

Association of Collegiate Business Schools and Programs (ACBSP)
Quality Assurance (QA) Report
Rev C

Institution Name: Anderson University Date: 2010-11

Address: 1100 East Fifth St., Anderson, IN 46012

Year Accredited/Reaffirmed: 1994/2004 This Report Covers Years: 2008-2010

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

Bachelor of Arts with majors in: Accounting, Economics, Entrepreneurship, Finance, Global Business, Management, Marketing, Business Administration₁, Mathematics/Economic, Music/Business, Political Science/Economics, Business/Information Systems₂;

Master of Business Administration with concentrations available in: Finance, Leadership, New Venture Development, International Business;

Doctor of Business Administration with majors in: Accounting, Finance, Management, Marketing₃.

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

Anderson, IN campus (BA, MBA, DBA): Hardacre Hall and AUFC

Indianapolis, IN locations (MBA only): Carmel, St. Vincent Hospital; Fishers, Forum Credit Union Headquarters; Indianapolis, Community North Hospital; Indianapolis, St. Vincent Hospital; Indianapolis, Lawrence Central High School.

Person completing report Name: Dr. Terry C. Truitt

Phone: 765.641.4354

E-mail address: tctrutt@anderson.edu

ACBSP Champion name: Dr. Terry C. Truitt

ACBSP Co-Champion name: TBD

(1) This major consists of the courses in the core. It is only available as a second major where the student's other major is outside the Falls School of Business. (2) These majors are joint majors that are housed outside the Falls School of Business. Administrative responsibility resides with other academic departments. (3) The DBA has been an extension of our graduate program and an extension of the entire business school. Our full-time faculty teach over both areas, undergraduate and graduate; the entire business faculty have curriculum oversight for both areas, and both areas report to the same dean. Graduates of the DBA have now been established, an assessment plan is in place, and the DBA has been well received.

Items to be Addressed

A. Faculty Qualifications

1. Complete the following tables for new full-time and part-time faculty members only since last Report (Table VI):

**TABLE VI
NEW FULL-TIME AND PART-TIME FACULTY QUALIFICATIONS**

NAME	MAJOR TEACHING FIELD	COURSES TAUGHT (List the Courses Taught During the Reporting Period, Do Not Duplicate Listing)	LIST ALL EARNED DEGREES (State Degree as Documented on Transcript, Must Include Major Field)	DOCUMENT OTHER PROFESSIONAL CERTIFICATION CRITERIA <ul style="list-style-type: none"> • Five Years Work Experience • Teaching Excellence • Professional Certifications 	ACBSP QUALIFICATION <ol style="list-style-type: none"> 1. Doctorate 2. Professional 3. Exception
Brock, Debbi	Entrepreneurship	Bus as a Profession, Prin of Marketing, Entrep I: New Venture Feasibility, Global Marketing	BA, Small Business Entrepreneurship and Management, Ohio University MBA, Xavier University		Professional
Brown, Kevin	Finance	Bus as a Profession, Business Finance, Global Fin & Acctg, Financial Mgmt, Business Plan Dev	BS, Business Administration, University of Indianapolis MBA, Business Administration, University of Indianapolis, M.Litt., Bible and the Contemporary World, University of St. Andrews , Scotland Doctoral Candidate, Religion and Urban Studies with minor in Ethics/Economics, University of Glasgow, Scotland		Professional
Merle, Jill	Finance	Business Finance, Intermediate Finance, Strategic Accounting & Financing Decisions, Financial Management	BS, Industrial Engineering, Purdue University MBA, Finance, Indiana University DBA, Finance, Anderson University		Doctorate

B. Curriculum

1. List any existing accredited degree programs/curricula that have been **substantially revised** since your last report and attach a Table VII – CPC Coverage for each program.

There have been no substantial revisions to existing accredited degree programs/curricula since our last report.

2. List any **new** degree programs that have been developed and attach a Table VII – CPC Coverage for each new program since your last report.

Two new majors have been added since the last report: Entrepreneurship and Global Business.

All FSB majors (including the two new majors) require the business core classes consisting of:

BUSINESS CORE (37 hours)

The following core classes are required of all accounting, economics, entrepreneurship, finance, global business, management, and marketing majors:

- ACCT 2010, 2020 • CPSC 1100
- BSNS 1050, 2710, 2810 • ECON 2010, 2020
- BSNS 3200, 3420, 4500, 4910 • PSYC/POSC 2440 or MATH 2120

The two new majors consist of:

ENTREPRENEURSHIP MAJOR (55 hours)

- Prerequisite of one course from MATH 1300, 1400, 2010
- 37-hour business core
- 15 hours from BSNS 3100, 3440, 3850, 4310, 4320
 - One course from BSNS 3150, 3230, 3240

GLOBAL BUSINESS MAJOR (65 hours)

- Prerequisite of one course from MATH 1300, 1400, 2010
- 37-hour business core
- Intermediate level language (4 hrs.)
- BSNS 3120, 4120
- One course from ACCT 3210; BSNS 4170, 4250, 4450; ECON 3210, 3250
- International experience* (6 hrs.)
- Choose one of the following concentrations (9 hours):
 - **Accounting:** 3 courses from ACCT 3010, 3020, 3110, 4310
 - **Economics:** ECON 3020, 3110, 3410
 - **Finance:** BSNS 3350, 4150; ECON 3410
 - **Management:** BSNS 2550, 3230, 3240
 - **Marketing:** 3 courses from BSNS 3220, 3510, 4110, 4330

Table VII
Table of Common Professional Component (CPC) Compliance for Entrepreneurship

CORE COURSES	Hour Class Sessions by CPC Topic											Total
	a1 MKT	a2 FIN	a3 ACC	a4 MGT	b1 LAW	b2 ECO	b3 ETH	b4 GLO	c1 IS	c2 STAT	d POL/COMP	
ACCT 2010		5	45	2	2		3	3	3			63
ACCT 2020		5	45	2	2		3	3	3			63
BSNS 1050	8	2	2	10		2	2	2	2			30
BSNS 2710				45			5	10			5	65
BSNS 2810	45						5	10			5	65
BSNS 3200		45	5			3	3	3		2		61
BSNS 3420					45		10	5			5	65
BSNS 4500	3	3	3	3	1	1	2	3	1	1	45	66
BSNS 4910	1	1	1	1	1	1	15	1				22
CPSC 1100		2	5						45	2		54
ECON 2010		1	0		4	45	1	5		4	4	64
ECON 2020	1				4	45	1	2		4	2	59
MATH 1300		6								60		66
PSYC 2440 or MATH	10			7						60		77
TOTALS	68	70	106	70	59	97	50	47	54	133	66	

Table VII
Table of Common Professional Component (CPC) Compliance for Global Business

CORE COURSES	Hour Class Sessions by CPC Topic											Total
	a1 MKT	a2 FIN	a3 ACC	a4 MGT	b1 LAW	b2 ECO	b3 ETH	b4 GLO	c1 IS	c2 STAT	d POL/COMP	
ACCT 2010		5	45	2	2		3	3	3			63
ACCT 2020		5	45	2	2		3	3	3			63
BSNS 1050	8	2	2	10		2	2	2	2			30
BSNS 2710				45			5	10			5	65
BSNS 2810	45						5	10			5	65
BSNS 3200		45	5			3	3	3		2		61
BSNS 3420					45		10	5			5	65
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MATH 1300		6								60		66
PSYC 2440 or MATH	10			7						60		77
TOTALS	68	70	106	70	59	97	50	47	54	133	66	

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

No accredited programs have been terminated since the last report.

C. Organization

1. List any organizational or administrative personnel changes within the business unit since your last report.
 - No positions have been removed since the last report.
 - Four new positions have been added since the last report.
 - Two new faculty positions have been added:
 - Faculty position in Management
 - Faculty position in Entrepreneurship
 - Two new administrative positions have been added
 - Two Assistant MBA Director positions
2. 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?
 - One new location has been added for the MBA program.
 - Indianapolis, West 86th Street at Saint Vincent Hospital
 - One location has been removed for the MBA program.
 - Indianapolis, Walker Information Corporate Headquarters

D. 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.

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

Remove Note: N/A

Remove Condition: N/A

Do not remove note or condition. Explain the progress made in removing the note or condition: N/A

E. Program Outcomes

List program outcomes for each accredited program. Some of the program outcomes will be used as part of a student learning outcome assessment plan.

I. Bachelor of Arts Program Outcomes

- 1. Graduates will be able to demonstrate a conceptual understanding of the knowledge base and current issues in the business discipline.**
- 2. Graduates will be able to apply analytical and problem-solving skills to organizational problems in verbal and written form.**
- 3. Graduates will be able to successfully compete with graduates of other institutions for entry level positions or graduate school admissions.**
- 4. Graduates will be able to recognize ethical dilemmas in various managerial contexts**
- 5. Graduates will identify service and servanthood as important values.**

II. Master of Business Administration Program Outcomes

- 1. Graduates will possess the ability to integrate the managerial disciplines of business into a decision-making framework.**
- 2. Graduates will possess the ability to apply current management theory and best practices to address and create opportunities in organizations.**
- 3. Graduates will possess a recognition of the pervasive and growing issues of a global environment.**
- 4. Graduates will possess a framework for ethical decision making and sensitivity to the individual's role in creating organizational cultures.**

III. Doctor of Business Administration Program Outcomes

- 1. Graduates of the Doctor of Business Administration Program will demonstrate a breadth of knowledge in foundational business topics.**
- 2. Graduates of the Doctor of Business Administration Program will demonstrate a breadth of knowledge in a specialized business major field (accounting, finance, management, or marketing).**
- 3. Graduates of the Doctor of Business Administration Program will demonstrate understanding and utilization of research methodology.**
- 4. Graduates of the Doctor of Business Administration Program will help fulfill the mission of Anderson University, the Falls School of Business, and the DBA Program by service to Christian higher education and participation in the academy.**

F. Performance Results

The following tables list the five performance indicators and the definitions of the outcomes (not all inclusive, just examples). Tables 1 -5 must be used to report your performance results.

Table I Student Learning Results (Required for each accredited program)

Performance Indicator		Definition															
1. Student Learning Results (Required for each accredited program)		A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination).</i>															
		Analysis of Results															
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)												
100% of admitted BA students achieve C or better in ACCT 2010 BSNS 2710 BSNS 2810 ECON 2010	BA Admission Requirement into the Falls School of Business Direct. Internal. Formative.	Overall, greater than 99% earned C or better, ranging from 98% to 100%. There were only two exceptions made in last 5 years.	Exceptions reviewed, no action taken.	NA	<table border="1"> <caption>Student Learning Results Data (2005-06 to 2009-10)</caption> <thead> <tr> <th>Academic Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2005-06</td> <td>98%</td> </tr> <tr> <td>2006-07</td> <td>100%</td> </tr> <tr> <td>2007-08</td> <td>98%</td> </tr> <tr> <td>2008-09</td> <td>100%</td> </tr> <tr> <td>2009-10</td> <td>100%</td> </tr> </tbody> </table>	Academic Year	Percentage	2005-06	98%	2006-07	100%	2007-08	98%	2008-09	100%	2009-10	100%
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<p>In the BA, the historical average will trend higher.</p>	<p>Major Field Test, ETS. Direct. External. Summative Comparative.</p>	<p>Overall, raw scores have trended positively.</p>	<p>Actions taken: included: Revamp of bus. Intro. class; focus on quant. courses.; hired faculty with quant. abilities, revamp intro acct. courses, etc.</p>	<p>Average GPAs fell at first, but ETS scores began to increase almost immediately.</p>	<table border="1"> <caption>Running Average Data</caption> <thead> <tr> <th>Year</th> <th>Running Average</th> <th>Trend Line</th> </tr> </thead> <tbody> <tr><td>2002-03</td><td>48.7</td><td>48.0</td></tr> <tr><td>2003-04</td><td>48.5</td><td>48.3</td></tr> <tr><td>2004-05</td><td>48.1</td><td>48.6</td></tr> <tr><td>2005-06</td><td>48.7</td><td>48.9</td></tr> <tr><td>2006-07</td><td>49.1</td><td>49.2</td></tr> <tr><td>2007-08</td><td>49.8</td><td>49.5</td></tr> <tr><td>2008-09</td><td>50.8</td><td>49.8</td></tr> <tr><td>2009-10</td><td>51.2</td><td>50.1</td></tr> </tbody> </table>	Year	Running Average	Trend Line	2002-03	48.7	48.0	2003-04	48.5	48.3	2004-05	48.1	48.6	2005-06	48.7	48.9	2006-07	49.1	49.2	2007-08	49.8	49.5	2008-09	50.8	49.8	2009-10	51.2	50.1									
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<p>In the BA, year-to-year competency scores will trend higher than the historical running average.</p>	<p>Major Field Test, ETS. Direct. External. Summative Comparative.</p>	<p>Recent scores trend line is above and steeper than historical trend line.</p>	<p>Actions taken: included: Revamp of bus. Intro. class; focus on quant. courses.; hired faculty with quant. abilities, revamp intro acct. courses, etc.</p>	<p>Average GPAs fell at first, but ETS scores began to increase almost immediately.</p>	<table border="1"> <caption>Current Trend and Running Average Data</caption> <thead> <tr> <th>Year</th> <th>Current Trend</th> <th>Running Average</th> <th>Trend Line</th> </tr> </thead> <tbody> <tr><td>2002-03</td><td>48.7</td><td>48.7</td><td>47.5</td></tr> <tr><td>2003-04</td><td>48.5</td><td>48.5</td><td>48.0</td></tr> <tr><td>2004-05</td><td>47.3</td><td>48.1</td><td>48.5</td></tr> <tr><td>2005-06</td><td>48.5</td><td>48.7</td><td>49.0</td></tr> <tr><td>2006-07</td><td>48.5</td><td>49.1</td><td>49.5</td></tr> <tr><td>2007-08</td><td>52.0</td><td>49.8</td><td>50.0</td></tr> <tr><td>2008-09</td><td>56.5</td><td>50.8</td><td>50.5</td></tr> <tr><td>2009-10</td><td>53.8</td><td>51.2</td><td>51.0</td></tr> </tbody> </table>	Year	Current Trend	Running Average	Trend Line	2002-03	48.7	48.7	47.5	2003-04	48.5	48.5	48.0	2004-05	47.3	48.1	48.5	2005-06	48.5	48.7	49.0	2006-07	48.5	49.1	49.5	2007-08	52.0	49.8	50.0	2008-09	56.5	50.8	50.5	2009-10	53.8	51.2	51.0
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<p>In BA, achieve a minimum of 50th percentile on the exam.</p>	<p>Major Field Test, ETS. 2009-10 data include December grads only. Direct. External. Summative. Comparative.</p>	<p>Scores exceeded 50th percentile for all years. 2009-10 is incomplete so far. It only has December grads in data.</p>	<p>Actions taken: included: Revamp of bus. Intro. class; focus on quant. courses.; hired faculty with quant. abilities, revamp intro acct. courses, etc.</p>	<p>Average GPAs fell at first, but ETS scores began to increase almost immediately.</p>	<h3 style="text-align: center;">ETS Percentile</h3> <table border="1"> <caption>ETS Percentile Data</caption> <thead> <tr> <th>Year</th> <th>ETS Percentile</th> </tr> </thead> <tbody> <tr> <td>2005-06</td> <td>60.0%</td> </tr> <tr> <td>2006-07</td> <td>65.0%</td> </tr> <tr> <td>2007-08</td> <td>80.0%</td> </tr> <tr> <td>2008-09</td> <td>75.0%</td> </tr> <tr> <td>2009-10</td> <td>45.0%</td> </tr> </tbody> </table>	Year	ETS Percentile	2005-06	60.0%	2006-07	65.0%	2007-08	80.0%	2008-09	75.0%	2009-10	45.0%		
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<p>In MBA, the average number of students that participate in a global emersion experience will trend upward.</p>	<p>Travel seminar course enrollment. Direct. Internal. Formative.</p>	<p>Trend line is positive.</p>	<p>Now offering emersion exp. annually.</p>	<p>See strong increase</p>	<h3 style="text-align: center;">MBA Emersion</h3> <table border="1"> <caption>MBA Emersion Data</caption> <thead> <tr> <th>Year</th> <th>MBA Emersion (%)</th> </tr> </thead> <tbody> <tr> <td>2004-05</td> <td>4.5%</td> </tr> <tr> <td>2005-06</td> <td>4.5%</td> </tr> <tr> <td>2006-07</td> <td>6.5%</td> </tr> <tr> <td>2007-08</td> <td>6.5%</td> </tr> <tr> <td>2008-09</td> <td>7.5%</td> </tr> <tr> <td>2009-10</td> <td>11.0%</td> </tr> </tbody> </table>	Year	MBA Emersion (%)	2004-05	4.5%	2005-06	4.5%	2006-07	6.5%	2007-08	6.5%	2008-09	7.5%	2009-10	11.0%
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<p>In the DBA, 60% of the students will successfully complete all four sections of the General Comprehensive Exam on their first attempt.</p>	<p>General Comprehensive Exam. Direct. Internal. Summative.</p>	<p>Since 2006, results appear to have normalized in the 70% to 80% range.</p>	<p>No actions taken.</p>	<p>NA</p>	<h3 style="text-align: center;">Comprehensive Exam Success</h3> <table border="1" style="display: none;"> <caption>Comprehensive Exam Success Data</caption> <thead> <tr> <th>Year</th> <th>Success Rate (%)</th> </tr> </thead> <tbody> <tr><td>2004</td><td>100</td></tr> <tr><td>2005</td><td>88</td></tr> <tr><td>2006</td><td>80</td></tr> <tr><td>2007</td><td>80</td></tr> <tr><td>2008</td><td>75</td></tr> <tr><td>2009</td><td>75</td></tr> <tr><td>2010</td><td>82</td></tr> </tbody> </table>	Year	Success Rate (%)	2004	100	2005	88	2006	80	2007	80	2008	75	2009	75	2010	82
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<p>In the DBA, 60% of the students who have successfully passed Comprehensive Exams will complete and successfully defend their dissertation research within 5 years of matriculation.</p>	<p>Dissertation Defense. 2006 is the most recent data given the time-line. Direct. Internal. Summative.</p>	<p>First 3 cohorts are markedly below most recent 3 cohorts. Although with small numbers, %ages are expected to vary more.</p>	<p>Success of program led to increased numbers of quality applicants. Beginning in 2004, there are twice as many applicants as positions.</p>	<p>Expect to see results to near 60% with current plan.</p>	<h3 style="text-align: center;">Dissertation Success</h3> <table border="1" style="display: none;"> <caption>Dissertation Success Data</caption> <thead> <tr> <th>Year</th> <th>Success Rate (%)</th> </tr> </thead> <tbody> <tr><td>2001</td><td>38</td></tr> <tr><td>2002</td><td>50</td></tr> <tr><td>2003</td><td>43</td></tr> <tr><td>2004</td><td>60</td></tr> <tr><td>2005</td><td>55</td></tr> <tr><td>2006</td><td>58</td></tr> </tbody> </table>	Year	Success Rate (%)	2001	38	2002	50	2003	43	2004	60	2005	55	2006	58		
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Table II Student and Stakeholder-Focused Results

2. 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>Key indicators 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>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															
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)												
In BA, 95% of respondents will report that overall they would recommend the program.	Alumni Five-year Survey Question #11. Internal. Indirect.	Last 4 years approach to goal of 95%.	This is a good result. With the current numbers of grads, one student is often 5%.	NA	<p style="text-align: center;">BA Program Recommended</p> <table border="1"> <caption>BA Program Recommended Data</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2005-06</td> <td>86.0%</td> </tr> <tr> <td>2006-07</td> <td>94.0%</td> </tr> <tr> <td>2007-08</td> <td>94.0%</td> </tr> <tr> <td>2008-09</td> <td>95.0%</td> </tr> <tr> <td>2009-10</td> <td>94.0%</td> </tr> </tbody> </table>	Year	Percentage	2005-06	86.0%	2006-07	94.0%	2007-08	94.0%	2008-09	95.0%	2009-10	94.0%
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<p>In BA, 80% of respondents will report that they were adequately prepared for the workplace.</p>	<p>Alumni Five-year Survey Question #6. 2007-08 and 2009-10 have incomplete data. Indirect. Internal.</p>	<p>While data is not complete, results are above minimum goal of 80%.</p>	<p>No action taken.</p>	<p>NA</p>	<h3 style="text-align: center;">Prepared for Workplace</h3> <table border="1" style="display: none;"> <caption>Prepared for Workplace Data</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2005-06</td> <td>77.0%</td> </tr> <tr> <td>2006-07</td> <td>88.0%</td> </tr> <tr> <td>2007-08</td> <td>84.0%</td> </tr> <tr> <td>2008-09</td> <td>83.0%</td> </tr> <tr> <td>2009-10</td> <td>84.0%</td> </tr> </tbody> </table>	Year	Percentage	2005-06	77.0%	2006-07	88.0%	2007-08	84.0%	2008-09	83.0%	2009-10	84.0%
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<p>In BA, 80% of respondents will report that they were adequately prepared for graduate school</p>	<p>Alumni Five-year Survey Question #7. 2007-08 and 2009-10 have incomplete data. Indirect. Internal.</p>	<p>While data is not complete, results are above minimum goal of 80%.</p>	<p>No action taken.</p>	<p>NA</p>	<h3 style="text-align: center;">Prepared for Graduate School</h3> <table border="1" style="display: none;"> <caption>Prepared for Graduate School Data</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2005-06</td> <td>77.0%</td> </tr> <tr> <td>2006-07</td> <td>88.0%</td> </tr> <tr> <td>2007-08</td> <td>85.0%</td> </tr> <tr> <td>2008-09</td> <td>83.0%</td> </tr> <tr> <td>2009-10</td> <td>85.0%</td> </tr> </tbody> </table>	Year	Percentage	2005-06	77.0%	2006-07	88.0%	2007-08	85.0%	2008-09	83.0%	2009-10	85.0%
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<p>In BA, 80% of respondents will report that they were not required to take additional course work in order to be admitted to a graduate business program.</p>	<p>Alumni Five-year Survey Question #8. 2007-08 and 2009-10 have incomplete data. Indirect. Internal</p>	<p>While data is not complete, results are above minimum goal of 80%.</p>	<p>No action taken.</p>	<p>NA</p>	<h3 style="text-align: center;">Curriculum for Graduate School</h3> <table border="1"> <caption>Curriculum for Graduate School Data</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2005-06</td> <td>57.0%</td> </tr> <tr> <td>2006-07</td> <td>77.0%</td> </tr> <tr> <td>2007-08</td> <td>85.0%</td> </tr> <tr> <td>2008-09</td> <td>90.0%</td> </tr> <tr> <td>2009-10</td> <td>88.0%</td> </tr> </tbody> </table>	Year	Percentage	2005-06	57.0%	2006-07	77.0%	2007-08	85.0%	2008-09	90.0%	2009-10	88.0%
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<p>In MBA, at least 80% of graduates express a belief that the MBA program encouraged them to develop a personal framework for ethical decision-making.</p>	<p>Initial and Secondary Alumni Surveys Indirect. Internal.</p>	<p>While data is not complete, results are above minimum goal of 80%.</p>	<p>No action taken.</p>	<p>NA</p>	<h3 style="text-align: center;">Ethical Decision-Making</h3> <table border="1"> <caption>Ethical Decision-Making Data</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2005-06</td> <td>95.00%</td> </tr> <tr> <td>2006-07</td> <td>96.00%</td> </tr> <tr> <td>2007-08</td> <td>89.00%</td> </tr> <tr> <td>2008-09</td> <td>95.00%</td> </tr> <tr> <td>2009-10</td> <td>100.00%</td> </tr> </tbody> </table>	Year	Percentage	2005-06	95.00%	2006-07	96.00%	2007-08	89.00%	2008-09	95.00%	2009-10	100.00%
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<p>In MBA, at least 90% of the graduates state that they would recommend the program to a friend.</p>	<p>Alumni Survey. Indirect. Internal.</p>	<p>While data is not complete, results are above minimum goal of 80%.</p>	<p>No action taken.</p>	<p>NA</p>	<p style="text-align: center;">Program Recommended</p> <table border="1"> <caption>Program Recommended Data</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2005-06</td> <td>95.00%</td> </tr> <tr> <td>2006-07</td> <td>100.00%</td> </tr> <tr> <td>2007-08</td> <td>95.00%</td> </tr> <tr> <td>2008-09</td> <td>95.00%</td> </tr> <tr> <td>2009-10</td> <td>95.00%</td> </tr> </tbody> </table>	Year	Percentage	2005-06	95.00%	2006-07	100.00%	2007-08	95.00%	2008-09	95.00%	2009-10	95.00%				
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<p>In DBA, 80% of the students will acknowledge that DBA courses provide a good foundation of knowledge in the subject matter.</p>	<p>Course Evaluation: Question 1, "agree" or "strongly agree" responses. Indirect. Internal.</p>	<p>While data is not complete, results are above minimum goal of 80%.</p>	<p>No action taken.</p>	<p>NA</p>	<p style="text-align: center;">Content Coverage</p> <table border="1"> <caption>Content Coverage Data</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2004</td> <td>90.00%</td> </tr> <tr> <td>2005</td> <td>95.00%</td> </tr> <tr> <td>2006</td> <td>98.00%</td> </tr> <tr> <td>2007</td> <td>100.00%</td> </tr> <tr> <td>2008</td> <td>98.00%</td> </tr> <tr> <td>2009</td> <td>100.00%</td> </tr> <tr> <td>2010</td> <td>82.00%</td> </tr> </tbody> </table>	Year	Percentage	2004	90.00%	2005	95.00%	2006	98.00%	2007	100.00%	2008	98.00%	2009	100.00%	2010	82.00%
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Table III Budgetary, Financial, and Market Results

3. 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><i>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.</i></p>															
		Analysis of Results															
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)												
In the BA, the business school expenditures per credit hour will be trend upward between 2% to 4%.	Delaware Report. Indirect. Internal. External. Comparative.	Trend was upward, near inflation rate until 2008-09.	Recession, drop in enrollment, and internal university budget tightening led to budget reductions. Reductions in areas of non-teaching.	Students have not been directly negatively impacted. Steps are being taken to increase enrollment.	<p style="text-align: center;">Historical Budget Comparison</p> <table border="1"> <caption>Historical Budget Comparison Data</caption> <thead> <tr> <th>Year</th> <th>Budget Change (%)</th> </tr> </thead> <tbody> <tr> <td>2005-06</td> <td>2.3%</td> </tr> <tr> <td>2006-07</td> <td>3.3%</td> </tr> <tr> <td>2007-08</td> <td>3.2%</td> </tr> <tr> <td>2008-09</td> <td>-2.0%</td> </tr> <tr> <td>2009-10</td> <td>0.0%</td> </tr> </tbody> </table>	Year	Budget Change (%)	2005-06	2.3%	2006-07	3.3%	2007-08	3.2%	2008-09	-2.0%	2009-10	0.0%
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<p>In BA, the business school expenditures per credit hour will not fall below 70% or exceed 90% of benchmark institutions reporting.</p>	<p>Delaware Report. Indirect. Internal. External, Comparative.</p>	<p>Results have been within the targeted range.</p>	<p>Within range, but near the lower boundary due to recent enrollment and budget issues. Actions taken to improve enrollment.</p>	<p>Enhanced business program visit day to be more interactive and increased faculty involvement. Have seen increased applications and registrations.</p>	<h3 style="text-align: center;">Benchmark Budget Comparison</h3> <table border="1"> <caption>Benchmark Budget Comparison Data</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2005-06</td> <td>75.00%</td> </tr> <tr> <td>2006-07</td> <td>74.00%</td> </tr> <tr> <td>2007-08</td> <td>74.00%</td> </tr> <tr> <td>2008-09</td> <td>74.00%</td> </tr> <tr> <td>2009-10</td> <td>-</td> </tr> </tbody> </table>	Year	Percentage	2005-06	75.00%	2006-07	74.00%	2007-08	74.00%	2008-09	74.00%	2009-10	-		
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2009-10	-																		
<p>In BA, total credit hour production will trend upward.</p>	<p>Credit hour production report. Indirect. Internal. Summative.</p>	<p>Mixed results. Overall, there is not an upward trend. Upward trend over 2004, 2005, and 2006. Then a drop. Upward trend over 2007, 2008,</p>	<p>While the numbers of majors in business have increased over the same period, a decline in university enrollment has resulted in fewer non-business students taking business credit hours. Two</p>	<p>Enrollment in the two new majors has increased. Total majors have increased. Credit hour production looks like an increase in 2010-11. Too early to know for sure now.</p>	<h3 style="text-align: center;">Undergraduate</h3> <table border="1"> <caption>Undergraduate Credit Hour Production Data</caption> <thead> <tr> <th>Year</th> <th>Credit Hours</th> </tr> </thead> <tbody> <tr> <td>2004-05</td> <td>5600</td> </tr> <tr> <td>2005-06</td> <td>5700</td> </tr> <tr> <td>2006-07</td> <td>5900</td> </tr> <tr> <td>2007-08</td> <td>5600</td> </tr> <tr> <td>2008-09</td> <td>5600</td> </tr> <tr> <td>2009-10</td> <td>5700</td> </tr> </tbody> </table>	Year	Credit Hours	2004-05	5600	2005-06	5700	2006-07	5900	2007-08	5600	2008-09	5600	2009-10	5700
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		and 2009.	new majors added.																
In graduate program, credit hour production will trend upward.	Credit hour production report. Indirect. Internal. Summative	Strong upward trend.	No action taken.	NA	<p style="text-align: center;">Graduate</p> <table border="1"> <caption>Graduate Credit Hour Production Data</caption> <thead> <tr> <th>Academic Year</th> <th>Credit Hours</th> </tr> </thead> <tbody> <tr> <td>2004-05</td> <td>4100</td> </tr> <tr> <td>2005-06</td> <td>4100</td> </tr> <tr> <td>2006-07</td> <td>5100</td> </tr> <tr> <td>2007-08</td> <td>5400</td> </tr> <tr> <td>2008-09</td> <td>5900</td> </tr> <tr> <td>2009-10</td> <td>6200</td> </tr> </tbody> </table>	Academic Year	Credit Hours	2004-05	4100	2005-06	4100	2006-07	5100	2007-08	5400	2008-09	5900	2009-10	6200
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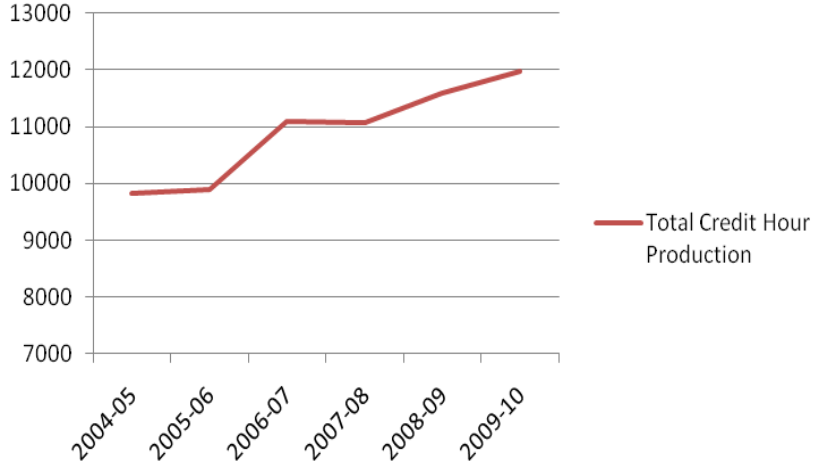
<p>Total business programs trend upward in credit hour production.</p>	<p>Credit hour production report. Indirect. Internal. Summative</p>	<p>Strong upward trend.</p>	<p>No action taken.</p>	<p>NA</p>	<div data-bbox="1339 115 1850 159" data-label="Caption"> <p>Total Credit Hour Production</p> </div>  <table border="1" data-bbox="1192 186 1999 649"> <thead> <tr> <th>Year</th> <th>Total Credit Hour Production</th> </tr> </thead> <tbody> <tr> <td>2004-05</td> <td>9800</td> </tr> <tr> <td>2005-06</td> <td>9900</td> </tr> <tr> <td>2006-07</td> <td>11000</td> </tr> <tr> <td>2007-08</td> <td>11000</td> </tr> <tr> <td>2008-09</td> <td>11500</td> </tr> <tr> <td>2009-10</td> <td>12000</td> </tr> </tbody> </table>	Year	Total Credit Hour Production	2004-05	9800	2005-06	9900	2006-07	11000	2007-08	11000	2008-09	11500	2009-10	12000
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Table IV Faculty- and Staff-Focused Results

4. 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.													
		<i>Key indicators may include: professional development, scholarly activities, community service, administrative duties, business and industry interaction, number of advisees, number of committees, number of theses supervised, satisfaction or dissatisfaction of faculty and staff, positive, productive, and learning-centered environment, safety, absenteeism, turnover, or complaints.</i>													
		Analysis of Results			Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)										
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken											
Average credit hour load for full-time business faculty is to approach but not exceed 21 credit hours per two-semester academic year.	Faculty Load Report. Indirect. Internal. Summative.	Maintained faculty loads below 21 credit hours. University faculty load is 24 credit hours.	Reported to president of university and AVP. No other action taken.	NA	<table border="1"> <caption>Average Credit Hour Load for Full-time Business Faculty (2006-07 to 2009-10)</caption> <thead> <tr> <th>Academic Year</th> <th>Average Credit Hour Load</th> </tr> </thead> <tbody> <tr> <td>2006-07</td> <td>~19.8</td> </tr> <tr> <td>2007-08</td> <td>~19.4</td> </tr> <tr> <td>2008-09</td> <td>~20.1</td> </tr> <tr> <td>2009-10</td> <td>~20.5</td> </tr> </tbody> </table>	Academic Year	Average Credit Hour Load	2006-07	~19.8	2007-08	~19.4	2008-09	~20.1	2009-10	~20.5
Academic Year	Average Credit Hour Load														
2006-07	~19.8														
2007-08	~19.4														
2008-09	~20.1														
2009-10	~20.5														

<p>In BA, average number of advisees per faculty FTE will not exceed 20 students.</p>	<p>Registrar's Advisee-Faculty Report. Indirect. Internal. Summative.</p>	<p>Limit on number of advisees was not exceeded.</p>	<p>No action taken.</p>	<p>NA</p>	<table border="1"> <caption>Average Advisee</caption> <thead> <tr> <th>Academic Year</th> <th>Average Advisee</th> </tr> </thead> <tbody> <tr> <td>2005-06</td> <td>20.5</td> </tr> <tr> <td>2006-07</td> <td>19.5</td> </tr> <tr> <td>2007-08</td> <td>18.5</td> </tr> <tr> <td>2008-09</td> <td>19.5</td> </tr> <tr> <td>2009-10</td> <td>18.5</td> </tr> </tbody> </table>	Academic Year	Average Advisee	2005-06	20.5	2006-07	19.5	2007-08	18.5	2008-09	19.5	2009-10	18.5
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2009-10	18.5																
<p>In DBA, 100% of all dissertations will be chaired by faculty who have taught in the doctoral program.</p>	<p>Dissertation Chair List. Indirect. Internal.</p>	<p>Goal met.</p>	<p>While the goal was met, the result is not a foregone conclusion. Keeping dissertations and the classroom connected is crucial. We now share more on the dissertation decisions in foundation classes.</p>	<p>Earlier decisions are being made and direction is being identified earlier in the doctoral process.</p>	<table border="1"> <caption>Dissertation Chairing Percentage</caption> <thead> <tr> <th>Academic Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2005-06</td> <td>100</td> </tr> <tr> <td>2006-07</td> <td>100</td> </tr> <tr> <td>2007-08</td> <td>100</td> </tr> <tr> <td>2008-09</td> <td>100</td> </tr> <tr> <td>2009-10</td> <td>100</td> </tr> </tbody> </table>	Academic Year	Percentage	2005-06	100	2006-07	100	2007-08	100	2008-09	100	2009-10	100
Academic Year	Percentage																
2005-06	100																
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2007-08	100																
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Table IV a
Scholarly and Professional Activities
For New Faculty Since Last Periodic Report

Codes to Use for Scholarly Activities:

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

Faculty Member	Highest Degree Earned	Professional Certification	Scholarly Activities				Professional Activities					Other
			Papers Presented	Published Articles/ Manuscripts/ Books	Unpublished Articles/ Manuscripts/ Books	Consulting	Professional Related Service	Professional Conferences/ Workshops	Professional Meetings	Professional Memberships		
Debbi D. Brock	MBA		A=1 B=2 C=0 D=0	A=1 B=3 C=0 D=0	A=0 B=2 C=0 D=0	A=1 B=0 C=3 D=0	A=1 B=0 C=3 D=0	5	4	3		
Current YTD												
2009-10			A=0 B=2 C=0 D=0	A=0 B=0 C=1 D=0	A=0 B=2 C=0 D=0	A=1 B=0 C=1 D=0	A=1 B=0 C=2 D=0	4	4	3		
Kevin Brown	Masters		A=0 B=0 C=0 D=0	A=2 B=1 C=1 D=0	A=0 B=1 C=0 D=0	A=0 B=0 C=0 D=3	A=0 B=0 C=0 D=0	1	0	1		
Current YTD												
2009-10			A=0 B=1 C=2 D=0	A=0 B=0 C=3 D=0	A=0 B=1 C=0 D=0	A=0 B=0 C=0 D=1	A=0 B=0 C=0 D=0	3	0	1		
Jill Merle	DBA	CPIM	A=0 B=1 C=0 D=0	A=0 B=0 C=0 D=4	A=0 B=1 C=0 D=0	A=0 B=0 C=0 D=0	A=0 B=0 C=0 D=15	3	0	2		
Current YTD												
2009-10			A=0 B=0 C=0 D=0	A=0 B=0 C=0 D=0	A=0 B=0 C=0 D=0	A=0 B=0 C=0 D=0	A=0 B=0 C=0 D=15	3	0	3		
2008-09			A=0 B=0 C=0 D=0	A=0 B=0 C=0 D=0	A=0 B=0 C=0 D=4	A=0 B=0 C=0 D=0	A=0 B=0 C=0 D=10	0	0	3		
2007-08			A=0 B=0 C=1 D=0	A=0 B=0 C=1 D=0	A=0 B=0 C=0 D=4	A=0 B=0 C=0 D=0	A=0 B=0 C=0 D=4	0	0	2		

Table V 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	Areas of Success	Analysis and Action Taken	Results of Action Taken	Insert Graphs or Tales of Resulting Trends for 3-5 Years (please graph all available data up to five years))												
Attain and maintain the retention rate of the introductory BA business course to second semester to 90%.	Retention Rate of students enrolled in BSNS 1050. Direct. Internal. Formative.	Positive trend exceeded goal through 2008-09.	Retention dropped below goal of 90% in 2009-10 in large part to university experiencing record low retention rates between semesters. Changed intro business course from a size cap of 30 to 15, doubling the number of sections.	While not part of the time-frame for this report, retention for 2010-11 is once again above 90%. For now we plan to keep the cap size of 15.	<p style="text-align: center;">First Year Retention</p> <table border="1"> <caption>First Year Retention Data</caption> <thead> <tr> <th>Year</th> <th>Retention Rate (%)</th> </tr> </thead> <tbody> <tr> <td>2005-06</td> <td>88.0%</td> </tr> <tr> <td>2006-07</td> <td>95.0%</td> </tr> <tr> <td>2007-08</td> <td>93.0%</td> </tr> <tr> <td>2008-09</td> <td>98.0%</td> </tr> <tr> <td>2009-10</td> <td>85.0%</td> </tr> </tbody> </table>	Year	Retention Rate (%)	2005-06	88.0%	2006-07	95.0%	2007-08	93.0%	2008-09	98.0%	2009-10	85.0%
Year	Retention Rate (%)																
2005-06	88.0%																
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2009-10	85.0%																

<p>Increase MBA credit hour production trends upward.</p>	<p>University credit hour production report. Indirect. Internal.</p>	<p>Goal of upward trend was met. Increases in credit hour production have been very satisfactory.</p>	<p>No action taken.</p>	<p>NA</p>	<p style="text-align: center;">MBA Credit Hours</p> <table border="1"> <caption>MBA Credit Hours Data</caption> <thead> <tr> <th>Year</th> <th>Credit Hours</th> </tr> </thead> <tbody> <tr> <td>2004-05</td> <td>3500</td> </tr> <tr> <td>2005-06</td> <td>3600</td> </tr> <tr> <td>2006-07</td> <td>4500</td> </tr> <tr> <td>2007-08</td> <td>4900</td> </tr> <tr> <td>2008-09</td> <td>5200</td> </tr> <tr> <td>2009-10</td> <td>5500</td> </tr> </tbody> </table>	Year	Credit Hours	2004-05	3500	2005-06	3600	2006-07	4500	2007-08	4900	2008-09	5200	2009-10	5500
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2008-09	5200																		
2009-10	5500																		
<p>DBA credit hours will fall between 600 and 800 annually.</p>	<p>University credit hour production report. Indirect. Internal.</p>	<p>The goal has been met. The DBA is deemed as being at capacity. Growth in credit hour production is not expected or planned. This goal is intended to maintain its current size within a relevant range.</p>	<p>After the 2007-08 year in which credit hour production fell below 600, an additional applicant has been admitted, sometimes with an alternate position being awarded. This created a waiting list that helps steady enrollment.</p>	<p>Credit hour production levels in 2008-09 and 2009-10 have given enrollment levels that are expected to continue.</p>	<p style="text-align: center;">DBA Credit Hours</p> <table border="1"> <caption>DBA Credit Hours Data</caption> <thead> <tr> <th>Year</th> <th>Credit Hours</th> </tr> </thead> <tbody> <tr> <td>2004-05</td> <td>600</td> </tr> <tr> <td>2005-06</td> <td>570</td> </tr> <tr> <td>2006-07</td> <td>630</td> </tr> <tr> <td>2007-08</td> <td>540</td> </tr> <tr> <td>2008-09</td> <td>730</td> </tr> <tr> <td>2009-10</td> <td>740</td> </tr> </tbody> </table>	Year	Credit Hours	2004-05	600	2005-06	570	2006-07	630	2007-08	540	2008-09	730	2009-10	740
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<p>DBA enrollment will not fall short nor exceed 60 FTE students by more than +/- 10%.</p>	<p>University head count Indirect. Internal.</p>	<p>The goal has been met. The DBA is at capacity. Growth in the number of students is not expected or planned. This goal is intended to maintain its current size within a relevant range.</p>	<p>Admitting an additional applicant and developing an alternate applicant or two each year have steadied enrollment numbers.</p>	<p>Steadied enrollment.</p>	<p>A bar chart titled 'Academic Year' showing enrollment numbers for five years. The y-axis is labeled from 0 to 70 in increments of 10. The x-axis is labeled 'Academic Year'. The legend indicates the following colors for each year: 2005-06 (blue), 2006-07 (red), 2007-08 (green), 2008-09 (purple), and 2009-10 (teal). The enrollment values are approximately 52, 58, 60, 62, and 61 respectively.</p> <table border="1"> <thead> <tr> <th>Academic Year</th> <th>Enrollment</th> </tr> </thead> <tbody> <tr> <td>2005-06</td> <td>52</td> </tr> <tr> <td>2006-07</td> <td>58</td> </tr> <tr> <td>2007-08</td> <td>60</td> </tr> <tr> <td>2008-09</td> <td>62</td> </tr> <tr> <td>2009-10</td> <td>61</td> </tr> </tbody> </table>	Academic Year	Enrollment	2005-06	52	2006-07	58	2007-08	60	2008-09	62	2009-10	61
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Table VII
Table of Common Professional Component (CPC) Compliance for all
Bachelor of Arts Majors in the
Falls School of Business at
Anderson University

CORE COURSES	Hour Class Sessions by CPC Topic											Total
	a1 MKT	a2 FIN	a3 ACC	a4 MGT	b1 LAW	b2 ECO	b3 ETH	b4 GLO	c1 IS	c2 STAT	d POL/COMP	
ACCT 2010		5	45	2	2		3	3	3			63
ACCT 2020		5	45	2	2		3	3	3			63
BSNS 1050	8	2	2	10		2	2	2	2			30
BSNS 2710				45			5	10			5	65
BSNS 2810	45						5	10			5	65
BSNS 3200		45	5			3	3	3		2		61
BSNS 3420					45		10	5			5	65
BSNS 4500	3	3	3	3	1	1	2	3	1	1	45	66
BSNS 4910	1	1	1	1	1	1	15	1				22
CPSC 1100		2	5						45	2		54
ECON 2010		1	0		4	45	1	5		4	4	64
ECON 2020	1				4	45	1	2		4	2	59
MATH 1300		6								60		66
PSYC 2440 or MATH	10			7						60		77
TOTALS	68	70	106	70	59	97	50	47	54	133	66	

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.