

I - Institutional Information

General information about the Grand Canyon University College of Business

The College of Business at Grand Canyon University was previously named the "Ken Blanchard College of Business." In 2014, by mutual agreement, the agreement with the Ken Blanchard was dissolved (please see the Blanchard-GCU public announcement that is attached as an evidence file). The primary stakeholders affected were the students enrolled in the Ken Blanchard Executive Master of Business Administration degree program. At the time of the announcement extreme care was taken to ensure that the two cohorts remaining in the program were allowed to complete their program successfully with no change in curriculum and no loss of involvement by Ken Blanchard and the Ken Blanchard Companies. The two remaining cohorts of EMBA students will complete their program in April, 2015. A decision will be made after that whether to discontinue the EMBA program or to continue it in a revised format.

In the fall of 2014, the name of the college was changed to the "Colangelo College of Business." Additional information about Jerry Colangelo, and the value that he brings to the college of business, is at [Information about Jerry Colangelo](#).

O 4. List all accredited programs (as they appear in your catalog).

Following are the programs currently accredited by ACBSP.

- Bachelor of Science in Accounting
- Bachelor of Science in Business Administration
- Bachelor of Science in Business Management
- 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 programs that are not accredited by ACBSP. The date in parentheses beside certain programs is the approximate date that formal accreditation will be requested.

- Bachelor of Science in Applied Management
- Bachelor of Science in Business Information with an Emphasis in Business Intelligence (2015)
- Bachelor of Science in Public Safety Administration and Emergency Management
- Master of Public Administration
- Master of Science in Accounting
- Master of Science in Leadership

GCU clearly states which programs are accredited by ACBSP on the accreditation page of our website. See [GCU Accreditation Web Page](#).

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

Degrees are awarded and classes are held at the Main Campus at 3300 W Camelback Rd., Phoenix, AZ 85017.

Students may attend classes at the following off-site locations:

Site	City, State
Banner Boswell Medical Center John C Lincoln North Mountain Hospital Mayo Clinic Phoenix Children's Hospital Scottsdale Healthcare St. Joseph's Hospital	Sun City, AZ Phoenix, AZ Phoenix, AZ Phoenix, AZ Scottsdale, AZ Phoenix, AZ

O 7 Person completing report:

Name: Tom Skochinski

Phone: 602-639-6737

Email address: Thomas.skochinski@gcu.edu

ACBSP Champion name: Tom Skochinski

ACBSP Co-Champion name: Allison Mason

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II - Status Report on Conditions and Notes

Institution Response

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.

There are no open notes or conditions

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

III - Public Information

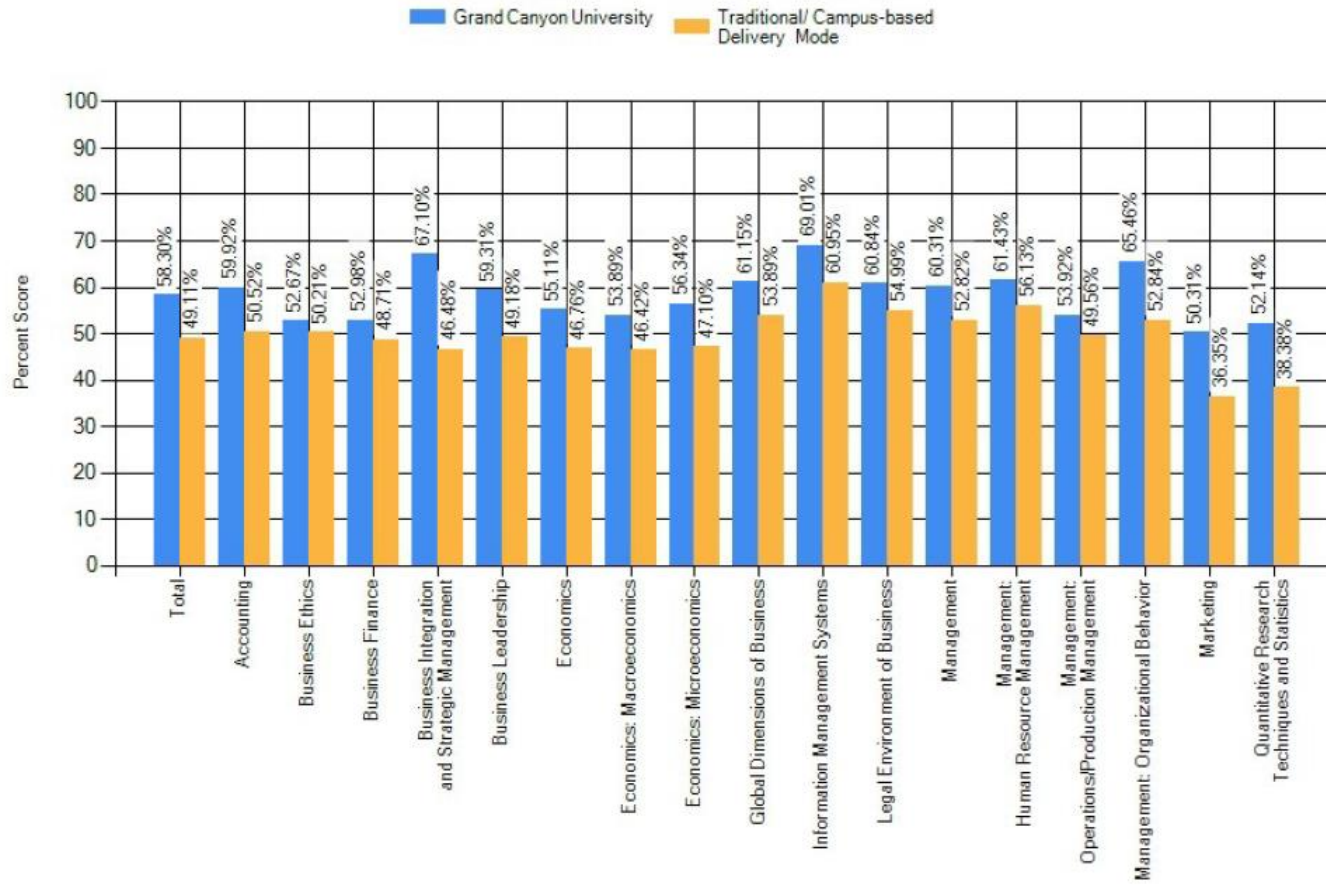
O 9. The business unit must routinely provide reliable information to the public on its performance, including student achievement such as assessment results. Describe how you routinely provide reliable information to the public on your performance, including student achievement such as assessment results and program results.

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. See [GCU Investor Information](#).

Also, a link to the most recent ACBSP Quality Assurance Report, which includes information on student achievement, is available on the accreditation page of the GCU website at [ACBSP QA Report](#).

Student Learning Outcome Assessment Results: Such as what you report in STANDARD #4, ETS, MFT, accounting assessment, management assessment, critical thinking, communication, etc. How do you make the results public?

The College of Business uses the undergraduate business field test administered by Peregrine Academics. The results for the Spring, 2014 semester are summarized below, and are also published on the accreditation page of the GCU website at [GCU Accreditation Web Page](#).



Program Results: Such as what you report in Standard #6, graduation rates, retention rates, job placement, etc. How do you make the results public?

GCU publishes information such as program costs, financing options, and graduation rates on our website. An example of the information is attached to this section as an Evidence File. The link to the BS in Accounting Program, which is used as an example, is [Information on BS in Accounting Program.](#)

1 - Standard 1 Leadership

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 are listed below.

- Ms. Dawn Vinh: Resigned position as Program Manager, Executive MBA program
- Dr. Stacy Garrett: Resigned Position as Director of Academic Excellence
- Ms. Allison Mason: Promoted to Director of Academic Excellence (formerly Program Director)
- Dr. Lori Soukup: Retired from position as Assistant Professor of Management

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

- Dr. Randall Gibb: Dean, College of Business
- Ms. Kelly Damron: Assistant Professor of Accounting
- Dr. Kirk Wessell: Associate Professor of Management
- Dr. Elisa Torres: Assistant Professor of Quantitative Methods
- Dr. Richard Roth: Assistant Professor of Sports Management
- Ms. Gina Green: Program Manager, Business Programs
- Mr. Marquis Scott: Director, Internships
- Ms. Jennifer Fontaine: Assistant Professor of Marketing
- Dr. Phillip Ash: Assistant 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 added since the last report.

2 - Standard 2 Strategic Planning

Please see the file below "Figure 2.2: Strategic Action Plans for Grand Canyon University College of Business." This evidence file details specific short and long term initiatives of the College of Business.

Figure 2: Strategic Action Plans for Grand Canyon University College of Business	
Current Year action plans:	Long-term action plans:
<p>The Peregrine Business Field Test was implemented for inbound and outbound traditional ground students in 2013. A beta test to expand this to outbound online business students was completed in the fall of 2014. Action plan for 2015 is to reduce the number of inbound tests administered to traditional ground students and to increase the number of outbound test administered to online business students.</p>	<p>Develop a sampling strategy for administering the inbound test to traditional ground students. This is essential to controlling costs while still being able to benchmark the overall business knowledge of our incoming traditional business students. Continue to administer the test to all outbound traditional ground students, and develop a sampling strategy for administering the test to outbound online business students.</p>
<p>Increase enrollment through the development of new, relevant business programs, and the revision of existing programs were necessary. In 2014, we revised the Master of Science in Accounting program to include CPA prep courses so that students will be better-prepared for the CPA exam. Also, admission requirements were changed to require more accounting background prior to admission to the master's program. Continue to develop and introduce relevant business programs to increase enrollment. In the current year (2015) we will launch the following programs: Bachelor of Science in Hospitality Management, Bachelor of Science in Business Information Systems, Bachelor of Science in Business Management with an Emphasis in Golf Management, Bachelor of Science in Business Management with an Emphasis in Tennis Management. In addition, a new emphasis in Sports Business will be added to the MBA program.</p>	<p>Continue to develop new programs to give students relevant opportunities to success in the business world. Long-term strategy will concentrate on adding programs related to STEM, which is a university-wide initiative. By 2020, the strategy is to have 3500 traditional business students taking STEM related business programs. Programs under consideration include a Bachelor of Science in Network and Systems Security, a Bachelor of Science in Supply Chain Management, and a Bachelor of Science in Engineering Management. Additional STEM-related graduate degrees are also being considered, such as a Master of Science in Business Analytics.</p>

<p>Quantitative courses are particularly challenging for both traditional ground and online students. Currently we use resources such as Pearson's MyLab products and Wiley Plus in our traditional accounting, finance, statistics, and operations management courses. In the current year (2015), we intend to expand their use to both ground and online students in our introductory economics courses.</p>	<p>In the longer term, we will continue to expand the use of learning tools such as Pearson MyLab and Wiley Plus in all quantitative courses where such products are available, and will implement them in all courses, ground and online, undergraduate and graduate. We feel that this will dramatically increase student success in the difficult quantitative courses.</p>
<p>GCU, including the College of Business, uses TaskStream to accumulate assessment data. Up until this year, the assessment data in the ACBSP Quality Assurance report was analyzed separately from the TaskStream Report. Beginning in 2014, we began to align the ACBSP Assessment Data with Taskstream, and this has been done in the 2015 QA report.</p>	<p>During 2015 and 2016, we will review the assessment plans for all programs to determine if the benchmark assignments are still consistent with program competencies, and that the targets for the benchmark assignments are appropriate.</p>

In addition to the specific strategic plans related to the College of Business, as summarized in Figure 2.2, the College also supports the strategic plans of the university, which are focused on five overarching areas:

- Faculty Culture
- People, Processes and Systems
- Healthy Growth
- Institutional Effectiveness
- Our Story

Each college at Grand Canyon University develops three strategic initiatives to support each of the above areas. The initiatives developed by the College of Business to support the university in these areas are shown below.

2014 – CCOB what we did				
Healthy Growth	People, Systems, & Processes	Faculty Culture	Institutional Effectiveness	Our Story
2014 introduced Master of Science in Organizational Growth and Sales	Worked with Faculty Services to transfer cohort faculty scheduling	Significant improvement in faculty “buy-in” and use of early warning system	2014 completed a pilot test of the Peregrine business field test for online students	Transition to Colangelo College of Business starts a new era for the CCOB
2014 revised the Master of Science in Accounting to create a 4+1 program with the Bachelor of Science in Accounting	Developed formal process for cohort visits	Started “Lopes First” approach to student-centric CCOB :]	Implemented the success patrol for ground student posting	Building the CCOB brand through the Colangelo Scholars
Growth in evening business cohorts	Began internship revision efforts and system creation	Communication and input to processes	Completed two program reviews	Created Top Ten reasons to attend CCOB --- articulates our story

2015 – what we will do				
Faculty Culture	People, Systems, & Processes	Healthy Growth	Institutional Effectiveness	Our Story
Encourage faculty to attend conferences for professional development and increase national awareness of CCOB	Internship process of centralization and student matching system with employer needs	Strategic planning of faculty hires to match CCOB program and enrollment growth	Fully integrate task-stream with ACBSP accreditation reporting	Articulate how CCOB is a new type of business school
Improve student engagement and feedback via faculty using LMS and other instructional tools -- Engrain <i>Lopes First</i> philosophy within all CCOB faculty	Automate work experience in Hospitality, Golf, and Tennis that have graduation requirements of hours in-industry	Increase faculty/staff involvement in program reviews	Determine appropriate metrics for program, course, instructor, and student assessment	Leverage Colangelo name in the business community

Increase the sharing of best practices between faculty

Improve classroom scheduling process to better maximize limited space relative to course subject matter

Organic development of STEM-oriented programs

Better utilize Peregrine assessment results toward curriculum improvements

Internship process and student experiences in the Phoenix valley

3 - Standard 3 Student and Stakeholder Focus

Complete the Standard 3 - Student- and Stakeholder-Focus Results table, found under the Evidence File tab above. 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- and stakeholder-focused results examine how well your organization satisfies students and stakeholders key needs and expectations.

Please see the data file below for Standard 3 for detail on student and stakeholder satisfaction. GCU is reporting on the following areas which are considered key to measuring student and stakeholder satisfaction.

- Student satisfaction with curriculum and instruction as evidenced by end-of-course survey data. See Section 3 of the Table Files. The End-of-Course Survey Form is attached as an additional evidence file.
- Student satisfaction with overall academic experience as evidenced by the continuous enrollment rate for our core business courses. See Section 3 of the Table Files.
- Business community involvement and satisfaction, as evidenced by the quality and quantity of high-level executives willing to devote time and effort by serving on the Dean's Advisory Council. See Section 3 of the Table Files, the attached evidence file listing the current members of the Dean's Business Advisory Council, and the attached evidence file summarizing the Advisory Council meeting report for April, 2014.
- Business community involvement and satisfaction, as evidenced by the number of students employed as interns. See Section 3 in the Table Files.

Standard 3 Data File

Performance Measure: What is your goal? The goal should be measurable.	What is your measurement instrument or process? (indicate length of cycle)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)															
<p>Student Satisfaction with Curriculum. Goal is to exceed 4.5/5.0 (90%) as measured by Student End-of-Course Surveys.</p>	<p>Student End of Course Survey as presented in Appendix 1. Length of Cycle: EOC surveys administered at the end of each course.</p>	<p>Student satisfaction with curriculum in Summer 2014 was 4.39/5.00 which was slightly below the target of 4.5/5.0.</p>	<p>GCU has a very aggressive target for student satisfaction with curriculum. In the Summer of 2014 satisfaction was the highest of the previous 4 semesters, and is approaching the target.</p>	<p>The College continuously monitors the comments given by both faculty and students regarding the curriculum and works with the curriculum development department to make improvements where necessary. This will continue. In addition, we will be strengthening the curriculum of all of our quantitative courses by adding Pearson</p>	<table border="1"> <caption>Student Satisfaction with Curriculum</caption> <thead> <tr> <th>Semester</th> <th>Curriculum</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>SU 13</td> <td>4.39</td> <td>4.5</td> </tr> <tr> <td>FA 13</td> <td>4.5</td> <td>4.5</td> </tr> <tr> <td>SP 14</td> <td>4.4</td> <td>4.5</td> </tr> <tr> <td>SU 14</td> <td>4.5</td> <td>4.5</td> </tr> </tbody> </table>	Semester	Curriculum	Target	SU 13	4.39	4.5	FA 13	4.5	4.5	SP 14	4.4	4.5	SU 14	4.5	4.5
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				MyLab or equivalent products to improve student learning.																
<p>Student Satisfaction with Instruction. Goal is to exceed 4.5/5.0 (90%) as measured by Student End-of-Course Surveys.</p>	<p>Student End of Course Survey as presented in Appendix 1. Length of Cycle: EOC surveys administered at the end of each course.</p>	<p>Student satisfaction with curriculum in Summer 2014 was 4.16/5.00 which was slightly below the target of 4.5/5.0.</p>	<p>GCU has a very aggressive target for student satisfaction with instruction. In the Summer of 2014 satisfaction showed a marked improvement over the Spring 2014 semester. This reflects the fact that the college is being more selective in approving new faculty, and is working with faculty serves more aggressively to coach faculty when required.</p>	<p>The college will continue to monitor the comments made by the students for each faculty at the end of each course. Faculty who are non-responsive to students, or who appear to lack subject matter expertise, will be coached where necessary, and terminated if coaching does not produce effective results.</p>	<table border="1"> <caption>Student Satisfaction with Instruction</caption> <thead> <tr> <th>Semester</th> <th>Instruction</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>SU 13</td> <td>4.2</td> <td>4.5</td> </tr> <tr> <td>FA 13</td> <td>4.1</td> <td>4.5</td> </tr> <tr> <td>SP 14</td> <td>4.0</td> <td>4.5</td> </tr> <tr> <td>SU 14</td> <td>4.2</td> <td>4.5</td> </tr> </tbody> </table>	Semester	Instruction	Target	SU 13	4.2	4.5	FA 13	4.1	4.5	SP 14	4.0	4.5	SU 14	4.2	4.5
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<p>Overall Student Satisfaction as measured by the continuous enrollment rate for our core business courses, which is defined as the percentage of students who complete a course and register for their next course(s) within 29 days. Target continuous enrollment 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. Data is aggregated on a quarterly basis.</p>	<p>The continuous enrollment rate has been at or above target from 2011 to present.</p>	<p>Continuous enrollment is one measure of student satisfaction with curriculum, instruction, and with their overall experience at GCU. The results indicate that most students are very satisfied with their programs.</p>	<p>Continue to improve curriculum and instruction to foster student success, which will lead to student satisfaction. One initiative is to implement virtual labs into accounting, finance, economics, and statistics courses.</p>	<div data-bbox="1268 245 1734 724" data-label="Figure"> <table border="1"> <caption>Continuous Enrollment %</caption> <thead> <tr> <th>Year</th> <th>Continuous Enrollment %</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>78</td> <td>80</td> </tr> <tr> <td>2011</td> <td>80</td> <td>80</td> </tr> <tr> <td>2012</td> <td>85</td> <td>80</td> </tr> <tr> <td>2013</td> <td>86</td> <td>80</td> </tr> <tr> <td>2014</td> <td>85</td> <td>80</td> </tr> </tbody> </table> </div>	Year	Continuous Enrollment %	Target	2010	78	80	2011	80	80	2012	85	80	2013	86	80	2014	85	80
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<p>Faculty Satisfaction greater than or equal to 4.25/5.0.</p>	<p>Instrument is the Faculty End of Course Survey. These are completed after each course taught by both ground and online faculty and aggregated for reporting purposes.</p>	<p>Faculty satisfaction in 2013, as indicated by the faculty end-of-course surveys, was at the target of 4.22/5.00.</p>	<p>GCU has standardized curriculum for all faculty for every course. This is to ensure that learning objectives are the same for all sections, both online and ground. The results indicate that faculty are generally satisfied with the curriculum.</p>	<p>Continue to solicit faculty feedback regarding curriculum and implement when appropriate. The college of business will continue meetings with ground full-time and adjunct faculty. Virtual meetings will be held for online faculty each semester where they can communicate any issues with curriculum or any other issues that might be impeding student learning.</p>	<div data-bbox="1268 233 1745 652"> <h3 style="text-align: center;">Faculty End of Course Survey</h3> <table border="1"> <caption>Faculty End of Course Survey Data</caption> <thead> <tr> <th>Year</th> <th>Average score of curriculum...</th> <th>Other Metric (Orange)</th> </tr> </thead> <tbody> <tr> <td>2011</td> <td>4.1</td> <td>4.3</td> </tr> <tr> <td>2012</td> <td>4.0</td> <td>4.3</td> </tr> <tr> <td>2013</td> <td>4.2</td> <td>4.3</td> </tr> </tbody> </table> </div>	Year	Average score of curriculum...	Other Metric (Orange)	2011	4.1	4.3	2012	4.0	4.3	2013	4.2	4.3
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<p>Business community involvement and satisfaction, as evidenced by the quality and quantity of high-level Phoenix area executives willing to devote time and effort by serving on the Dean's Advisory Council.</p>	<p>Involvement of Dean's Advisory Council in College activities.</p>	<p>In January, 2014, the college of business instituted a dean's advisory council consisting of 25 business leaders in the Phoenix area. The goal is to ensure that the college's programs adequately prepare students to be successful in the business arena. The council met in April, 2014 and presented recommended improvements.</p>	<p>Recommendations of Advisory Board include ensuring that degree programs meet marketplace needs; increasing integration of Christian Faith into classrooms, and emphasizing entrepreneurship and innovation. Key skills needed include communication skills, research and analytic skills, sales and revenue generation skills, and computer skills. Please see Evidence File entitled Advisory Council Meeting 2014 April.</p>	<p>In response to suggestions made by the Business Advisory Council, the College has introduced a new program in Business Information Systems, which is a highly needed skill. In addition, the College participates in a university-wide program to integrate faith in the classroom. Finally, initiatives are underway to increase focus on the other key skills in business curriculum.</p>	
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<p>Business community involvement and satisfaction, as evidenced by the number of students employed as interns and registered for internship credit.</p>	<p>Measurement is the number of students registered for internships credit.</p>	<p>Number of students registered for internship increased from 4 in 13/SU to 33 in 14/FA</p>	<p>An action plan from the previous QA report was to hire a full-time person to manage student internships. That was done in the summer of 2013. The additional concentration on internships resulted in a significant increase in the number of students pursuing internships for credit.</p>	<p>Action plan is to continue solicit companies to sponsor internships and to promote the importance with our students. Currently we have 250 organizations interested in hiring our students for paid or unpaid internships.</p>	<div data-bbox="1276 220 1749 623" data-label="Figure"> <h3 style="text-align: center;">Registered Student Internships</h3> <table border="1"> <caption>Registered Student Internships Data</caption> <thead> <tr> <th>Term</th> <th>Number of Students</th> </tr> </thead> <tbody> <tr> <td>12/FA</td> <td>4</td> </tr> <tr> <td>13/SP</td> <td>6</td> </tr> <tr> <td>13/SU</td> <td>4</td> </tr> <tr> <td>13/FA</td> <td>18</td> </tr> <tr> <td>14/SP</td> <td>33</td> </tr> </tbody> </table> </div>	Term	Number of Students	12/FA	4	13/SP	6	13/SU	4	13/FA	18	14/SP	33
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4 - Standard 4 Measurement and Analysis of Student Learning and Performance

General Information on GCU Assessment Practices

Standard 4 is directly related to the assessment practices of Grand Canyon University, which are established and enforced by the Office of Assessment. Information about the Office of Assessment is located on the [Office of Assessment Webpage](#). Grand Canyon University has been selected to be a member of the Higher Learning Commission (HLC) Assessment Academy, and is working with HLC to strengthen our assessment practices through an initiative titled "Project Impact." Information on Project Impact is available on the [Operation Impact Webpage](#).

The guiding values of Operation Impact and the HLC regarding assessment are as follows (taken from the [Operation Impact Webpage](#)).

- A process of assessment is essential to continuous improvement, which demands a commitment to assessment that should be deeply embedded in an institution's activities.
- For student learning, this commitment results in an assessment at the program level, which proceeds through clear goals, involves faculty throughout the process, and provides a comprehensive analysis of assessment results.
- The institution improves its programs, ancillary services and other operations on the basis of its analysis.
- Assessment and the processes that an institution learns from should be well-grounded in evidence.
- For the quality assurance function of accreditation, evidence is critical.

These guiding values are implemented by GCU in 4 basic steps.

1. *Say It: Identify student learning objectives.*
2. *Do it: Select the best measures to assess the learning objectives.*
3. *Prove it: Provide students the opportunities to do the learning objectives.*
4. *Improve it: Use results to inform improvement actions.*

- a. **Program Outcomes: List outcomes by accredited programs. 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.**

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 Business Management

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

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: Executive Master of Business Administration

- Graduates of the 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 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 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 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 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

The following data file shows the performance results by program.

Standard #4 Measurement and Analysis of Student Learning																				
		Analysis of Results																		
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)															
Student Learning Outcomes: BS in Accounting																				
Accounting Skills 5.1a																				
<p>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>Direct, Formative data derived from ACC 370:Module 3/Assignment:Financial Statement Overview</p>	<p>85% of students achieved a passing score of 70% or higher on the assessment measure during the summer session of 2014, which was above the target of 80%.</p>	<p>Target was exceeded in 3 of the previous 4 semesters.</p>	<p>Incorporate use of learning tools such as MyAccountingLab by Pearson, or Wiley Plus by Wiley into course curriculum.</p>	<table border="1" style="margin: 10px auto;"> <caption>Accounting Skills 5.1a Performance Data</caption> <thead> <tr> <th>Semester</th> <th>Result (%)</th> <th>Target (%)</th> </tr> </thead> <tbody> <tr> <td>SU 13</td> <td>90</td> <td>80</td> </tr> <tr> <td>FA 13</td> <td>90</td> <td>80</td> </tr> <tr> <td>SP 14</td> <td>75</td> <td>80</td> </tr> <tr> <td>SU 14</td> <td>85</td> <td>80</td> </tr> </tbody> </table>	Semester	Result (%)	Target (%)	SU 13	90	80	FA 13	90	80	SP 14	75	80	SU 14	85	80
Semester	Result (%)	Target (%)																		
SU 13	90	80																		
FA 13	90	80																		
SP 14	75	80																		
SU 14	85	80																		

Acceptable Target:
80% of the students
will meet or exceed
a passing score of
70% on the
assessment
instrument.

Accounting Skills 5.1b

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

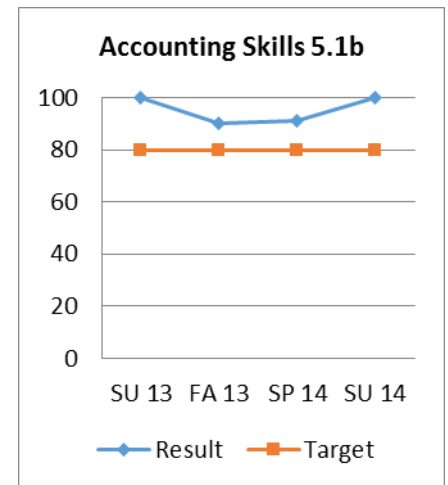
Direct, Formative data derived from ACC 371: Module 3/Understanding the Statement of Cash Flows

100% of students achieved a passing score of 70% or higher on the assessment measure during the summer session of 2014, which was above the target of 80%.

Target was exceeded during each of the previous 4 semesters.

No specific action required. However, the plan is to incorporate MyAccountingLab or Wiley Plus into all accounting classes for which these, or other similar learning tools are available.

Acceptable Target:
80% of the students
will meet or exceed
70% on the
assessment
instrument



Accounting Skills 5.2

Analyze the activities of a business in order to support internal decision-making and the development and implementation of strategic objectives for an organization.

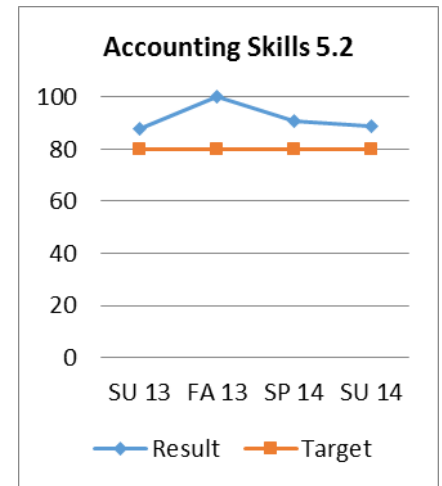
Acceptable Target: 80% of the students will meet or exceed a passing score of 70% on the assessment instrument.

Direct, Formative data derived from ACC 360 Module 5/Variance Analysis

89% of students achieved a passing score of 70% or higher on the assessment measure during the summer session of 2014, which was above the target of 80%.

Target was exceeded during each of the previous 4 semesters.

No specific action required. However, the plan is to incorporate MyAccountingLab or Wiley Plus into all accounting classes for which these, or other similar learning tools are available.



Accounting Skills 5.3

Distinguish between various auditing engagements in order to select appropriate methods to meet an organization's needs.

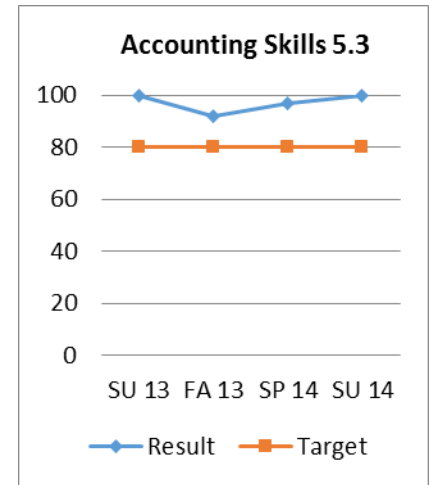
Direct, Formative data derived from ACC 491 Module 3/Planning, Evidence and Risk

100% of students achieved a passing score of 70% or higher on the assessment measure during the summer session of 2014, which was above the target of 80%.

Target was exceeded during each of the previous 4 semesters.

No specific action required. However, the plan is to incorporate MyAccountingLab or Wiley Plus into all accounting classes for which these, or other similar learning tools are available.

Acceptable Target: 80% of the students will meet or exceed a passing score of 70% on the assessment instrument.



Accounting Skills 5.4

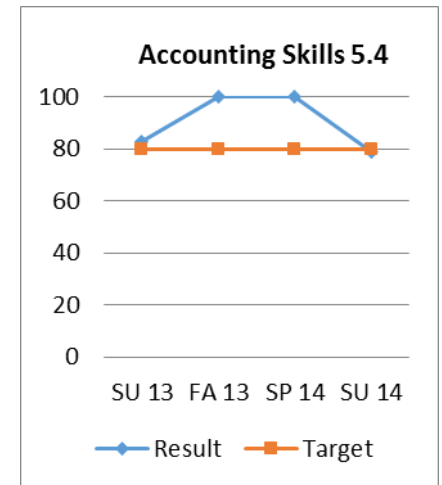
Apply basic legal, tax, and ethical concepts to issues in financial reporting.

Direct, Formative data derived from ACC 460 Module 6/Individual Tax Return Problem – Appendix A

80% of students achieved a passing score of 70% or higher on the assessment measure during the summer session of 2014, which was equal to the target of 80%.

Results were at or above target for the previous 4 semesters.

No specific action required. However, the plan is to incorporate MyAccountingLab or Wiley Plus into all accounting classes for which these, or other similar learning tools are available. Also, there is a need to align the online and ground benchmarks in ACC 460, which will be done in the 2014-2015 period.



Acceptable Target:
80% of the students
will meet or exceed
a passing score of
70% on the
assessment
instrument.

Accounting Skills 5.5

Select specialized
accounting theories
and apply them to
specific business
scenarios.

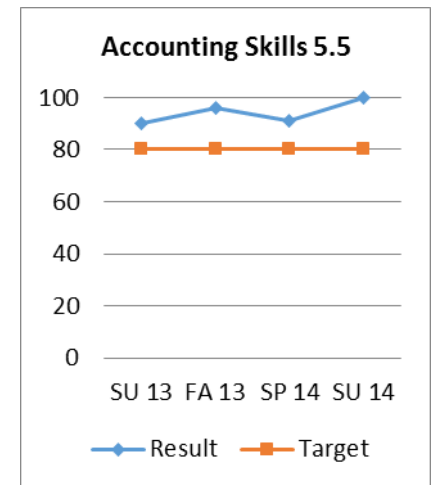
Direct, Formative data
derived from ACC 485
Module2/Consolidated
Statements

100% of
students
achieved a
passing
score of
70% or
higher on
the
assessment
measure
during the
summer
session of
2014, which
was above
the target of
80%.

Target was
exceeded
during each
of the
previous 4
semesters.

No specific action
required.
However, the
plan is still to
incorporate
MyAccountingLab
or Wiley Plus into
all accounting
classes for which
these or other
learning tools are
available.

Acceptable Target:
80% of the students
will meet or exceed
a passing score of
70% on the
assessment
instrument.



Student Learning Outcomes: BS in Business Administration

Business Administration Skills 5.1

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.

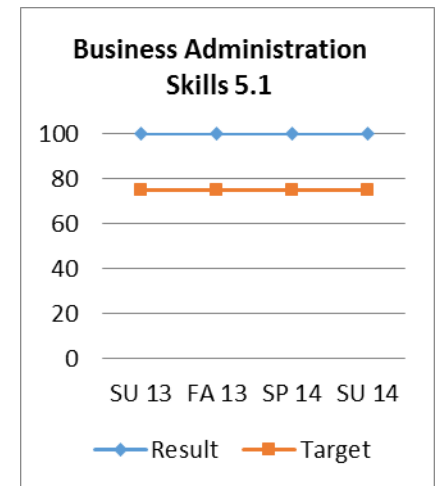
Acceptable Target:
75% of the students will meet or exceed 75% on the assessment instrument.

Direct, Formative data derived from FIN 450 Module 8 Assignment

100% of students achieved a score of 75% or higher on the assessment measure during the summer session of 2014, which was above the target of 75%.

Target was exceeded during each of the previous 4 semesters.

No specific action required. However, the plan is to incorporate MyFinanceLab by Pearson, into all finance classes where it, or other similar learning tools are available.



Business Administration Skills 5.2

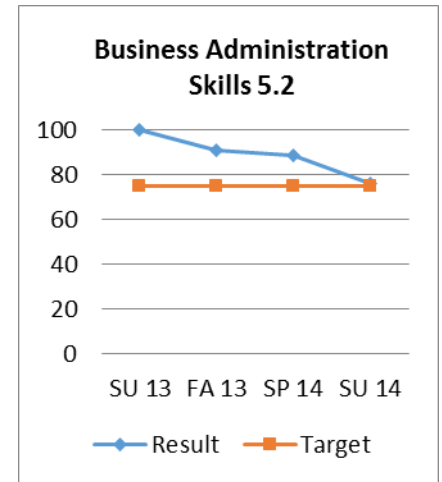
Apply the marketing concept to determine profitable offerings, effective distribution systems, and a clear focus on the customer and other stakeholders.

Direct, Formative data derived from MKT 450 Module 5 Cadbury Beverages, Inc.: Crush® Brand

76% of students achieved a score of 80% or higher on the assessment measure during the summer session of 2014, which was above the target of 75%.

Target was exceeded during each of the previous 4 semesters, but has trended downward.

The benchmark assignment has been changed and the course currently uses a marketplace simulation to assess this competency. We consider this to be a major improvement in the course.



Acceptable Target: 75% of the students will meet or exceed 80% on the assessment instrument.

Business Administration Skills 5.3

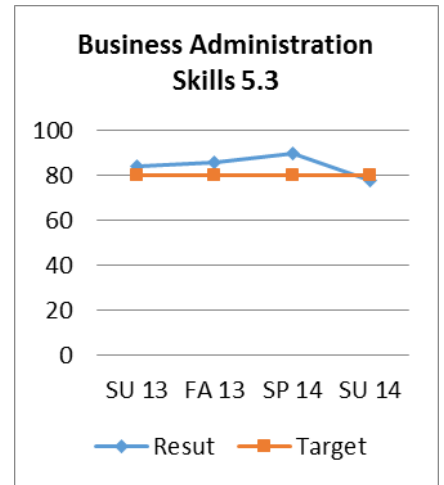
Use strategic management concepts to analyze market data and competition and develop strategies that satisfy the requirements of all organizational stakeholders, including customers, investors, and employees.

Direct, Formative data derived from BUS 485/Module 3 Marketing Plan

80% of students achieved a score of 75% or higher on the assessment measure during the summer session of 2014, which was equal to the target of 80%.

Results were above target for 3 of the previous 4 semesters, but were slightly below target for the summer session of 2014.

Most students who take the course in the summer do so in the online format. Although results were only slightly below target, the course curriculum will be reviewed to determine if additional resources are necessary to improve student learning of online students.



Acceptable Target: 80% of the students will meet or exceed a score of 75% on the assessment instrument.

Business Administration Skills 5.4

Apply statistical analysis and quantitative methods to make effective business decisions.

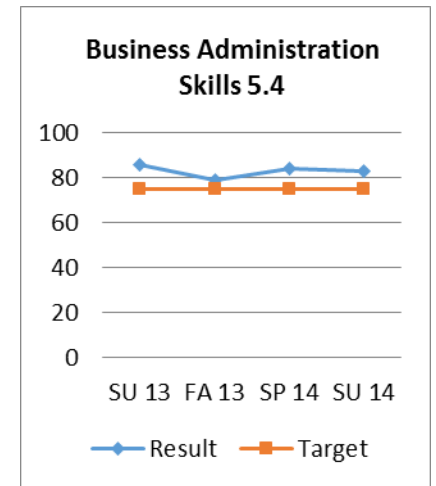
Direct, Formative data derived from BUS 352 Module 6 Problem Set

83% of students achieved a score of 75% or higher on the assessment measure during the summer session of 2014, which was above the target of 75%.

Target was exceeded during each of the previous 4 semesters.

No specific action required.

Acceptable Target: 75% of the students will meet or exceed 70% on the assessment instrument. Note that 70% is a passing score on the assignment.



Business Administration Skills 5.5

Apply statistical analysis and quantitative methods to make effective business decisions.

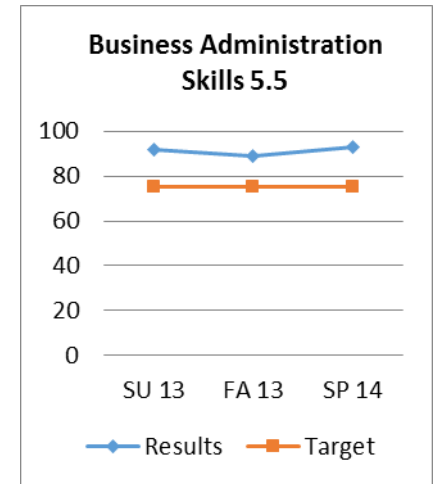
Direct, Formative data derived from MGT 455/Module 5 Problem Set

93% of students achieved a score of 70% or higher on the assessment measure during the summer session of 2014, which was above the target of 75%.

Target was exceeded during each of the previous 4 semesters.

No specific action required.

Acceptable Target: 75% of the students will meet or exceed 70% on the assessment instrument. Note that 70% is a passing score on the assignment.



Student Learning Outcomes: BS in Business Management

Management Skills 5.1

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

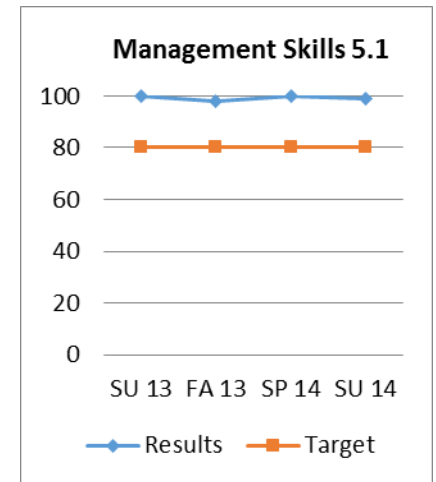
Acceptable Target: 80% of the students will meet or exceed 70% on the assessment instrument. Note that 70% is a passing score on the assignment.

Direct, Formative data derived from MGT 410/Module 8 Personal Model of Leadership

99% of students achieved a score of 70% or higher on the assessment measure during the summer session of 2014, which was above the target of 80%.

Target was exceeded during each of the previous 4 semesters.

No specific action required.



Management Skills 5.2

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

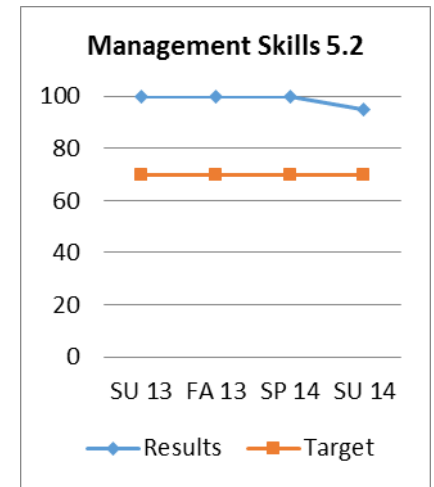
Direct, Formative data derived from MGT 434 Human Resources:Module 6/Performance Management Cycle Plan

95% of students achieved a score of 75% or higher on the assessment measure during the summer session of 2014, which was above the target of 70%.

Target was exceeded during each of the previous 4 semesters.

No specific action required.

Acceptable Target: 70% of the students will meet or exceed 75% on the assessment instrument. Note that 70% is a passing score on the assignment.



Management Skills 5.3

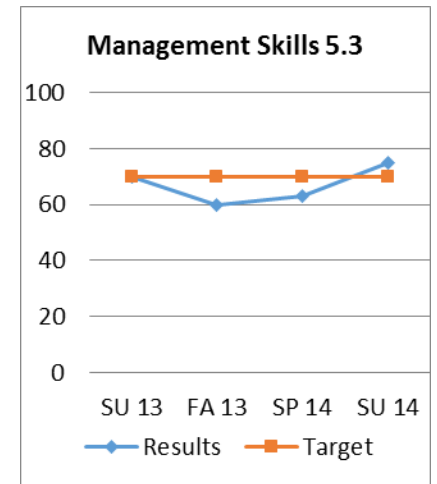
Create innovative work environments for organizations to ensure the competitiveness of the firm

Direct, Formative data derived from ENT 435/Module 8 Create an Innovation

75% of students achieved a score of 75% or higher on the assessment measure during the summer session of 2014, which was above the target of 70%.

In summer, 2014, a significant improvement was made from the previous two semesters. We believe this was due to the fact that the wording of the content portion of rubric to include: hypothesize the innovation; describe the innovation. This change clarified the assignment requirements for the students.

No specific action required.



Acceptable Target: 70% of the students will meet or exceed 75% on the assessment instrument.					
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Management Skills 5.4

Utilize intervention skills and strategies for organizational change and development	Direct, Formative data derived from MGT 492/Module 8 Transformation at the IRS	100% of students achieved a score of 75% or higher on the assessment measure during the summer session of 2014, which was above the target of 70%.	Target was exceeded during each of the previous 4 semesters.	No specific action required.	<p>The graph displays two data series: 'Results' (blue line with diamond markers) and 'Target' (orange line with square markers). The Y-axis represents the percentage of students, ranging from 0 to 100 in increments of 20. The X-axis lists four semesters: SU 13, FA 13, SP 14, and SU 14. The 'Results' series is a horizontal line at 100% for all semesters. The 'Target' series is a horizontal line at 70% for all semesters.</p> <table border="1"> <caption>Management Skills 5.4 Data</caption> <thead> <tr> <th>Semester</th> <th>Results (%)</th> <th>Target (%)</th> </tr> </thead> <tbody> <tr> <td>SU 13</td> <td>100</td> <td>70</td> </tr> <tr> <td>FA 13</td> <td>100</td> <td>70</td> </tr> <tr> <td>SP 14</td> <td>100</td> <td>70</td> </tr> <tr> <td>SU 14</td> <td>100</td> <td>70</td> </tr> </tbody> </table>	Semester	Results (%)	Target (%)	SU 13	100	70	FA 13	100	70	SP 14	100	70	SU 14	100	70
Semester	Results (%)	Target (%)																		
SU 13	100	70																		
FA 13	100	70																		
SP 14	100	70																		
SU 14	100	70																		
Acceptable Target: 70% of the students will meet or exceed 75% on the assessment instrument. Note that 70% is a passing score on the assignment.																				

Student Learning Outcomes: BS in Entrepreneurial Studies

Entrepreneurial Management Skills 5.1

Determine the importance of networking in developing business opportunities and long-term relationships

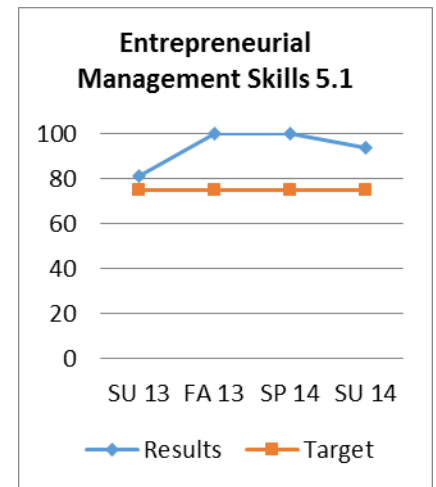
Direct, Formative data derived from ENT 320/Module 3 Community Involvement Essay

94% of students achieved a score of 75% or higher on the assessment measure during the summer session of 2014, which was above the target of 90%.

Target was exceeded during each of the previous 4 semesters.

No specific action required.

Acceptable Target: 90% of the students will meet or exceed 75% on the assessment instrument



Entrepreneurial Management Skills 5.2

Determine financing options within the venture capital industry to fund new ventures

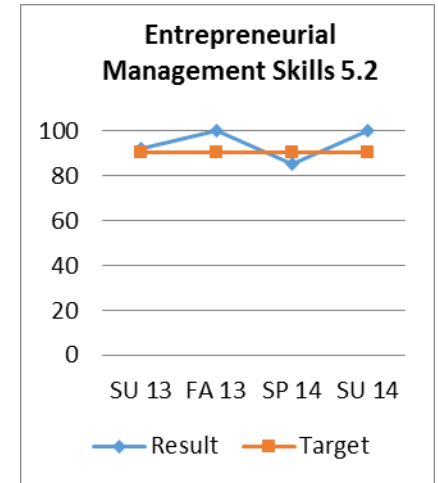
Direct, Formative data derived from ENT 445 - Business Planning for Entrepreneurs: Module 8/ Business Plan

100% of students achieved a score of 75% or higher on the assessment measure during the summer session of 2014, which was above the target of 90%.

Target was exceeded in 3 of the previous 4 semesters.

No specific action required.

Acceptable Target: 90% of the students will meet or exceed 75% on the assessment instrument



Entrepreneurial Management Skills 5.3

Demonstrate how socially-oriented ventures serve the interests of both organizations and society

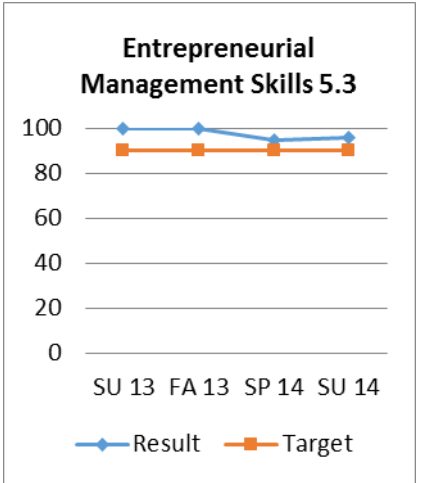
Direct, Formative data derived from ENT 445 Module 7/Social Entrepreneurship Essay

96% of students achieved a score of 75% or higher on the assessment measure during the summer session of 2014, which was above the target of 90%.

Target was exceeded during each of the previous 4 semesters.

No specific action required.

Acceptable Target: 90% of the students will meet or exceed 75% on the assessment instrument



Entrepreneurial Management Skills 5.4

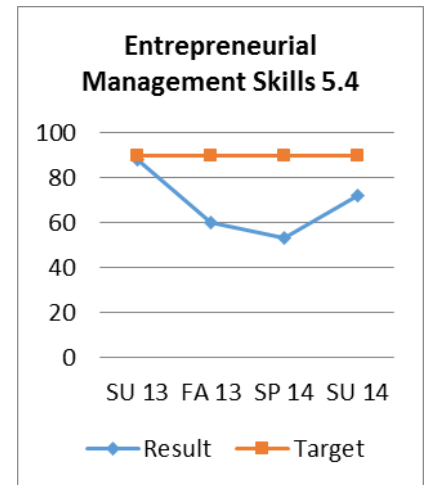
Determine practices for diffusing innovations within organizations to create competitive advantage

Direct, Formative data derived from ENT 435 - Intrapreneurship and Innovation:Module 8/Create an Innovation

72% of students achieved a score of 75% or higher on the assessment measure during the summer session of 2014, which was below the target of 90%.

Results were below target for the previous 3 semesters. In 2013 changes were made to the benchmark assignment rubric to clarify the assignment requirements for the students. Results have improved slightly, but are still below target.

There are two major assignments due in the last week of class. Both are very rigorous. We are evaluating moving one of the assignments to be due earlier in the course.



Acceptable Target: 90% of the students will meet or exceed 75% on the assessment instrument

Entrepreneurial Management Skills 5.5

Determine practices for diffusing innovations within organizations to create competitive advantage

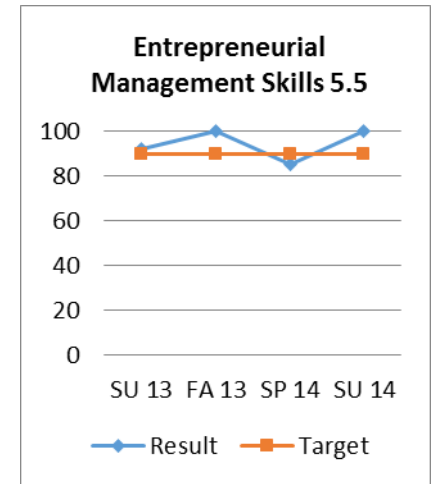
Direct, Formative data derived from ENT 445 - Business Planning for Entrepreneurs:Module 8/ Business Plan

100% of students achieved a score of 75% or higher on the assessment measure during the summer session of 2014, which was above the target of 90%.

Target was exceeded in 3 of the previous 4 semesters.

No specific action required.

Acceptable Target: 90% of the students will meet or exceed 75% on the assessment instrument



Student Learning Outcomes: BS in Finance and Economics

Finance and Economic Skills 5.1

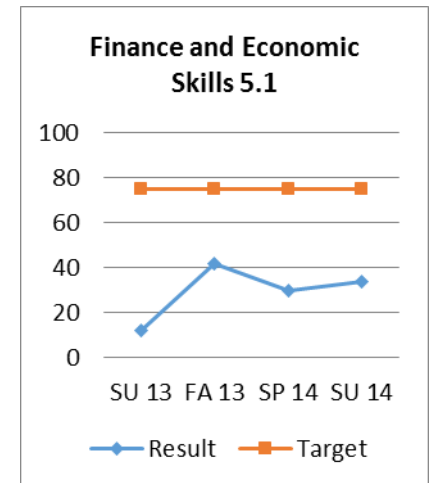
Use a firm's financial statements in order to internally and externally evaluate and manage the financial efficiency and effectiveness of the organization

Direct, Formative data derived from FIN 450 Intermediate Finance: Module 2/Quiz

34% of students achieved a score of 75% or higher on the assessment measure during the summer session of 2014, which was below the target of 75%.

Results were below target for the previous 4 semesters. It was determined that the Module 2 quiz did not adequately assess the competency. The quizzes are intended to be practice quizzes to improve student learning, and are not intended to be assessment instruments.

The course was revised for Fall 2014, The benchmark has been changed to the module 3 Problems assignment. This change has been reflected in the 2014-2015 Assessment Plan and the program design document.



Acceptable Target:
75% of the students
will meet or exceed
75% on the
assessment
instrument

Finance and Economic Skills 5.2

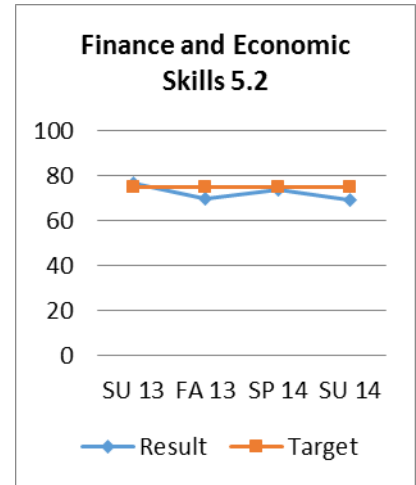
Utilize a combination of financial skills and tools to make effective investment decisions, manage investment portfolios in order to achieve performance goals, and compare and evaluate relative performance to appropriate benchmarks

Direct, Formative data derived from FIN 451 Investments and Portfolio Management: Module 8 Exam

69% of students achieved a score of 75% or higher on the assessment measure during the summer session of 2014, which was slightly below the target of 75%.

Results have been at or slightly below target for the previous 4 semesters

Benchmark assignment has been reviewed and determined to be appropriate. Although results were only slightly below target, the course curriculum will be reviewed to determine if additional resources are necessary to improve student learning.



Acceptable Target:
75% of the students
will meet or exceed
75% on the
assessment

instrument

Finance and Economic Skills 5.3

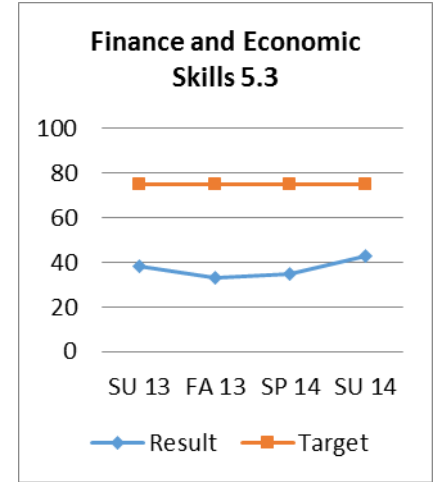
Analyze a firm's short and long-term assets and liabilities in order to maximize financial efficiency, cash flow, and profitability, as well as analyze an organization's long-term financial structure, capital budgeting and investments, using financial metrics relevant to the company, industry, and markets

Direct, Formative data derived from FIN 450 Intermediate Finance: Module 6 Quiz

43% of students achieved a score of 75% or higher on the assessment measure during the summer session of 2014, which was below the target of 75%.

Results were below target for the previous 4 semesters. It was determined that the Module 2 quiz did not adequately assess the competency.

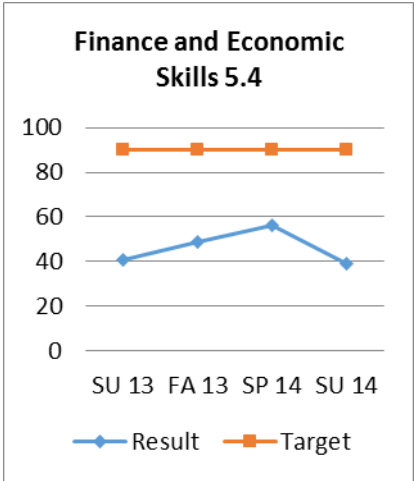
The findings and competencies have been reviewed by Dennis Proffit, lead Finance Professor and Kim Donaldson, lead economics professor. The course was revised for Fall 2014. The course was revised for Fall 2014 and it has been determined that a more appropriate assignment needed to be identified to assess the competency. The benchmark has now been changed to the ECN 360 module 5 assignment.



<p>Acceptable Target: 75% of the students will meet or exceed 75% on the assessment instrument</p>				<p>This change has been reflected in the 2014-2015 Assessment Plan and the Program Design Document.</p>	
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Finance and Economic Skills 5.4

<p>Describe how buyers and sellers interact to create markets, how markets allocate resources, and government's role in the market economy</p>	<p>Direct, Formative data derived from ECN 220 Module 2/Quiz</p>	<p>39% of students achieved a score of 70% or higher on the assessment measure during the summer session of 2014, which was below the target of 90%.</p>	<p>Results have been below target for the previous 4 semesters</p>	<p>The competency was reviewed by Kim Donaldson, lead Economics professor, who determined that the competency was not appropriate for the program. The competency has been changed to: 5.4 "Analyze the global economic system and its impact of business decisions." The course is</p>
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Acceptable Target:
90% of the students
will meet or exceed
70% on the
assessment
instrument

currently under
revision for
custom content.
Once the course
is revised, the
benchmark will
be identified and
added to the
assessment plan.

Finance and Economic Skills 5.5a

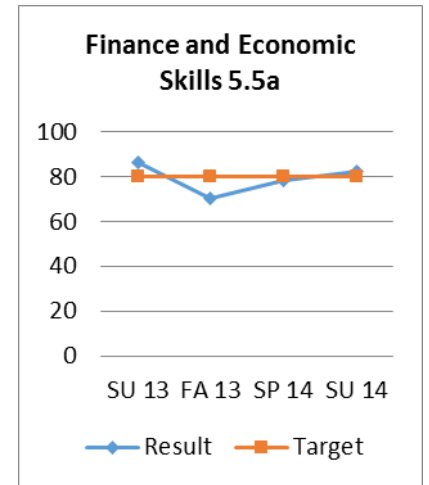
Delineate the causes of changes in national output, growth, unemployment, inflation, the role of money and interest rates in the economy, and the effects of fiscal, monetary, and supply-side policies

Direct, Formative data derived from ECN 360 Module 5/Fiscal Policy and Government Problems

82% of students achieved a score of 70% or higher on the assessment measure during the summer session of 2014, which was above the target of 80%.

Scores were at or above target for 2 of the previous 4 semesters, and have been steadily improving since Fall, 2013.

The Program Design Document for the BS in Finance and Economics was reviewed by Kim Donaldson and Dennis Proffit, along with the Curriculum Development partners. The competencies were revised, so this competency is no longer needed. It will be



Acceptable Target:
80% of the students
will meet or exceed
70% on the
assessment
instrument

deleted in the
2017 QA report.

Finance and Economic Skills 5.5b

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

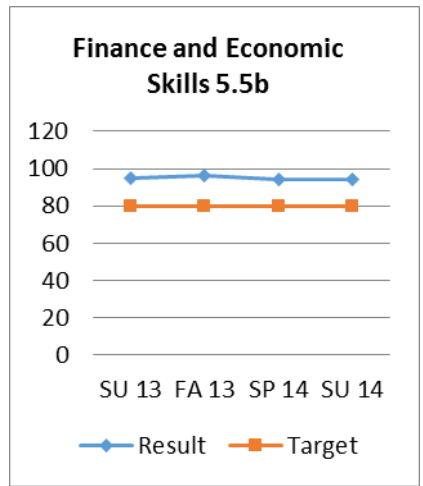
Direct, Formative data derived from ECN 360 Module 8/International Economy

94% of students achieved a score of 70% or higher on the assessment measure during the summer session of 2014, which was above the target of 80%.

Target was exceeded during each of the previous 4 semesters.

The Program Design Document for the BS in Finance and Economics was reviewed by Kim Donaldson and Dennis Proffit, along with the Curriculum Development partners. The competencies were revised, so this competency is no longer needed. It will be deleted in the next report.

Acceptable Target: 80% of the students will meet or exceed 70% on the assessment

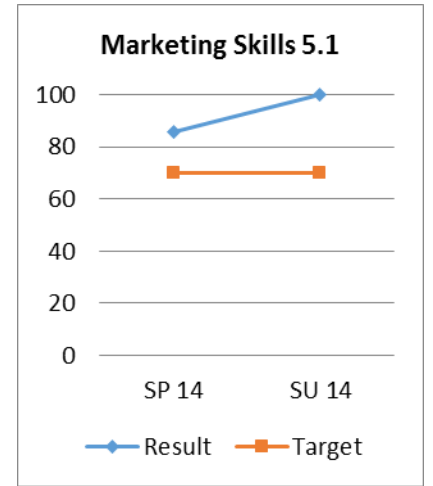


instrument					
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Student Learning Outcomes: BS in Marketing

Marketing Skills 5.1

<p>Effectively formulate and manage marketing decisions and strategies for product and services markets</p> <p>Acceptable Target: 70% of the students will meet or exceed 80% on the assessment instrument</p>	<p>Direct, Formative data derived from MKT 450 Module 3 Jones Blair Case study</p>	<p>100% of students achieved a score of 80% or higher on the assessment measure during the summer session of 2014, which was above the target of 70%.</p>	<p>Target was exceeded for the previous two semesters. There are only two data points because this assessment instrument was changed in Fall, 2013.</p>	<p>No specific action required.</p>
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Marketing Skills 5.2

Address the dynamics of advertising, promotion, and branding in the domestic and global economies based on consumer demand and behavior research

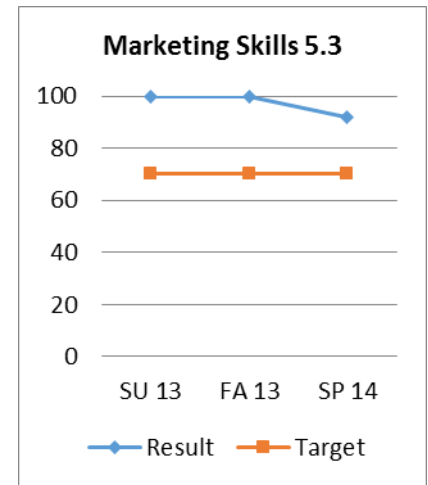
Direct, Formative data derived from MKT 415 International Considerations

92% of students achieved a score of 80% or higher on the assessment measure during the summer session of 2014, which was above the target of 70%.

Target was exceeded during each of the previous 3 semesters.

No specific action required.

Acceptable Target: 70% of the students will meet or exceed 80% on the assessment instrument



Marketing Skills 5.3

Determine the dynamics of strategic product positioning and distribution for both traditional and internet marketing in the domestic and global marketplace

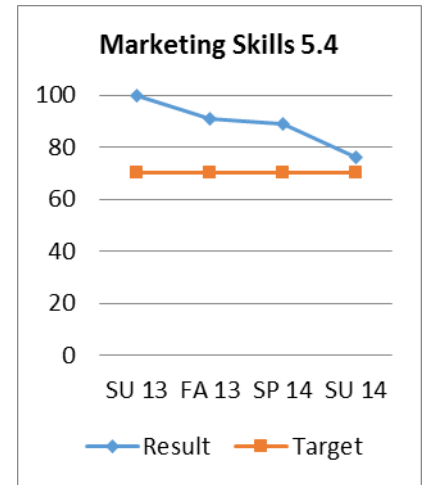
Direct, Formative data derived from MKT 450 Module 5 Cadbury Beverages, Inc.: Crush® Brand

76% of students achieved a score of 80% or higher on the assessment measure during the summer session of 2014, which was above the target of 70%.

Target was exceeded during each of the previous 4 semesters.

No specific action required.

Acceptable Target: 70% of the students will meet or exceed 80% on the assessment instrument



Student Learning Outcomes: BS in Sports Management

Sports Management Skills 5.1

Evaluate the size and scope of the sports business landscape, including potential career opportunities and future trends

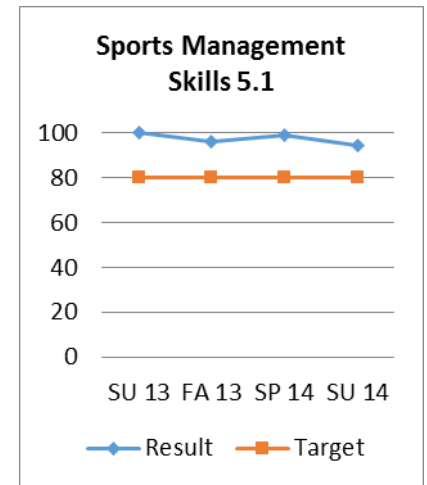
Direct, Formative data derived from BUS 232:Module 1/The Future of Sport

94% of students achieved a score of 75% or higher on the assessment measure during the summer session of 2014, which was above the target of 80%.

Results were at or above target for the previous 4 semesters.

No specific action required.

Acceptable Target: 80% of the students will meet or exceed 75% on the assessment instrument



Sports Management Skills 5.2

Analyze and develop effective marketing strategies that create a competitive advantage in the sports industry

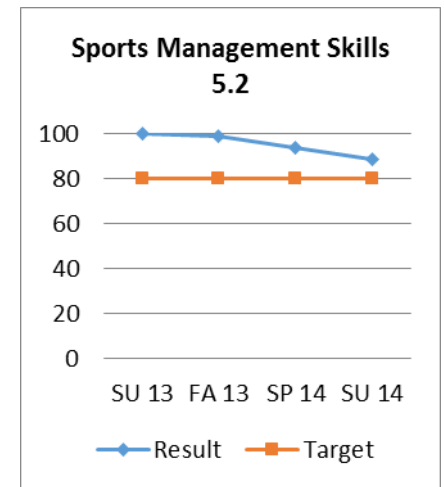
Direct, Formative data derived from BUS 372:Module 8/Marketing Strategy

89% of students achieved a score of 75% or higher on the assessment measure during the summer session of 2014, which was above the target of 80%.

Target was exceeded during each of the previous 4 semesters.

No specific action required.

Acceptable Target: 80% of the students will meet or exceed 75% on the assessment instrument



Sports Management Skills 5.3

Examine how core business practices apply relative to the conceptualization, development, and execution of first-class events in sports and entertainment

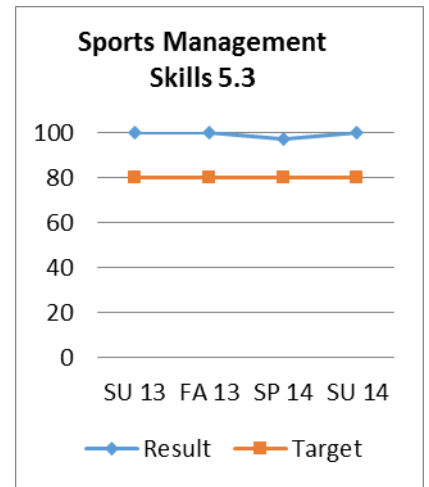
Direct, Formative data derived from MKT 373:Module 7/Create a Sports Event

100% of students achieved a score of 75% or higher on the assessment measure during the summer session of 2014, which was above the target of 80%.

Target was exceeded during each of the previous 4 semesters.

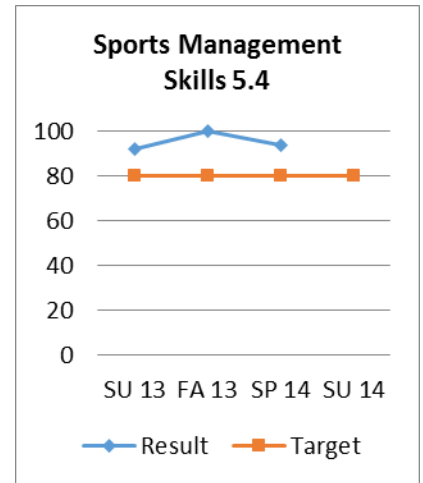
No specific action required.

Acceptable Target: 80% of the students will meet or exceed 75% on the assessment instrument



Sports Management Skills 5.4

<p>Investigate the various legal issues that impact sports business organizations, and identify sound methods to limit the liability of sports organizations</p> <p>Acceptable Target: 80% of the students will meet or exceed 75% on the assessment instrument</p>	<p>Direct, Formative data derived from BUS 364 :Module 1/Case Study: Minor League Baseball Team</p>	<p>Course was not offered in Summer 2014. In Spring, 2014, 94% of students achieved a score of 75% or higher on the assessment measure, which was above the target of 80%.</p>	<p>Target was exceeded for SU 2014, FA, 2013, and SP 2014. Course was not offered in SU 2014.</p>	<p>No specific action required.</p>
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Student Learning Outcomes: MBA

1.0a Leadership in Domestic and Global Organizations

<p>Graduates of Grand Canyon University's Master of Business Administration program will be able</p>	<p>Direct, Formative data derived from MGT 660 Strategic Management: Module 2/Environmental and</p>	<p>69% of students achieved a score of 85% or</p>	<p>Results were below target for the previous three</p>	<p>No specific action required. However, we are in the process of doing a program</p>
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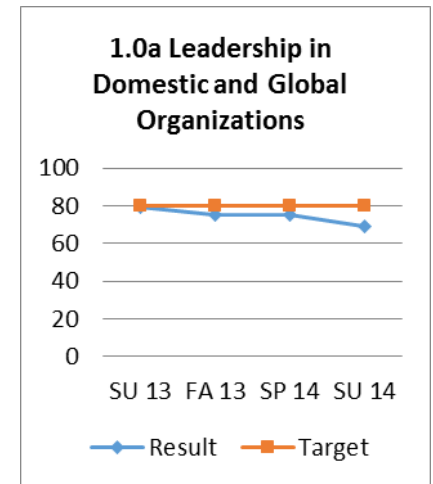
to recognize the impact of the global economy on organizational decision-making, planning, and sourcing of organizational resources and functions and demonstrate interpersonal skills that address sourcing, organizational structure, and the influence of diverse cultures on organizational practices and decision-making
 Acceptable Target: 80% of the students will meet or exceed 85% on the assessment instrument

Industry Analysis

higher on the assessment measure during the summer session of 2014, which was below the target of 80%.

semesters.

review for the MBA program and we expect that the competencies for the program and the benchmark assignments will be revised.



1.0b Leadership in Domestic and Global Organizations

Graduates of Grand Canyon University's Master of Business Administration program will be able

Direct, Formative data derived from MGT 660, Strategic Management: Module 8/Strategic Leadership and

100% of students achieved a score of 85% or

Target was exceeded during each of the previous 4

No specific action required. However, we are in the process of doing a program

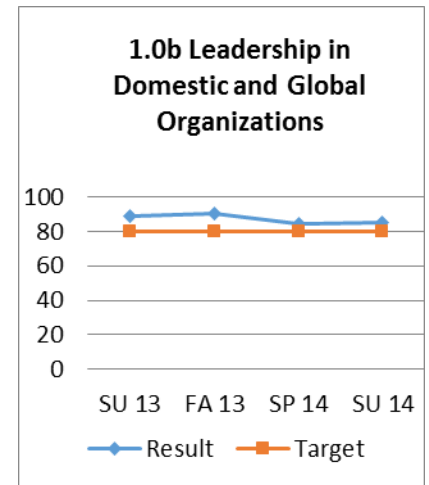
to recognize the impact of the global economy on organizational decision-making, planning, and sourcing of organizational resources and functions and demonstrate interpersonal skills that address sourcing, organizational structure, and the influence of diverse cultures on organizational practices and decision-making
 Acceptable Target: 80% of the students will meet or exceed 85% on the assessment instrument

Entrepreneurship Analysis

higher on the assessment measure during the summer session of 2014, which was above the target of 80%.

semesters.

review for the MBA program and we expect that the competencies for the program and the benchmark assignments will be revised.



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2.0 Technology and Information Systems					
<p>Graduates will 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>New competency developed in 2014. No data available.</p>	<p>New competency developed in 2014. No data available.</p>	<p>New competency developed in 2014. No data available.</p>	<p>No specific action required. However, we are in the process of doing a program review for the MBA program and we expect that the competencies for the program and the benchmark assignments will be revised.</p>	<p>New competency developed in 2014. No data available.</p>

3.0.a Research

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

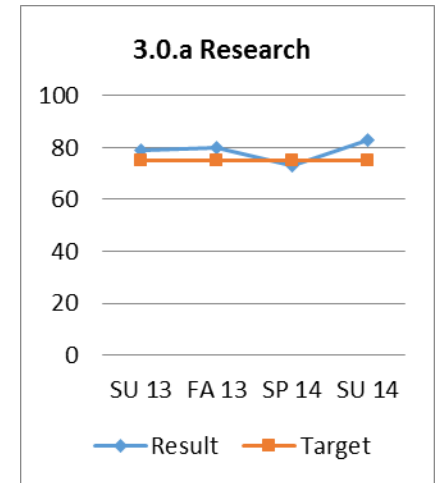
Direct, Formative data derived from BUS 660, Module 4 Problem Set

83% of students achieved a score of 85% or higher on the assessment measure during the summer session of 2014, which was above the target of 75%.

Target was achieved in three of the last 4 semesters, and trended upward from SP 2014 to SU 2014.

No specific action required. However, we are in the process of doing a program review for the MBA program and we expect that the competencies for the program and the benchmark assignments will be revised.

Acceptable Target: 75% of the students will meet or exceed 85% on the assessment instrument



3.0b Research

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

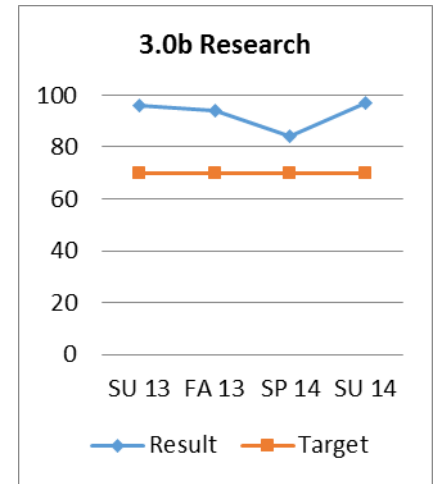
Direct, Formative data derived from MKT 607, Module 2 Individual Assignment: Marketing Research

97% of students achieved a score of 80% or higher on the assessment measure during the summer session of 2014, which was above the target of 70%.

Target was exceeded during each of the previous 4 semesters.

No specific action required. However, we are in the process of doing a program review for the MBA program and we expect that the competencies for the program and the benchmark assignments will be revised.

Acceptable Target: 70% of the students will meet or exceed 80% on the assessment instrument



4.0a Business Theories and Applications

Graduates of Grand Canyon University's Master of Business Administration 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

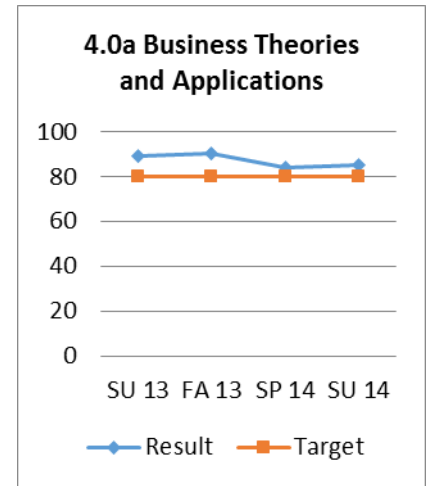
Direct, Formative data derived from MGT 660, Strategic Management:Module 8/Final Revised Capstone Business Plan

85% of students achieved a score of 80% or higher on the assessment measure during the summer session of 2014, which was above the target of 80%.

Target was exceeded during each of the previous 4 semesters.

No specific action required. However, we are in the process of doing a program review for the MBA program and we expect that the competencies for the program and the benchmark assignments will be revised.

Acceptable Target: 80% of the students will meet or exceed 85% on the assessment instrument



4.0b Business Theories and Applications

Graduates of Grand Canyon University's Master of Business Administration 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

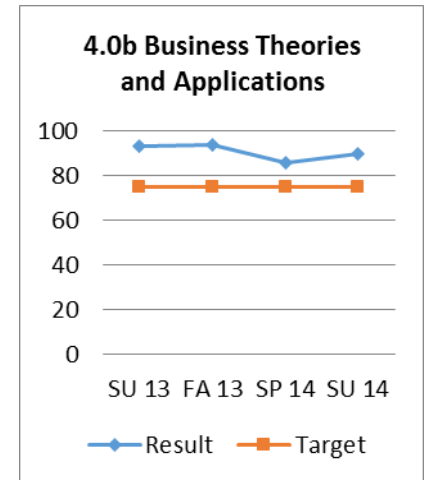
Acceptable Target:
75% of the students will meet or exceed 85% on the assessment instrument

Direct, Formative data derived from MGT 655 Operations Management: Module 2/Productivity Problem Set

90% of students achieved a score of 85% or higher on the assessment measure during the summer session of 2014, which was above the target of 75%.

Target was exceeded during each of the previous 4 semesters.

No specific action required. However, we are in the process of doing a program review for the MBA program and we expect that the competencies for the program and the benchmark assignments will be revised.



The most recent results for the following programs show that we met or exceeded the target measures for each of the competencies in the program.

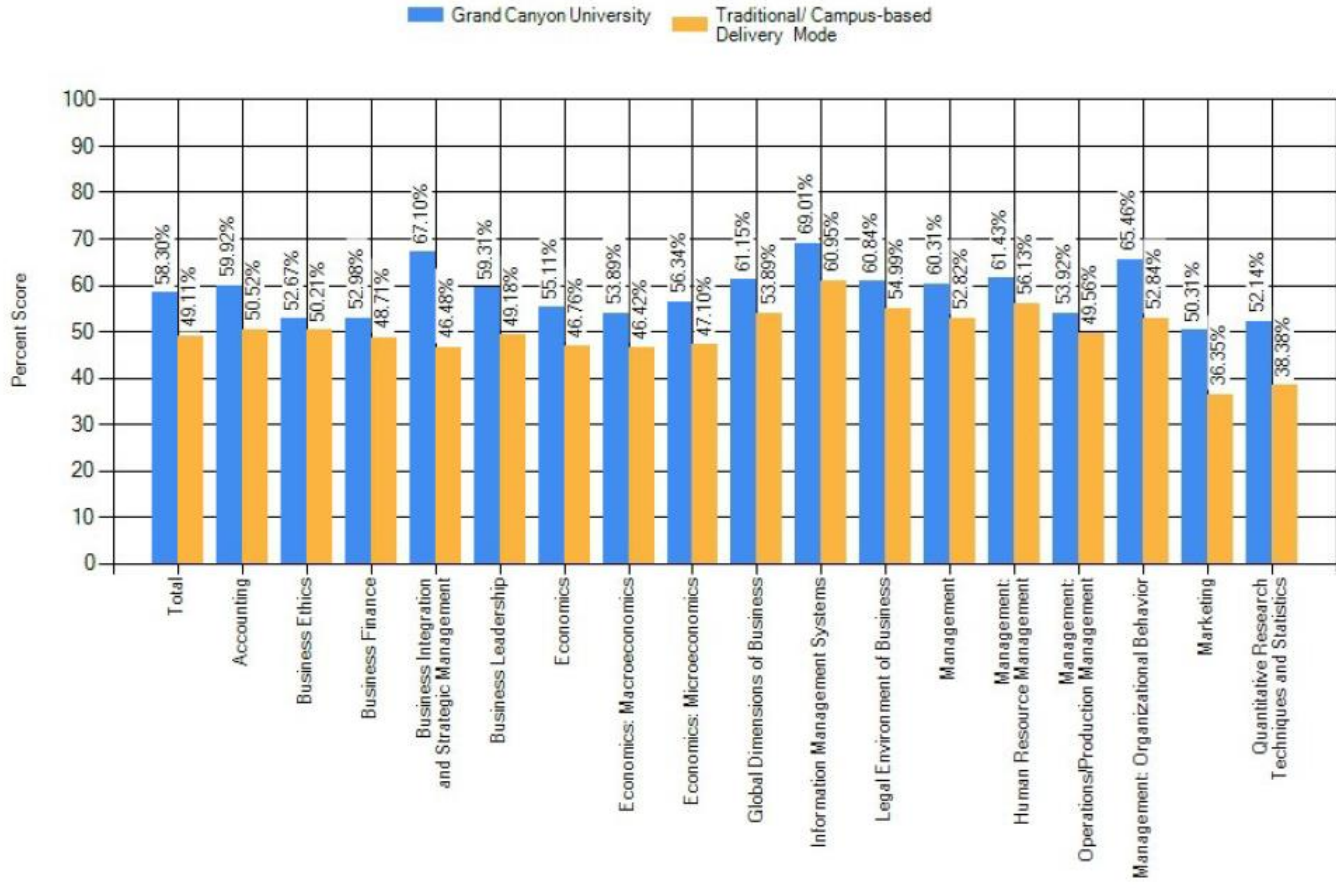
- Bachelor of Science in Accounting
- Bachelor of Science in Business Administration
- Bachelor of Science in Business Management
- Bachelor of Science in Marketing
- Bachelor of Science in Sports Management

In the Bachelor of Science in Entrepreneurial Studies and the Master of Business Administration we met or exceeded the target measures in four of the five competencies. The improvement action plan for those competencies are in the attached Table File.

In the Bachelor of Science in Finance and Economics four of six competencies were below target, so improvement is needed. Specific plans for improvement are summarized in the attached Table File.

In addition to the internal assessment data presented in the Table File for Standard 4, GCU also uses the Peregrine Academics business field text to assess the overall competency of our business students. This test allows us to do an external comparison of the performance of our students against the aggregate performance of other institutions using the Peregrine test. Our most recent tests were administered in Fall, 2014, to 81 traditional ground students and 55 online students. The results of the Peregrine test in Fall, 2014, shown below, show the following.

- For the ground modality, GCU students exceeded the aggregate in 15 of 17 academic categories, and exceeded the total score of the aggregate by 4.8%.
- For the online modality, GCU exceeded the aggregate in 13 of 17 academic categories, and exceeded the total score of the aggregate by 2.8%.
- The internal comparison between ground and online students showed that online students performed better in all but 1 of the 17 categories. In total score, online students exceeded ground students by 8.8%.



5 - Standard 5 Faculty and Staff Focus

a. Faculty and Staff Focus

Complete Table 5.1 Standard 5 - Faculty- and Staff-Focused Results.

Table 5.1 Standard 5 - Faculty- and Staff-Focused Results

Standard #5 Faculty and Staff Focus, Table 5.1

Complete the following table. Provide three or four examples, reporting what you consider to be the most important data.

		Analysis of Results																							
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)																				
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.	<div style="text-align: center;"> <p>Faculty/Staff Education</p> <table border="1" style="display: none;"> <caption>Faculty/Staff Education Data</caption> <thead> <tr> <th>Year</th> <th>Faculty</th> <th>Staff</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>2011</td> <td>1</td> <td>3</td> <td>4</td> </tr> <tr> <td>2012</td> <td>1</td> <td>1</td> <td>2</td> </tr> <tr> <td>2013</td> <td>2</td> <td>2</td> <td>4</td> </tr> <tr> <td>2014</td> <td>3</td> <td>2</td> <td>5</td> </tr> </tbody> </table> </div>	Year	Faculty	Staff	Total	2011	1	3	4	2012	1	1	2	2013	2	2	4	2014	3	2	5
Year	Faculty	Staff	Total																						
2011	1	3	4																						
2012	1	1	2																						
2013	2	2	4																						
2014	3	2	5																						

<p>Promote faculty presentations at professional conferences and authorship of papers by full-time faculty</p>	<p>Since GCU is primarily a teaching institution, faculty are not required to research and publish. However, faculty research, publication, and presentation at professional conferences is encouraged and supported. The measurement for this goal is the number of publications/presentations made by faculty during the report period.</p>	<p>During this report period, six formal publications and four presentations at conferences, seminars and symposia were made by four separate college of business full-time faculty. Another faculty serves on the editorial board Strategic Finance Magazine, a publication of the IMA. Please see the summary of publications and presentations that is attached as an evidence file in Section 5.</p>	<p>KBCOB faculty have a consistent record of presenting and publishing.</p>	<p>Continue to encourage and support full-time faculty and staff to publish and present as opportunities become available.</p>	<div data-bbox="1535 237 2060 662"> <h3 style="text-align: center;">Total Publications and Presentations</h3> <table border="1"> <caption>Total Publications and Presentations</caption> <thead> <tr> <th>Year</th> <th>Total Publications and Presentations</th> </tr> </thead> <tbody> <tr> <td>2007-2008</td> <td>7</td> </tr> <tr> <td>2009-2010</td> <td>6</td> </tr> <tr> <td>2011-2012</td> <td>5</td> </tr> <tr> <td>2013-2014</td> <td>11</td> </tr> </tbody> </table> </div>	Year	Total Publications and Presentations	2007-2008	7	2009-2010	6	2011-2012	5	2013-2014	11
Year	Total Publications and Presentations														
2007-2008	7														
2009-2010	6														
2011-2012	5														
2013-2014	11														

<p>Faculty Satisfaction greater than or equal to 4.0/5.0.</p>	<p>Instrument is the Faculty End of Course Survey. These are completed after each course taught by both ground and online faculty and aggregated for reporting purposes.</p>	<p>Faculty satisfaction in 2013, as indicated by the faculty end-of-course surveys, was at the target of 4.25/5.00.</p>	<p>GCU has standardized curriculum for all faculty for every course. This is to sure that learning objectives are the same for all sections, both online and ground. The results indicate that faculty are generally satisfied with the curriculum.</p>	<p>Continue to solicit faculty feedback regarding curriculum and implement when appropriate. The college of business will continue meetings with ground full-time and adjunct faculty. Virtual meetings will be held for online faculty each semester where they can communicate any issues with curriculum or any other issues that might be impeding student learning.</p>	<p>Faculty End of Course Survey</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Average score of curriculum</th> </tr> </thead> <tbody> <tr> <td>2011</td> <td>4.1</td> </tr> <tr> <td>2012</td> <td>4.0</td> </tr> <tr> <td>2013</td> <td>4.2</td> </tr> </tbody> </table>	Year	Average score of curriculum	2011	4.1	2012	4.0	2013	4.2
Year	Average score of curriculum												
2011	4.1												
2012	4.0												
2013	4.2												

b. Faculty Qualifications

Complete Table 5.2 Standard 5 - **New Full-Time and Part-Time Faculty Qualifications** and Table 5.3 Standard 5, Criterion 5.8 - **Scholarly and Professional Activities** for **new** full-time and part-time faculty members hired since last self-study or QA report. Do not include faculty members previously reported.

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

Faculty Member Name (alphabetically by Last Name)	Major Teaching Field	LIST ALL EARNED DEGREES (State Degree as Documented on Transcript, must include Major Field)	ACBSP QUALIFICATION 1. Academically 2. Professional 3. Minimal
Abbot, Phyllis	Business Leadership	MSL-Leadership, B.S. Org Leadership	Professional
Adair, Britt	Project Management	MS-Project Management, B.S. Computer Science	Professional
Artzi, Ytshak	Business Statistics	MS-Computer Science, BS-Computer Science & Mathematics , ABD-Educational systems development, ABD Instructional Design	Professional
Ash, Phillip	Strategic Management	PhD-Strategic Management, MBA, BS-Business Administration	Academically
Azimi Thomas, Susan Ghodsi	Economics	MBA, MA-Economics, BA	Professional
Bishop, Connie H	Economics	MBA, BS	Professional

Blancett, Bryan	Leadership	BS, MA	Professional
Boessling, Nicolette	Management	MBA, BS-Management	Professional
Borsan, Mirela A	Management	MA-Organizational Management, BS Justice Studies	Professional
Busler, Benjamin Lee	Management	MBA-International Management, BA- Political Science	Professional
Cavanaugh, Michael Dale	Management	MBA, BS-Industrial Management	Professional
Crawford, Michael W	Human Resources	MBA, BS-Organizational Leadership	Professional
Critchfield, Brian David	Marketing	MBA-Global, BBA	Professional
Dahlstrom, Timothy R	Economics	PhD, MBA, BBA	Academically
Davis, Deanna Rachelle	Management	PhD, MA-Higher Ed Administration, BBA	Academically
Davis, Marnie Corinne	Management/Marketing	MBA, BBA	Professional
Dobbs, Cory L	Marketing	EdD, Med, MBA, BS-secondary education	Academically

Ennis, William E	Management	MSL, BA-Criminal Justice	Professional
Escue, Billy	Applied Management	Ph.D-Educational Leadership, MS-Curriculum & Instruction, BS-Physical Education	Academically
Fontaine, Jennifer	Marketing	MBA, BM-Music Education	Professional
Gillette-Bertolozzi, Angela Renae	Management/Leadership	MA- Organizational Management, BS-Management,	Professional
Goulding, Ryan	Management	MBA, BS-Recreation Management	Professional
Grothus, Vanessa	Accounting	MS-Accounting, BS-Accounting	Professional
Hannon, Kairo	Management	MBA, BS-Business Operations	Professional
Hanson, June	Accounting	MBA, BS in Marketing	Professional
Henderson, Richard	Strategic Management	DBA, MBA, BS-Business Management & Strategic Mgt, BS-Electronic Engineering Technology	Academically
Jacobson, Daniel	Management/Leadership	PhD- Organizational Management, MA-Human Resources Development, BS-Industrial Engineering Technology	Academically

Jones, Glenn	Emergency Management	MSL-Leadership, BS-Fire Science	Professional
Kale, Mrinalini D	Marketing	MS-International MGT-Marketing, BS-Life sciences	Professional
Kaper, Paula	Accounting	MBA-Accounting, BS-BA-Marketing	Professional
Lauber, Shane	Management/Business Intelligence	MS-Information Systems Management, BA-Information Systems	Professional
Lenarz, Jonathan	Law, Sports Mgt, Leadership	Juris Doctorate, MS-Kinesiology-sports management, BA-Psychology & Physical Education	Academically
Lyons, Christopher	Accounting	MS-Finance, BS-Marketing	Professional
McDonald, Katherine	Management, Marketing	MBA, BS-Marketing	Professional
McKinley, Staci	Finance	MBA, BS-Finance	Professional
Miller, Linda	Accounting	Master of Accountancy, BS-Accountancy	Professional
Moreno, Pedro	Business Law	MA-Law & Diplomacy-International Relations,	Professional
Mullane, Terrence	Accounting	MBA, BA-Economics	Professional

Neibling, Luke	Marketing	MBA-General Management, BS-Business Administration	Professional
O'Kray Murphy, Rebecca	Business Law	JD-Law, BA	Academically
Olander, George	Finance	DBA, MBA, BS-Political Science and Economics	Academically
Pastore, Gary	Human Resources	MSL-Leadership, BA-Bachelor of Arts	Professional
Porrell, Christopher	Emergency Management	MBA, BA-Bachelor of Arts	Professional
Poulos, Gregory	Law, accounting	JD-Law, MBA-Accounting, BA-Economics	Academically
Reznick, Lisa	Human Resources	MBA, BA-Human Resources	Professional
Rochford, George	Finance	MBA, BS-Finance	Professional
Rose, Christi	Human Resources	MBA-Human Resources, BA-Organizational Management	Professional
Roth, Richard	Sports Management	EdD-Sports Management, MA-Physical Education, BA-Physical Education	Academically
Roussas, Steve	Management	PhD-Organizational Management, MS-Engineering, BS	Academically

Rudd, Tait	Accounting	MS-Accounting, BS-Accounting	Professional
Rupe, Robert	Human Resources	PhD-Education, MS-Human Resources, BS-Political Science	Academically
Sada, Caron	Entrepreneurship	PhD, MBA, BS-Speech	Academically
Scholar, Brent	Management	Ed.D, MBA, BA-English	Academically
Schwarz, Russell	Marketing	MBA, BA-English	Professional
Sherwood, Audra	Economics	MS-Economics, BS-Math & Science	Professional
Slivinski, Krystal	Economics	MA-Economics, BA-Economics	Professional
Smith, Gina	Leadership	EdD, MS-Education, BA-Journalism	Academically
Smith, Jerilyn	Management	MBA, BS-Marketing	Professional
Talley, Maureen	Leadership	EMBA, BA-Applied Behavioral Science	Professional
Tatarka, Christopher John	Leadership/Public Administration	PhD- Business Administration, MS-Public Administration, MA- Psychology, BA	Academically

Thompson, Dayna	Human Resources	Ed.D-Organizational Leadership, MBA, BBA	Academically
Torres, Elissa	Organizational Management	PhD- Organizational Management, MS-Organizational Management, BS-Management	Academically
Trenkamp, Tracy	Accounting	MBA, BA-Accounting	Professional
Tribe, Timothy	Accounting	MS-Accounting, BS-Accountancy	Professional
Washington, Tiffani	Operations Management	MBA, Bachelors-Civil Engineering	Professional
Wessel, Kirk	Business Administration	PhD-Business Admin, MBA, BS-General Engineering	Academically
Zingg, Adam	Finance	MS-Engineering-Financial Engineering, MA-Applied Economics, BA	Professional

During the report period 67 new faculty were added, broken down as follows:

- 21 Academically Qualified
- 46 Professionally Qualified
- 5 Full-time ground faculty
- 62 Adjunct and online

Scholarly and Professional Activities

Of the 67 new faculty listed in Table 5.2,

- 25 hold professional certifications in addition to their degree
- 19 have published or unpublished manuscripts, articles, and books
- 22 have consulting experience
- 14 have indicated attendance at professional conferences
- 13 have professional memberships

6 - Standard 6 Educational and Business Process Management

Curriculum

List any existing accredited degree programs/curricula that have been substantially revised since your last report and, for each program, attach a Table - Standard 6, Criterion 6.1.3 - Undergraduate CPC Coverage, found under the Evidence File tab above.

No significant changes were made to any accredited programs.

List any new degree programs that have been developed and, for each new program since your last report.

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

New Program: Bachelor of Science in Business Administration with an Emphasis in Business Intelligence

The Colangelo College of Business introduced the Bachelor of Science in Business Administration with an Emphasis in Business Intelligence in June of 2012. CCOB expects to request accreditation of this program in the summer or Fall of 2015. By that time, we will have passed the two-year mark and have graduates from the program.

Coverage of Common Professional Components

Please see Figure 6.5 below for coverage of the common professional components in the Business Intelligence Program.

Figure 6.5

Table of Undergraduate Common Professional Component (CPC) Compliance for BSBA with an Emphasis in Business Intelligence

	Hour Class Session by CPC Topic											
Core Courses	a. MKT	b. FIN	c. ACC	d. MGT	e. LAW	f. ECON	g. ETH	h. GLO	i. IS	j. QMSTAT	k.l. POL/COMP	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
BIT 200	0	0	0	0	0	0	0	0	60	0	0	60

BIT 417	3	0	0	10	26	0	34	1	2	0	2	78
BIT 415	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
Total	67	67	75	154	34	69	64	33	90	84	45	779

Program Description

Grand Canyon University's Bachelor of Science in Business Administration with an emphasis in Business Intelligence degree prepares students for career options which include business analyst, project manager, quality assurance, e-business and m-business solution manager, and business intelligence.

Students in the business intelligence degree will examine the fundamentals of project management, database structures, programming, business analytics, and IT governance and ethics. Students will study how to leverage web analytics to ascertain website effectiveness with a specific focus on how to track, capture, analyze and decipher website traffic. Another important concept included in the business intelligence degree is the role of governance and ethics within information technology, including preparing for an audit, complying with government regulations, and understanding data-privacy issues.

The Bachelor of Science in Business Administration with an emphasis in Business Intelligence degree also examines the key functional areas of management, accounting, finance and marketing.

Upon completing the business intelligence degree, many graduates opt to further their education. GCU offers a variety of master's degrees in business including an MBA and a Master of Science in Leadership.

Program Competencies

- Graduates of the BSBA with an Emphasis in Business Intelligence will be able to develop data intelligence solutions using relational databases.
- Graduates of the BSBA with an Emphasis in Business Intelligence will be able to assess computer solutions and business decisions with respect to regulations, laws, and ethical principles.
- Graduates of the BSBA with an Emphasis in Business Intelligence will be able to develop plans to manage components and progress of IT projects.

- Graduates of the BSBA with an Emphasis in Business Intelligence will be able to leverage web analytics to develop and ensure competitive advantage.
- Graduates of the BSBA with an Emphasis in Business Intelligence will be able to apply predictive analytics to make tactical and strategic business decisions.

Program Admissions Requirements

The BSBA with an Emphasis in Business Intelligence uses the same admissions requirements as other ACBSP accredited programs, which can be found at [GCU Admission Requirements](#).

Instructional Resources and Facilities/Equipment

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

Assessment Plan

Grand Canyon University uses Taskstream to track the assessment of program competencies. The assessment plan for the BSBA with an Emphasis in Business Intelligence is shown below.

Evidence File: Assessment Plan for BSBA with an Emphasis in Business Intelligence

▼ BS in Business Administration with an Emphasis in Business Intelligence Outcome Set

5.0

Business Intelligence

5.1 Develop data intelligence

5.1: Develop data intelligence solutions using relational databases.

▼ **Measure:** SYM 405 Business Programming: Module 5/Topic 5 Assignment
Program level; Direct - Student Artifact

Details/Description: SYM 405, Module 5/Topic 5 Assignment

Assume you have been hired as a database developer for a fast food restaurant. The company's management wants to create a database they can use to track daily orders.

Part 1

Within a Word document, list 10 questions you would ask the management to better understand the system requirements. Using a diagramming tool, create an ERD that displays at least 5 tables (and fields) for tables you will need. Your ERD should show the cardinality of table relationships. Submit a Word document that contains your questions and ERD.

Part 2

Using SQL queries, address the following:

Create a restaurant database (you must use the CREATE DATABASE query).
Create your tables and fields (you must use the CREATE query) to reflect typical activities associated with managing a restaurant inventory.
Insert at least 3 records in each table (you must use the INSERT query).

For each query, provide a screen capture within a Word document that shows your query and results.

This assignment uses a scoring rubric. Instructors will be using the rubric to score the assignment; therefore, students should review the rubric prior to beginning the assignment to become familiar with the assignment criteria and expectations for successful completion of the assignment.

Acceptable Target: 75% of the students will meet or exceed 70% on the assessment instrument.

Ideal Target: 75% of the students will meet or exceed 80% on the assessment instrument.

Implementation Plan (timeline): Assignment is in the course every time it is offered, data will be collected annually.

Key/Responsible Personnel: Dr. David Perkins, Associate Professor of Business
Tom Skochinski, Assistant Dean

5.2 Information Security

5.2: Assess computer solutions and business decisions with respect to regulations, laws, and ethical principles.

▼ **Measure:** BIT 417 IT Governance & Ethics: Module 4/Case Analysis Paper Program level; Direct - Student Artifact

Details/Description: BIT 417, Module 4 Case Analysis Paper

Case Analysis Paper: How Secure Is Our Healthcare Data

Read "Case Analysis Paper: How Secure Is Our Healthcare Data" (pages 181-183 in the textbook).

Write a 1,000 -1,500-word paper and respond to the case questions. Do not summarize the case. Instead, state each question and then respond to the question.

While APA format is not required for the body of this assignment, solid academic writing is expected, and in-text citations and

references should be presented using APA documentation guidelines, which can be found in the APA Style Guide, located in the Student Success Center, with the following exceptions:

1. Do not include table of contents of a cover sheet.
 2. Do not include an introduction or a conclusion
 3. Do not include an abstract.
 4. Do not include illustrations.
 5. Single-space your document.
 6. Use Times New Roman, size 12 font.
- No Wikipedia citations are allowed.

This assignment uses a scoring rubric.

A rubric is in the course in LC and will be uploaded when it is converted to a version which may be saved.

Acceptable Target: 75% of the students will meet or exceed 70% on the assessment instrument.

Ideal Target: 75% of the students will meet or exceed 80% on the assessment instrument.

Implementation Plan (timeline): Assignment is in the course every time is offered, data will be collected and evaluated annually.

Key/Responsible Personnel: Dr. David Perkins, Associate Professor of Business
Tom Skochinski, Assistant Dean

5.3 Develop Plans

5.3: Develop plans to manage components and progress of IT projects.

▼ **Measure:** BIT 415 IT Project Management: Module 6/Project Cost, Cash Flow Report, and Earned Value Analysis
Program level; Direct - Student Artifact

Details/Description: BIT 415, Module 6

As mentioned in prior assignments, assume that you are the project manager for the Recreation and Wellness Intranet Project and that the project cost must not exceed \$200,000 and must not take longer than 6 months to complete. Assume that this project cost only includes labor costs.

In your Microsoft Project file that you completed for last week's assignment, determine the total project cost by inserting the "Cost" field.

If your total project cost is greater than \$200,000, reduce the assigned resource hours for selected tasks. Use your judgment to realistically make resource allocation reductions. Ensure that the total project cost is less than, but as close as realistically possible to, \$200,000.

If your total project cost is substantially less than \$200,000, increase the assigned resource hours for selected tasks. Use your judgment to realistically make resource allocation increases. Ensure that the total project cost is less than, but as close as realistically possible to, \$200,000. Be sure that any increases in resource hours do not result in any resource over-

allocations.

Do not alter any resource task assignments.

Do not change any task durations or start/finish dates.

Do not use the Resource Leveling feature in Microsoft Project – it may result in undesired changes to your project durations, start/finish dates, and/or resource hour allocations.

In your Microsoft Project file, create a Project Cash Flow Report for your project. Go to PROJECT – VISUAL REPORTS. Click on the "All" tab and double click on "Cash Flow Report." A pivot table will be created in a Microsoft Excel file that will show cost data for your project. Save this Excel file.

In the Microsoft Excel Project Cash Flow Report file that you created above, add a new worksheet called "Earned Value." Refer to Task 3 for the "Running Case" in chapter 7 of the textbook, and assume that this information refers to your Recreation and Wellness Intranet Project, with the exception of the following:

Instead of BAC=\$200,000, use the total project cost for your project.

Instead of PV=\$100,000, use the Week 16 Cumulative Cost from your Project Cash Flow Report generated above.

Then, respond to parts (a), (b), (c), and (d) in Task 3 for the "Running Case" in chapter 7 of the textbook. Place your responses into the "Earned Value" worksheet in your Microsoft Excel file.

This assignment uses a scoring rubric. Instructors will be using the rubric to grade the assignment; therefore, students should review the rubric prior to beginning the assignment to become familiar with the assignment criteria and expectations for successful completion of the assignment.

Acceptable Target: 75% of the students will meet or exceed 70% on the assessment instrument.

Ideal Target: 75% of the students will meet or exceed 80% on the assessment instrument.

Implementation Plan (timeline): Assignment is in the course every time it is offered, data will be collected annually.

Key/Responsible Personnel: Dr. David Perkins, Associate Professor of Business
Tom Skochinski, Assistant Dean

5.4 Leverage Web Analytics

5.4: Leverage web analytics to develop and ensure competitive advantage.

▼ **Measure:** BIT 440 Web Analytics: Module 8/Web Analytics Case Study
Program level; Direct - Student Artifact

Details/Description: BIT 440, Module 8: Web Analytics Case Study

1. Read the Harvard Industry and Background Note: Online Metrics: What Are You Measuring and Why?

2. Read the Case: "Dr. Tims Premium All Natural Pet Food: Growth Options and Web Analytics Insights." Respond to the following questions:

a. Provide a specific example for each of the four growth options available to Dr. Tim's.

What are the top queries related to the Google Analytics keyword "pet food?" Are there any themes that can be emphasized on Dr. Tim's website to attract customers for existing products (i.e., penetration strategy for growth)?

c. Based on your analysis of the available web analytics data, what are some major insights that could be important if the company decides to follow a product development strategy for growth and introduces dog treats and/or cat treats?

d. Based on your analysis of the available web analytics data, are there any patterns that could be important if Dr. Tim's decides to explore a market development strategy for growth using the Google Keyword Tool? Which city has the most Google searches for dog food? For cat food?

e. Which country has the most Google searches for dog/cat treats? Which city has the most Google searches for dog/cat treats? Based on this analysis of web analytics data for dog/cat treats, which new market would you recommend Hunt to consider if he were to follow a diversification growth strategy for a new Dr. Tim's Dog/Cat Treats product?

f. What did you learn from the web analytics data that can be applied to the design of <http://drtims.com/>. Which option would you recommend Hunt to consider in the context of web analytics data? Do you have any further recommendations?

3. Submittal:

a. Place your responses into a single Microsoft Word file. List each of the 6 questions above and respond to each question. Do not include an Introduction or a Conclusion. Do not summarize the case. Simply respond to each question in detail.

B. Word Count: 1,500-2,000 words

This assignment uses a scoring rubric.

Acceptable Target: 75% of the students will meet or exceed 70% on the assessment instrument.

Ideal Target: 75% of the students will meet or exceed 80% on the assessment instrument.

Implementation Plan (timeline): Assignment is in the course every time it is offered, data will be collected annually.

Key/Responsible Personnel: Dr. David Perkins, Associate Professor of Business
Tom Skochinski, Assistant Dean

5.5 Apply Predictive Analytics

5.5: Apply predictive analytics to make tactical and strategic business decisions.

▼ **Measure:** BIT 435 Advanced Business Analytics: Module 3/Regression Analysis Problem Set
Program level; Direct - Student Artifact

Details/Description: Module 3: Regression Analysis Problem Set

Complete Chapter 9 Problems 8, 12, 14, 16, and 22.

Use "Module 3 Microsoft Excel Assignment Template."

Prior to submission, rename the file to include your first name and last name in the filename.

Acceptable Target: 75% of the students will meet or exceed 70% on the assessment instrument.

Ideal Target: 75% of the students will meet or exceed 80% on the assessment instrument.

Implementation Plan (timeline): Assignment is in the course every time it is offered, data will be collected annually.

Key/Responsible Personnel: Dr. David Perkins, Associate Professor of Business

New Program: Doctor of Business Administration with an Emphasis in Management

The Colangelo College of Business (CCOB), in conjunction with the College of Doctoral Studies (CDS), introduced the Doctor of Business Administration with an Emphasis in Management (DBA) in April, 2011. CCOB, in conjunction with CDS, expects to request accreditation of this program in the summer of 2015. We are aware that a self-study will be required, since this program is at a higher level than the other programs accredited by ACBSP.

Coverage of Common Professional Components

An MBA or other master's degree in a business related field is required for admission to the DBA. Students with such degrees in business administration are considered to have covered the common professional components. Students without a business-related master's degree are required to take 12 additional credit hours in fundamental courses, including accounting, finance, and statistics, to ensure coverage of the common professional components.

Program Description

Grand Canyon University's Doctor of Business Administration with an Emphasis in Management program is designed for those who desire a deeper understanding of business theory and its application to their area of professional interest. Graduates learn to create, advance, and disseminate new knowledge in a business field and will be prepared to apply it as practitioners and experts in organizations. The degree also prepares graduates to be educators and administrators in institutions of higher learning.

Program Domains and Competencies

The Domains and Competencies for the DBA program are shown below.

Domain 1 – Doctor of Business Administration: Theoretical Foundations of Business: Graduates of Grand Canyon University's Doctor of Business Administration program will be able to explain the historical and theoretical foundations and assumptions of business and develop, extend, or modify them for practical application.

Competencies:

- 1.1: Trace the development of business theories.
 - 1.2: Evaluate historic and current business theories.
 - 1.3: Synthesize key business theories and make connections among them.
 - 1.4: Develop, extend, or modify theories for use in business.
-

Domain 2 – Doctor of Business Administration: Applied Business Practice: Graduates of Grand Canyon University's Doctor of Business Administration program will be able to differentiate between theory and practice and determine the situational application of theoretical principles in various business environments.

Competencies:

- 2.1: Discern when and where theory and practice diverge.
 - 2.2: Recognize that values and ethics are fundamental to business success and sustainability.
 - 2.3: Recommend the application of newly developed or revised theories to specific business opportunities and challenges.
 - 2.4: Evaluate effectiveness of current business practice and ascertain its theoretical base.
 - 2.5: Validate and advance business practice through the appropriate application of business theory.
-

Domain 3 – Doctor of Business Administration: Innovation and the Evolving Global Business Environment: Graduates of Grand Canyon University's Doctor of Business Administration program will be able to evaluate the global business environment, anticipate challenges and opportunities, and encourage a culture of innovation to achieve competitive advantage.

Competencies:

- 3.1: Evaluate the challenges and opportunities inherent in a global environment in order to successfully conduct business.
 - 3.2: Develop innovation strategies that promote successful interactions and negotiations to build effective cross cultural relationships.
 - 3.3: Promote the creation of an innovative business culture through integrated systems, processes, and leadership practices.
 - 3.4: Assess the competitive environment and emerging trends to determine opportunities for innovation.
-

Domain 4 – Doctor of Business Administration: Internal and External Stakeholder Relationships: Graduates of Grand Canyon University's Doctor of Business Administration program will be able to evaluate the relationship between various internal and external stakeholders and make decisions that balance their interests.

Competencies:

- 4.1: Compare and contrast internal and external stakeholder needs in a business setting.

- 4.2: Analyze the interdependence of stakeholder needs.
- 4.3: Cultivate a mindset that is sensitive to the cultural, legal, and ethical differences among stakeholders.
- 4.4: Evaluate strategic plans to ensure the balance of stakeholder interests.
- 4.5: Explain the importance of practicing social responsibility while creating economic wealth.

Domain 5 – Doctor of Business Administration: Scholarship and Research: Graduates of Grand Canyon University’s Doctoral Organizational Leadership Program will advance the study of leadership dynamics that drive the field with an in-depth, researched-based approach to facilitate the leader’s abilities and role as a strategic professional.

Competencies:

- 5.1: Critically appraise and synthesize existing research.
- 5.2: Analyze and apply research principles in the design of ethical original and independent research.
- 5.3: Conduct independent research.

Program Admissions Requirements: Doctor of Business Administration (DBA)

All entering DBA learners must have either:

1. A Master of Business Administration Degree (MBA).
2. Non-MBA masters’ or doctoral degree including fundamental courses with a minimum 3.0 GPA, or a passing grade if the institution does not use a traditional A-F grading systems, in accounting, finance, and statistics. At GCU these graduate level business fundamentals may be met by taking ACC-502, FIN-504, and SYM-506. Students must earn a minimum 3.0 GPA in each course. Students have the option to take an exam to fulfill this requirement. More information can be obtained through a Doctoral Enrollment Counselor. The business fundamental courses must be met prior to starting doctoral level courses. Additional information regarding admission requirements can be found at GCU Admission Requirements.

Assessment Plan for DBA

An excerpt from the assessment plan for DBA Domain 1 is shown below.

Assessment Plan for Domain 1: Doctor of Business Administration with an Emphasis in Management

Theoretical Foundations of Business

Domain 1 – Doctor of Business Administration: Theoretical Foundations of Business: Graduates of Grand Canyon University's Doctor of Business Administration program will be able to explain the historical and theoretical foundations and assumptions of business and develop, extend, or modify them for practical application.

1.1: Trace the development of business theories.

▼ **Measure:** MGT-820 M7 R1
Program level; Direct - Student Artifact

Details/Description: >Write a position paper of 1,000-1,250 words that includes the following:

1. A brief description of the development of business theories leading to Webber's conclusions in the article.
2. A research-based critique of the theory Webber proposes in the article and its relation to current business practices.
3. A research-based discussion of how Webber's theory can be modified or extended for enhanced application to business.

Acceptable Target: 70% of learners will meet or exceed 87% competency level on the designated rubric.

Ideal Target: 85% of learners will meet or exceed 87% competency level on the designated rubric.

Implementation Plan (timeline): Spring 2015

Key/Responsible Personnel: Dr. Ronald Berman, Executive Director and DBA Program Chair, Dr. Michael Berger, Dean

1.2: Evaluate historic and current business theories.

▼ **Measure:** MGT-820 M7 R2
Program level; Direct - Student Artifact

Details/Description: >Write a position paper of 1,000-1,250 words that includes the following:

1. A brief description of the development of business theories leading to Webber's conclusions in the article.
2. A research-based critique of the theory Webber proposes in the article and its relation to current business practices.
3. A research-based discussion of how Webber's theory can be modified or extended for enhanced application to business.

Acceptable Target: 70% of learners will meet or exceed 87% competency level on the designated rubric.

Ideal Target: 85% of learners will meet or exceed 87% competency level on the designated rubric.

Implementation Plan (timeline): Spring 2015

Key/Responsible Personnel: Dr. Ronald Berman, Executive Director and DBA Program Chair, Dr. Michael Berger, Dean.

**1.3:
Synthesize
key business
theories and
make
connections
among
them.**

▼ **Measure:** MGT-820 M4 R3
Program level; Direct - Student Artifact

Details/Description: Write a paper of 1,500-1,750 words, which includes a 350-400-word review for each of three articles and a 250-500-word synthesis of the three articles. The paper should include the following:

1. A statement of the core topic of each article.
2. A brief summary of the background of the authors of each article (if multiple authors, select the first two).
3. A speculation on the primary intended audience of each article.
4. A summary of the important elements of each article and how can they be applied within an organization that wants to use analytics.
5. A synthesis of the three articles that connects the key theories presented by each.

Acceptable Target: 70% of learners will meet or exceed 87% competency level on the designated rubric.

Ideal Target: 85% of learners will meet or exceed 87% competency level on the designated rubric.

Implementation Plan (timeline): Spring 2015

Key/Responsible Personnel: Dr. Ronald Berman, Executive Director and DBA Program Chair, Dr. Michael Berger, Dean.

Supporting Attachments:

**1.4:
Develop,
extend, or
modify
theories for
use in
business.**

▼ **Measure:** MGT-820 M7 R3
Program level; Direct - Student Artifact

Details/Description: >Write a position paper of 1,000-1,250 words that includes the following:

1. A brief description of the development of business theories leading to Webber's conclusions in the article.
2. A research-based critique of the theory Webber proposes in the article and its relation to current business practices.
3. A research-based discussion of how Webber's theory can be modified or extended for enhanced application to business.

Acceptable Target: 70% of learners will meet or exceed 87% competency level on the designated rubric.

Ideal Target: 85% of learners will meet or exceed 87% competency level on the designated rubric.

Implementation Plan (timeline): Spring 2015

Key/Responsible Personnel: Dr. Ronald Berman, Executive Director and DBA Program Chair, Dr. Michael Berger, Dean.

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

No accredited programs have been terminated since the February, 2013 report.

4. Provide three or four examples of organizational performance results, reporting what you consider to be the most important data, using Table 6.1 Standard 6 - Organizational Performance Results, found under the Evidence File tab above. It is not necessary to provide results for every process.

Please see Table 6.1 below. Key performance results are as follows.

- Traditional undergraduate ground enrollment in college of business programs increased from 1388 in 2013, Fall to 1966 in 2014, Fall. This represents a year-over-year increase of 41.6%.
- Total enrollment (traditional undergraduate, online undergraduate, and all graduate) increased from 7933 in 2012 to 9144 in 2013, an increase of 15.2% from 2012 to 2013.
- A new Dean's Business Advisory Council was formed in January, 2014. The council presented recommendations to the college in April, 2014.

Table 6.1 – Organizational Performance Results

Organizational Effectiveness Results		Organizational effectiveness results examine attainment of organizational goals. Each business unit must have a systematic reporting mechanism for each business program that charts enrollment patterns, student retention, student academic success, and other characteristics reflecting students' performance. Key indicators may include: graduation rates, enrollment, improvement in safety, hiring equity, increased use of web-based technologies, use of facilities by community organizations, contributions to the community, or partnerships, retention rates by program, and what you report to governing boards and administrative units.			
		Analysis of Results			
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)

<p>Continued growth of traditional ground enrollment in College of Business Programs. Goal for Fall, 2014 was 2000 traditional students.</p>	<p>Traditional ground student enrollment in College of Business programs.</p>	<p>Traditional ground enrollment increased from 1388 in 2013, Fall to 1966 in 2014, Fall. This represents a year-over-year increase of 41.6%.</p>	<p>Traditional ground enrollment continues to increase.</p>	<p>Emphasis going forward will be to concentrate on increase student retention through student support services and academic support through effective tutoring. New programs in hospitality and business information systems will be introduced in 2015 to attract new students to these high-needs industries.</p>	<div data-bbox="1394 220 2028 634" data-label="Figure"> <h3 style="text-align: center;">Traditional Ground Enrollment</h3> <table border="1"> <caption>Traditional Ground Enrollment Data</caption> <thead> <tr> <th>Year</th> <th>Enrollment</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>500</td> </tr> <tr> <td>2011</td> <td>600</td> </tr> <tr> <td>2012</td> <td>1150</td> </tr> <tr> <td>2013</td> <td>1350</td> </tr> <tr> <td>2014</td> <td>2000</td> </tr> </tbody> </table> </div>	Year	Enrollment	2010	500	2011	600	2012	1150	2013	1350	2014	2000
Year	Enrollment																
2010	500																
2011	600																
2012	1150																
2013	1350																
2014	2000																

<p>Continued growth of total enrollment (ground and online, undergraduate and graduate) in College of Business Programs.</p>	<p>Total enrollment (ground and online, undergraduate and graduate) in College of Business programs.</p>	<p>Total enrollment (ground and online, undergraduate and graduate) increased from 7933 in 2012 to 9144 in 2013, an increase of 15.2% from 2012 to 2013.</p>	<p>Total enrollment continues to increase.</p>	<p>Emphasis going forward will be to concentrate on increase student retention through student support services and academic support through effective tutoring. New programs in hospitality and business information systems will be introduced in 2015 to attract new students to these high-needs industries.</p>	<div data-bbox="1409 228 2032 662" data-label="Figure"> <table border="1"> <caption>Total Enrollment Data</caption> <thead> <tr> <th>Year</th> <th>Undergrad Enrollment</th> <th>Graduate Enrollment</th> <th>Total Enrollment</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>6500</td> <td>2200</td> <td>8700</td> </tr> <tr> <td>2011</td> <td>5000</td> <td>2100</td> <td>7100</td> </tr> <tr> <td>2012</td> <td>5800</td> <td>2000</td> <td>7800</td> </tr> <tr> <td>2013</td> <td>6800</td> <td>2300</td> <td>9144</td> </tr> </tbody> </table> </div>	Year	Undergrad Enrollment	Graduate Enrollment	Total Enrollment	2010	6500	2200	8700	2011	5000	2100	7100	2012	5800	2000	7800	2013	6800	2300	9144
Year	Undergrad Enrollment	Graduate Enrollment	Total Enrollment																						
2010	6500	2200	8700																						
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2013	6800	2300	9144																						

Overall Student Satisfaction as measured by the continuous enrollment rate for our core business courses, which is defined as the percentage of students who complete a course and register for their next course(s) within 29 days. Target continuous enrollment rate is 80% or higher.

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. Data is aggregated on a quarterly basis.

The continuous enrollment rate has been at or above target from 2011 to present.

Continuous enrollment is one measure of student satisfaction with curriculum, instruction, and with their overall experience at GCU. The results indicate that most students are very satisfied with their programs.

Continue to improve curriculum and instruction to foster student success, which will lead to student satisfaction. One initiative is to implement virtual labs into accounting, finance, economics, and statistics courses.

