Overview

Institution Name
New Jersey City University

Address
2039 Kennedy Boulevard

Year Accredited
2002

Year Reaffirmed
2012

Years Covered by this Report
2014 - 2016

Date Submitted
02/15/2017

Completed By
McSherry, Bernard

Phone
201.200.2001

Email
bmcsherry@njcu.edu

ACBSP Champion
Rutledge, Wanda

ACBSP Co-Champion
McDonald, Melanie

I - Institutional Information

To complete this section, first click on the Edit/Checkout button. Then copy and paste the headings into the Institutional Response box below and enter your information.

O 4. List all accredited programs (as they appear in your catalog).

Note: Listing new programs here does not confer accreditation. New degree programs, majors or emphases must be in effect for at least two years and have graduates and follow the guidance in the process book before accreditation will be granted.

O 5. 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.

O 6. List all campuses where a student can earn a business degree from your institution.

O 7 Person completing report:

Person completing report Name:
Phone:
E-mail address:

ACBSP Champion name:

ACBSP Co-Champion name:

QA Report

Status: Completed | **Due Date:** Not Set

Assigned To
Not Assigned

Institution Response

O 4. List all accredited programs (as they appear in your catalog).

Note: Listing new programs here does not confer accreditation. New degree programs, majors or emphases must be in effect for at least two years and have graduates and follow the guidance in the process book before accreditation will be granted.

- Bachelor of Science in Accounting

- Bachelor of Science in Finance
- Bachelor of Science in Management
- Bachelor of Science in Marketing
- Bachelor of Science in Global Business (Previously listed as BS in Business Administration with a specialization in International Business)
- Master of Business Administration (MBA)
- Master of Science in Accounting
- Master of Science in Finance

O 5. 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.

The following programs are not accredited by ACBSP:

- Bachelor of Arts in Economics

The published program descriptions contain specific information regarding the accreditation status of each program. Additionally, the School of Business Web Page clearly denotes the accreditation status of each program within the School.

O 6. List all campuses where a student can earn a business degree from your institution.

Main Campus: 2039 Kennedy Boulevard, Jersey City, NJ 07305-1597

New Jersey City University at Harborside (All business programs / courses) 200 Hudson Street, Harborside 2, Jersey City, New Jersey, 07311

New Jersey City University at Wall (Bachelor's Degrees, MS Accounting) 800 Monmouth Boulevard, Wall, New Jersey 07719

O 7 Person completing report:

Person completing report Name: Dr. Bernard McSherry, Founding Dean of the School of Business
Phone: 201.200.2001
E-mail address: bmcsherry@njcu.edu

ACBSP Champion name: Dr. Wanda Rutledge, Chairperson and Associate Professor, Department of Management

ACBSP Co-Champion name: Dr. Melanie McDonald, Associate Dean (Interim) and Associate Professor, Department of Management

Sources

There are no sources.

II - Status Report on Conditions and Notes

O 8. Conditions or Notes to be addressed: You do not need to address Opportunity for Improvement (OFI).

Please explain and provide the necessary documentation/evidence for addressing each condition or note since your last report.

Are you requesting the Board of Commissioners to remove notes or conditions? (If the justification for removal is lengthy consider attaching an appendix to QA report).

Remove Note:

Remove Condition:

If you are not removing a note or condition, please list the note(s) or condition(s) below and explain the progress made in removing same.

Do Not Remove Note or Condition:

QA Report   **Status:** Completed | **Due Date:** Not Set

Assigned To
Not Assigned

Institution Response

Remove Note - The NJCU School of Business seeks to remove the Note on Criterion 3.2:

Although the business unit's plan presents a well deployed measurement process, the model and materials are lacking a timetable as to the frequency of their deployment and the analysis of results. The inclusion of this information would provide a more comprehensive view of the measurement process and a clearer explanation to personnel not directly involved in this process.

The School of Business has concentrated on actively listening to all stakeholders and to establishing more venues and vehicles for regular feedback. First, has been attention to undergraduate and graduate student engagement and feedback. Students have been asked to serve on the School of Business Strategic Planning Committee, on a special task force with faculty to review and revise the Common Core Curriculum, on a task force to review and recommend changes to the MBA and graduate program, and on individual department program review committees. The outcome of such student engagement is demonstrated in the following actions: a change in the Common Core Curriculum for all undergraduate business students (adding two new required courses and moving Introduction to Business to General Education studies); suggestions for revamping the MBA, especially regarding pre-requisite requirements and greater elective options; recommendations for adding more undergraduate and graduate degree programs for growth. This is reflected in Table 1: Students and Stakeholders Requirements and Response and Table 2: Student and Stakeholder Satisfaction Measures. Our measure/benchmark is to integrate student participation on all key School of Business committees. Our success in delivering on this measure has so far been with ad hoc committees or task forces formed as needed by the Dean. Our action plan is to standardize this practice down to each department level standing committees as appropriate.

Another informal, but effective engagement tool has been the establishment of monthly lunches with the Dean during the academic year for undergraduate students and monthly pizza gatherings in the evening for graduate students. These open dialog sessions have led to the adoption of specific suggestions from the students including on-site

access to the main campus bookstore at the beginning of each semester, developing and selling School of Business merchandise on-site, and to expanded speaker series at the School of Business.

NJCU has formalized its participation in the bi-annual standardized National Survey of Student Engagement (NSSE) with the objective of assessing student satisfaction relative to benchmark schools. We now have three reporting periods of trend data (2010, 2013, and 2015) whereby results benchmarked for five categories: Level of Academic Challenge; Active and Collaborative Learning; Student - Faculty Interaction; Enriching Educational Experiences and Supportive Campus Environment. Analysis of this data is helping to inform student-faculty interaction and raising questions about support from across the campus.

NJCU has developed a more formal alumni survey tool (Graduating Student Exit Survey) that is administered centrally through the Office of Institutional Effectiveness and has deployed it consistently over the past two academic years. Analysis of the results tells us that when asked to rate how well their job was related to their major - very much, somewhat, not at all, 83% of business majors reported very much or somewhat (more than twice the rate of undergraduates overall at 40%). For graduate business students 84% reported that their job was related to their major very much or somewhat, as compared to 72% for all master-level NJCU students. We observe that our scholar-practitioner approach to the course work is meaningful to our students. It also sets the stage for deeper analysis by individual program/department to assess alignment between major area of study and job, especially on the MBA level.

The results of this formal tool, coupled with the addition of discrete School of Business alumni receptions delivered feedback that at both the undergraduate and graduate level, recent alumni expressed a desire to stay connected through volunteering at the school and through more frequent networking events. This represents an opportunity for the School of Business to invite alumni back to network with and mentor current students, remain reconnecting to faculty and former classmates at the new campus location, serve as advisory board members, work as adjunct faculty, and provide testimonials for the website.

With regard to Employer Satisfaction, the School of Business collaborates with the University's Office of Career Planning and Placement and Cooperative Education to assign co-op student interns as requested by employers in the region, and uses a work performance evaluation survey to gauge employer satisfaction. The survey is conducted each semester with employers are rating student intern performance on 15 characteristics. The School of Business has chosen to focus on two measurements: Quality of Work and Ability to Learn.

From an analysis of four consecutive semesters (Fall 2014, Spring 2015, Fall 2015, Spring 2016), the School of Business has determined that there is room for improvement in Quality of Work since the benchmark was unmet in each semester. In terms of Ability to Learn employer feedback is inconsistent across semesters, exceeding expectations in the Spring and falling below the benchmark in the Fall terms. Some observations regarding the results indicates a poorly crafted survey administered through the Office of Career Planning and Placement and Cooperative Education that does not allow for evaluation of appropriate fit between students, major area of study, and type of employer. It is currently a manual, hard copy survey that many employers do not return. Results from the surveys returned are manually recorded in a spreadsheet, a process that is at risk for greater human error. The action plan is to collaborate more closely with our recent hire (effective August 2016) of a full-time career services/internship coordinator for the School of Business to address the deficiencies of the measurement instrument, to establish a more effective feedback mechanism for employers, and to better prepare students for the workplace.

Do Not Remove Note - The School of Business seeks to demonstrate progress toward removing the Note on Criterion 4.1:

With a major emphasis on summative single course measures (usually all in the same course) at the highest level of each program, the entire process could be substantially strengthened through the inclusion of formative measures at appropriate points early and throughout the curriculum as well as external formative measures building from the DBA's extensive involvement with the incubator program and the SBC.

The transition to a School of Business became official by the New Jersey City University Board of Trustees on April 22, 2013. The School of Business, as an independent entity with its own dean, budget, and governance structure

was launched August 1, 2014. Within this new structure, the various business disciplines were separated into departments to manage their own degree programs, address process, procedures, and systematic implementation of numerous aspects of the ACBSP standards, specifically related to student learning outcomes by program. Building upon the initial deployment of goals and measures, each department adopted its own outcomes and methods for measurement.

The efforts have been hampered by growing pains in the new structure and turnover of the chairs in two key departments (Accounting and Marketing). Each program has struggled to establish clearly defined learning outcomes with consistent measures and data collection to form the foundation for solid analysis. Good progress has been made to move away from a major emphasis on summative single course measures, particularly in the same course, at the highest level of each program. In some cases, programs have identified key points in their curriculum maps at which various outcomes are assessed.

There has been an effort to work with the Peregrine CPC Exam to provide for summative external measurement tool. However, student and faculty participation in taking the exam, administering the exam, and collecting the data has been low and somewhat erratic. One department has ceased to use the exam as a tool and is reviewing other external options. No specific external formative measures involving the Small Business Development Center (SBDC) and the Business Development Incubator (BDI) have been adopted due to ongoing substantive changes in the direction, staffing, and administrative structures of these two organizations.

Departments have done a good job of recognizing their shortcomings and have made changes in their processes to address them, including the formation of program level assessment committees, often made up of new faculty with assessment experience from other universities. Some data is informing changes in course syllabi, recommendations for changes to curriculum maps and to pre-requisite requirements, as well as greater standardization and use of key assignments.

Remove Note - The School of Business seeks to remove the Note on Standard 4, Criterion 4.1:

Although the use of survey data may be used as part of your assessment process, such data is more accurately utilized for satisfaction analysis in Standard 3. Careful consideration should be given to improving the assessment process with student learning measures and results.

The School of Business has removed survey data from Standard 4 and has utilized these measures more appropriately as detailed in the Standard 3, Criterion 3.2 response.

Do Not Remove Note - The School of Business seeks to demonstrate progress made toward removing the Note on Criterion 4.4:

As the use of goals, measures, trends, and comparisons are in the initial deployment phase, please document the relationship between each and the steps taken to make use of the learning results to improve educational processes and programs in the next Quality Assurance Report.

Each department in the School of Business has built upon the use of goals, measures, and trends analysis from the initial deployment phase and documented examples of how this has informed key program level decisions (See Excel Evidence File, Standard 4). Accounting has been unable to track demonstrable improvement in overall knowledge by students participating in the Peregrine CPC exam on Accounting (Undergraduate) and Business Ethics in Accounting (Graduate), and so they are recommending a move toward standardizing the syllabi and textbooks for foundational courses and recommending an onsite tutoring lab to improve student performance. Finance has recommended more integration of Excel-based activities learning and application throughout their program based on student deficiencies, as well as more lab-based learning environments. Management has changed (increased) its benchmark for global competency in its Global Business degree program based on three terms of exceeding goal on internal summative rubrics. Management identified a weakness in its external summative measurement tool and has, through its action plan, piloted the Capsim Capstone and Comp XM comprehensive

exam to better align with stated student learning outcomes. Marketing has modified their syllabi to adopt a standardize key assignment as a formative assessment tool in the introductory course (Introduction to Marketing) for the major, and has made adjustments to the pre-requisite requirements for entry to their undergraduate capstone course (Seminar: Marketing Application Cases and Simulation), as well as increased the rigor of research and writing assignments.

The School of Business has identified this as an area for improvement in process, consistent deployment, data collection, and analysis, and has an action plan to review all program level outcomes, select external measurement tool(s), and support professional development with faculty and chairs to enhance their knowledge, engagement, and experience in assessment procedures.

Remove Note - The School of Business seeks to remove the Note on Criterion 5.8:

All four areas of scholarship (teaching, discovery, application, and integration) and professional activities should be represented in the activities of the faculty as a whole. It is also expected that each faculty member be continuously and actively engaged in scholarship and professional development activities. Consideration of including incentives in the HR Plan may help to re-engage faculty in scholarship.

The School of Business has hired a number of academically qualified full-time tenure-track faculties since our last QAR (See response to Condition on Standard 5, Criterion 5.3.2.). They all come to the School of Business with an active research agenda. This is now one of the criteria for new hires, supported and promoted by the University's leadership. All new hires receive at least three years of three-credit release time to pursue their scholarship (reducing their teaching load to nine credits). There is support for this incentive to be extended through their tenure process. The number of new hires in the School of Business over the past two years has dramatically impacted and influenced the existing faculty to pursue and to better document their scholarship.

Furthermore, administratively, the School of Business has assigned a staff member from the Dean's Office to assist in collecting and cataloging the scholarship and professional activities of all faculties. This more comprehensive documentation is reflected in the Excel Evidence File, Standard 5, Table 5.3. Through better data collection and regular follow up with the faculty, we were pleased to note a significant increase in scholarship (teaching, discovery, application, and integration) as well as professional activities.

The University hired a new Provost/Vice President of Academic Affairs in 2015 and he has made a demonstrable effort to fund more research, add to the library resources, support more professional development, and encourage and reward scholarship and professional activities at all levels. These incentives, along with better record keeping, the School of Business is able to illustrate broad, deep, continuous, and active engagement by all faculty members in scholarship and professional activities.

Do Not Remove Condition - The NJCU School of Business seeks to demonstrate progress made toward removing the Condition on Standard 5, Criterion 5.3.2:

As the business unit recognizes the fact that enrollment growth has led to a shortage of academically qualified faculty in the graduate programs, this concern is part of the HR staffing plan and the Commission looks forward to the addition of full-time personnel to resolve this concern or a rationale for the shortfall and detailed records of student learning outcomes to demonstrate that your faculty composition supports your mission and program objectives.

Since our last QAR, the School of Business has hired in AY 2014 - 2015 and AY 2015 - 2016, six academically qualified full-time tenure-track faculty and 12 academically qualified part-time faculty. It has been the decision of the University, fully supported by the School of Business in its HR staffing plan that all new full-time tenure-track hires are to be academically qualified with terminal degrees in field. The School of Business has also hired 20 new professionally qualified part-time faculties in this same time period for a combined total of 38 new full-time/part-time hires.

Note of distinction: The Economics Department, which offers a Bachelor of Arts degree program, has moved under the auspices of the School of Business, but is not yet seeking ACBSP accreditation due to the need for substantive curriculum changes in order to be eligible. They have hired three academically qualified full-time tenure-track faculties in the past two years, totaling nine full-time hires for the School of Business. An additional four academically qualified faculties were hired in 2016 - 2017, and a search is in process for two more in 2017-2018. While not specifically required as a part of this QAR, it demonstrates the University's commitment to the School of Business and addresses the previous concern over the shortage of academically qualified faculty. At the time of our last QAR, the School of Business had 22 full-time faculties, and had hired only three new people in five years. In the past two years, the School of Business has added a total of 14 new academically qualified full-time tenure-track individuals, almost doubling our compliment of teachers. Academically qualified full-time tenure-track faculties have been hired in each department in the School of Business. Four of them, along with four academically qualified adjuncts have taught in the graduate program.

The School of Business has met the standard for undergraduate AQ faculty throughout the period of this QAR (44% AY 2015 and 43% AY 2016). However, we have not consistently met the standard for graduate AQ faculty during the period of this QAR (55% AY 2015 and 53% AY 2016).

Perhaps the single most significant reason for failure to meet the standard is that the School of Business has experienced double digit growth of student enrollments since moving from a single department of Business Administration to a School of Business with five departments and a new state of the art location. Business programs have seen increased enrollment by some 26% from AY 2014 to AY 2016. The number of sections offered and courses available in each semester has dramatically increased over the same period, in part due to a growing influx of international students, especially at the graduate level. Even with the unprecedented hiring levels, we have not been able to keep pace with our growth. This has resulted in a high percentage of adjuncts at both graduate and undergraduate levels, even as the quality and level of experience of these individuals has improved.

Another factor contributing to the School of Business not meeting its goal is that all six of the full-time tenure track faculty was hired under the assumption that they would teach a 12-credit teaching load. Once they arrived, the University announced a decision to reduce their teaching load to nine credits and provide them with three credits of release time for research. While this was applauded for the support of professional development and scholarly activities, it meant that 18 teaching credits per semester were left uncovered by our new AQ hires. This practice has continued, but is typically only announced on a semester by semester basis, making it difficult to plan ahead on faculty assignments. A number of the new hires are teaching a portion of their load at the graduate level.

A new policy for the School of Business is that all full-time faculties, especially senior level professors, have been asked to teach no more than half their load at the graduate level in order to focus the greatest expertise on the retention of our continuing undergraduates and their progress toward on-time graduation. All full time faculties are limited to half their teaching load online and half in face-to-face classroom contact to deliver more high touch time with students, a University supported best practice. These changes in our operations is beginning to bear fruit in the retention column, but has impacted our ability to keep up with demand at the graduate and undergraduate levels.

Management has been able to change its ratios and increase the number of AQ faculty at the graduate level consistently during this QAR period (81% AY 2015 and 79% AY 2016) and Marketing has made significant progress from 36% AY 2015 to 100% AY 2016. Finance has experienced the most decline (66% AY 2015 to 45% AY 2016), while Accounting has remained consistent at 36% in AY 2015 and AY 2016. Both Accounting and Finance have difficulty hiring AQ adjunct faculty in the NY/NJ metro region without the ability so far to modify the pay scale that has been governed by a union labor agreement.

To address this condition, the School of Business seeks the continued support of the University for more full-time tenure-track faculty hires over the next two years. It is expected to also be necessary to adjust the salaries for Accounting and Finance faculty to better reflect market demand. Furthermore, the School of Business is committed to a redeployment of its current resources in AQ faculty to the graduate program, and to expanding its recruiting efforts for adjuncts. In cooperation with each of the departments and with the Human Resources Department for the University, the School of Business will reach out to regional universities that have doctoral programs in key business disciplines to forge relationships and develop a pipeline for access to more AQ adjuncts.

See Table 3 Student Credit Hours Produced by AQ/PQ Business Faculty and Percentage of Student Credit Hours Produced by Academically Qualified Business Faculty.

Sources

- NJCU SoB QAR Tables
- QAR Table_Evidence_Files_School of Business FEB 2017

III - Public Information

Item III in the QA report applies to Overview Item 5g in the Baccalaureate/Graduate Degree Standards and Criteria book.

Accredited business programs must routinely provide reliable information to the public on their performance, including student achievement. **A direct link to aggregate business student results should be placed on your business page website.** The following items must be available to the public for accreditation.

1. Student Learning Outcome Assessment Results: Such as what you report in standard #4, Criterion 4.2 - Major Field Test in Business (MFT), accounting SLO assessment results, management SLO assessment results, critical thinking SLO assessment results, team building SLO assessment results, communication SLO assessment results, etc. **A link to the spreadsheet tab "Standard 4 Results" found in the evidence file (ACBSP Documents folder) of this online reporting portal should be placed on your website.** A link to these tables is provided in the Evidence File and located in the ACBSP Documents folder at the top of this page.

2. Program Results for Business Students: Such as graduation rates, retention rates, job placement, etc. How do you make the results public? **A link to "Standard 6 - Table 6.1" found in the evidence file (ACBSP documents folder) should be placed on your website.** A link to these tables is provided in the Evidence File and located in the ACBSP Documents folder at the top of this page. Ensure the link goes directly to business students' results such as the example on the ACBSP website located under Baccalaureate/Graduate degree accreditation.

QA Report

Status: Completed | **Due Date:** Not Set

Assigned To
Not Assigned

Institution Response

Data for student and stakeholder focused results are presented in the Excel Evidence File, Standard 3 - Results, Criterion 3.8.

The NJCU School of Business Student Learning Outcome Assessment Results, Program Results as reported in Standard #6 - Table 6.1 Organizational Performance Results, and Quality Assurance Report are available on the NJCU School of Business Accreditation website (http://www.njcu.edu/school-business/accreditation) and the NJCU Institutional Effectiveness Accreditation website (http://njcu.edu/ie/accreditation) for public review.

Sources

- QAR Table_Evidence_Files_School of Business FEB 2017

1 - Standard 1 Leadership

Organization

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

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

QA Report

Status: Completed | **Due Date:** Not Set

Assigned To
Not Assigned

Institution Response

Organization

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

Both organizational and administrative changes have occurred since the last report.

Organizational Changes: The Economic Department moved from the College of Arts and Sciences to the School of Business in AY 2015 - 2016 for better alignment of academic departments. Economics remains unaccredited by ACBSP at this time.

Administrative Personnel Changes: The following administrative changes occurred since the last report.

- Dr. Bernard McSherry was appointed Founding Dean of the School of Business in October 2016 having previously served as Interim Dean since August 2014. Dr. McSherry reports to the Provost.
- Dr. Melanie McDonald was named Associate Dean (Interim) in July 2015. Formerly served as Faculty Liaison to the School of Business Dean since September 2014.
- Prof. Marguerite (Peggy) Griffin was named Chair of the Department of Accounting in January 2016.
- Prof. Melissa Martirano was named Chair of the Marketing Department in January 2015. The current chairperson of the Marketing Department is Prof. Susan Williams (September 2016).

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

In August 2015, the School of Business and all business programs (undergraduate and graduate) moved to the following location:

    200 Hudson Street

    Harborside 2

    Jersey City, New Jersey 07311

Sources

There are no sources.

2 - Standard 2 Strategic Planning

This is an example of tables that you might use below in your institutional response.

Identify any major changes to the key strategic goals/objectives during this QA reporting period:

Key Strategic Goals/Objectives	Any Major Changes

2. Report the top 3-5 short/long term strategic goals/objectives, summarize the key measures used and progress toward achieving each objective during the current QA reporting period.

Strategic Objectives	Key Measures	Progress Toward Achievement

3. If there have been any significant changes to your strategic planning process (for example, new stakeholders, new process steps, etc.) during the QA reporting period, please report them in a table similar to this.

Strategic Planning Process Changes Summary

QA Report

Status: Completed | **Due Date:** Not Set

Assigned To
Wanda Rutledge

Institution Response

The NJCU School of Business has used its Strategic Plan from Fall 2015 as a guiding document to chart progress toward each of its key goals: Enhance Academic Excellence, Achieve Student Success, Enhance Resources and the University's Capacity to Achieve Vision, and Strengthen NJCU Identity, Brand, Reputation, and Connections with the Community. These key goals are strategically and tactically aligned with the University's overall strategic plan.

This plan was intentionally designed to have a primarily short-term focus. While the planning committee was meeting, the School of Business was moving to its new location and portions of its physical space were not yet completed. Achievement of some tactical objectives were dependent upon the final fit out of the new space, a university-supported budget increase, and agreement that the School of Business would operate somewhat more independently as a revenue center.

In almost every way, the School of Business has made significant progress on achieving its objectives within each major goal. It has been a model for the university on targeted services for students who are taking classes separately from the main campus, for changes to curriculum that better reflect job market demand, for greater utilization and maximization of state of the art facilities to host more community outreach opportunities, for hiring more AQ full-time tenure-track faculty, and for consideration of a new shared revenue budget allocation system. It was determined that the School of Business would be undergoing so much change during this time period that it would be more prudent to focus on short-term goals.

A new planning committee is already being formed through the Dean's office to include representation from all of our key constituents, including students, faculty, alumni, and the business community. Their task will be to review the current plan, update it, and set new milestone for the next two years.

See Excel Evidence File Standard 2 Strategic Planning for major changes and strategic objectives / key measures / progress toward achievement.

Sources

- QAR Table_Evidence_Files_School of Business FEB 2017

3 - Standard 3 Student and Stakeholder Focus

Complete the Standard 3 - Student- and Stakeholder-Focus Results table, found under the Evidence File tab above.

Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.
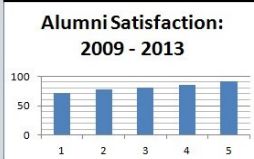
Student- and stakeholder-focused results examine how well your organization satisfies students and stakeholders key needs and expectations.

Performance measures 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.

Measurement instrument or processes may include end of course surveys, alumni surveys, Internship feedback, etc.

Each academic unit must demonstrate linkages to business practitioners and organizations, which are current and significant, including an advisory board.

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.

Performance Measure: What is your goal? The goal should be measurable.	What is your measurement instrument or process? (indicate length of cycle)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)
(Example) Alumni Satisfaction for business programs will be at or above 80%	Annual alumni survey	Three years of positive trend data exceeding goal	Overall satisfaction exceeded the goal, but students requested additional internships & job placement assistance.	Increased the opportunities for internships and assistance with job placement.	Alumni Satisfaction: 2009 - 2013

QA Report

Status: Completed | **Due Date:** Not Set

Assigned To
Wanda Rutledge

Institution Response

Criterion 3.1

The School of Business has two student segments: undergraduate and graduate business students. Enrollment, retention and time to degree profiles on our student population can be found in the Excel Evidence File, Standard 6 - Organizational Performance Results, Table 6.1.

Criterion 3.2.

In addition to undergraduate and graduate student stakeholders, major stakeholders in the mission of the School of

Business include:

1. Alumni
2. Employers and Local Business Community
3. School of Business Faculty
4. NJCU Faculty and Administrators

The School of Business gathers information from stakeholders in the following ways:

<u>**Undergraduate and Graduate Students**</u>

- **Academic Advising** - Faculty counsel students regarding academic choices such as elective courses, graduate studies, student aid services and career choices, thereby developing an acute sense of student needs and concerns. Feedback from students gained in advisement is shared within each department, as well as across departments in School of Business chairs meetings, and is used to tailor course offerings and support services.

- **National Survey of Student Engagement (NSSE) Survey and Graduating Student Exit Survey** - Surveys provide the University and the School of Business with data that compare our student population's level of engagement versus the levels found in student populations in other schools, and helps to identify strengths and weaknesses in our own offering. Measures and actions are shown in <u>Excel Evidence File, Standard 3, Criterion 3.8</u>. It is through analysis of the business student responses to this survey, combined with the exit surveys upon graduation, that the School of Business identified a specific desire of students to have more internship and experiential learning opportunities, leading to the establishment of business-specific co-operative education and internship coordinator position.

- **Open Houses and Recruitment Events** - Open Houses are now School of Business specific and held on-site at the new location for both prospective undergraduate and graduate students. Additionally, special high school events are arranged to introduce prospective students to the School of Business. These events provide senior faculty members and program coordinators the opportunity to meet with prospective students, as well as their families, and to learn about their needs. Students, faculty and administrators from local community colleges have also visited the School of Business and have met with faculty, staff and the Dean.

- **Student Associations** - The School of Business has organized clubs for students interested in accounting, marketing, finance, and entrepreneurship, including the Student Investment Management Group (SIM Group) and the American Marketing Association (AMA), and the Student Entrepreneurship Society. A growing international student population is seeking their own cohort for networking and peer-to-peer support. Other student chapters of national and regional associations related to their major are being developed.

- **Student Engagement with the Business Community** - Since the creation of the School of Business and the move to a new physical location, an on-site office, with a coordinator, has been created to fill a need of preparing a larger number of students for internships, apprenticeships, and career jobs, as well as recruit local businesses for a match. Feedback from students and businesses help to inform experiential learning opportunities. The Student Entrepreneur Society has partnered with the NJCU Office of Alumni Relations, the University's Business Development Incubator (BDI) and the Small Business Development Center (SBDC). The society fosters entrepreneurial learning through the exchange of ideas and the formation of relationships among University students, faculty, alumni and leaders in business and government.

- **Dining with the Dean** - Since the move to the new location, the founding dean for the School of Business has established a series of monthly lunches during the academic year for undergraduate students and monthly pizza gatherings in the evening for graduate students. These open dialog sessions have led to the adoption of specific suggestions from the students including on-site access to the main campus bookstore at the beginning of each semester, and to expanded speaker series at the School of Business.

- **Honors Program** - The SoB Dean meets with the honors students several times throughout the semester seeking suggestions to strengthen and improve the program.

<u>**Alumni**</u>

- **Alumni Survey** - The University has committed to regular student exit surveys. These alumni responses have been useful in assessing perceptions about how they were served by the University's academic and support

programs. See Excel Evidence File, Standard 3, Criterion 3.8.

- **Receptions** - The School of Business has been able to host its first annual alumni reception and its first graduate program alumni gathering to showcase its new location on the Hudson River, its new program offerings, and to attract and identify leaders for future advisory board roles. In cooperation with the Office of Alumni Relations, alumni entrepreneurs have significant roles in the business creation workshops and as judges for the annual business plan competition.

Employers and Local Business Community

- **Cooperative Education Employer Questionnaire** - This questionnaire measures employers' satisfaction with our student's preparedness for the workplace. Information obtained in this manner is used to determine employer requirements for recent graduates. See Excel Evidence File, Standard 3, Criterion 3.8.

- **Community Outreach** - The School of Business operates community-serving organizations such as the BDI and the SBDC, which sponsors joint workshops and seminars. These interactions are used to determine community stakeholder requirements regarding our academic programs, course offerings and support services. The School of Business is also using its new location to host official city of Jersey City events, Hudson County Chamber of Commerce events, and other community focused programming. New partnerships are being formed with the Federal Reserve Bank of New York to host financial literacy programs for high school students.

- **Business Advisory Board** - Developed to obtain input from area business leaders in the region served by the university. Sample meeting minutes are in Appendix A. Personal meetings are held between faculty members and members of area firms in collaboration with the internship coordinator to encourage co-ops and internships for existing students, and to further develop local corporate engagement on the advisory board. Feedback from the Business Advisory Board was a leading factor in the modifications to the School of Business common core curriculum, moving Introduction to Business into general education and adding the new requirements for Business Enterprise Applications (embedded certification in Bloomberg and Excel Basics), and Operations and Project Management Fundamentals.

School of Business Faculty

- **Department Faculty Meetings** - Used to obtain faculty input regarding trends and developments within the broader academic community as well as University, departmental, and student matters. Each department within the School of Business holds monthly departmental meetings. Sample meeting minutes are found in Appendix B.

- **Adjunct Workshops** - The School of Business has adopted a program of interdepartmental professional development, hosting an adjunct workshop once each academic semester. A portion of each session is devoted to seeking feedback from the part-time faculty about issues, concerns, sharing of best practices, and suggestions for improvement. Professional development of our extensive adjunct faculty has led to greater widespread use of rubrics to assess student learning outcomes in key courses throughout the curriculum.

- **Faculty Town Hall** - Once each semester, the dean and the President of the University, host a School of Business Town Hall Day, inviting full and part-time faculty to attend and learn about new developments for the school, to showcase new partnerships and technology, and an opportunity for attendees to voice both positive comments and concerns. Ideas from these exchanges have led to increased support from the University administration for library holdings specific to business-related research.

- **Porch Party** - At the beginning of each new academic year, the dean hosts a social "porch party" at his home for all full-time School of Business faculty, staff, Business Advisory Board members, and University leadership for networking and bonding.

NJCU Faculty and Administrators

- **University Senate and Committee Memberships** - Each department in the School of Business is represented by a University Senator elected by the department faculty. School of Business faculty are also active participants in University governance by serving on committees, providing active leadership within the Senate, obtaining information regarding university initiatives, and engaging in interdepartmental dialogue, planning and oversight. The current University Senate President and Parliamentarian are members of the School of Business. Several new faculty members from each of the departments are serving on

interdepartmental committees representing the entire university (i.e. Communication Across the Curriculum or CxC, Quantitative Reasoning Across the Curriculum or QLAC). School of Business faculty, steered by the Management Department, has taken the lead in a university-wide internationalization integration effort. Committee representation is further discussed in Standard 5.

All Stakeholders

- **University Sponsored Research** - The School of Business utilizes information obtained from research efforts of the University's Office of Institutional Effectiveness to identify areas of student and stakeholder needs and desires as well as the effectiveness of University efforts in addressing those concerns.
- **University Website** - The School of Business maintains a section within the University website, through which inquiries from interested stakeholders may be directed to faculty members and appropriate staff.
- **Professional Associations** - Business faculty are encouraged to maintain memberships in professional and educational associations where they present papers and attend conferences to keep up with the latest developments in their fields and in the rapidly changing technologies related to business and educational activities that address stakeholder needs. With the addition of new faculty, more are engaging in collaborative research with their students and supporting student presentations as well. This is illustrated in greater detail in Standard 5.

Criterion 3.3.

The School of Business and its individual departments hold a variety of faculty meetings throughout the academic year (see response in School of Business Faculty department meetings, adjunct workshops, town hall meetings, and dean's porch party). Through these formal and informal channels, faculty and staff review the effectiveness of our information gathering efforts in order to ensure that they are effective in helping the School of Business respond to current and future trends in business educational service provision.

Criterion 3.4.

The School of Business utilizes information obtained through student and stakeholder interaction to evaluate, develop and implement a broad spectrum of activities, including program and curriculum development and process and services improvement.

Table 1: Students and Stakeholders Requirements and Response and Table 2: Student and Stakeholder Satisfaction Measures

Criterion 3.5.

The School of Business engages in a number of activities designed to build student enrollment, enhance student retention and to develop stakeholder relationships including:

Recruitment

Direct Outreach

- Direct Mail
- Emails
- Telephone calls to prospective students and alumni

- Social Media

Collaborative Outreach

- Open Houses
- Instant Decision Days
- Information Sessions
- Advertising
- Developed alternative graduate student admission criteria to standardized GMAT tests

Unique Programming

- Development of dual-admit programs with area high schools whereby students take high school courses according to an approved curriculum with approved faculty for college credit in the School of Business

Retention

Direct Outreach

- Telephone and e-mail contact by faculty and Dean's office with "Did Not Enroll" list of students each term
- Major program academic advisement

Collaborative Outreach

- Participation in Student Orientation sponsored by student support services, such as Veteran Affairs, Library, Academic Computing Facilities, and the Health and Wellness Center
- Implementation of integrated EAB student tracking software

Relationship Building

- School of Business Advisory Board
- Departmental Advisory Boards
- Community Outreach with BDI, SBDC, local businesses Lecture Series
- Membership by individual faculty on University, Senate and interdepartmental committees

Criterion 3.6.

Information regarding student and stakeholder concerns is obtained through the use of direct communication, surveys and stakeholder focus groups. These methods permit the early identification of student and stakeholder concerns, which are shared and addressed during departmental meetings.

In the case of individual student complaints, the School of Business actively seeks to maintain an open, inclusive and non-adversarial relationship with the members of its student population. Whenever possible, student and stakeholder complaints are handled on an informal, ad-hoc basis. Upon notification of a specific student or stakeholder complaint, appropriate faculty and staff members meet with the aggrieved party to seek information and to attempt conflict resolution, often in consultation with the head of the department. Fortunately, this process permits the resolution of the overwhelming majority of student and stakeholder complaints.

In situations where student grievances are more serious in nature, the School of Business follows the New Jersey City University academic grievance/appeal procedure to resolve grievances regarding grading, course requirements,

attendance, academic integrity, and other academically related complaints. The grievance procedure is a five-step process, with the possibility of a final appeal in cases that result in potential student expulsion. See Appendix C.

Criterion 3.7.

The School of Business employs a variety of tools to measure of student and stakeholder satisfaction. These measures are student surveys, focus groups and individual student interviews. Information obtained is used to develop and enhance educational and administrative activities designed to maximize student and stakeholder satisfaction. The School of Business also utilizes data collected from the University's Office of Institutional Effectiveness. See Excel Evidence File, Standard 3, Criterion 3.8.

Criterion 3.8. The business unit should present graphs or tables of assessment results pertinent to this standard.

Student and Stakeholder Satisfaction

In the Evidence File are assessment results, graphs and tables for Student Satisfaction, Alumni Satisfaction, Employer Satisfaction.

(1) Employer Satisfaction (Co-op internship students)

One of the most important stakeholder groups is employers. Each semester the School Business collaborates with the University's Office of Co-operative Education and Career Planning to assign co-op student interns as requested by employers in the region. The measure used to gauge employer satisfaction is an employer co-op student intern work performance evaluation survey. Employers are requested to complete a co-op student intern performance evaluation of 15 performance characteristics. The individual performance characteristics are computed into an overall average score. The School of Business has chosen to focus on two measurements: Quality of Work and Ability to Learn. See Excel Evidence File, Standard 3, Criterion 3.8. for employer perception of the overall performance rating of NJCU co-op student interns. See Excel Evidence File, Standard 3, Criterion 3.8. for employer perception of the overall "potential" rating of NJCU co-op student interns.

Clearly, there is room for improvement in Quality of Work since the benchmark was unmet in each semester. In terms of Ability to Learn employer feedback is inconsistent across semesters, exceeding expectations in the Spring and falling below the benchmark in the Fall terms. Some observations regarding the results indicates a poorly crafted survey administered through the Office of Career Planning and Placement and Co-Operative Education that does not allow for evaluation of appropriate fit between students, major area of study, and type of employer. It is currently a manual, hard copy survey that many employers do not return. Results from the surveys returned are manually recorded in a spreadsheet, a process that is at risk for greater human error. The action plan is to collaborate more closely with the recent hire (effective August 2016) of a full-time career services/internship coordinator for the School of Business to address the deficiencies of the measurement instrument, to establish a more effective feedback mechanism for employers, and to better prepare students for the workplace.

(2) Alumni Satisfaction (graduating student exit surveys)

For purposes of this report, responses from the 2014 - 2015, as well as the 2015 - 2016 overall university graduating students exit survey are used. The plan moving forward is to conduct such an overall survey every academic year. The population totaled 1,160 graduating students completing the survey, 877 undergraduates, 274 master-level students, and 9 doctoral students. For School of Business, 167 undergraduates responded, along with 43 graduate (master-level) students.

Some 49% of undergraduate business majors reported currently working full time (slightly more than the overall average for all majors at 44%). On the graduate level, 58% graduate students reported currently working full time as opposed to almost two-thirds of all graduate students. When asked to rate how well their job was related to their

major - very much, somewhat, not at all, 83% of business majors reported very much or somewhat (more than twice the rate of undergraduates overall at 40%). For graduate business students 84% reported that their job was related to their major very much or somewhat, as compared to 72% for all master-level students.

In this same survey, students were asked to rate their experience at NJCU from Excellent to Poor. Overall, both undergraduate and graduate students rated their experience good or excellent, 85% and 87% respectively. Business students, undergraduates and graduates, rated NJCU good or excellent, 75% and 83% respectively - somewhat lower than the overall ratings. It is not clear from these results reasons for the lower ratings. Our plan is to delve deeper into the School of Business respondents in order to address areas of concern.

Finally, respondents to the survey were given several ways to stay connected to NJCU and asked to indicate all that were of interest. Class reunions were most popular for undergraduate students; networking events were most popular for graduate students. For the School of Business, undergraduates leaned slightly more toward networking over class reunions (84 out of 167). For graduate students, networking was most popular for overall School of Business (27).

The expectation is that in working with the newly hired career planning and placement officer assigned to the School of Business, coupled with a more consistent collection of data regarding post-graduation student outcomes, we will be able to develop and execute a more appropriate plan to address deficiencies. At both undergraduate and graduate level, recent alumni expressed a desire to stay connected through volunteering at the school. This represents an opportunity for the School of Business to invite alumni back to network with and mentor current students, while reconnecting to faculty and former classmates at the new campus location.

(3) Survey of Current Students: Student Research - NSSE (National Survey of Student Engagement)

NJCU initiated participation in a series of bi-annual standardized (NSSE) student research projects with the objective of assessing student satisfaction relative to benchmark schools. The results of the 2015 survey are available (See Excel Evidence File, Standard 3, Criterion 3.8.). Students were asked 85 questions concerning their engagement with their institution, and 18 questions regarding their demographics and social and academic status. Results were also benchmarked for five categories: Level of Academic Challenge; Active and Collaborative Learning; Student - Faculty Interaction; Enriching Educational Experiences and Supportive Campus Environment.

Student Engagement

In the area of coursework emphasis, the results indicate that NJCU business students seem to experience a higher level of educational activity related to teaching methods and application of theory (re Bloom's Taxonomy) then comparable students (Carnegie Standard), and have exceeded goal in three straight reporting periods.

Also, NJCU students report more active and collaborative learning than their comparison group over three reporting periods. This may reflect recognition by students, the greater emphasis by business faculty on presentations, group projects, and flipped classrooms. Student-faculty interaction exceeds the goal for three reporting periods, but should always be reinforced each semester. The University has not met the goal of providing students with a supportive campus in each of the past three reporting periods and need to find more qualitative evidence of what this means.

Sources

- NJCU SoB QAR Appendices FINAL
- NJCU SoB QAR Tables
- QAR Table_Evidence_Files_School of Business FEB 2017

4 - Standard 4 Measurement and Analysis of Student Learning and Performance

a. **Program Outcomes.**

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

State the learning objectives for each program (MBA, Ph.D., BBA, AA, etc.) accredited. A program is defined as follows: a plan of study is considered a program when it requires a minimum of 12 credit hours of coursework beyond the CPC and/or is recorded on a student's transcript (ex. Business Administration: major/concentration/option/specialization in Accounting, Finance, Marketing, etc.)

b. **Performance Results.**

Complete Table Standard 4 - Student Learning Results found under the Evidence File tab above. Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

QA Report

Status: Completed | **Due Date:** Not Set

Assigned To
Not Assigned

Institution Response

a. Program Outcomes.

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

BS ACCOUNTING:

1. Students will be able to critically evaluate information using relevant accounting language, concepts and procedures to solve accounting problems.
2. Students will be able to utilize web-based technology to facilitate and enhance accounting and financial reporting processes.
3. Students will be able to communicate relevant accounting information, clearly and concisely to inform business decisions.
4. Students will be able to evaluate ethical issues and dilemmas related to accounting and business issues.

BS FINANCE:

1. Students will be able to apply a broad functional knowledge of financial tools and concepts to formulate business decisions in a global and uncertain environment.
2. Students will be able to demonstrate problem-solving skills that are supported by appropriate analytical and quantitative techniques.

3. Students will be able to communicate financial arguments both in written and oral formats, developed with an ethical and critical perspective from a variety of print and web-based sources.
4. Students will be able to use web-based technology and spreadsheet modeling to inform business decisions.
5. Students will be able to collaborate effectively in teams, with a well-developed work ethic.

MS FINANCE:

1. Students will be able to think critically as they synthesize financial information in solutions of business problems.
2. Understand finance theories/concepts, techniques and models qualitatively and quantitatively.
3. Communicate complex financial information and analysis effectively both in speaking and writing.
4. Apply financial knowledge/skills in academic and professional world on decision making.
5. Synthesize the finance concepts and analytical methods in a variety of applications for effective portfolio management and wealth planning (for MS Financial Analyst Track).

BS GLOBAL BUSINESS:

1. Students will integrate global management concepts addressing challenges and opportunities within the global business environment.
2. Students will demonstrate the ability to analyze, synthesize, and/or evaluate information necessary for problem solving and opportunity development on a global scale.
3. Students will communicate effectively using appropriate business etiquette and terminology for a variety of audiences in a global business environment.

BS MANAGEMENT:

1. Problem Solving and Critical Thinking - Students will be able to analyze, synthesize and evaluate information necessary for problem solving and apply management processes to create opportunities.
2. Communication - Students will communicate effectively using appropriate business etiquette and terminology for a variety of audiences in a business environment.
3. Professional Development / Employability Skills - Students will demonstrate career readiness skills and understand a managers roles and responsibilities including socialization and integration with the business environment.

BS MARKETING:

1. Apply concepts of marketing principles in the development of innovative and appropriate marketing strategies to address current and emerging business problems and create a formal marketing plan.
2. Critique the ethics, corporate social responsibility, sustainability within the global marketing environment.
3. Illustrate proficiency using tools of contemporary marketing including data analytics for marketing research, social media and related technology.
4. Communicate effectively (written and oral) to convey marketing concepts and information in a clear and concise manner.

MS ACCOUNTING:

1. Students will evaluate ethical issues and decision alternatives by incorporating appropriate professional codes of conduct and social responsibility concepts.
2. Students will analyze relevant professional standards to formulate solutions for complex accounting related issues.
3. Students will choose appropriate analytical and quantitative techniques to analyze financial statements within the context of risk assessment and firm evaluation.
4. Students will evaluate accounting issues using professional standards and on-line accounting research tools.
5. Students will be able to produce clearly written, concise business analysis, and deliver clear, well organized, persuasive oral presentations.

MBA ORGANIZATIONAL LEADERSHIP AND MANAGEMENT:

1. Students will demonstrate recognition of ethical and social responsibility issues in a business environment and apply a process of ethical inquiry which informs recommendations and decision making.
2. Students will demonstrate effective leadership and management skills appropriate for a variety of business contexts.
3. Students will demonstrate proficiency in integrating the techniques, processes and procedures of the fundamental business (accounting, finance, marketing, management) and apply theory, skill and knowledge from these disciplines to business practice.

MBA MARKETING:

1. Students must demonstrate a comprehensive knowledge of and expertise in all marketing fundamentals.
2. Students must understand how to develop, analyze and evaluate strategic and tactical marketing plans and programs and assess marketing performance.
3. Students must demonstrate a level of oral and written communication proficiency that is expected of 21st century marketing professionals.

b. **Performance Results.**

Data for performance results are in the Excel Evidence File, Standard 4 - Results.

Sources

- QAR Table_Evidence_Files_School of Business FEB 2017

5 - Standard 5 Faculty and Staff Focus

a. **Faculty and Staff Focus**

Complete Table 5.1 Standard 5 - **Faculty- and Staff-Focused Results** found under the Evidence File above

b. **Faculty Qualifications**

Complete Table 5.2 Standard 5 - **New Full-Time and Part-Time Faculty Qualifications** and Table 5.3 Standard 5, Criterion 5.8 - **Scholarly and Professional Activities**, found under the Evidence File tab above, for **new** full-time and part-time faculty members hired since last self-study or QA report. Do not include faculty members previously reported.

QA Report

Status: Completed | **Due Date:** Not Set

Assigned To
Not Assigned

Institution Response

Standard #5 Faculty and Staff Focus

a. Faculty and Staff Focus

Data for **Faculty- and Staff-Focused Results** are presented on Excel Evidence File, Standard 5, Table 5.1.

Key results are:

- Faculty professional activities exceeded our goal and continue to grow in fall 2015 and spring 2016.
- Faculty scholarly activities exceeded our goal for the past three semesters (spring 2015, fall 2015 and spring 2016) and are on an upward trend with a 10%+ increase every semester.
- Faculty and staff turnover has been at zero except for one semester (spring 2015) when a staff member decided to relocate out-of-state.
- Faculty participation on School of Business Committees has exceeded 70% for all semesters reported.
- Funding for faculty professional development has been increasing each semester. It is expected to meet our goal in fall 2016.

b. Faculty Qualifications

New Full-Time and Part-Time Faculty Qualifications are presented on Excel Evidence File, Standard 5, Table 5.2. See Institutional Response in Status Report on Conditions and Notes - Condition on Standard 5, Criterion 5.3.2.

Scholarly and Professional Activities for new full- and part-time faculty hired since our last QAR report are

presented on Excel Evidence File, Standard 5, Table 5.3. See Institutional Response in Status Report on Conditions and Notes - Note on Criterion 5.8.

See Table 3 Student Credit Hours Produced by AQ/PQ Business Faculty and Percentage of Student Credit Hours Produced by Academically Qualified Business Faculty.

Sources

- NJCU SoB QAR Tables
- QAR Table_Evidence_Files_School of Business FEB 2017

6 - Standard 6 Educational and Business Process Management

a. Curriculum
o List any existing accredited degree programs/curricula that have been substantially revised since your last report and, for each program, attach a Table - Standard 6, Criterion 6.1.3 - Undergraduate CPC Coverage, found under the Evidence File tab above.

List any new degree programs that have been developed and, for each new program since your last report, attach a Table - Standard 6, Criterion 6.1.3 - Undergraduate CPC Coverage found under the Evidence File tab above.

Note: If you have a new degree at a level currently accredited by ACBSP, then report information on: student enrollment, program objectives, instructional resources, facilities and equipment, admissions requirements, graduation statistics, core professional components (CPCs), and the outcomes assessment process to ACBSP. If the new degree is at a higher level than what is currently accredited, the school must complete a self-study to add the degree.

Excerpt from Accreditation Process Manual: New Degree Programs
If a business school or program expands or plans to expand its curriculum by offering new degrees, new majors or concentrations, or a new emphasis after it has been accredited, then ACBSP must be notified during the early stages of the program planning and expansion. If the new degree is at a level currently accredited by ACBSP, then report information on:
• student enrollment
• program objectives
• instructional resources
• facilities and equipment
• faculty qualifications
• admissions requirements
• graduation statistics
• core professional components (CPCs) and
• outcomes assessment processes and results.

If the new degree is at a higher level then what is currently accredited, the school must
complete a self-study to add the degree. New degree programs, majors or emphases must be in effect for at least two years and have graduates before accreditation will be granted.

If the new program is determined to be substantially different from other programs offered by the institution, ACBSP, at its discretion, may direct a new visit to be conducted. If, as a result of a new program visit, ACBSP determines that the overall quality of an institution is being diminished, the institution may be scheduled for a complete reevaluation.

b.
o List any accredited programs that have been terminated since your last report.
o Provide three or four examples of organizational performance results, reporting what you consider to be the most important data, using Table 6.1 Standard 6 - Organizational Performance Results, found under the Evidence File tab above. It is not necessary to provide results for every process.

QA Report

Status: Completed | **Due Date:** Not Set

Assigned To
Not Assigned

Institution Response

a. Curriculum

1. List any existing accredited degree programs/curricula that have been substantially revised since your last report and, for each program, attach a Table - Standard 6, Criterion 6.1.3 - Undergraduate CPC Coverage, found under the Evidence File tab above.

Although the business common core was not revised substantially it did have a minor change. The Business Advisory Board and a School of Business committee recommended modifications to the School of Business common core curriculum, moving Introduction to Business into general education and adding the new requirements for Business Enterprise Applications (embedded certification in Bloomberg and Excel Basics), and Operations and Project Management Fundamentals. The total credits changes from 30 to 33. The changes have been updated in the Excel Evidence File - Standard 6, Criterion 6.1.3, Figure 6.5.

2. List any new degree programs that have been developed and, for each new program since your last report, attach a Table - Standard 6, Criterion 6.1.3 - Undergraduate CPC Coverage found under the Evidence File tab above.

No new degree programs have been developed since our last report.

b.

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

No accredited programs have been terminated since the last report.

- **Provide three or four examples of organizational performance results, reporting what you consider to be the most important data, using Table 6.1 Standard 6 - Organizational Performance Results, found under the Evidence File tab above. It is not necessary to provide results for every process**.

Data for organizational performance results are presented on Excel Evidence File, Standard 6, Table 6.1.

NJCU has implemented or are in the process of implementing the following to support the School of Business and make substantial improvement to our educational and business process management.

NJCU joined the Education Advisory Board (EAB) Student Success Collaborative (SSC) Foundation and had its campus-wide launch during spring 2016 semester. EAB SSC Foundation is the primary advising platform for all bachelor's degree-seeking students at the University and has helped advisors, faculty, retention specialists, and others involved in the educative process have more proactive and data-driven conversations with students. We have upgraded to EAB SSC Campus, which is a more streamlined one-stop student success platform to help us coordinate advising, tutoring, financial aid, and other campus-wide student services.

Tk20 is a comprehensive assessment management platform to allow data collection, storage, and retrieval for analysis. The School of Business is using Tk20 for program-level student learning outcomes assessment, including with linking Blackboard and Tk20 to utilize course-based signature assignments in program assessment.

NJCU is implementing Infosilem - a TIMETABLER algorithm that takes into account all professor, student and space constraints to assign times and rooms that ensure a conflict-free, balanced course schedule. This software:

- Ensures students have access to all the courses they need to graduate on time.
- Addresses any space bottleneck issues.
- Manages changes interactively.
- Analyzes "What-if" scenarios easily.
- Helps with retention, communication issues, inconsistent data and scheduling conflicts.

The NJCU data warehouse will be used to develop on-demand dashboards with consistent data for majors, head count, enrollments, retention, graduation rates, etc.

Sources

- QAR Table_Evidence_Files_School of Business FEB 2017