



Florida Atlantic University
2013-14 Academic Program Review
Self-Study Report Management Programs

Table with 2 columns: Field (Program, Program Director/ Coordinator Name, Program Self-Study Contact, Self-Study Contact Email, Self-Study Contact Phone Number) and Value (BBA in International Business and Trade 52.1101, Peggy Golden, Peggy Golden, golden@fau.edu, 561-291-3654)

Instructions: Please respond to each of the following items, providing interpretations, self-assessment and reflection where appropriate.

A. Mission and Purpose of the Program (School or College)

The College of Business value statement provides the overall priorities for the College:

The shared values that guide our judgments and actions are:

- Scholarship
Creativity
Academic Service
Leadership
Ethical Conduct

The BBA in Management uses all elements of that vision to assist in making our students workforce ready. In this degree program, students are prepared to meet societal challenges in the areas of leadership for organizations and entrepreneurship for those who want to build the economy with small and medium-size firms

- xi In the context of the BOG and FAU mission and Strategic Plans.
Links: FAU Strategic Plan, BoG Strategic Plan

With regard to the FAU strategic plan, we focus on increased access by scheduling carefully, design curriculum for workforce needs, increase FAU's visibility by interacting with the general community, participating in local and national events, and by bringing business leaders to meet and speak with our students.

B. Date and description of last external (i.e. accreditation) review, if applicable, and last review of this program

1. Findings and recommendations – February 2013 - AACSB

In brief, our AACSB accreditation findings recommended a sixth year review to address three areas of concern:

1. Faculty quality – the review team felt that the quality of our faculty (numbers that were academically and professionally qualified) were lower than expectations. They also felt the research productivity was less than what should be produced by a doctoral-producing business school.
2. Assurance of student learning – though the college has made improvements on the assessment and assurance of student learning outcomes since the last visit (2008), they felt our process should be more mature and have more faculty involved.
3. Faculty sufficiency – there were a few areas that the college did not meet faculty sufficiency (% of faculty who are involved in the mission in ways other than instruction) minimums in some areas. The deficiencies were: Davie – Finance and Management, and Distance Learning – Marketing.

Those are the main findings of concern. There were also commendations:

1. Facilities
2. Student diversity
3. Good value for the education delivered
4. The Bachelors of Health Services program
5. The business plan competition

Areas that were seen as very effective in practice:

1. Advising (especially reorganization and training)
2. Business communications in graduate programs
3. Use of supplemental instruction to aid students in key undergraduate courses

Major changes made since last review

1. The faculty have picked up the pace of scholarly work in order to meet the guidelines established for Academic Qualifications
2. We have implemented an MBA assessment program which has helped us evaluate deficiencies in our program such the grasp of functional knowledge. We are in the process of making modifications to the curriculum at the beginning and the end of the program.
3. Our Instructors and Adjuncts are becoming more involved with departmental business.

C. Instruction: The self-study should address all aspects of programmatic quality associated with instruction. Special attention should be paid to curriculum, degree programs, and teaching quality. Student issues such as advising, retention, honors programming, occupational outcomes and placement in graduate schools should be addressed.

Departmental Dashboard Indicators

- Establishment of goals for student learning (Refer to the program's latest plan in the FAU)
- Assessment Database, and for baccalaureate programs, attach a copy of ALC/ SLO)

Assessment of how well students are achieving expected learning outcomes (Refer to the program's latest report in the FAU Assessment Database)

- Description of how results of assessments are used for continuous program improvement

Our established goals for student learning follow the AACSB assurances of learning referring to competence in the functional areas of business, critical thinking, and improvement in oral and written communications. Management Programs assesses at three points: MAN 3025 - Principles of Management and Organizational Behavior; MAN 3600 - International Business; and MAN 4720 - Global Strategy and Policy. We depend on the other departments to assess competence in other functional areas. The most recent ALC is attached as an appendix.

There were 84% of MAN 3025 students who scored above 70% of the content related materials covering topics of: organizational culture, structure, human resources, diversity, motivation, leadership, and teams. Of students in sections of MAN 4720, 78% met or exceeded expectations on evaluation of critical thinking in targeted assignments. Of the 78%, 50% exceeded expectations, whereas the remaining 28% met expectations in the application of critical thinking skills. The passing grade calculation will be reported at a later date, but preliminary indication is that the number is slightly greater than the 85% target.

Program Improvement

The following recommendations are being considered for program improvement (MAN 3025)

- Create a pool of questions covering all Fundamental Concept Areas. All seven of the FCAs were assessed this year. A full item pool still needs to be developed so that questions may be rotated from year to year to avoid bias from questions that have found their way into student hands.
- Set standards for when testing of knowledge from Fundamental Concept Areas should occur. Testing may be either during a required final exam or during intra-semester exams. Currently both formats are being utilized.
- Set exam length requirements. A minimum requirement would avoid the Fundamental Concept Area being a primary source of questions, e.g. exams with fewer than 20 questions. This is primarily because it is impossible for instructors not to teach to the questions, which they have in advance. An alternative is to provide instructors with an outline of what they must teach to in each Fundamental Concept Area. This would help instructors avoid teaching to the questions and instead teach to the desired curriculum. Questions could then be developed according to the outlines provided.
- Parse exam score data for performance on multiple-choice questions. This year exam scores were not parsed, increasing noise in the data.
- Subtract scores on Fundamental Concept Area questions from exam scores. Multicollinearity is a threat to results due to the fact that the same questions being used to predict exam scores are included in the exams themselves. Removing the points related to the Fundamental Concept Areas would negate this issue. Specifically, the instructors could be required to provide an exam score with and without the FCA questions.
- Expand the scope of the FCAs to include essay and short-answer questions. Expanding to other question types could help to reduce the effects of teaching to the questions.

We still have concern about the student's ability to articulate their thoughts in writing and orally. The new GEB 3213 course staffed by COB should provide solutions to some of these problems. Regarding critical thinking, this is not a skill that occurs overnight. Although we assess it in MAN 4720, it should be observed in the functional area capstone classes as well.

Baccalaureate Programs: *Please include the following information for degree programs.*

- Review of lower level prerequisite courses to ensure that the program is in compliance with State-approved prerequisites
- For limited access programs, review of whether such status is still warranted
- Admissions criteria
- Enrollment information (headcount and SCH production)
- Average class size and faculty/student ratio
- Curriculum, including duration of program and comparison to peer programs, as identified by the unit (including aspirational peers and SUS)

- Description of internships, practicum, study abroad, field experiences
- Pedagogy/Pedagogical innovations (for example, eLearning, simulations, student-centered approaches, and so on)
- Scope of institutional contributions, such as to the Intellectual Foundations Program, cross-listed courses, "service courses", inter-professional education efforts, certificate programs
- Student profile, including student diversity and demographics, scholarly activity, number of students receiving scholarships and assistantships, and recruitment strategies
- Advising procedures
- Licensure rates (if applicable)
- Placement rates/employment profile
- Retention rates
- Graduation rates
- Student recruitment

The College of Business programs are upper-division programs. Students in Management and IBT are admitted with 57 credit hours as long as the remaining lower division coursework is completed in the first semester. These two programs are not limited access programs.

Both degrees require a 2.5 grade point average for admission to the upper division portion of the degree.

BBA – MANAGEMENT:

SCH – ALL MANAGEMENT

	State Fundable SCH				
	2009-2010	2010-2011	2011-2012	2012-2013	Total
Course Level					
Lower Div	1,710	1,401	1,353	1,299	7,158
Upper Div	23,423	23,650	24,174	27,240	116,259

HEADCOUNT – MANAGEMENT ONLY

	9	10	11**
Gen Mgmt	911	772	701
OMAN	13	38	43
MGSB	118	102	48
WBBA	65	21	6
Total	1107	933	798
*shutdown			
PSL			

The OBBA to replace PSL does not have statistics in the IEA database but would probably bring to 2011 number back up to the 2009 level. We offer the entire BBA in Management through the OBBA.

CURRICULUM INCLUDING COMPARISONS TO PEERS, ASPIRANTS, AND SUS

The International Business and Trade degree consists of 18 credit hours that include Cross-Cultural Human Relations, the core IB course, International Marketing, International Finance, and a capstone, Global Business Operations. In addition, students must take an International Cognate in the College of Business which may include an international business field experience. All students must have one year of a higher education foreign language.

In addition, we offer an International Business certificate that requires the core IB course, two electives from a managed list, and a practical component which includes study abroad or an approved internship.

In comparison to peers, aspirants, and the other SUS universities, we should be revising our curriculum to mandate two years of a foreign language and a required international experience. Other needs include raising the requirements to 21 credit hours. We have kept the lower credit hour requirement in order to permit students to dual major in a functional area.

AVERAGE CLASS SIZE AND FACULTY/STUDENT RATIO

All GEB, MAN, SPB, ENT Courses without MAN 3025 and MAN 4720

Undergrad		Graduate		UG Faculty /Student Ratio	GR Faculty Student Ratio
Mean Class Size	Median Class Size	Mean Class	Median Class		
25.0	24.5	21.3	21.0	22.2	19.1
30.6	25.0	20.5	21.0	25.3	19.3
29.7	26.0	21.8	21.0	23.8	21.5

ONLY MAN 3025 & MAN 4720			
	Mean Class Size	Median Class Size	MAN 3025 & MAN 4720 Faculty Student Ratio
Summary			
2009-10	60.8	38.0	55.4
2010-11	60.2	38.0	54.3
2011-12	62.8	38.0	52.7

Our class size is reflective of the fact that we have included adjuncts and doctoral students which lowers our class size as well as our faculty/student ratio. If we had to depend only on fulltime faculty our class size would rise as we would have fewer sections. It also affects our faculty/student ratio bringing it down. The department has 34 fulltime faculty including 16 instructors who teach between 6 and 8 courses per year. This analysis includes the International Business degree because the courses in the degree are indistinguishable by

prefix from other courses in the participating departments. Undergraduate IB courses unique to the degree (primarily MAN 4602) are closed at 35-40 students because it is a case course. In all other instances, the courses are co-mingled with other programs within and across departments.

INTERNSHIPS, STUDY ABROAD, FIELD EXPERIENCES

The BBA in International Business and Trade encourages field experiences of any sort including study abroad. For those who cannot travel, we encourage our students, particularly traditional students to participate in augmentation outside of the classroom. We offer a structured internship, MAN 4940, that has been growing very slowly as more potential employers are interested in offering these opportunities for practical experience. Historically, the Career Center was the clearing house for internships. Recently, the employers have come directly to the department and Dr. Elliot Ser, a qualified adjunct has been running a rigorous class. Outcomes often include permanent employment.

The College of Business has an active study abroad program run through the Office of International Programs. All partner universities teach classes in English. Programs are located in India, Europe, Turkey and more are being developed. The table at the end of this section shows the number of students. Most are Management majors with a few International Business and Marketing majors. We are unable to break out precise information. We also offer International Field Experiences between semesters, typically between Spring and Summer 1. About 15 undergraduates participate in this program. More programs are offered at the graduate level.

2009-2010	63
2010-2011	44
2011-2012	55

PEDAGOGICAL INNOVATIONS FACILITATING GRADUATION AND RETENTION

Note: Actual rates will be reported below.

Ensure that every course in the department is web assisted. The Department chair has been proactive in engaging faculty to take the eLearning course offered by the University to improve their pedagogy and become more familiar online tools. She will continue to do so. Online tools such as Blackboard provide functionality that enhances the capacity of the faculty to support students. Use of these tools has the potential for improving the professor's ability to track student progress during the semester.

Develop protocol for monitoring student performance. There are various functions in Blackboard that allow professors to track student activity and performance during the course of the semester. The chair of the Management Department will lead an effort with the faculty to develop a protocol to better monitor student performance in their respective courses. One possible approach is to use a course performance function in Blackboard which allows faculty to monitor performance against a selected set of goals. This would require faculty to develop rubrics for assignments. This protocol will be developed by the Department by the end of the fall 2013 semester.

Review Peer Advising Program. The Department will review the Peer Advising Program that will soon be implemented by the School of Accounting. The Program could be a model for other units in the College of Business. The advising agenda includes a range of topics including curricula, information about syllabi, online tools, academic integrity and career development. If the Peer Advising Program becomes a model for other units, each department would need to tailor the content to their own discipline. This initiative would provide academic as well as social support, both of which would have important implications for retention and graduation rates.

INSTITUTIONAL CONTRIBUTIONS

Management Programs, including all of its elements, contributes across the College and across the university in the following courses and certificates:

- GEB 2011 – Introduction to Business – used by the Student Learning Communities. Seats are set aside at the beginning of registration and reinstated when they are no longer need.
- Health administration and ITOM have a joint minor in Healthcare Information Systems
- Health Administration and the College of Nursing run a joint certificate in Gerontology
- International Business and Trade offers a Certificate in International Business

STUDENT PROFILE

Degrees Awarded

2012-2013 to 2012-2013

Campus: All Campuses

College: Business

Department: Management Programs

Major: Management: General

Degree Level(s): Bachelors

Note: Degrees awarded with multiple majors may result in fractional degree totals for some groups.

A degree awarded with a single major contributes 1 degree, a double major contributes 1/2 degree in each major, and a triple major contributes 1/3 degree in each major to the degree totals.

		Ethnicity (2010 and later)							All	
		Asian	Black or African American	Hispanic or Latino	Two or more races	Nonresident alien	White	Race and ethnicity unknown		
Gender	Degrees awarded with a:	<="" td="" style="vertical-align: top;">								
	Female	Single major	2.0	16.0	27.0			49.0	94.0	
		Double major	2.0	5.0	7.5	1.0	0.5	14.5	0.5	31.0
		Total	4.0	21.0	34.5	1.0	0.5	63.5	0.5	125.0
Male	Degrees awarded with a:	<="" td="" style="vertical-align: top;">								
		Single major	5.0	10.0	14.0		6.0	55.0		90.0
		Double major		3.5	5.5		1.0	10.5		20.5
		Total	5.0	13.5	19.5		7.0	65.5		110.5
All	Degrees awarded with a:	<="" td="" style="vertical-align: top;">								
		Single major	7.0	26.0	41.0		6.0	104.0		184.0
		Double major	2.0	8.5	13.0	1.0	1.5	25.0	0.5	51.5
		Total	9.0	34.5	54.0	1.0	7.5	129.0	0.5	235.5

It should be noted that IEA does not appear to store data regarding ethnicity after 2010 in any category. However, in viewing previous years (back to 2002) the pattern of gender and ethnic diversity remains similar. We are equally divided between males and females and the ethnicity pattern is reflective of the local community ethnicity pattern.

Our students do not participate in formal scholarly activity but they do enter case competitions and business plan competitions as appropriate. Our recruitment strategies are handled by our Advising Center and informal networks. The university provides information sessions, and as an upper division unit, we have general Student Learning Communities for pre-business students.

ADVISING PROCEDURES

Our advising procedures have become more orderly during the 2009-2012 period. All students are pre-advised before entering the degree track of choice. In conjunction with a professional advisor, the student develops a plan of study which eventually becomes the degree audit. Over the period of time of this review, we became deficient in faculty due to attrition and consequently had to curtail the frequency of the offerings (even degree requirements) in order to service both the Boca and Davie day and evening students. Concurrently, the university went to annual scheduling but does not currently display the total year to students. For this reason, department chairs have had to provide alternatives on occasion in order to expedite completion of degrees. The Advising Center has been particularly helpful to the BBA in Management students in this respect.

RETENTION AND GRADUATION RATES

		Year 1	Year 2	Year 3
Retention Rates for 2009 admitted	59	57	35	13
Retention Rates for 2010 admitted	63	63	45	
Retention Rates for 2011 admitted	66	64		
Persistence Rates for 2009 admitted	59	58	50	44
Persistence Rates for 2010 admitted	63	63	55	
Persistence Rates for 2011 admitted	66	65		

These tables shows how many of the admitted students (in this case from two year transfers) remained enrolled the following year. As an example, the transfer students for 2009 seemed to have a relatively high rate of re-enrollment and by the third year, students had either graduated or were not making rapid progress. The table also shows persistence or the tenacity to continue with at least one course per semester.

Number in Class

Percent who Graduate

	After Yr 1	After Yr 2	After Yr 3	After Yr 4	After Yr 5	After Yr 6	After Yr 7	After Yr 8	After Yr 9	After Yr 10
208	0.00	0.14	0.43	0.50	0.55	0.58	0.61	0.62	0.63	0.63
232	0.00	0.15	0.46	0.60	0.64	0.66	0.68	0.69	0.69	
186	0.01	0.14	0.40	0.52	0.58	0.59	0.60	0.61		
143	0.01	0.20	0.39	0.57	0.62	0.65	0.66			
200	0.00	0.13	0.39	0.52	0.59	0.61				
97	0.00	0.16	0.47	0.63	0.67					
80	0.00	0.15	0.41	0.54						
59	0.02	0.25	0.53							

63	0.00	0.16							
66	0.02								

The table above shows the percent graduating based on transfers from community colleges with or without the AA degree. The start year is 2002 but the numbers are pretty consistent with 53% graduating after three years, and a maximum graduation rate after five years of about 67% for those entering in 2008. While this is not an impressive number, we anticipate (and this table suggests) that students admitted after the College increased admission to 2.5 at 57 credit hours, that the graduation rate will improve. We have always maintained that our part-time students take about seven years to complete.

INBT:

Analysis of historical data:

- 1) The yearly range of transfer students who declared INBT when entering FAU from 2002-2006 and graduated within three years or less was 40-63% with an overall average of 57%.
- 2) Approximately 58-75% of transfer students who declared INBT when entering FAU graduated in 4 years or less with an average of 67%. Six of the seven years between 2002 and 2008 had rates of at least 60%.
- 3) Approximately 65-78% of transfer students who declared INBT when entering FAU graduated in 5 years or less with an average of 71%.
- 4) Looking beyond 5 years, (ie. 6-10 years after matriculating at FAU) the data indicates that graduation rates for transfer students who declared INBT when entering FAU between 2002 and 2006 levels off around year 6 with a range of 70-84% and an average of 74%.
- 5) The data suggest that an additional 6% of undergraduate students will graduate within years 6-10 of starting the program.

In sum, approximately 25% of transfer students who declared INBT when entering FAU from 2002-2006 did not earn a degree from FAU within 6-10 years.

Approximately 7% of students were still working to complete the degree program after five years and 2% after eight years.

Trends:

The Graduation Rates have been fairly consistent showing reasonable fluctuation in a 10% range except for 2007 when all counts in 3, 4, and 5-year metrics were well below average. Overall, 6-10 year Graduation Rates are consistently in the 70-80% range, while Persistence Rates have consistently tallied in the 80+ percentage range.

Define population:

The IEA numbers for INBT caused limitations in analysis as only Transfer students (with AA and without AA) could effectively be tracked by IEA (Institutional Effectiveness and Analysis). Unfortunately, the College of Business' process of declaring a major does not correlate with metrics designed by IEA for reporting and assessment purposes. Specifically, IEA numbers are lacking because it cannot track FTIC (First Time in College) students in the College of Business. The reason is that in 2007 the FAU College of Business created a requirement that

stated all students can only declare a Business major after earning 60 credits. Another limitation is that the IEA system only tracks new students declaring a major. Therefore, IEA could not track College of Business students who initially started at FAU as freshman and declared a major two years later after earning 60 credits.

How formulas were calculated and interpreted:

The INBT department conducted student performance analysis by focusing on Graduation Rates, Retention Rates and Persistence Rates. **Graduation Rate** is the percentage measurement of students who graduated from an initial group of students in a given year. (Graduation Rate = total graduated/initial start group). **Retention Rate** is the percentage measurement showing how many students re-enrolled the following year. (Retention Rate = total enrolled / initial start group). **Persistence Rate** is the percentage measurement for the number of students who have graduated or are still enrolled. (Persistence Rate = (total graduated + total enrolled)/initial start group)). All rates were tracked for 10 years to give a more encompassing view of student performance. Persistence Rate was brought in to focus rather than Retention rate because once students start to graduate, the retention rate starts to decline.

D. Departments/Schools should address their efforts at collaborating with internal and external partners to promote both volume and quality of faculty and student research, scholarship, creative achievements, and other forms of inquiry. They should report on interdisciplinary efforts and those initiatives that promote economic development or community engagement in the region.

- Review of Part II of the Departmental Dashboard Indicators for school or college faculty
- Interdisciplinary efforts and community engagement efforts
- Establishment of goals for research
- Assessment of how well goals are being met

The table below reflects the productivity of the entire Management Department through 2011-2012. Of interest is the data which is not supplied as of this writing which shows a large improvement in scholarly research. This appears to be a typical pattern for the department; the numbers vary by alternate years.

**Research/Scholarly Productivity
Management Programs**

	Management Programs				
	2008-2009	2009-2010	2010-2011	2011-2012	% Change
1. Books (including monographs & compositions)	4	3	3	3	-25%
2. Other peer-reviewed publications	24	9	26	17	-29%
3. All other publications	11	5	4	5	-55%
4. Presentations at professional meetings or conferences	36	19	29	26	-28%

5. Productions/Performances/Exhibitions	5	0	0	1	-80%
6. Grant Proposals Submitted	6	3	1	0	-100%
7. Organized Research	\$0	\$14,101	\$63,124	\$0	-
8. Sponsored Instruction	\$0	\$0	\$0	\$0	-
9. Other Sponsored Activities	\$46,270	\$3,162	\$0	\$0	-100%

The research goals for the department are established by the Faculty Sufficiency standards of the AACSB. We are working to increase general scholarly work for all, but especially for tenure track faculty. The standards (subject to interpretation) require two refereed publications every five years.

E. Service/Community Engagement for Department/School – School or College Faculty

- Discussion of community engagement including public service, special projects, service learning, and other services to the community
- Review of Part III of the Departmental Dashboard Indicators for Department/School
- Establishment of goals for service
- Assessment of how well goals are being met

Community and other service engagement includes university service, service to the research park, service to academic and professional organizations, and pro bono work in the community. The table below reflects these activities.

	Management Programs				
	2008-2009	2009-2010	2010-2011	2011-2012	% Change
1. Faculty memberships on department, college or university committees per faculty member	1.8	1.3	1.5	4	122%
2. Faculty memberships on community or professional committees per faculty member	0.8	0.6	0.7	0.7	-13%
3. Faculty serving as editors or referees for professional publications per faculty member	0.9	1.2	0.9	4.3	378%

F. Other Program Goals for School or College

- Describe and assess how well goals are being met

At the Fall 2013 Departmental Retreat, each degree area met to assess the current issues facing their programs. From the BBA in International Business and Trade:

- Standardization of objectives across curriculum, aligned with assessments

- Writing and oral communications skill emphasis, especially at 3000/4000 level courses
- Standardization of expectations of course outcomes
- Tracking employer feedback on graduates for use in program development (addressing outcomes related to skills, knowledge, abilities required in workplace)
- Overlap of content (need to minimize/reduce the redundancies, i.e. writing a business plan is required in 2 courses)
- Plagiarism on assignments and “collaboration” especially with on-line/electronic testing
- Watch/reinforce prerequisites (problems w/ advisement, over-rides allowed by multiple parties is possible?)
- Need to increase relevance/awareness of industry needs & expectations
- Self and team organization/management:
 - Unable to do develop a process independently
- 4602 (staffing issue)
- 3611: needs more promotion

Prerequisites needed

MAN 3025 – OR – 3000-level PSY, SOC, or ANTHR.

- Coordination in the program needed – potential need for a coordinator
- May use full time faculty who gets a course release
 - Check the drop in 3600 enrollment
 - Internships with field experience needed
 - Foreign language proficiency (for upper level courses)
 - Oversight of the 1-2 weeks foreign experience trip
 - Lack of oversight
 - Longer term field experience

INBT:

Analysis of historical data:

- 1) The yearly range of transfer students who declared INBT when entering FAU from 2002-2006 and graduated within three years or less was 40-63% with an overall average of 57%.
- 2) Approximately 58-75% of transfer students who declared INBT when entering FAU graduated in 4 years or less with an average of 67%. Six of the seven years between 2002 and 2008 had rates of at least 60%.
- 3) Approximately 65-78% of transfer students who declared INBT when entering FAU graduated in 5 years or less with an average of 71%.
- 4) Looking beyond 5 years, (ie. 6-10 years after matriculating at FAU) the data indicates that graduation rates for transfer students who declared INBT when entering FAU between 2002 and 2006 levels off around year 6 with a range of 70-84% and an average of 74%.

- 5) The data suggest that an additional 6% of undergraduate students will graduate within years 6-10 of starting the program.

In sum, approximately 25% of transfer students who declared INBT when entering FAU from 2002-2006 did not earn a degree from FAU within 6-10 years.

Approximately 7% of students were still working to complete the degree program after five years and 2% after eight years.

Trends:

The Graduation Rates have been fairly consistent showing reasonable fluctuation in a 10% range except for 2007 when all counts in 3, 4, and 5-year metrics were well below average. Overall, 6-10 year Graduation Rates are consistently in the 70-80% range, while Persistence Rates have consistently tallied in the 80+ percentage range.

Define population:

The IEA numbers for INBT caused limitations in analysis as only Transfer students (with AA and without AA) could effectively be tracked by IEA (Institutional Effectiveness and Analysis). Unfortunately, the College of Business' process of declaring a major does not correlate with metrics designed by IEA for reporting and assessment purposes. Specifically, IEA numbers are lacking because it cannot track FTIC (First Time in College) students in the College of Business. The reason is that in 2007 the FAU College of Business created a requirement that stated all students can only declare a Business major after earning 60 credits. Another limitation is that the IEA system only tracks new students declaring a major. Therefore, IEA could not track College of Business students who initially started at FAU as freshman and declared a major two years later after earning 60 credits.

How formulas were calculated and interpreted:

The INBT department conducted student performance analysis by focusing on Graduation Rates, Retention Rates and Persistence Rates. **Graduation Rate** is the percentage measurement of students who graduated from an initial group of students in a given year. ($\text{Graduation Rate} = \frac{\text{total graduated}}{\text{initial start group}}$). **Retention Rate** is the percentage measurement showing how many students re-enrolled the following year. ($\text{Retention Rate} = \frac{\text{total enrolled}}{\text{initial start group}}$). **Persistence Rate** is the percentage measurement for the number of students who have graduated or are still enrolled. ($\text{Persistence Rate} = \frac{\text{total graduated} + \text{total enrolled}}{\text{initial start group}}$). All rates were tracked for 10 years to give a more encompassing view of student performance. Persistence Rate was brought in to focus rather than Retention rate because once students start to graduate, the retention rate starts to decline.

G. Strengths and opportunities that support achievement of program goals for Management Programs
The BBA in Management is largely a service area with limited depth being provided by the 3-course option in Leadership or Entrepreneurship. As described earlier in the data analysis, many of our students are dual

degree seekers. In addition, one of the process strengths is that Management Programs is experiences in offering multidisciplinary degrees and certificates. Consistent with that observation, I recommend the following:

- Offer a minor in Leadership and Management that addresses concerns above. This is a good supplement to a functional major and provides skills required in the workforce.
- Offer a major in Entrepreneurship that spans departments but has the core of the degree residing in Management.
- Since this is consistent with college priorities, some of the support for the Entrepreneurship major can be run through the ACE Center. We are currently reforming a student organization.
- Remove the Leadership option from the major in Management.

H. Weaknesses and threats that impede program progress for School or College

The weaknesses are described above in section F and primarily relate to student skill sets. We are mindful as a department that GEN Y/Millennium students are very different having been raised in a world of technology that is not going to go away. We need to develop ancillary activities that help our students convert the gaming/texting/cheating spirit into a learning spirit. Anthropologists and economists have known for decades that technological breakthroughs alter the ability of society to advance.(See for example Arthur C. Clarke “2001 Space Odessey.”)

I. Resource analysis for School or College

- Sufficiency of resources to meet program goals

Our sufficiency of resources in the BBA in IBT is challenged by the AS-International Business articulation between Davie and Broward College. We need a fulltime instructor on the Davie campus Note that although we are not addressing the doctoral program, our faculty sufficiency and qualifications need to be addressed in order to admit good students. The College as a whole has addressed our research data needs and the needs for current software such as STATA.

J. Future Direction for School or College

- Anticipated changes
- 3 to 5 broad questions for the review team to answer with respect to a unit's current state and aspirations

We anticipate faculty refreshing over the next three years and are currently recruiting a multidisciplinary tenure track Management professor who can manage the case courses on streaming video and participate in other aspects of departmental initiatives including entrepreneurship.

Here are some questions for the review team to consider:

1. Do they see the value in moving from a Leadership option in the Management major to a Management minor in consort with a functional area?
2. How do we exploit the current and forthcoming technologies in the business education environment in addition to streaming video (for our own efficiencies) and online courses (to accommodate students who cannot get to classes)?

3. Can we get some guidance on how to focus our Entrepreneurship programs on technology-driven developments?

K. If available, student feedback regarding programs.