

Accreditation Council for Business Schools and Programs (ACBSP)
Quality Assurance (QA) Report
for
Baccalaureate/Graduate Degree Programs
Current as of May 2014

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, 2014

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 2013-2015 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 and 2012 - 2014.

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

- Main Campus, 4301 Broadway, San Antonio, TX
- 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

O 7. Person completing report Name: Prof. Earl Harmsen

Phone: 210-829-5003

E-mail address: harmsen@uiwtx.edu

ACBSP Champion name: Prof. Earl Harmsen

ACBSP Co-Champion name: Dr. Jeannie Scott

O 8. Conditions/Notes/Opportunity for Improvement (OFI) to be addressed: **None**

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 new Dean of the H-E-B School of Business & Administration was selected in Spring of 2013, Dr. Forrest Aven.

In an effort to improve both the internal and external communication needs, the HEBSBA created a new administrative position, Communication Coordinator. As a result, Mr. Jeffery Berry was hired for the position.

The HEBSBA Administrative Assistant, Ms. Margaret Villarreal resigned. In the Fall 2013 her position was filled by Ms. Elaine Cornejo.

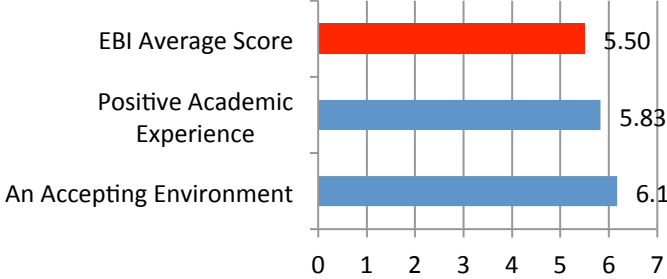
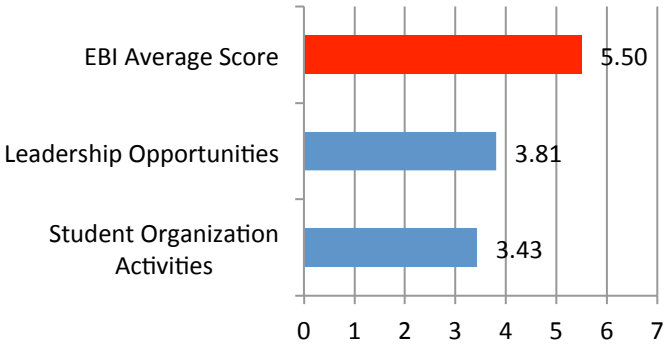
- b. List all new sites where students can earn an accredited business degree (international campus, off-campus or on campus, on-line) that have been added since your last report? **None**

Standard #2 – Strategic Plan --- This component isn't required for the Quality Assurance Report.

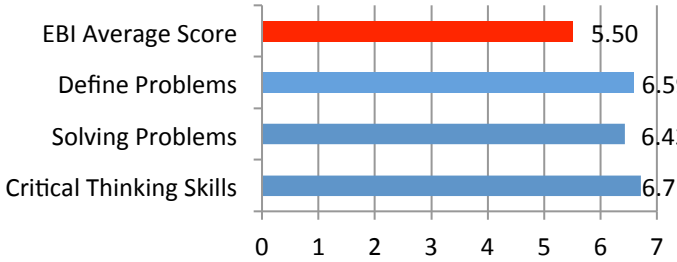
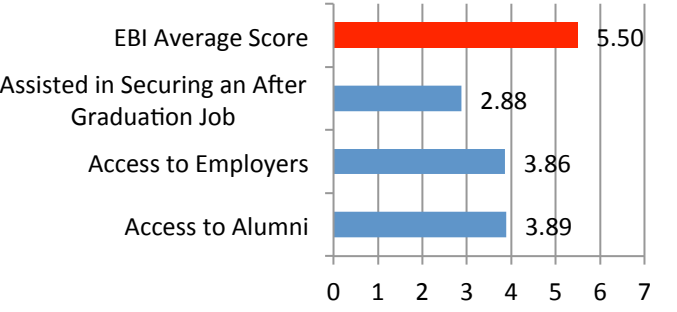
Standard #3 - Student and Stakeholder Focus

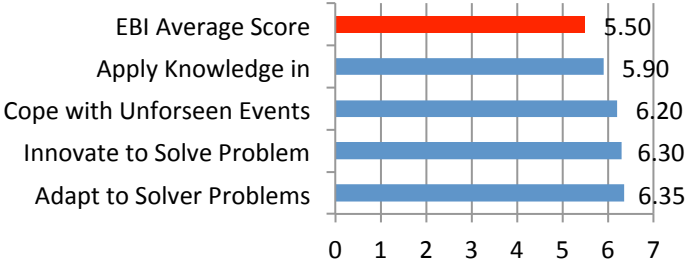
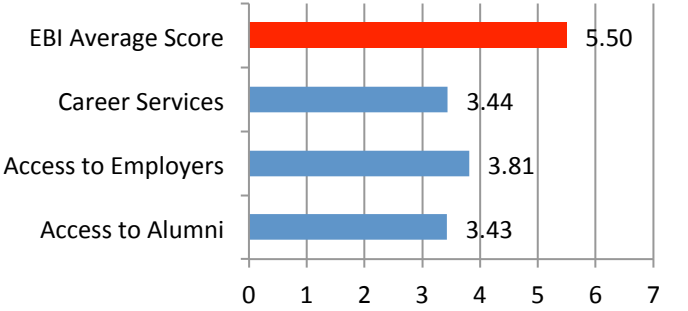
Complete the following table. Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

Student- and Stakeholder-Focused Results		<p>Student- and stakeholder-focused results examine how well your organization satisfies students and stakeholders key needs and expectations. <i>Performance measures may include: satisfaction and dissatisfaction of current and past students and key stakeholders, perceived value, loyalty, persistence, or other aspects of relationship building, end of course surveys, alumni surveys, Internship feedback, etc.</i></p> <p><i>Measurement instrument or processes may include end of course surveys, alumni surveys, Internship feedback, etc.</i></p> <p>Each academic unit must demonstrate linkages to business practitioners and organizations, which are current and significant, including an advisory board.</p> <p>Periodic surveys should be made of graduates, transfer institutions, and/or employers of graduates to obtain data on the success of business programs in preparing students to compete successfully for entry-level positions.</p>			
		Analysis of Results			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?	

HEBSBA BBA Graduate Strengths and Weaknesses																						
<p>Identify the strengths and weaknesses for the 2012 and 2013 HEBSBA BBA graduates.</p> <p>The goal for the HEBSBA is for the strengths to meet or exceed the national EBI score. In addition, the weaknesses will require action if they are below the EBI national score.</p>	<p>The BBA Educational Benchmark Institute Exit Survey</p> <p>The survey was piloted in 2011 and rerun in 2013. This survey will be conducted every two years.</p>	<p>The results of the EBI process yielded a list of strengths and weaknesses for a student's satisfaction pertaining to an HEBSBA BBA education. The results are highlighted in the graphs provided.</p>	<p>The HEBSBA has above average scores for the Overall Satisfaction factor.</p> <p>The HEBSBA has below average scores for the Co-Curricular Activities factor.</p>	<p>The HEBSBA will continue to monitor the identified strengths and compare the results to future EBI results.</p> <p>To address the identified weaknesses, the HEBSBA has increased the support for the HEBSBA Business Club, Accounting Club, and Delta Mu Delta organizations. The current results will be compared to future of the EBI surveys to evaluate effectiveness.</p>	<p style="text-align: center;">BBA Exit - Greatest Strengths</p> <p style="text-align: center;">Satisfaction: Overall Satisfaction</p>  <table border="1"> <thead> <tr> <th>Category</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>EBI Average Score</td> <td>5.50</td> </tr> <tr> <td>Positive Academic Experience</td> <td>5.83</td> </tr> <tr> <td>An Accepting Environment</td> <td>6.17</td> </tr> </tbody> </table>	Category	Score	EBI Average Score	5.50	Positive Academic Experience	5.83	An Accepting Environment	6.17	<p style="text-align: center;">BBA Exit - Greatest Weaknesses</p> <p style="text-align: center;">Satisfaction: Co-Curricular Activities</p>  <table border="1"> <thead> <tr> <th>Category</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>EBI Average Score</td> <td>5.50</td> </tr> <tr> <td>Leadership Opportunities</td> <td>3.81</td> </tr> <tr> <td>Student Organization Activities</td> <td>3.43</td> </tr> </tbody> </table>	Category	Score	EBI Average Score	5.50	Leadership Opportunities	3.81	Student Organization Activities	3.43
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HEBSBA BBA Alumni Strengths and Weaknesses					<p style="text-align: center;">BBA Alumni - Greatest Strengths</p> <p style="text-align: center;">Learning: Importance of Cognitive Learning</p>  <table border="1" data-bbox="1312 462 1984 722"> <thead> <tr> <th>Category</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>EBI Average Score</td> <td>5.50</td> </tr> <tr> <td>Define Problems</td> <td>6.59</td> </tr> <tr> <td>Solving Problems</td> <td>6.43</td> </tr> <tr> <td>Critical Thinking Skills</td> <td>6.71</td> </tr> </tbody> </table>	Category	Score	EBI Average Score	5.50	Define Problems	6.59	Solving Problems	6.43	Critical Thinking Skills	6.71	<p style="text-align: center;">BBA Alumni - Greatest Weaknesses</p> <p style="text-align: center;">Satisfaction: Degree Provided Access</p>  <table border="1" data-bbox="1312 998 1984 1307"> <thead> <tr> <th>Category</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>EBI Average Score</td> <td>5.50</td> </tr> <tr> <td>Assisted in Securing an After Graduation Job</td> <td>2.88</td> </tr> <tr> <td>Access to Employers</td> <td>3.86</td> </tr> <tr> <td>Access to Alumni</td> <td>3.89</td> </tr> </tbody> </table>	Category	Score	EBI Average Score	5.50	Assisted in Securing an After Graduation Job	2.88	Access to Employers	3.86	Access to Alumni	3.89
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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)

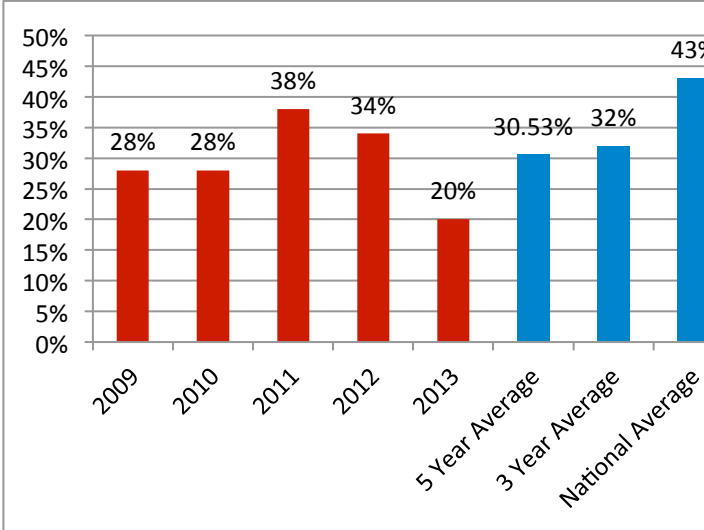
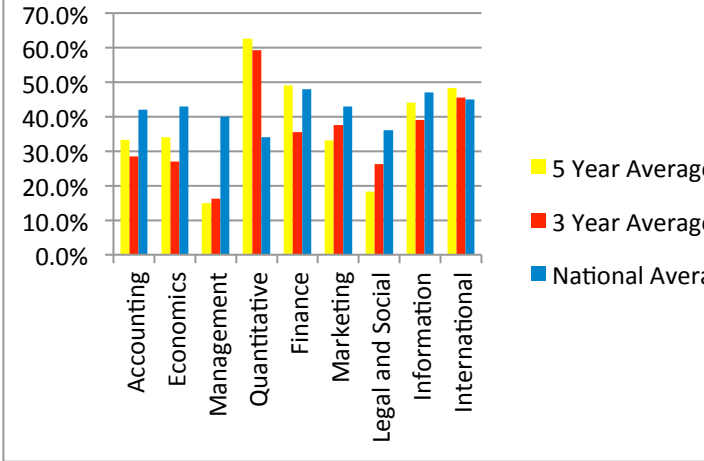
- 1.1 Complete reports on student service projects that show an awareness of social problems and the role of business in solving them.
 - 1.2 Use the “Balanced Scorecard Approach” to measure the performance of charitable organizations and to help raise funds for them.
 - 1.3 Volunteers prepare income 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.

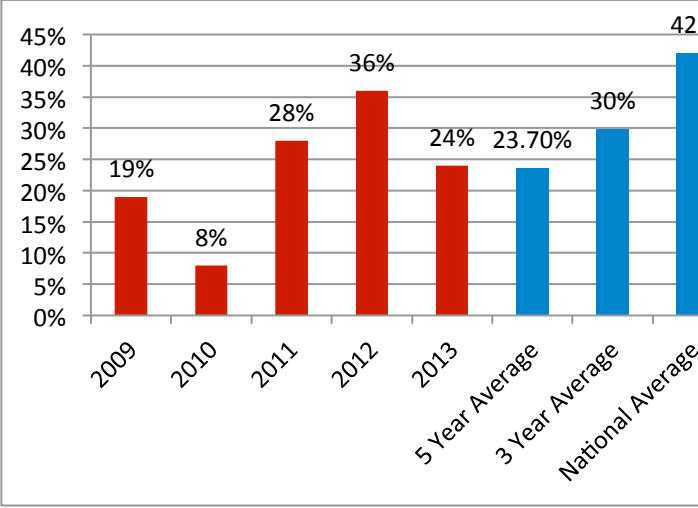
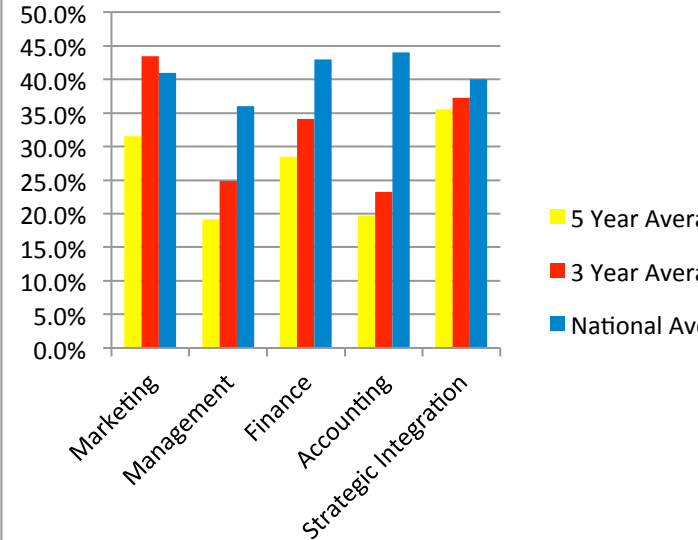
Student Learning Results (Required for each accredited program, doctorate, masters, and baccalaureate)

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 learn 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			Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	
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 your next step?	
What is your goal?					

<p>Learning Outcome:</p> <p>Social awareness of domestic and global business issues</p> <p>The percentage of students that responded positively when asked if they would participate in an enhanced and engaging academic activity.</p> <p>The goal of the HEBSBA is to meet or exceed the Institutional (UIW) comparison group.</p>	<p>National Survey of Student Engagement (NSSE): External, Formative (First Year), Summative (Senior Year), and Comparative</p> <p>The NSSE is administered by the university every three years.</p>	<p>The 2013 NSSE results indicate that the HEBSBA is at or above the university levels for two out of the three monitored attributes.</p>	<p>HEBSBA needs to increase the participation in community based projects.</p> <p>Furthermore, the HEBSBA participates significantly more in study abroad initiatives than the rest of the UIW campus.</p>	<p>The HEBSBA will work closely with the newly formed university Center for Civic Leadership to enhance the students participation in committee service efforts.</p>	<div style="text-align: center;"> <h3>NSSE 2013 - High Impact Practices</h3> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>Community Based Project</th> <th>Study Abroad</th> <th>Internships</th> </tr> </thead> <tbody> <tr> <td>All Main Campus</td> <td>23</td> <td>38</td> <td>83</td> </tr> <tr> <td>HEBSBA</td> <td>19</td> <td>66</td> <td>85</td> </tr> </tbody> </table> </div>		Community Based Project	Study Abroad	Internships	All Main Campus	23	38	83	HEBSBA	19	66	85
	Community Based Project	Study Abroad	Internships														
All Main Campus	23	38	83														
HEBSBA	19	66	85														

<p>Learning Outcome:</p> <p>Fundamental Knowledge & Critical Thinking/Communication</p> <p>The percentage of students that responded positively when asked if they had analyzed, applied, evaluated, and formulated ideas.</p> <p>The goal of the HEBSBA is to meet or exceed the Institutional (UIW) comparison group.</p>	<p>National Survey of Student Engagement (NSSE): External, Formative (First Year), Summative (Senior Year), and Comparative</p> <p>The NSSE is administered by the university every three years.</p>	<p>The 2013 NSSE results indicate that the HEBSBA is at or above the university levels for three out of the four monitored attributes</p>	<p>HEBSBA needs to increase student opportunities to formulate new ideas.</p> <p>Furthermore, the HEBSBA meets or exceeds the response of university students on the other three attributes.</p>	<p>The HEBSBA has initiated a Business Plan Competition process to provide students with an opportunity to critically think about an entrepreneurial idea and communicate their findings.</p>	<div data-bbox="1291 337 1990 1193"> <h3 style="text-align: center;">NSSE 2013 - Academic Challenge</h3> <table border="1"> <thead> <tr> <th></th> <th>Analyzed</th> <th>Applied</th> <th>Evaluated</th> <th>Formulated</th> </tr> </thead> <tbody> <tr> <td>All Main Campus</td> <td>77</td> <td>78</td> <td>77</td> <td>74</td> </tr> <tr> <td>HEBSBA</td> <td>77</td> <td>82</td> <td>78</td> <td>71</td> </tr> </tbody> </table> </div>		Analyzed	Applied	Evaluated	Formulated	All Main Campus	77	78	77	74	HEBSBA	77	82	78	71
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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) BBA comparison group.</p>	<p>Educational Testing Service – Major Field Test in Business (BBA): External, Summative and Comparative</p> <p>The ETS-MFT is administered every semester (FL/SP/SU) to all student enrolled in the capstone core course - BMGT 4380.</p>	<p>The ETS-MFT results indicate that the BBA HEBSBA three and five year average total scores are below national norms and are below the national averages for 7 of the 9 assessment indicators.</p>	<p>The HEBSBA total scores are below the national averages.</p> <p>Furthermore the HEBSBA BBA indicator scores are below national averages, except for the international and quantitative indicators.</p>	<p>The HEBSBA purchased the ETS analytical subscription package in an effort to identify which items are influencing the scores.</p> <p>In addition, the school is using the results to enhance the curriculum at the discipline level.</p>	<p>BBA Total Percentile Score</p>  <table border="1"> <caption>BBA Total Percentile Score</caption> <thead> <tr> <th>Year/Average</th> <th>Percentile Score</th> </tr> </thead> <tbody> <tr> <td>2009</td> <td>28%</td> </tr> <tr> <td>2010</td> <td>28%</td> </tr> <tr> <td>2011</td> <td>38%</td> </tr> <tr> <td>2012</td> <td>34%</td> </tr> <tr> <td>2013</td> <td>20%</td> </tr> <tr> <td>5 Year Average</td> <td>30.53%</td> </tr> <tr> <td>3 Year Average</td> <td>32%</td> </tr> <tr> <td>National Average</td> <td>43%</td> </tr> </tbody> </table> <p>BBA Assessment Indicators Percentile Score</p>  <table border="1"> <caption>BBA Assessment Indicators Percentile Score</caption> <thead> <tr> <th>Indicator</th> <th>5 Year Average</th> <th>3 Year Average</th> <th>National Average</th> </tr> </thead> <tbody> <tr> <td>Accounting</td> <td>35%</td> <td>30%</td> <td>42%</td> </tr> <tr> <td>Economics</td> <td>35%</td> <td>28%</td> <td>43%</td> </tr> <tr> <td>Management</td> <td>15%</td> <td>18%</td> <td>40%</td> </tr> <tr> <td>Quantitative</td> <td>62%</td> <td>35%</td> <td>48%</td> </tr> <tr> <td>Finance</td> <td>50%</td> <td>38%</td> <td>48%</td> </tr> <tr> <td>Marketing</td> <td>35%</td> <td>38%</td> <td>43%</td> </tr> <tr> <td>Legal and Social</td> <td>18%</td> <td>28%</td> <td>38%</td> </tr> <tr> <td>Information</td> <td>45%</td> <td>38%</td> <td>48%</td> </tr> <tr> <td>International</td> <td>48%</td> <td>45%</td> <td>45%</td> </tr> </tbody> </table>	Year/Average	Percentile Score	2009	28%	2010	28%	2011	38%	2012	34%	2013	20%	5 Year Average	30.53%	3 Year Average	32%	National Average	43%	Indicator	5 Year Average	3 Year Average	National Average	Accounting	35%	30%	42%	Economics	35%	28%	43%	Management	15%	18%	40%	Quantitative	62%	35%	48%	Finance	50%	38%	48%	Marketing	35%	38%	43%	Legal and Social	18%	28%	38%	Information	45%	38%	48%	International	48%	45%	45%
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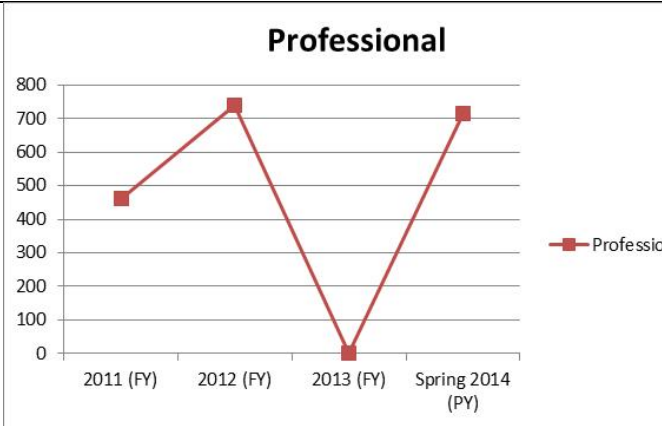
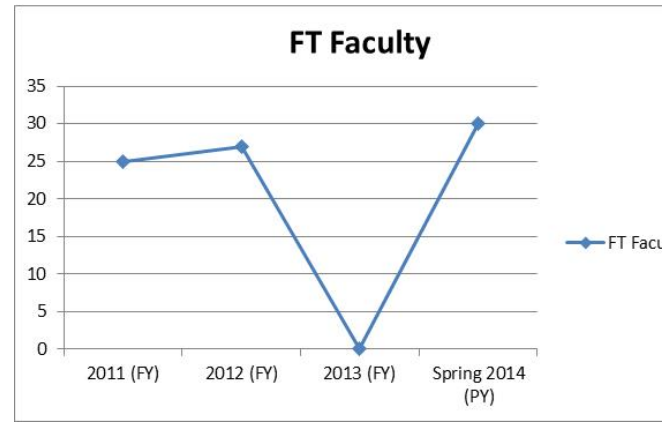
<p>Learning Outcome:</p> <p>Fundamental Knowledge & Critical Thinking/Communication</p> <p>Score on Nationally normed exam.</p> <p>The goal of the HEBSBA is to exceed the National (ETS) MBA comparison group.</p>	<p>Educational Testing Service – Major Field Test in Business (MBA): External, Summative and Comparative</p> <p>The ETS-MFT is administered every semester (FL/SP/SU) to all student enrolled in the capstone core course - BMCS 6380.</p>	<p>The ETS-MFT results indicate that the MBA HEBSBA three and five year average total scores are below national norms and are below the national averages for 4 of the 5 assessment indicators.</p>	<p>The HEBSBA total scores are below the national averages.</p> <p>Furthermore the HEBSBA MBA indicator scores are below national averages, except for the Marketing indicator.</p>	<p>The HEBSBA purchased the ETS analytical subscription package in an effort to identify which items are influencing the scores.</p> <p>In addition, the school is using the results to enhance the curriculum at the discipline level.</p>	<p>MBA Total Percentile Score</p>  <table border="1"> <caption>MBA Total Percentile Score</caption> <thead> <tr> <th>Year</th> <th>Percentile Score</th> </tr> </thead> <tbody> <tr> <td>2009</td> <td>19%</td> </tr> <tr> <td>2010</td> <td>8%</td> </tr> <tr> <td>2011</td> <td>28%</td> </tr> <tr> <td>2012</td> <td>36%</td> </tr> <tr> <td>2013</td> <td>24%</td> </tr> <tr> <td>5-Year Average</td> <td>23.70%</td> </tr> <tr> <td>3-Year Average</td> <td>30%</td> </tr> <tr> <td>National Average</td> <td>42%</td> </tr> </tbody> </table> <p>MBA Assessment Indicator Percentile Score</p>  <table border="1"> <caption>MBA Assessment Indicator Percentile Score</caption> <thead> <tr> <th>Indicator</th> <th>5 Year Average</th> <th>3 Year Average</th> <th>National Average</th> </tr> </thead> <tbody> <tr> <td>Marketing</td> <td>32%</td> <td>43%</td> <td>41%</td> </tr> <tr> <td>Management</td> <td>19%</td> <td>25%</td> <td>36%</td> </tr> <tr> <td>Finance</td> <td>29%</td> <td>34%</td> <td>43%</td> </tr> <tr> <td>Accounting</td> <td>20%</td> <td>23%</td> <td>44%</td> </tr> <tr> <td>Strategic Integration</td> <td>35%</td> <td>38%</td> <td>40%</td> </tr> </tbody> </table>	Year	Percentile Score	2009	19%	2010	8%	2011	28%	2012	36%	2013	24%	5-Year Average	23.70%	3-Year Average	30%	National Average	42%	Indicator	5 Year Average	3 Year Average	National Average	Marketing	32%	43%	41%	Management	19%	25%	36%	Finance	29%	34%	43%	Accounting	20%	23%	44%	Strategic Integration	35%	38%	40%
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<p>Learning Outcome:</p> <p>Technology</p> <p>The percentage of students that responded positively when asked if they used advanced technology.</p> <p>The goal of the HEBSBA is to meet or exceed the Institutional (UIW) comparison group.</p>	<p>National Survey of Student Engagement (NSSE): External, Formative (First Year), Summative (Senior Year), and Comparative</p> <p>The NSSE is administered by the university every three years.</p>	<p>The 2013 NSSE results indicate that the HEBSBA is below above the university levels.</p>	<p>HEBSBA average score does not exceed the institutional average.</p>	<p>The HEBSBA has received permission and funding to build a “Finance Lab”. This facility will be used in all BBA and MBA Capstone and Finance courses. The Lab will be available for use in the Fall of 2014.</p>	<p>Used Advanced Technology</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>All Main Campus</td> <td>3.41</td> </tr> <tr> <td>HEBSBA</td> <td>3.25</td> </tr> </tbody> </table>	Category	Score	All Main Campus	3.41	HEBSBA	3.25
Category	Score										
All Main Campus	3.41										
HEBSBA	3.25										

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.

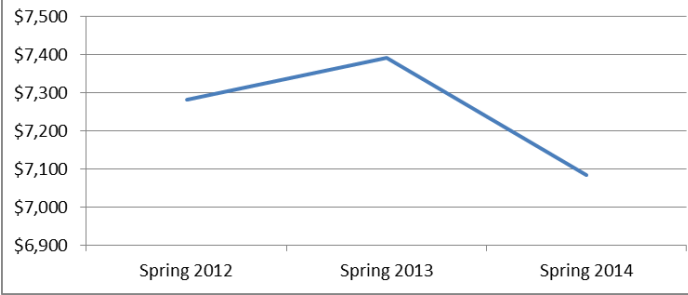
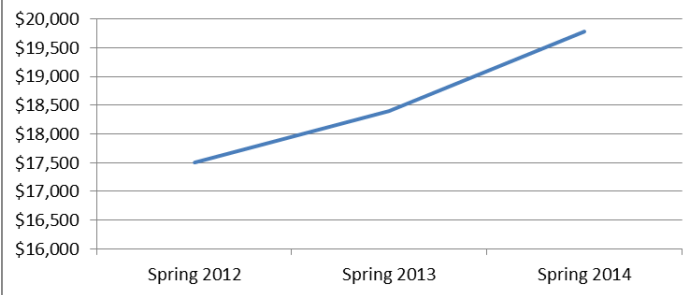
Faculty and Staff Focused Results		Faculty and staff-focused results examine how well the organization creates and maintains a positive, productive, learning-centered work environment for business fac and staff.													
		Key indicators may include: professional development, scholarly activities, 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 Trend (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 have been presenting and publishing with greater frequency but now seem to be decreasing (Note: Sp 14 is a partial year	Scholarly activity seems to be dipping this year after several years of improvement	Linking promotion, tenure, and merit pay to scholarly productivity promotes an increase in faculty activity in that area	<p style="text-align: center;">Academic</p> <table border="1"> <caption>Academic Activity Data</caption> <thead> <tr> <th>Year</th> <th>Activity Level (Approximate)</th> </tr> </thead> <tbody> <tr> <td>2011 (FY)</td> <td>220</td> </tr> <tr> <td>2012 (FY)</td> <td>270</td> </tr> <tr> <td>2013 (FY)</td> <td>10</td> </tr> <tr> <td>Spring 2014 (PY)</td> <td>40</td> </tr> </tbody> </table>	Year	Activity Level (Approximate)	2011 (FY)	220	2012 (FY)	270	2013 (FY)	10	Spring 2014 (PY)	40
Year	Activity Level (Approximate)														
2011 (FY)	220														
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<p>Increase professional activity</p>	<p>Annual faculty activity report to the dean for performance review and justification for merit pay</p>	<p>measure) Faculty involvement in the profession has increased from year to year (Note: Sp 14 is a partial year measure)</p>	<p>Professional activity increased in the past year and is growing year-after-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>	 <table border="1"> <caption>Professional Activity Data</caption> <thead> <tr> <th>Year</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>2011 (FY)</td> <td>450</td> </tr> <tr> <td>2012 (FY)</td> <td>750</td> </tr> <tr> <td>2013 (FY)</td> <td>0</td> </tr> <tr> <td>Spring 2014 (PY)</td> <td>700</td> </tr> </tbody> </table>	Year	Value	2011 (FY)	450	2012 (FY)	750	2013 (FY)	0	Spring 2014 (PY)	700
Year	Value														
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<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 (Note: Sp 14 is a partial year measure)</p>	<p>As the student body grows, the institution seems to have kept pace by creating new hiring lines for full-time Business faculty</p>	<p>The full-time faculty increased each of the last couple of years as business majors increased. Additional faculty has been requested by the Dean for 2014/2015</p>	 <table border="1"> <caption>FT Faculty Data</caption> <thead> <tr> <th>Year</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>2011 (FY)</td> <td>25</td> </tr> <tr> <td>2012 (FY)</td> <td>27</td> </tr> <tr> <td>2013 (FY)</td> <td>0</td> </tr> <tr> <td>Spring 2014 (PY)</td> <td>30</td> </tr> </tbody> </table>	Year	Value	2011 (FY)	25	2012 (FY)	27	2013 (FY)	0	Spring 2014 (PY)	30
Year	Value														
2011 (FY)	25														
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2013 (FY)	0														
Spring 2014 (PY)	30														

Standard #6 – Budgetary and Organizational Performance

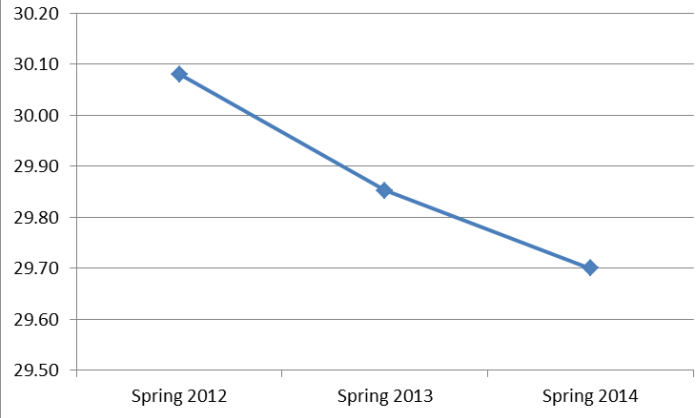
Budgetary, Financial, and Market Performance Results		<p>Budgetary, financial, and market performance results examine (1) management and use of financial resources and (2) market challenges and opportunities.</p> <p>Adequate financial resources are vital to ensuring an outstanding faculty and teaching environment. The resources budgeted for and allocated to business units should be adequate to fund the necessary technology and training to allow students to develop the requisite competencies for business environments.</p> <p>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.</p>			
		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 length of cycle)	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?	
What is your goal?					

<p>Increase the HEBSBA budget each year</p>	<p>Budget of the HEBSBA</p>	<p>The budget is increasing slightly every year</p>	<p>The HEBSBA budget needs to be championed by the new Dean and continue to increase</p>	<p>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>	<h3 style="text-align: center;">HEBSBA Budget</h3> <table border="1"> <caption>HEBSBA Budget Data</caption> <thead> <tr> <th>Year</th> <th>HEBSBA</th> <th>Dean's Budget</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Spring 2012</td> <td>\$3,500,000</td> <td>\$500,000</td> <td>\$4,000,000</td> </tr> <tr> <td>Spring 2013</td> <td>\$4,000,000</td> <td>\$600,000</td> <td>\$4,600,000</td> </tr> <tr> <td>Spring 2014</td> <td>\$4,500,000</td> <td>\$700,000</td> <td>\$5,200,000</td> </tr> </tbody> </table>	Year	HEBSBA	Dean's Budget	Total	Spring 2012	\$3,500,000	\$500,000	\$4,000,000	Spring 2013	\$4,000,000	\$600,000	\$4,600,000	Spring 2014	\$4,500,000	\$700,000	\$5,200,000
Year	HEBSBA	Dean's Budget	Total																		
Spring 2012	\$3,500,000	\$500,000	\$4,000,000																		
Spring 2013	\$4,000,000	\$600,000	\$4,600,000																		
Spring 2014	\$4,500,000	\$700,000	\$5,200,000																		
<p>Increase the total budget per total student each year</p>	<p>Total budget divided by the total number of students (BBAs & MBAs) / divided equally by semester</p>	<p>The budget appears to be increasing slightly compared to the total number of students</p>	<p>The total budget needs to be championed by the new Dean and increased over time</p>	<p>It seems that the total budget is growing but may not be keeping up with growing enrollments- this needs to be monitored</p>	<h3 style="text-align: center;">Total Budget per All Students</h3> <table border="1"> <caption>Total Budget per All Students Data</caption> <thead> <tr> <th>Year</th> <th>Total Budget per All Students</th> </tr> </thead> <tbody> <tr> <td>Spring 2012</td> <td>\$5,140</td> </tr> <tr> <td>Spring 2013</td> <td>\$5,280</td> </tr> <tr> <td>Spring 2014</td> <td>\$5,220</td> </tr> </tbody> </table>	Year	Total Budget per All Students	Spring 2012	\$5,140	Spring 2013	\$5,280	Spring 2014	\$5,220								
Year	Total Budget per All Students																				
Spring 2012	\$5,140																				
Spring 2013	\$5,280																				
Spring 2014	\$5,220																				

<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 slightly compared to the total number of students</p>	<p>The total budget needs to be championed by the new Dean and increased over time</p>	<p>It seems that the total budget may not be keeping up with growing enrollments- this needs to be monitored and changed soon</p>	<p style="text-align: center;">Total Budget per BBA Student</p>  <table border="1" data-bbox="1291 259 1974 552"> <caption>Total Budget per BBA Student</caption> <thead> <tr> <th>Year</th> <th>Budget per Student</th> </tr> </thead> <tbody> <tr> <td>Spring 2012</td> <td>\$7,280</td> </tr> <tr> <td>Spring 2013</td> <td>\$7,400</td> </tr> <tr> <td>Spring 2014</td> <td>\$7,100</td> </tr> </tbody> </table>	Year	Budget per Student	Spring 2012	\$7,280	Spring 2013	\$7,400	Spring 2014	\$7,100
Year	Budget per Student												
Spring 2012	\$7,280												
Spring 2013	\$7,400												
Spring 2014	\$7,100												
<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 appears to be increasing slightly compared to the total number of students</p>	<p>The total budget needs to be championed by the new Dean and increased over time</p>	<p>It seems that the total budget is keeping up with growing enrollments- this is either a positive for the budget or a negative for MBA enrollments</p>	<p style="text-align: center;">Total Budget per MBA Student</p>  <table border="1" data-bbox="1291 698 1974 990"> <caption>Total Budget per MBA Student</caption> <thead> <tr> <th>Year</th> <th>Budget per Student</th> </tr> </thead> <tbody> <tr> <td>Spring 2012</td> <td>\$17,500</td> </tr> <tr> <td>Spring 2013</td> <td>\$18,500</td> </tr> <tr> <td>Spring 2014</td> <td>\$19,750</td> </tr> </tbody> </table>	Year	Budget per Student	Spring 2012	\$17,500	Spring 2013	\$18,500	Spring 2014	\$19,750
Year	Budget per Student												
Spring 2012	\$17,500												
Spring 2013	\$18,500												
Spring 2014	\$19,750												

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	Percentage of total student Credit Hours (Cr) that are taken in the new Finance Lab	Because this is the first semester of the new technology-enhanced finance lab- we do not have a previous benchmark	Having as many students taking their classes in a technology-enhanced classroom helps to build their technology competence	The Dean of the HEBSBA and the administration of the university have invested in the creation of a new technology-enhanced Finance Lab which helps the faculty to increase the student's technology competence	<p style="text-align: center;">Finance Lab Usage</p> <table border="1"> <caption>Finance Lab Usage Data</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Non-Lab Student Credit Hours</td> <td>87.86%</td> </tr> <tr> <td>Lab Student Credit Hours</td> <td>12.14%</td> </tr> </tbody> </table>	Category	Percentage	Non-Lab Student Credit Hours	87.86%	Lab Student Credit Hours	12.14%
Category	Percentage										
Non-Lab Student Credit Hours	87.86%										
Lab Student Credit Hours	12.14%										

<p>Vision 2020 Goals</p>	<p>Student to FT Faculty ratio as of Spring semester each academic year</p>	<p>The Ratio has been trending down for the last couple of years</p>	<p>Student to FT Faculty ratios continued to decrease over the last couple of years. This is not a good trend and may require even more commitment by the Dean and administration to increase FT faculty numbers</p>	<p>Hired two new FT faculty but the ratio decreased still</p>	 <p>The graph displays a downward trend in the Student to FT Faculty ratio over a three-year period. The y-axis represents the ratio, ranging from 29.50 to 30.20 in increments of 0.10. The x-axis shows the time points: Spring 2012, Spring 2013, and Spring 2014. The data points are connected by a blue line with diamond markers.</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Student to FT Faculty Ratio</th> </tr> </thead> <tbody> <tr> <td>Spring 2012</td> <td>30.08</td> </tr> <tr> <td>Spring 2013</td> <td>29.85</td> </tr> <tr> <td>Spring 2014</td> <td>29.70</td> </tr> </tbody> </table>	Year	Student to FT Faculty Ratio	Spring 2012	30.08	Spring 2013	29.85	Spring 2014	29.70
Year	Student to FT Faculty Ratio												
Spring 2012	30.08												
Spring 2013	29.85												
Spring 2014	29.70												

Increased diversity in faculty	Increased diversity in faculty	Faculty Demographics	It is important that the university continue to pursue diversity among new faculty hires	Market conditions, applicant pool, ability to offer competitive salaries, and areas of faculty need impact faculty diversity
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