EXECUTIVE SUMMARY

FLORIDA A&M UNIVERSITY SCHOOL OF BUSINESS AND INDUSTRY
AACSB INTERNATIONAL SELF EVALUATION REPORT

School of Business and Industry’s AACSB International Accreditation Progress
The School of Business and Industry (SBI) sincerely thanks our Mentor, Dr. George Stevens, and our Staff Liaison, Ms. Lucienne Mochel, for their helpful guidance and counsel throughout the AACSB International Accreditation process. SBI looks forward to receiving the Initial Accreditation Committee's decision on the Self-Evaluation Report (SER). In the AACSB SER, SBI shows progress was made to carry out the Accreditation Action Plan and to reach full compliance with the accreditation standards. Appendix 1 contains the SBI Accreditation Plan with a current status report, which shows that all of the improvement activities are complete.

SBI’s AACSB International Accreditation Oversight Committees
The SBI Accreditation Steering Committee (ASC) is charged with overseeing the AACSB International accreditation process and Accreditation Action Plan development. The ASC leads the School’s cumulative progress in achieving the accreditation plan objectives. The ASC is composed of the ASC Chair (Joycelyn Finley-Hervey) and Chairs of the affiliated committees: Mission Review and Revision/Strategic Planning (Steven Swirskey); Recruitment, Admissions, Retention & Academic Progression (Wilbur Smith); Educational Responsibility, Resources & Support (Clyde Ashley); Faculty Planning & Development (Roscoe Hightower); Assurance of Learning (Jennifer Collins); and Curriculum (Saundra Drumming). These committees, which embody SBI’s faculty and staff participation, are responsible for analyzing areas for improvement and monitoring the SBI Accreditation Plan progress. The ASC affiliated committees’ responsibilities in regard to the AACSB International standards are summarized below:

Strategic Management Standards
- Mission Review and Revision/Strategic Planning Committee (MRR/SP), a standing committee, is responsible for Strategic Management Standards 1 – 5.

Participants Standards
- Recruitment, Admissions, Retention & Academic Progression Committee (RARP), a standing committee, is responsible for Participants Standards 6 – 8.
- Faculty Planning & Development Committee (FPD) is responsible for Participants Standards 9 – 11.
- Educational Responsibility, Resources & Support Committee (ERRS) is responsible for Participants Standards 12 – 14.

Assurance of Learning Standards
- Curriculum Committee (CC), a standing committee, is responsible for Assurance of Learning Standard 15.
- Assurance of Learning Committee (AoL) is responsible for Assurance of Learning Standards 16 – 18 and 20.

Accreditation Standards, Action Plan Implementation and Continuous Improvement
Since the initial Eligibility Application in 2004 to AACSB International, the School of Business and Industry has continued to implement improvement strategies to strengthen its historically mission-driven systems. Some of the School of Business and Industry’s key advancements over the last few years are delineated below, relative to the AACSB International Standards.
Status of Strategic Management Standards
The School of Business and Industry complies with all Strategic Management Standards. Accordingly, all SBI processes, procedures, and activities function within a broader arena of alignment among the School mission, the University mission, and the AACSB International Standards. These alignments of mission, vision, and values-driven processes and activities across the AACSB Standards are detailed in Tables 1-1, 2-1, 2-2, 9-2, 9-4, 9-5, 10-3, 10-4, 16-2, and 18-2 throughout the SER. Moreover, the School’s mission statement provides direction, includes the viewpoints of various stakeholders, reconciles competing activities, and is periodically reviewed and revised. The mission statement (see below) is prominently posted on physical and electronic sites, including all faculty syllabi.

SBI Mission Statement
The Mission of the School of Business and Industry is to produce graduates capable of excelling as future leaders in global business, industry, and commerce. This is achieved by:

- Providing innovative academic, professional development, and internship experiences in an enlightened, ethical, and stimulating student-centered learning environment.
- Developing, supporting, and creating opportunities for a diverse qualified faculty and staff committed to “excellence with caring” through high quality teaching, relevant intellectual contributions, and meaningful service with an emphasis on teaching.
- Creating an environment in which shared governance, collegiality, openness, respect for others, and individual and mutual responsibility and accountability flourish.
- Embracing the University’s historic mission of educating African Americans while recruiting students of all races and ethnic origins with strong academic backgrounds committed to the pursuit of excellence.
- Developing new, and expanding existing, creative partnerships with alumni, and private and public stakeholders to maintain the relevance and currency of our academic programs.
- Promoting an environment of continuous improvement by acquiring and developing the necessary human, physical, financial, and technological resources to maintain our competitive edge. (See SER 1.1)

SBI has been engaged in the following continuous improvements, among others: periodically reviewing and revising the Strategic Plan for currency and relevancy; aligning the departmental structure with the mission and changes in programmatic strategies; maintaining and enhancing the School’s technological infrastructure and capacities; and enhancing ongoing student recruitment strategies. In regard to financial strategies, SBI has revitalized its fundraising campaigns to support further continuous improvements, while marshalling the financial resources necessary to continue achieving its mission and implementing its strategies. SBI has placed special emphasis on providing funding to support instructional/technological enhancements and faculty development, even in the face of constrained resources. Although FAMU and SBI are experiencing budget reductions, the School maintains realistic financial strategies to provide resources to continue achieving its mission and action items (see SER Table 5-1).

Major Strategic Management Standards Milestones:
- SBI Strategic Plan: SBI’s 2010 Strategic Plan is complete (see Appendix 2).
- SBI Recruitment Strategy: Since 2005, the School’s student enrollment experienced a decline, but it is beginning to rebound. SBI’s recruitment strategies are specifically aimed at
maintaining the upward trend in enrollment by increasing the attractiveness of the School through continuous improvements and enhanced marketing (see Appendix 71). Main steps to bolster student enrollment include: curricula innovations, social networking (e.g., Facebook and Twitter), and targeted marketing/recruitment strategies.

**Status of Participants’ Standards**
The School of Business and Industry fully complies with all Participants’ Standards. SBI’s admission policies have always been clearly communicated, recruitment and advising systems are operating, and the budget includes recruitment expenses. SBI has been successful in attracting women into its degree programs and is expanding its outreach to underrepresented prospective students (see SER Table 6-4). Through the continuous improvements in retention and persistence to graduation activities over the last few years, SBI tends to experience higher 6-year graduation rates (59% Business Administration; 64.9% Accounting) and retention rates (72% Business Administration; 76% Accounting) than the University (39% graduation and 53% retention rates) similar to that of the cohort year 2003 (see SER Table 7-4).

SBI provides an extensive number of services to students by staff (e.g., the Instructional Support & Technology Coordinators, Recruitment & Admissions Coordinators, and Graduate and Undergraduate Student Services Coordinators, etc.). SBI is experiencing strong placement and student satisfaction rates (see SER Tables 8-1 and 8-2). Additionally, the centralization of the advisement process, as referenced in the Accreditation Plan, has enabled SBI to continuously improve student support services.

With respect to faculty, SBI established the use of annual faculty activity plans and hired new faculty, which has further enhanced faculty sufficiency and qualifications. As shown in the following table, SBI has consistently satisfied the faculty sufficiency requirement, since entering the accreditation process. Furthermore, over the last six years, the School’s AQ/PQ faculty ratios have dramatically increased to over 90%. See Appendix 72 for a 2005-2010 graphic depiction and a 2010 visual snapshot of the School’s intellectual contributions.

### Participating and AQ/PQ Faculty Ratios

<table>
<thead>
<tr>
<th>Field of Instruction</th>
<th>Participating Faculty %</th>
<th>AQ/PQ Faculty %</th>
<th>Participating Faculty %</th>
<th>AQ/PQ Faculty %</th>
<th>Participating Faculty %</th>
<th>AQ/PQ Faculty %</th>
<th>Participating Faculty %</th>
<th>AQ/PQ Faculty %</th>
<th>Participating Faculty %</th>
<th>AQ/PQ Faculty %</th>
<th>Participating Faculty %</th>
<th>AQ/PQ Faculty %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting &amp; Finance*</td>
<td>82.3%</td>
<td>42.1%</td>
<td>87.4%</td>
<td>42.0%</td>
<td>100.0%</td>
<td>68.8%</td>
<td>99%</td>
<td>93%</td>
<td>76.5%</td>
<td>100.0%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Decision Sciences</td>
<td>98.3%</td>
<td>44.4%</td>
<td>99.6%</td>
<td>87.9%</td>
<td>83.9%</td>
<td>93.7%</td>
<td>100%</td>
<td>100%</td>
<td>93.6%</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Management &amp; Marketing*</td>
<td>93.6%</td>
<td>50.0%</td>
<td>93.0%</td>
<td>62.9%</td>
<td>97.2%</td>
<td>73.4%</td>
<td>97%</td>
<td>76%</td>
<td>86.2%</td>
<td>100.0%</td>
<td>80.0%</td>
<td>83.3%</td>
</tr>
<tr>
<td><strong>Overall School Total</strong></td>
<td><strong>90.28%</strong></td>
<td><strong>46.30%</strong></td>
<td><strong>92.05%</strong></td>
<td><strong>60.00%</strong></td>
<td><strong>95.56%</strong></td>
<td><strong>80.36%</strong></td>
<td><strong>98.48%</strong></td>
<td><strong>86.36%</strong></td>
<td><strong>87.4%</strong></td>
<td><strong>91.1%</strong></td>
<td></td>
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</tr>
</tbody>
</table>

* As stated in the revised 2nd Annual Progress Report, Fall 2007 data are not included in the timeline because the 1st Annual Progress Report was under resubmission.

** In Fall 2010, the Field of Instruction distinguishes Participating Faculty Percentage and AQ/PQ Faculty Percentage as follows: Accounting with Business Law (76.5%/100%), Finance (100%/100%), Management (86.2%/80%), and Marketing (100.0%/83.3%).

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Major Participants Standards Milestones:

- **Academic Qualification/Professional Qualification**: The percentage of AQ/PQ faculty has increased from 46.30% in 2004 to 91.1% in 2010 (see SER Tables 10-1 and 10-2). SBI’s academically qualified faculty members meet the 50% threshold of academic qualification for faculty by Field of Instruction.

- **Faculty Sufficiency**: SBI has met the AACSB’s faculty sufficiency requirement for initial business accreditation since it entered the accreditation process in 2004 (see Applicant Profile Section V).

- **Educational Responsibility**: The School maintains innovation in teaching and learning via the enhancement of instructional technology and unique relationships that have been developed with corporate executives of many Fortune 500 firms who participate in the SBI Forum and Key Executive Series™ (i.e., SBI Forum™, SBI Close-Up™, and SBI’s Today’s Leaders Face Tomorrow’s™).

**Status of Assurance of Learning Standards**

The School of Business and Industry fully complies with the Assurance of Learning Standards. The School has processes to: formalize and document the Curriculum Committee activities; gain curricula input from faculty, students, alumni, and corporate partners; and report faculty members’ and students’ internship performance and experiences.

SBI has graduate and undergraduate learning goals (i.e., critical thinking, communication, content knowledge, multicultural and diversity, ethical understanding, team/collaboration, and leadership). The learning goals are assessed and results are used for course and curricula improvements to close the loop. Both graduate and undergraduate degree programs provide sufficient time, content coverage, and student-faculty interaction to ensure learning goals are satisfied.

**Major Assurance of Learning Standards Milestones:**

- **Curricula revisions**: The 2005–2009 assessment results were incorporated in curricular revisions. Both the graduate and undergraduate curricula underwent a comprehensive review and revision to: enhance student learning, increase alignment with the SBI mission, and meet the demands of the dynamic global business environment. The revised curricula were implemented in Fall 2010.

- **Assessment Coordinator**: An Assessment Coordinator was appointed to coordinate SBI’s assurance of learning/assessment activities. The Coordinator oversees the formal assessment process that incorporates input from all of the SBI stakeholders.

- **Assessment-Related Faculty Development**: SBI sent several faculty members to attend AACSB seminars and conferences on learning assurance. Faculty participated in several additional assessment-related faculty development activities listed below.
  
  - SBI Assessment Workshop facilitated by Dr. Karen Tarnoff, Assistant Dean for Assurance of Learning and Assessment in the College of Business & Technology at East Tennessee State University.
  
  - SBI faculty “boot camp” on student learning assurance and assessment, where faculty participated in the revision of learning goals, objectives and assessment rubrics based on Dr. Tarnoff’s suggestions.
  
  - SBI faculty “brown bag” sessions to discuss the learning goals and the results from the assessment activities. In addition, faculty attended sessions to learn about the Florida A&M University, School of Business and Industry Executive Summary, Fall 2010 Page 4
University’s Quality Enhancement Plan (QEP), *Enhancing Performance in Critical Thinking*, which is one of SBI’s learning goals.

- **SBI’s AoL Process and Activities (see Appendix 69 – SBI Assessment Report):**
  - Development of student learning assurance and assessment process.
  - Formulation of an assessment plan.
  - Assessment of learning goals.
  - Analysis of assessment data.
  - Formulation of a continuous improvement plan based on the assessment results to close the loop.

**Continuous Improvement Overview**

In keeping with SBI’s tradition of being responsive to the market place and as a result of dynamic changes in the Management Education environment, the School has continuously improved across a broad spectrum of mission-driven activities. In addition to the continuous improvement milestones previously listed, a selected sample of faculty and student related activities are described below.

*Intellectual Contributions:* The substantial rise in the School’s AQ/PQ faculty resources (from 46.8% to over 90%) evidences increased faculty research productivity, especially in the area of peer reviewed journal articles.

*Co-Curricular Activities:* A selective listing of co-curricular activities follow.

- **National Case Competitions:**
  - 2010 – 1st Place, National Team Selling Competition, Indiana University
  - 2010 – 1st Place, Annual Institute for Supply Chain Management Black Executive Supply Management Summit
  - 2010 – 1st Place, PNC Bank Case Competition
  - 2009 – 1st Place, HBCU Ford Business Plan Competition
  - 2009 – 2nd Place, National Team Selling Competition, Indiana University
  - 2008 – 1st Place, National Black MBA Association Case Competition
  - 2007 – 1st Place, National Black MBA Association Case Competition

- **Global Initiatives:** The School of Business and Industry continues to emphasize globalization across its curricula. One recent global initiative was the Business and International Education (BIE) grants awarded from the U.S. Department of Education (2005-2007 and 2007-2009). The grant funding has provided support for faculty and students to travel and to participate in study abroad programs in Australia, China, Dominican Republic, Ghana, Kenya, Brazil, and Nepal. Another recent global initiative sponsored by corporate partners sent students on short-term study abroad tours to China during Spring 2009 and to Chile in Fall 2010. A third global initiative was the SBI Global Leadership Conference held in Summer 2010. These initiatives sharpened career development and cultural views of SBI’s students, faculty, staff, alumni, business partners, and other stakeholders.

The School of Business and Industry continues to sustain a positive environment of continuous improvement. Overall, SBI will continue to underscore continuous improvements in its academic and administrative processes and activities by capitalizing on its assets and implementing remedies to mitigate limitations and constraints, while adhering to its mission.