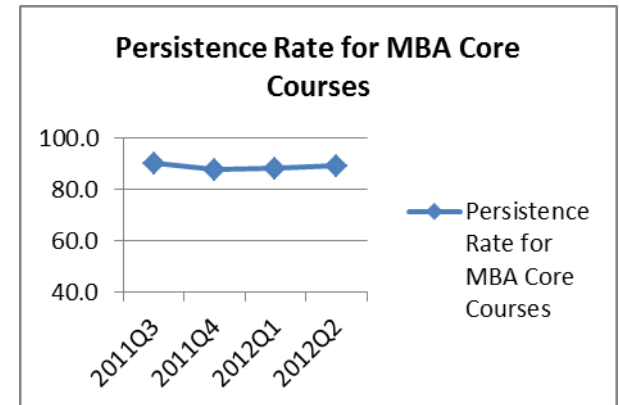
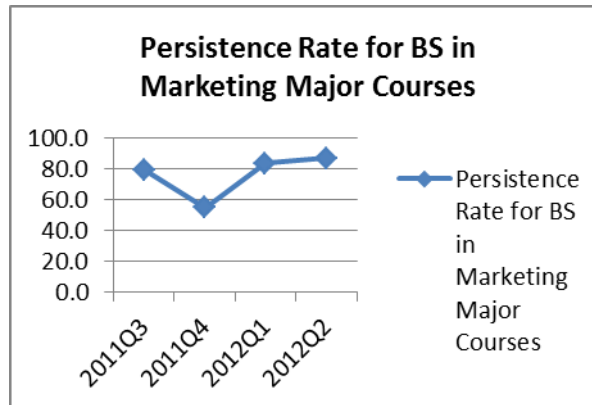
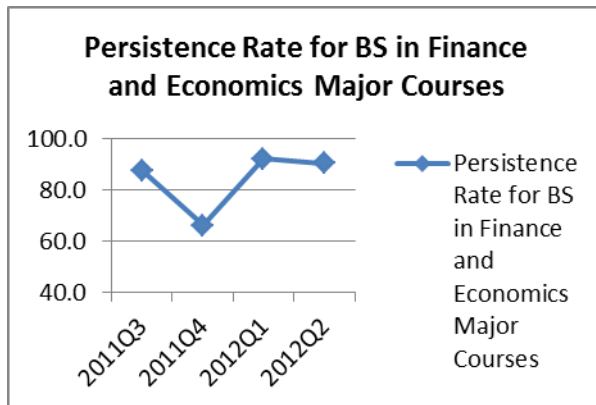
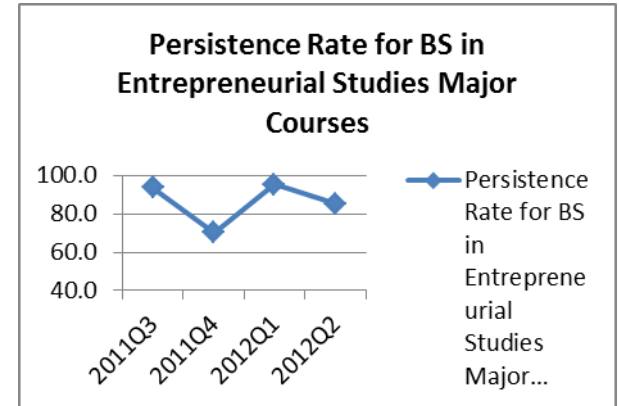
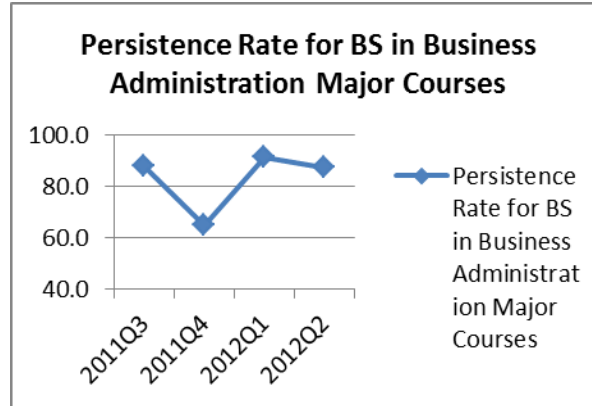
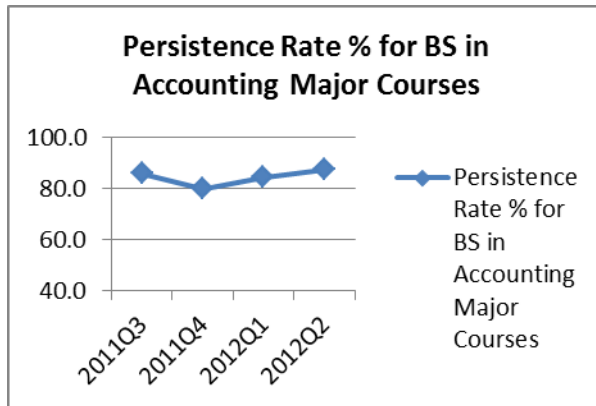
Q16 The GCU Library resources are adequate for fulfilling my class assignments.

Strongly disagree *Disagree* *Neither agree nor disagree* *Agree* *Strongly agree*

Q17 Comments about the overall learning experience in this course:

Appendix 2: Persistence Rate by Program

The persistence rate is the percentage of students who complete a course and register for their next course(s) within 29 days. Target persistence rate is 80%.



Appendix 3: Internship Evaluation Form



**INTERNSHIP EVALUATION FORM
GRAND CANYON UNIVERSITY
KEN BLANCHARD COLLEGE OF BUSINESS
ACADEMIC YEAR: 2011-2012**

Thank you very much for providing a supportive internship opportunity for a Grand Canyon University Ken Blanchard College of Business student. Please take a few minutes with the intern to conduct an exit interview and to discuss the outcomes of this intern experience. Thank you very much!

Student Intern: _____ Date: _____

Please rate the intern in each of the following categories by placing an “X” in the appropriate box.

	Unable to Evaluate	Excellent	Good	Average	Fair	Needs Improvement
Verbal communication						
Written communication						
Computer/technology skills						
Critical thinking						
Integrity/ethics/honesty						
Reliability						
Works with others						
Works well independently						
Application of instruction						
Decision making ability						
Mathematical/analytical skills						
General business awareness						
Knowledge of specific field						
Receive constructive criticism						
Ability to troubleshoot						
Overall rating						

Other comments: _____

Company Name: _____

Supervisor's Name and Title: _____

Supervisor's E-mail Address: _____

Supervisor's Name: _____ Total applicable hours worked: _____

Supervisor's Signature: _____

Please fax or mail this completed evaluation with any additional comments to:

Allison Mason
Ken Blanchard College of Business
Grand Canyon University
3300 West Camelback Road
Phoenix, Arizona 85017
Voice: (602) 639-7008
Fax: (602) 343-3723
E-mail: allison.mason@gcu.edu

Appendix 4: New Program Information – BS in Business Management

Program Assessment Plan

Management Skills

5.1 Servant Leadership

Integrate principles of servant leadership with essential management practices and describe how servant leadership influences individual, group, and organizational behavior.

▼ **Measure:** MGT 410 Servant Leadership
Program level; Direct - Student Artifact

Details/Description: MGT 410, Module 8

Personal Model of Leadership

- 1) Create the fourth level (impact) of your personal model of leadership by identifying the impact of one's contributions to oneself, other people, organizations, and society.
- 2) Use the resource tool provided in the Additional Resources folder in Canyon Connect.
- 3) Based on the four levels of a Personal Model of Leadership that you have created during this course, write a paper of 750-1,000 words that summarizes the four components of your personal model of leadership. Describe a personal example that illustrates each of the levels identified.
- 4) Prepare this assignment according to the APA guidelines found in the APA Style Guide, located in the Student Success Center. An abstract is not required.
 - a. Directly quoted source material may not exceed 10% of the paper's content.
 - b. Due to its inherent unreliability, Wikipedia is not considered an acceptable source for use in academic writing.

Acceptable Target: 80% of active students score 70% or greater. Active students include students who demonstrate participation through consistent attendance, assignment submission, and discussion posts

Ideal Target: 90% of active students score 70% or greater. Active students include students who demonstrate participation through consistent attendance, assignment submission, and discussion posts

Implementation Plan (timeline): assignment in course every time offered, data collected and evaluated annually

Key/Responsible Personnel: Program Chair

5.2 Human Resource Management

Evaluate how effective Human Resource practices lead to valuing an organization's human assets and its consequences to an organization's performance.

▼ **Measure:** MGT 434 Human Resources
Program level; Direct - Student Artifact

Details/Description: MGT 434, Modules 4 and 5

Performance Management PowerPoint

1) Create a PowerPoint (PPT) presentation of 20-25 slides that evaluates the concept of performance management as a strategy for achieving organizational goals. You will complete the PPT in two parts over modules 4 and 5.

2) Module 4 Part 1:

a) Summarize the components of performance management as described by Noe et al (2010) in your textbook.

b) Summarize the performance management system of Omani Oil Company described in the Khan (2010) article located in the module 4 readings.

c) Evaluate the performance management system of Omani Oil Company described in the Khan article against Noe's articulation of performance management.

d) Evaluate the performance evaluation process of Omani Oil Company against their stated vision, mission, core values, and goals. Be sure to address the following:

i) Critical factors needed for a thorough and useful evaluation.

ii) Use of training in conjunction with the performance evaluation process to improve employee performance.

iii) Connection of individual performance evaluation to organizational goals.

3) Module 5 Part 2:

a) Highlight the difference between training and employee development, and identify the times when each is used.

b) Explain how employee development aids HR professionals in retaining or separating employees.

c) Propose how Omani Oil Company may implement training and/or employee development to improve their performance management system.

4) Be sure to include a title slide, introduction/outline of presentation slide, and reference slide. Each slide should contain no more than 5 bullet points.

5) You must include a minimum of 5 peer reviewed references in your reference slide.

Acceptable Target: 70% of students will score 75% or better

Ideal Target: 70% of students will score 85% or better

Implementation Plan (timeline): evaluated annually

Key/Responsible Personnel: Program Chair

5.3 Intrapreneurship and Creativity

Create innovative work environments for organizations to ensure the competitiveness of the firm.

▼ **Measure:** ENT 435 Intrapreneurship and Innovation
Program level; Direct - Student Artifact

Details/Description: ENT 435, Module 8

Create an Innovation

- 1) Identify an innovation you could create or design and discuss how you will implement it in your organization or an organization in which you are involved, such as a church or a community group, or to start up a new business. The innovation can be a product, service, process, technology, management practice, or business model.
- 2) Write a paper of 1,500-2,500 words. You need to outline the various sections of this final paper as you go through each module in this class. The paper should use at least three models related to innovation from your reading or research.
- 3) Structure the final paper to include the following sections:
 - a) Opportunity: Describe the problem that will be solved or the opportunity that will be realized through the innovation you will be developing in this class.
 - b) Ensuring Success: Define the importance of innovation to assuring success for you personally and for the organization for which you will be developing an innovation for this class.
 - c) Impact on Results: Hypothesize the impact on the organization's results that your innovation will have.
 - d) The Innovation: Describe the innovation (product, service, process, management practice, and technology or business model) you will be developing for this class.
 - e) Creating Customer Value: Explain how the innovation you will be developing will help meet customer needs, create customer value, and impact your organization's results.
 - f) Implementation Process: Describe the process you might use to implement the innovation in your organization.
 - g) Measuring the Impact: Identify how you will measure the impact your innovation makes on customers and/or on your organization.

Acceptable Target: 70% of students will score 75% grade or better

Ideal Target: 70% of students will score 85% grade or better

Implementation Plan (timeline): 2012, Fall

Key/Responsible Personnel: Program Chair

5.4 Organizational Change

Utilize intervention skills and strategies for organizational change and development.

▼ **Measure:** MGT 492 Organizational Change and Development
Program level; Direct - Student Artifact

Details/Description: MGT 492, Module 8
CLC: Transformation at the IRS

- 1) Read the "Transformation at the IRS" case study in the Additional Resources folder in Canyon Connect. In a paper of 1,250-1,500 words, with your instructor-assigned group, address the following:
 - a) Who are the stakeholders in this case and which ones are most important. Why?
 - b) What prompted the change effort and what was targeted to change?
 - c) Why was the proposed change controversial?
 - d) Evaluate the change using Kotter's 8-step model and explain how it was used or could have been adopted for use in this case.
 - e) After this case took place, the IRS considered outsourcing their collections (overdue tax collections). Would you recommend this plan, why or why not?
 - f) What are some of the managerial challenges facing the IRS going forward?
- 2) Prepare this assignment according to the APA guidelines found in the APAStyle Guide, located in the Student Success Center. An abstract is not required.
 - a) Directly quoted source material may not exceed 10% of the paper's content.
 - b) Due to its inherent unreliability, Wikipedia is not considered an acceptable source for use in academic writing.
- 3) Submit the assignment to the instructor by the end of Module 8.

Acceptable Target: 70% of students will score 75% or better

Ideal Target: 70% of students will score 85% or better

Implementation Plan (timeline): annually

Key/Responsible Personnel: Program Chair

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

NAME (List alphabetically by Last Name)	MAJOR TEACHING FIELD	COURSES TAUGHT (List the Courses Taught During the Reporting Period, Do Not Duplicate Listing)	LIST ALL EARNED DEGREES (State Degree as Documented on Transcript, Must Include Major Field)	DOCUMENT OTHER PROFESSIONAL CERTIFICATION CRITERIA <ul style="list-style-type: none"> • Five Years Work Experience • Teaching Excellence • Professional Certifications 	ACBSP QUALIFICATION 4. Doctorate 5. Professional 6. Exception
Adams, Pamela	Marketing	MKT 245 MKT 450 MKT 607 MKT 650 MKT 660	MBA BSBA	Five Years Work Experience in Marketing	Professional
Ademola, Matthew	Statistics Finance	BUS 352 FIN 504 FIN 650	DBA MS Management BS Finance	Five Years Work Experience in Management and Finance	Doctorate
Ahmed, Betty	Accounting Finance	ACC 250 ACC 502 FIN 350 FIN 660	DBA MBA BA	Five Years Work Experience in Accounting	Doctorate
Almy, Gary	Accounting	ACC 250	MEd Curriculum & Instruction MBA Accounting BS Psychology	Five Years Work Experience in Accounting	Professional
Amos, Randall	Statistics Management Marketing	BUS 660 MGT 455 MKT 245	MBA BA Psychology	Five Years Work Experience in Business	Professional
Arceneaux, Dionne	Management	MGT 410	EMBA BS	Five Years Work Experience in Management	Professional
Barker, Elizabeth	Marketing	MKT 450 MKT 607	MBA General Management BS Criminal Justice	Five Years Work Experience in Marketing	Professional
Beideck, Alan	Economics	ECN 220 ECN 360 ECN 601	MA Economics BA Economics and Geography	Five Years Work Experience in Economics	Professional

Benes, Martin	Statistics	BUS 352 BUS 660	MSIM MBA	Five Years Work Experience in Statistics	Professional
Beyer, Brent	Economics	ECN 220 ECN 360	MBA BA Management and Economics	Five Years Work Experience in Accounting	Professional
Bingham, Christine	Accounting	ACC 502	MBA Accounting BBA Finance	Five Years Work Experience in Accounting	Professional
Blancett, Bryan	Management	MGT 240	MA Education BS Business Administration Administration	Five Years Work Experience in Management	Professional
Bledsoe, Roberta	Statistics	BUS 660	MA Mathematics BS Mathematics Education	Five Years Work Experience in Management	Professional
Boessling, Nicollette	Management	MGT 420	MBA BS Business/Management AA Elementary Education	Five Years Work Experience in Management	Professional
Bondeson, Stephanie	Management	MGT 240 MGT 420	MBA	Five Years Work Experience in Management	Professional
Boyd, Carol	Management	BUS 485 MGT 660	MS Administration BS Industrial Engineering	Five Years Work Experience in Management	Professional
Brase, Matt	Sports Management	BUS 232 BUS 372	MBA BS Business Management	Five Years Work Experience in Event Planning	Professional
Broos, Susy	Management Marketing	MGT 240 MGT 420 MKT 245	MBA Healthcare Management BS Exercise Science	Five Years Work Experience in Management	Professional
Brown, Lanny	Ethics	BUS 340	JD BA Communications and Management	Five Years Work Experience in Management	Doctorate
Browning, Lisa	Economics	ECN 601	JD MA Economics BA Economics	Five Years Work Experience in Economics	Doctorate
Browning, Tim	Accounting	ACC 250 ACC 350	MBA BS Business Administration	Five Years Work Experience in Accounting	Professional
Brynsaas, Jeff	Accounting	ACC 350	MBA BS Accountancy AA Business	Five Years Work Experience in Accounting	Professional

			Operations		
Buchholz, Jennifer	Management	MGT 420	MA Human Resources Development BA Communications	Five Years Work Experience in Management AMA Management Certificate	Professional
Byrnham, Lyndon	Statistics Economics	BUS 660 ECN 220 ECN 601	MA Economics BBA Economics BA Political Science	Five Years Work Experience in Economics	Professional
Buser, Brandon	Marketing	MKT 245 MKT 445 MKT 450	MBA Strategic Management and Services Leadership BS Business Management BA Journalism and Mass Communication	Five Years Work Experience in Marketing	Professional
Cardiel, Salvador	Accounting	ACC 250 ACC 350 ACC 355 ACC 360 ACC 616	MBA BA Accounting	Five Years Work Experience in Accounting	Professional
Cattermole, Mike	Management	MGT 420	MS HR Management BA Criminal Justice	Five Years Work Experience in Management	Professional
Chambers, Shakeisha	Entrepreneurship Management	ENT 445 MGT 240 MGT 420	PhD Organization and Management MBA BS Education	Five Years Work Experience in Management and Consulting	Doctorate
Charles, George	Finance	FIN 350 FIN 650	DBA International Business MBA Financial Management BA Business Administration & History	Five Years Work Experience in Finance	Doctorate
Chavarria, Marlo	Economics	ECN 220	MA Economics BA Economics & Political Science	Five Years Work Experience in Economics	Professional
Clifton, Theresa	Statistics Management	BUS 660 MGT 455 MGT 650 MGT 655	Doctor of Management MBA BS Chemistry	Five Years Work Experience in Operations Management Six Sigma Certified Certified Project Manager	Doctorate

Cober, Julie	Management	MGT 492	MS Leadership BA Communications	Five Years Work Experience in Management	Professional
Conley, Shawn	Management	MGT 455 MGT 655	MS Organizational Leadership MBA BS Professional Aeronautics	Five Years Work Experience in Operations Management	Professional
Costis, Becky	Entrepreneurship	ENT 320	MBA in HR Management BA Psychology	Five Years Work Experience in Marketing & Management	Professional
Cotoia, John	Marketing	MKT 245 MKT 606 MKT 607	MBA BS Management	Five Years Work Experience in Sales & Management	Professional
Creasap, Donna	Statistics	BUS 352 BUS 660	PhD Organizational Management MBA BS Economics & Sociology	Five Years Work Experience in Operations	Doctorate
Dale, Stanley	Accounting Finance	ACC 250 ACC 653 FIN 350 FIN 450 FIN 504	MBA BBA	Five Years Work Experience in Accounting	Professional
Damron, Kelly	Accounting	ACC 350 ACC 371 ACC 460 ACC 502 ACC 605 ACC 619 ACC 650 ACC 660 ACC 662	MBA BSBA Accounting	Five Years Work Experience in Accounting CPA	Professional
Davis, Juanmesha	Marketing	MKT 450 MKT 650	MS Management BSBA Marketing	Five Years Work Experience in Marketing	Professional
Davis, Vaunda	Accounting Finance	ACC 250 FIN 450 FIN 504	MBA Finance BBA Management	Five Years Work Experience in Accounting	Professional
Day, Derek	Marketing	MKT 245	MBA Marketing BA Business Administration BA Marketing	Five Years Work Experience in Marketing	Professional

Decker, Kathy	Accounting Economics	ACC 250 ACC 502 ECN 220 ECN 360 ECN 601	MBA BA Journalism	Five Years Work Experience in Marketing and Accounting	Professional
DiScipio, Joshua	Sports Management Marketing	BUS 232 BUS 372 MKT 373	MBA International Business MBA Management MS Sports Administration BA Political Science BA Sociology	Five Years Work Experience in Event Planning and Management	Professional
Doba, Derrick	Accounting	ACC 665	MBA Management BS Business Administration	Five Years Work Experience in Accounting CPA	Professional
DoBell-Garcia	Accounting	ACC 350	MBA BS BA Accounting	Five Years Work Experience in Accounting	Professional
Doyle, Jeremy	Management	MGT 455	MBA BS IT	Five Years Work Experience in Operations	Professional
Dudu, Momoh	Accounting Economics	ACC 250 ECN 220 ECN 450 ECN 601	MBA Finance BA Management	Five Years Work Experience in Economics	Professional
Duhn, Samantha	Accounting	ACC 360 ACC 370 ACC 371 ACC 486 ACC 491 ACC 502 ACC 620 ACC 660 ACC 662	MBA BA Accounting	Five Years Work Experience in Accounting CPA	Professional
Eixenberger, Norine	Management	MGT 455 MGT 655	MBA BSBA	Five Years Work Experience in Operations APIC Certification SAP Certification	Professional
El-Houbi, Ashraf	Statistics	BUS 352	PhD MS Applied Statistics	Five Years Work Experience in Data &	Doctorate

			MS Statistics BS Statistics	Statistics	
Empasis, Mark	Marketing	MKT 445	MBA BS Business & Finance	Five Years Work Experience in Marketing	Professional
Ennis, Wendi	Management	MGT 410	EMBA BS BA Information Systems	Five Years Work Experience in Leadership Global Leadership Certificate	Professional
Farrell, Richard	Marketing	MKT 245 MKT 450	MBA BS Business & Computer Sciences	Five Years Work Experience in Marketing & Management	Professional
Fones, Drew	Finance	FIN 350 FIN 450 FIN 504	MS Economics MBA BS Economics	Five Years Work Experience in Finance	Professional
Foote, Miriam	Accounting	ACC 250 ACC 360 ACC 486	MBA Accounting BBA	Five Years Work Experience in Accounting	Professional
Forde, Brenda	Accounting Economics	ACC 350 ECN 220	MBA BS BA Accounting	Five Years Work Experience in Accounting & Business CPA	Professional
Fowler, Matthew	Accounting Economics	ACC 250 ECN 220	MBA BS Marketing	Five Years Work Experience in Accounting	Professional
Freeborough, Robert	Management	MGT 420 MGT 605	PhD Organization & Management MBA M Divinity in Practical Theology BS Civil Engineering	Five Years Work Experience in Management	Doctorate
Freeland, Brian	Sports Management Marketing	BUS 232 MKT 373	Master of Sports Science BS Health & Physical Education	Five Years Work Experience in Management	Professional
Friedman, Sanford	Entrepreneurship	ENT 420 ENT 445	Doctor of Management MBA BABA Finance	Five Years Work Experience in Management	Doctorate
Fritz, Karen	Management	MGT 240 MGT 420	MBA Leadership BA Elementary Education	Five Years Work Experience in Business	Professional
Fullam, Kristin	Marketing	MKT 373	MA Physical Education MS Education	Five Years Work Experience in Sports	Professional

			BA Secondary Education		
Fuller, Hetter	Management	MGT420	MBA BA Political Science	Five Years Work Experience in Management	Professional
Gadd, Silas	Management	MGT 655	MBA Global Management BS Information Technology	Five Years Work Experience in Operations	Professional
Gahan, Brian	Entrepreneurship Management	ENT 320 ENT 435 MGT 604	Doctor of Education in Leadership MBA BA Public Communication & Human Relations	Five Years Work Experience in Management	Doctorate
Gamble, Erica	Management	MGT 420	PhD Organizational Behavior and Management MHRM BSBA	Five Years Work Experience in Management	Doctorate
Gaudiano, James	Accounting	ACC 250	MBA BS Accounting	Five Years Work Experience in Accounting	Professional
Geist, Christopher	Marketing	MKT 245	MBA BA Asian Studies	Five Years Work Experience in Marketing	Professional
Geivett, Daniel	Marketing	MKT 245	MBA BA Chemistry	Five Years Work Experience in Marketing	Professional
Giattino, Angela	Accounting	ACC 350 ACC 360 ACC 485 ACC 486 ACC 502 ACC 613 ACC 650	MA Accounting & Financial Management BA Accounting	Five Years Work Experience in Accounting	Professional
Gifford, Debra	Management	MGT 420	MS Management BS Management	Five Years Work Experience in Management Project Management Certificate	Professional
Gillio, Michael	Sports Management	BUS 232 BUS 364 BUS 372	MEd Health & Physical Education & Sports Management BS Physical Education & Sports Management	Five Years Work Experience in Sports Management	Professional

Gomolski, Brian	Accounting	ACC 250 ACC 350 ACC 486 ACC 650	Master of Professional Accounting BA Economics & Spanish	Five Years Work Experience in Accounting CPA	Professional
Graf, Kimberly	Accounting	ACC 250	MBA BA Geography	Five Years Work Experience in Accounting	Professional
Green, Tanya	Accounting	ACC 486 ACC 616 ACC 651 ACC 664	MBA BS Accounting	Five Years Work Experience in Accounting	Professional
Grossi, Chanelle	Management	MGT 420	MS Leadership BS Management	Five Years Work Experience in Management	Professional
Gustafson, Joan	Management	MGT 455 MGT 660	MBA Management BA Business Administration	Five Years Work Experience in Management	Professional
Hall, Randall	Marketing	MKT 245 MKT 450	MBA Marketing BBA	Five Years Work Experience in Marketing	Professional
Hamilton, Diane	Management Marketing	MGT 420 MGT 605 MKT 245	PhD Business Administration MA Organizational Management BS Business Management	Five Years Work Experience in Management	Doctorate
Hannen, Linda	Marketing	MKT 450	MBA BS Biology	Five Years Work Experience in Marketing	Professional
Hardy, Brian	Marketing	MKT 245 MKT 607	BS Business Administration MBA	Five Years Work Experience in Marketing	Professional
Harper, Peter	Finance	FIN 350 FIN 504 FIN 650	MBA Finance BBA Accounting	Five Years Work Experience in Finance	Professional
Hastings, Edward	Accounting Finance	ACC 250 ACC 350 BUS 611 FIN 501 FIN 504 FIN 624	MBA BS Finance	Five Years Work Experience in Accounting and Finance	Professional
Havel, Milan	Accounting Finance	ACC 460 ACC 502 ACC 660	PhD Organization & Business Management MBA Accounting	Five Years Work Experience in Accounting	Doctorate

		FIN 504	BS Accounting		
Hein, Kenneth	Management Marketing	MGT 605 MGT 660 MGT 455 MKT 245	MBA Marketing BS Business	Five Years Work Experience in Marketing and Management	Professional
Hemmerling, Rolf	Economics Marketing	ECN 220 ECN 360 ECN 450 ECN 601 MKT 660	MA Economics BA Economics	Five Years Work Experience in Management and Economics	Professional
Holladay, Alli	Management	MGT 420	Master of Organizational Management BS Interdisciplinary Studies	Five Years Work Experience in Management	Professional
Horsley, Jill	Management	MGT 420	MS Management BS Management	Five Years Work Experience in Management Project Management Certification	Professional
Houghtalen, Lori	Statistics Management	BUS 601 BUS 660 MGT 455 MGT 655	PhD Industrial Engineering MS Industrial Engineering BS Industrial Engineering	Five Years Work Experience in Statistics & Project Management	Doctorate
Hubler, Monica	Accounting	ACC 350 ACC 360 ACC 650 ACC 653	DBA MBA Accounting BS Accounting	Five Years Work Experience in Accounting	Doctorate
Hudson, Scott	Finance	FIN 450 FIN 655	MBA BS Business Administration	Five Years Work Experience in Finance Series 7, 8, 24, 63, 65 licenses	Professional
Hudson, Swinton	Management	MGT 240 MGT 604 MGT 605	Master of Human Services BS Business Management	Five Years Work Experience in Management	Professional
Ibe, James	Statistics	BUS 352	PhD Political Economy	Five Years Work	Doctorate

	Economics	BUS 660 ECN 601	MS Human Relations MBA MA Political Economy BS Economics	Experience in Economics	
Jackson, Otis	Economics	ECN 220 ECN 360	MS Finance & Financial Service BS Finance	Five Years Work Experience in Finance and Economics	Professional
James, Michael	Accounting Finance	ACC 250 ACC 355 FIN 350	MS Accounting & Financial Management MBA BS Business Administration	Five Years Work Experience in Accounting & Finance Project Management Certification	Professional
Janis, Jammie	Accounting	ACC 250 ACC 350 ACC 502	MBA Accounting BS Accounting	Five Years Work Experience in Accounting	Professional
Jenkins, Alan	Management	MGT 605	Doctor of Management in Organizational Leadership MS Applied Science BS Electrical Engineering	Five Years Work Experience in Leadership	Doctorate
Ji, Ming	Statistics	BUS 660	PhD Statistics MS Mathematics MS Control Theory BS Mathematics	Five Years Work Experience in Statistics	Doctorate
Kanyongo, Willmore	Accounting	ACC 250 ACC 350 ACC 502 ACC 650	PhD Communication & Statistics MBA Finance & Accounting BS Business Administration & Marketing	Five Years Work Experience in Accounting	Doctorate
Kelley, Timothy	Economics Entrepreneurship	ECN 220 ECN 360 ECN 450 ECN 601 ENT 320 ENT 420 ENT 435 ENT 445	MBA Developmental Finance BA History, Spanish, & International Studies	Five Years Work Experience in Entrepreneurship	Professional

Konzen, Dan	Accounting Finance	ACC 502 ACC 650 ACC 653 ACC 655 FIN 451 FIN 650 FIN 655	MBA BS Business Management	Five Years Work Experience in Accounting and Finance	Professional
Lackpour, Matin	Statistics	BUS 352 BUS 660	PhD Petroleum Engineering EdD Institutional Management MS Mechanical Engineering MS Petroleum Engineering BS Chemical Engineering	Five Years Work Experience in Statistics	Doctorate
Lancaster, Lewis	Finance	FIN 451	MBA BS Business Administration in Finance	Five Years Work Experience in Finance Certified Contracts Manager	Professional
Layvand. Marina	Accounting	ACC 250 ACC 651	MBA Public Accounting & Information Systems BBA Public Accounting	Five Years Work Experience in Accounting CPA	Professional
Lederhandler, Gena	Management	MGT 605	MS Management BS Business Management	Five Years Work Experience in Management	Professional
Lee, Paul	Economics	ECN 601	MBA BA Economics	Five Years Work Experience in Economics	Professional
Lessard, Denny	Management	MGT 605	PhD Business Administration MA Supervision & Administration BA Secondary Education	Five Years Work Experience in Management	Doctorate
Lewis, Stan	Accounting Statistics Economics	ACC 486 ACC 620 ACC 650 BUS 352	DBA MBA Accounting BS BA Accounting	Five Years Work Experience in Accounting CPA	Doctorate

		BUS 601 ENC 601		Certified Fraud Examiner Certified Cost Estimator	
Lovitch, Ira	Marketing	MKT 245	MBA BA History	Five Years Work Experience in Marketing	Professional
Lukashin, Heather	Management	MGT 420	MBA BA Political Science	Five Years Work Experience in Management	Professional
Lund, Steven	Accounting Finance	ACC 250 FIN 350	MBA Accounting BS Business Finance	Five Years Work Experience in Accounting and Finance	Professional
Madu, Boniface	Finance	FIN 504	PhD Organization & Management MBA Finance BS Management	Five Years Work Experience in Finance	Doctorate
Mancina, David	Accounting Management Finance	ACC 616 ACC 651 BUS 611 FIN 450 FIN 504 FIN 608 FIN 650 FIN 660	MBA Finance BS Business	Five Years Work Experience in Accounting & Finance CPA	Professional
Matthews, Ginger	Entrepreneurship Management	ENT 100 ENT 320 ENT 435 MGT 420	MS Human Relations & Business BS Human Relations & Business	Five Years Work Experience in Entrepreneurship	Professional
McKay, Christina	Ethics	BUS 340	JD BA Criminal Justice	Five Years Work Experience in Law	Doctorate
Meyer, Mike	Accounting	ACC 355 ACC 491 ACC 502 ACC 623 ACC 650 ACC 655 ACC 660 ACC 664	MBA BA Accounting	Five Years Work Experience in Accounting CPA	Professional
Miller, Craig	Statistics Management	BUS 352 BUS 660 MGT 435 MGT 655	PhD Applied Management & Decision Making MBA Technology Management	Five Years Work Experience in Operations	Doctorate

			BS Operations/Production Management		
Miller, Jerriane	Accounting	ACC 350 ACC 355 ACC 360 ACC 370	MBA Accounting BBA Accounting	Five Years Work Experience in Accounting	Professional
Milonas, Shanna	Management	MGT 605	MBA Leadership BA Psychology	Five Years Work Experience in Management	Professional
Minniti, Bob	Accounting	ACC 370 ACC 664	MBA BS Business Administration	Five Years Work Experience in Accounting CPA CFE CrFA CVA CFF	Professional
Moore, Jennica	Accounting Finance	ACC 250 ACC 350 ACC 486 ACC 491 FIN 450	MBA Accounting BBA Finance	Five Years Work Experience in Accounting and Finance	Professional
Morales, Hector	Economics	ECN 220	MA Economics BA Business Administration	Five Years Work Experience in Economics	Professional
Murphy, Patrick	Management Marketing	MGT 420 MKT 245	Master of Commerce BS Commerce	Five Years Work Experience in Marketing and Management	Professional
Myers, Michelle	Marketing	MKT 245 MKT 345 MKT 607	MBA Marketing BFA Photography	Five Years Work Experience in Marketing	Professional
Narinskiy, Anton	Accounting	ACC 250 ACC 350 ACC 355 ACC 371 ACC 502	Masters of Accountancy BBS Accounting	Five Years Work Experience in Accounting CPA	Professional
Neely, Robert	Accounting	ACC 360 ACC 370 ACC 485 ACC 650	MBA Accounting BS Finance	Five Years Work Experience in Accounting	Professional

		ACC 651			
Olear, Christina	Accounting	ACC 355 ACC 360 ACC 485 ACC 491 ACC 502 ACC 651 ACC 660	MS Accounting BS Business Administration	Five Years Work Experience in Accounting CPA	Professional
Orfao, Judith	Entrepreneurship Management Marketing	ENT 420 MGT 605 MKT 245	MBA BS Business Administration	Five Years Work Experience in Management	Professional
Otterstetter, Jeffrey	Finance	FIN 350 FIN 450 FIN 451 FIN 650 FIN 655	MBA Finance BS Finance & Business Administration	Five Years Work Experience in Finance	Professional
Otterstetter, Kimberly	Management	MGT 240	MBA MEd BBA Management	Five Years Work Experience in Management	Professional
Padilla, Kelly	Management	MGT 410	MS Leadership BS Marketing BS Management	Five Years Work Experience in Management	Professional
Pascalis, Paul	Accounting	ACC 502	MBA Banking & Finance BS Accounting	Five Years Work Experience in Accounting CPA	Professional
Plouffe, Matthew	Management	MGT 420	MBA BS Business Finance	Five Years Work Experience in Management	Professional
Potter, Michael	Accounting	ACC 250 ACC 485 ACC 486 ACC 502 ACC 650 ACC 653 ACC 662	MBA Information Systems BS Accounting	Five Years Work Experience in Accounting CMA	Professional
Qiu, XiaoLing	Marketing	MKT 660	DBA Marketing MBA Finance MS Nutrition BS Clinical Medicine	Five Years Work Experience in Marketing	Doctorate
Rader, Robert	Management	MGT 240	MBA Finance	Five Years Work	Professional

			BS Business Administration	Experience in Management	
Ramjerdi, Maria	Economics	ECN 360 ECN 601	MA Economics BA	Five Years Work Experience in Economics	Professional
Riley, Glenda	Finance	FIN 350	MBA BA Organizational Management	Five Years Work Experience in Finance	Professional
Riley, Kimberly	Accounting	ACC 491 ACC 502 ACC 612 ACC 613	MBA BBA Management	Five Years Work Experience in Accounting CPA	Professional
Ritchay, Kimberly	Marketing	MKT 245	MBA BS Supply Chain Management	Five Years Work Experience in Marketing and Operations	Professional
Ross, Michael	Management	MGT 420 MGT 609 MGT 660	MBA BA Management & Entrepreneurship	Five Years Work Experience in Management	Professional
Rotondo, Francis	Management	MGT 455 MGT 655	MBA BBA Marketing	Five Years Work Experience in Operations	Professional
Ryan, Emily	Accounting Ethics	ACC 623 BUS 340 BUS 604	JD BA Business	Five Years Work Experience in Law	Doctorate
Salloum, Ramzi	Statistics Economics	BUS 352 ECN 220 ECN 360 ECN 601	MA Economics MBA BS Business Administration	Five Years Work Experience in Economics	Professional
Sanchez, Rolando	Economics	ECN 220 ECN 360 ECN 450 ECN 601	MBA MA Economics BA Economics	Five Years Work Experience in Economics	Professional
Sarager, Theodore	Management	MGT 420	MBA BS Finance	Five Years Work Experience in Management	Professional
Saunders, Michael	Entrepreneurship Marketing	ENT 320 MKT 245 MKT 415 MKT 607	MBA Marketing BS Business	Five Years Work Experience in Marketing	Professional
Saxon, Linda	Management	MGT 420	MA Organizational Management MA Educational Counseling BS Business Management	Five Years Work Experience in Management	Professional

Schmitz, Sheila	Management	BUS 485 MGT 609 MGT 660	PhD Business MSW BA Psychology	Five Years Work Experience in Management	Doctorate
Scott, Kimberley	Management	MGT 420	PhD Organization & Management MA Business & Organizational Security Management BA English	Five Years Work Experience in Management	Doctorate
Shah, Robin	Accounting	ACC 486 ACC 605 ACC 650 ACC 653	MBA Human Resources BS Accountancy	Five Years Work Experience in Accounting CPA CMA	Professional
Shriver, Paul	Statistics Management	BUS 352 BUS 660 MGT 455 MGT 655	MBA BS Civil Engineering	Five Years Work Experience in Operations	Professional
Smith, Brian	Sports Management Marketing	BUS 232 BUS 364 BUS 372 MKT 373	PhD Health, Physical Education and Recreation MS Physical Education and Recreation BA History	Five Years Work Experience in Sports Management	Doctorate
Smith, Dave	Finance Management	FIN 350 FIN 650 MGT 660	MBA Quantitative Analysis & Finance BA Management	Five Years Work Experience in Finance and Management	Professional
Smith, Jennifer	Accounting	ACC 370 ACC 491 ACC 502 ACC 650 ACC 651	DBA Leadership MBA BS Accounting	Five Years Work Experience in Accounting	Doctorate
Smith, Jere	Accounting	ACC 250 ACC 491	MBA Accounting BS Business Administration	Five Years Work Experience in Accounting	Professional
Soukup, Lori	Management Marketing	MGT 605 MKT 245	PhD Applied Management & Decision Sciences MBA BA Business- Economics	Five Years Work Experience in Management	Doctorate

Steenken, Agata	Accounting	ACC 401 ACC 491 ACC 502 ACC 605 ACC 619 ACC 650 ACC 653 ACC 660	MBA BS Accountancy	Five Years Work Experience in Accounting CPA	Professional
Steffanci, Thomas	Economics	ECN 601	PhD Monetary Economics MA Economics & Finance BA Economics	Five Years Work Experience in Economics	Doctorate
Stegmann, Juan	Economics Management	ECN 220 MGT 660	PhD Economics MS Industrial Engineering BS Engineering	Five Years Work Experience in Economics	Doctorate
Sutton, Fredrick	Accounting Finance	ACC 250 ACC 502 FIN 504	MBA BS Finance	Five Years Work Experience in Finance	Professional
Tabor, Brent	Accounting	ACC 486 ACC 502 ACC 650 ACC 651 ACC 660	Master of Taxation MBA BS Accounting	Five Years Work Experience in Accounting CPA	Professional
Taila, Kay	Accounting	ACC 350 ACC 485 ACC 486 ACC 620 ACC 650 ACC 653	Master of Accountancy Master of Commerce BS Commerce	Five Years Work Experience in Accounting CPA	Professional
Thomas, Colleen	Ethics	BUS 340	JD BS Public Management	Five Years Work Experience in Law	Doctorate
Thomas, Jason	Marketing	MKT 245	MBA BS Business Information Systems BS Liberal Arts	Five Years Work Experience in Marketing	Professional
Thorpe, Georgette	Accounting	ACC 250 ACC 350 ACC 486	MBA Human Resource Management BB Accounting	Five Years Work Experience in Accounting	Professional

Tomassini, Joseph	Management	MGT 455	MBA Finance BA Business	Five Years Work Experience in Operations CPIM	Professional
Touhey, Debra	Accounting	ACC 460 ACC 491 ACC 502 ACC 613 ACC 665	MS Accountancy BBA Finance	Five Years Work Experience in Accounting	Professional
Tovbin, Paul	Economics Finance	ECN 220 ECN 601 FIN 450 FIN 451 FIN 504	PhD International Economics MBA Finance BS Economy Science	Five Years Work Experience in Finance	Doctorate
Trenkamp, Tracy	Accounting	ACC 250 ACC 350 ACC 502 ACC 650	MBA Human Resource Management BA Accounting	Five Years Work Experience in Accounting	Professional
Trollinger, Mark	Management	MGT 240 MGT 605	MS Administration of Justice & Security MBA Global Management BS Marketing	Five Years Work Experience in Business	Professional
Tsahiridis, Samson	Marketing	MKT 245 MKT 345 MKT 415 MKT 450 MKT 607 MKT 660	MBA Marketing MSBA International Business	Five Years Work Experience in Marketing	Professional
Tuttle, Jerome	Statistics	BUS 352	MA Math BA Mathematics	Five Years Work Experience in Statistics	Professional
Vance, Heather	Management	MGT 240 MGT 420	MBA Human Resources BS Business Administration	Five Years Work Experience in Management	Professional
Vejrostek, Scott	Management	MGT 410	EMBA BS Business	Five Years Work Experience in Management	Professional
Vinh, Dawn	Management	MGT 605	MSL BA Communications	Five Years Work Experience in Management	Professional

Vukeles, Paul	Accounting Ethics	ACC 250 BUS 340	JD BS Aircraft Maintenance Engineering	Five Years Work Experience in Accounting CPA	Doctorate
Waddell, Christina	Accounting Statistics	ACC 250 ACC 502 ACC 650 ACC 653 ACC 660 BUS 352	MBA BS Business Administration	Five Years Work Experience in Accounting NCI	Professional
Watton, Jeff	Finance	FIN 504 FIN 650 FIN 660	MBA Finance BS Civil Engineering	Five Years Work Experience in Finance	Professional
Wentlandt, Shawna	Management	MGT 490	PhD Leadership & Organizational Change MA Management BA Criminal Justice	Five Years Work Experience in Management SHRM	Doctorate
West, Annette	Entrepreneurship Management	ENT 420 ENT 445 MGT 420 MGT 605	DBA MS Management BS Business Administration	Five Years Work Experience in Business	Doctorate
White, Terrell	Statistics	BUS 352	MBA BS Electrical Engineering Technology	Five Years Work Experience in Statistics	Professional
Williams, Cory	Management	MGT 420	Master of Management BS Business Administration	Five Years Work Experience in Management	Professional
Wilson, Andy	Finance	FIN 450 FIN 504	BS Finance MBA Finance	Five Years work Experience in Finance	Professional
Winn, Jewell	Management	MGT 420 MGT 604 MGT 605	EdD MPA BBA	Five Years Work Experience in Management	Doctorate
Woods, JMichael	Sports Management	BUS 232 BUS 364 BUS 372	MBA E-Business BS Business Management	Five Years Work Experience in Sports Management	Professional
Wright, Christopher	Management	MGT 420 MGT 605	Doctor of Educational Leadership MBA BA	Five Years Work Experience in Management	Doctorate
Wright, Laquita	Accounting	ACC 486	MBA	Five Years Work	Professional

	Finance	FIN 450 FIN 504	BS Finance	Experience in Accounting & Finance	
Yngve, Richard	Entrepreneurship Marketing	ENT 250 ENT 320 ENT 350 MKT 245	MBA Entrepreneurship & Marketing BA Communication Arts, Politics & Government	Five Years Work Experience in Management	Professional
Young, Brittany	Accounting Finance	ACC 250 ACC 355 ACC 371 ACC 485 ACC 502 ACC 664 FIN 350	BA Psychology MS Accountancy and Financial Management	Five Years Work Experience in Accounting CPA	Professional
Young, Steve	Management	MGT 410 MGT 605	PhD Applied Management & Decision Sciences MBA BS Engineering	Five Years Work Experience in Management	Doctorate
Zaharopoulos, Doula	Entrepreneurship Marketing	ENT 445 MKT 245 MKT 415 MKT 450	MBA BBA Marketing	Five Years Work Experience in Marketing	Professional
Zanzucchi, Pamela	Accounting	ACC 350 ACC 650	MBA Accounting BS Finance	Five Years Work Experience in Accounting	Professional
Zapalski, Christopher	Accounting	ACC 250 ACC 460 ACC 650 ACC 665	JD MBA MS Accounting MS Information Systems MS Human Resource Management	Five Years Work Experience in Accounting	Doctorate
Zargarian, Herand	Accounting	ACC 250 ACC 350 ACC 360 ACC 371 ACC 616 ACC 650	MBA Finance & International Business BA Accounting	Five Years Work Experience in Accounting CPA	Professional
Zelhart, Sarah	Accounting	ACC 485	MS Accounting	Five Years Work	Professional

		ACC 491 ACC 502 ACC 650 ACC 651 ACC 655	BS Business	Experience in Accounting CPA	
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**Appendix 6: Table 5.3 Standard 5, Criterion 5.8
Scholarly and Professional Activities**

Codes to Use for Scholarly Activities:

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

Faculty Member	Highest Degree Earned	Professional Certification	Scholarly Activities				Professional Activities				Other
			Papers Presented	Published Articles/ Manuscripts/ Books	Unpublished Articles/ Manuscripts/ Books	Consulting	Professional Related Service	Professional Conferences/ Workshops	Professional Meetings	Professional Memberships	
Balfour, Charmaine	MBA			B=1							
Beideck, Alan	MA			B=1							4
Brown, L	JD										4
Chambers, S	DBA			D=2		D=1	D=2				1
Charles, G	DBA										4
Clifton, T	DOM	CPM Six Sigma									
Creasp, D	PhD								4		

Damron, K	MBA	CPA									
Davis, Juanmesha	MBA									6	
Doba, D	MBA	CPA								4	
Duhn, S	MBA	CPA								1	
Eli-Houbi, A	PhD			D=9			D=2				
Forde, B	MBA	CPA									
Friedman, S	DOM			D=2						4	
Gahan, B		DOL								3	
Gomolski, B	MACS	CPA									
Hamilton, D	PhD			A=1 D=2							
Horsley, J	MS	CPM									
Houghtalen, L	PhD			D=1							
Ibe, J	PhD			A=4 D=8			D=3			5	
James, M	MBA	CPM									
Jenkins, A	DOM									3	
Kelley, T	MBA						D=1				
Lancaster, L	MBA	CPCM									
Layvand, M	MBA	CPA									
Lewis, S	DBA	CPA CFE									
Lessard, D	PhD		D=4	D=4							
Madu, B	PhD	SHRM						2			
Mancina, D	MBA	CPA									

Meyer, M	MBA	CPA									
Miller, J	MBA									3	
Minniti, R	MBA	CPA, CFE, CrFA CVA, CFF								2	
Narinskiy, A	MACC	CPA									
Olear, C	MSACC	CPA									
Pascalis, P	MBA	CPA								2	
Potter, M	MBA	CMA									
Riley, K	MBA	CPA								3	
Schmitz, S	PhD									5	
Scott, K	PhD			D=1							
Shah, R	MBA	CPA CMA								2	
Smith, J	DBA						D=2			1	
Steenken, A	MBA	CPA									
Steffanci, T	PhD									5	
Tabor, B	MTAX	CPA								4	
Taila, K	MCOMM	CPA									
Thomas, C	JD			D=1							
Thomas, J	MBA									3	
Tomassini, J	MBA	CPIM								1	
Touhey, D	MSACC								2	1	
Trenkamp, T	MBA									3	
Trollinger, M	MBA									1	
Tuttle, J	MAM				D=1					1	

Vukeles, P	JD	CPA									
Waddell, C	MBA	NCI									
West, A	DBA	SHRM		D=2							
Winn, J	EdD									2	
Woods, M	MBA									1	
Young, S	PhD									2	
Zanzucchi, P	MBA									4	
Zapalski, C	JD			D=11							
Zargarian, H	MBA	CPA								4	
Zargarian, H	MSACC	CPA									