Overview (O) 1. Complete all information requested.

Submit your report as an attachment to reports@acbsp.org on or before February 27th or September 30th.

This report should be limited to maximum of 50 pages. The average length of most good reports is 30 pages. To help reduce the page numbers you can remove the ACBSP examples used in this report template to help you complete the report.

O2. Institution Name: Philander Smith College  Date September 30, 2011
Address: 900 West Daisy Bates Drive, Little Rock, AR 72202


O4. List All Accredited Programs (as they appear in your catalog):
   Bachelors of Business Administration (BBA) – Major: Business Administration with Concentration in Accounting
   Bachelors of Business Administration (BBA) – Major: Business Administration with Concentration in General Business
   Bachelors of Business Administration (BBA) – Major: Business Administration with Concentration in Office Systems
   Bachelors of Business Administration (BBA) – Major: Organization Management (Philander Smith Management Institute)

O5. 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.
   ALL programs in the Division of Business & Economics are accredited and were reaccredited by ACBSP.
O6. List all campuses that a student can earn a business degree from your institution:

**Students can earn a business degree ONLY on Philander Smith College’s main campus 900 West Daisy Bates Drive, Little Rock, Arkansas 72202**

O7. Person completing report Name: **Dr. Adrian Price, Chair**
Phone: 501-370-5398
E-mail address: aprice@philander.edu
ACBSP Champion name: **Dr. Annie Williams**
ACBSP Co-Champion name: **Dr. Adrian Price, Chair**

O8. Conditions/Notes/Opportunity for Improvement (OFI) to be addressed

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

**Opportunity of Improvements for Standard One – Leadership**

1. Minimize turnover in the Business Unit’s leadership and faculty.

2. Data-Driven and out-put focused decision making and detailed documentation of processes to ensure replication of the improvement cycles.

**Improvements**

1. To address our opportunity for improvements for standard one, we have taken steps to minimize turnover in the Business Unit’s leadership and faculty.

   a. Division of Business & Economics has maintained leadership continuity since the Re-affirmation period. Dr. Adrian Price remains the chair of the Division and Professor Bruce James remains the Director of the Philander Smith College Management Institute. We realize that leadership stability is needed to continue to improve the quality of the Business Program.
b. The Division has made major improvements in the retention of its faculty. Since reaffirmation one faculty member, Dr. John Fluker, has retired. We have hired two additional full-time faculty members to aid in the education of our students.

Dr. Kristie Flowers, Assistant Professor Accounting & Mr. Kenneth Torrence, JD., Assistant Professor Business

2. We have improved our data-driven and output focused decision making and detailed documentation of processes.

a. A number of databases have been created to improve its detailed documentation and decision making process by Division leadership. These electronic databases include stakeholder survey results, alumni contact information, and analysis of embedded test questions which are now kept in an electronic Microsoft Excel format. The Division also uses survey monkey to administer stakeholder surveys. Additionally, major field exam results are also maintained electronically to chart and analyze student progress.

b. These databases allow the unit to make timely decisions and to have detailed documentation of processes to ensure replication of the improvement cycles. The documentation of processes provides consistency in the measurement and analysis of data.

**Opportunity for Improvements for Standard Two – Strategic Planning**

1. Establish clear quantifiable criteria for success.

2. Integrate inputs from multiple stakeholders so that strategic planning recommendations better reflect the needs of all stakeholders.

3. Improve report of results to enhance the closing of the loop.
Improvements

1. The Division has established clear quantifiable criteria for success. It is expressed at the beginning of every semester. The criteria were established by a collective effort of the faculty. At the beginning of each academic year, the criteria for success are articulated to faculty at the first Division meeting. The unit has established a rubric that allows the unit to evaluate the success of its Strategic Plan. The rubric is a three-point scale (1=below target, 2=target, and 3=above target). At the end of each spring, the unit uses the rubric to determine clear quantifiable measures of success. The unit makes recommendations for improvements for any measures below target.

2. Through surveys and focus groups, we integrate inputs from multiple stakeholders so that strategic planning recommendations better reflect needs of all stakeholders. These surveys include student surveys, faculty peer surveys, alumni surveys, and employer surveys. Recognizing that 40 percent of our alumni are employed in government positions, we have reached out to include stakeholders from state and local government on our Business Advisory Board.

3. To improve the reporting of results to enhance the closing of the loop, the division meets at the end of each spring semester to interpret and use the assessment data collected that year. The meeting provides an opportunity for setting strategic directions that address key student program performance and strategic objectives. When decisions are made about curriculum and teaching strategies at the spring meeting, faculty make adjustments to course content and teaching that will be offered in the following academic year.

Place condition on Standard Three – Student Stakeholder Focus: PSC should collect multiple data points for numeric and graphical trend analysis of its student and stakeholders.

Improvements
1. We have collected multiple data points for numeric and graphical trend analysis of our stakeholders. Since 2008, we have continued to collect and analyze detailed data on student academic performance. In addition to the division’s database, the Director of Research and Assessment maintains data on graduation rates, retention, and demographics. These data are entered into the division’s database for numerical and graphical trend analyses to provide continuity to improve its detailed documentation and decision making process by Division leadership. Also, PSC Center for Academic Success provides data on student retention. This information provides the unit with an understanding of why students fail to graduate and how we can improve our retention process.

**Place Note on Standard Five – Faculty and Staff Focus:** PSC should develop formal criteria for scholarship in promotion and tenure decisions and foster an atmosphere conducive to superior teaching by hiring additional doctoral qualified faculty in Accounting and Management to enhance the depth of teaching excellence.

**Improvements**

1. PSC has formal criteria for scholarship in promotion and tenure decisions (2010 Faculty Handbook p. 34-37). In conjunction with the college, there are tenure and promotion criteria specific to faculty members in Division of Business & Economics. We have improved this area by better articulating the process and criteria to our faculty. During the Faculty Institute of each spring semester, the Vice President for Academic Affairs addresses the faculty about tenure and promotion process including its timelines. Also, during our first Division meeting of the spring semester, the chair reiterates the criteria, timelines, and process for tenure and promotion of Business faculty. See table below.
<table>
<thead>
<tr>
<th>Dates</th>
<th>Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>January</strong></td>
<td>The Vice President for Academic Affairs notifies all faculty members of the timetable for consideration of recommendations for promotion and/or tenure.</td>
</tr>
<tr>
<td><strong>February</strong></td>
<td>The Divisional Chairperson informs faculty members who may be considered for promotion/tenure and requests portfolios.</td>
</tr>
<tr>
<td></td>
<td>The faculty member who has not been invited by the Chairperson to submit materials for promotion or tenure, but who feels that he/she is eligible, should consult with the Chairperson. If the faculty member is not satisfied with the reason(s) for the non-recommendation, after informing the Chairperson of his or her intent, he/she has the right to appeal the actions of the Chairperson to the Vice President for Academic Affairs.</td>
</tr>
<tr>
<td><strong>September 15</strong></td>
<td>Faculty candidate submits portfolio to the Division Chairperson.</td>
</tr>
<tr>
<td><strong>October 1</strong></td>
<td>The Chairperson reviews all materials submitted by the candidate. The Chairperson prepares a recommendation and forwards it, accompanied by all documents relative to the candidacy, to the Evaluation, Promotion, and Tenure Committee.</td>
</tr>
<tr>
<td><strong>October 15</strong></td>
<td>The Evaluation, Promotion, and Tenure Committee reviews all materials submitted by the candidate, along with recommendations from Department and Division Chairs. The Evaluation, promotion, and Tenure Committee forwards its recommendations to the Vice President for Academic Affairs and informs the candidate in writing of its actions.</td>
</tr>
<tr>
<td><strong>November 1</strong></td>
<td>The Vice President for Academic Affairs makes his/her recommendations and forwards them to the Vice President for Academic Affairs.</td>
</tr>
<tr>
<td><strong>November 15</strong></td>
<td>The Vice President for Academic Affairs collects all documents, including positive and negative comments and forwards a recommendation to the President.</td>
</tr>
<tr>
<td><strong>December 1</strong></td>
<td>The President reviews all materials and forwards a recommendation to the Board of Trustees prior to their December meeting. The President informs the candidate of the decision in writing.</td>
</tr>
</tbody>
</table>
O9. The business unit must routinely provide reliable information to the public on their performance, including student achievement.

- **Business Advisory Council Briefs**
  
  Every month, the business unit informs our Business Advisory Council on student achievements and accomplishments. The chair disseminates information to the unit stakeholders as well as to the President who disseminates it into his weekly blog (PSC Unplugged).

- **The President’s Blog (PSC Unplugged)**
  
  Every week the President of Philander Smith College, Dr. Walter Kimbrough, writes a blog called PSC Unplugged. PSC Unplugged reaches a wide audience of current students, alumni, faculty members, national stakeholders, and the general public who follows our well known President. In his weekly note, he includes any accomplishments of faculty and students such as academic achievements, acceptance in graduate schools, internships, research presentations, publications, and any other noteworthy achievement.

- **Philander Director of Public Relations**
  
  The Director of Public Relations is responsible for the external communication of positive events and achievements of members of the Philander Smith College family. The Director is also the editor of the Philanderian, the PSC newsletter that highlights achievements of Philander Smith College students, alumni, faculty, and staff. A number of Business students have been featured in the publication.

*(Addressed in Standard #4)*
Note: This requirement can be addressed in Standard #4, Criterion 4.5 and Standard #6, Criterion in 6.2.2.
Standard #1 Leadership

Organization

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

Additions:
Dr. Kristie Flowers, Assistant Professor Accounting
Mr. Kenneth Torrence, JD., Assistant Professor Business
Ms. Alexandra Ingram, Program Coordinator for PSMI

In our Reaffirmation of Accreditation Report, we listed our organization and administrative personnel. There has been minimum change to our administrative personnel. One of the opportunities for improvement mentioned in our Reaccreditation report was to “minimize turnover in the Business Unit’s leadership and faculty. We hired an academic coordinator for our PSMI program. The coordinator’s job is to aid our PSMI program with recruiting, student registration, and any other issues to assist the program director. In an effort to expand and improve our program, we hired two faculty members to our business unit.

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?

The Division of Business & Economics has NOT added any new sites or campuses where students can earn an accredited business degree.
Standard #2 Strategic Planning (this standard not typically addressed in the QA report) This is used as a placeholder 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.

We will continue to follow our strategic plan set forth in our Reaffirmation of Accreditation Report.
Standard #3 Student and Stakeholder Focus

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.

**Standard 3 - Student and Stakeholder-Focused Results**

<table>
<thead>
<tr>
<th>Performance Measure (Competency)</th>
<th>Description of Measurement Instrument</th>
<th>Areas of Success (results)</th>
<th>Analysis and Action Taken (improvement)</th>
<th>Results of Action Taken (occurs in the following year)</th>
<th>Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student- and Stakeholder-Focused Results</td>
<td>Student- and stakeholder-focused results examine how well your organization satisfies students and stakeholders key needs and expectations. 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. 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.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alumni Satisfaction will be at or above 80%</td>
<td>First Year Alumni survey</td>
<td>Three years of positive trend data exceeding goal</td>
<td>Continue to monitor results</td>
<td>Increased the number of alumni respondents to the survey as a result of the use of expanded alumni database</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>--------------------------</td>
<td>-------------------------------------------------</td>
<td>----------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Alumni Attitudes and Perceptions will be 80% Positive</td>
<td>Alumni Satisfaction Survey</td>
<td>Results for the survey indicate that alumni are mostly positive regarding their education</td>
<td>Continue to monitor results</td>
<td>Increased the number of alumni respondents to the survey as a result of the use of expanded alumni database</td>
<td></td>
</tr>
</tbody>
</table>

![Alumni Satisfaction Graph](image)

![Attitudes and Preception Business and Economics Graph](image)
The Division of Business and Economics conceptual framework forms the basis for educational objectives of the division and includes multiple assessments at various levels of matriculation. The framework uses multiple internal and external survey instruments to collect information on students, alumni, employers, and various other stakeholders in the community. As part of the unit assessment system’s exit level of assessment, graduating seniors are required to complete an exit interview questionnaire and participate in informal focus groups. Additionally, follow-up data are collected and used to assess student, faculty and overall division effectiveness. Follow-up surveys provide quantitative and qualitative data related to the effectiveness of the programs preparation through data collected from the First-Year Alumni survey and Alumni follow-up survey. These data along with an Alumni Employer survey data are used to verify that the unit has programs that prepare students based upon divisional objectives to facilitate student learning for professional employment and graduate schools in an ever-changing global environment. These data are aggregated and analyzed along with

<table>
<thead>
<tr>
<th>Performance Measure (Competency)</th>
<th>Description of Measurement Instrument</th>
<th>Areas of Success (results)</th>
<th>Analysis and Action Taken (improvement)</th>
<th>Results of Action Taken (occurs in the following year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employers will rank 80% PSC students at or above average relative to employees from other colleges and universities</td>
<td>Employer Satisfaction Survey</td>
<td>The results indicate that employer satisfaction is increasing</td>
<td>Improve learning outcomes in communications and quantitative areas. Increase involvement of Business Advisory Council, and more student internships</td>
<td>Continuous improvement in performance measures</td>
</tr>
</tbody>
</table>

![Graph of performance measures from 2008 to 2010](image_url)

Key: blue=above average, red=average, green=below average
information gathered from advisory council members and used to evaluate and improve the quality of the unit and effectiveness of its programs. The data collected and recommendations from these assessment tools have been instrumental in identifying program strengths and weaknesses.

The Division further seeks to engage students and enhance relationships through service learning opportunities, internships, clubs and organizations such as Phi Beta Lambda, Accounting Club, Economics Club, and Business Law Club. Students are further engaged through the use of the college's Integrated Campus Center which provides tutoring, disability services, career services, counseling, and academic retention support.

Survey results from First-Year Alumni Survey, Alumni follow-up Survey and Employer Survey continue to be positive. The program has also seen an increase in the number of students seeking and acquiring key internships and participating in clubs and organizations. Our students have had internships with Commercial Banks such as Arvest Bank and Regions Banks, Investment Banks such as Goldman Sack, and Scott Trade, Non Profit Organizations such as Heifer International, the Clinton Library, and the Clinton School of Public Service, and a host of local small business, insurance companies and accounting firms.
Standard #4 Measurement and Analysis of Student Learning and Performance

a. Program Outcomes

With the involvement of the Philander Smith College Assessment Committee and the Board of Advisors, the Division of Business and Economics utilizes an assessment system that analyzes its candidates’ performance and preparation that is based upon its B-TEAM conceptual framework (Business-Technology, Economics and Ethics, Accounting and Finance, Management and Marketing). This framework has evolved from the Core Professional Components (CPC) of ACBSP. The Division uses this framework as a guide to set standards and assess its program outcome objectives.

The Division of Business and Economics Program Outcome Objectives are as follows:

**Objective #1:** Prepare students for professional careers in business, government, non-profit and other areas of human endeavor where communication, organizational, managerial, and analytical skills are vital to their success.

**Objective #2:** Assist students with the development of managerial skills that require computer application for business.

**Objective #3:** Prepare students to respond to change in a global marketplace, while preparing them to intentionally impact the world and demonstrate high ethical standards in the workplace.

**Objective #4:** Prepare students to expand their knowledge base by pursuing studies in graduate or professional schools.

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.

**Student Learning Results** (Required for each accredited program, doctorate, masters, and baccalaureate)
## Performance Indicator

### Definition

1. **Student Learning Results**  
   (Required for each accredited program)

A student learning outcome is one that measures a specific competency attainment. **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.

Add these to the description of the measurement instrument in column two:
- Direct - Assessing student performance by examining samples of student work.
- Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information.
- 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.

## Analysis of Results

<table>
<thead>
<tr>
<th>Performance Measure (Competency)</th>
<th>Description of Measurement Instrument to include</th>
<th>Areas of Success</th>
<th>Analysis and Action Taken</th>
<th>Results of Action Taken (occurs in the following year)</th>
<th>Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quantitative Skills</strong></td>
<td>Business Analysis prep for Grad school and GMAT</td>
<td><strong>MFT Average class score 137</strong></td>
<td><strong>Analysis</strong>: In the years prior to 2009 seniors were performing well below the benchmark set for the major fields test. As an intervention to remedy this situation the program has developed a series of embedded test</td>
<td><strong>MFT Average Score 140</strong></td>
<td>Year Score 2008 - 130 2009 - 133 2010 - 137 2011 - 140</td>
</tr>
</tbody>
</table>
questions as a way preparing students for exam and assessing critical skills in specific courses. This intervention has shown a continual improvement in the average MFT test scores since the fall 2008. **Action:** Continue to use embedded test questions

| Quantitative Skills Business Analysis prep for Grad school and GMAT Measures for Learning Outcomes in Objectives 1 and 4 Finance and Statistics Embedded test questions | Formative internal assessment instrument utilized in Managerial Finance and Basic Statistics | Trend is positive for last three cycles exceeding goal in most cycles | Analysis: There is a correlation between the MFT and the benchmark score for Embedded test questions. The department has shown a major improvement in recruitment and retention with regards to faculty who have a major impact in these key Core Professional Component areas. **Action:** Continue to monitor the progress in these areas. Expand use of embedded test questions | NA |

| Goal | Q1 Measures of Location | 0.80 |
| Goal | Q2 Variance and Standard Deviation | 0.70 |
| Goal | Q3 Covariance and Correlation | 0.70 |
| Goal | Q4 Probability | 0.70 |
| Goal | Q4 Probability Distribution/Sampling Distribution | 0.70 |
Managerial and Technology Skills for Business Analysis Measures for Learning Outcomes in Objectives 2 and 3 Grades for General Core Grades and Cap Stone Course

Assessment instrument utilized in General Core and Capstone Course
Formative Internal

Grades and average GPA for most courses exceed benchmark

**Analysis:** Prior years of assessment goals were met. Two primary measures used for assessment were the comparison of test scores in Business Core Classes and the Capstone Business Strategy course. The test scores indicate that students continue to meet the benchmark targets set by the division in 2009 in all areas except Economic.

**Action:** Established tutorial lab in economics in the division

**Action:** The Division also updated its mid-level assessment to include a C or better in all business core courses as a requirement for graduation starting with the academic year 2009-2010.

- Increased performance on major fields test

---

**Business Core & Cap Stone GPA**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2011</td>
<td>3.6</td>
<td>2.8</td>
<td>3.1</td>
<td>3.4</td>
<td>2.5</td>
<td>2.8</td>
<td>3</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>3.6</td>
<td>2.6</td>
<td>2.9</td>
<td>3.5</td>
<td>2.6</td>
<td>2.6</td>
<td>3</td>
</tr>
<tr>
<td>Spring 2010</td>
<td>3.5</td>
<td>2.7</td>
<td>3</td>
<td>3.3</td>
<td>2.4</td>
<td>2.7</td>
<td>3.1</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>3.6</td>
<td>2.1</td>
<td>2.9</td>
<td>3.4</td>
<td>2.5</td>
<td>2.7</td>
<td>3.2</td>
</tr>
<tr>
<td>Spring 2009</td>
<td>3.5</td>
<td>2.2</td>
<td>2.8</td>
<td>3</td>
<td>2.7</td>
<td>2.2</td>
<td>2.8</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>3.3</td>
<td>2.8</td>
<td>3</td>
<td>2.7</td>
<td>2.2</td>
<td>2.8</td>
<td>3.2</td>
</tr>
</tbody>
</table>
### Standard #5 Faculty and Staff Focus

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.

**Standard 5 - 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.

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.

<table>
<thead>
<tr>
<th>Performance Measure (Competency)</th>
<th>Description of Measurement Instrument</th>
<th>Areas of Success</th>
<th>Analysis and Action Taken</th>
<th>Results of Action Taken (occurs in the following year)</th>
<th>Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty satisfaction will be at or above 80%</td>
<td>Bi - Annual Faculty / Staff Evaluation meeting</td>
<td>Exceeded goal</td>
<td>Meet with faculty individually at the beginning of each fall semester and at the end of each spring semester</td>
<td>Satisfaction increased 1%</td>
<td><img src="image" alt="Overall Faculty Satisfaction with Division" /></td>
</tr>
</tbody>
</table>

**Analysis of Results**

- **Performance Measure (Competency):** Faculty satisfaction will be at or above 80%
- **Description of Measurement Instrument:** Bi - Annual Faculty / Staff Evaluation meeting
- **Areas of Success:** Exceeded goal
- **Analysis and Action Taken:** Meet with faculty individually at the beginning of each fall semester and at the end of each spring semester
- **Results of Action Taken (occurs in the following year):** Satisfaction increased 1%
- **Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years):**

![Graph](image)

Overall Faculty Satisfaction with Division
Faculty Qualifications

Complete the next two tables for new full-time and part-time faculty members since last self-study or QA report. Do not include faculty members previously reported.

<table>
<thead>
<tr>
<th>NAME</th>
<th>MAJOR TEACHING FIELD</th>
<th>COURSES TAUGHT (List the Courses Taught During the Reporting Period, Do Not Duplicate Listing)</th>
<th>LIST ALL EARNED DEGREES (State Degree as Documented on Transcript, Must Include Major Field)</th>
<th>DOCUMENT OTHER PROFESSIONAL CERTIFICATION CRITERIA</th>
<th>ACBSP QUALIFICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Flowers, Kristie</td>
<td>Accounting</td>
<td>ACCT – 373 Principles of</td>
<td>PhD,</td>
<td>12 Years of Private</td>
<td>Doctorate /</td>
</tr>
<tr>
<td>(Full-time)</td>
<td>Accounting I &amp; II, ACCT – 453 Advanced Accounting, BADM – 213 Business Mathematics</td>
<td>Masters of Professional Accounting, Bachelors of Science in Accounting</td>
<td>Practice Experience in Accounting.</td>
<td>Professional</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Professor Johnson, Charles Lee (Part-time)</td>
<td>Operations Management</td>
<td>BADM – 433 Production and Operations Management</td>
<td>BBA, MBA</td>
<td>Owns two Businesses in the City of Little Rock for over 7 years.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Professional &amp; Terminal Degree</td>
<td></td>
</tr>
<tr>
<td>Faculty Member</td>
<td>Highest Degree</td>
<td>Professional Certification</td>
<td>Papers Presented</td>
<td>Published Articles, Manuscripts, books</td>
<td>Unpublished Articles, Manuscripts, Books</td>
</tr>
<tr>
<td>-------------------</td>
<td>----------------</td>
<td>-----------------------------</td>
<td>------------------</td>
<td>----------------------------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>Price, Adrian</td>
<td>PhD</td>
<td></td>
<td>3</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>James, Bruce</td>
<td>MBA</td>
<td></td>
<td>1</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Abrams, Orville</td>
<td>MBA CPA</td>
<td></td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Taylor, Jimmy</td>
<td>JD CPA</td>
<td></td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Kristie, Flowers</td>
<td>PhD</td>
<td></td>
<td>1</td>
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<td>1</td>
</tr>
<tr>
<td>Torrence, Kenneth</td>
<td>JD</td>
<td></td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Standard #6 Educational and Business Process Management

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

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.

The Division of Economics did **not** substantially revise any existing accredited degree programs/curricula. During the 2010 – 2011 Academic year, we reviewed our BBA in Business Administration programs with the objective to update it to reflect the ever changing business environment. First step in the process were course additions to the curricula of the program that were approved by the division faculty. The proposal for course additions to the curricula was submitted to the Philander Smith College faculty curriculum committee in spring 2011. After approval from the curriculum committee, the faculty senate approved the changes during the last faculty senate meeting of the academic year 2010-2011. The official changes are listed in the 2011-2013 Philander Smith College Catalog. The additional course offerings are listed below.

**OBJECTIVE OF CURRICULA CHANGES:**

1. Add additional course offerings for students.
2. Change course name to reflect course content.
3. Change course hour for more content.
4. Change course code to reflect course content.

**NEW COURSES OFFERINGS**

The following courses are new courses that will be added to the Division’s course offerings:
International Economics
Course Description: This course presents rudiments in trade theory and open macroeconomics. Reflecting my recent experiences in the IMF, the WTO and other international matters, the emphasis will be on the interactions between rigorous economic thinking and concrete policy issues in developing countries. (3 hours) Prerequisites ECON 113, ECON 123

Political Economics
Course Description: The course address economic policy and affect on the overall economy as well as individual markets. This course starts by introducing the tools of political economics and social choice, and concludes by discussing recent research on political economics. (3 hours) Prerequisites ECON 113, ECON 123

Financial Economics
Course Description: This course is an introduction to financial economics. It covers the analytical tools and finance theory necessary to make good investment decisions and to understand the paradigm of security valuation. Important themes in the course include individual decision making, risk and return, arbitrage, and market equilibrium. Financial economics is a quantitative subject, and we will use calculus and statistics, as well as the analytical tools developed during the course. Prerequisites ECON 113, ECON 123, BADM 203, BADM 223

Financial Statement Analysis
Course Description: Financial Statement Analysis is about financial information: how it is derived, how it is used, how it can be appropriately altered to get a better view of the current performance and future prospects of for-profit companies. Financial statement analysis is the application of analytical tools and techniques to general-purpose financial statements and related data to derive estimates and inferences useful in business analysis. (3 hours) Prerequisites ACCT 373, ACCT 383
Introduction to Econometrics
Course Description: The course provides an elementary but comprehensive introduction to the practice of econometrics. It deals with applications of statistical methods to the testing and estimation of economic relationships. The main topics covered include review of probability and statistical inference, the linear regression model, extensions of the basic linear regression model, and problems that arise when analyzing cross section and time series data by means of regression models. (3 hours) Prerequisites BADM 203, BADM 223

Intermediate Economics
This course will explore the decision making of economic agents (consumers and firms). It will also examine how different market mechanisms operate to allocate resources. How all markets interact in the economy and how the Macroeconomy is shaped by markets. (3 hours) Prerequisites ECON 113, ECON 123

Financial Markets
Course Description: This course is designed to expand students’ understanding of the different types of financial markets and how the work. The course will also teach students about different financial instruments and the market in which they are traded. Finally, participants will learn the use of financial markets in investment and corporate financial management. (3 hours) Prerequisites ECON 113, ECON 123, FIN 343

Seminar in Economic Issues
Course Description: The seminar course will use current events in Economics as basis for teaching students how to systematically solve problems. The senior level course will require writings and presentations specific to topics from the student’s perspective. (2 hours) Prerequisites: graduating senior status
Business Math Lab I
Course Description: The purpose of the course is to augment the Business Math I Lecture with hands-on problem solving and further concept explanation. This includes basic concepts linear algebra, calculus, and geometry. (1 hour)

Business Math Lab II
Course Description: The purpose of the course is to augment the Business Math II Lecture with hands-on problem solving and further concept explanation. This includes advanced concepts in linear algebra, calculus, and geometry (1 hour)

Monetary & Fiscal Policy
Course Description: The purpose of this course is to introduce students to current issues in macroeconomic policy. It will explore both the theoretical debates and the practical issues faced by policymakers. It will cover a wide range of monetary and fiscal policy topics.

Research / Internship
Course Description: This course is a cooperative internship between industry and education and is designed to integrate the student’s technical studies with industrial experience. Students work with their faculty advisor and internship employer to develop an education plan with meaningful learning objectives based on their program of study. Students may also choose to complete an applied research project instead. Should a student choose the research project, he/she will work closely with their faculty advisor to research, plan, and present their findings to a review committee of faculty, staff, and industry personnel. Prerequisites: graduating senior status or prior approval from advisor and chair
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 programs have been developed since our last report. However, as previously mentioned, a review has been conducted to introduce new degree programs. The next step in this process is to conduct a feasibility study. The study will determine what resources are needed to introduce the programs. The study is also needed to gain approval by the college and our accrediting bodies. The study will be undertaken during the current academic year.

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

No accredited programs have been terminated since our last report.
Complete the following tables. 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.

**Standard 6 - Budgetary, Financial, and Market Results**

<table>
<thead>
<tr>
<th>Budgetary, Financial, and Market Performance Results</th>
<th>Budgetary, financial, and market performance results examine (1) management and use of financial resources and (2) market challenges and opportunities. 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. 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Performance Measure</strong></td>
<td><strong>Description of Measurement Instrument</strong></td>
</tr>
<tr>
<td>The Budget was increased by 7%.</td>
<td>Approved budget</td>
</tr>
<tr>
<td>Additional, non-budget funds were made available for classroom technology improvements.</td>
<td>Increased equipment purchases for classrooms, desktop computers for faculty, and course software for students.</td>
</tr>
<tr>
<td>Faculty Development Funds per faculty member was increased throughout the college</td>
<td>Increase in travel funds available for faculty development and research presentations.</td>
</tr>
</tbody>
</table>