Appendix A4.5

School of Business and Industry
Questions from Governor Rick Scott  
Response Document for Academic Deans

Name of College or School: **SCHOOL OF BUSINESS & INDUSTRY**

Note: The listing of questions A through Q has gaps in the lettering because they correspond to the Governor’s request, and the deans are not being asked to respond to every question. Please use the lettering as they appear below for each of your responses.

A. **What studies has your university done in the last three years to ensure your graduates are meeting the needs of employers?**

**SBI Board of Advisors**
In the School of Business & Industry (SBI), the Board of Advisors (BOA), along with other stakeholders, have unlimited opportunities to participate in the development of SBI goals and objectives. Service as a Member is both an honor, recognizing the accomplishments and potential of the member, and a fiduciary commitment by the member to pursue impartially the best interests of the School of Business and Industry as an organization.

Members are expected to promote the mission and vision of the SBI. Members must avoid any use of their position to promote private or personal business interests. Board members often have involvement in other advocacy groups or boards and are in a position to bring a wide range of views to bear on issues that confront FAMU and SBI. While such viewpoints are necessary to setting a balance course for the SBI, it is important that each Member set aside any outside interests when acting on FAMU SBI matters.

BOA members actively assist in efforts to support the SBI Initiatives as follows: (1) Recruitment; (2) Corporate Engagement; (3) Alumni Re-engagement; (4) Fundraising; (5) Resource Raising; (6) Student Activities; and (7) Curricula Enhancement Activities.

The members of the SBI Board of Advisors, along with their affiliations are as follows:

1. J. Phillip Holloman, COO and President  
   Cintas Corporation

2. Eugene Campbell, Vice President, Domestic Minority Business Development  
   Walt Disney Company

3. Sonia Myles, Director, Global Printed Packages  
   Procter & Gamble
4. James Summer, Executive Director, Assurance Services
   Ernst and Young LLP

5. Lyle Logan, Executive Vice President, Financial Institutions Group
   Northern Trust

6. Andrew Wallace, Partner
   PricewaterhouseCoopers, LLC

7. Rodney Gee, Principal, Human Resources
   Edward Jones

8. Richard Dent III
   Operations Strategist

9. Effenus Henderson, Chief Diversity Officer
   Weyerhauser, Inc.

10. Marc Howze, Corporate Secretary and Assistant General Counsel
    John Deere

11. Wes Puryear, Vice President
    JP Morgan

12. Lawrence Adams, District Manager
    Altria Group Distribution Company

13. Doris Corbett
    School of Business and Industry, Director of Corporate Relations (retired)

**Employer Surveys**

The School of Business and Industry requires employers to complete evaluation surveys on each student interviewed, as well as those who have completed internships with their firm. Based on the feedback received, particularly in the areas that may be identified as student weaknesses, this information is incorporated in the teachings of the Professional Leadership Development and academic classes. In the spirit of continuous improvement, corrective attention is given to the areas of weakness identified.

Employers also participate in classroom visits and take part in the lecture series (covered on that day) with students and share with them the expectations of the corporate world. This is also done in our professional leadership development program in which corporate executives spend a day interacting with our students.

**Accreditation Standards Related to Professional Practice**

SBI is currently in the process of seeking AACSB International accreditation. AACSB’s Assurance of Learning standards list specific knowledge, skills and abilities that should be included in the curricula of schools and colleges of business. Specifically, AACSB
Standard 15 deals with the Management of Curricula. Standard 15 and how SBI meets this standard are detailed below.

Standard 15: Management of Curricula: The school uses well documented, systematic processes to develop, monitor, evaluate, and revise the substance and delivery of the curricula of degree programs and to assess the impact of the curricula on learning. Curriculum management includes inputs from all appropriate constituencies, which may include faculty, staff, administrators, students, faculty from non-business disciplines, alumni, and the business community served by the school.

The standard requires use of a systematic process for curriculum management but does not require any specific courses in the curriculum. Normally, the curriculum management process will result in an undergraduate degree program that includes learning experiences in such general knowledge and skill areas as:

- Communication abilities.
- Ethical understanding and reasoning abilities.
- Analytic skills.
- Use of information technology.
- Dynamics of the global economy
- Multicultural and diversity understanding.
- Reflective thinking skills.

Normally, the curriculum management process will result in undergraduate and master's level general management degree programs that will include learning experiences in such management-specific knowledge and skills areas as:

- Ethical and legal responsibilities in organizations and society.
- Financial theories, analysis, reporting, and markets.
- Creation of value through the integrated production and distribution of goods, services, and information.
- Group and individual dynamics in organizations.
- Statistical data analysis and management science as they support decision-making processes throughout an organization.
- Information technologies as they influence the structure and processes of organizations and economies, and as they influence the roles and techniques of management.

- Domestic and global economic environments of organizations.
- Other management-specific knowledge and abilities as identified by the school.

FAMU/SBI Response to AACSB Standard 15

15.1 All Phases of the Curriculum Management Process
The School of Business and Industry complies with all aspects of Standard 15 – Management of Curriculam. The mission and ultimate objective of the School of Business and Industry is to produce graduates capable of excelling as future leaders in global business, industry and commerce. All programs offered within SBI seek to accomplish this
objective through the development of both technical and behavioral discipline-specific and leadership competencies, which are deemed necessary by major corporations (see Appendix 55). In the undergraduate business administration and accounting programs, the development of technical and behavioral discipline-specific and leadership competencies are achieved through an interdisciplinary approach that provides students with (1) a liberal arts education, which includes courses in the area of communications, mathematics, natural sciences, humanities, and fine arts; (2) a broad business background across all business disciplines, with more emphasis on accounting for the accounting program; (3) interpersonal skills combined with business sophistication and acumen; and (4) work experiences designed to reinforce student’s internalization of business sophistication and professional behavioral competencies.

SBI uses well-documented, systematic processes to develop, monitor, evaluate, and revise the substance and delivery of the curricula of degree programs and to assess the impact of the curricula on learning. Curricula development, at the course- and program-level, includes input from all appropriate constituencies, which may include faculty, staff, administrators, students, faculty from non-business disciplines, alumni, and members of the business communities served by the School.

SBI is committed to the development of an innovative delivery system (per the mission) that provides leading academic and professional leadership development curricula. SBI’s internal processes used to develop, monitor, evaluate, and revise the substance of the curricula are managed by a standing school-wide Curriculum Committee. Members of the SBI Curriculum Committee include representatives from each discipline (e.g., Accounting, Management, Marketing, Finance, etc) and a business student. Once curricular (course-level and program-level) approvals have been obtained by the SBI Curriculum Committee, the SBI Faculty, and the Dean, the curricular changes are routed for additional approvals to the University Curriculum Committee, the Faculty Senate, and the Provost, as well as to the President and Board of Trustees, when necessary.

**National Corporate Recruiters Survey**

SBI also uses information from the General Management Admissions Council (GMAC). GMAC administers a national survey to Corporate Recruiters. It then publishes the results of the survey. The most recent GMAC Corporate Recruiters Survey that SBI has used is included as supporting documentation.

B. *Do you have measurable goals to meet employers’ current needs? If so, please provide them. How often are these goals updated?*

SBI has six mission driven leaning goals for the undergraduate program. These learning goals are based on our mission to produce “global leaders in business and industry.” In addition, SBI’s learning goals align with the University’s mission as well as meet the
AACSB’s Assurance of Learning standards for accreditation guidelines. The SBI has an Assurance of Learning process that assesses our learning goals on an annual basis. The results of the process are shared across stakeholders groups and feedback from these stakeholders is integrated to take into account the needs of employers. AACSB Standard 16 and SBI’s response, which includes our Undergraduate Learning Goals are discussed below.

AACSB Standard 16: Bachelor’s or undergraduate level degree: Knowledge and skills. Adapting expectations to the school’s mission and cultural circumstances, the school specifies learning goals and demonstrates achievement of learning goals for key general, management-specific, and/or appropriate discipline-specific knowledge and skills that its students achieve in each undergraduate degree program. [UNDERGRADUATE LEARNING GOALS]

Learning Goals for Undergraduate Degree Programs

SBI complies with Standard 16 in that it specifies mission-driven undergraduate learning goals for key general, management-specific and discipline-specific knowledge and skills, and demonstrates students’ achievement of the specified learning in each undergraduate degree program. SBI’s six (6) mission-driven undergraduate learning goals are listed below.

<table>
<thead>
<tr>
<th>Learning Goals</th>
<th>Learning Objectives</th>
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| *Critical Thinking/Analytical Reasoning Skills – Our students will demonstrate critical thinking and analytical reasoning skills. | 1. Identify, isolate, and find relationships among concepts or problems  
2. Draw sound inferences from multiple perspectives.                                                                                                                                                           |
| *Communication Skills – Our students will be able to communicate effectively in oral presentations, writing and graphic expressions. | 1. Develop and present professional quality oral presentations accompanied by appropriate technology.  
2. Prepare professional quality written business documents.  
3. Demonstrate effective interpersonal communication skills.                                                                                                                                                |
| *Content/Discipline Knowledge and Skills – Our students will demonstrate an understanding of discipline specific content knowledge. | Recognize and apply concepts, principles and theories in the Business Administration program from the following disciplines: Accounting, Finance, Information Systems, Operations Management, Management and Marketing. |
| Multicultural and Diversity Understanding – Our students                       | 1. Identify multicultural and diversity concepts in a business scenario.  
2. Demonstrate the ability to analyze a multicultural and diversity situation in |
| Ethical Understanding – Our students will understand the importance of behaving ethically in their professional lives. | 1. Know the code of conduct for the School of Business and Industry (and FAMU)  
2. Identify issues that may present an ethical dilemma, and will articulate the consequences associated with unethical behavior.  
3. Identify an ethical dilemma and apply an ethics model to propose and defend a solution. |
| --- | --- |
| Team/Collaboration Skills – Our students will demonstrate skill in working collaboratively in achieving shared objectives of a group. | 1. Demonstrate the ability to listen to others  
2. Demonstrate the ability to question team mates without attachment and judgment  
3. Demonstrate the ability to offer assistance to other team members  
4. Demonstrate the ability to exchange, defend, and rethink ideas with team members |

*State of Florida Academic Learning Compacts*

At the graduate level, SBI complies with AACSB’s Standard 18 in that we have seven (7) mission-driven graduate learning goals. Standard 18 and our graduate learning goals are listed below.

**Standard 18: Master’s level degree in general management (e.g., MBA) programs: Knowledge and skills.** Participation in a master’s level degree program presupposes the base of general knowledge and skills appropriate to an undergraduate degree. Learning at the master’s level is developed in a more integrative, interdisciplinary fashion than undergraduate education.

The capacities developed through the knowledge and skills of a general master’s level program are:

- Capacity to lead in organizational situations.
- Capacity to apply knowledge in new and unfamiliar circumstances through a conceptual understanding of relevant disciplines.
- Capacity to adapt and innovate to solve problems, to cope with unforeseen events, and to manage in unpredictable environments.
- Capacity to understand management issues from a global perspective.

Adapting expectations to the school’s mission and cultural circumstances, the school specifies learning goals and demonstrates master’s level achievement of learning goals for key management-specific knowledge and skills in each master’s level general management program.

[MASTER’S LEVEL GENERAL MANAGEMENT LEARNING GOALS]
Again, SBI complies with all components of Standard 18 in that the learning in our MBA programs is developed in a more integrative, interdisciplinary fashion than our undergraduate degree programs. Moreover, students in SBI’s MBA programs develop the capabilities to:

- Lead in a variety of organizational situations.
- Apply knowledge acquired to new and unfamiliar circumstances through their conceptual understanding across various business disciplines (e.g., management, marketing, accounting, finance, information systems, supply chain management, etc.).
- Adapt and innovate to solve problems, deal with unpredictable events, and manage in dynamic and turbulent environments.
- Analyze management issues from a global perspective.

### Learning Goals for Master’s Level Degree

<table>
<thead>
<tr>
<th>Learning Goal</th>
<th>Learning Objectives</th>
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</table>
| **Critical Thinking Skills**– Our students will be able to analyze, evaluate and integrate relationships among concepts or problems and draw sound inferences from multiple perspectives. | 1. Synthesize and integrate information and ideas  
2. Distinguish between fact and opinion |
| **Communication Skills**– Our students will be able to communicate effectively in oral presentations, writing and graphic expressions. | 1. Develop and deliver professional quality oral presentations.  
2. Prepare professional quality written business documents. |
| **Content/Discipline Knowledge and Skills**– Our students will be able to demonstrate discipline-specific knowledge. | Recognize and apply concepts, principles and theories in the Master of Business Administration program from the following disciplines: Accounting, Finance, Information Systems, Operations Management, Management and Marketing. |
| **Multicultural and Diversity Understanding**– Our students will understand the importance of multicultural and diversity issues in business. | 1. Demonstrate the ability to identify multicultural and diversity concepts as they relate to business.  
2. Critique a multicultural/diversity scenario and present plausible solutions for the scenario. |
| **Ethical Understanding**– Our students will be able to identify ethical issues in business and point out the implications. | 1. Know, understand and abide by the University’s code of conduct.  
2. Analyze ethical issues in a business situation.  
4. Design an ethical decision-making model to |
address implications of an ethical dilemma.

**Team Skills**– Our students will demonstrate skill in working collaboratively in achieving shared objectives of a group.

1. Demonstrate the ability to listen to others
2. Demonstrate the ability to question team mates without attachment and judgment
3. Offer assistance to other team members

Exchange, defend, and rethink ideas with team members

**Leadership Skills**– Our students will be able to influence the activities of an individual or group in efforts toward goal achievement.

1. Demonstrate understanding of leadership concepts and practices.
2. Influence the attitudes and behaviors of others to accomplish a team goal.
3. Outline strategies for leading an individual or a team

* State of Florida Academic Learning Compacts

Additionally, SBI utilizes the Graduate Management Admissions Council’s Annual Employer survey of desired competencies, knowledge, skills and abilities to determine employer needs and make changes to our Student Learning Goals. Below is a sample of desired knowledge, skills, and abilities from the most recent GMAC Corporate Recruiter survey.
C. Do you have measurable goals for each graduate in the areas of writing proficiency and critical thinking? If so, please send them to me with the goals and include the results for the last five to ten years.

SBI has learning goals in the areas of writing proficiency and critical thinking. These learning goals are covered and assessed in the core courses of the undergraduate and graduate curricula. Below are the results from the last three - four years:

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<tbody>
<tr>
<td>Written Communication Skills</td>
<td>100% of the sample met or exceeded expectations on the comprehensive case analysis.</td>
<td>63% of the sample met or exceeded expectations on the comprehensive case analysis.</td>
<td>100% of the sample met or exceeded expectations on the comprehensive case analysis.</td>
<td>The mean rating was 3.11 exceeding the targeted benchmark score of 3.0. (The maximum score was 4.0)</td>
</tr>
<tr>
<td>Critical Thinking Skills</td>
<td>73% of the students met or exceeded expectations on the comprehensive case analysis.</td>
<td>90% of the students met or exceeded the expectations on the comprehensive case analysis.</td>
<td>92% of the students met or exceeded the expectations on the comprehensive case analysis.</td>
<td>The mean rating was 3.57, exceeding the targeted benchmark score of 3.0. (The maximum score was 4.0)</td>
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</table>
### Learning Goal

<table>
<thead>
<tr>
<th>Learning Goal</th>
<th>2010 Results</th>
<th>2009 Results</th>
<th>2008 Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking</td>
<td>90% of the sample met or exceeded the expectations on the comprehensive case analysis.</td>
<td>90% of the sample met or exceeded the expectations on the comprehensive case analysis.</td>
<td>92% of the students met or exceeded the expectations on the comprehensive case analysis.</td>
</tr>
<tr>
<td>Written Communication</td>
<td>100% of sample met or exceeded expectations on the written case analysis.</td>
<td>63% of the sample met or exceeded expectations on the comprehensive case analysis.</td>
<td>100% of the sample met or exceeded expectations on the comprehensive case analysis.</td>
</tr>
</tbody>
</table>

**E. Are professors required to integrate writing proficiency and critical thinking into all courses? If so, what oversight is provided to ensure that these skills are being taught? How are these skills integrated into course assessments?**

As part of the SBI Assurance of Learning process, writing proficiency and critical thinking are assessed on an annual basis. All students take a business communication course where writing proficiency is taught and assessed by faculty. In addition, faculty members are required to include the relevant learning goals covered in their courses in their syllabi. While writing proficiency and critical thinking are taught and emphasized across the curriculum, these learning outcomes are measured in our capstone course, Business Policy at the undergraduate level and Business Policy Strategic Management at the graduate level. In these courses, students are required to demonstrate their ability to apply the core business discipline concepts and theories to real organizations as well as participate in a strategy simulation that requires them to synthesize their business knowledge from previous courses. Further, SBI recently implemented a Business Writing Across the Curriculum program, which assesses students on the most important business documents as identified by faculty and employers. This program commenced Fall 2011.

**F. Do you have measurable goals for student success after graduation? If so, please send me the goals and the results for the last five to ten years.**
The Florida Department of Education’s Florida Education and Training Placement Information Program (FETPIP) tracks the job placement rate and continuing education rates of FAMU graduates that remain in Florida. The latest statistics (Fall 2008) reveal that 57% of FAMU undergraduates have jobs and 17% continued their education, and 45% at the graduate level have jobs and 12% continued their education. The University’s Office of Institutional Research (OIR) reports the job placement and continuing education rates of FAMU graduates captured by the Exit Survey.

More specifically, SBI uses the placement rate data from the FETPIP and the University’s Exit Survey, along with maintaining an in-house database that tracks the internship and full-time hire data for students that use the SBI’s Office of Career Development. All graduate students are required to use the OCD. But prior to Fall 2010, undergraduate students were not required to use the OCD because internships were not required in the pre-Fall 2010 undergraduate curricula. SBI’s 2005-2009 placement rates for its graduate students and undergraduate students that used the OCD are available on Table 8-1 of the SER (placement data for 2009-2010 are not yet complete). Many students are placed on full time employment prior to graduation, having multiple offers of employment, earning an average of $55-65K annually in such areas as accounting, finance, pharmaceuticals, sales, marketing, and supply chain.

SBI Grads achieving prominence within the past 5-10 years:

Oscar Joyner, President and CEO, Reach Media Communications
Danielle Joyner, President and CEO, McDonald’s (owner/operator)
Alan Williams, State Representative, House of Representatives
Corey Alston, President and CEO, Alston Construction
Tory Alston, Trustee Member, State of Florida, State University System
Joe Womack, President and CEO, Digital Guest List
Amber Hall, Human Resource Manager, Frito Lay Corporation
Lyonel Myrthil, Special Agent, FBI
Courtney Holness, Associate Vice-President Marketing, J.P. Morgan Chase
Jamila Abston, Auditor, Security and Exchange Commission (SEC)

SBI’s flagship Professional Leadership Development program ensures that our students develop employer-desired competencies. SBI requires that students demonstrate the following competencies:

PROFESSIONALISM- Students are expected to adhere to and demonstrate courtesy, honesty, and responsibility in their daily interactions and dealings with others. SBI students are expected to demonstrate a level of excellence that goes over and above requirements. Professionalism among students is about personal ethics, quality work, and having a quality attitude. The students are taught to understand that professionalism takes work and dedication for continuous improvement.

RESPONSIBILITY-Students are encouraged to assume a sense of duty and/course of
action demanded and be accountable for their actions via their conduct and behavior.

ACCOUNTABILITY- Students are also obligated and taught that they are responsible for their actions and interactions with faculty, staff, each other, and all mankind.

RESPECT- Students are encouraged and expected to show regard, concern, consideration, and appreciation in their daily lives at all times with faculty, staff, each other, and all mankind.

TRUST- Students are encouraged and taught to have faith and confidence in the character and integrity of others at all times.

PRIDE- Students are encouraged to proudly display their accomplishments and self-esteem, as well as demonstrate their work by sharing it with faculty, staff, each other, and all mankind without being arrogant.

ETHICS- Students are taught and learn the concepts and ideas of right and wrong and to live those concepts and ideas on a daily basis. (A business ethics course is required for the undergraduate and Professional MBA students.)

INTEGRITY- Students are encouraged to practice good morals and demonstrate ethical behaviors at all times that contribute to their state of being whole and complete. This characteristic is instilled in students in the classrooms and while on internships.

EXCELLENCE- Students are encouraged to have and practice good qualities on very high levels. Excellence contributes to a superior quality of life in direct proportion to their commitment to integrity. This characteristic is found in the University’s motto: “Excellence with Caring.”

KNOWLEDGE- Students are encouraged to learn and continuously learn and seek the reasoning and perceptions that provide a framework for evaluating new experiences and absorbing new information.

RESEARCH- Students are encouraged to constantly investigate areas that they may not be familiar with in an effort to expand their knowledge base and broaden their horizons.

SERVICE- Students are encouraged to perform work that benefits not only themselves, but others as well. This is done via volunteer work, community service, and student organizations.

These competencies are taught, practiced and assessed as a part of our Professional Leadership Development program. These competencies have been developed as a result
of input and feedback from our alumni, employer surveys, and the GMAC Annual Corporate Recruiter survey. Shown below are the 2011 desired traits that employers seek.

![Desired Traits Employers Seek](image)

### Desired Traits Employers Seek

- Listening ability
- Adaptability
- Collaboration
- Innovation
- Dealing w/pressure
- Integrity
- Motivation
- Professionalism
- Initiative

**M. What programs do you have to educate students regarding job opportunities? What are your measurable goals for each program? Do you use information similar to the data available from the Florida education and Training Placement Information Program (FETPIP) to prepare students prior to admission and prior to selection of major? Please provide me the results for the last five to ten years.**

Companies actively recruit in SBI and the FAMU Career Center by way of the following: (1) Company classroom lectures; (2) Company presentations at student organization meetings; (3) Continuous interaction and collaboration with faculty to support academic programs by identifying partnerships, targeting funding opportunities and sources, and developing research and educational interests.

Additionally, activities with our Professional Leadership Development allow SBI students to interact with corporate executives. These activities allow SBI students to gain insight into various career opportunities with a variety of different organizations across different industries. In the spirit of continuous improvement, SBI uses information gathered from input and feedback from our alumni, employer surveys, and the GMAC Annual Corporate Recruiter survey to inform our activities and educate our students prior
Q. Please provide me with any additional information you think may be helpful, including your thought process to make sure we are headed in the right direction.

In the face of economic adversity and the myriad of challenges facing America, we must invest in our future by providing our citizens with high quality education to equip us as a nation with the critical thinkers and lifelong learners that will be prepared to solve the complex global issues that we face today and tomorrow. More specifically, we need to make sure that we are providing all of our citizens with a solid foundation in mathematics, grammar, and reading comprehension. With a solid foundation in these three areas, students will be equipped to excel in all areas, which will be key to our existence as a world leader.