

Accreditation Council for Business Schools and Programs (ACBSP)
Quality Assurance (QA) Report
for
Baccalaureate/Graduate Degree Programs
Current as of December 2011

Overview (O) 1. Complete all information requested.

Submit your report as an attachment to reports@acbsp.org on or before February 27th or September 30th.

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

O 2. Institution Name: H-E-B School of Business & Administration, University of the Incarnate Word

Date: September 30, 2012

Address: 4301 Broadway, San Antonio, TX 78209

O 3. Year Accredited/Reaffirmed: 1996 / 2006

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

- BBA with concentrations in: Accounting, Banking & Finance, Business Economics, Financial Economics, International Economics, Political Economy, General Business, Management Information Systems, International Business, Management, Hispanic Marketing, Sports Management, Associate of Arts in Business.
- MBA with concentrations in: Business Administration, International Business, Sports Management, International Business Strategy, Marketing.
- M.S.A. Accounting

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.

Programs of the HEBSBA that are not ACBSP accredited:

- Master of Health Administration (MHA)
- Master of Arts in Administration (MAA) with concentrations in Adult Education, Applied Administration, Communication Arts, Healthcare Administration, Nutrition, Organizational Development, and Sports Management.
- Certificates in:
 - International Business
 - Organizational Development

Communication to the public:

- The 2010-2012 Graduate Bulletin indicates clearly which business degrees are ACBSP accredited.
- The HEBSBA web page portrays the ACBSP logo and clearly states which business programs are ACBSP accredited.
- The HEBSBA web page publishes the UIW biennial Quality Assurance Report 2010-2012.

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

- Main Campus, 4301 Broadway, San Antonio, TX
- China Incarnate Word, Guangzhou, China
- Centro Universitario Incarnate Word, Mexico City, Mexico
- School of Extended Studies
 - 3200 McCullough, San Antonio, TX 78212
 - Alamo Heights Center / SW TX Building, 4600 Broadway, Suite 210, San Antonio, TX
 - Corpus Christi Center / 3209 S. Staples, Suite 104, Corpus Christi, TX 78411
 - Northeast Center / 6909 North Loop 1604 East San Antonio, TX 78247
 - Northwest Center / 9729 Datapoint, Suite 100, San Antonio, TX 78229
 - ADCaP / SAC Dual Enrollment Center / 1621 N. Main, Suite 5, San Antonio, TX 78212
- Virtual University, <http://www.universeonline.uiw.edu>

O 7. Person completing report Name: Dr. James Michael McGuire

Phone: 210-829-3187

E-mail address: michaelm@uiwtx.edu

ACBSP Champion name: Dr. James Michael McGuire

ACBSP Co-Champion name: Prof. Earl Harmsen

O 8. Conditions/Notes/Opportunity for Improvement (OFI) to be Addressed

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

Opportunity for Improvement: “The majority of the performance data appears to be summative and results are supported simply by indicating the need to collect more results. It could be a benefit to the deployment of student learning objectives if attempts to develop formative outcome measure and results were undertaken by the school.”

The H-E-B School of Business & Administration is undertaking the following improvements:

1. A survey of the business faculty asked for a description of “Formative Assessments” utilized during courses and “Mid-course Corrections” implemented.
2. Faculty responses were summarized and categorized by program (Please see Appendix 1).
3. The survey results will be analyzed and discussed in faculty meetings for course and school-wide policy implications.
4. A program has been implemented to improve student learning outcomes and their Education Testing Service (ETS) measures (please see Standard 4 and Appendix 2).
5. Other improvements are noted throughout the report.

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

Remove Note: **None**

Remove Condition: **None**

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

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

1. The biennial Quality Assurance Report is posted on the UIW web site.
2. The HEB School of Business hosts an annual Honors Convocation in which outstanding students are presented awards and scholarships. The date and time of the Convocation is published on the UIW web site, and it is held at a time at which students can attend.
3. The student newspaper, *Logos*, publishes occasional articles about Business School and student performance.
4. The alumni magazine, *The Word*, publishes occasional articles about Business School and student performance.
5. Local TV stations carry occasional stories about business school performance.
6. The HEBSBA home page includes a link to news and events.

Standard #1 Leadership

Organization

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

Dean Shawn Daly has resigned, effective April 5, 2012. Dr. Jeannie Scott, Assistant Dean, is serving as Acting Dean. A search for a new Dean of the H-E-B School of Business & Administration is underway.

- 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? **None**

Standard #3 Student and Stakeholder Focus

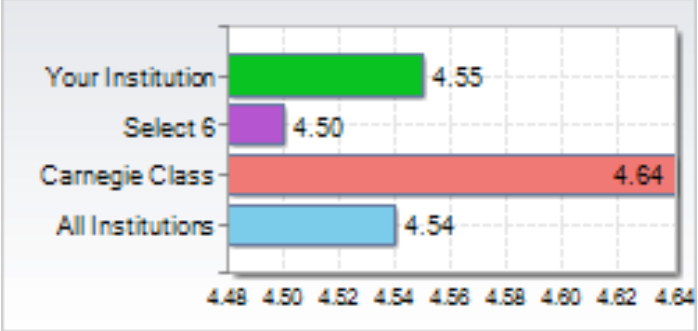
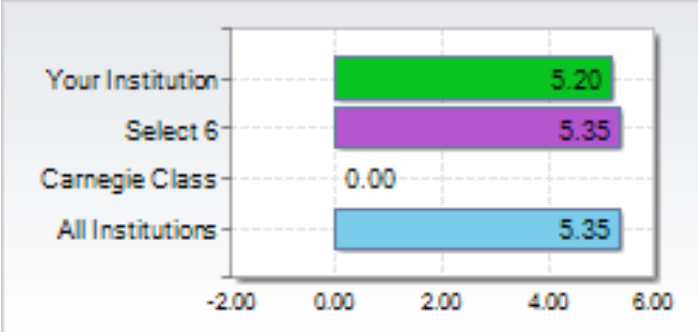
Complete the following table. Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

Standard 3 - Student and Stakeholder-Focused Results

Student- and Stakeholder-Focused Results	<p>Student- and stakeholder-focused results examine how well your organization satisfies students and stakeholders key needs and expectations.</p> <p><i>Performance measures may include: satisfaction and dissatisfaction of current and past students and key stakeholders, perceived value, loyalty, persistence, or other aspects of relationship building, end of course surveys, alumni surveys, Internship feedback, etc.</i></p> <p><i>Measurement instrument or processes may include end of course surveys, alumni surveys, Internship feedback, etc.</i></p> <p>Each academic unit must demonstrate linkages to business practitioners and organizations, which are current and significant, including an advisory board.</p> <p>Periodic surveys should be made of graduates, transfer institutions, and/or employers of graduates to obtain data on the success of business programs in preparing students to compete successfully for entry-level positions.</p>
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		Analysis of Results			Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)															
Performance Measure	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 the results?	Action Taken or Improvement made What did you improve or what is your next step?																
<p>Response Rate for the Exit and Alumni Surveys</p> <p>Response Rates for the 2011 Exit and Alumni surveys.</p> <p>The HEBSBA's response rate will meet or exceed all EBI institutional response rate.</p>	<p>UG and G Alumni Survey and Exit Survey</p> <p>Piloted in 2011 and will be conducted every two years.</p>	<p>The EBI processes are feasible and repeatable stakeholder assessment.</p> <p>HEBSBA response rates on both surveys are not at or above the EBI response rate.</p>	<p>The HEBSBA is committed to repeating this assessment process.</p> <p>Improvements in the response rates will be attained.</p>	<p>The EBI surveys provided a factor analysis and the HEBSBA identified and addressed the top factors on the UG and G Exit and Alumni surveys.</p> <p>The HEBSBA will identify and implement strategies designed to enhance the response rate for future iterations of these surveys.</p>	<p style="text-align: center;">Response Rate</p> <table border="1"> <caption>Response Rate Data</caption> <thead> <tr> <th>Survey Category</th> <th>HEBSBA (%)</th> <th>All EBI Institutions (%)</th> </tr> </thead> <tbody> <tr> <td>1 (UG Exit Survey)</td> <td>33%</td> <td>62%</td> </tr> <tr> <td>2 (G Exit Survey)</td> <td>36%</td> <td>67%</td> </tr> <tr> <td>3 (UG Alumni Survey)</td> <td>13%</td> <td>31%</td> </tr> <tr> <td>4 (G Alumni Survey)</td> <td>17%</td> <td>33%</td> </tr> </tbody> </table> <p style="text-align: center;">Blue - HEBSBA , Red – All EBI Institutions</p> <p>1 --- UG Exit Survey 2 --- G Exit Survey 3 --- UG Alumni Survey 4 --- G Alumni Survey</p>	Survey Category	HEBSBA (%)	All EBI Institutions (%)	1 (UG Exit Survey)	33%	62%	2 (G Exit Survey)	36%	67%	3 (UG Alumni Survey)	13%	31%	4 (G Alumni Survey)	17%	33%
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<p>UG Exit Survey Top Factor to Improve</p> <p>Top Factor on EBI Survey</p> <p>The HEBSBA's score will meet or exceed all EBI comparative groups.</p>	<p>EBI UG Exit Survey</p>	<p>Learning Outcome: The use and Manage technology score is above the selected six institutions, but less than the Carnegie Class and all EBI Institutions.</p>	<p>The HEBSBA needs to investigate strategies to improve this factor.</p>	<p>At the Fall 2011 HEBSBA Workshop, faculty focus groups addressed potential strategies to improve the use and management of technology. In addition, the UIW "IT" group has offered several opportunities for training of both faculty and students.</p>	<p>Undergraduate Use and Manage Technology</p>  <table border="1"> <thead> <tr> <th>Group</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Your Institution</td> <td>5.08</td> </tr> <tr> <td>Select 6</td> <td>5.00</td> </tr> <tr> <td>Carnegie Class</td> <td>5.13</td> </tr> <tr> <td>All Institutions</td> <td>5.16</td> </tr> </tbody> </table>	Group	Score	Your Institution	5.08	Select 6	5.00	Carnegie Class	5.13	All Institutions	5.16
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<p>UG Alumni Survey Top Factor to Improve</p> <p>Top Factor on EBI Survey</p> <p>The HEBSBA's score will meet or exceed all EBI comparative groups.</p>	<p>EBI UG Alumni Survey</p>	<p>Contribution of Accounting, Economics, Finance and Law.</p> <p>The HEBSBA exceeds the selected six and all institutions, but doesn't exceed the Carnegie Class.</p>	<p>The HEBSBA needs to investigate efforts that will increase the contribution of accounting, economics, finance, and law.</p>	<p>At the Fall 2011 HEBSBA Workshop, faculty focus groups addressed potential ways to improve the teaching and students' time on task and learning outcomes. The HEBSBA Faculty Affairs Committee is considering several policy changes in an effort to enhance this measurement.</p>	<p>Contribution of Accounting, Economics, Finance, Law</p>  <table border="1"> <thead> <tr> <th>Group</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Your Institution</td> <td>4.55</td> </tr> <tr> <td>Select 6</td> <td>4.50</td> </tr> <tr> <td>Carnegie Class</td> <td>4.64</td> </tr> <tr> <td>All Institutions</td> <td>4.54</td> </tr> </tbody> </table>	Group	Score	Your Institution	4.55	Select 6	4.50	Carnegie Class	4.64	All Institutions	4.54
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Standard #4 Measurement and Analysis of Student Learning and Performance

a. Program Outcomes

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

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

The H-E-B School of Business & Administration is committed to fostering and assessing the following student learning outcomes in its programs and courses across the curriculum:

- a. Undergraduate Learning Outcomes (Bachelor of Business Administration, BBA)
 - 1. Demonstrate an awareness of domestic and global social issues and the role of business in solving them.
 - 2. Demonstrate knowledge of the fundamental disciplines of business.
 - 3. Use proficiently technology to support analysis and decision making skills.
 - 4. Demonstrate the ability to think critically and communicate complex ideas.

- b. Graduate Learning Outcomes (Master of Business Administration, MBA)
 - 1. Demonstrate an awareness of domestic and global social issues and the role of business in solving them.
 - 2. Demonstrate mastery of principles and practices in business operations and management.
 - 3. Demonstrate mastery in the efficient and effective use of technology to achieve organizational and professional goals.
 - 4. Demonstrate mastery in critical thinking as it applies to solving problems, making decisions and communicating results.

Each program has developed learning outcomes within each of the above five categories. The learning outcomes are numbered to show the category within which they fall.

BBA:**Accounting**

- 1.1 Complete assignments about the ethical conduct of business and investing in two principles courses.
- 1.2 Complete case presentations in Intermediate Accounting I that revolve around business and accounting ethics issues.
- 1.3 Volunteers prepare income tax returns for the indigent.
- 1.4 Complete the Corptax Certification.
- 2.1 Complete the Major Field Test as confirmation of admission to the Master of Science in Accounting (MSA) program.
- 2.2 Complete an IRS (Internal Revenue Service) qualification and certification.
- 2.3 Complete the IRS questionnaire, "Evaluating Your Tax Knowledge."
- 2.4 Student Interns receive approval by supervisors of effective use of business technology.
- 3.1 Complete certification in Excel.
- 3.2 Qualify under IRS standards as tax preparers.
- 3.3 Complete the Corptax Certification.
- 4.1 Complete undergraduate accounting internships.

Banking & Finance

- 1.1 Analyze financial regulatory reform and the impact on current events.
- 1.2 Evaluate the state of international financial collapse in certain countries and to develop sound crisis management policy.
- 1.3 Recognize the role that financial literacy plays in various career paths.
- 2.1 Knowledge theories of financial management
- 2.2 Know the concepts time value of money, stock and bond evaluations, and capital budgeting.
- 2.3 Analyze financial statements.
- 2.4 Understand basic financial regulation and impact on the management of financial institutions
- 3.1 Use of various software programs for financial analysis.
- 3.2 Evaluate internet research.
- 3.3 Use student interface on the Blackboard Course Management System.
- 4.1 Complete assigned readings in courses.
- 4.2 Pass course examinations.
- 4.3 Find current data on financial concepts.
- 4.4 Class presentations of the course subject matter.
- 4.5 Critique shortfalls and corrupt activities in the financial services industry and recommend modes of improvement.

Economics

- 1.1 Analyze effects of current market events on society.
- 1.2 Evaluate the state of the national economy and develop national economic policy for improving society.
- 1.3 Analyze the impact of national and international corporations on society.
- 1.4 Analyze the role of government in resolving social issues.

- 2.1 Know economic theories including Market Theory, Aggregate Supply and Demand, Comparative Cost Advantage, and Public Finance.
- 2.2 Use economic theory to formulate business policy.
- 2.3 Know the role of economics in politics.
- 3.1 Be proficient in using software programs such as Excel for economic analysis.
- 3.2 Use the internet to conduct and evaluate research.
- 3.3 Use the student interface on the Blackboard Course Management System.
- 4.1 Find and interpret current economic data.
- 4.2 Use economic theory to critique policy.

Management Information Systems

- 1.1 Critique unethical IT practices within various types of businesses.
- 1.2 Analyze the role of information technology (IT) in business environments.
- 1.3 Evaluate the differences in IT practices between foreign and U.S. businesses.
- 1.4 Recognize the role that IT personnel play in supporting a business culture that is culturally sensitive.
- 1.5 Recognize the social role that IT plays in a wide variety of career paths, including doing business with and within foreign countries.
- 2.1 Know Management Information System components and how they are used in various business disciplines.
- 2.2 Know basic principles, technologies, tools, roles, and management issues associated with the application of IT.
- 2.3 Interpret and analyze information used to make sound business decisions.
- 2.4 Understand basic business laws and regulations with respect to IT.
- 2.5 Demonstrate an understanding of the role of ethics in IT utilized by businesses.
- 3.1 Design and develop small information systems that access data, employ a user interface, and provide information to a user.
- 3.2 Evaluate internet research.
- 3.3 Use student interface on the Blackboard Course Management System, Bannerweb, and other online communication tools.
- 3.4 Understand and use technology to support analysis and decision making.
- 3.5 Use IT software for business and project management (spreadsheets, database, networks, and programming languages).
- 4.1 Complete assigned readings.
- 4.1 Pass course examinations.
- 4.2 Find current data on IT concepts.
- 4.3 Make class presentations of the course subject matter case studies.
- 4.4 Critique shortfalls of IT practices within various types of businesses.
- 4.5 Communicate through writing and presentations both individually and in teams.

International Business

- 1.1 Analyze the ethics of business practices on a global level.
- 1.2 Evaluate the role of diversity in organizations.
- 1.3 Recognize the role that international business plays in a wide variety of career paths.
- 1.4 Understand the effect of culture on doing business with people from other countries.

- 2.1 Understand the basic concepts of international business.
- 2.2 Understand how business operates on a global scale.
- 3.1 Use software tools to communicate on a global level.
- 3.2 Evaluate internet research.
- 3.3 Use student interface on the Blackboard Course Management System.
- 4.1 Complete assigned readings in the courses.
- 4.2 Know course content sufficiently well to pass examinations.
- 4.3 Find current data on international business concepts.
- 4.4 Discuss and present course subject matter.
- 4.5 Critique policies from countries other than the United States.
- 4.6 Think critically about international business challenges and recommend appropriate policy.

Management

- 1.1 Understand the role of ethics in business.
- 1.2 Critique unethical practices within various types of businesses.
- 1.3 Recognize the role that managers play in developing a business culture that is sensitive to diversity.
- 1.4 Recognize the variations in business practices within different countries.
- 2.1 Know management theories.
- 2.2 Know the four management functions: controlling, leading, organizing, and planning.
- 2.3 Analyze and interpret business data.
- 2.4 Understand basic business laws and regulations (human resources, environmental laws, labor laws, EEOC, etc.)
- 2.5 Evaluate internet research.
- 3.1 Use student interface on the Blackboard Course Management System.
- 3.2 Understand the use and importance of current web-based and application software available to businesses.
- 3.3 Use statistical software for business and project management.
- 4.1 Complete assigned readings.
- 4.2 Possess research skills needed in finding current data on management concepts.
- 4.3 Communicate proficiently through writing and presenting.

Marketing

- 1.1. Engage civically in the community and the larger global environment to effect positive social impact.
- 1.2. Employ Marketing to address important social issues including global health, economic development, trade, and education.
- 1.3. Learn, apply and leverage marketing tools and techniques for analyzing the market environment, developing marketing objectives and implementing marketing strategies with the expressed goal of helping underserved organizations.
- 2.1 Develop a marketing plan for the successful launching new products and services.
- 2.2 Understand the theoretical forces facing marketers.

- 2.2.1 Explain how the external business environment influences marketing decisions.
- 2.2.2 Account for trends and developments affecting current and future marketing practices.
- 2.2 Understand how ethical marketing behavior and social responsibility enhance and improve a company's competitive position.
- 2.3 Identify customer needs through the use of basic marketing research.
- 3.1 Develop a marketing plan by utilizing the Web and other resources to research of both domestic and international environments.
- 3.2 Use technology to perform advanced data analysis in the development of a marketing plan.
- 3.3 Use appropriate technology to effectively communicate marketing plans in oral and written forms.
- 4.1 Think critically through the gathering, analysis, evaluation, synthesis, and application of ideas for a marketing plan.
- 4.2. Create a reasonable, viable and rigorous marketing plan.
- 4.3. Demonstrate strong written and verbal communication by writing a marketing plan and presenting it in class.

Sports Management

- 1.1 Examine codes of ethics and their impacts on sports.
- 1.2 Examine case studies in sport and apply decisions based on ethical principles.
- 2.1 Know the principles of sports management.
- 2.2 Market sports events.
- 2.3 Know principles of sport economics, finance and accounting.
- 2.4 Know the legal aspects of sport.
- 3.1 Use appropriate technology to manage sports events and venues.
- 4.1 Integrate theory, research and practice.
- 4.2 Assess risk in a sport operation and develop effective risk management strategies.

MBA:

Business Administration

- 1.1 Understand the role of ethics in business.
- 1.2 Critique unethical business practices.
- 1.3 Analyze and solve case studies in a global business environment.
- 1.4 Evaluate the relationship between foreign and U.S. businesses.
- 1.5 Recognize and promote the role that managers play in developing a business culture that is sensitive to diversity.
- 1.6 Recognize and promote the role that management plays in a wide variety of career paths.
- 2.1 Master management theories for areas such as, accounting, finance, marketing, and information systems.
- 2.2 Master the four management functions: controlling, leading, organizing, and planning in every area of a business.
- 2.3 Analyze and Interpret business data, and use it to formulate policy.
- 3.1 Use various software programs for analyzing business and formulating policy.
- 3.2 Demonstrate judgment in business research data sources.

- 3.3 Demonstrate expertise in the use of statistical software for business and project management.
- 4.1 Master course content sufficiently to present it in class and apply it in practice.
- 4.2 Possess research skills needed in finding, processing and analyzing business data.
- 4.3 Communicate effectively through writing and presenting.

Business Administration/International Business (Specific Outcomes)

- 1.1 Recognize and promote the role that managers play in developing a multinational business culture that is sensitive to diversity.
- 2.1 Master concepts related to international business management.
- 3.1 Use appropriate technology to do business with foreign companies.
- 4.1 Evaluate the relationship between foreign and U.S. businesses.

Business Administration/Sports Management

- 1.1 Understand theoretical models of moral development.
- 1.2 Analyze teleological and deontological theories of ethics and how they influence sports.
- 1.3 Examine codes of ethics and their impacts on sports.
- 1.4 Examine case studies in sport and apply ethical principles to formulate policy.
- 2.1 Set organizational goals, motivate members of the organization toward those goals, and select and coordinate the activities that will achieve the goals.
- 2.2 Manage the logistics of sports organizations, facilities, and large groups of people.
- 2.3 Raise and distribute funds.
- 2.4 Apply tax law to sport business practices
- 3.1 Employ statistical packages to conduct descriptive, theoretical and analytical sport management research.
- 4.1 Understand the need for integrating theory, research and practice.
- 4.2 Assess risk in a sport operation and develop effective risk management strategies.

Master of Science in Accounting (MSA)

- 1.1 Complete reports on student service projects that show an awareness of social problems and the role of business in solving them.
- 1.2 Use the “Balanced Scorecard Approach” to measure the performance of charitable organizations and to help raise funds for them.
- 1.3 Volunteers prepare income tax returns for the indigent.
- 1.4 Complete an essay on social problems and the role of business in solving them.
- 1.5 Complete the course, Ethics for Accounting and Business.
- 2.1 Complete an accounting internship
- 2.2 Complete capstone course, Problems in Tax Practice.
- 2.3 Complete capstone course, Problems in Accounting.
- 3.1 Student Interns receive approval by supervisors of effective use of business technology.
- 3.2 Complete the Corptax Certification.
- 4.1 Complete graduate accounting internships.

Performance Results

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

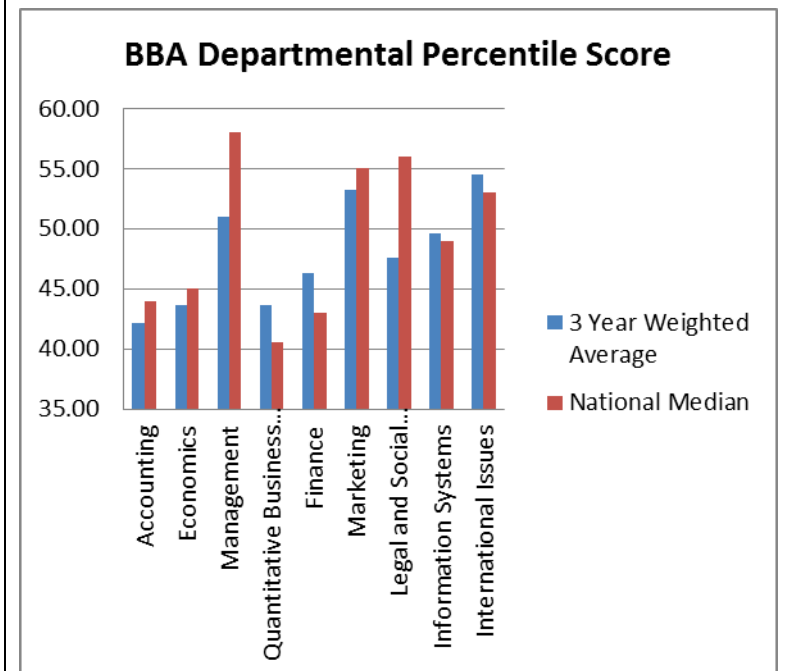
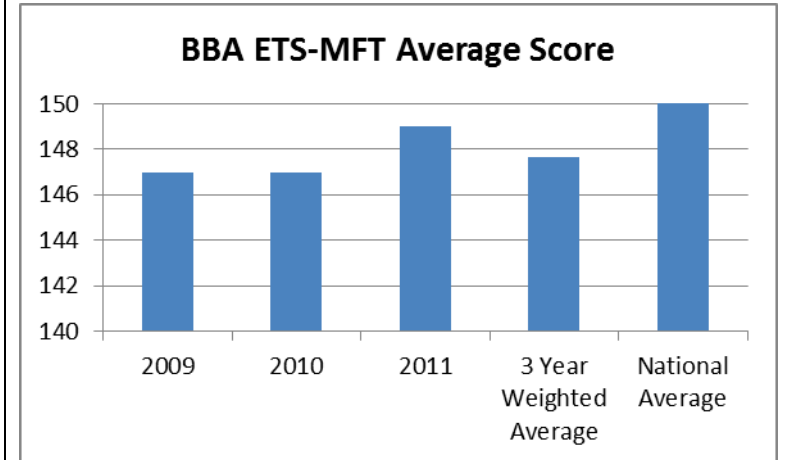
Student Learning Results (Required for each accredited program, doctorate, masters, and baccalaureate)

Performance Indicator		Definition			
1. Student Learning Results (Required for each accredited program)		<p>A variety of formative and summative assessments are used in an effort to measure HEBSBA learning outcomes. UIW uses the National Survey of Student Engagement (NSSE) for the assessment of university learning outcomes. These results can be filtered to examine the NSSE results for HEBSBA participants. These surveys are administered every two years.</p> <p>In addition the HEBSBA utilizes the Educational Testing Service, Major Field Test (ETS-MFT) to assess both the BBA and MBA learning outcomes. This measurement is conducted every semester and includes all HEBSBA graduates.</p> <p>Direct - Assessing student performance by examining samples of student work Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information. Formative – An assessment conducted during the student’s education. Summative – An assessment conducted at the end of the student’s education. Internal – An assessment instrument that was developed within the business unit. External – An assessment instrument that was developed outside the business unit. Comparative – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results.</p>			
		Analysis of Results			
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)
Measurable goal	(Indicate length of cycle)	What are your current results?	What did you learn from the results?	What did you improve or what is	

	direct formative internal comparative			your next step?																																									
<p>Learning Outcome:</p> <p>Social awareness of domestic and global business issues</p> <p>Percentage of Senior Year participation in Community Service and Study Abroad efforts.</p> <p>The goal of the HEBSBA is to meet or exceed the Institutional (UIW) and National (NSSE) comparison groups</p>	<p>National Survey of Student Engagement (NSSE): External, Formative (First Year), Summative (Senior Year), and Comparative Question 7f: Participation in Study Abroad</p> <p>Question 7b: Community Service or Volunteer</p>	<p>The 2005 to 2010 trend is negative for all groups. The HEBSBA Seniors score exceeds the UIW group, but is less than the NSSE group.</p> <p>2005 to 2010 trend is relatively stable. The HEBSBA</p>	<p>HEBSBA needs to increase the participation in Study Abroad initiatives.</p> <p>HEBSBA meets or exceeds goal.</p>	<p>The HEBSBA has established several new study abroad opportunities and has encouraged faculty to participate in the process.</p> <p>No action required.</p>	<div data-bbox="1289 318 2039 846"> <h3>Participation in Study Abroad</h3> <table border="1"> <caption>Participation in Study Abroad Data</caption> <thead> <tr> <th>Year</th> <th>HEBSBA Senior Students</th> <th>UIW Main Campus Senior Students</th> <th>All NSSE Senior Year Students</th> </tr> </thead> <tbody> <tr> <td>2004</td> <td>0.12</td> <td>0.08</td> <td>0.16</td> </tr> <tr> <td>2005</td> <td>0.15</td> <td>0.11</td> <td>0.18</td> </tr> <tr> <td>2008</td> <td>0.18</td> <td>0.12</td> <td>0.15</td> </tr> <tr> <td>2010</td> <td>0.11</td> <td>0.08</td> <td>0.14</td> </tr> </tbody> </table> </div> <div data-bbox="1289 922 2039 1451"> <h3>Community Service or Volunteer Work</h3> <table border="1"> <caption>Community Service or Volunteer Work Data</caption> <thead> <tr> <th>Year</th> <th>HEBSBA Senior Students</th> <th>UIW Main Campus Senior Students</th> <th>All NSSE Senior Year Students</th> </tr> </thead> <tbody> <tr> <td>2004</td> <td>0.80</td> <td>0.75</td> <td>0.60</td> </tr> <tr> <td>2005</td> <td>0.80</td> <td>0.85</td> <td>0.65</td> </tr> <tr> <td>2008</td> <td>0.82</td> <td>0.80</td> <td>0.60</td> </tr> <tr> <td>2010</td> <td>0.92</td> <td>0.78</td> <td>0.60</td> </tr> </tbody> </table> </div>	Year	HEBSBA Senior Students	UIW Main Campus Senior Students	All NSSE Senior Year Students	2004	0.12	0.08	0.16	2005	0.15	0.11	0.18	2008	0.18	0.12	0.15	2010	0.11	0.08	0.14	Year	HEBSBA Senior Students	UIW Main Campus Senior Students	All NSSE Senior Year Students	2004	0.80	0.75	0.60	2005	0.80	0.85	0.65	2008	0.82	0.80	0.60	2010	0.92	0.78	0.60
Year	HEBSBA Senior Students	UIW Main Campus Senior Students	All NSSE Senior Year Students																																										
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<p>Learning Outcome:</p> <p>Fundamental Knowledge & Critical Thinking/Communication</p> <p>Score for the Senior Year responses.</p> <p>The goal of the HEBSBA is to meet or exceed the Institutional (UIW) and National (NSSE) comparison groups.</p>	<p>NSSE: External, Formative (First Year), Summative (Senior Year), and Comparative</p> <p>Question 11m: Solving Complex Real-World Problems</p> <p>Question 11f:- Analyzing Quantitative Problems</p>	<p>Trend is positive for all groups, and the HEBSBA Seniors score exceeds all groups.</p> <p>Trend is positive for all groups, and the HEBSBA Seniors score exceeds all groups.</p>	<p>HEBSBA meets or exceeds goal.</p> <p>HEBSBA meets or exceeds goal.</p>	<p>No action required.</p> <p>No action required.</p>	<div data-bbox="1289 318 2039 813"> <h3>Solving Complex Real-World Problems</h3> <table border="1"> <caption>Solving Complex Real-World Problems</caption> <thead> <tr> <th>Year</th> <th>HEBSBA Senior Students</th> <th>UIW Main Campus Senior Students</th> <th>All NSSE Senior Year Students</th> </tr> </thead> <tbody> <tr> <td>2004</td> <td>2.88</td> <td>2.66</td> <td>2.68</td> </tr> <tr> <td>2005</td> <td>3.02</td> <td>3.00</td> <td>2.72</td> </tr> <tr> <td>2008</td> <td>2.98</td> <td>2.98</td> <td>2.78</td> </tr> <tr> <td>2010</td> <td>3.02</td> <td>2.99</td> <td>2.83</td> </tr> </tbody> </table> </div> <div data-bbox="1289 886 2039 1414"> <h3>Analyzing Quantitative Problems</h3> <table border="1"> <caption>Analyzing Quantitative Problems</caption> <thead> <tr> <th>Year</th> <th>HEBSBA Senior Students</th> <th>UIW Main Campus Senior Students</th> <th>All NSSE Senior Year Students</th> </tr> </thead> <tbody> <tr> <td>2004</td> <td>2.96</td> <td>2.84</td> <td>2.88</td> </tr> <tr> <td>2005</td> <td>3.32</td> <td>3.32</td> <td>3.00</td> </tr> <tr> <td>2008</td> <td>3.28</td> <td>3.34</td> <td>3.08</td> </tr> <tr> <td>2010</td> <td>3.40</td> <td>3.20</td> <td>3.10</td> </tr> </tbody> </table> </div>	Year	HEBSBA Senior Students	UIW Main Campus Senior Students	All NSSE Senior Year Students	2004	2.88	2.66	2.68	2005	3.02	3.00	2.72	2008	2.98	2.98	2.78	2010	3.02	2.99	2.83	Year	HEBSBA Senior Students	UIW Main Campus Senior Students	All NSSE Senior Year Students	2004	2.96	2.84	2.88	2005	3.32	3.32	3.00	2008	3.28	3.34	3.08	2010	3.40	3.20	3.10
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<p>Learning Outcome:</p> <p>Fundamental Knowledge & Critical Thinking/Communication</p> <p>Score on Nationally normed exam.</p> <p>The goal of the HEBSBA is to exceed the National (ETS) comparison group.</p>	<p>ETS Major Field Test (BBA): External, Summative and Comparative</p> <p>BBA ETS-MFT Average Score</p> <p>BBA ETS-MFT Discipline Indicators</p>	<p>2009 to 2011 trend for the average score is positive for HEBSBA BBA students.</p> <p>4 out of 9 Departmental scores are above the National median.</p>	<p>HEBSBA 3-year weighted average does not exceed the National comparison.</p> <p>All HEBSBA Departmental averages are not significantly different from the National comparisons.</p>	<p>In Spring 2012 a statistical analysis was presented to the Dean and to department Coordinators for recommended actions.</p> <p>HEBSBA designed and adopted a program to improve ETS scores (Please see Appendix 2)</p>
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<p>Learning Outcome:</p> <p>Fundamental Knowledge & Critical Thinking/Communication</p> <p>Score on Nationally normed exam.</p> <p>The goal of the HEBSBA is to exceed the National (ETS) comparison group.</p>	<p>ETS Major Field Test (MBA): External, Summative and Comparative</p> <p>MBA ETS-MFT Average Score</p> <p>MBA ETS-MFT Discipline Indicators</p>	<p>2009 to 2011 trend for the average score is slightly positive for HEBSBA MBA students.</p> <p>All Departmental scores are below the National median.</p>	<p>HEBSBA 3-year weighted average does not exceed the National comparison.</p> <p>2 out of the 5 HEBSBA Departmental averages are significantly different from the National comparisons.</p>	<p>In Spring 2012 a statistical analysis was presented to the Dean and to department Coordinators for recommended actions.</p> <p>HEBSBA designed and adopted a program to improve ETS scores (Please see Appendix 2)</p>	<div data-bbox="1291 138 2047 633"> <p>MBA ETS-MFT Average Score</p> <table border="1"> <caption>MBA ETS-MFT Average Score</caption> <thead> <tr> <th>Year</th> <th>Average Score</th> </tr> </thead> <tbody> <tr> <td>2009</td> <td>242</td> </tr> <tr> <td>2010</td> <td>238</td> </tr> <tr> <td>2011</td> <td>245</td> </tr> <tr> <td>3 Year Weighted Average</td> <td>242</td> </tr> <tr> <td>National Average</td> <td>248</td> </tr> </tbody> </table> </div> <div data-bbox="1291 665 2047 1258"> <p>MBA Departmental Percentile Scores</p> <table border="1"> <caption>MBA Departmental Percentile Scores</caption> <thead> <tr> <th>Department</th> <th>3 Year Weighted Average</th> <th>National Median</th> </tr> </thead> <tbody> <tr> <td>Marketing</td> <td>53.00</td> <td>60.00</td> </tr> <tr> <td>Management</td> <td>53.00</td> <td>60.00</td> </tr> <tr> <td>Finance</td> <td>40.00</td> <td>44.00</td> </tr> <tr> <td>Accounting</td> <td>42.00</td> <td>49.00</td> </tr> <tr> <td>Strategic Integration</td> <td>48.00</td> <td>53.00</td> </tr> </tbody> </table> </div>	Year	Average Score	2009	242	2010	238	2011	245	3 Year Weighted Average	242	National Average	248	Department	3 Year Weighted Average	National Median	Marketing	53.00	60.00	Management	53.00	60.00	Finance	40.00	44.00	Accounting	42.00	49.00	Strategic Integration	48.00	53.00
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<p>Learning Outcome:</p> <p>Technology</p> <p>Score for the Senior Year responses.</p> <p>The goal of the HEBSBA is to meet or exceed the Institutional (UIW) and National (NSSE) comparison groups.</p>	<p>NSSE: External, Formative (First Year), Summative (Senior Year), and Comparative</p> <p>Question 11g: Using computing and information technology</p> <p>Question 11: Used Electronic Medium</p>	<p>The trend for UIW and the HEBSBA is negative, but still exceeds the National group.</p> <p>The trend for UIW and the HEBSBA is negative and both scores are below the national group.</p>	<p>HEBSBA exceeds the National goal. However the gap between NSSE and HEBSBA has narrowed.</p> <p>HEBSBA exceeds the UIW goal. However, the HEBSBA score is below the NSSE score.</p>	<p>The HEBSBA has designed and implemented several technology initiatives.</p> <p>The HEBSBA has designed and implemented several technology initiatives.</p>	<div data-bbox="1291 170 2047 690"> <h3>Using Computing and Information Technology</h3> <table border="1"> <caption>Using Computing and Information Technology</caption> <thead> <tr> <th>Year</th> <th>HEBSBA Senior Students</th> <th>UIW Main Campus Senior Students</th> <th>All NSSE Senior Year Students</th> </tr> </thead> <tbody> <tr> <td>2004</td> <td>3.16</td> <td>3.24</td> <td>3.12</td> </tr> <tr> <td>2005</td> <td>3.46</td> <td>3.46</td> <td>3.18</td> </tr> <tr> <td>2008</td> <td>3.34</td> <td>3.40</td> <td>3.22</td> </tr> <tr> <td>2010</td> <td>3.32</td> <td>3.32</td> <td>3.22</td> </tr> </tbody> </table> </div> <div data-bbox="1291 771 2047 1258"> <h3>Used Electronic Media</h3> <table border="1"> <caption>Used Electronic Media</caption> <thead> <tr> <th>Year</th> <th>HEBSBA Senior Students</th> <th>UIW Main Campus Senior Students</th> <th>All NSSE Senior Year Students</th> </tr> </thead> <tbody> <tr> <td>2004</td> <td>3.15</td> <td>2.80</td> <td>2.78</td> </tr> <tr> <td>2005</td> <td>3.12</td> <td>3.15</td> <td>2.80</td> </tr> <tr> <td>2008</td> <td>2.77</td> <td>2.87</td> <td>2.81</td> </tr> <tr> <td>2010</td> <td>2.78</td> <td>2.70</td> <td>2.88</td> </tr> </tbody> </table> </div>	Year	HEBSBA Senior Students	UIW Main Campus Senior Students	All NSSE Senior Year Students	2004	3.16	3.24	3.12	2005	3.46	3.46	3.18	2008	3.34	3.40	3.22	2010	3.32	3.32	3.22	Year	HEBSBA Senior Students	UIW Main Campus Senior Students	All NSSE Senior Year Students	2004	3.15	2.80	2.78	2005	3.12	3.15	2.80	2008	2.77	2.87	2.81	2010	2.78	2.70	2.88
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Standard #5 Faculty and Staff Focus

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

Faculty and Staff Focused Results		Faculty and staff-focused results examine how well the organization creates and maintains a positive, productive, learning-centered work environment for business faculty and staff. Key indicators may include: professional development, scholarly activities, community service, administrative duties, business and industry interaction, number of advisees, number of committees, number of theses supervised, satisfaction or dissatisfaction of faculty and staff, positive, productive, and learning-centered environment, safety, absenteeism, turnover, or complaints.											
Analysis of Results													
Performance Measure	Measurement process	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)								
Increase scholarly activity by faculty	Annual faculty activity report to the dean for performance review and justification for merit pay	Faculty are presenting and publishing with greater frequency from year to year	Linking promotion, tenure, and merit pay to scholarly productivity promotes an increase in faculty activity in that area	Scholarly activity increased in the past year.	<p style="text-align: center;">Number of Presentations and Publications by Faculty</p> <table border="1"> <caption>Number of Presentations and Publications by Faculty</caption> <thead> <tr> <th>Year</th> <th>Number of Presentations and Publications</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>122</td> </tr> <tr> <td>2011</td> <td>181</td> </tr> <tr> <td>2012</td> <td>214</td> </tr> </tbody> </table>	Year	Number of Presentations and Publications	2010	122	2011	181	2012	214
Year	Number of Presentations and Publications												
2010	122												
2011	181												
2012	214												

<p>Increase professional activity</p>	<p>Annual faculty activity report to the dean for performance review and justification for merit pay</p>	<p>Faculty involvement in the profession has increased from year to year</p>	<p>Linking promotion, tenure, and merit pay to faculty engagement in professional activities promotes an increase in faculty involvement in those areas</p>	<p>Professional activity increased in the past year.</p>	<h3 style="text-align: center;">Number of Professional Activities by Faculty</h3> <table border="1"> <caption>Number of Professional Activities by Faculty</caption> <thead> <tr> <th>Year</th> <th>Number of Professional Activities</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>308</td> </tr> <tr> <td>2011</td> <td>463</td> </tr> <tr> <td>2012</td> <td>738</td> </tr> </tbody> </table>	Year	Number of Professional Activities	2010	308	2011	463	2012	738								
Year	Number of Professional Activities																				
2010	308																				
2011	463																				
2012	738																				
<p>Grow the full-time faculty to meet the demands of increasing student enrollment</p>	<p>Calculate number of new full-time faculty and increase in student population</p>	<p>Direct correlation between the increase in business majors and growth of the full-time faculty</p>	<p>As the student body grows, the institution has kept pace by creating new hiring lines for full-time Business faculty</p>	<p>The full-time faculty increased by 1 professor in each of the last two years as full-time and part-time business majors increased by approximately 35 students for each of the past two years</p>	<h3 style="text-align: center;">Number of Business Faculty</h3> <table border="1"> <caption>Number of Business Faculty</caption> <thead> <tr> <th>Year</th> <th>Number of Business Faculty</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>24</td> </tr> <tr> <td>2011</td> <td>25</td> </tr> <tr> <td>2012</td> <td>26</td> </tr> </tbody> </table> <h3 style="text-align: center;">Number of Business Majors</h3> <table border="1"> <caption>Number of Business Majors</caption> <thead> <tr> <th>Year</th> <th>Number of Business Majors</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>665</td> </tr> <tr> <td>2011</td> <td>700</td> </tr> <tr> <td>2012</td> <td>740</td> </tr> </tbody> </table>	Year	Number of Business Faculty	2010	24	2011	25	2012	26	Year	Number of Business Majors	2010	665	2011	700	2012	740
Year	Number of Business Faculty																				
2010	24																				
2011	25																				
2012	26																				
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2011	700																				
2012	740																				

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Faculty Qualifications

Complete the next two tables for **new full-time and part-time faculty members since last self-study or QA report. Do not include faculty members previously reported.**

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

NAME	MAJOR TEACHING FIELD	COURSES TAUGHT (Courses Taught During the Reporting Period, Unduplicated)	EARNED DEGREES (As Documented on Transcript, Including Major Field)	OTHER PROFESSIONAL CERTIFICATION CRITERIA <ul style="list-style-type: none"> • Five Years Work Experience • Teaching Excellence • Professional Certifications 	ACBSP QUALIFICATION <ol style="list-style-type: none"> 1. Doctorate 2. Professional 3. Exception
New Full-Time					
Chou, Shih	BMGT	BMDS 3370 BMDS 3371 BMGT 3340 BMGT 3370 BMGT 3371 BMGT 4340 BMGT 4355 BMGT 4380	PhD, Business Administration; MBA; BBA		Doctorate
Labatt, Joseph	BLAW	BLAW 3317 BLAW 4320	JD; MAT; BA, English	State Bar - Texas Fifteen years experience as a business owner. Nine years experience	Doctorate

				as a corporate officer and sales consultant.	
Pittman, Kelly	ACCT	ACCT 2301 ACCT 2312 ACCT 4314 ACCT 6340	MS, Finance; BBA, Accounting	CPA Four years experience as Senior Audit.	Professional
Roberts, Scott	BMKT	BINT 3331 BMKT 3331 BMKT 3355 BMKT 3361 BMKT 4390 BMKT 6311	PhD, Marketing; BA, Psychology	Marketing consulting in the fields of new media and new enterprise marketing.	Doctorate
Zhang, Shishu	ECON	ECON 2301 ECON 2302 ECON 6311	PhD, Economics; MS, Applied Probability and Statistics; MA, Economics; MA, Foreign Language and Applied Linguistics in English; BA, English and Economics		Doctorate
New Part-Time					
Anderson, William	ACCT	ACCT 2312	MBA, Accountancy; BS, Business Administration, Accounting	CPA Forty years of accounting and financial management experience.	Professional
Baland, Richard	ACCT	ACCT 3345 ACCT 6330	MBA, Finance; BS Accounting	CPA Eleven years experience as a Chief Financial Officer.	Professional
Ballesteros, Valerie	ECON	ECON 2301 ECON 2302	MBA; BBA, General Business	NASD Series 7, 63 and 66; Texas Dept. of	Professional

		BFIN 3322 BFIN 3324		Insurance General Lines Agent License; FINRA registered representative with 16 years experience in financial services industry.	
Bambace, Robert	ACCT	ACCT 2311 ACCT 6345	MBA, Accounting; BBA Finance	CPA; CFA; General Securities Licenses: Series 7, 65, 63; Texas Group 1 Insurance Twenty-five years experience in accounting, finance and investing, and asset management.	Professional
Belasco, Elizabeth	ECON	ECON 6312	PhD, Education - Adult, Professional, and Community Education; MBA; BAAS, Occupational Education	Twenty-one years experience in various industry positions.	Doctorate
Braeutigam, Laura K.	ECON	ECON 2301 ECON 2302 ECON 4310 ECON 6311	MA, Economics; BA, Economics	Five years of retail store management experience	Professional
Cieslak, Donald	BFIN	BFIN 3326	MS, Electrical Engineering; BA, Physics	CFP - Ten years experience in private practice. Series 7 and 66	Professional
Connor, Carrie	ACCT	ACCT 2301 ACCT 2312	MBA; BBA	CPA Nineteen years experience in finance	Professional

				and accounting.	
Conrad, Stacy	ACCT	ACCT 2311 ACCT 2312	MS, Accounting and Auditing; BBA, Accounting	CPA Nine years of auditing experience.	Professional
Darchicourt, Lori Kaye	ACCT	ACCT 2301	MBA, Finance; BA/BBA, Accounting and Business Administration	CPA Twelve years experience as Auditor and Financial Analyst.	Professional
DeLuna, Luis	ACCT	ACCT 6345	JD; BBA, Accounting	CPA; State Bar - Texas Fifteen years of auditing experience.	Professional
Estrada Aguilar, Samuel	BMGT	BMGT 4340	MS, Human Resource Development; MBA; BA, Political Science	Professional experience in banking, business development, administration, research, and human resources.	Professional
Garcia, Henry	BMGT	BMGT 6311	MBA; Master of Social Work; Bachelor of Social Work	Society for Human Resources' Senior Professional in Human Resources (lifetime). Twenty-seven years of experience in human resources management, including fourteen years in a Director's role and seven years as an internal consultant.	Professional
Lozano, Javier	BINT	BINT 3331	PhD, International Education/Entrepreneurship; MBA; BBA, International	UIW Director of Sister School Programs	Doctorate

			Business		
Montalvo, Roberto	BINT	BINT 3331	PhD, International Education/Entrepreneurship; MBA; BBA, Management	Seven years international management experience.	Doctorate
Newman, Robert	ECON	ECON 2302 ECON 6311	MA, Economics/Industrial Relations; BA, Economics	Thirty-two years experience as Adjunct Instructor/Lecturer in Economics.	Professional
Olivares, Robert	BMKT	BMKT 4390	PhD, Organizational Leadership; MBA, Business Management; BBA, Marketing	Fourteen years of marketing experience, including corporate executive positions.	Doctorate
Penick, Sarah	BMKT	BMGT 3340 BMKT 3333	MBA; BBA, Marketing	Five years of professional marketing and retail management experience.	Professional
Sandoval, Alberto	BMKT	BMKT 3333	MBA; BS, Computerized Systems and Information Technologies	Nine years of product management, marketing management, and strategic planning experience.	Professional
Shaver, Donna	ACCT	ACCT 3313	Master of Accountancy, Taxation; BBA, Accounting	CPA Nineteen years of CPA experience.	Professional
Shipp, Maurine	BLAW	BLAW 4310	JD; Bachelor of Journalism, Advertising	State Bar - Texas Five years of legal experience.	Doctorate
Sladek, Joshua	BMGT	BMGT 4346	MBA; BBA, Management	Five years experience in data management and analysis as	Professional

				analyst, supervisor, and manager.	
Smith, Ashton	BMKT	BMKT 3331	MBA; BBA, Marketing	Three years experience as Marketing Coordinator.	Professional
Wolff, Kevin	BMGT	BMGT 4356	MBA; BBA, Human Resources	Twenty-five years experience in senior-level management, human resources management, corporate training, and staffing.	Professional
Zarate, Catalina	BMGT	BMGT 3340	PhD, Leadership Studies; MBA, Management; BBA, Marketing	Nineteen years experience as Litigation, Labor and Employment Senior Paralegal Seven years experience as Human Resources Supervisor.	Doctorate

Standard 5, Criterion 5.8
Scholarly and Professional Activities

Academic Year 2011 - 2012

			Scholarly Activities			Professional Activities			
Faculty Member	Highest Degree Earned	Professional Certification	Papers Presented	Published Articles/ Manuscripts/ Books	Submitted Articles/ Manuscripts/Books	Consulting	Professional Related Service	Professional Conferences/ Workshops	Professional Meetings

Burr	Ph.D.		A=2, B=5, C=12	A=1, B=3, C=3	A=1, C=2	0	2	33	77
Chou	Ph.D.		B=2	B=7	B=7	0	4	5	0
Craven	Ph.D.	C.P.A.	A=1, D=10	A=2, D=1		0	4	13	4
Daly	Ph.D.					0	0	0	0
de los Santos	Ph.D.		B=3	A=1		0	2	4	2
Edmond	Ph.D.	C.P.A.	A=2, D=2	A=2, D=3		1	3	2	2
Elrod	M.B.A.	C.P.A.	B=3	A=4	C=3, D=1	0	4	2	0
Fayfich	M.B.A.					0	0	0	0
Forrest	J.D.	Attorney	C=1, D=1	B=3		11	1	4	16
Guiry	Ph.D.		B=4	B=6	A=1, B=6	4	0	13	8
Harmsen	M.B.A.		A=1, D=1		C=2	7	0	5	13
Jackson	Ph.D.		B=3, C=1	D=1	A=1, B=2, D=2	0	14	6	20
Kiser	Ph.D.		B=3, C=3	A=1, B=1, C=1, D=1	B=1	0	29	0	6
Labatt	J.D.	Attorney		C=1		3	7	3	7
McGuire	Ph.D.		A=2, B=1, C=2		B=4	0	15	7	25
Moreno	Ph.D.		B=2, C=2, D=1	B=1		5	9	8	11
Norris	M.B.A.	C.P.A.	D=4	D=2		0	4	11	5
Pittman	M.S.	C.P.A.				2	4	0	2
Porter	M.B.A.					0	0	0	0
Roberts	Ph.D.		A=1, D=1	A=2, B=2	B=1, D=1	3	1	3	3
Rodriguez	Ph.D.		B=1	B=2		0	1	2	2
Rubio	Ph.D.		B=2	B=1	B=1	5	2	6	6
Scott	Ph.D.		A=1, B=5	A=1, B=4		0	9	4	4
Tiggeman	M.B.A.	C.P.A.	A=1, B=6, C=1	B=4, C=1, D=2	A=1	28	32	7	16
Vequist	Ph.D.		B=9, D=8	A=2, B=1, D=3	A=1, B=2	23	28	9	19

Zanca	Ph.D.		A=4, B=4, C=2, D=3	A=1, B=2	A=1, D=1	1	4	7	8
Zhang	Ph.D.		A=1, B=4, C=2, D=5	A=1, B=3, D=4	A=2, B=3, C=2, D=1	7	10	16	23
		Total	A=16 B=57 C=25 D=36 Total 134	A=18 B=39 C=6 D=17 Total 80	A=11 B=27 C=9 D=6	100	189	170	279

Codes used for Scholarly Activities: A = Scholarship of Teaching; B = Scholarship of Discovery; C = Scholarship of Integration; D = Scholarship of Application

Academic Year 2010 - 2011

Faculty Member	Highest Degree Earned	Professional Certification	Scholarly Activities			Professional Activities			
			Papers Presented	Published Articles/ Manuscripts/ Books	Submitted Articles/ Manuscripts/Books	Consulting	Professional Related Service	Professional Conferences/ Workshops	Professional Meetings
Burr	Ph.D.		B=4 C=2 D=1	B=2 C=2 D=2	C=2 D=4	4	54	5	40
Chou	Ph.D.		B=1	B=9 C=2	B=6 D=1	3	0	1	0
Craven	Ph.D.	C.P.A.	A=1 B=2 D=16	B=1 D=4	A=1 B=1 D=1	0	76	15	18
Daly	Ph.D.					0	0	0	0
de los Santos	Ph.D.		D=1	B=2	D=1	3	10	1	3
Edmond	Ph.D.	C.P.A.	A=3 D=3	A=2 D=5		0	4	0	0
Elrod	M.B.A.	C.P.A.		B=1 D=4	B=1	0	0	2	0
Fayfich	M.B.A.					0	0	0	0
Forrest	J.D.	Attorney	B=1	B=5		6	3	3	28
Guiry	Ph.D.		B=7	B=7	B=5	1	4	6	11

Harmsen	M.B.A.		C=2	C=1		2	0	0	0
Jackson	Ph.D.		A=2 B=1 C=1 D=1	D=1		4	17	5	20
Kiser	Ph.D.		B=2	B=5		0	20	2	0
McGuire	Ph.D.		B=1	B=1		0	4	1	3
Moreno	Ph.D.			B=1	B=4	1	1	4	10
Norris	M.B.A.	C.P.A.	D=2	D=2	D=1	0	9	10	0
Pittman	M.S.	C.P.A.	A=2			0	3	6	4
Porter	M.B.A.		B=2	B=2	A=1 B=1	0	3	3	34
Rodriguez	Ph.D.		B=3		D=1	0	0	0	2
Rubio	Ph.D.		B=4 C=2 D=1	B=3		0	8	1	0
Scott	Ph.D.		A=6 B=1 D=1	A=2 D=1		0	17	7	0
Tiggeman	M.B.A.	C.P.A.	A=3 B=1 C=1 D=1	A=2 B=1 D=4		3	3	9	0
Vequist	Ph.D.		B=1 D=10	B=3 D=1	B=2	16	149	2	0
Zanca	Ph.D.		D=3	B=1	D=2	3	0	2	0
Zhang	Ph.D.		B=5 D=1	A=1 B=1 C=1	A=1 B=5	0	2	4	1
Total			A=17 B=36 C=8 D=38 Total 99	A=7 B=45 C=6 D=24 Total 82	A=3 B=27 C=2 D=11	46	154	89	174

Codes used for Scholarly Activities: A = Scholarship of Teaching; B = Scholarship of Discovery; C = Scholarship of Integration; D = Scholarship of Application

Academic Year 2009 - 2010

	Scholarly Activities	Professional Activities
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Faculty Member	Highest Degree Earned	Professional Certification	Papers Presented	Published Articles/ Manuscripts/ Books	Submitted Articles/ Manuscripts/Books	Consulting	Professional Related Service	Professional Conferences/ Workshops	Professional Meetings
Burr	Ph.D.		C = 1	B = 3 C = 6 D = 1	D = 1	9	17	3	20
Craven	Ph.D.	C.P.A.	A = 6 D = 1	A = 3 D = 3	A = 1 D = 1		11	5	4
Daly	Ph.D.		B = 1			0	0	0	0
de los Santos	Ph.D.		C = 2 D = 1	C = 1	B = 1 D = 1		1	2	8
Edmond	Ph.D.	C.P.A.	A = 4 B = 1 D = 3	A = 2	B = 2	5	5	3	1
Elrod	M.B.A.	C.P.A.				2		1	
Fayfich	M.B.A.							1	
Forrest	J.D.	Attorney		B = 2	C = 1	2	1	6	11
Guiry	Ph.D.		B = 3	B = 3	B = 2	3		2	9
Harmsen	M.B.A.		C = 1			2		3	
Jackson	Ph.D.		B = 2 D = 2		D = 2	1	4	6	9
Kiser	Ph.D.		B = 5	B = 5		2	3	3	3
MacMillin			A = 1 D = 1				6		1
McGuire	Ph.D.		B = 7	B = 1	B = 1 D = 1		1	1	1
Moreno	Ph.D.		B = 1 C = 1 D = 1	B = 1 C = 1	B = 3 C = 2			3	12
Norris	M.B.A.	C.P.A.					1	5	
Porter	M.B.A.					2	6	3	15
Rodriguez	Ph.D.			B = 3	B = 5	4	1		
Rubio	Ph.D.		B = 1	B = 6		2	4	0	1

Scott	Ph.D.		A = 1 B = 1 C = 1	B = 3		1	2	6	5
Tiggeman	M.B.A.	C.P.A.	A = 5 B = 3 D = 2	A = 2 B = 1	A = 1 B = 1	2	6	6	
Torres	M.B.A.		B = 1				3	4	9
Vequist	Ph.D.		B = 4 C = 3	A = 2 B = 2 C = 4		10	9	2	3
Zanca	Ph.D.		B = 2						3
		Total	A=17 B=32 C=9 D=11 Total 69	A=9 B=30 C=10 D=4 Total 53	A=2 B=14 C=3 D=6	47	81	65	115

Codes used for Scholarly Activities: A = Scholarship of Teaching; B = Scholarship of Discovery; C = Scholarship of Integration; D = Scholarship of Application

Standard #6 Educational and Business Process Management

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

1. The H-E-B School of Business & Administration (HEBSBA) publishes its most recent biennial Quality Assurance Report on its web page <http://www.uiw.edu/heb/>.
2. HEBSBA distributes a monthly newsletter to the public in which progress is publicized.
3. The home page of HEBSBA links to News and Events that publicize school performance <http://www.uiw.edu/heb/>.
4. The University publishes a quarterly report, *The Word*, that occasionally includes stories of HEBSBA performance.

b. Curriculum

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

None

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

MBA Marketing Concentration

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

None

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

Standard 6 - Budgetary, Financial, and Market Results

Budgetary, Financial, and Market Performance Results		Budgetary, financial, and market performance results examine (1) management and use of financial resources and (2) market challenges and opportunities. Adequate financial resources are vital to ensuring an outstanding faculty and teaching environment. The resources budgeted for and allocated to business units should be adequate to fund the necessary technology and training to allow students to develop the requisite competencies for business environments. Key indicators may include: expenditures per business student, business program expenditures as a percentage of budget, annual business unit budget increases or decreases, enrollment increase or decrease of business students, transfer in or out of business students, student credit hour production, or comparative data.			
		Analysis of Results			
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Graphs of Resulting Trends
Measurable goal	(Indicate	What are your current	What did you learn from the	What did you	

What is your goal?	length of cycle)	results?	results?	improve or what is your next step?													
Increase HEBSBA budget per total student each year	Budget of the HEBSBA divided by the total number of students (BBAs & MBAs) / Divided equally by semester	The budget is increasing slightly compared to the total number of students	The HEBSBA budget needs to be championed by the incoming Dean and increased more significantly	The Dean will communicate the need for increasing financial resources to the University leadership in order to keep pace with increasing enrollment and the effect of inflation.	<p>HEBSBA Budget per All Students</p> <table border="1"> <thead> <tr> <th>Term</th> <th>Budget (Approximate)</th> </tr> </thead> <tbody> <tr> <td>Spring 2010</td> <td>\$2,280</td> </tr> <tr> <td>Fall 2010</td> <td>\$2,050</td> </tr> <tr> <td>Spring 2011</td> <td>\$2,300</td> </tr> <tr> <td>Fall 2011</td> <td>\$2,120</td> </tr> <tr> <td>Spring 2012</td> <td>\$2,350</td> </tr> </tbody> </table>	Term	Budget (Approximate)	Spring 2010	\$2,280	Fall 2010	\$2,050	Spring 2011	\$2,300	Fall 2011	\$2,120	Spring 2012	\$2,350
Term	Budget (Approximate)																
Spring 2010	\$2,280																
Fall 2010	\$2,050																
Spring 2011	\$2,300																
Fall 2011	\$2,120																
Spring 2012	\$2,350																
Increase the Dean's budget per total student each year	Budget of the Dean divided by the total number of students (BBAs & MBAs) / divided equally by semester	The budget is stagnant compared to the total number of students	The Dean's budget needs to be championed by the incoming Dean and increased more significantly	The Dean will communicate the need for increasing financial resources to the University leadership in order to keep pace with increasing enrollment and the effect of inflation.	<p>Dean's Budget per All Students</p> <table border="1"> <thead> <tr> <th>Term</th> <th>Budget (Approximate)</th> </tr> </thead> <tbody> <tr> <td>Spring 2010</td> <td>\$197</td> </tr> <tr> <td>Fall 2010</td> <td>\$177</td> </tr> <tr> <td>Spring 2011</td> <td>\$200</td> </tr> <tr> <td>Fall 2011</td> <td>\$184</td> </tr> <tr> <td>Spring 2012</td> <td>\$198</td> </tr> </tbody> </table>	Term	Budget (Approximate)	Spring 2010	\$197	Fall 2010	\$177	Spring 2011	\$200	Fall 2011	\$184	Spring 2012	\$198
Term	Budget (Approximate)																
Spring 2010	\$197																
Fall 2010	\$177																
Spring 2011	\$200																
Fall 2011	\$184																
Spring 2012	\$198																

Increase the total budget per total student each year

Total budget divided by the total number of students (BBAs & MBAs) / divided equally by semester

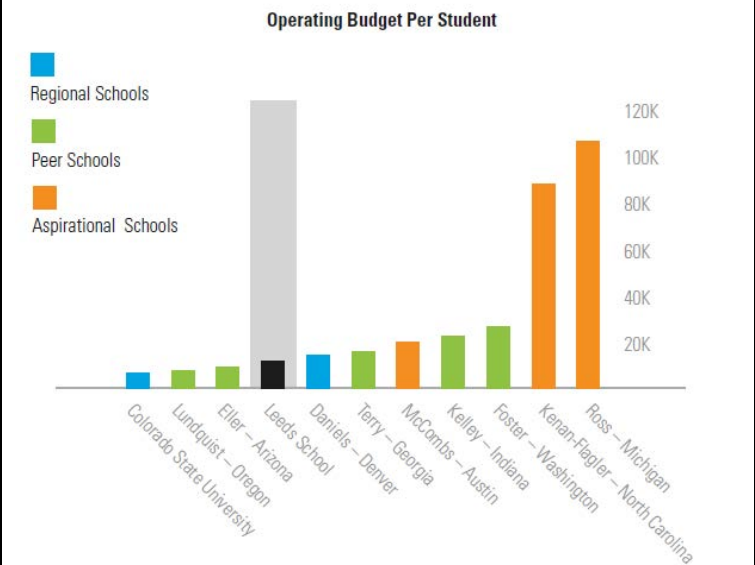
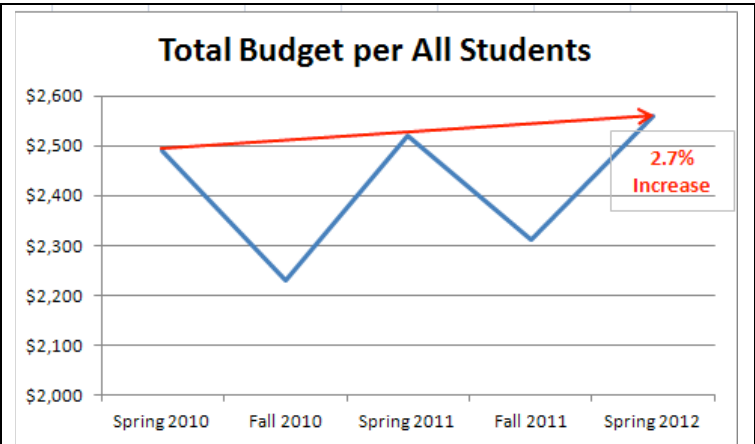
The budget appears to be increasing slightly compared to the total number of students

The total budget needs to be championed by the incoming Dean and increased more significantly

A letter will be forwarded to the new Dean by the CIA committee to recommend greater increases to the total budget to keep up with growing enrollments

Note: Aghion (2008) states that “good performers are generally those universities that enjoy a higher per student budget as well as higher budget autonomy.”

Benchmark: a comparison of other Business Schools (all AACSB) is given from the Univ. of Colorado 2010 annual report which shows that as the HEBSBA school grows, so should its budget per student (perhaps increasing to around \$5,000 per student by 2020)



<p>Increase the total budget per total BBA student each year</p>	<p>Total budget divided by the total number of BBA students / divided equally by semester</p>	<p>The budget appears to be decreasing compared to the total number of students</p>	<p>The total budget needs to be championed by the incoming Dean and increased</p>	<p>A letter will be forwarded to the new Dean by the CIA committee to recommend increasing the total budget to keep up with growing enrollments</p>	<p>Total Budget per BBA Student</p> <table border="1"> <thead> <tr> <th>Term</th> <th>Budget per Student</th> </tr> </thead> <tbody> <tr> <td>Spring 2010</td> <td>\$3,500</td> </tr> <tr> <td>Fall 2010</td> <td>\$3,050</td> </tr> <tr> <td>Spring 2011</td> <td>\$3,500</td> </tr> <tr> <td>Fall 2011</td> <td>\$2,950</td> </tr> <tr> <td>Spring 2012</td> <td>\$2,750</td> </tr> </tbody> </table> <p>-7.8% Decrease</p>	Term	Budget per Student	Spring 2010	\$3,500	Fall 2010	\$3,050	Spring 2011	\$3,500	Fall 2011	\$2,950	Spring 2012	\$2,750
Term	Budget per Student																
Spring 2010	\$3,500																
Fall 2010	\$3,050																
Spring 2011	\$3,500																
Fall 2011	\$2,950																
Spring 2012	\$2,750																
<p>Increase the total budget per total MBA student each year</p>	<p>Total budget divided by the total number of MBA students / divided equally by semester</p>	<p>The budget is increasing compared to the total number of students</p>	<p>The total budget per MBAs appears to be increasing – but is only because of declining MBA enrollments</p>	<p>The total budget seems to be keeping up with the total MBA enrollments- however, if MBA enrollments increase then the budget will need to increase as well</p>	<p>Total Budget per MBA Student</p> <table border="1"> <thead> <tr> <th>Term</th> <th>Budget per Student</th> </tr> </thead> <tbody> <tr> <td>Spring 2010</td> <td>\$8,500</td> </tr> <tr> <td>Fall 2010</td> <td>\$8,000</td> </tr> <tr> <td>Spring 2011</td> <td>\$9,000</td> </tr> <tr> <td>Fall 2011</td> <td>\$10,500</td> </tr> <tr> <td>Spring 2012</td> <td>\$12,000</td> </tr> </tbody> </table> <p>42.3% Increase</p>	Term	Budget per Student	Spring 2010	\$8,500	Fall 2010	\$8,000	Spring 2011	\$9,000	Fall 2011	\$10,500	Spring 2012	\$12,000
Term	Budget per Student																
Spring 2010	\$8,500																
Fall 2010	\$8,000																
Spring 2011	\$9,000																
Fall 2011	\$10,500																
Spring 2012	\$12,000																
<p>(Example) Increase budget 3% each year</p>	<p>Approved budget</p>	<p>The budget increased but not at the planned level</p>	<p>Justify Increase in budget through marketing south of city budget</p>	<p>Budget increased but still not at the planned level</p>	<p>Approved Budget</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Approved Budget</th> </tr> </thead> <tbody> <tr> <td>2009</td> <td>1.200</td> </tr> <tr> <td>2010</td> <td>1.210</td> </tr> <tr> <td>2011</td> <td>1.220</td> </tr> </tbody> </table>	Year	Approved Budget	2009	1.200	2010	1.210	2011	1.220				
Year	Approved Budget																
2009	1.200																
2010	1.210																
2011	1.220																

Standard 6 - Organizational Performance Results

5. Organizational Effectiveness Results		<p>Organizational effectiveness results examine attainment of organizational goals. Each business unit must have a systematic reporting mechanism for each business program that charts enrollment patterns, student retention, student academic success, and other characteristics reflecting students' performance.</p> <p><i>Key indicators may include: graduation rates, enrollment, improvement in safety, hiring equity, increased use of web-based technologies, use of facilities by community organizations, contributions to the community, or partnerships, retention rates by program, and what you report to governing boards and administrative units.</i></p>															
		Analysis of Results															
Performance Measure (Competency)	Description of Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends												
Increased use of Technology & Communication.	HEBSBA Blackboard course usage by semester compared to UIW non-HEBSBA Blackboard course usage by semester.	Maintained at least 50% Blackboard course usage during last three semesters of available data. HEBSBA Blackboard course usage is higher than non-HEBSBA Blackboard course usage.	University began providing Blackboard course usage data as of Fall 2010 semester. HEBSBA and non-HEBSBA usage dipped in Spring 2011 with HEBSBA having a steeper decrease.	Blackboard course usage increased in most recent reported semester with HEBSBA courses having a higher increase than non-HEBSBA courses.	<p style="text-align: center;">Blackboard Usage</p> <table border="1"> <caption>Blackboard Usage Data</caption> <thead> <tr> <th>Semester</th> <th>HEBSBA (%)</th> <th>UIW non-HEBSBA (%)</th> </tr> </thead> <tbody> <tr> <td>Fall 2010</td> <td>72</td> <td>50</td> </tr> <tr> <td>Spring 2011</td> <td>55</td> <td>48</td> </tr> <tr> <td>Fall 2011</td> <td>70</td> <td>52</td> </tr> </tbody> </table>	Semester	HEBSBA (%)	UIW non-HEBSBA (%)	Fall 2010	72	50	Spring 2011	55	48	Fall 2011	70	52
Semester	HEBSBA (%)	UIW non-HEBSBA (%)															
Fall 2010	72	50															
Spring 2011	55	48															
Fall 2011	70	52															

<p>Vision 2020 Goals</p>	<p>Percentage of FT faculty with doctoral degrees as of Fall semester each academic year.</p>	<p>Maintained at least 60% of FT faculty with doctoral degrees. Percentage lags behind Vision 2020 comparison schools.</p>	<p>Market conditions, ability to offer competitive salaries, available resources, and number of new FT faculty lines impact progress towards increasing percentage.</p>	<p>Hired two new FT faculty with doctoral degrees in 2010. Percentage of FT faculty with doctoral degrees increased in 2010.</p>	<p>Percentage of FT Faculty with Doctoral Degrees</p> <table border="1"> <thead> <tr> <th>School</th> <th>2008</th> <th>2009</th> <th>2010</th> </tr> </thead> <tbody> <tr> <td>HEBSBA</td> <td>65%</td> <td>60%</td> <td>65%</td> </tr> <tr> <td>Baylor</td> <td>75%</td> <td>75%</td> <td>75%</td> </tr> <tr> <td>SMU</td> <td>90%</td> <td>90%</td> <td>90%</td> </tr> <tr> <td>TCU</td> <td>90%</td> <td>85%</td> <td>85%</td> </tr> </tbody> </table>	School	2008	2009	2010	HEBSBA	65%	60%	65%	Baylor	75%	75%	75%	SMU	90%	90%	90%	TCU	90%	85%	85%										
School	2008	2009	2010																																
HEBSBA	65%	60%	65%																																
Baylor	75%	75%	75%																																
SMU	90%	90%	90%																																
TCU	90%	85%	85%																																
<p>Vision 2020 Goals</p>	<p>Student: faculty ratio as of Fall semester each academic year.</p>	<p>Ratio ranged between 16-17. Ratio is lower than two of three Vision 2020 comparison schools.</p>	<p>Student enrollment decreased in 2009 and increased in 2010 while FTEs increased.</p>	<p>Hired two new FT faculty but student :faculty ratio increased.</p>	<p>Student:Faculty Ratio</p> <table border="1"> <thead> <tr> <th>School</th> <th>2008</th> <th>2009</th> <th>2010</th> </tr> </thead> <tbody> <tr> <td>HEBSBA</td> <td>17</td> <td>16</td> <td>17</td> </tr> <tr> <td>Baylor</td> <td>20</td> <td>22</td> <td>20</td> </tr> <tr> <td>SMU</td> <td>12</td> <td>14</td> <td>16</td> </tr> <tr> <td>TCU</td> <td>23</td> <td>23</td> <td>20</td> </tr> </tbody> </table>	School	2008	2009	2010	HEBSBA	17	16	17	Baylor	20	22	20	SMU	12	14	16	TCU	23	23	20										
School	2008	2009	2010																																
HEBSBA	17	16	17																																
Baylor	20	22	20																																
SMU	12	14	16																																
TCU	23	23	20																																
<p>Increased diversity in faculty</p>	<p>New Faculty Hire Demographics</p>	<p>Upward trend in percentage of female and Hispanic new faculty hires.</p>	<p>Market conditions, applicant pool, ability to offer competitive salaries, and areas of faculty need impact faculty diversity.</p>	<p>UIW is an Equal Opportunity Employer. Percentage of female new faculty hires increased while percentage of Hispanic new faculty hires decreased.</p>	<p>New Faculty Hire Demographics</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Male</th> <th>Female</th> <th>White-Non Hispanic</th> <th>Hispanic</th> </tr> </thead> <tbody> <tr> <td>2008</td> <td>65%</td> <td>40%</td> <td>75%</td> <td>15%</td> </tr> <tr> <td>2009</td> <td>45%</td> <td>55%</td> <td>80%</td> <td>18%</td> </tr> <tr> <td>2010</td> <td>75%</td> <td>25%</td> <td>55%</td> <td>40%</td> </tr> <tr> <td>2011</td> <td>65%</td> <td>40%</td> <td>50%</td> <td>38%</td> </tr> <tr> <td>2012</td> <td>50%</td> <td>50%</td> <td>75%</td> <td>28%</td> </tr> </tbody> </table>	Year	Male	Female	White-Non Hispanic	Hispanic	2008	65%	40%	75%	15%	2009	45%	55%	80%	18%	2010	75%	25%	55%	40%	2011	65%	40%	50%	38%	2012	50%	50%	75%	28%
Year	Male	Female	White-Non Hispanic	Hispanic																															
2008	65%	40%	75%	15%																															
2009	45%	55%	80%	18%																															
2010	75%	25%	55%	40%																															
2011	65%	40%	50%	38%																															
2012	50%	50%	75%	28%																															

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

**Standard 6, Criterion 6.1.3
Common Professional Component (CPC) Compliance
MBA Marketing Concentration**

Core Courses	Faculty	Hour Class Sessions by CPC Topic											Total
		a1 MKT	a2 FIN	a3 ACC	a4 MGT	b1 LAW	b1 ECO	b3 ETH	b4 GLO	c1 IS	c2 STST	d POL/COMP	
ACCT 2311	Elrod	0.00	2.30	45.00	0.00	2.30	0.00	4.50	0.00	2.30	0.00	2.30	58.70
ACCT 2312	Elrod	0.00	4.50	45.00	5.90	0.00	2.30	4.50	0.00	0.00	2.30	3.20	67.70
MIS 2321	Fayfich	4.00	4.00	2.00	8.00	2.00	2.00	4.00	4.00	30.00	0.00	0.00	60.00
MIS 2325	Porter	4.00	8.00	8.00	8.00	4.00	4.00	0.00	0.00	30.00	0.00	0.00	66.00
ECON 2301	Zanca	0.00	4.50	0.00	0.00	2.25	45.00	0.00	13.50	0.00	0.00	0.00	65.25
ECON 2302	Zanca	0.00	9.00	0.00	0.00	2.25	45.00	0.00	9.00	0.00	0.00	0.00	65.25
BMGT 3370	Harmsen	3.00	3.00	3.00	45.00	1.00	3.00	3.00	1.00	1.00	1.00	1.00	65.00
BMGT 3371	Harmsen	3.00	3.00	3.00	45.00	0.00	3.00	3.00	1.00	3.00	3.00	0.00	67.00
BINT 3331	Jackson	5.00	2.00	0.00	6.00	2.00	2.00	3.00	40.00	0.00	1.00	1.00	62.00
BLAW 3317	Forrest	0.00	1.00	0.00	2.00	45.00	2.00	8.00	2.00	1.00	0.00	4.00	65.00
BMKT 3331	de los Santos	38.00	0.00	0.00	0.00	2.00	1.00	4.00	3.00	0.00	0.00	3.00	51.00
BMGT 3340	Kiser	3.00	1.00	1.00	45.00	1.00	2.00	6.00	3.00	3.00	1.00	1.00	67.00
BFIN 3321	Moreno	0.00	40.00	12.00	1.00	1.00	2.00	1.50	2.00	1.00	5.00	1.00	66.50
BMGT 4380	Scott	4.00	4.00	4.00	8.00	4.00	4.00	4.00	4.00	4.00	4.00	16.00	60.00
BMGT 4381	Vequist	4.00	4.00	4.00	8.00	4.00	4.00	4.00	4.00	4.00	4.00	16.00	60.00
TOTALS		68.00	90.30	127.00	181.90	72.80	121.30	49.50	86.50	79.30	21.30	48.50	946.40

Note: In general, classes should not show total CPC contact hours of more than 150 percent of the course's total contact hours. Exceptions to this guideline would include an interdisciplinary capstone course. The substance of this requirement also applies to schools measuring coverage by percentage of a 3-hour course.

APPENDIX 1 FORMATIVE ASSESSMENTS UTILIZED BY DISCIPLINE SURVEY RESULTS

BBA:

Accounting

1. Randomly ask students to describe topics covered in the previous class.
 - a. Real-time improvements: review as needed.
2. Early in course, students are required to demonstrate understanding of a simple accounting model as preparation for a more complex mid-term project.
 - a. Real-time improvements: remedial instruction to individuals or class as needed.
3. Students complete textbook exercises that are reviewed by the instructor.
 - a. Real-time improvements: if common errors are found, additional class time is devoted to the subject.
4. Weekly quizzes over prior lessons.
 - a. Real-time improvements: lessons are practiced and reinforced as needed.
5. A questionnaire, "Evaluating Your Tax Knowledge," is presented during the course.
 - a. Real-time improvements: The questionnaire is repeated at the end of the course, so that students may measure their progress.

Banking & Finance

1. Periodic quizzes.
 - a. Real-time improvements:
 - i. Professor reviews material.
 - ii. Students practice problems in class.
 - iii. Students are referred to websites for practice.
 - iv. Students are given financial calculator "cue cards."
 - v. Instructor distributes a "concept map."
2. Student presentations about current national and international finance issues.
 - a. Real-time improvements: student and professor comments.
3. Solve real-world finance cases that relate theory to practice.
 - a. Real-time improvements:
 - i. Student and professor comments.
 - ii. Report real-time events using upper-tier financial journals.
 - iii. View current film documentaries.
 - iv. View "You-Tube" videos of speeches by Federal Reserve officials on monetary policy.
4. Student debates and presentations about current issues employing Businessweek and other sources.
 - a. Real-time improvements: Student and professor comments.

Economics

1. Periodic quizzes and exams
 - a. Real-time improvements:
 - i. Review by asking students to formulate 3 questions that they want reviewed. Students raise their questions in class; their understanding of the issues is rated on a 1-10 scale.
 - ii. Group work in class and on homework fosters a sense of community that helps shy students feel free to ask questions.
 - iii. "Mini-lessons" review principles of previous courses in advanced courses.
 - iv. Post outlines on Blackboard.
 - v. Students present and discuss their answers.
2. End-of-chapter problems assigned as homework.
 - a. Real-time improvements:
 - i. Professor gives feedback on common difficulties.
 - ii. Students present problems to the class.
 - iii. One class per week is devoted to "Tutorial/Problem Solving."
3. Individual and group presentations of homework problems and analyses of real-world cases.
 - a. Real-time improvements:
 - i. Student and professor feedback.
 - ii. Short videos of real life events.
4. Group research projects conducted and presented in advanced courses.
 - a. Real-time improvements: student and professor commentary.

Business Law

1. Role playing exercises to experience legal concepts put to work in courtroom setting.
 - a. Real-time improvements: student and professor comments.

International Business

1. Quizzes and midterm exams.
 - a. Real-time improvements: review frequently missed concepts.
2. Group preparation and presentation of modules of final paper.
 - a. Real-time improvements: Campus Pack Wiki is used to monitor and provide feedback.
3. Write summaries of Businessweek articles.
 - a. Real-time improvements: student and professor feedback.
4. Pre-travel presentations and written assignments.
 - a. Real-time improvements: student and professor feedback.
5. On-line Discussion Boards using Blackboard.
 - a. Real-time improvements: professor feedback.

Management

1. Begin each class with a 10 minute question and answer period.
 - a. Real-time improvements: review as needed.
2. Short papers and presentations in preparation for final projects.
 - a. Real-time improvements:
 - i. Professor and student feedback.
 - ii. Individual meetings with the professor.
 - iii. Periodic meetings with clients of capstone courses.
3. Student and group presentations of textbook problems and cases.
 - a. Real-time improvements:
 - i. Student assessments and professor feedback.
 - ii. Guest speakers provide additional information.
4. Self-assessment exercises
 - i. Real-time improvements: student and professor responses to questions.
5. Homework problems and in-class assignments
 - a. Real-time improvements:
 - i. Feedback and review prior to exams.
 - ii. Review sessions are available to students.
 - iii. On-line chat sessions.
6. Structured class discussions
 - a. Real-time improvements: student and professor feedback.
7. Role Playing
 - a. Real-time improvements: student and professor feedback.
8. Mid-term quizzes and exams
 - a. Real-time improvements:
 - i. professor feedback.
 - ii. Students having academic problems are required to have two one-on-one meetings with the professor to review material and discuss study/work habits.
 - iii. Tutoring sessions held throughout the semester.

Marketing

1. Periodic Quizzes and midterm exams.
 - a. Real-time improvements:
 - i. Discussions follow the quizzes to gain a better understanding of student learning.
 - ii. Study guides are reviewed in class.
 - iii. Individual students are asked for the correct answer and justification.
2. Midterm exams and Blackboard pop quizzes to prepare for exams.

- i. Real-time improvements: Re-write exam questions to make up half of the lost points.
3. Weekly current event discussions.
 - a. Real-time improvements: faculty help students relate terminology used in class to real world events.
4. Group work is assigned in class.
 - a. Real-time improvements:
 - i. Faculty “floats” from group to group listening to discussions and commenting.
 - ii. Faculty reinforces concepts as necessary.
5. Extra credit for evaluating a guest speaker or substantial business journal article.
 - a. Real-time improvements: professor feedback.
6. Midterm papers
 - a. Real-time improvements:
 - i. Feedback given by the professor on early drafts
 - ii. Re-write drafts to improve the original score.
 - iii. Submit papers to the Learning Assistance Center for writing assistance.

MBA:

1. Formative Assessments
 - a. Group presentations of homework problems, cases, modules of final projects, analyses of current events, and reviews of previous week’s work.
 - b. Service learning projects including journaling and periodic class reports.
 - c. Role playing
 - d. Group discussions.
 - e. Management simulations including reports and presentations
 - f. Students of capstone courses meet with clients periodically.
 - g. Quizzes and midterm exams
2. Real-time improvements:
 - a. Student and professor feedback in class.
 - b. One-on-one meetings with professor.
 - c. Tutoring sessions throughout the semester

APPENDIX 2

PROGRAM FOR IMPROVING LEARNING OUTCOMES AND ETS SCORES

In order to improve Program Outcomes and the Educational Testing Service (ETS) scores that measure them, HEBSBA has taken the following steps:

1. The HEBSBA faculty and administration have adopted the following goals:
 - a. Long-term goal of scoring in the 80th percentile.
 - b. Short-term goal of exceeding the national norm for the ETS exams by 5 percentage points.
2. Every discipline in the under-graduate program has completed a 20-question multiple choice review exam.
3. Every discipline in the graduate program has completed a 20-question multiple choice review exam.
4. The review exams have been posted on the Blackboard web site and made available to under-graduate and graduate Capstone classes.
5. Students may take the practice exams as often as they wish.
6. Accounting majors are beginning to take the ETS exam.
7. A student's score on the ETS exam constitutes 15% of his/her final grade for a Capstone class.

The program was fully implemented for the first time in the Spring 2012 semester, and is in process of being improved.