

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

Institution Name: Virginia Union University's (VUU) Sydney Lewis School of Business (SLSB).

Date: September 30, 2011.

Address: 1500 North Lombardy Street Richmond, Virginia 23220.

Year Accredited/Reaffirmed: 2005-2006. This report covers academic years 2009 to 2011.

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

The programs that are accredited by ACBSP include all programs/majors under the jurisdiction of the SLSB. These programs include the following majors: Accounting, Business Information Technology Education, Entrepreneur Management, Finance and Banking, and Marketing. One program that was under the jurisdiction of the SLSB at the date of the last ACBSP visit and reflected in the last QA report, Computer Information Systems (CIS), was moved to the School of Mathematics, Sciences, and Technology beginning fall 2009. However, students majoring in CIS still take most of the SLSB Business Core, which is the 38 hours of business courses that all business students, no matter their major, must take.

List all programs that are in your business unit that are not accredited by ACBSP and how you distinguish accurately to the public between programs that have achieved accredited status and those that have not.

There are no programs in the business unit that are not accredited by ACBSP.

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

VUU has only one campus which is located at 1500 North Lombardy Street, Richmond, Virginia 23220.

Persons completing report:

Name: Dr. Adelaja Odutola, Dean of the SLSB and Dr. Philip H. Umansky, Chair of Accounting, Economics, and Finance Department and Chair of the SLSB/ACBSP Committee.

Phone: Dr. Adelaja Odutola: (O) 804-257-5697 (Cell) 804-837-3621. Dr. Phil Umansky: (O) 804-267-5696 (Cell) 804-305-0589.

E-mail address: aodutola@vuu.edu and pumansky@vuu.edu.

ACBSP Champion name: Dr. Adelaja Odutola.

ACBSP Co-Champion name: Dr. Philip H. Umansky.

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

The SLSB had four notes at the last visitation, October 2005, which were addressed through status reports to ACBSP mailed August 2006 and August 2007. Our understanding is that the notes have been removed. We did receive in response to our last QA report a letter indicating that conditions in the dorms should be addressed. Since that time, major renovations have been made in the dorms and the university is planning for a new living and learning center which will add additional quality dorms to the campus.

The business unit must routinely provide reliable information to the public on their performance, including student achievement.

VUU regularly reports performance and achievement information to the State Council of Higher Education in Virginia which is available for public review.

Standard 1 Leadership

a. List any organizational or administrative personnel changes within the business unit since your last report.

Since the last QA report in September 2009, the following are the administrative changes that have occurred.

1. Mr. Paul Bland became chair of the Management and Marketing Department fall 2010 replacing Dr. Kenneth Moss.
2. Ms. Carolyn Purnell replaced Ms. Diane Williams as administrative assistant in the SLSB spring 2011.
3. Mr. Tod Roundtree assumed the Ukrop's Visiting Marketing Professorship for one academic year beginning this fall 2011 and his involvement in the SLSB will be addressed in the next QA report for 2013.

b. List all new sites where students can earn an accredited business degree (international campus, off-campus or on campus, on-line) that have been added since your last report?

There are no new sites where students can earn accredited business degrees.

Standard 2 Strategic Planning

This standard is not typically addressed in the QA report. This is used as a place holder to allow all the other standards to be addressed in the QA report and keep the numbering system consistent with self-studies and QA reports.

Standard 3 Student and Stakeholder-Focused Results—Maximum of Three or Four

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 (occurs in the following year)	Insert Graph of Resulting Trends for 3-5 Years (please graph all available data up to five years)
1. General satisfaction of SLSB students should be above 3.0.	SLSB Student Satisfaction Survey (See Table A).	Highest ranked satisfaction areas for 2011 include (1) SLSB professors' knowledge of subject areas (4.25), (2) SLSB professors' knowledge of business world (4.19), (3) Interaction with SLSB professors (4.17).	Areas needing improvement include extra-curricular activities and internships.	The SLSB does have a number of extra-curricular activities identified below, but more students need to be made aware of such opportunities and take advantage of such. The SLSB is investigating requiring that all juniors and seniors have internships as	See graph of overall SLSB satisfaction for last 5 years in Table A-1. 2011: 3.87 (Now done every 2 years): 2009: 3.77 2008: 3.79 2007: 3.77 2006: 3.61.

Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graph of Resulting Trends for 3-5 Years (please graph all available data up to five years)
1. Satisfaction of SLSB students. (continued)	(continued).	(continued).	(continued).	(continued) an academic requirement which would require release time for internship development upon the part of SLSB faculty. This is currently not being done.	(continued).
2. Satisfaction of SLSB students related to course factors should be above 4.0.	End of course evaluations (see Table B).	SLSB faculty consistently average over 4.0 on end of course student evaluations.	Faculty are encouraged to continue excellent instruction and work with students outside of the classroom.	Continue activity.	SLSB faculty member's yearly student evaluation average: 2011 Report 4.30 2009 Report 4.38.
3. There should be at least 4 linkages to business practitioners and organizations that are current and significant.	Recording of significant activity.	The SLSB has had significant interaction with practitioners and organizations as recorded in Table C.	Faculty and administrators are encouraged to continue engaging students in learning beyond the classroom.	Continue activity.	See Table C.

Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graph of Resulting Trends for 3-5 Years (please graph all available data up to five years)
4. Alumni Surveys	Survey to determine how well students are progressing in their careers or in entry to graduate programs. Survey will also include areas of education in the SLSB that have proven to be the most valuable. This survey is done every ten years with the last survey done in 2005.	Past surveys in 2005 indicated many SLSB students are successful in their careers and graduate education.	Conduct survey in summer of 2015 prior to next ACBSP visitation.	Continue activity.	N/A.

Standard 4 Measurement and Analysis of Student Learning and Performance

a. Program Outcomes

List outcomes by accredited program. Many of the program outcomes should be used as part of a student learning assessment plan and be measurable.

The SLSB offers only the Bachelor of Science in Business as its accredited program.

(1) MFAT—Major Field Achievement Test in Business

This is a standardized nationally normed test administered by Educational Testing Services (ETS), which measures knowledge of business in the content areas of accounting, economics, finance, information systems, international dimensions of business, legal and social environment of business, management, marketing, and quantitative analysis.

The SLSB's expectation is that a student will score at the 50th percentile in terms of the overall score on the test.

(2) Core Courses—Instructor Determined Learning Outcomes for ACBSP

Core Learning Outcomes are learning outcomes that are part of the SLSB Business Core. This Core represents business courses that all business majors must take. The grading criteria are 85 to 100 exceeds expectations, 70 to 84 meets expectations, and below 70 does not meet expectations.

The following are several examples from the core classes

ECO 231 Principles of Economics: Students will apply knowledge of basic economic concepts to analyze two current global articles which focus on economic, social, political and cultural issues.

MKT 300 Principles of Marketing: Students will demonstrate use of business eco-systems in analyzing marketing opportunities and threats through an assignment on the eco-system of Don't Text and Drive.

MGT 314 Management and Organizational Behavior: Students will complete a research project on one of the following topics. (a) diversity, (b) decision making, or (c) organizational ethics. The paper must be 2000 to 2500 words and incorporate a power point presentation.

(3) Major Courses--Instructor Determined Learning Outcomes for ACBSP

Major learning outcomes are learning outcomes that are part of the major courses or restrictive electives that SLSB students must take. The grading criteria are 85 to

100 exceeds expectations, 70 to 84 meets expectations, and below 70 does not meet expectations.

The following are several examples from major courses.

ACC 305 Federal Taxes: Students will complete a Form 1040 Long Form Tax Return that incorporates Schedules A, B, C, D, and E.

MKT 370 Buyer Behavior: Students will compare and contrast norms and values of different demographic segments through a group presentation assignment.

ECO 440 Public Finance: Students will analyze the revenues and expenditures of local, state and the federal government through a written project.

b. Performance Results

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

Results are reported for MFAT, MKT 300 (Core course), and ACC 305 (Major course).

Standard 4 Student Learning Results (Required for each accredited program)—Maximum of Three or Four

Performance Indicator		Definition			
<p>Student Learning Results (Required for each accredited program)</p>		<p>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></p> <p>To help students succeed, community colleges must both assess skills and remediate deficiencies before students take more than 25 percent of the credits in business programs.</p> <p>Add these to the description of the measurement instrument in column two: Formative – An assessment conducted during the student’s education. Summative – An assessment conducted at the end of the student’s education. Internal – An assessment instrument that was developed within the business unit. External – An assessment instrument that was developed outside the business unit. Comparative – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.</p>			
		Analysis of Results			
Performance Measure (Competency)	Description of Measurement Instrument to include Formative, summative, internal, external, or comparative.	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graph of Resulting Trends for 3-5 Years (please graph all available data up to five years)
See next page.					

Performance Measure (Competency)	Description of Measurement Instrument to include Formative, summative, internal, external, or comparative.	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graph of Resulting Trends for 3-5 Years (please graph all available data up to five years)
1. MFAT=Major Field Achievement Test in Business. Students should score at the 50 th percentile of above.	The MFAT is a standardized achievement test distributed by ETS. It is external and summative.	Some students have scored near 50 th percentile, but many students are not performing well on this standardized test.	Beginning fall 2011 the SLSB is preparing a workbook and review outlines for the content areas of the MFAT test in Business. The intent is the workbook and review outlines will be used throughout the student's business program and will assist in preparation for the test.	To be determined within the next several years.	See Table D.
2. MKT 300—See page 7 for performance measure. 80% of students should score at 70 or above.	Written assignment which is formative and internal.	Average was 55 with 55% of students scoring at 70 or above.	The major challenge was students did not turn in assignment. The importance of timeliness will be stressed in the future.	To be determined.	Just started spring 2011.

Performance Measure (Competency)	Description of Measurement Instrument to include Formative, summative, internal, external, or comparative.	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graph of Resulting Trends for 3-5 Years (please graph all available data up to five years)
ACC 305—See page 8 for performance measure. 80% of students should score at 70 or above.	Long Form Tax Return with Schedules A through E.	The average grade was 82 and 100% of students scored at 70 or above.	Continue having students doing tax return project.	To be determined in 2012.	Just started Spring 2011.

Standard 5 Faculty- and Staff-Focused Results—Maximum of Three or Four

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			
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graph of Resulting Trends for 3-5 Years (please graph all available data up to five years)
1. SLSB Faculty Satisfaction should have an overall score above 3.5	SLSB Faculty Satisfaction Survey—See Table E. Faculty were asked to rate their satisfaction with a number of workplace variables.	Highest rated factors for 2011 are (1) discretion over course content and assessment, and (2) curriculum innovation is encouraged and supported.	Lowest ranked factors for 2011 are (1) salary increases, and (2) funding support is sufficient.	The SLSB will need to grow its student base to be able to provide resources for additional compensation.	Overall average: 2011: 3.49 2009: 3.54.

Please note there are no new part time or full time faculty members since the last QA report so Faculty Qualifications and Scholarly Activity are not included per instructions.

Standard #6 Educational and Business Process Management

- a. **Describe how you routinely provide reliable information to the public on your performance, including student achievement.**

VUU regularly reports performance and achievement information to the State Council on Higher Education.

b. **Curriculum**

1. **List any existing accredited degree programs/curricula that have been substantially revised since your last report and attach a Table - Standard 6, Criterion 6.1.3 – Undergraduate CPC Coverage for each program.**

No SLSB programs have been substantially revised since the last report.

2. **List any new degree programs that have been developed and attach a Table - Standard 6, Criterion 6.1.3 – Undergraduate CPC Coverage for each new program since your last report.**

No new SLSB programs have been developed since the last report.

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

No SLSB programs have been terminated since the last report.

Standard 6 Budgetary, Financial, and Market Results—Maximum of Three or Four

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 (occurs in the following year)	Insert Graph of Resulting Trends for 3-5 Years (please graph all available data up to five years)
1. SLSB instructional expenditures as % of total undergraduate instructional academic unit expenditures should be proportional to SLSB enrollment.	(SLSB FTE/Total Undergraduate VUU FTE) x Total Undergraduate Instructional Academic Unit Expenditures = SLSB expenditures.	SLSB's share of instructional resources has declined.	Upper administration of the university will be informed of the disparity. Because of the need for two additional full time faculty members, full time SLSB faculty members are teaching overloads.	N/A.	See Table F.

Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graph of Resulting Trends for 3-5 Years (please graph all available data up to five years)
2. SLSB endowed resources should increase as a result of investment returns.	Listing of SLSB endowed resources—See Table G.	Investment Returns have exceeded market returns due to superior performance.	SLSB used the Ukrop's Endowment to install a SMART Classroom and hired a Ukrop's professor or marketing for academic year 2011 to 2012.	The actions taken should result in better coverage of courses with more updated equipment.	See Table G.
3. With a \$40,000 grant from Dominion Resources, a Six Sigma course was taught in a SMART classroom.	Accomplishment of activity.	A management classroom was made into a new SMART classroom.	A follow-up grant from Dominion Resources is being requested.	This grant has improved the learning environment of SLSB students.	NA.
4. SLSB will have two SMART classrooms outfitted in spring 2011.	Accomplishment of activity.	An accounting classroom and a management classroom have been made into SMART classrooms through university appropriations.	With 2.and 3 above SLSB now has four SMART classrooms that have been added in spring 2010.	The actions taken should enhance student learning and provide better ability for students to give presentations in the SMART classrooms.	NA.

Standard 6 Organizational Performance Results

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 (occurs in the following year)	Insert Graph of Resulting Trends for 3-5 Years (please graph all available data up to five years)
1. Institutional Effectiveness Indices (IEI). See Table I	The IEI is an instrument which maps SLSB goals and objectives and accomplishment thereof to the broader Virginia Union University Strategic Plan. Table H presents an example of one accomplishment.	SLSB is considered one of the best managed schools at VUU.	Continue activity.	Continue activity.	N/A.

**Table A-SLSB ACBSP
Student Satisfaction Survey**

2011

Question Rank	Business School	Mean
1	SLSB professors' knowledge of subject area	4.25
2	SLSB professors' knowledge of the business world	4.19
3	Interaction with professors	4.17
4	Relevance of business courses	4.08
5	Advisement by faculty advisor	4.04
6	Content of business courses	3.97
7	Size of Classes	3.94
8	Quality of classrooms	3.75
9	Classroom/lab computers	3.61
10	Ability to get schedule I need	3.60
11	Availability of business courses	3.49
12	Computer lab hours	3.49
13	Availability of internships	3.44
14	Availability of extra-curricular clubs and speakers	3.18
Not ranked	Overall satisfaction with SLSB—Separate Question	3.87
	VUU	
1	Research assistance provided by library staff	3.59
2	Quality of library resources	3.55
3	Services provide by career planning and placement	3.55
4	Library hours	3.48
5	Availability of non-business courses	3.46
6	Admissions process	3.38
7	Campus safety	3.13
8	Availability of financial aid	3.00
9	Ease of communication with student accounts	2.96
10	Ease of communication with financial aid office	2.94
11	Variety of campus activities	2.81
12	Quality of campus activities	2.66
13	Quality of dorms	2.33
14	Quality of cafeteria	2.29
Not ranked	Overall satisfaction with VUU—Separate Question	3.22

1=Very dissatisfied
3=Neutral
5=Very satisfied

N= 78 Surveys

**Table A-SLSB ACBSP
Student Satisfaction Survey**

2009

Question Rank	Business School	Mean
1	SLSB professors' knowledge of the business world	4.13
2	SLSB professors' knowledge of subject area	4.04
3	Interaction with professors	4.02
4	Relevance of business courses	3.98
5	Content of business courses	3.93
6	Size of Classes	3.92
7	Availability of extra-curricular clubs and speakers	3.70
8	Advisement by faculty advisor	3.69
9	Quality of classrooms	3.58
10	Ability to get schedule I need	3.51
11	Availability of business courses	3.50
12	Availability of internships	3.29
13	Computer lab hours	3.02
14	Classroom/lab computers	2.94
Not ranked	Overall satisfaction with SLSB	3.77
	VUU	
1	Research assistance provided by library staff	3.68
2	Services provide by career planning and placement	3.62
3	Quality of library resources	3.47
4	Library hours	3.29
5	Admissions process	3.26
6	Availability of non-business courses	3.21
7	Ease of communication with financial aid office	2.98
8	Availability of financial aid	2.93
9	Campus safety	2.83
10	Ease of communication with student accounts	2.81
11	Variety of campus activities	2.64
12	Quality of campus activities	2.60
13	Quality of cafeteria	2.42
14	Quality of dorms	2.17
Not ranked	Overall satisfaction with VUU	3.12

1=Very dissatisfied
3=Neutral
5=Very satisfied

N= 92 Surveys

**Table A-SLSB ACBSP
Student Satisfaction Survey**

2008

Question Rank	Business School	Mean
1	SLSB professors' knowledge of subject area	4.06
2	SLSB professors' knowledge of the business world	3.94
3	Interaction with professors	3.83
4	Relevance of business courses	3.76
5	Content of business courses	3.73
6	Size of Classes	3.69
7	Advisement by faculty advisor	3.53
8/9	Ability to get schedule I need	3.52
8/9	Availability of extra-curricular clubs and speakers	3.52
10	Quality of classrooms	3.44
11	Availability of business courses	3.37
12	Availability of internships	3.26
13	Classroom/lab computers	3.17
14	Computer lab hours	2.47
Not ranked	Overall satisfaction with SLSB	3.79
	VUU	
1	Services provide by career planning and placement	3.65
2	Quality of library resources	3.49
3	Research assistance provided by library staff	3.46
4	Availability of non-business courses	3.31
5	Admissions process	3.26
6	Library hours	3.24
7	Availability of financial aid	3.16
8/9	Ease of communication with financial aid office	3.06
8/9	Ease of communication with student accounts	3.06
10	Variety of campus activities	2.88
11	Campus safety	2.84
12	Quality of campus activities	2.69
13	Quality of cafeteria	2.17
14	Quality of dorms	2.03
Not ranked	Overall satisfaction with VUU	3.22

1=Very dissatisfied
3=Neutral
5=Very satisfied

N= 37 Surveys

**Table A-SLSB ACBSP
Student Satisfaction Survey**

2007

Question Rank	Business School	Mean
1	SLSB professors' knowledge of the business world	4.19
2	SLSB professors' knowledge of subject area	4.12
3	Interaction with professors	3.99
4	Relevance of business courses	3.85
5	Size of Classes	3.81
6	Advisement by faculty advisor	3.73
7	Content of business courses	3.69
8	Availability of extra-curricular clubs and speakers	3.58
9	Quality of classrooms	3.40
10	Ability to get schedule I need	3.24
11	Availability of internships	3.07
12	Availability of business courses	2.95
13	Classroom/lab computers	2.76
14	Computer lab hours	2.72
Not ranked	Overall satisfaction with SLSB	3.77
	VUU	
1	Services provide by career planning and placement	3.45
2	Availability of non-business courses	3.21
3	Quality of library resources	3.14
4	Research assistance provided by library staff	3.09
5	Admissions process	3.06
6	Availability of financial aid	2.95
7	Library hours	2.92
8	Ease of communication with financial aid office	2.58
9	Ease of communication with student accounts	2.52
10	Campus safety	2.45
11	Quality of campus activities	2.24
12	Variety of campus activities	2.20
13	Quality of cafeteria	2.10
14	Quality of dorms	1.80
Not ranked	Overall satisfaction with VUU	2.91

1=Very dissatisfied
3=Neutral
5=Very satisfied

N= 86 Surveys

**Table A-SLSB ACBSP
Student Satisfaction Survey**

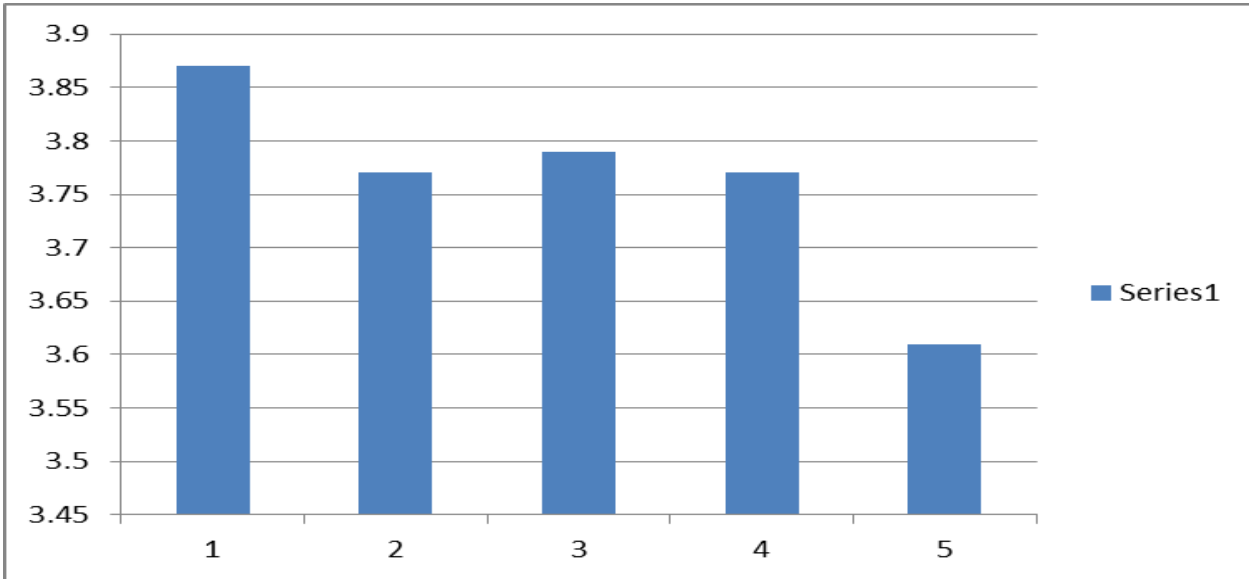
2006

Question Rank	Business School	Mean
1	SLSB professors' knowledge of the business world	4.02
2	SLSB professors' knowledge of subject area	4.00
3	Size of Classes	3.74
4	Interaction with professors	3.72
5	Relevance of business courses	3.60
6/7	Content of business courses	3.59
6/7	Availability of extra-curricular clubs and speakers	3.59
8	Advisement by faculty advisor	3.46
9	Availability of business courses	3.25
10	Quality of classrooms	3.16
11	Ability to get schedule I need	3.10
12	Availability of internships	3.00
13	Computer lab hours	2.96
14	Classroom/lab computers	2.93
Not ranked	Overall satisfaction with SLSB	3.61
	VUU	
1	Quality of library resources	3.35
2	Research assistance provided by library staff	3.19
3	Services provide by career planning and placement	3.14
4	Library hours	3.10
5	Admissions process	3.12
6	Availability of financial aid	3.07
7	Availability of non-business courses	2.93
8	Ease of communication with financial aid office	2.86
9	Ease of communication with student accounts	2.61
10	Quality of campus activities	2.34
11	Campus safety	2.33
12	Variety of campus activities	2.24
13	Quality of cafeteria	1.98
14	Quality of dorms	1.83
Not ranked	Overall satisfaction with VUU	3.03

1=Very dissatisfied
3=Neutral
5=Very satisfied

N= 58 Surveys

Table A-1-- Overall Satisfaction with SLSB



Year 1=2011
Year 2=2009
Year 3=2008
Year 4=2007
Year 5=2006

From Table A

Table B--Student Evaluation Questionnaire

- 1 The course was well organized.
- 2 The instructor made clear understandable presentations.
- 3 The instructor's use of examples and/or illustrations helped me in understanding the subject matter.
- 4 My responsibilities as a student in this course were made clear.
- 5 The instructor was enthusiastic about the subject matter.
- 6 The instructor encouraged and/or motivated me to do by best work.
- 7 The instructor encouraged expression of ideas.
- 8 All things considered the instructor was available to me.
- 9 The instructor treated all students in the class with respect.
- 10 The instructor demonstrated good knowledge of the course content.
- 11 The instructor discussed differing views about the material when appropriate.
- 12 The grading procedures were explained at an appropriate point in the course.
- 13 Evaluation and grading methods were fair.
- 14 The instructor provided feedback on my performance in a reasonable amount of time.
- 15 The instructor's feedback on my work was helpful.

5=Strongly Agree, 4=Agree, 3=Neutral, 2=Disagree, 1=Strongly Disagree

Table C—Recording of Significant Linkages to Business Practitioners and Organizations That Are Significant and Current

<p><u>Professional Meetings</u></p>	<p>(1) Dr. Umansky took 1 student to the Richmond Chapter of the Virginia Society of CPA’s student night in fall 2010. The student received a scholarship from the organization. (2) Dr. Singh took a student to the Richmond Association of Business Economists meeting in fall 2010. (3) Ms. Murray took students to the Phi Beta Lambda state leadership conference in spring 2011. (4) Dr. Singh took students to the Day at the Fed program in spring 2011 sponsored by the Richmond Federal Reserve.</p>
<p><u>Competitions</u></p>	<p>(1) Dr. Singh took students to the “Fed Challenge” sponsored by the Richmond Federal Reserve which involved analysis of monetary policy. (2) Mr. Paul Bland took a team of students to North Carolina to compete in the Nationwide Insurance Company Case Competition. (3) Dr. Umansky sponsored a student who entered a financial literacy video in a financial literacy video competition sponsored by the Richmond Federal Reserve. The videos were premiered at the Byrd Theater in Richmond Virginia.</p>
<p><u>SLSB Visits to Business Organizations</u></p>	<p>(1) Dr. Moss took a class of students to Dominion Resources to provide a presentation to executives of Dominion Resources related to the Six Sigma program. The SLSB received a grant of \$40,000 from Dominion Resources related to this program. The President, Vice-President of Academic Affairs, and Dean of the SLSB at VUU all attended. Of the 17 students who attended, 10 were interviewed for positions, and 5 were offered career positions.</p>
<p><u>Visits by Business Organizations to the SLSB</u></p>	<p>(1) Representatives from Scott and Stringfellow, an investment advisory firm, provided an investment workshop for SLSB students in spring 2011. (2) Representatives from a number of financial institutions met with students related to finance related internships in fall 2011.</p>

Table D--MFAT in Business
Percentage of Seniors Scoring at or Above 50% on the MFAT and Average Score
(1998 – 2011)

Year	No. of SLSB Examinees	National Average Score or Minimum Passing Score	National Percent Pass	SLSB Number Pass	SLSB Average Score	SLSB Percent Pass
1997-1998	23	155	50	3	138.2	13.0%
1998-1999	25	154	50	6	137.6	24%
1999-2000	28	154	50	2	145	7.1%
2000-2001	26	154	50	2	139.3	7.7%
2001-2002	Did not administer					
2002-2003	25	152	50	0	139.4	0%
2003-2004	22	152	50	3	137.1	13.6%
2004-2005	44	152	50	5	138.2	11.3%
2005-2006	38	152	50	4	137.4	10.5%
2006-2007	41	152	50	5	139.68	12.2%
2007-2008	32	152	50	0	133.09	0%
2008-2009	43	152	50	0	129.79	0%
2009-2010	29	152	50	1	130.97	3.4%
2010-2011	42	152	50	0	129.48	0%
Total	418			31		
Average Pass Percent (31/418)						7.42%

So as to establish a baseline for academic year 2009 to 2010 the MFAT in business was administered to a junior students who were in the MKT 300 class. The average MFAT score for this group was 127.

Table E--SLSB Faculty Satisfaction Survey

Strongly Agree/Very Satisfied = 5

Somewhat Agree/Somewhat Satisfied = 4

Neutral or Mixed Opinion = 3

Somewhat Disagree/Somewhat Dissatisfied = 2

Strongly Disagree/Very Dissatisfied = 1

<u>A. Management: To what extent would you agree with the following statements?</u>	<u>Average Score 2011</u>	<u>Average Score 2009</u>
1. SLSB is achieving its mission	4.00	4.00
2. SLSB is characterized by Truthfulness, fairness, and clarity	4.10	4.22
3. SLSB supports my academic freedom to pursue my research subject without restriction	4.40	4.22
<u>B. Involvement in Academic Processes: How satisfied are you with the following aspects of your involvement in academic processes?</u>		
4. Opportunity for involvement in academic planning	4.40	4.50
5. Opportunity for involvement in reviewing degree programs	4.20	4.33
6. Opportunity for involvement in new course/program development	4.30	4.22
7. Influencing the development of research policies	4.00	3.89
8. Discretion over course content and assessment	4.50	4.11

<u>C. Teaching and Learning: To what extent would you agree with the following statements?</u>		
9. Resources needed to teach my courses are available	3.70	2.99
10. Curriculum innovation is encouraged and supported.	4.44	4.20
11. I am adequately supported in carrying out advising students on course choices	4.00	4.00
12. Classrooms are equipped appropriately	4.00	2.10
13. Classrooms have sufficient capacity for the student group size	4.20	3.30
14. Textbook supplies for students in library are adequate	3.89	3.40
<u>How satisfied are you with the following aspects of your teaching activity?</u>		
15. Opportunity to incorporate your research areas into the curriculum	3.63	4.00
16. Support for developing teaching and learning practices	3.89	4.20
<u>D. Students: To what extent would you agree with the following statements?</u>		
17. Students are well prepared for my courses in terms of pre-requisite subject knowledge	2.50	2.70

18. Students are sufficiently competent in English language to engage successfully with my teaching and assessment	2.60	3.00
19. Students regularly visit me in the scheduled office hours	3.40	4.00
20. Student attendance is good	3.20	3.60
21. Student submission of assessment is on time	3.30	3.60
22. Students demonstrate commitment and engagement in class	3.30	3.40
<u>E. Research: To what extent would you agree with the following statements?</u>		
23. Time available to conduct research is sufficient	2.50	2.78
24. Funding support is sufficient	2.00	2.56
25. Physical resources for research are sufficient	2.60	2.67
26. Administrative support for research is appropriate	2.70	2.67
27. Research policy and direction are clear	3.30	2.89
28. Research outcomes are appropriately recognized	3.00	3.33
<u>F. Workload: To what extent would you agree with the following statements?</u>		
29. Balance of allocated time for teaching, research, and	3.20	3.50

administration is fair		
30. Teaching load is reasonable	3.90	4.20
31. Workload is regularly reviewed to be manageable	3.30	3.80
32. There is an opportunity to undertake personal professional development	3.80	3.50
<u>G. Environment: To what extent would you agree with the following statements?</u>		
33. Office space is suitable and comfortable	4.40	4.30
34. Local administrative support is adequate	4.20	3.50
35. Materials to support preparation and teaching delivery are appropriate	3.70	3.00
<u>H. Performance Appraisal: To what extent would you agree with the following statements?</u>		
36. I have a clear understanding of the outcomes and achievements expected of me in my job	4.10	4.40
37. Evaluation of my achievement is fair	4.10	4.00
38. The annual review process is appropriate	3.80	4.25
39. The annual review process is fairly applied	4.00	3.63
40. Compensation levels for rank advancement are appropriate	2.20	2.56
41. An adequate appeals process is in place	3.56	3.38

<u>How satisfied are you with the following aspects of performance appraisal?</u>		
42. Salary increases	1.40	2.44
43. Benefits	2.40	3.22
44. Opportunities for advancement	2.70	3.22
<u>I. Support: How satisfied are you with the following?</u>		
45. Support from colleagues	4.10	4.10
46. Quality of immediate line management	3.90	3.90
<u>Quality of support form support units</u>		
47. Finance/payroll	3.40	3.22
48. Human Resources	3.50	3.60
49. Library	4.00	4.00
50. Computer Center	2.70	3.56
51. Physical Plant and Security	3.10	3.00
52. Quality Assurance and Institutional Research	3.10	3.11
53. Marketing	3.22	2.88
54. Registrar	3.80	3.10
55. Admissions	3.20	3.33
56. Legal office	3.14	3.25
57. Visa office	3.00	2.86
<u>J. Welfare: To what extent would you agree with the following statements?</u>		
58. I have opportunities to collaborate professionally with others	3.90	3.90
59. Club and societies are adequate	3.40	3.89

60. Social and relaxation facilities are adequate	2.40	2.89
61. Medical facilities on site are adequate	2.50	2.89
<u>K. Perceptions: How would you rate the following at the SLSB?</u>		
62. Institutional morale	3.20	3.70
63. Unity and cohesion	3.80	3.80
64. Quality of management by chairs	3.70	4.11
65. Quality of management by dean	3.80	4.11
66. Quality of management by VPAA	4.00	4.30
67. The institution's integrity	4.00	4.00
<u>68. Would you recommend working at SLSB to a friend? Yes = 1, No = 0</u>	.75	.875
Overall Average of Q1 to Q67	3.48	3.54

Table E-1 Faculty Satisfaction Survey--2011
Highest Ranked Areas—Top 4

<u>Rank</u>	<u>Factor</u>	<u>Score</u>
1	8. Discretion over course content and assessment	4.50
2	10. Curriculum innovation is encouraged and supported.	4.44
3	3. SLSB supports my academic freedom to pursue my research subject without restriction 4. Opportunity for involvement in academic planning 33. Office space is suitable and comfortable	4.40
4	6. Opportunity for involvement in new course/program development	4.30

Faculty Satisfaction Survey--2011
Lowest Ranked Areas—Lowest 4

<u>Rank</u>	<u>Factor</u>	<u>Score</u>
1	42. Salary increases	1.40
2	24. Funding support is sufficient	2.00
3	40. Compensation levels for rank advancement are appropriate	2.20
4	43. Benefits and 60. Social and relaxation facilities are adequate	2.40

Table F-SLSB Financial Resources

Table F1—SLSB Expenditures as Percentage of Academic Unit Expenditures

Academic Year	Undergraduate Academic Unit Expenditures	SLSB Expenditures	SLSB Expenditures/Undergraduate Expenditures
2010-2011	\$7,293,259	\$428,411	.059
2009-2010	5,418,018	611,756	.113
2008-2009	6,148,969	861,570	.140
2007-2008	6,168,689	777,839	.126
2006-2007	6,163,645	780,815	.127

Table F2—FTE Hours Taught by SLSB as Percentage of Total Graduation Hours

Academic Year	Undergraduate Academic Unit FTE Headcount	SLSB FTE Headcount	SLSB hours as percentage of total graduation hours	FTE hours taught by SLSB—SLSB FTE headcount x SLSB hours as percentage of total graduation hours	FTE hours taught by SLSB divided by academic unit FTE headcount
2010-2011	1292	311	.525	163	.126
2009-2010	1291	286	.525	150	.116
2008-2009	1123	341	.525	179	.159
2007-2008	1151	333	.525	175	.152
2006-2007	1153	347	.525	182	.158

Table F3—Comparison

Academic Year	Percentage SLSB Expenditures/Undergraduate Expenditures	FTE hours taught by SLSB/ undergraduate academic unit FTE headcount
2010-2011	.059	.126
2009-2010	.113	.116
2008-2009	.140	.159
2007-2008	.126	.152
2006-2007	.127	.158

Based upon Table F3 above, the SLSB is below the resources that should be allocated based upon FTE hours taught and historical trend. This translates to about 2 to 3 additional full time SLSB faculty members needed.

Table G--Endowed Resources of SLSB

Endowment	Endowed Amount—2009 Report	Endowed Amount— 2011 Report
Alfa Lava Thermal Scholarship	\$37,009	\$50,669
Ruth Harris Scholarship	\$81,199	\$113,881
Maryland Mallette Hayes Scholarship	\$11,219	\$26,412
Nationwide Scholarship	\$32,930	\$31,563
Order of St. Luke Scholarship	\$45,002	\$55,337
Academic Excellence Scholarship	\$53,970	\$74,946
M.M. Gordon Scholarship	\$26,836	\$37,253
Ukrop's Endowed Visiting Professor in Marketing	\$743,750	\$1,022,381
Total SLSB Endowed Resources	\$1,031,019	\$1,412,442

Table H—Sample of Institutional Effectiveness Indices

Year: 2010-2011

Unit Name: SLSB

Institutional Strategic Priority: 3.0 Enrollment Management

Priority Goal: 3.1 To recruit students who show potential for being successful at Virginia Union University

Unit Goal: To recruit students for the SLSB who show potential for being successful in SLSB programs.

Objectives	Implementation Strategy	Evaluation/Assessment Procedure	Anticipated Results	Actual Results	Use of Results
To recruit students for the SLSB who show potential for being successful in SLSB programs through outreach efforts.	Class visits and presentation of SLSB programs.	Completion of activity.	Increased likelihood of students whom SLSB contacts of enrolling in SLSB programs.	(1) SLSB faculty visited freshmen orientation classes to provide information about SLSB programs to undecided students. (2) SLSB administrators participated with the Evelyn Syphax School of Education and Psychology in the "Bridge" program with John Marshall High School which focused on career and college exploration. High School students and parents were brought to VUU spring of 2011.	Continue in the future as opportunities become known.