



DESALLES UNIVERSITY

Division of Business

Self-Study Report
for
DeSales University
Division of Business

Respectfully
Submitted to the

**ACCREDITATION COUNCIL FOR BUSINESS
SCHOOLS AND PROGRAMS (ACBSP)**
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INSTITUTIONAL OVERVIEW

1. Contact Information

Name of institution: **DeSales University**
Name of business school or program: **Division of Business**
Name/title of president/chancellor: **Rev. Bernard O'Connor, OSFS,
President**
Name/title of chief academic officer: **Karen Doyle Walton, Ed.D., Provost
& Vice President for Academic
Affairs**
Name/title of business unit head: **Christopher R. Coccozza, CPA, J.D., LL.M.,
Division Head, Division of Business**

Academic year covered by the self-study: **2012-2013**

The institution's self-study coordinator contact information:

Name: **Dr. Christopher R. Coccozza** Title: **Division Head, Division of
Business**

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Date of submission of this self-study: **December 2013**

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Proposed date of accreditation site visit: **February 23-26, 2014**

2. Identification of Individuals Who Helped Prepare the Self-Study

Name	Title
Dr. Christopher R. Coccozza	Division Head
Dr. David M. Gilfoil	MBA Director
Ms. Elizabeth Rosa	Professor
Dr. Charles G. Jobs	Assistant Professor
Mr. Bradley Barnhorst	Assistant Professor
Dr. Amy K. S. Scott	Associate Professor
Ms. Deborah Booros	Dean of Lifelong Learning
Dr. Tahereh A. Hojjat	Professor
Dr. Michael J. Gallagher	Assistant Professor
Dr. Martin Brett	Associate Professor
Mr. Peter Rautzhan	Associate Vice President Administration and Planning

3. Review of All Academic Activities

TABLE 1 Review of all Academic Activities

A. Business or Business Related Programs	B. Program in Business Unit	C To be Accredited by ACBSP	D. No. of Degrees Conferred 2012-13
Undergraduate			
Accounting	Yes	Yes	28
Business Administration	Yes	Yes	2
Finance	Yes	Yes	6
Human Resource Management	Yes	Yes	1
International Business	Yes	Yes	3
Management	Yes	Yes	15
Management of Information Technology	Yes	Yes	2
Marketing	Yes	Yes	13
Pharmaceutical Marketing	Yes	Yes	7
Sport Management	Yes	Yes	23
Master of Business Administration	Yes	Yes	117

4. Organizational Charts

Place in an Appendix of the self-study a copy of:

- 1) the institution's organizational chart See Appendix C.
- 2) the business school or program's organizational chart See Appendix C.

5. Conditions of Accreditation

DeSales University is accredited by the Middle States Commission on Higher Education. This institutional accrediting agency is recognized by the U.S. Secretary of Education and the Commission on Recognition of Postsecondary Accreditation.

b. Statement of Mission

The mission of DeSales University is to provide men and women with quality higher education according to the philosophy of Christian humanism as developed by Saint Francis de Sales and his spiritual heirs. The University imparts knowledge about and develops talents for personal, familial, and societal living. DeSales University enriches the human community and enhances the dignity of the individual through its educational endeavors. In its work, the University fosters a vital and respectful dialogue between Roman Catholic faith and human culture.

c. Statement of Mission—Business School or Program

The mission of the Division of Business is to provide a high-value business educational experience within the Salesian tradition. The division's undergraduate majors in accounting, business administration, finance, human resource management, international business, management of information technology, management, marketing, pharmaceutical marketing, and sport management and its graduate MBA program are characterized by self-discovery, action, collegiality, service, and inspirational leadership. The division strives to provide its students with an education that helps them to better understand others in the world around them and to achieve success in today's global business environment.

The mission of the MBA program is to prepare students for global leadership positions in the ethical management of business enterprises, government agencies, healthcare organizations, or not-for-profit organizations. Distinguishing characteristics of the program are its emphasis on quality instruction, executive skills development, its general management orientation, its aim of integrating skills and values, its explicit attempt to link theory and practice, and its underlying sensitivity to Christian humanism. It is the intent of the program to provide students with the foundations for socially-useful and professionally-rewarding careers.

d. Public Information

Five copies of the catalog or bulletin must be sent to ACBSP headquarters along with five copies of the completed self-study, and one electronic version. State the catalog page number(s) where each of the following is located:

- 1) listing of the business degree programs - page number(s) 47-48; 67; 79-80;

85-87; 90-94; 108; 123-124. Graduate Catalog for the MBA program, page number 16.

- 2) The academic credentials of all faculty members - page number(s) 141-148. Graduate Catalog for the MBA program, page numbers 68-69. (MBA Note: only full-time faculty members are listed in the graduate catalog.)
- 3) The academic policies affecting students along with a clear description of the tuition and fees charged the students - page number(s) 6-15; 16-24; 27-29; 37. Graduate Catalog for the MBA program, page numbers 3-10; 16-18. (MBA Note: reference to tuition and fees – catalog refers them to the website for fees.)
- 4) The statement of mission of the institution - page number 2. Graduate Catalog for the MBA program, page number 2.
- 5) The statement of mission of the business school or program-page number 6. Graduate Catalog for the MBA program, page number 16.

e. Accreditation of Doctoral Programs

Not Applicable

f. Campuses

Business Programs are offered at our three campuses; the Main Campus in Center Valley, Easton Area Campus and Lansdale Area Campus. The MBA program also offers classes at satellite locations which are administered by three primary campuses. Satellite locations at Immaculata University, Pfizer, Inc., and Dorman Products are administered by the Lansdale Area campus. Easton Area Campus administers a satellite location at Pocono Medical Center. The Main Campus administers a satellite location at Lehigh Valley Hospital. All online courses are administered by the Main Campus. In addition, the MBA program has a partnership with Universidad Peruana de Ciencias Aplicadas in Lima, Peru, to offer project management courses to its MBA students.

g. Public information

Information relative to graduation, retention, internships and licensure is posted on the DeSales University Division of Business (“DOB”) homepage under *Student Success Rates*. Our self-study is located on DOB homepage.

6. Division of Business Organizational Profile

a. Organizational Description

1) Organizational Environment

DeSales University, in Center Valley, PA, is a private, coeducational, four-year university affiliated with the Roman Catholic Church. Founded by the Oblates of Saint Francis de Sales in 1965, the 480-acre suburban campus is located 50 miles north of Philadelphia and about 90 miles west of New York City. DeSales has approximate-

ly 100 full-time faculty members. The student body of 3,245 FTEs is comprised of traditional undergraduate, graduate, and evening undergraduate (ACCESS) students. For our 1,597 full-time undergraduate day students, sixty-six percent of whom live on campus, the student/faculty ratio is 15:1, and the average class size is 18. In Fall 2012, the DeSales full-time traditional student body ethnic makeup was 82% White, 12% Hispanic, and 6% Nonwhite. Sixty-six percent of students hailed from Pennsylvania, 21% from New Jersey, 10% from other states in the Northeast, and 3.5% from other states throughout the country.

DeSales offers more than 30 undergraduate majors, six master's degrees, and two doctoral degrees, and is a member of the Lehigh Valley Association of Independent Colleges, a consortium offering cross-registration and interlibrary loan with Cedar Crest, Lafayette, Moravian, and Muhlenberg Colleges, and Lehigh University.

DeSales University is accredited by the Middle States Commission on Higher Education, an institutional accrediting agency recognized by the U.S. Secretary of Education and the Commission on Recognition of Postsecondary Accreditation. The DeSales Business program is accredited by ACBSP.

The average annual student enrollment in the DOB ranges from 220-260 full-time undergraduate students, 600-700 part-time MBA students, and 200-300 part-time undergraduate business students in the DSU ACCESS program. Approximately 15% of the full-time day students are business majors.

In AY 2012-2013, the DOB consisted of 14 full-time faculty, four of whom were professionally qualified and ten of whom were academically qualified. All of our faculty members have previous professional workplace experience. Four faculty members are female and ten are male; two faculty members are African-American and the other twelve are Caucasian. Most DOB full-time faculty teach courses in the ACCESS and MBA programs.

74 adjunct faculty taught undergraduate ACCESS courses in AY 2012-2013, and 82 adjunct faculty taught MBA courses. The DOB's primary mission is teaching, and most of our full-time faculty are actively engaged in scholarly or business-community service activities that support our teaching mission.

The DeSales DOB offers eight bachelor's degrees in the traditional day undergraduate program: Accounting - also available as an accelerated 4½ year BS to MBA, Business Administration, Finance, International Business, Management, Marketing, Pharmaceutical Marketing, and Sport Management.

We offer nine bachelor's degrees - six of which are available in 100% online format -- in the undergraduate ACCESS program: Accounting, Business Administration, Finance, Human Resource Management, International Business, Management, Management of Information Technology, Marketing, and Pharmaceutical Marketing. All ACCESS courses, excepting the 100% online offerings, are taught using a hybrid format, which consists of attending live classes and working an online course component.

We also offer, through ACCESS, certificates in Financial Management, General Business, Human Resource Management, Management/Leadership, Marketing, and Public Accounting. The certificates in Financial Management, General Business, Management/Leadership, and Marketing are available in 100% online format.

The DOB offers a Master of Business Administration (MBA) in traditional classroom format as well as in a 100% online format.

In addition to its main Center Valley campus, DeSales has two satellite campuses, the Easton Area Campus and the Lansdale Area Campus, which are designed specifically for adult students. Our MBA program is also offered at Dorman Products in Colmar, PA, at Pfizer in Collegeville, PA, at Immaculata University in Immaculata, PA, and at Universidad Peruana de Ciencias Aplicadas in Lima, Peru. MBA classes are offered at Lehigh Valley Hospital in Allentown, PA, and at Pocono Medical Center in East Stroudsburg, PA.

The DOB delivers its courses using a variety of cutting-edge technologies. We, like all of the academic areas of the University, use the Blackboard learning management system and its accompanying web conferencing tool, Blackboard Collaborate. We also can deliver live courses to and from all three of our campuses (Main, Easton, and Lansdale) using our on-site video conferencing facilities. These conferencing tools allow us to host worldwide meetings, work sessions, orientations, and presentations; transmit audio, video, computer desktop applications, and web pages; record sessions for later playback, and engage business students in online break-out rooms and whiteboard interactions. The DeSales Department of Distance Education and Instructional Technology (DEIT), staffed by highly qualified and skilled professionals, provides invaluable assistance in the development and management of our online and hybrid courses, video conferencing, and other delivery technologies.

Since the opening of the DOB's new home in the Gambet Center for Business and Healthcare in March 2013, the DOB has access to smart classrooms for all of its business course offerings. The Gambet Center, a 77,000 sq. ft., \$27 million facility, includes globally integrated classrooms and administrative operations for undergraduate and graduate business degree programs. The PPL EnergyPlus Trading Wing features a unique, specialized, state-of-the-art business classroom that replicates a commodities trading center. The trading room allows students to enjoy a simulated trading environment, which includes a digital stock market exchange ticker on overhead walls, in a high-tech classroom for group learning. The PPL Wing also has three seminar rooms that allow students to experience board meeting simulations and participate in small group meetings and breakout sessions. The Gambet Center is a showcase of green architecture featuring environmentally advanced design.

The DOB's vision statement expresses our aspiration to be recognized worldwide for the quality of our teaching and the positive impact of our students and alumni on society. We strive to distinguish ourselves not only by providing a rigorous curriculum, but also by providing a unique educational experience rooted in Salesian Christian humanism.

The DOB's key values can be summarized as follows:

Self Discovery: The Division of Business challenges students to better understand their unique vocations through a rich variety of relevant coursework, through mentoring by faculty, and through professional and global experiences.

Action: The Division of Business seeks to inspire students to actively pursue their vocations and to tailor their educational experiences to their unique callings, and so the Division provides a curriculum that is focused on content application, utilization of relevant technologies, experiential learning, entrepreneurship, and relevance to global business.

Collegiality: The Division of Business, emulating St. Francis de Sales, recognizes students, alumni and other stakeholders as valued colleagues. In an environment of mutual respect, our faculty help students develop both the ability to understand the diverse thinking of others and the skills they need to communicate effectively.

Service: The Division of Business will serve the public by providing high-quality degree and non-degree educational opportunities to our communities, and by advancing business knowledge through scholarly and professional activities. Inspired by the great collaboration of St. Francis and St. Jane de Chantal, we partner with students and other stakeholders to perform service activities that will improve our communities as well as significantly enhance our students' education with a relevant, career-related experience.

Inspirational Leadership: Our faculty possesses, in the aggregate, a unique and impressive blend of academic and professional experience. We engage in activities that enhance our ability to accomplish each objective described in this vision statement. Through our talents and leadership, we seek to attract superior students and guide their transformation into knowledgeable, inspired, and ethical leaders in our global society.

2) Organizational Relationships

In AY 2013-14, the DOB's average student enrollment is comprised (approximately) of 25% full-time undergraduate business students, 50% part-time MBA students, and 25% part-time undergraduate business students in the ACCESS program.

Stakeholders for DOB include the students, faculty, alumni, the Business Advisory Council (BAC), contributors, employers and the administration. To determine differences between stakeholder expectations of our program and their satisfaction with our program, we employ a variety of communication mechanisms. For example:

- Students provide feedback about what the quality of every course that they take through our online "CourseEval" survey. Graduating undergraduate business and MBA students are invited to take an online survey administered

through Educational Benchmarking Inc. (EBI) on a variety of educational product and service factors.

- Full-time faculty take a faculty satisfaction survey every academic year, the results of which are communicated at our year-end working meeting. Part-time faculty provide their input, feedback, and requirements via two faculty development sessions conducted in the fall and spring sessions as well as via a survey administered annually by the DOB.
- Employers (companies who employ our students) are represented by our Business Advisory Council members, who provide their input directly to us at periodic meetings conducted at the University.

b) Organizational Challenges

1) Competitive Environment

The DOB has a number of competitors located within a 100-mile radius of its main campus, which includes the Lehigh Valley and Philadelphia. Our five consortial partners are Lehigh University, Lafayette College, Moravian College, Muhlenberg College, and Cedar Crest College; we compete to some extent with Moravian and Cedar Crest. Another Lehigh Valley competitor school is Penn State's Lehigh Valley campus.

Many of our main competitors offer business programs similar to ours and are Catholic mission-based: Misericordia University, King's College, St. Joseph's University, LaSalle University, and Cabrini College.

Competing universities with business programs similar to ours are Delaware Valley College, Wilkes University, Eastern University, Arcadia University, Lebanon Valley College, Elizabethtown College, Alvernia University, Albright College, and East Stroudsburg-Bethlehem campus. PA State System institutions competing with us include Temple University and Penn State University satellite campuses, in particular Penn State-Lehigh Valley.

Another focus of competition is with the local two-year community colleges, Northampton Community College and Lehigh County Community College. DeSales has articulation agreements with both colleges, and the Division is considering how to increase the number of transfer students from the community colleges.

In 2011-2012, the top ten schools to which students applied in addition to DeSales (according to the Admissions Office and including all majors) were Alvernia College, Kings College, LaSalle University, Bloomsburg University, Muhlenberg College, University of Scranton, Penn State University, Villanova University, Kutztown University, and West Chester University. The top five schools that students chose to attend over DeSales were LaSalle University, Kings College, Marywood University, Bloomsburg University, and Penn State University.

The DOB enjoys several competitive advantages

- The Salesian heritage of the University allows us to recruit undergraduate and graduate students from a national and global population of students at Salesian high schools around the world.
- DeSales is uniquely positioned in the Lehigh Valley to play a key role in preparing, developing and educating the managers and employees for regional businesses, not-for-profit organizations, and educational institutions.
- The DOB is supported by the cutting-edge instructional technology available at DeSales. Courses can be offered on-line, partially on-line and by video-conference at multiple facilities at the same time, giving us the ability to deliver programs globally using technology creatively.

2) Strategic Challenges

Our major strategic challenges are:

- Recruiting high-quality traditional day students in an environment in which students and their families are increasingly price-sensitive
- Current planning for faculty development and staffing needs focuses on the short-term requirements.

3) Performance Improvement System

We will continue to improve performance through systemic evaluation:

- Each year, seniors from the DOB complete the major field test offered by ETS (Educational Testing Service). We thoroughly analyze student performance on the field test over time and as compared to peer institutions. We examine test results for each major, identify best practices within the DOB, and investigate areas that are in need of improvement.
- The senior field test does not capture the ability of students to think critically, define problems, or analyze and interpret data. We will continue to assess overall performance in these areas by evaluating student performance in the Capstone experience (Day students) and performance in senior seminar classes (Day and ACCESS Students).
- We measure student opinions of the overall quality of our coursework through the CoursEval electronic evaluation service and through the exit survey (given to all DOB students).
- We measure employer satisfaction with all DOB graduates through an annual focus group of selected job recruiters and an annual survey distributed to job recruiters.

STANDARD #1. Leadership

Criterion 1.1

The support for the DOB starts with the president, Rev. Bernard O'Connor, OSFS, and the DeSales University Board of trustees as witnessed by the DeSales University 2010 – 2015 Strategic Plan ("Strategic Plan"). The fundamental focus of the strategic plan is to improve the overall academic excellence of the University by improving each of the four "Pillars of Academic Strength" – Christian Humanism, The DOB, The Division of Performing Arts and The Division of Science and Healthcare. The Strategic Plan placed particular emphasis on improving the academic quality of the DOB.

The Strategic Plan called for the construction of the Gambet Center for Business and Healthcare, a \$27 million facility to house the entire DOB. This state-of-the-art facility which was opened in March of 2013 includes a Wall Street Trading Room with 20 trading stations, a stock ticker and Smartboard technology. All Gambet Center classrooms (nine total) are equipped with an instructor station with a BluRay Player, desktop PC and Smartboard technology. The Smartboard Technology allows for a limitless amount of note taking space that can be then saved and exported into digital format for reference, with a Smart Ink plugin that allows Smartboard notes to be saved to office applications like Powerpoint and Word documents. SmartBoard also comes with a mobile SMART Slate, a digital tablet that transfers anything written on it directly onto the screen at the front of the room.

In conjunction with the opening of the Gambet Center, Rev. O'Connor and the Board of Trustees have also approved the establishment of two endowments - Mr. William P. Dwyer Endowment for Excellence in Undergraduate Business Education and the Dr. Hal Dolenga Endowment for Excellence in Graduate Business Education. These endowments will be used to increase the operational budgets for the DOB with a focus on keeping all educational technologies current.

Father O'Connor's President's Cabinet's Objectives for 2013-2014 (See Appendix A.) set forth the goals and objectives of each key academic administrator: Provost, Dean of Graduate Education, Dean of Undergraduate Education and Dean of Lifelong Learning. This report evinces the University's commitment to the continuous improvement of the DOB.

Dr. Karen Doyle Walton, Provost and Vice President for Academic Affairs, is intimately involved in all aspects of academic leadership and she plays a hands-on role in the continuous improvement of our business programs. Her commitment to improving our academic offerings is witnessed by her leadership and support in the area of faculty development. During the past three years, one hundred percent of our business faculty professional development funding requests have been met. This funding has allowed our DOB to play an active role in the annual ACBSP conferences and to present their research findings at professional conferences. In the Fall of 2007, Dr. Walton also instituted a course release program for faculty research. This program allows faculty a reduced course load in order to pursue their research

agenda. Seven different DOB faculty members have utilized this course release with a total of eight releases granted since the fall of 2007.

Mrs. Deborah L. Booros, Dean of Lifelong Learning, Dr. Robert Blumenstein, Dean of Undergraduate Education and Rev. Peter J. Leonard, OSFS, Dean of Graduate Education have work extensively with the Division Head, Dr. Christopher R. Coccozza to provide leadership in our ACCESS, Traditional Day and MBA programs. The President's Cabinet's Objective's for 2013-2014 detail the responsibilities and goals which are shared by these four administrators. As a group, they work to ensure the continuous improvement of our business programs. Their working relationship is illustrated in Appendix C.

Criterion 1.1.a.

Dr. Christopher R. Coccozza began his tenure as leader of the business programs at DeSales University in the Fall of 2007, when he was appointed Department Chair of the Business Department. In the Fall of 2010, the University went through a major change in its organizational structure; included in this restructuring was a change from nine academic departments to four academic divisions. The business programs were elevated to the status of its own operational division and Dr. Coccozza was promoted to Division Head. His three year term as Division Head ended in the 2012-2013 academic year and he was reappointed to another three year term ending in the 2015-2016 academic year.

Dr. Coccozza's primary objective upon taking leadership of the business programs was to develop a systematic approach to the development and oversight of academic programs. In 2007, a new approach to the management of the accreditation process was developed wherein all business faculty members would take an active role in maintaining accreditation with the goal of continuous improvement of our programs. The first step in this process was the formation of faculty into three sub-committees that are responsible for different aspects of the accreditation process.

The Strategic Planning committee was formed to take a fresh look at the business program's strategic plan. The program's new strategic plan was completed during the spring of 2008. This committee now meets several times per semester to continuously review our strategic plan to ensure that the plan fairly represents the strategic direction of the business programs by making changes to the plan whenever our "closing the loop" process indicates that it needs updating.

The Assessment Committee was formed and it is responsible for measuring the strategic plans' outcomes and developing recommendations for "closing the loop" based upon the data generated by our assessment program. This committee meets once a month during the academic year to oversee the proper functioning of our assessment programs.

The Community Integration Committee ("CIC") was rebranded; its focus is to receive feedback from our external stakeholder groups as to the effectiveness of our business programs. Factors such as the needs of the business community, the ap-

propriateness of our strategic plan, the focus of our curriculum, and the outcomes of our business programs are considered by this committee.

These three committees report back to Division Head and the business faculty during the monthly DOB meetings. (See Appendix B for meeting agendas and minutes.) Inclusion of these committee reports in DOB meetings serves several purposes. First and foremost, it clearly communicates to faculty the importance the Division Head places on the accreditation process. It fosters the environment of continuous improvement as these topics are always at the forefront of the DOB's day-to-day operations. It also makes clear to faculty how important their work is to the successful attainment of Divisional goals.

Criterion 1.1.b.

The DOB has a unique organizational structure (See Appendix C.). The Division Head is ultimately responsible for all academic offerings and reports directly to the Provost. However, the Dean of Undergraduate Education, Dean of Graduate Education and Dean of Lifelong Learning all work directly with the Division Head to ensure that the DOB functions properly.

Dr. Robert Blumenstein's, the Dean of Undergraduate Education, primary responsibility is to make certain that all undergraduate academic areas function according to the University's mission and strategic plan. Dr. Blumenstein works with the Division Head to review traditional day enrollment figures, faculty load statistics, student learning outcomes, and course syllabi to determine if the traditional day business program is accomplishing its operational and academic goals.

Father Peter Leonard's, the Dean of Graduate Education, primary objective is to review all graduate programs to make sure the program is functioning according to the University's mission and strategic plan. The MBA Director, Dr. David Gilfoil, is responsible for the day-to-day operations of the MBA program. Father Leonard, David Gilfoil and the Division Head review all enrollment figures, faculty load statistics, student learning outcomes and course syllabi to determine if the MBA program is accomplishing its operational and academic goals.

Debbie Booros', the Dean of Lifelong Learning, primary goal is to ensure that the ACCESS program functions according to the University's mission and strategic plan. Dean Booros works with the Division Head to ensure that the ACCESS business program academic content is identical to the traditional day business program. They review faculty qualifications, faculty load statistics and course syllabi to make certain that the ACCESS program is the equivalent to the traditional business program.

The University recognizes that the Division Head's academic oversight responsibilities are too extensive for one person to properly manage. As a result, there are five major chairs who report directly to the Division Head who are responsible for academic content across the business programs. These chairs work with the Division Head, MBA Director, and the Dean of ACCESS to ensure academic quality in all business programs. Within the DOB, this group is collectively referred to as the Academic Oversight Team (AOT). The chairs receive course release time in order to

perform their oversight functions. Dr. Martin Brett is the Chair of the Sport Management Program; Dr. Sue McGorry is the Chair of Marketing, Pharmaceutical Marketing and International Business content areas; and Dr. Gregory Jefferies is the Chair of Management, Business Administration, MIT and Human Resource Management content areas. Mr. William Dwyer was the Chair of the Accounting and Finance content areas. He retired at the end of the 2013 academic year and now his role has been split between Dr. Michael Gallagher, Chair of the Accounting content area and Mr. Bradley Barnhorst, Chair of the Finance content area. From an MBA perspective, these chairs cover all of the concentrations except for Healthcare and Project Management. The MBA director, Dr. David Gilfoil, oversees the curriculum development work of Ms. Michele Stuart, PMP, adjunct professor, and consultant in these two areas. Ms. Stuart performs the same chair functions as noted above for major chairs.

The AOT reviews the DOB's academic performance. These oversight duties are broken out among major chairs along academic subject area. Their duties are numerous but can be broken down into three large performance areas: faculty hiring and development, course review and faculty assessment. Each chair is required to work with the Dean of Lifelong Learning and the MBA director in order to hire and develop faculty in their academic area. They review resumes and interview candidates to determine if potential adjuncts' academic background and work experiences satisfy our hiring requirements. Once hired the chairs assist faculty with course preparation including setting up the instructor for technical training.

Course review is perhaps the chairs' most important function. Every ACCESS and MBA course is reviewed by the chair, or another member of the AOT, to make sure it satisfies the DOB's requirements; this function is fulfilled by the Division Head in the traditional day program. Every ACCESS course syllabus is standardized so that the same syllabus is used in the traditional day and ACCESS programs. These syllabi all have identical textbooks and student learning outcomes (with respect to program and subject area outcomes). The chair also reviews every midterm and final to determine that they are appropriate to assess knowledge of the course outcome.

Faculty assessment is achieved by the chair reviewing student evaluations and course grading. The chairs (or another member of the AOT) will also personally visit new faculty classrooms (physical or virtual) and then provide the faculty with constructive feedback aimed at improving classroom performance. Faculty who perform outside of established norms – excessively high GPAs or low student evaluations – will also receive constructive feedback.

Ultimately, all of the chairs' work is captured in several reports (See Appendices D-1 and D-2) which are reviewed at periodic meetings of the AOT. These reports are used to assess program success and serve to make the leadership aware of programmatic issues which need to be addressed to ensure continuous improvement in our business programs.

Criterion 1.1.c.

The Faculty Evaluation Report (See Appendix E) is the primary instrument used to review faculty performance. This report is completed by the Division Head for each full-time faculty member, tenured and non-tenured, in the fall term. Each full-time faculty, tenured and non-tenured, submits an Annual Faculty Report to his Division Head each fall. This form covers the preceding two semesters of the faculty member's service and asks that he submit evidence of fulfillment of the qualifications of the rank he presently holds or of the next rank, if the faculty member is seeking promotion.

The Annual Faculty Report is reviewed and evaluated by the Division Head (See Appendix F). The Division Head meets with each faculty member to discuss their annual report. At this meeting, the Division Head explains the rationale for the faculty evaluation and helps the faculty member set personal performance goals. The faculty annual report and Division Head's evaluation is then sent to the Provost for her review and evaluation. If any issues have arisen during the course of the evaluation process they are addressed by the Provost and Division Head. The Provost then meets with the faculty member to discuss the annual report and Division Head evaluation.

DeSales University is fundamentally a teaching university. However, the University prides itself on maintaining a faculty which is active in three different areas: teaching, professional growth and service. The Annual Faculty Report is divided into these three performance areas and, at a minimum, faculty members are expected to be proficient in all three areas.

A faculty member's teaching performance is primarily judged through student evaluations and peer evaluations. In the DOB, the Division Head visits all non-tenured faculty members' classrooms at least once a semester to provide feedback to the faculty member. A faculty member may also demonstrate their teaching effectiveness through several other measurements such as the development of hybrid, online, and distance learning courses; or the developing and implementing teaching strategies and techniques that incorporate the Christian-humanistic dimension in a course.

The faculty is the chief source of academic excellence at DeSales University, therefore, they are encouraged to pursue a life of scholarship. The University has defined scholarship under the broader definition of professional development and it recognizes that the ways and means by which it can be accomplished may differ according to discipline. The DOB looks to the ACBSP standards as a guideline. As discussed previously, the University has generously provided faculty development funds to support the DOB's professional development agenda. The Annual Faculty Report requires faculty to submit evidence of professional development which may include:

- publishing a scholarly book or publishing an article related to the faculty member's academic discipline in a recognized and refereed scholarly journal;
- taking a leadership role in a professional organization of the faculty member's peers;

- completing a research project closely related to the faculty member's teaching and/or academic discipline and with the likelihood of furthering knowledge in the faculty member's discipline;
- becoming proficient in the use of technology as it applies to one's discipline and using this proficiency for research or incorporating it into one's teaching;
- writing a successful grant proposal which either gives evidence of or promotes the faculty member's professional growth and either improves the University's program or adds to the University's material resources.

Service is evaluated in very broad terms and may include any activity which adds to the vibrancy of the DeSales University academic community. Examples of service activities include but are not limited to taking academic leadership roles, developing new academic programs, involvement in student recruitment and retention, moderating student activity groups, advising students and generally serving the local community.

Faculty performance is also reviewed during the tenure/extended contract or promotion process. Typically a faculty member may apply for tenure or an extended contract during their sixth year of employment. Extended contracts are renewable five year contracts which provide a 15% bonus to a faculty member's regular contract. The same criteria listed above - teaching, professional development and service - are used to measure a faculty member's performance. The Division Head writes a letter in support of a faculty member's application which is reviewed by the Rank and Tenure Committee. The Board of Trustees grant tenure/extended contracts and/or promotion based upon the recommendations of the Rank and Tenure Committee, The Provost/Vice President for Academic Affairs (who consults the Undergraduate and Graduate Deans) and the President.

The MBA Director's performance is evaluated by the Division Head, Dean of Graduate Education and Provost. The MBA Director's administrative duties fall under service to the University in the Annual Faculty Report. The Division Head reviews the MBA Director's annual report and evaluates the MBA Director's administrative performance in the Faculty Evaluation Report. The Provost reviews both the Annual Faculty Report and the Faculty Evaluation Report and provides feedback to the MBA Director during the Director's annual meeting with the Provost.

The Dean of Graduate Education also reviews the MBA Director's day-to-day operational control of the MBA program. The Dean meets with the MBA Director to discuss enrollment and budgetary issues. Although these meetings have appeared on a periodic basis there has not been a formal reporting mechanism to capture the Dean's feedback. As of the 2013/14 academic year, a formal evaluation form - the Administrative/Professional Performance Appraisal (See Appendix G) - will be used to record the Dean's performance review.

The Division Head's performance is evaluated by the Provost and through the Annual Faculty Satisfaction Survey (See Appendices H-1, H-2 and H-3). The

Provost completes an annual evaluation which assesses the Division Head's administrative performance (See Appendix G). This report reviews the Division Head's performance in four key areas: general administration of the division, program oversight, faculty supervision and financial supervision.

General Administrative duties include promoting the mission of the University, overseeing the work of each major chair, working with the Dean of ACCESS and properly delegating administrative duties to divisional personnel. Program oversight requires the Division Head to be primarily responsible for overseeing and improving the quality of all the divisional academic programs. Faculty supervision includes the hiring, mentoring, development and review of all full-time and part-time faculty members. Financial supervision includes all divisional budgeting tasks.

During this review, the Provost provides constructive feedback as to how the Division Head's performance in each of these areas can be improved.

The Faculty Satisfaction Survey (See Appendix H-1) permits the full-time business faculty to evaluate the performance of the Division Head. This survey permits the faculty to express their opinions with respect to leadership in the DOB. Faculty feedback is given on topics such as faculty voice in the decision making process, leadership's support of faculty and recognition of faculty achievements. These reports are used to gather feedback to improve the Division Head's operational oversight of the DOB.

Criterion 1.2

Criterion 1.2.a.

As a Catholic Institution, DeSales University's ethos is steeped with a tradition of moral behavior and social responsibility. When revising the DOB's mission statement and strategic plan, the DOB believed inclusion of a strong emphasis on ethical behavior and social responsibility was essential in order to stay aligned with the school's mission. This belief is witnessed by various sections of the DOB's strategic plan. Goal 5c of our strategic plan states that students will pursue their vocations ethically. Thus, a successful career would not be judged merely in terms of dollars but in the value one brings to society. As a result, the DOB curriculum is infused with coverage of business ethics and social responsibility.

Ethics is a primary focus of both our undergraduate and graduate curriculum. All undergraduate students are required to complete a "values seminar" course which has as its focus ethical behavior. All graduate students are required to complete a "Business and Society" course which addresses these same issues. In addition, virtually all graduate and undergraduate business courses devote at least a part of their focus to ethical business behavior. These facts are borne through the charts found in Figures 1.1 and 1.2 on pages 20-21 of this self-study.

DeSales University attempts to fulfill its social responsibility in all aspects of University life. Perhaps the best current example is the new Gambet Center; this state of the art facility is LEED certified as we recognize our responsibility to the environ-

ment. The DOB's strategic plan addresses social responsibility in Goal 4d which calls for classroom and non-classroom service learning experience. These experiences provide a platform for exposing students to their social responsibility and benefit our local community. Specific programs are addressed below.

Criterion 1.2.b.

As discussed above, societal impacts are imbedded within our business curriculum. The measurement of such activity is presented in greater detail in Figure 1.1. In short, the DOB looks to the frequency of activities which address our ethical and social responsibility to measure our success. A few examples of the various service learning programs which witness our commitment to our social responsibility include our VITA program which prepares tax returns for low-income and senior taxpayers (13 years and counting); developing marketing and business plans for local start-up companies and charities; and providing audits for local non-for-profit entities.

The best example of our commitment to developing business students with an ethical compass is The Fleming Institute for Business Ethics Bowl Competition. In 2010, the DOB, with the help of founder Richard Fleming, started The Fleming Institute for Business Ethics. The Institute's mission is to create a meaningful dialogue between academia and business by fostering the study of both principles and practical case histories by students who will be our business leaders of tomorrow. The first endeavor developed by this Institute was the Fleming Ethics Bowl. The goal of the Ethics Bowl is to create a competition to help build an awareness of ethical behavior in the business world leading graduates toward resolving future ethical problems that unfold for them.

The Ethics Bowl Competition invites students from all LVAIC institutions and Penn State University to participate in a business case study whereby students offer their views on solving an ethical business issue before a panel of business executives serving as panel judges. This competition serves to fulfill both the DOB's ethical goals as it exposes students to the practical application of their ethics-based education; and social responsibility goals as it includes business leaders and college students throughout the Lehigh Valley. (See Appendices I and J.)

Criterion 1.2.c.

The University Employment Handbooks have adopted a Code of Ethical Conduct for University representatives which applies to all university employees including Faculty (See Appendix K), Administrative and Professional Staff (See Appendix L) and Support Staff (See Appendix M). The University Employee Handbooks and Faculty Handbook also contain numerous additional rules relating to proper ethical and legal conduct which apply specifically to faculty members. Policies relating to Academic Freedom, Professional Ethics and Dismissal for Inappropriate Behavior are enumerated in the Faculty Handbook. The University has both a Faculty Review Committee and Dismissal Committee which serve to protect the faculty against unwarranted

penalties for alleged violations of their duties or from infringements upon a faculty member's rights.

The Faculty Handbook includes ethical and legal standards which apply to students. Faculty are made aware of these standards so they can help monitor student adherence. These rules include descriptions of plagiarism, cheating and other inappropriate student behavior such as falsifying the reason for a class absence. Faculty contracts (See Appendix N) also contain provisions which govern behavior including references to the Faculty Handbook.

Legal and ethical guidelines for students are found in several locations. The Student Handbook (See Appendix O) begins with the DeSales University Character Code which states "As a member of DeSales University, I will conduct myself in a respectful manner with dignity and honesty in the Salesian tradition of humility and gentleness." This simple statement sets forth the basic behavioral expectations for all students. The student handbook also includes various rules and regulations regarding alcohol, hazing, sexual harassment which provide clear cut policies for all students.

The Undergraduate and Graduate Catalogs, the MBA Handbook, and the ACCESS Handbook (See Appendices P, Q, R and R 1) contain rules regarding plagiarism, cheating, and inappropriate behavior. They also provide procedures for faculty in handling student infractions and student due process requests. These catalogs also address the academic accommodations which can be made for students with disabilities. As the rules relating to academic honesty and academic accommodations are of the utmost importance to the University, references to these policies are required to be included in all University syllabi.

Criterion 1.2.d.

DeSales University has developed several processes which monitor compliance with regulatory and compliance issues. The DeSales University Compliance Matrix Program (See Appendix S.) tracks all legal and compliance issues, which areas of the University which may be affected, which administrators are responsible for compliance, and the relevant laws and issues which may be generated. For example, in the academic area, the Provost and Division Heads (among others) are responsible to make sure we comply with Title VII during the faculty hiring process.

The DeSales University Compliance Protocol (See Appendix T) establishes a process for implementation of a DeSales University's Matrix Compliance Program to promote compliance with laws, regulations, other external standards and "best practices," as well as compliance with internal policies and procedures aimed at overall maintenance of a climate of ethical conduct.

Figure 1.1 Impact on Society

	Societal Requirement	Key Compliance Process	Measures
All DOB Programs	Students' experience will include opportunities for them to develop an understanding of their impact on society.	Faculty will create and facilitate socially impactful activities in which DOB students may participate. These activities are reported in Faculty annual report/divisional annual report.	<ul style="list-style-type: none"> • Number of service learning opportunities • Number of DOB's sponsored events • Faculty service on University Committees • Number of guest speakers on campus • Hosting and introducing keynote speakers at campus events
Service	Faculty and Students will engage in service to the University and community.	DOB faculty and students participate in a variety of service activities. These activities are reported in Faculty annual reports and the divisional annual report.	<p>Number of service activities:</p> <ul style="list-style-type: none"> • Export University • Midnight Madness Alcohol Awareness Event • Free Youth Golf Clinic • Think Pink – proceeds to Susan G. Komen Foundation (cancer related) • VITA program • Financial Literacy programs • Catholic Charities Financial Literacy for Elderly and at-risk women • Programming for FBLA • Up the Volume Foundation (Cervical Cancer) • Lutron Social Media Project • Advising student clubs, activities or teams • Providing free seminars/training for community partners
Operations	The DOB operates with an impact on society as focus	<p>Request feedback from stakeholders:</p> <ul style="list-style-type: none"> • BAC meetings • Faculty through annual reports/meetings • Students through solicited and unsolicited feedback. <p>Evaluate feedback and take corrective action when necessary.</p>	<ul style="list-style-type: none"> • Feedback from BAC as reported in BAC minutes • Number of corrective actions taken on feedback from BAC meetings, faculty and students.

Figure 1.2
Ethical Behavior

Key Processes for Measuring and Monitoring Ethical Behavior	Measure or Indicators	Frequency of Measure
<p>Within the Division of Business:</p> <ul style="list-style-type: none"> • Results of the Educational Benchmarking Inc. (EBI) surveys and major field tests (MFT). • Student Course Evaluations: The instructor's attitude in dealing with students was fair and impartial. 	<ul style="list-style-type: none"> • Student perception of ethical focus of curriculum/program • Review of curriculum • Student Perception of faculty impartiality 	<ul style="list-style-type: none"> • Tri-Annual • Annual • Per Course
<p>With Key Partners:</p> <ul style="list-style-type: none"> • University-Wide New Faculty Inculturation • Participation in Fleming Ethics Bowl • BAC • Internship supervisor's end-of-term critique 	<ul style="list-style-type: none"> • Faculty Participation Inculturation • Student Participation in Fleming Ethics Bowl • Feedback for BAC • Written feedback from internship supervisors • Conflict of Interest Statement • Ethics Forums 	<ul style="list-style-type: none"> • Annual • Annual • Semester • Semester • Annual • Quarterly
<p>In Governance Structure: DOB Faculty Survey Questions</p> <ul style="list-style-type: none"> • Freedom to express opinion or disagree with Division Head • My comments or suggestions are valued by the Division Head. • The Division Head response to my suggestions <p>Major Chairs' oversight of ACCESS and MBA Curricula</p>	<ul style="list-style-type: none"> • Survey results for Division Head, MBA Director and ACCESS Dean • Bi-annual chair report 	<ul style="list-style-type: none"> • Annual • Bi-Annual

STANDARD #2. Strategic Planning

The DOB initiated a formal strategic planning process in Fall 2007 with the creation of a new standing committee of the Division -- the Strategic Planning Subcommittee, who is responsible for drafting current plan (*The DeSales University Division of Business Strategic Plan: Years 2011-2014*) and for facilitating the plan's annual review, evaluation, revision, and improvement. (See Appendix U.)

Criterion 2.1

The DOB organizes the strategic planning process into seven steps:

Step 1: Perform an Analysis of the External Environment (Opportunities and Challenges)

Step 2: Perform an Internal Analysis of the DOB (Strengths and Weaknesses)

Step 3: Articulate the DOB's Mission and Vision

Step 4: Develop Objectives, Goals, Strategies and Measures

Step 5: Communicate the Strategic Plan

Step 6: Evaluate Performance and Respond Accordingly

Step 7: Re-evaluate the DOB Mission and the Strategic Planning Process

On a three-year planning cycle, the Strategic Planning Committee reviews the DOB's mission, discusses the DOB's culture and vision, sets three-year goals for the DOB, and creates strategies to accomplish the goals.

Criterion 2.1.a

Membership in the Strategic Planning Committee has consisted of three to four DOB faculty members who meet two or three times each semester. The chair of the committee reports at monthly DOB meetings to Business faculty members, the MBA Director, and the Dean of Lifelong Learning, from whom ideas for the plan and suggestions for its improvement are solicited. We also solicit input from business students as well as alumni, employers of our graduates, and the local business community at large.

The development of the 2011-2014 strategic plan involved many faculty interactive sessions, including scheduled monthly DOB meetings and ongoing collaboration between the three DOB subcommittees charged with managing the planning process (Strategic Planning Committee), enhancing the assessment initiatives (Assessment Committee), and increasing Department outreach to the external stakeholder community (Community Integration Committee).

During the 2011-2012 academic year, the DOB created a new assessment tool, with which we analyzed student skills and knowledge. Going forward, we will use assessment results and planning updates to drive improvements in our major curricula and programs.

Criterion 2.1.b

The *DOB Summary of Strategic Direction*, presented in Figure 2.1 below, summarizes our goals, our strategies for achieving those goals, and the approximate timing of strategy implementations. (See Appendix U for the full *DOB Strategic Plan 2011-2014*.)

Figure 2.1

Division of Business
Summary of Strategic Direction

Goals	Strategies	Timetable
Faculty will mentor undergraduate day students, leading them to better understand themselves and their future career options.	<p>Establish a Division-wide student-mentoring program for all declared business majors.</p> <p>As a significant contribution to the work of the DOB, faculty members will meet regularly with students – both one-on-one and in small groups - to discuss career options and job markets.</p>	<p>AY 11-12 to present</p> <p>AY2011-12 to present</p>
All students will be exposed to a rich variety of relevant coursework and other academic experiences.	Utilize the Business Advisory Council to review course objectives and experiences to assure relevance to the working world.	AY2014-15
All students will learn about the business world and be involved in the local and global communities.	<p>Faculty will be actively involved in clubs, recruiting outside speakers and enhancing student external experiences.</p> <p>Establish Center of US-India Understanding and the Institute for Entrepreneurial Action.</p> <p>Identify appropriate grant opportunities to support global study tours, courses with international travel components, and global business internships and projects.</p>	<p>AY 2011-12 to present</p> <p>AY 2014-15</p> <p>AY 2012-13 to present</p>
<p>Undergraduate day students will actively explore their vocations through internships and by application of classroom knowledge to the workplace.</p> <p>ACCESS students may actively pursue internships if time permits.</p>	<p>All eligible full-time undergraduate business majors (those with a 2.50 GPA or higher) will complete at least one internship or participate in an acceptable alternate experience before graduation.</p> <p>Ramp up the internship program for business majors. New internships should be obtained, current employer relationships strengthened, and dormant internship contacts revived.</p> <p>Convert suitable courses in every major to include a substantial applied/experiential learning component or practicum. Such courses could include business incubators, small business startups, implementation of community projects, creation of business plans, etc.</p> <p>Adapt courses to accommodate multiple delivery methods and vehicles of experiential learning.</p>	<p>AY 2011-12 to present</p> <p>AY 2011-12 to present</p> <p>AY 2011-12 and AY 2012-13</p> <p>AY 2011-12 to present</p>
Within the structure of a challenging curriculum, students will be able to explore their individual career goals and interests.	<p>At least one course project in each major will provide students with the opportunity to explore their individual career goals and interests.</p> <p>At the graduate level, faculty will review and encourage projects that have direct application to student workplaces.</p> <p>For ACCESS undergrads, faculty will review and encourage projects that have direct application to student workplaces.</p>	<p>AY 2011-12 to present</p> <p>AY 2011-12 to present</p> <p>AY 2011-12 to present</p>

Students will receive an education that will help them achieve success in today's global business environment.	<p>Faculty will encourage business majors to experience another culture before graduation. These experiences may range from courses with international travel components (7-9 days) to full semesters spent abroad.</p> <p>Faculty will develop cross-national virtual team projects in graduate and undergraduate programs when feasible.</p>	<p>AY 2011-12 through AY 2013-14</p> <p>AY 2011-12 to present</p>
Faculty will demonstrate collegiality and its importance through their everyday interactions with students.	<p>Faculty will actively search for and develop opportunities to help students enhance their educational experience and their long-term career opportunities.</p> <p>Faculty participation in clubs, conferences, speaker events, Capstone Dinner, advising conferences, Faculty Character U, the DeSales Experience program</p>	<p>AY 2011-12 to present</p> <p>AY 2011-12 to present</p>
Students will learn to better understand others in the world around them.	With the assistance of the Salesian Center, engage DOB faculty and students in training in the Salesian tradition. Areas to be covered could include cross-cultural communication, diversity in the workplace (and in school), etc.	AY 2014-15
Students will learn to communicate effectively.	<p>Faculty will provide guidance and feedback in order for the students to learn and practice written, oral, presentation and professional communication skills.</p> <p>Faculty will develop programs to enhance professionalism and communication.</p> <p>Students will receive training and substantial experience in working with teams.</p>	<p>AY 2011-12 to present</p> <p>AY 2011-12 to present</p> <p>AY 2011-12 to present</p>
The DOB will maintain strong relationships with employers, alumni and the communities we serve.	Continue to strengthen our ties with the community through our Business Advisory Council and by inviting alumni onto campus for networking.	AY 2011-12 to present
The DOB will provide high-value non-degree programs for the Lehigh Valley community.	The DOB will develop a corporate training program and certificate programs using part-time and full-time faculty.	AY 2014-15
Faculty will contribute to the advancement of business knowledge through a variety of professional development activities, such as research, publication, consulting, workshops and professional conference presentations.	<p>The DOB will facilitate opportunities for faculty to engage in professional activities and will define appropriate professional activities which will advance the Division's mission and vision, such as semester releases, grant endeavors, sabbaticals.</p> <p>The DOB will develop a Salesian Center for Organization Development (as part of the Gambet Center).</p>	<p>AY 2011-12 to present</p> <p>AY 2014-15</p>
Faculty will actively serve in academic and professional organizations. (ACBSP Grid)	Each discipline area will be represented within the local and/or the national professional association(s) of that discipline.	AY 2011-12 to present
The DOB will incorporate service-learning activities into the curriculum and provide non-classroom opportunities for student service learning.	<p>All full-time undergraduate business students will have the opportunity to participate in at least one service-learning project by graduation.</p> <p>Faculty will facilitate student volunteer opportunities and will create academic course components that combine learning and service to others.</p>	<p>AY 2011-12</p> <p>AY 2011-12 to present</p>

The DOB will proactively recruit and attract the best students for our unique, Salesian-based education.	DOB faculty will be actively involved in University efforts to recruit from secondary schools, marketing directly to high school students and their parents.	AY 2011-12 to present
	We will assess the overall quality of the MBA student body for purposes of assessing and improving the recruiting process.	AY 2011-12 to present
	We will continue to assess the overall quality of ACCESS students for purposes of providing necessary resources and services.	AY 2011-12 to present
The DOB will attract and retain faculty who are academically and professionally qualified to lead the DOB to attain its mission and vision.	The DOB will modify existing standards that allow for diversity in faculty backgrounds and professional development activities so that the DOB as a whole maintains a diverse portfolio of talents.	AY 2011-12
	We will continue to monitor closely teaching quality and to identify areas for improvement.	AY 2011-12 to present
Faculty will engage in professional development that is relevant to the DOB's vision.	Incorporate business ethics in courses in each major and in all of the senior seminar courses	AY 2011-12 to present
	Identify courses that lend themselves well to ethics exploration and development.	AY 2011-12 to present

Criterion 2.2 Strategy Deployment

Criterion 2.2.a

The DOB has the following action plans for the self-study year (2012-2013) and the current academic year (2013-2014).

**Figure 2.2
Action Plans**

<p>Self-Study Year (AY12-13) and Current Year (AY13-14) Action Plan</p> <p>Division of Business:</p> <p>Submit ACBSP Self-Study and achieve re-accreditation.</p> <p>Hire additional faculty in Marketing, Management, Accounting and Sport Management.</p> <p>Hire faculty member to fill the vacant McCabe Chair in Business and Society.</p> <p>Develop relationship with Catholic University of Lyon.</p> <p>Obtain additional grant funding for international programs in Lima, Turkey, Geneva.</p> <p>Traditional Day Program:</p> <p>Increase traditional day population of students to 300.</p>
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Increase number of business majors who experience another culture before graduation.

Introduce a new course, EC 400, Economics of Global Issues, with travel-study student trip to Istanbul, Turkey.

Introduce a travel-study component to AB324, Regulation with travel-study student trip to Zurich, Salzburg, Munich and Vienna.

All full-time undergraduate business students will have the opportunity to participate in at least one career-oriented, service-learning project by graduation.

Develop a new course in social media and business.

Re-examine general business core Student Learning Outcomes to see if they align with courses taught.

Business clubs will incorporate professional activities into their agenda.

ACCESS Program:

Award the First Annual Father Pocetto Scholarship.

Develop master course syllabi for all ACCESS courses.

Develop 20 new transfer agreements with community colleges.

Increase hiring of adjuncts in areas of need: Finance and Accounting

Organize an adjunct faculty advisory council

MBA Program:

Grow MBA programs at Dorman, Pfizer, Immaculata, PPL, Olympus, and Lehigh Valley Health Network.

Grow the Human Resource Management concentration.

Expand MBA program through the new BS/MBA program.

Deploy the BOAT and MFT assessment tools.

Longer-Range Action Plan

Division of Business:

Utilize the Business Advisory Board to review course outcomes and experiences to assure relevance to the working world.

Identify appropriate grant opportunities to support new global study tours and global

social enterprise projects.

Establish a Center of US-India Understanding and the Institute for Entrepreneurial Action.

Faculty will develop cross-national virtual team projects in graduate and undergraduate programs, when feasible.

With the assistance of the Salesian Center, engage Division faculty and students in training in the Salesian tradition.

Traditional Day Program:

Establish a Division-wide student-mentoring program for all declared business majors.

All qualifying business majors will have an internship before graduation.

Convert suitable courses in each major to include an applied/experiential learning component or practicum.

Faculty will provide guidance and feedback in order for the students to learn and practice written, oral, presentation, and professional communication skills.

The Division will encourage and support University efforts to recruit secondary schools, marketing directly to high school students and their parents.

ACCESS Program:

Promote the new multi-disciplinary social media certificate program (housed in the DOB) and begin offering courses in Spring 2014.

Enhance current training processes and procedures for teaching online.

Research the opportunities to offer MOOCs (Massive Open Online Courses) as a recruitment tool through the DOB.

Develop online and face-to-face seminars that focus on pedagogical training for adjunct faculty.

Increase availability of resources and services for students (e.g. tutoring, career services).

Expand the geographic online student recruitment area beyond the current 60-mile radius.

MBA Program:

Develop and implement an engaging Social Media program.

Pursue new global MBA partners.

Expand the MBA online program to the eastern part of the U.S.

Criterion 2.2.b

We present below the key measures of our success in achieving our goals, as laid out in our action plans.

**Figure 2.3
Action Plan Measurement**

Self-Study Year (AY12-13) and Current Year (AY13-14) Action Plan	Key Measures
Division of Business:	
Submit ACBSP Self-Study and achieve re-accreditation.	Receipt of re-accreditation in Spring 2015
Hire additional faculty in Marketing, Management, Accounting and Sport Management.	Number of positions filled
Hire faculty member to fill the vacant McCabe Chair in Business and Society.	Filling of the McCabe Chair position
Develop relationship with Catholic University of Lyon.	Achieving exchange program agreement
Obtain additional grant funding for international programs in Lima, Turkey, Geneva.	Number of grants applied for; Number of grants funded
Traditional Day Program:	
Increase traditional day population of students to 300. (Currently at 255 in 2013-2014)	Enrollment stats from Admissions Office
Increase number of business majors who experience another culture before graduation.	Number of business students who participate in a travel-study course or another study abroad program
Introduce a new course, Economics of Global Issues, with travel-study student trip to Istanbul, Turkey.	Approval of Dr. Hojjat's course, EC 400, and of its travel component
Introduce a travel-study component to AB324 (Regulation) with a student trip to Geneva, Salzburg, and Vienna.	Approval of Drs. Gilfoil and Coccozza's travel component to AB324
All full-time undergraduate business students will have the opportunity to participate in at least one career-oriented, service-learning project by	Number of students who take course(s) with career-oriented or service-learning components; Number of students who participate in a service-learning project in the Enactus Club

graduation.	
Develop a new course in social media and business.	Approval of Dr. Jobs' course, MK341
Re-examine general business core student learning outcomes to see if they align with courses taught.	Completion by Division faculty of a review of all business core courses; Number of business core courses that fully align with their student learning outcomes
Business clubs will incorporate professional activities into their agenda.	Number of DOB clubs who include professional activities in their agendas
ACCESS Program:	
Award the first annual Father Pocetto Scholarship.	Number of ACCESS students who receive the Fr. Pocetto Scholarship
Increase enrollments and new student admissions.	Number of ACCESS enrollments; Number of new ACCESS students admitted
Develop master course syllabi for all ACCESS courses.	Number/percentage of ACCESS syllabi produced using a master course format
Develop new transfer agreements with community colleges.	Developed 20 new transfer agreements with community colleges
Increase hiring of adjuncts in areas of need: Finance and Accounting.	Number of adjuncts hired to teach Finance and Accounting courses in ACCESS
Organize an adjunct faculty advisory council.	Council members selected and meetings scheduled
MBA Program:	
Grow MBA programs at Dorman, Pfizer, Immaculata, PPL, Olympus, and Lehigh Valley Health Network.	Number of MBA students who take classes at non-DeSales locations
Grow the Human Resource concentration.	Number of MBA students who declare the HR concentration
Expand MBA program through the new BS/MBA program.	Number of undergraduate accounting majors who enroll in the MBA program prior to receiving their B.S. degree
Deploy the BOAT and MFT assessment tools.	Baseline of performance data for incoming MBA students; output measures for graduating MBA students

Longer-Range Action Plan	Key Measures
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Division of Business:	
Establish a Division-wide student-mentoring program for all declared business majors.	Number of students who receive mentoring from DOB faculty
Utilize the Business Advisory Board to review course objectives and experiences to assure relevance to the working world.	Critical feedback obtained through Business Advisory Board
Identify appropriate grant opportunities to support new global study tours and global social enterprise projects.	Number of new grant opportunities identified
All qualifying business majors will have an internship before graduation.	Number of students who participate in internships each semester
Establish a Center of US-India Understanding and the Institute for Entrepreneurial Action.	US-India Institute Start-up plans approved
Traditional Day Program:	
Convert suitable courses in each major to include a applied/experiential learning component or practicum.	Number of courses modified to include an experiential learning component or practicum; Number of students who take such courses
Faculty will develop cross-national virtual team projects in graduate and undergraduate programs when feasible.	Number of cross-national virtual team projects created; Number of students who participate in them
With the assistance of the Salesian Center, engage DOB faculty and students in training in the Salesian tradition.	Number of faculty/students participating
Faculty will provide guidance and feedback in order for students to learn and practice written, oral, presentation and professional communication skills.	Number of courses that incorporate communication skills; Number of students who take those courses
We will encourage and support University efforts to recruit secondary schools, marketing directly to high school students and their parents.	Number of recruiting functions attended/staffed by DOB members; Number of visits to local schools' FBLA clubs by DOB faculty/students
ACCESS Program:	
Promote the new multi-disciplinary social media certificate program (housed in the DOB) and begin offering courses in Spring 2014.	Amount of resources dedicated to promoting the program; Number of course offerings in Spring 2014 and beyond
Enhance current training processes and procedures for teaching online.	Number of new training sessions offered; Number of faculty who attend the sessions
Research the opportunities to offer MOOCs (Massive Open Online Courses) as a recruitment tool through the DOB.	Amount of marketing data collected and analyzed

Develop online and face-to-face seminars that focus on pedagogical training for adjunct faculty.	Number of pedagogical training seminars conducted; Number of adjunct faculty who participate
Increase availability of resources and services for students (e.g. tutoring, career services).	Number of new tutoring slots available to ACCESS students; Number and type of services made available to ACCESS students
Expand the geographic online student recruitment area beyond the current 60-mile radius.	Number of new students enrolled who live outside our current 60-mile radius
MBA Program:	
Develop and implement an engaging Social Media program.	Number of new social media course; Numbers of students in Social Media concentration
Pursue new global MBA partners.	Number of new partnerships; number of students involved in new global programs
Increase student satisfaction levels.	CoursEval results; EBI Survey results
Expand the MBA online program to the eastern part of the U.S.	Growth in number of online MBA students

Criterion 2.2.c

The *DOB Strategic Plan 2011-2014*, has been distributed in print and electronically to all full-time faculty members and has been shared with the BAC. The short- and long-term action plans have been approved by the DOB faculty.

STANDARD #3. Student and Stakeholder Focus

Criterion 3.1

The traditional day undergraduate program targets recent high school graduates seeking a four-year undergraduate degree in business in a traditional full-time campus environment. The segment consists of approximately 66% of the students living on or near campus and 22% commuting. Our primary recruiting area is the eastern portion of Pennsylvania including the Lehigh Valley and Philadelphia. In particular, we focus on recruiting from catholic high schools in these areas.

Our ACCESS program is designed for non-traditional undergraduate students. We define non-traditional students as “any student, regardless of age, whose primary adult responsibilities are non-academic, and for whom those responsibilities take priority at this time in their lives.” Non-traditional learners meet one or more of the following criteria:

- Has a career and other significant non-academic responsibilities (e.g., being self-supporting, working full-time, having financial dependents) that conflict with traditional college experiences;
- Has been out of high school for 5+ years at the time of first undergraduate registration, or has had a 2-4 year interruption in his/her undergraduate education;
- Is a veteran or active duty service member;
- Needs to be enrolled in an online program due to significant non-academic responsibilities (e.g. being self-supporting, working full-time, having financial dependents);
- Must take fewer than 12 credits due to significant non-academic commitments (e.g. being self-supporting, working full-time, having financial dependents);
- Is pursuing post-baccalaureate studies (e.g., certificate, second degree), primarily with undergraduate courses.

Our MBA program primarily targets working professionals in the 32-38 age range from various business enterprises in Eastern Pennsylvania. Our students are typically full-time workers and part-time students who live and/or work between Philadelphia, PA, the Poconos and Western New Jersey. We also engage online working students and international students in a hybrid format. Students must meet MBA admissions standards (accredited undergraduate degree, 3.0 GPA, two years' work experience) and be reviewed and approved by the MBA Committee on Admissions and Academic Standards before being accepted into the program.

Criterion 3.2

The DOB stakeholder group includes students, faculty, alumni, the Business Advisory Council (BAC), donors, local business community, employers and the administration.

Students provide feedback about the strengths and weaknesses of every course offered by the DOB. They do this through an online "CoursEval" survey. Graduating students complete an online survey administered through EBI on a variety of educational product and service factors. The NESSE (National Survey of Student Engagement) is administered to undergraduate day and ACCESS (freshman and seniors) students every other year.

Full-time faculty input is gathered through DOB meetings, the Faculty Satisfaction Survey (See Appendices H1, H2, and H3.) and faculty development sessions. Adjunct faculty are also afforded the opportunity to provide feedback via the Faculty Satisfaction Survey and faculty development sessions. The BAC, which consists of both alumni and local employers, provides input through periodic meetings conducted at the University.

ACCESS and MBA have many corporate, educational and healthcare "partners" who are stakeholders. These are companies, schools, and healthcare institutions who have common business interests and objectives. The Dean of Lifelong Learning and

the MBA Director meet with these partners to determine if their needs are being satisfied through our partnership.

The DSU administration is also a key DOB stakeholder. Many quality, operational, and financial processes and output metrics have been put in place to satisfy the needs and requirements of the administration.

The DSU Distance Education and Instructional Learning (DEIT) staff conducts an online survey of faculty and students (MBA and ACCESS) every year. This survey focuses on distance education and has been providing excellent information to enhance our training and professional development efforts for faculty teaching hybrid and online courses.

The DOB evaluates data received from our stakeholders, and takes action based on their feedback. If any gaps between our expectations and actual performance exist, they are identified and we focus on closing these gaps during the next academic year. We continually review feedback at DOB faculty meetings, at the BAC meetings, and in small faculty groups. Faculty members frequently bring feedback and additional information from key stakeholders to the attention of the DOB and implement strategies to solve identified issues.

Criterion 3.3

The DOB periodically reviews listening and learning methods discussed in Criterion 3.2 to keep them current with educational service needs. The AOT discusses student feedback methodologies to determine if they are gathering the information that we need to properly assess our programs. The CIC reviews employer and alumni feedback techniques to assess whether they are working effectively. The AOT and CIC report their findings to DOB so that all full-time faculty may have input into the process.

In addition to internal DOB mechanisms for reviewing stakeholder listening and learning, several other areas of the University are involved in this process. Our Institutional Advancement team analyzes the methods used to gather data from alumni. Our Career Services team monitors the techniques used to gather information from employers. Our enrollment management team and academic affairs office review student feedback mechanisms. The data gathered by these groups is discussed by the DOB at its May meeting and recommendations are made for any changes to be studied or implemented in the following academic year.

Criterion 3.4

As discussed above in 3.2 and 3.3, the DOB, CIC, AOT and the assessment committee meet to analyze all data that is obtained from our stakeholders. Appropriate actions are taken to close the loop on any gaps in our strategy. Figures 3.1 a, b and c summarize the results of these meetings.

Figure 3.1a

**Traditional Day
Listen and Learn Matrix**

Stakeholder Group	Stakeholder Request	DOB Action
Students	Select text with e-book option	Audited texts - Awarded tablets to faculty using texts with e-book on faculty selected books. Changed required texts as needed.
Students	More academic and experiential learning opportunities	Revived SIFE team and created ENACTUS which participated in competition in Baltimore in May 2013.
Students	Better classroom technology	Gambet Center Trading Room, Smart Boards, New PC Labs
BAC	Engage regional business community	Developed courses where students develop business plans for local businesses.
Administration	Marketing Content for new building (Gambet Center)	Developed a new slogan and a new value proposition for all recruitment presentations.
Employers	Tax preparation experience	Continuation of VITA program assisting low income individuals with tax preparation
Students/Administration/BAC	More international experiences	Study Abroad Class Option - Turkey, Dr. Coccozza's study tour in Spring 2014.
Donors	More input into Ethics Bowl Case Development	Allowed early access to the 2013 Ethics Bowl case and adopted stakeholder suggestions.
Donors	Early access to new building -- Gambet Center	DOB hosted a reception in the Gambet Center prior to the grand opening and invited major stakeholders.

**Figure 3.1b
ACCESS
Listen and Learn Matrix**

Stakeholder Group	Stakeholder Request	DOB Action
Students	More flexible course options	Developed hybrid and online courses for all business majors (except pharmaceutical marketing).
Community Business Partners	Enhance Partnerships	Developed an "education" webpage for partners so employees could easily navigate information on DSU website.

Accreditation Bodies	Demonstrate that there are 45 hours of "seat" time in ACCESS accelerated and online programs. Enforce standards to insure quality standards.	Working with business faculty and DEIT developed a list of instructional equivalencies. Provide guidelines for quality assurance and abide by accreditation standards.
Administration	Provide training for faculty in course design, teaching online, and learning the course management system. Increase Enrollments	Worked with DEIT to establish training process. Developed two accelerated summer "mini-mester" sessions offered totally online. Went from 30-45 summer registrations to almost 400.
Adjunct faculty advisory committee and visiting team.	Organize an adjunct faculty group to provide some insight and opportunity to address their needs (e.g. training & professional development) and provide feedback on a variety of issues.	Organized a group of adjunct faculty who formed this "committee." Met for the first time in September 2013.
Community partners, employers	Provide content relevant to work environment.	Organized the BAC who provide guidance and direction for all business programs.
Alumni	Improve resources and services for students	Organize an alumni student ambassador group.

Figure 3.1c
MBA
Listen and Learn Matrix

Stakeholder Group	Stakeholder Request	DOB Action
Students	More online course options – Accounting/Finance concentrations offered online. More flexibility for courses.	Develop online courses for accounting and finance concentrations (in test phase now). Increase online options to accommodate work/life balance for students
Community Partners/ Employers	Offer incentives to company employees to choose DeSales MBA.	Develop formal and informal MBA partnership program.

<p>Accreditation Bodies</p>	<p>Demonstrate that there are 42 hours of "seat" time in MBA courses with an additional 7-10 hours of work per week outside of class.</p> <p>Maintain and improve MBA quality standards.</p>	<p>Work with business faculty and DEIT to develop a list of instructional equivalencies.</p> <p>Revise, implement, and monitor MBA quality standards and accreditation requirements.</p>
<p>Administration</p>	<p>Provide training for faculty in course design, teaching online, and learning the course management system.</p> <p>Increase Enrollments</p> <p>Develop assessment outcomes for all MBA concentrations</p>	<p>Worked with DEIT to establish training process.</p> <p>Offering a larger variety of courses to students at our Easton and Lansdale campuses as well as online.</p> <p>Encouraged and supported the development of students learning outcome assessment. Everyone in the division was involved in conversation and meetings about the development of assessment outcomes, activities, implementation and results.</p>
<p>Adjunct faculty</p>	<p>Provide venue to discuss concentration specific topics with colleagues.</p> <p>Provide training for faculty in course design and online teaching (including the course management system).</p> <p>Change required textbooks and/or add supplements for courses.</p> <p>Proposals to offer special topics courses</p> <p>Adjustment of adjunct faculty salaries</p>	<p>Facilitate breakout sessions by concentration at semi-annual development sessions.</p> <p>Work with DEIT to arrange specific sessions for course design instruction and usage of classroom equipment.</p> <p>Consider new texts for course adoption; adopt as appropriate.</p> <p>Consider rationale; create and offer new special topics courses as appropriate.</p> <p>Review adjunct faculty salaries, competitive benchmarks, and implement increases accordingly.</p>
<p>Alumni</p>	<p>Improve resources and services for alumni.</p>	<p>Develop MBA social media program.</p> <p>Invite alums to guest teach or speak at MBA events.</p> <p>Connect MBA/undergraduate students with alum job postings.</p>

Criterion 3.5

The DOB works closely with the Office of Enrollment Management to attract academically prepared students who demonstrate a desire to obtain an education that balances career preparation with liberal arts. The Office of Enrollment Management utilizes a staff of admissions counselors who actively recruit prospective students at their schools and numerous college fairs. The University also hosts a variety of campus recruitment events throughout the year. These events include: division specific information sessions, open house days (two each fall and one in the spring), Scholarship Day, Bulldog Bash, and accepted student days. In addition, each year before the holiday break, faculty members in the DOB send cards to all accepted students in their major. They also meet with prospective students and their parents during campus visits.

Once students have enrolled, the University takes an active role in assisting them with the transition from high school to college. The first step in this process is achieved through Character U. This program assigns first-year students to small groups that are guided by a peer mentor (upperclassmen) who serves as a resource throughout the first-year. In addition to providing an academic and social support structure, Character U presents character development opportunities throughout the year including keynote speakers and campus events.

The University provides various support services to traditional day undergraduate students. These support services are essential to our student retention efforts. Academic support services such as counseling and tutorial services are administered by our Director of Advising and Retention. General counseling services are provided by the Counseling Center which utilizes a collaborative, confidential process by which students can define personal and academic goals, make decisions, and/or discover solutions to personal, social, educational or career concerns.

Student instructional technology issues are addressed by our DEIT team. Our library provides students with research support services. Our Career Services office helps students explore major and career options, obtain experiential education, and achieve post-graduation success in an evolving global world. In addition, Career Services provides students with opportunities to learn more about major and career options through assessments, one-on-one appointments, and the offering of a three-credit Career Development and Planning course.

Our Academic Resource Center (ARC) provides professional and peer tutoring services for traditional students and ACCESS students. The ARC also has a Professional Writing Coordinator who provides individual assistance to students in all areas of written expression. In addition, the ARC's Coordinator of Reading and Disability Services works individually with students, with and without disabilities who seek guidance in the areas of reading comprehension, time-management, study-skills, and assistive technology.

The DOB builds relationships with external stakeholders through internships, guest speakers, company tours, experiential learning opportunities, and the BAC. All of

these stakeholders play an important role in helping the DOB attract and retain our students.

The ACCESS staff is solely responsible for the year-round recruitment of its students. Recruiting efforts include interactive media, use of digital marketing tools, buying search engine optimization, social media mobile marketing, radio, direct mail, and billboards. The advising staff attends over 100 events a year to talk with prospective students (e.g. community college fairs), collaborate with community businesses (e.g. business fairs), and create new partnerships. Advisors also host information sessions both on campus (about 15 among three campuses), and online (about 20 a year). They also organize direct mail campaigns to recruit prospects in different geographic areas. The staff also attends chamber events, business receptions, and dinners (e.g. *Latina Alliance Scholarship Dinner*).

The advising staff attends over 100 events a year to talk with prospective students (e.g. community college fairs), collaborate with community businesses (e.g. business fairs), and create new partnerships. Advisors also host information sessions both on campus (about 15 among three campuses), and online (about 20 a year). They also organize direct mail campaigns to recruit prospects in different geographic areas. The staff also attends chamber events, business receptions, and dinners (e.g. *Latina Alliance Scholarship Dinner*).

The ACCESS recruitment effort also includes a successful inquiry response process where staff responds within 24 hours via phone, e-mail or other communications. Also in place is a streamlined admissions process that includes assisting students with completing the online application form. Advisors assist students with registration, orientation, ensuring readiness for class, providing information about the learning management system, purchasing text books, etc.

An Early Alert program was piloted in 2012-2013 to identify ACCESS students who exhibited changes in classroom behavior such as: poor grades, depression, attendance irregularity, overdue assignments, disruptive behavior, etc. Instructors simply complete the online early alert form and send it back to the ACCESS point person. The student is then contacted by their advisor who follows-up and refers the student to the appropriate resource or service. The purpose is to provide a confidential referral system which will enable the ACCESS staff to be proactive in the support of our students.

The “touches” program is offered through the office of Institutional Advancement with the goal of continuing the “connection” with ACCESS students after graduation. During Alumni weekend, all ACCESS business alumni are invited to join the festivities. On occasion, Institutional Advancement also sponsors a reception for a “theater night” for ACCESS students.

The DeSales MBA team uses the following high level processes to attract and retain MBA students:

- Develop/update marketing plans by campus and overall MBA program
- Target key MBA geographic markets and market segments

- Develop MBA value propositions (reasons why students should choose us)
- Develop and launch market collateral via traditional and social media
- Respond to phone, internet and social media inquiries for additional information
- Screen and select quality applicants via the MBA Admissions Committee
- Assign a dedicated advisor to each admitted student
- Advise and mentor students through the MBA program including identification of opportunities and resolution of issues and problems (These issues and problems can be gleaned one-on-one or by review of CourseEval or EBI survey data.)

Criterion 3.6

The DOB uses a variety of tools to receive feedback from stakeholders. First and foremost, at the conclusion of each semester students are provided with an opportunity to evaluate their courses and instructors through an online course evaluation tool. The results of these evaluations are shared with the faculty member and appropriate administrators. For the last three years (2010-2012), the DOB has conducted a survey of graduating seniors in late April to determine the number of students that accepted a job or received a job offer. Additionally, this information is used to determine the role of internship on full-time employment after graduation.

The Office of Enrollment Management also conducts a survey of prospective students that were accepted to the University, but decided not to attend. The responses of prospective business majors are then shared with the DOB.

We have also used our ACCESS marketing research classes (taught by Dr. Sue McGorry) to survey students and faculty on very specific topics that have included use of technology, academic services and resources, and faculty satisfaction. The Career Services Office conducts a survey of graduating seniors to determine their satisfaction with the services provided by that office; this information is discussed by the DOB during meetings.

Complaints about grades are handled according to the policy listed in the undergraduate catalog. (See page 23 in the 2012 Undergraduate Catalog.)

For grievances other than grades, students meet with their academic advisor and the advisor will send them to the appropriate person whether it be the instructor, assistant Dean, the dean, or human resources.

The University has a stated policy on Academic Due Process for undergraduates and ACCESS students. From the University Catalog:

Academic Due Process

The undergraduate student who feels that he or she has an academic grievance should follow the procedure outlined below:

The student should first discuss the problem or grievance with the faculty/staff member. If, following discussion with the faculty/staff member, the student is not satisfied and continues to believe that he/she has not been dealt with fairly, he/she should discuss the grievance with the chair of the department and/or the division head involved. If the mat-

ter is not resolved at this level, the student has recourse to the dean of undergraduate education or the dean of lifelong learning for ACCESS students.

As a final appeal, the student may request the Academic Affairs Committee to evaluate the situation and make a recommendation to the provost/vice president for academic affairs. This request should be presented in writing and include the pertinent information regarding the situation. The Academic Affairs Committee will normally act upon such an appeal within one month of its receipt. The provost's decision will be final.

When the Academic Affairs Committee does not meet (e.g., during the summer) the order of appeal shall be: faculty/staff member, chair of the department and/or the division head involved, dean of undergraduate education, or the dean of lifelong learning for ACCESS students, and provost/vice president for academic affairs.

The MBA program seeks information, pursues common interests, and receives complaints from students through CourseEval surveys, informal emails/calls to course students (for new faculty taught classes), unannounced class visits by members of the AOT, emails, and phone calls to the MBA office or to the MBA director. The MBA director, and/or MBA campus coordinators also visit with MBA corporate and academic partners at least semi-annually to review progress, identify opportunities, and review complaints about the program or MBA faculty. Outcomes or corrective actions from these venues include course modifications, faculty commendation/admonishment/dismissal, new MBA concentration development, course research projects, and guest lectures by corporate partner executives, etc.

Complaints regarding grades in the MBA program are handled according to the guidelines listed on p. 8 of the Graduate Catalog as follows:

Academic Due Process

The graduate student who has an academic grievance should first discuss the problem with the faculty/staff member. If following discussion, the student is not satisfied and continues to believe that he/she has not been dealt with fairly, he/she should discuss the grievance with his/her graduate program director. If the matter is not resolved at that level, the student has recourse to the dean of graduate education, who ordinarily receives appeal requests in writing. Such written appeals should include evidence of all previous decisions rendered in this case and should also include all pertinent documentation. If submitted electronically, all prior documents should be sent in PDF format.

As a final appeal, the student may request the Academic Affairs Committee – Graduate Studies to evaluate the situation and make a recommendation to the provost and vice president for academic affairs. This request should be presented in writing and include all pertinent information. Any request should be submitted 7 days before the next committee meeting. The Academic Affairs Committee – Graduate Studies will normally act upon such an appeal within one month of its next meeting. During the summer, the committee may meet less frequently and the schedule of meetings is subject to faculty availability. The decision of the provost and vice president for academic affairs is final.

Criterion 3.7

We have two primary avenues for measuring student satisfaction, two for measuring other stakeholder satisfaction, and multiple secondary methods for listening and responding to stakeholder input.

In every course, undergraduate and graduate, students are encouraged to submit evaluations of the material and the instructor using CourseEval, an online assessment tool. These results are collected and acted upon by members of the AOT (for part-time faculty) or Division Head (for full-time faculty) during annual evaluations.

These results are a key component in determining contracts or for promotion or tenure decisions.

All graduating students at both the undergraduate and graduate level are assessed by EBI using a nationally benchmarked survey instrument. Data is assessed longitudinally and benchmarked against peer institutions as identified by Carnegie class and a self-selected subgroup. Questions focus on 16 key factors related to student satisfaction, retention, and perception of program quality.

The CIC meets with the BAC semi-annually, and allows key members of the community, alumni, employers, and faculty to exchange information and ideas. The CIC gathers feedback continuously throughout the academic year, but the semi-annual meetings allow for the collaborative addressing of issues important to these stakeholders.

For the past two years, we have administered a Faculty Satisfaction Survey for all full and part-time faculty. Since this survey is still new, we have yet to chart meaningful longitudinal trends, although action has been taken on some items that were identified as actionable even without a benchmark.

Secondary methods include monthly meetings with full-time faculty, semi-annual meetings with the AOT, semi-annual sessions for undergraduate and graduate adjuncts, ad-hoc meetings with key employers, and annual University roundtables with faculty, staff, and students.

The MBA program also develops and revises an MBA Assessment Plan each year that identifies and analyzes key stakeholders and their levels of satisfaction and dissatisfaction, along with corrective actions and plans to continually improve the process and output metrics.

Criterion 3.8

CoursEval data is strong across the entire business division. Mean scores of 4.0-4.5 (between "agree" and "strongly agree" on a 5 point Likert scale) in all categories for the past three years indicate a high degree of student satisfaction with courses and instructors. The AOT reviews these results for all instructors each term, and unsatisfactory scores are investigated. More complete results are included in the Academic Oversight Reports. (See Appendices D1 and D2.)

EBI results have been trending upward for undergraduate students, with 2013 Overall Program Effectiveness rated statistically and significantly higher than our comparison institutions and our five year average. Our greatest weakness is in Satisfaction: Career Services, although we are statistically on par with our comparison institutions and have trended positively over the past five years. More complete results are included in Appendices H1 and H1.1.

Our Faculty Satisfaction Survey is largely positive, though three areas reported negative results: adequate number of faculty, adequate compensation, and appropriate

resources and funds for professional development. More complete results are included in Appendix H1.

**Figure 3.2
Student and Stakeholder Satisfaction**

Student/Stakeholder Group	Satisfaction Measure	Dissatisfaction Measure
Student response to CourseE-val of the Professor	Greater than or equal to 3.0 on a scale of 5.0	Less than 3.0: will determine what type of corrective action is needed.
Student response to CourseE-val of the Course	Greater than or equal to 3.0 on a scale of 5.0	Less than 3.0: will determine what type of corrective action is needed.
Student response to EBI Exit Survey Overall Program Ef-fectiveness Question	Greater than or equal to 5.0 on a scale of 7.0	Less than 5.0: will determine what type of corrective action is needed.
Student response to EBI Exit Survey Overall Satisfaction Question	Greater than or equal to 5.0 on a scale of 7.0	Less than 5.0: will determine what type of corrective action is needed.
Student response to EBI Exit Survey Overall Learning Question	Greater than or equal to 5.0 on a scale of 7.0	Less than 5.0: will determine what type of corrective action is needed.
Faculty responses on faculty satisfaction survey	Greater than or equal to 3.0 on a scale of 5.0	Less than 3.5: will determine what type of corrective action is needed
Corporate/Academic Partner Feedback	At a minimum, semi-annual re-views of operational metrics with academic partners (i.e. UPC in Lima, Peru, Immaculata University, Pfizer, Inc.) At a minimum, semi-annual re-views of operational metrics with corporate partners (i.e. Dorman Products, Inc.) Positive feedback from UPC to US Healthcare Study Tour Satisfac-tion Survey	Complaints or required corrective actions Complaints or required corrective actions Corrective actions requiring at-tention

STANDARD #4 Measurement and Analysis of Student Learning and Performance

Criterion 4.1

The DOB has a documented procedure for Learning Outcomes. We wrote the Learning Outcomes several years ago. Since then, they have undergone several revisions. Annually they are reviewed by the AOT and all members of our full-time faculty and updated if necessary. Biennially, they are reviewed by several external groups. All Learning Outcomes are reviewed by the BAC.

Our undergraduate learning outcomes are divided into two categories: general outcomes for the DOB and major specific outcomes. The general outcomes are broad and based on a level of competency we deem necessary of all DeSales University business students. Our major specific outcomes were written by the faculty in each individual field, with an emphasis on the skills and knowledge necessary for success in each subject area. (See Appendix V.)

Our primary assessment tools are the Major Field Test (MFT) administered by ETS, the BOAT (Business Outcomes Assessment Test) and grades in each course. The BOAT is an internal measure administered to students in the introductory business courses and the senior seminars, with the intent of measuring learning progress.

We require students in MG 100, their first business class, to take the BOAT. Since the BOAT was first given to freshmen in fall of 2011, comparison data will first be available in spring of 2015 for this initial class.

Externally, our primary assessment tool is the Major Field Test. We require our seniors to take the MFT, a nationally administered exam. We compare our results against national norms and also against both comparable and aspirant schools. (See Appendix W.)

Our long-term goal is to design major specific internal assessment vehicles that will be tied closely to learning outcomes, aggregated by major chairs, and reported annually to the DOB Assessment Committee. We are in the process of designing these vehicles.

The MBA program has developed learning outcomes at two levels: general and concentration. General MBA learning outcomes are developed by full time faculty, reviewed by the AOT, and approved by the Division Head. They are provided in Appendix V. Concentration specific learning outcomes are developed by major chairs with input from the MBA director, and approved by the Division Head. They are broken out by eight concentration areas:

- Accounting
- Computer Information Systems
- Finance
- Healthcare Systems Management
- Human Resource Management
- Management
- Marketing
- Project Management

These concentration specific learning outcomes are provided in Appendix V.

Starting in 2013-2014, the six MBA learning outcomes were measured as part of the CourseEval process. Starting in April, 2014, the MBA program will also begin to measure MBA student learning outcomes via the BOAT assessment tool and a Major Field Test – the latter providing external comparative data. All SLO metrics are

part of the MBA Assessment Plan which is documented and reviewed annually by the Division Head, the Dean of Graduate Education, and the Provost.

Assessment methods for DOB student learning outcomes are shown in Figure 4.1. All data collected at the Division level is summative. Formative data is used in classes to assess and raise individual student performance (for example, through online assessment feedback mechanisms like Aleks or MyFinanceLab).

**Figure 4.1
Student Learning Outcomes Assessment Data**

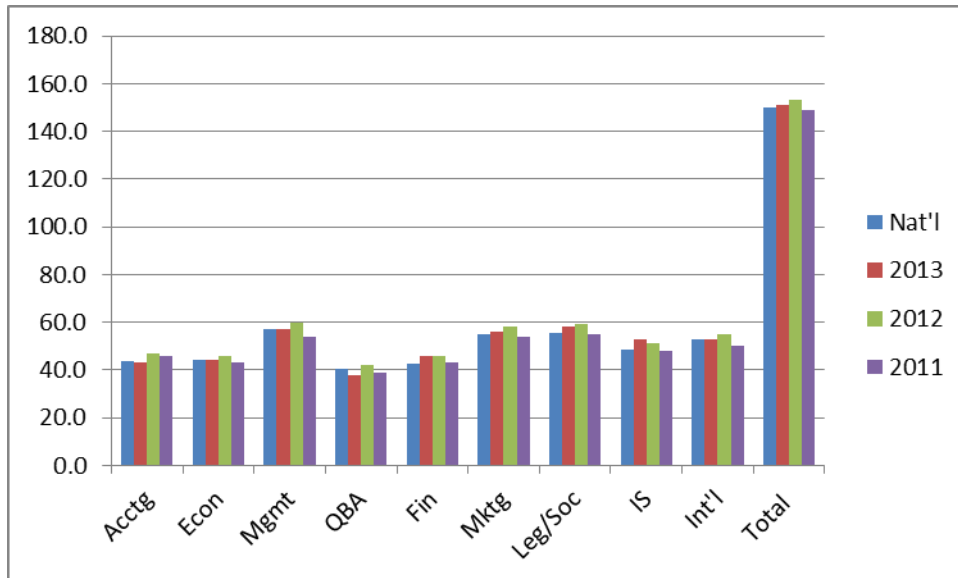
Degree Program	Internal Data and Information	External Data and Information
Business Core	BOAT (starting 2015)	Major Field Test
Accounting	BOAT (starting 2015)	Major Field Test CPA Exam pass rates
Finance	BOAT (starting 2015)	Major Field Test
Business Administration	BOAT (starting 2015)	Major Field Test
Management	BOAT (starting 2015)	Major Field Test
Marketing	BOAT (starting 2015)	Major Field Test
International Business	BOAT (starting 2015)	Major Field Test
Human Resource Management	BOAT (starting 2015)	Major Field Test
Pharmaceutical Marketing	BOAT (starting 2015)	Major Field Test
Management of Information Technology	BOAT (starting 2015)	Major Field Test
Sport Management	BOAT (starting 2015)	Major Field Test
MBA All Concentrations	BOAT (starting 2015) • Session CourseEval Results • EBI Surveys	• Major Field Test (starting 2015) • EBI Surveys

Criterion 4.2.

View the 2012-2013 Assessment Report in Appendix W.

MFT Results

Major Field Test results show positive results. The mean of undergraduate student results is within one standard deviation of the national mean, and has outperformed the national mean more often than not.



Area	Nat'l	2013	2012	2011
Acctg	43.8	43	47	46
Econ	44.2	44	46	43
Mgmt	57.0	57	60	54
QBA	40.5	38	42	39
Fin	42.6	46	46	43
Mktg	55.0	56	58	54
Leg/Soc	55.5	58	59	55
IS	48.4	53	51	48
Int'l	52.8	53	55	50
Total	150.1	151.0	153.0	149.0

CPA Exam Pass Rates

- 20 DeSales University graduates sat for the Uniformed CPA Examination in 2012.
- These graduates achieved a pass rate of 40% on the Audit section, 50% on the BEC section, 53.9% on the Financial section and 71.4% on the Regulation section of the exam.
- During 2012, the national average pass rate was 46.89% on the Audit section, 52.38% on the BEC section, 47.97% on the Financial section and 48.15% on the Regulation section of the CPA exam.

We report MFT results, CPA pass rates, and other performance data publicly on our website, as well as through DOB and BAC meetings. Assessment data is reported to the administration through an annual DOB Assessment Report. (See Appendix W.)

Each year, the MBA program completes an Assessment Plan which includes student learning outcomes (notably, CourseEval questions and key EBI questions). The MBA Assessment Plan is reviewed by the Division Head, the Dean of Graduate Education, and the Provost. Where available, multiple years of trend data are provided.

Criterion 4.3

**Figure 4.2
Comparative Information and Data**

Comparative Information and Data	Targets/Performance Improvements	Most Recent Results (DSU vs. Nat'l)
MFT accounting	Institution mean > National Mean	43 < 43.8
MFT finance	Institution mean > National Mean	46 > 42.6
MFT management	Institution mean > National Mean	57 = 57.0
MFT marketing	Institution mean > National Mean	56 > 55.0
MFT total score	Institution mean > National Mean	151 > 150.1
CPA audit pass rate	Pass Rate > National Pass Rate	40% < 46.9%
CPA BEC pass rate	Pass Rate > National Pass Rate	50% < 52.4%
CPA financial pass rate	Pass Rate > National Pass Rate	54% > 48.0%
CPA regulation pass rate	Pass Rate > National Pass Rate	71% > 48.2%
MBA EBI Exit Survey Results - Overall Student Learning	Institution Mean > All EBI Participating Institutions Means	6.13 > 5.96 (all) > 5.92 (Carnegie) > 5.93 (Select 6)

The MBA program has multiple years of measurable learning outcome results from EBI data that shows comparisons against a "Select 6" direct competitor view, a "Carnegie class" competitor view, and a benchmark comparison against all MBA programs that participate in the EBI survey process.

Criterion 4.4

We recognized that the Major Field Test, while having the benefit of national norms, lacks a tight connection to our student learning outcomes (which is understandable, given the need to broadly appeal to a variety of institutions). Thus we internally developed the BOAT assessment vehicle in 2011, to better measure these outcomes. Since the BOAT tests across all business majors, it is still not ideal for measuring major outcomes; additional assessment vehicles are currently being developed in each major.

Actions Taken and Improvements

Based on analysis that we had conducted in the **Outcome Assessment Plans**, we have made several actions and improvements in our business curriculum. These actions resulted in closing the assessment loop in several areas.

The following sections are information on any actions that we have taken in order to improve our assessment metrics in all four instruments such as: Major Field Test (MFT), Curriculum, Student Satisfaction, retention, mentorship, Alumni and Internship Program. These actions also help to streamline and standardize the "Business Course Requirements" for all majors.

1) **Introduction of New Courses**

- **Global Economic Issues-EC 400** focuses on the international and cross-cultural nature of contemporary economic phenomena. Students will become familiar with topics such as, economic growth, poverty, income distribution, discrimination, immigration, globalization, global warming, economics of bio-fuel, outsourcing and off-shoring, international trade and foreign exchange market, European Monetary Union, Euro, and its challenges.

This course was developed to fulfill the gap in the area of global information given limited international knowledge of our students. This course received a grant from DeSales University that was used to subsidize 13 students and the faculty who traveled to Istanbul, Turkey during Spring Break, March 2-9, 2013.

- **Corporate Finance-FN 330** was added as an alternative to FN 331 for the non-accounting/non-finance business majors. This allows for greater specialization in FN 331 for majors who need the depth while providing the necessary breadth for management/marketing/administration majors.
- **Multinational Financial Management FN 352** is now offered more regularly, as it is a requirement for the new International Business major and provides another option for Finance majors to take for their electives.
- **Social Media and Business MK 341** is now offered in ACCESS and the MBA program. It is also part of the social media certificate approval in Fall 2013.
- **International Practicum EL 550** was entirely revamped and is now being offered for the third time to MBA students. This is in response to MBA feedback that more courses on globalization should be offered.

2) **Curriculum Changes**

- Changes in course offerings for the Pharmaceutical Marketing (PK) major: Due to low score of students majoring in PK in certain areas MFT, we reviewed the program in terms of course offerings and replaced one natural science course with a business law course and also a computer course (Business Computer Applications) with Business to Business Marketing course. These actions also were taken in response to the changes in market demand and the requirement of acquiring a new skill set development for college graduates.

Pharmaceutical marketing was added to the ACCESS program in the 2010/2011 academic year and we now have a total of 17 ACCESS students in the major.

- **BS/MBA Program**
The DOB implemented its new Accelerated 4½-year BS/MBA in Accounting degree program. In the Fall 2011, the first cohort of senior accounting ma-

jors started taking MBA courses, which satisfied both their undergraduate degree requirements as well as the requirements of a DeSales MBA degree. Students in this dual-degree program may take a total of three MBA courses during their senior year. After graduating with BS degrees in Accounting, the Accelerated BS/MBA student cohort will take four MBA courses online during the summer and four on-campus courses during the Fall Session. Their DeSales MBA degree is conferred at the January graduation.

The DeSales BS/MBA in Accounting was created in response to new CPA licensing requirements in Pennsylvania: as of 1/1/2012, 150 college credit hours are required for CPA licensure in Pennsylvania. The BS/MBA 4 ½-year program is designed to give students the requisite 150 credit hours by remaining at DeSales after May graduation for summer and fall terms. The first cohort of senior accounting majors (Class of '12) began the program in Fall 2011.

3) Introduction of a New Major and Revision of the Existing Major

- **International Business:** International Business: the DOB instituted the International Business Major in the fall of 2007 in support of the Globalization Initiative of the University. The major is an interdisciplinary major that prepares undergraduate students for a career in international business.
- **Revamp of International Business Major:** The International Business major was reviewed by faculty and the director of advising in Fall 2012 and the decision was made to incorporate more international courses (in that major) from various disciplines: International Law, World History Since 1500, Cultural Geography, International Politics, and International Sport Tourism were among changes.
- **Business Administration (BA):** This major was introduced in response to demand from current and prospective students. The admissions staff also conducted a survey of high school students and a Business Administration major was one of the top five "Business" majors listed in the survey.
- **Human Resource Management (HRM) Concentration:** The MBA program, in response to requests from several of our corporate stakeholders, introduced a HRM concentration and over 25 students are now enrolled.

4) Introduction of a New Minor

A new minor in Human Resource Management was introduced in response to market demand and information provided by the BAC.

5) Introduction of a New Certificate Program

For the last few years, members from the BAC, as well as colleagues from partner companies, said that many organizations are creating a new position

entitled, "Social Media Director." Consequently, the Dean of Lifelong Learning organized a group of full-time faculty (across disciplines) and the committee worked on a certificate proposal during the 2012-2013 year. The outcome was the approval of a new **Social Media Certificate Program** which will be offered through the ACCESS Program beginning January 2014.

6) Recommendations for Further Improvement in Major Field Test (MFT)

- DOB purchased additional analysis data per item on MFT
- Purchased ability to sort by major.
- Explored other testing options (Peregrine), the faculty evaluated this and voted against using this and decided to stay with MFT.
- 2013: MFT item analysis for ethics showed results lower than desired. Determination was that question focus did not match DeSales Learning Outcomes. We decided to add ethics items to BOAT to collect better aligned data.

STANDARD #5. Faculty and Staff Focus

Criterion 5.1

The DOB's Vision Statement (Objective #5) states:

"Our faculty will possess, in the aggregate, a unique and impressive blend of academic and professional experience. We will engage in activities that enhance our ability to accomplish each objective described in this vision statement. Through our talents and leadership, we will attract superior students and guide their transformation into knowledgeable, inspired, and ethical leaders in our global society.

The two strategic goals which are directly connected with Objective #5 are – 1) to attract and retain faculty who are academically and professionally qualified to lead the DOB to attain its mission and vision; and 2) faculty will engage in professional development that is relevant to the DOB's vision. In order to satisfy these goals, the DOB seeks to hire faculty who possess strong academic and work experience credentials.

Our adult student population, both MBA and ACCESS, (and their employers), demand that we staff classes with faculty who can bring real world experience, processes, tools, and methodologies to the classroom while linking these practices to academic theory and research. These student expectations create a hiring bias toward professionally qualified faculty, but we also strive to attract and retain academically qualified individuals as well.

A crucial step in our hiring process, as set forth in our Human Resource plan, is to carefully scrutinize every candidate's Curriculum Vitae to determine if they have the necessary blend of academic and work credential. The AOT works cohesively to make certain that we hire candidates who will help us to meet our goals. In particu-

lar, a candidate's work experience will be dissected to determine if they have the necessary industry knowledge to facilitate active, experiential learning and to mentor students. Five years of working experience in an area of expertise is considered the minimum standard and virtually our entire faculty significantly exceed this standard.

Successful implementation of our hiring plan is witnessed by the numerous service learning projects and internships which are completed by our traditional day undergraduate students during the academic year. Additional supportive evidence can be found in the student course evaluations and EBI surveys. These measurements clearly demonstrate that DOB students are impressed with the depth of knowledge and real world experiences of our faculty.

Criterion 5.2

Criterion 5.2.1

As discussed in Section 5.1 above, the two strategic goals which are directly linked to faculty composition are 1) to attract and retain faculty who are academically and professionally qualified to lead the DOB to attain its mission and vision; and 2) faculty will engage in professional development that is relevant to the DOB's vision. Our full-time faculty is composed of individuals who have significant industry experience, impressive academic credentials and are committed to the mission of the division.

During the hiring process, special attention is paid to a candidate's real-world experience and candidates whose resumes do not demonstrate practical application of their areas of expertise are eliminated from consideration. As a result, our full-time faculty possesses the necessary practical knowledge to serve as mentors to our students. As mentors, our faculty can impel students to commit to the experiential learning experiences which are essential to our mission. Students are thrust into service learning projects and internships which are essential to their development.

Full-time faculty candidates are also vetted for their desire to continue their professional development and their commitment to the DOB's mission. Consequently, our faculty's professional development agenda has focused on research and professional activities which have real-world application. These professional activities include student service learning projects such as performing financial audits, developing marketing plans, developing business plans and providing tax services to small business and individuals in our community. These activities evince our faculty's commitment to the DOB's mission.

Our adjunct faculty consists of deeply experienced, thoughtful leaders in their respective fields. Our typical adjunct faculty member has 20+ years experience. Many of these faculty members have published books, journal articles, or other scholarly works and they have served on prestigious industry boards, councils, or executive committees. Perhaps the most impressive statistic is that our 154 adjunct

faculty members possess over 3,000 years of real-world experience. As stated in Section 5.1 above, our adult student population expects to interact with faculty who can bring real world experience, processes, tools, and methodologies to the classroom while linking these practices to academic theory and research. Our student satisfaction surveys provide witness that our impressive group of adjunct faculty has satisfied the significant expectations of these students.

Criterion 5.2.2

Full-time faculty are trained through a University-wide new faculty orientation that includes a session with the Office of Human Resources to complete new-hire paperwork and learn about employee benefits. All DSU employees (full and part-time) must take and pass the preventing sexual harassment test. Full-time faculty then go through an inculturation experience as part of their orientation experience.

The inculturation experience has, as its purpose, the integration of all employees into the distinctive culture of the University so as to enable each of them to contribute to the fulfillment of the University's particular mission. The inculturation series features a full-day retreat at the beginning of the academic year and a series of follow-up sessions with defined cohorts of employees. The objectives are both educational (learning about the Salesian heritage at DSU) and operational (putting Salesian spirituality into practice on the job). The components of the inculturation retreat include:

- Welcome by the President of the University
- History of the University
- An exploration of the spiritual legacy at DSU
- Testimonials from award-winning employees
- Guided tour of the campus
- Conversations about the strategic plan for the University
- Introductions of the major administrators

Faculty development continues throughout one's career at DeSales. Teaching is often the focus of Faculty Colloquia where top-rated faculty share their ideas on effective teaching strategies. Teaching is critiqued yearly by the Division Head and mentoring is offered by major chairs. In addition, our in-class, hybrid and on-line classroom delivery teaching methods are supported by our DEIT team. This team provides individual training and seminars on the use of all technology utilized in our delivery systems including Blackboard, Collaborate, Panopto and Smartboards. DEIT has also developed a rubric which must be utilized in all on-line courses and provide faculty with feedback regarding satisfaction of the rubric.

Professional development is supported by the Division Head and the Faculty Mentor Program. The Division Head works to support faculty professional development by discussing research plans with faculty during their annual review. At least one Division meeting is dedicated to discussing research plans, ideas and opportunities. The

University has adopted a Faculty Mentor program which provides a senior faculty member release time to work with new faculty to develop research agendas. Adjunct faculty members receive Divisional support throughout their teaching careers at DeSales University. Once faculty is hired, they are assigned appropriate courses by the Dean of Lifelong Learning or the MBA Director and then go through a rigorous onboarding process. During the initial onboarding process, the faculty are supported by several administrative and academic personnel. The administrative team provides orientation to the program, technology and course delivery systems. Teaching and course development are primarily supported by the AOT. In conjunction, these two groups ensure that the faculty member will have the tools needed to successfully contribute to our program.

The administrative team is broken into two groups: ACCESS and MBA. The ACCESS administrative team includes the Dean and Assistant Dean of Lifelong Learning, and the satellite campus director and manager. The MBA administrative team includes the Director of the MBA and the campus coordinators. These two groups orient faculty to key business processes, roles of the majors chairs, instructional technology, course location logistics and distance educational delivery methods (See Appendix X and X 1– Human Resource Plan.). A significant part of this process is the role of our DEIT team.

Our DEIT team provides the adjunct faculty with the same individual training and seminars it provides for full-time faculty at all campus locations including our virtual classroom. As our educational technology is updated throughout the year DEIT constantly pushes out updates on uses and the availability of training. DEIT also reviews all online courses to determine if they satisfy the requirements of the online rubric discussed above.

All adjunct faculty are connected with a full-time faculty member (typically a major chair; however, the Division Head or MBA Director may also fill this role) who acts as a mentor to the adjunct faculty member. The major chair provides guidance on all aspects of the assigned course including course content, syllabi, assessment, utilization of technology resources, etc.

The major chair initially provides the adjunct faculty member with a draft template of a syllabus for the assigned course. During the syllabus development process, the major chairs provide guidance on and assistance on testing, grading, teaching methods, and the use of technology.

In our ACCESS program, all courses have templates for syllabi which are developed by the full-time faculty. The template includes the textbook, learning outcomes and outline that must be utilized by the faculty member. Adjunct faculty members receive the syllabus at least eight weeks prior to the start of the session so they can properly prepare for their course. As our business programs offered in ACCESS are the very same as the traditional day program, it is essential for us to require adjunct faculty to utilize these standardized syllabi. The major chair contacts faculty before the start of each session to answer any questions they may have about course content, syllabi, assessment, new technology, etc.

In our MBA program, major chairs provide faculty a draft syllabus which includes the textbook selection, the learning outcomes and outline that is suggested for the particular course. The faculty member then adopts their textbook with the assistance of the major chair. The faculty member can then personalize the syllabus to reflect their teaching style. Once personalized this syllabus is reviewed by the Major Chair to certify that the syllabus is appropriate with special emphasis placed on the assessment tools utilized. The major chair contacts faculty before the start of each semester to answer any questions they may have about course content, syllabi, assessment, new technology, etc.

Once onboard, a faculty member continues to receive ongoing support and training. The ACCESS program hosts business faculty division meetings every year before the start of the full semester. These meetings include both full-time and adjunct faculty. At the meeting, the Division Head and major chairs present on academic issues such as testing, assessment and learning outcomes. DEIT also presents on any new developments in learning technology. In addition, during every ACCESS session, the Dean of Lifelong Learning hosts brief informational get-togethers for all faculty teaching that session. The meetings are designed to keep faculty informed regarding any administrative policy changes. These meetings also provide the opportunity to reiterate the expectations of continued quality in the program and to let instructors know their efforts are appreciated by the University.

The MBA program hosts faculty development sessions during the fall and spring semesters. During these development sessions faculty are introduced to other faculty teaching the same courses with the hope that they will be energized to discuss teaching pedagogy. DEIT typically presents on any new developments in learning technology. They are also encouraged to network with each other to discuss course materials, best practices, new developments, the use of technology, etc. during the year. These interactions happen quite frequently for some of the core courses (i.e. Capstone).

The major chair initially provides the adjunct faculty member with a draft template of a syllabus for the assigned course. During the syllabus development process, the major chairs provide guidance on and assistance on testing, grading, teaching methods and the use of technology.

Section 5.3

Criterion 5.3.1

**Figure 5.1
Faculty Qualifications 2012-2013**

Faculty Member	Year of Initial Appointment	Highest Degree		Assigned Teaching Discipline(s)	Prof. Cert.	Level of Qualification	Tenure
		Type	Discipline				

Aukers, S. ¹	2013	Ph.D.	Human Performance, Marketing, Management	Management, Marketing		AQ	No
Barnhorst, B.	2009	MBA	Finance	Finance	CFA	PQ	No
Brett, M.	2005	Ph.D.	Sport Mgmt.	Sport Mgmt.		AQ	Yes
Brown, L. ¹	2013	Ph.D.	Sport Mgmt.	Sport Mgmt.		AQ	No
Cocozza, C.	2000	L.L. M.	Accounting	Accounting	CPA; J.D.	AQ	Yes
Dwyer, W. ²	1983	MBA	Accounting	Accounting	CPA	PQ	Yes
Gallagher, M.	2011	Ph.D.	Accounting	Accounting	CPA	AQ	No
Gilfoil, D.	2007	Ph.D.	Management; Marketing	Management; Marketing		AQ AQ	Yes
Givens-Skeaton, S. ¹	2013	Ph.D.	Management	Management		AQ	No
Hojjat, T.	1989	Ph.D.	Economics; Finance	Economics; Finance		AQ AQ	Yes
Jeffries, G.	2002	D.P.S.	Management	Management; Mgmt. of Info. Tech.		AQ AQ	No
Jobs, C.	2009	Ph.D.	Marketing	Management; Marketing		AQ AQ	No
Kelly, D. ³	2007	Ph.D.	Sport Mgmt.	Sport Mgmt.		AQ	No
McGorry, S.	1996	Ph.D.	Marketing	Marketing		AQ	Yes
MacGregor, W. ³	2011	Ed.D.	Management	Management		PQ	No
Rosa, E.	1991	MBA	Accounting	Accounting	CPA, CMA	PQ	Yes
Scott, A.	2004	Ph.D.	Economics; Finance	Economics; Finance		AQ AQ	Yes
Wagoner, J. ¹	2013	MBA	Accounting	Accounting	CPA, CFM, CMA, AIAF, ARP	PQ	No

¹New faculty member Fall 2013.

²Faculty member retired.

³Faculty member resigned.

ACCESS Adjunct Faculty Qualifications 2012-2013

Faculty Member	Year of Initial Appointment	Highest Degree		Assigned Teaching Discipline(s)	Prof. Cert.	Level of Qualification	Tenure
		Type	Discipline				
Ahuja, R.	2011	MBA, MS	Management	Management		PQ	No
Albanese, M.	2009	MBA	Management	Management		PQ	No
Alunkal, M.	2013	Ph.D.	Economics	Marketing		AQ	No
Azar, M.	2008	MBA	Finance	Finance	NASD	PQ	No
Bach, D.	2012	MBA	Management	Marketing	CSSGB	PQ	No
Barnes, J.	2010	MBA MST	Finance	Accounting	CPA	PQ	No

Bedics, J.	1998	MBA	Finance	Finance	CPA CFP	PQ	No
Bertin-Peterson, M	2013	MBA	Marketing	Marketing		PQ	No
Bhagyavati	2006	Ph.D.	Management	Management		AQ	No
Bieber, A.	2013	Ed.D.	Education	Management	MPA	PQ	No
Bodock, C.	2007	MBA	Marketing	Marketing		PQ	No
Booros, D.	1990	MPA	Marketing	Marketing		PQ	No
Borger, B.	2013	JD		Accounting	J.D.	AQ	No
Borgman, R.	1998	MS	Healthcare	Management	LPN	PQ	No
Britt, K.	2013	MS	Business Ad- ministration	Economics		PQ	No
Brosious, K.	1996	MBA	Finance	Finance		PQ	No
Candalla, C.	2010	MA	Economics	Economics		PQ	No
Castagna, J.	1999	MBA	Marketing	Marketing		PQ	No
Charlesworth, T.	2010	JD		Accounting	J.D.	AQ	No
Constantinides, M	2010	Ph.D.	Economics	Economics		AQ	No
Csellak, J.	2012	Ph.D.	Economics	Economics		AQ	No
Dreistadt, J.	2008	Ph.D.	Management	Management		AQ	No
Ehrig, J.	2006	MA	Political Science	Finance	EDP	Min	No
Eichenlaub, R.	2010	MBA	Accounting	Accounting	CPA	PQ	No
Fallon, J.	2013	MS	Finance	Finance		PQ	No
Focht, J.	2006	Ed.D.	Education	Marketing		PQ	No
Garber, J.	2008	MS	Human Resources	Human Resources	CSP SPHR	PQ	No
Gaugler, G.	2013	B.S.	Economics	Economics		EX CPA	No
Glass, K.	2013	MBA	Management	Management		PQ	No
Gormley, J.	2010	MBA	Marketing	Management		PQ	No
Harris, K.	2009	MS	Accounting	Accounting		PQ	No
Hess, T.	2009	MBA	Finance	Accounting	CPA, CFO CSSGB	PQ	No
Hudock, M.	2003	MS	Info. Tech.	Mgmt. of Info. Tech		PQ	No
Jacobs, J.	1998	MBA	Marketing	Marketing		PQ	No
Jennings, R.	1997	MBA	Finance	Finance	NASD	PQ	No
Jones, J.	2013	MBA	Management	Accounting		PQ	No
Kester, L.	2011	MSHR	Human Resources	Management	SPHR	PQ	No
Kelly, R.	2012	JD		Accounting	J.D., CMPI	AQ	No
Kovalchik, A.	1990	MBA	Management Science	Mgmt. of Info. Tech		PQ	No
Laudenbach, F.	2008	MBA	Management	Mgmt. of Info. Tech		PQ	No
Leese, P.	2012	MBA	Business	Marketing		PQ	No
Levin, M.	2009	MBA		Accounting		PQ	No
Mathie, C.	2012	MBA	Management	Human Resources	HR	PQ	No
McFadden, M.	2009	MA	English	Management		PQ	No
McHugh, R.	1999	MBA	Marketing	Management		PQ	No
McKay, B.	2012	MBA	Management	Management		PQ	No
Metz, Y.	2013	JD		Accounting		PQ	No
Miers, K.	2013	MPA	Management	Management		PQ	No
Moat, D.	2009	MBA	Accounting	Mgmt. of Info. Tech	ISACA CISM	PQ	No

					CphT		
Muldowney, E.	1988	MBA	Accounting	Accounting	CPA	PQ	No
Munley, M.	2009	MS	Economics	Economics		PQ	No
Newman, W.	2013	MA	Economics	Economics		AQ	No
Newton, K.	2013	MBA	Business	Management	Patents RETS	PQ	No
O'Connor, L.	2011	MBA	Management	Human Resources Management	SPHR CSSGGB	PQ PQ	No
Oehler, C.	2011	MS	Management	Management		PQ	No
Osterstock, E.	2013	Ph.D.	Finance	Finance		AQ	No
Pandaleon, G.	2005	BS	Accounting	Accounting	CPA, CMA FCPA	EX CPA	No
Poloni, P.	1994	MBA	Management	Mgmt. of Info. Tech		PQ	No
Raines, C.	2005	MBA	Management	Management		PQ	No
Reed, E.	2013	MBA	Finance	Management		PQ	No
Reidinger, K.	2012	MS	Human Resources	Human Resources		PQ	No
Rice, M.	2003	MBA/MS	Business	Management	Patents	PQ	No
Rose, V.	2005	MBA	Management	Management	CCAC NHA	PQ	No
Russo, J.	2011	MBA	New Ventures	Mgmt. of Info. Tech		PQ	No
Rygiel, B.	2010	MBA	Management	Mgmt. of Info. Tech	PMP CAPM CLP	PQ	No
Sallie-Dosunmu, M.	2011	MBA	Management	Management		PQ	No
Schwartz, D.	2007	JD	Business	Accounting		AQ	No
Stibrany, W.	2003	MBA	Finance	Finance		PQ	No
Swope, R.	2001	BS	Education	Mgmt. of Info. Tech		Ex State Cert	No
Tolbert, S.	2013	MA	Economics Pol Science	Economics		PQ	No
Tyler, M.	2006	MBA	Management	Management		PQ	No
Willeford, P.	2013	MBA	Info. Systems	Management		PQ	No
Wood, C.	2012	MBA	Management	Accounting	CPA	PQ	No
Young, L.	2012	MS	Human Resources	Human Re- sources	R.N; Diploma	PQ	No

MBA Adjunct Faculty Qualifications 2012-2013

Faculty Member	Year of Initial Appointment	Highest Degree		Assigned Teaching Discipline(s)	Prof. Cert.	Level of Qualification	Tenure
		Type	Discipline				
Ahuja, R.	2010	M.B.A. M.S.	Marketing Engineering	Marketing; Healthcare; Management		PQ PQ PQ	No
Allyn, M.	2011	Ph.D.	Psychology	Management		AQ	No
Anderson, G. ¹	2012	Ph.D.	Organizational Management	Economics		AQ	No
Aukers, S. ²	2013	Ph.D.	Human Performance	Marketing; Management		AQ AQ	No
Bagnull, L.	2012	M.B.A.	Healthcare Systems Mgmt.	Healthcare	Post-grad. Cert.in PT	PQ	No

Barnhurst, S.	2010	M.B.A.	Marketing	Marketing	LPN	PQ	No
Becker, C.	2012	M.S.	Personnel and Human Resource Management	Management; Human Resources Management		PQ PQ	No
Berry, I.	2006	J.D.	Law	Management		AQ	No
Bhagyavati	2007	Ph.D.	Management	Business Computing		AQ	No
Binder, L.	2012	M.B.A.	Finance; Marketing	Management	Exec. Leadership Cert. - Harvard	PQ	No
Brennan, R.	2013	M.B.A.	General MBA	Healthcare		PQ	No
Britting, R.	2013	M.B.A.	Business; Marketing	Marketing		PQ	No
Brown, G.	2012	M.B.A.	Finance; Management	Finance; Management	Masters Cert. in Applied Project Mgmt.	PQ PQ	No
Burns, J.	2013	M.B.A.	International Business and Marketing	Finance		PQ	No
Chakrabarti, A.	2011	Ph.D. PGDBA	Industrial Engineering; Management	Management		AQ	No
Chlebda, D.	2007	M.B.A.	Operations Research; Strat. Planning	Project Management	PMP	PQ	No
Cipoletti, R.	2001	M.P.A.	Public Administration	Management; Human Resource Management		PQ PQ	No
Culp, D.	2001	L.L.M. J.D.	Law	Management		AQ	No
Deal, L.	2010	M.B.A.	Business Admin./Health	Healthcare		PQ	No
DeMooy, D.	2005	M.S.	Engineering Administration	Management		PQ	No
Devine, D.	2012	M.B.A.	Marketing	Marketing		PQ	No
Edwards, M.	2009	M.B.A.	Finance; Risk Mgmt.	Project Management	PMP	PQ	No
Edwards, T.	2002	M.B.A. M.S.	Business Administration; Mechanical Engineering	Management		PQ	No
Ehrig, J.	2011	M.A. M.A.	Political Economy and Strategy History of Bus. and Technology	Economics; Accounting; Finance; Entrepreneurship	EDP	MIN MIN MIN MIN	No
Falk, J.	2000	M.B.A.	Finance	Accounting; Finance	CPA, CIA CFE, CGFM CFF, CGMA	PQ PQ	No

Fallon, J.	2004	M.S.	Financial and Marketing Management	Business Computing; Finance		PQ PQ	No
Farhat, M.	2011	MAcc	Accounting	Accounting	CPA, CIA CFE	PQ	No
Ferris, E. ³	2012	Post-grad. Diploma (UK)	Personnel Management	Management; Human Resources Management		PQ PQ	No
Garber, Jr., J.	2012	M.S.	Human Resource Development	Human Resource Management	SPHR, CSP	PQ	No
Gilbert, B.	2013	M.B.A.	Marketing; Finance	Finance		PQ	No
Gimpel, D.	2009	M.B.A.	Finance; Statistics	Accounting		PQ	No
Hague, B.	2008	M.B.A.	Marketing; Business Administration	Marketing	CPD	PQ	No
Haigh, B. ¹	1998	M.B.A.	International Business Administration	Project Management; Marketing	PMP	PQ PQ	No
Hutton, W.	2011	Ph.D.	Bus. Admin./ Org. Design and Behavior	Management		AQ	No
Kamber-Todd, D.	2011	J.D.	Law	Healthcare; Human Resource Management	CHP	AQ AQ	No
Keenan, M.	2013	M.B.A.	Business Administration/Accounting	Finance	CTP, ChFC	PQ	No
King, J.	2013	M.S.	Finance	Marketing		PQ	No
Lanning, R. ³	2012	Ph.D.	Organization & Management	Management		AQ	No
Long, B.	2011	M.S.M.	Management	Management		PQ	No
Lovelace, R.	1993	Ph.D.	Management/ Human Resource Administration	Management; Human Resource Management		AQ AQ	No
Luttenberg, E.	1996	M.B.A.	Management	Management		PQ	No
Matas, B.	2000	M.S. M.S.	Information Systems Instructional Technology	Business Computing	PA K-12 Teacher certification	PQ	No
Mathur, G.	2011	M.S.	Computer Science	Project Management	PMP, OBA	PQ	No
Mest, C.	1997	Ph.D.	Health Education	Healthcare		AQ	No
Miele, Jr., J.	2012	M.B.A.	Marketing	Marketing		PQ	No
Morgan, C.	2012	M.B.A.	Management	Management; Human Resources Management	SPHR	PQ PQ	No
Newman, W.	2013	M.A.	Economics	Economics		PQ	No
Nickels, R.	2002	M.B.A.	Marketing; Finance	Management		PQ	No
Nucifora, C.G.	2010	M.B.A.	Financial	Accounting;	CPA	PQ	No

			Management	Finance; Management		PQ PQ	
Ortner, D.	2010	M.I.B.S.	International Business	Project Management	PMP	PQ	No
Osterstock, E.	2000	D.B.A.	Finance	Finance		AQ	No
Paul, D. ⁴	2010	M.S.	Engineering	Project Management		PQ	No
Poli, L. ³	2012	Ph.D.	Pharmacoeco- nomics	Marketing		AQ	No
Pulcini, K.	2011	M.B.A.	Financial Management	Accounting; Healthcare	CPA, CIA	PQ PQ	No
Roberts, R. ¹	2012	M.Ed.	Guidance and Personnel	Management		PQ	No
Roessing, C.	2002	J.D.	Law	Healthcare		AQ	No
Roland, P.	1992	M.S.	Business Admin./ Taxation	Accounting; Finance	CPA, ChFC CMA, CFP PFS, CFM CLU, CFS AIFA	PQ PQ	No
Savage, R.	2010	M.B.A.	Operations Management	Management		PQ	No
Schafer, J.	2012	M.B.A.	Business Administration	Business Computing		PQ	No
Shultz, C.	2012	M.B.A.	Finance; Accounting	Accounting	CPA, CGMA	PQ	No
Soltys, M.	2002	Ed.D.	Counseling Psychology	Management		AQ	No
Stevens, C.	2010	Ph.D.	Health Services Administration	Healthcare		AQ	No
Stevens, S.	2013	L.L.M. J.D.	Law	Finance		AQ	No
Stewart, J.	2012	J.D.	Law	Human Resource Management		AQ	No
Stoudt, R.	2003	M.S.	Engineering Management	Management	RPE	PQ	No
Stuart, M.	2012	M.E.	Industrial Engineering and Operations Research	Project Management	PMP	PQ	No
Toohey, M.	2011	M.B.A.	Human Resource Administration	Management		PQ	No
Weber, J.	2012	M.B.A.	Finance	Finance		PQ	No
Wise, T.	2013	Ph.D.	Organization and Mgmt.; Specialized in IT Management	Management; Project Management	PMP	AQ AQ	No

¹Faculty member fired.

²Faculty member taught prior to start of full-time employment in the Division of Business.

³Faculty member resigned.

⁴Faculty member only teaches seminar workshops for UPC students.

Figure 5.2a
Faculty Credit Hour Production or Equivalent-Full Time

Faculty Member	Fall Semester 2012	Spring Semester 2013	Academically Qualified	Professionally Qualified
Aukers, S.	-	-	0	
Barnhorst, B.	174	87		261
Brett, M.	135	180	315	
Brown, L.	-	-	0	
Cocozza, C.	90	132	222	
Dwyer, W.	132	135		267
Gallagher, M.	177	216	393	
Gilfoil, D.	132	132	264	
Givens-Skeaton, S.	-	-	0	
Hojjat, T.	174	219	393	
Jeffries, G.	135	132	267	
Jobs, C.	135	177	312	
Kelly, D.	225	225	450	
McGorry, S.	87	174	261	
MacGregor, W.	135	222	357	
Rosa, E.	177	90		267
Scott, A.	90	174	264	
Wagoner, J.	-	-		0
TOTALS	1,998	2,295	3,498	795

**Figure 5.2b
Faculty Credit Hour Production or Equivalent—Part Time**

ACCESS Instructor	FALL FAS1, FAS2 FA16W	SPRING PS3, SPS16W S, SPMS, SPS4	SUMMER SUS5 SU16W, SUS6	Academically Qualified	Professionally Qualified	Minimally Qualified
Ahuja, R.	45	45	-		90	
Albanese, M.	-	-	45		45	
Alunkal, M.	-	45	-	45		
Azar, M.	-	45	-		45	
Bach, D.	45	-	-		45	
Barnes, J.	45	45	90		180	
Barnhurst, S.	45	90	-		135	
Bedics, J.	90	-	45		135	
Bertin-Peterson, M.	-	45	-		45	
Bhagyavati.	45	-	45	90		
Bieber, A.	-	-	45		45	
Bodock, C.	45	45	-		90	
Booros, D.	45	-	45		90	
Borger, B.	-	45	-	45		

Borgman, R.	45	90	45		180	
Britt, K.	-	45	-		45	
Brosious, K.	45	-	45		90	
Candalla, C.	45	-	-		45	
Castagna, J.	45	45	-		90	
Charlesworth, T.	45	-	-	45		
Constantinides, M.	45	-	-	45		
Csellak, J.	-	45	-	45		
Dreistadt, J.	-	45	45	90		
Ehrig, J.	45	90	90			225
Eichenlaub, R.	45	45	-		90	
Fallon, J.	-	-	45		45	
Focht, J.	45	-	-		45	
Garber, J.	45	45	-		90	
Gaugler, G.	-	45	-		45	
Glass, K.	45	45	-		90	
Gormley, J.	45	45	-		90	
Harris, K.	45	45	90		180	
Hess, T.	45	45	-		90	
Hudock, M.	45	-	-		45	
Jacobs, J.	-	-	45		45	
Jennings, R.	45	45	45		135	
Jones, J.	-	-	45		45	
Kester, L.	-	-	45		45	
Kelly, R.	45	90	15	150		
Kovalchik, A.	45	-	-		45	
Laudenbach, F.	-	45	-		45	
Leese, P.	45	-	-		45	
Levin, M.	-	-	45		45	
Mathie, C.	30	15	-		45	
McFadden, M.	90	45	45		180	
McHugh, R.	-	45	-		45	
McKay, B.	-	45	-		45	
Metz, Y.	45	-	-		45	
Miers, K.	-	-	45		45	
Moat, D.	45	-	45		90	
Muldowney, E.	60	105	45		210	
Munley, M.	45	45	-		90	
Newman, W.	-	-	90		90	
Newton, K.	-	-	45		45	
O'Connor, L.	45	45	-		90	
Oehler, C.	45	-	-		45	
Osterstock, E.	45	-	45	90		
Pandaleon, G.	45	90	-		135	
Poloni, P.	-	-	45		45	
Raines, C.	45	45	45		135	
Reed, E.	-	45	-		45	

Reidinger, K.	45	-	-		45	
Rice, M.	45	45	45		135	
Rose, V.	45	45	45		135	
Russo, J.	-	45	-		45	
Rygiel, B.	45	45	-		90	
Sallie-Dosunmu, M.	-	45	45		90	
Schwartz, D.	45	45	45	135		
Stibrany, W.	90	45	-		135	
Swope, R.	-	45	-		45	
Tolbert, S.	-	45	-		45	
Tyler, M.	-	-	45		45	
Willeford, P.	-	45	-		45	
Wood, C.	45	-	45		90	
Young, L.	-	-	15		15	
TOTALS	2,160	2,235	1,650	780	5,040	225

Figure 5.2c
MBA Adjunct Faculty Credit Hour Production or Equivalent
2012-2013

Faculty Member	Summer 2012	Fall 2012	Winter 2013	Spring 2013	Academically Qualified	Professionally Qualified	Minimally Qualified
Ahuja, R.		42	42	84		168	
Allyn, M.	42	42	42	42	168		
Anderson, G. ¹	42				42		
Aukers, S. ²				42	42		
Bagnull, L.			42			42	
Barnhurst, S.	42		42	42		126	
Becker, C.				42		42	
Berry, I.				42	42		
Bhagyavati	42	42	42	42	168		
Binder, L.		42				42	
Brennan, R.				42		42	
Britting, R.			42			42	
Brown, G.			42			42	
Burns, J.				42		42	
Chakrabarti, A.		42	42	84	168		
Chlebda, D.	42			42		84	
Cipoletti, R.		42		42		84	
Culp, D.		42		42	84		
Deal, L.		42				42	
DeMooy, D.	42	42	42	42		168	
Devine, D.		42				42	
Edwards, M.				42		42	
Edwards, T.		42	42	42		126	
Ehrig, J.	42	84	42	84			252
Falk, J.		84	42	42		168	
Fallon, J.	42		42	42		126	
Farhat, M.	42	84	84	42		252	
Ferris, E. ³			42			42	
Garber, Jr., J.		42	42	42		126	
Gilbert, B.			42	42		84	
Gimpel, D.	42	42				84	

Hague, B.	42	42	42	42		168	
Haigh, B. ¹	84	42				126	
Hutton, W.			42		42		
Kamber-Todd, D.		42			42		
Keenan, M.			42			42	
King, J.				42		42	
Lanning, R. ³	42				42		
Long, B.		42	42	42		126	
Lovelace, R.	84	84	42	84	294		
Luttenberg, E.		42	42	42		126	
Matas, B.		42		42		84	
Mathur, G.				42		42	
Mest, C.	42				42		
Miele, Jr., J.			42			42	
Morgan, C.		42				42	
Newman, W.				42		42	
Nickels, R.	84	84				168	
Nucifora, C.G.		42		42		84	
Ortner, D.		42	42	42	126		
Osterstock, E.		42	84	84	210		
Paul, D. ⁴							
Poli, L. ³			42		42		
Pulcini, K.			42	42		84	
Roberts, R. ¹	42					42	
Roessing, C.		42			42		
Roland, P.	42	42	84	42		210	
Savage, R.		42	42	42		126	
Schafer, J.	42	42		42		126	
Shultz, C.		42				42	
Soltys, M.		42		42	84		
Stevens, C.			42	42	84		
Stevens, S.			42		42		
Stewart, J.	42				42		
Stoudt, R.		42	42			84	
Stuart, M.	42		42	42		126	
Toohey, M.			42	42		84	
Weber, J.		42				42	
Wise, T.				42	42		
TOTALS	1,008	1,722	1,596	1,974	1,890	4,158	252

¹Faculty member fired.

²Faculty member taught prior to start of full-time employment in the Division of Business.

³Faculty member resigned.

⁴Faculty member only taught seminar workshop for UPC students.

⁵Maximum allowed number of courses taught during the academic year is four; however, there were a few cases where exceptions were granted during the academic year. Additional faculty have since been hired and more thorough oversight occurs so this will not occur again.

Figure 5.3
Faculty Coverage Summary

During the Self-Study Year	Traditional Day Program	ACCESS Program	M.B.A. Program
Total Student Credit Hours in Business Program Taught by Faculty Members in the Business Unit	3,015	6,315	7,308

Total Credit Hours Taught by Academically and Professionally Qualified Faculty Members	3,015	6,090	7,056
Percent of Total Credit Hours Taught by Academically and Professionally Qualified Faculty Members	100.0%	96.4%	96.6%
Total Credit Hours Taught by Academically Qualified Faculty Members	2,565	915	2,688
Percent of Total Credit Hours Taught by Academically Qualified Faculty Members	85.1%	14.5%	36.8%

Criterion 5.3.2.a

See Appendix Y for a compendium of Curriculum Vita for both full and part-time faculty.

Faculty inputs in the ACCESS and MBA programs do not satisfy the model discussed in Criteria 5.3.2.b. The University’s fiscal operating plan makes attainment of these goals virtually impossible as the cost of hiring faculty to cover these programs would be prohibitive. In addition, the lack of supply of academically qualified faculty, particularly in the areas of accounting and finance, make satisfaction of the faculty input models extremely difficult. However, we believe our current faculty composition is necessary to satisfy our mission, vision and our student stakeholder’s expectations.

As discussed at length in Criteria 5.1, we attempt to hire faculty who can help us to attain our mission. As enumerated in our mission and vision statements, our goal is to hire faculty who possess a unique and impressive blend of academic and professional experience. These experienced professionals will help to transform our students into more knowledgeable, inspired, and ethical leaders in our increasingly global society. Our adjunct faculty, with over 3000 years of aggregate work experience and strong academic credentials, combined with the academic oversight of our full-time faculty, create the strong faculty team that enables us to reach our goals.

Our student stakeholder group, which in both the ACCESS and MBA program consists of adult learners (and their employers), demands that we staff classes with faculty who can bring real world experience, processes, tools, and methodologies to the classroom while linking these practices to academic theory and research. These student expectations create a hiring bias toward professionally qualified faculty with significant work experience. As a result, we strive to hire adjunct faculty with extensive work experience in lieu of more academically qualified candidates.

In the Lehigh Valley, there a deep, talent pool of successful business people who are potential adjunct business faculty. Our hiring processes, discussed in Criteria 5.2, enable us to hire talented adjuncts who meet our program needs. We believe that the high-quality of our “professionally qualified” adjunct faculty is a key strength of our program, not a weakness.

The Division Head has ultimate responsibility for the academic quality of all courses, minors, certificates, concentrations and degrees offered by the DOB. As previously discussed in detail in Criterion 1.1.b., DeSales University recognizes that the

Division Head's academic oversight responsibilities are too extensive for one person to properly manage. As a result, there are five major chairs who report directly to the Division Head who are responsible for academic content across the business programs. The AOT works to ensure that the academic quality of our ACCESS and MBA programs are the equivalent to programs that satisfy the criteria of 5.3.2.

The AOT engages in extensive oversight activities with respect to the ACCESS and MBA programs. These oversight duties begin with the extensive scrutiny of faculty candidates. Each major chair is required to work with the Dean of Lifelong Learning and the MBA Director in order to hire and develop faculty in their academic area. They review resumes and interview candidates to determine if potential adjuncts academic background and work experience satisfy our hiring requirements. Once the Dean/Director and major chair recommend hiring an adjunct, it must be approved by the Division Head. Through this extensive process, the DOB can ensure that it only hires adjunct faculty who can help the DOB to attain its strategic objectives. Once hired, the major chairs (or another member of the AOT) assist faculty with course preparation including setting up the instructor for technical training, syllabus development, assessment tool development or any other pedagogical issues.

Course review is perhaps the AOT's most important function. Every ACCESS and MBA course is reviewed by the major chair, or another member of the AOT, to make sure it satisfies the DOB's requirements. Every ACCESS course syllabus is standardized so that the same syllabus is used in the traditional day and ACCESS programs. These syllabi all have identical textbooks and student learning outcomes (with respect to program and subject area outcomes). Currently, the AOT is working to standardize core course syllabi in the MBA program. Every adjunct course syllabus is scrutinized to determine if the course learning outcomes are appropriate. The major chair also reviews every midterm, final or other major assessment instrument (project in lieu of a midterm) to determine that they are appropriate tools to accurately assess student mastery of the course outcomes.

Faculty assessment is achieved by the AOT reviewing student evaluations and course grading. An AOT member will also personally visit new faculty classrooms (physical or virtual) and the chairs provide the faculty with constructive feedback aimed at improving classroom performance. Faculty who perform outside of established norms – excessively high GPAs or low student evaluations – will also receive constructive feedback from an AOT member in attempt to remediate the faculty member's performance. After several attempts at remediation the faculty member may be contacted by the Division Head or, if circumstances dictate, the faculty member may be terminated.

Ultimately, all of the major chairs' work is captured in several reports (See Appendices D1 and D2) which are reviewed at periodic meetings of the AOT. These reports are used to assess program success and serve to make the leadership aware of programmatic issues which need to be addressed to ensure continuous improvement in our business programs. Issues raised by these periodic reports are then used to determine the focus of future faculty hiring needs, technology training and development sessions.

In the MBA program, data which compares the performance of full-time faculty and adjunct faculty, is monitored to ensure that the quality of adjunct faculty course offerings is equivalent to full-time faculty offerings. Comparison data include: CourseEval ratings of each course; CourseEval ratings of each faculty member and GPA averages and grade distribution for each course. Both CourseEval and GPA data are broken out by full-time and part-time faculty and by online and face-to-face formats for comparison purposes. MBA also captures exit survey data from EBI on quality of faculty, course, curriculum breadth, course availability, and achievement of course outcomes from EBI questions 1-4 and 10-14.

Trends data for the last five years, for example, address the issue of quality differences between adjunct and full-time faculty. Regarding CourseEval Scores on quality of faculty, part-time faculty average scores of 4.20 while full-time faculty average 4.17 across online and face to face venues. Also, across online and face to face venues, CourseEval on quality of course show similar differences between part-time (4.16) vs full-time (4.10) faculty - again slightly favoring adjuncts. With respect to GPA's given out, five year averages suggest that part-time faculty (3.70) are slightly more "generous" than full-time faculty (3.55), but not in an egregious way. Collectively, these data suggest that our faculty composition model is yielding quality results.

In the ACCESS program, we compare the performance of ACCESS students to traditional day students and national norms on the MFT, and collect data through other vehicles. For the past three years, ACCESS students have scored within one standard deviation of national norms for all fields. Other data collected to monitor quality includes: CourseEval ratings of each course (Q1); CourseEval ratings of each faculty (Q2) and GPA averages and grade distribution for each course. Both CourseEval and GPA data are broken out by full-time and part-time faculty and by online and face-to-face formats for comparison purposes. ACCESS student data is also collected through EBI on quality of faculty, course, curriculum breadth, course availability, and achievement of course outcomes from EBI questions 1-4 and 10-14.

Section 5.4 Faculty Deployment

**Figure 5.4a
Deployment of Full-Time Faculty by Major
Undergraduate Program**

Major	Faculty Member	Highest Degree		Prof. Cert.	Level of Qualification
		Type	Discipline		
Accounting					
	Cocozza, C.	L.L.M.	Taxation, Law	CPA	AQ
	Dwyer, W.	MBA	Business & Accounting	CPA	PQ
	Gallagher, M.	Ph.D.	Business & Accounting	CPA	AQ
	Rosa, E.	MBA	Business & Accounting	CPA, CMA	PQ
	Wagoner, J.	MBA	Business & Accounting	CPA, CFM,	PQ

				CMA, AIAFL, ARP	
Business Administration					
	Jeffries, G.	D.P.S.	Informational Systems & Management		AQ
Finance					
	Barnhorst, B.	MBA	Business & Finance	CFA	PQ
	Hojjat, T.	Ph.D.	Business & Economics		AQ
	Scott, A.	Ph.D.	Business & Finance		PQ
Human Resources					
	Jeffries, G.	D.P.S.	Informational Systems & Management		AQ
International Business					
	Jobs, C.	Ph.D.	Business, Marketing & Management		AQ
	Hojjat, T.	Ph.D.	Global Economics		AQ
Management					
	Aukers, S.	Ph.D.	Human Performance; Business, Marketing, & Management		AQ
	Jeffries, G.	D.P.S.	Informational Systems & Management		AQ
	MacGregor, W.	Ed.D.	Business & Management		AQ
	Gilfoil, D.	Ph.D.	Business, Management & Marketing		AQ
	Givens-Skeaton, S.	Ph.D.	Business & Management		AQ
	Rosa, E.	MBA	Business & Accounting	CPA	PQ
Management of Informational Technology					
	Jeffries, G.	D.P.S.	Informational Systems & Management		AQ
Marketing					
	Aukers, S.	Ph.D.	Human Performance; Business, Marketing & Management		AQ
	Gilfoil, D.	Ph.D.	Business, Management & Marketing		AQ
	Jobs, C.	Ph.D.	Business, Marketing & Management		AQ
	McGorry, S.	Ph.D.	Applied Social Research & Marketing		AQ
Pharmaceutical Marketing					
	Berg, R.	Ph.D.	Chemistry		AQ
	Blumenstein,	Ph.D.	Biology		AQ

	R.				
	Hojjat, T.	Ph.D.	Business & Economics		AQ
	Scott, A.	Ph.D.	Business & Economics		AQ
	Mayville, F.	Ph.D.	Chemistry		AQ
	McGorry, S.	Ph.D.	Applied Social Research & Marketing		AQ
Sport Management					
	Brett, M.	Ph.D.	Sport Management		AQ
	Kelly, D.	Ph.D.	Sport Management		AQ
	Scott, A.	Ph.D.	Business & Economics		AQ
	Brown, L.	Ph.D.	Sport Management		AQ
Deployment of Faculty by Major MBA Program					
Accounting					
	Cocozza, C.	L.L.M.	Taxation, Law	CPA	AQ
	Dwyer, W.	MBA	Business & Accounting	CPA	PQ
	Gallagher, M.	Ph.D.	Business & Accounting	CPA	AQ
	Rosa, E.	MBA	Business & Accounting	CPA, CMA	PQ
	Wagoner, J.	MBA		CPA, CFM, CMA, AIAFL, ARP	PQ
Finance					
	Barnhorst, B.	MBA	Business & Finance	CFA	PQ
	Hojjat, T.	Ph.D.	Business & Economics		AQ
	Scott, A.	Ph.D.	Business & Finance		AQ
Management					
	Aukers, S.	Ph.D.	Human Performance; Business, Marketing, & Management		AQ
	Jeffries, G.	D.P.S.	Informational Systems & Management		AQ
	MacGregor, W.	Ed.D.	Business & Management		AQ
	Gilfoil, D.	Ph.D.	Business, Management & Marketing		AQ
	Givens- Skeaton, S.	Ph.D.	Business & Management		AQ
Marketing					
	Aukers, S.	Ph.D.	Human Performance; Business, Marketing, & Management		AQ
	Gilfoil, D.	Ph.D.	Business, Management & Marketing		AQ
	Jobs, C.	Ph.D.	Business, Marketing & Management		AQ
	McGorry, S.	Ph.D.	Applied Social Research		AQ

			& Marketing		
Health Care & Systems Management					
	Gilfoil, D.	Ph.D.	Business, Management & Marketing		AQ
Computer Information Systems					
	Jeffries, G.	D.P.S.	Informational Systems & Management		AQ
Project Management					
At this time, no undergraduate business faculty teach project management.					

**Figure 5.4b
Deployment of ACCESS Adjunct Faculty by Major
2012-2013**

Major	Faculty Member	Highest Degree		Prof. Cert.	Level of Qualification
		Type	Discipline		
Accounting					
	Barnes, J	MBA/MST	Accounting	CPA	PQ
	Borger, B	JD	Accounting	JD	AQ
	Charlesworth, T.	JD		JD	AQ
	Dwyer, W.	MBA	Accounting	CPA	PQ
	Eichenlaub, R.	MBA	Accounting	CPA	PQ
	Gallagher, M.	Ph.D.	Accounting	CPA	AQ
	Gaugler, G.	BS	Economics	CPA, CFE, CFF, CRMA	PQ
	Harris, K	MS	Accounting		PQ
	Hess, T	MBA	Finance	CPA, CFO, CSSGB	PQ
	Jones, J	MBA			PQ
	Levin, M	MBA			PQ
	Metz, Y	JD		JD	PQ
	Muldowney, E	MBA	Accounting	CPA	PQ
	Pandaleon, G	BS	Accounting	CPA, CMA, FCPA, CFO	PQ
	Rosa E.	MBA	Accounting	CPA, CMA	PQ
	Schwartz, D	JD	Business	CPA	AQ
	Wood, C	MBA	Accounting		PQ
Finance					
	Azar, M	MBA			PQ
	Bedics, J.	MBA	Finance	CPA/CFP	PQ
	Brosious, K	MBA	Finance		PQ
	Ehrig, J	MA			Min.

	Fallon, j.	MS			PQ
	Jennings, R	MBA	Finance		PQ
	Osterstock, E	Ph.D.	Finance		AQ
	Stibrany, W	MBA			PQ
	Scott, A.	Ph.D.	Finance		AQ
Human Resources					
	Garber, J	MS	Human Resources	CSP/SPHR	PQ
	Mathie, C	MBA	Management	HR	PQ
	O'Connor, L	MBA	Management	SPHR, CSSGB	PQ
	Reidinger, K	MS	Human Resources		PQ
	Young, L	MS	Human Resources/ Management	Diploma in NU	PQ
Management					
	Ahuja, R	MBA/MS	Management		PQ
	Albanese, M	MBA			PQ
	Bhagyavati	Ph.D./ MBA	Quantitative Manage- ment Methods		AQ
	Borgman, R	Ed.D./MPA	Education/ Manage- ment		PQ
	Dreistadt, J	Ph.D.	Management		AQ
	Glass, K	MBA	Management		PQ
	Gormley, J	MBA	Marketing		PQ
	Kester, L	MSHR			PQ
	McFadden, M	MA			Min.
	McHugh, R	MBA			PQ
	McKay, B	MBA	Finance/Marketing		PQ
	Miers, K	MPA	Management Planning		PQ
	Newton, K	MBA			PQ
	Oehler, C	MS			PQ
	Raines, C	MBA	Management		PQ
	Reed, E	MBA	Finance		PQ
	Rice, M	MBA/MS	Business	Patents	PQ
	Rose, V	MBA			PQ
	Sallie-Dosunmu, M	MBA			PQ
	Tyler, M	MBA	Management		PQ
	Willeford,P	MBA	Info Systems		PQ
Management of Informational Technology					
	Hudock, M	MS	Information Technology		PQ

	Kovalchik	MBA	Mgmt. of Info. Tech.		PQ
	Laudenbach, F	MBA	Mgmt. of Info. Tech.		PQ
	Moat, D	MBA			PQ
	Poloni, P	MBA			PQ
	Russo, J	MBA	New Ventures		PQ
	Bhagyavati	Ph.D./ MBA	Information Technology		AQ
	Rygiel, B	MBA		PMP, CAPM, CLP	PQ
	Swope, R				Ex
Marketing					
	Alunkal, M	Ph.D.	Economics		AQ
	Bach, D	MBA	Management		PQ
	Barnhurst, S	MBA	Marketing	LPN	PQ
	Bertin-Peterson, M	MBA	Marketing/Management		PQ
	Bodock, C	MBA			PQ
	Booros, D	MBA	Marketing		PQ
	Castagna, J	MBA			PQ
	Focht, J	Ed.D./MA	Education		PQ
	Jacobs, J	MBA			PQ
	Leese, P	MBA	Business		PQ
	McGorry, S	Ph.D.	Marketing		AQ

**Figure 5.4c
Deployment of MBA Adjunct Faculty by Major
2012-2013**

Major	Faculty Member	Highest Degree		Prof. Cert.	Level of Qualification
		Type	Discipline		
Accounting					
	Ehrig, J.	M.A. M.A.	Political Economy and Strat- egy History of Bus. and Technology	EDP	MIN
	Falk, J.	M.B.A.	Finance	CPA, CIA CFE, CGFM CFF, CGMA	PQ
	Farhat, M.	MAcc	Accounting	CPA, CIA CFE	PQ
	Gimpel, D.	M.B.A.	Finance; Statistics		PQ
	Nucifora, C. G.	M.B.A.	Financial Manage- ment	CPA	PQ
	Pulcini, K.	M.B.A.	Financial Manage-	CPA	PQ

			ment	CIA	
	Roland, P.	M.S.	Business Administration/Taxation	CPA, ChFC CMA, CFP PFS, CFM CLU, CFS AIFA	PQ
	Shultz, C.	M.B.A.	Accounting; Finance	CPA, CGMA	PQ
Computer Info. Systems/ Business Computing/ Quan. Methods					
	Bhagyavati	Ph.D.	Information Technology & Management		AQ
	Fallon, J.	M.S.	Financial and Marketing Management		PQ
	Matas, B.	M.S. M.S.	Information Systems Instructional Tech.	PA K-12 Teacher cert.	PQ
	Miele, Jr., J.	M.B.A.	Marketing		PQ
	Schafer, J.	M.B.A.	Business Administration		PQ
Economics					
	Anderson, G. ¹	Ph.D.	Organizational Management		AQ
	Ehrig, J.	M.A. M.A.	Political Economy and Strategy History of Bus. and Technology	EDP	MIN
	Newman, W.	M.A.	Economics		PQ
Finance					
	Brown, G.	M.B.A.	Finance; Management	Masters Cert. in Applied Project Mgmt.	PQ
	Burns, J.	M.B.A.	International Business and Marketing		PQ
	Ehrig, J.	M.A. M.A.	Political Economy and Strategy History of Bus. and Technology	EDP	MIN
	Falk, J.	M.B.A.	Finance	CPA, CIA CFE, CGFM CFF, CGMA	PQ
	Fallon, J.	M.S.	Financial and Marketing Management		PQ
	Farhat, M.	MAcc	Accounting	CPA, CIA, CFE	PQ

	Gilbert, B.	M.B.A.	Finance; Marketing		PQ
	Keenan, M.	M.B.A.	Business Administration/Accounting	CTP, ChFC	PQ
	Nucifora, C. G.	M.B.A.	Financial Management	CPA	PQ
	Osterstock, E.	D.B.A.	Finance		AQ
	Roland, P.	M.S.	Business Administration/Taxation	CPA, ChFC CMA, CFP PFS, CFM CLU, CFS AIFA	PQ
	Stevens, S.	L.L.M. J.D.	Law		AQ
	Weber, J.	M.B.A.	Finance		PQ
Healthcare Systems Management					
	Ahuja, R.	M.B.A. M.S.	Marketing Engineering		PQ
	Bagnull, L.	M.B.A.	Healthcare Systems Management	Post-grad. Cert. in PT	PQ
	Brennan, R.	M.B.A.	General M.B.A.		PQ
	Deal, L.	M.B.A.	Business Administration/Health		PQ
	Kamber- Todd, D.	J.D.	Law	CHP	AQ
	Mest, C.	Ph.D.	Healthcare Education		AQ
	Pulcini, K.	M.B.A.	Financial Management	CPA CIA	PQ
	Roessing, C.	J.D.	Law		AQ
	Stevens, C.	Ph.D.	Health Services Admin.		AQ
Human Resource Management					
	Becker, C.	M.S.	Personnel and Human Resources Dev.		PQ
	Cipoletti, R.	M.P.A.	Public Administration		PQ
	Ferris, E. ³	Post-grad. Diploma (UK)	Personnel Management		PQ
	Garber, Jr., J.	M.S.	Human Resource Development	SPHR CSP	PQ
	Kamber- Todd, D.	J.D.	Law	CHP	AQ
	Lovelace, R.	Ph.D.	Management and Human Resource Admin.		AQ
	Morgan, C.	M.B.A.	Management	SPHR	PQ
	Stewart, J.	J.D.	Law		AQ
Management					
	Ahuja, R.	M.B.A. M.S.	Marketing Engineering		PQ

	Allyn, M.	Ph.D.	Psychology		AQ
	Aukers, S. ²	Ph.D.	Human Performance; Business, Marketing & Management		AQ
	Becker, C.	M.S.	Personnel and Hu- man Resources Dev.		PQ
	Berry, I.	J.D.	Law		PQ
	Binder, L.	M.B.A.	Finance; Marketing	Exec. Leadership Cert. - Harvard	PQ
	Brown, G.	M.B.A.	Finance; Manage- ment	Masters Cert. in Applied Project Mgmt.	PQ
	Chakrabarti, A.	Ph.D. PGDBA	Industrial Engineer- ing Management		AQ
	Cipoletti, R.	M.P.A.	Public Administration		PQ
	Culp, D.	L.L.M. J.D.	Law		AQ
	DeMooy, D.	M.S.	Engineering Admin.		PQ
	Edwards, T.	M.B.A. M.S.	Business Admin. Mechanical Engineer- ing		PQ
	Ehrig, J.	M.A. M.A.	Political Economy and Strategy History of Bus. and Technology	EDP	MIN
	Ferris, E. ³	Post- grad. Diploma (UK)	Personnel Manage- ment		PQ
	Hutton, W.	Ph.D.	Business Ad- min./Org. Design and Behavior		AQ
	Lanning, R. ³	Ph.D.	Organization and Management		AQ
	Long, B.	M.S.M.	Management		PQ
	Lovelace, R.	Ph.D.	Management and Human Resource Admin.		AQ
	Luttenberg, E.	M.B.A.	Management		PQ
	Morgan, C.	M.B.A.	Management	SPHR	PQ
	Nickels, R.	M.B.A.	Marketing; Finance		PQ
	Nucifora, C. G.	M.B.A.	Financial Manage- ment	CPA	PQ
	Roberts, R. ¹	M.Ed.	Guidance and Personnel		PQ
	Savage, R.	M.B.A.	Operations Mgmt.		PQ

	Soltys, M.	Ed.D.	Counseling Psychology		AQ
	Stoudt, R.	M.S.	Engineering Mgmt.	RPE	PQ
	Toohy, M.	MBA	Human Resource Administration		PQ
	Wise, T.	Ph.D.	Organization and Management; Specialized in IT Management	PMP	AQ
Marketing					
	Ahuja, R.	M.B.A. M.S.	Marketing Engineering		PQ
	Aukers, S. ²	Ph.D.	Human Performance; Business, Marketing & Management		AQ
	Barnhurst, S.	M.B.A.	Marketing	LPN	PQ
	Britting, R.	M.B.A.	Business; Marketing		PQ
	Devine, D.	M.B.A.	Marketing		PQ
	Hague, B.	M.B.A.	Marketing; Business Admin.	CPD	PQ
	Haigh, B. ¹	M.B.A.	International Business Administration	PMP	PQ
	King, J.	M.S.	Finance		PQ
	Miele, Jr., J.	M.B.A.	Marketing		PQ
	Poli, L. ³	Ph.D.	Pharmacoeconomics		AQ
Project Management					
	Chlebda, D.	M.B.A.	Operations Research; Strategic Planning	PMP	PQ
	Edwards, M.	M.B.A.	Finance; Risk Management	PMP	PQ
	Haigh, B. ¹	M.B.A.	International Business Administration	PMP	PQ
	Mathur, G.	M.S.	Computer Science	PMP OBA	PQ
	Ortner, D.	M.I.B.S.	International Business	PMP	PQ
	Paul, D. ⁴	M.S.	Engineering	PMP	PQ
	Stuart, M.	M.E.	Industrial Engineering and Operations Research	PMP	PQ
	Wise, T.	Ph.D.	Organization and Management; Specialized in IT Mgmt.	PMP	AQ

¹Faculty member fired.

²Faculty member taught prior to start of full-time employment in the Division of Business.

³Faculty member resigned.

⁴Faculty member only taught seminar workshop for UPC students.

Criterion 5.4.1.

The DOB satisfies Criterion 5.4.1 as all DOB students have the ability to enroll in courses taught by full-time faculty every semester. Students in our ACCESS program have the ability to migrate between hybrid, online and traditional day classes. They also may enroll in classes at our Center Valley, Lansdale and Easton Area campuses. MBA students have the ability to migrate between online, hybrid and face-to-face courses; in addition, they can enroll in courses at any of our locations. The close physical proximity of our main campus in Center Valley with all of our satellite locations (driving times vary from 15 minutes to an hour) enable students to have access to courses offered at all campuses. Students in both programs take advantage of our diverse delivery methods and multiple locations and, as such, all DOB students have the opportunity to enroll in courses offered by full-time faculty.

**Figure 5.5a
Deployment of Faculty by Program**

Faculty Member	Number of Classes/Sections Taught in the Business Program							
	Fall Semester 2012			Spring Semester 2013			FTE	
	Undergraduate	MBA		Undergraduate	MBA		Undergraduate	MBA
FULL TIME	Day	ACCESS	Evening	Day	ACCESS	Evening		
Aukers, S. ¹	-	-	-	-	-	-	-	-
Barnhorst, B.	2	0	2	1	0	1	.375	.500
Brett, M.	3	0	0	3	1	0	.875	0
Brown, L. ¹	-	-	-	-	-	-	-	-
Cocozza, C.	2	0	0	2	0	1	.500	.167
Dwyer, W. ²	2	0	1	2	1	0	.627	.167
Gallagher, M.	2	1	1	2	0	3	.625	.667
Gilfoil, D.	2	0	1	2	0	1	.500	.333
Givens-Skeaton, S. ¹	-	-	-	-	-	-	-	-
Hojjat, T.	2	0	2	3	0	2	.625	.667
Jeffries, G.	3	0	0	2	0	1	.625	.167
Jobs, C.	3	0	0	3	0	1	.750	.167
Kelly, D. ³	5	0	0	5	0		1.25	.167
McGorry, S.	1	0	1	1	1	2	.375	.500
MacGregor, W. ³	3	0		4	0	1	.875	.167
Rosa, E.	2	1	1	1	1	0	.661	.167
Scott, A.	2	0	0	2	0	2	.500	.333
Wagoner, J. ¹	-	-	-	-	-	-	-	-
TOTAL	34	2	9	33	4	15	9.163	4.169

¹New faculty member Fall 2013.

²Faculty member retired.

³Faculty member resigned.

**Figure 5.5b
Deployment of ACCESS Instructors by Program**

Number of Classes/Sections Taught				
ACCESS Instructor	FALL FAS1, FAS2	SPRING SPS3, SPS16W	SUMMER SUS5 SU16W, SUS6	
Part-time	FA16W Evening	SPMS, SPS4 Evening	Evening	FTE
Ahuja, R	1	1	-	.250
Albanese, M	-	-	1	.125
Alunkal, M	-	1	-	.125
Azar, M	-	1	-	.125
Bach, D	1	-	-	.125
Barnes, J	1	1	2	.500
Barnhurst, S	1	2	-	.375
Bedics, J	2	-	1	.375
Bertin-Peterson, M	-	1	-	.125
Bhagyavati	1	-	1	.250
Bieber, A	-	-	1	.125
Bodock, C	1	1	-	.250
Booros, D	1	-	1	.250
Borger, B	-	1	-	.125
Borgman, R	1	1, *1	1	.500
Britt, K	-	1	-	.125
Brosious, K	1	-	1	.250
Candalla, C	1	-	-	.125
Castagna, J	1	1	-	.250
Charlesworth	1	-	-	.125
Constantinides, M	1	-	-	.125
Csellak	-	1	-	.125
Dreistadt, J	-	1	1	.250
Dwyer, W	-	1	-	.125
Ehrig, J	1	2	2	.625
Eichenlaub, R	1	1	-	.250
Fallon	-	-	1	.125
Focht, J	1	-	-	.125
Gallagher, M	1	-	-	.125
Garber, J	1	1	-	.250
Gaugler, G	-	1	-	.125
Glass, K	1	1	-	.250

Gormley, J	1	1	-	.250
Harris, K	1	1	2	.500
Hess, T	1	1	-	.250
Hudock, M	1	-	-	.125
Jacobs, J	-	-	1	.125
Jennings, R	1	1	1	.375
Jones, J	-	-	1	.125
Kester, L	-	-	1	.125
Kelly, R	1	2	1-1 cr	.417
Kovalchik	1	-	-	.125
Laudenbach, F	-	1	-	.125
Leese, P	1	-	-	.125
Levin, M	-	-	1	.125
Mathie, C	* 2-1 cr	* 1-1 cr	-	.125
McFadden, M	2	1	1	.500
McGorry, S	-	1	1	.250
McHugh, R	-	1	-	.125
McKay, B	-	1	-	.125
Metz, Y	1	-	-	.125
Miers, K	-	-	1	.125
Moat, D	1	-	1	.250
Muldowney, E	1-(4 cr)	3	1	.667
Munley, M	1	1	-	.250
Newman, W	-	-	2	.250
Newton, K	-	-	1	.125
O'Connor, L	1	1	-	.250
Oehler, C	1	-	-	.125
Osterstock, E	1	-	1	.250
Pandaleon, G	1	2	-	.375
Poloni, P	-	-	1	.125
Raines, C	*1	1	1	.375
Reed, E	-	1	-	.125
Reidinger, K	1	-	-	.125
Rice, M	1	1	1	.375
Rosa ,E	*1	* 1	-	.250
Rose, V	1	1	1	.375
Russo,J	-	1	-	.125
Rygiel, B	1	1	-	.250
Sallie-Dosunmu, M	-	1	1	.250
Schwartz, D	1	1	1	.375
Stibrany, W	2	1	-	.375

Swope, R	-	1	-	.125
Tolbert, S	-	1	-	.125
Tyler, M	-	-	1	.125
Willeford, P	-	1	-	.125
Wood, C	1	-	1	0.25
Young, L	-	-	1-1cr	.040
TOTAL	46	50	37	17.624
* Weekend Day				

**Figure 5.5c
Deployment of MBA Adjunct Faculty 2012-2013**

Number of Classes/Sections Taught in the Business Program					
Faculty Member	Summer 2012	Fall 2012	Winter 2013	Spring 2013	FTE
Ahuja, R.	0	1	1	2	.667
Allyn, M.	1	1	1	1	.667
Anderson, G. ¹	1	0	0	0	.167
Aukers, S. ²	0	0	0	1	.167
Bagnull, L.	0	0	1	0	.167
Barnhurst, S.	1	0	1	1	.500
Becker, C.	0	0	0	1	.167
Berry, I.	0	0	0	1	.167
Bhagyavati	1	1	1	1	.667
Binder, L.	0	1	0	0	.167
Brennan, R.	0	0	0	1	.167
Britting, R.	0	0	1	0	.167
Brown, G.	0	0	1	0	.167
Burns, J.	0	0	0	1	.167
Chakrabarti, A.	0	1	1	2	.667
Chlebda, D.	1	0	0	1	.333
Cipoletti, R.	0	1	0	1	.333
Culp, D.	0	1	0	1	.333
Deal, L.	0	1	0	0	.167
DeMooy, D.	1	1	1	1	.667
Devine, D.	0	1	0	0	.167
Edwards, M.	0	0	0	1	.167
Edwards, T.	0	1	1	1	.500
Ehrig, J. ⁵	1	2	1	2	1.000
Falk, J.	0	2	1	1	.667
Fallon, J.	1	0	1	1	.500
Farhat, M. ⁵	1	2	2	1	1.000

Ferris, E. ³	0	0	1	0	.167
Garber, J.	0	1	1	1	.500
Gilbert, B.	0	0	1	1	.333
Gimpel, D.	1	1	0	0	.333
Hague, B.	1	1	1	1	.667
Haigh, B. ¹	2	1	0	0	.500
Hutton, W.	0	0	1	0	.167
Kamber-Todd, D.	0	1	0	0	.167
Keenan, M.	0	0	1	0	.167
King, J.	0	0	0	1	.167
Lanning, R. ³	1	0	0	0	.167
Long, B.	0	1	1	1	.500
Lovelace, R. ⁵	2	2	1	2	1.167
Luttenberg, E.	0	1	1	1	.500
Matas, B.	0	1	0	1	.333
Mathur, G.	0	0	0	1	.167
Mest, C.	1	0	0	0	.167
Miele, Jr., J.	0	0	1	0	.167
Morgan, C.	0	1	0	0	.167
Newman, W.	0	0	0	1	.167
Nickels, R.	0	2	2	0	.667
Nucifora, C. G.	0	1	0	1	.333
Ortner, D.	0	1	1	1	.500
Osterstock, E.	0	1	2	2	.833
Poli, L. ³	0	0	1	0	.167
Paul, D. ⁴	0	0	0	0	.000
Pulcini, K.	0	0	1	1	.333
Roberts, R. ¹	1	0	0	0	.167
Roessing, C.	0	1	0	0	.167
Roland, P.	1	1	2	1	.833
Savage, R.	0	1	1	1	.500
Schafer, J.	1	1	0	1	.500
Shultz, C.	0	1	0	0	.167
Soltys, M.	0	1	0	1	.333
Stevens, C.	0	0	1	1	.333
Stevens, S.	0	0	1	0	.167
Stewart, J.	1	0	0	0	.167
Stoudt, R.	0	1	1	0	.333
Stuart, M.	1	0	1	1	.500
Toohey, M.	0	0	1	1	.333
Weber, J.	0	1	0	0	.167

Wise, T.	0	0	0	1	.167
TOTAL	22	41	40	47	25.009

¹Faculty member fired.

²Faculty member taught prior to start of full-time employment in the Division of Business.

³Faculty member resigned.

⁴Faculty member only taught seminar workshop for UPC students.

⁵Maximum allowed number of courses taught during the academic year is four; however, there were a few cases where exceptions were granted during the academic year. Additional faculty have since been hired and more thorough oversight occurs so this will not occur again.

**Figure 5.6
Deployment of F/T Faculty by Locations⁵**

Faculty	Center Valley Campus									Easton Campus								
	Fall 2012			Winter	Spring 2013			Summer 2013			Fall 2012		Winter	Spring 2013		Summer 2013		
	UG Courses		MBA	MBA	UG Courses		MBA	UG Courses		MBA	UG Courses	MBA	MBA	UG Courses		MBA	UG Courses	
Day	Evening			DAY	Evening		Evening	MBA		Evening	MBA	MBA	Evening	MBA	Evening	MBA		
Aukers, S. ¹								1										
Barnhorst, B.	2			1	1						1							
Brett, M.	3				3					1 ⁴								
Brown, L. ¹																		
Cocozza, C.	2				2			1 ⁴										
Dwyer, W. ²	2	1 ⁴	1		2	1 ⁴												
Gallagher, M.	2	1	1	1	2			2										
Gilfoil, D.	2		1		2			1	1 ⁴									
Givens-Skeaton, S. ¹																		
Hojjat, T.	2		2	1 ⁴	3			1 ⁴										
Jeffries, G.	3			1	2													
Jobs, C.	3			1 ⁴	3					1 ⁴								
Kelly, D. ³	4				4													
McGorry, S.	1		1	1 ⁴	1	1 ⁴		1 ⁴	2 ⁴	1 ⁴								
MacGregor, W. ³	3				4													
Rosa, E.	2	1			1	1									1			
Scott, A.	2		1	1	2			1 ⁴	1 ⁴									
Wagoner, J. ¹																		
TOTAL	33	3	7	7	32	3	8	6	1		1		1					

¹New faculty member Fall 2013.
²Faculty member retired.
³Faculty member resigned.
⁴Online course.
⁵All business majors are taught at each location.

Lansdale Campus									
	Fall 2012			Winter	Spring 2013			Summer 2013	
	UG Courses				UG Courses			UG Courses	
Faculty	Day	Evening	MBA	MBA	DAY	Evening	MBA	Evening	MBA
Aukers, S. ¹									
Barnhorst, B.			1						
Brett, M.									
Brown, L. ¹									
Cocozza, C.									
Dwyer, W. ²									
Gallagher, M.									
Gilfoil, D.									
Givens-Skeaton, S. ¹									
Hojjat, T.									
Jeffries, G.									
Jobs, C.									
Kelly, D. ³									
McGorry, S.									
MacGregor, W. ³			1	1					
Rosa, E.			1						
Scott, A.									
Wagoner, J. ¹									
TOTAL			3	1					

¹New faculty member Fall 2013.

²Faculty member retired.

³Faculty member resigned.

Criterion 5.4.2

The DOB is administered by the Division Head, Dr. Christopher Coccozza. There are three separate programs included in the DOB: the traditional day undergraduate program, the MBA Program and the ACCESS Program. The day-to-day administration of these programs is divided as follows: the traditional day program is administered by Dr. Coccozza, the MBA program by Dr. Gilfoil and the ACCESS evening program by Mrs. Booros. Each of these individuals has ultimate oversight of these programs and they are all based at the Main Campus in Center Valley. The traditional day program only runs courses in a traditional classroom setting on the main campus. However, the MBA and ACCESS programs run on the main campus in addition to operating at our satellite campuses and in an on-line environment. As a result, the MBA Director and Dean of Lifelong Learning have administrative staff that assists them in running the day-to-day operations of the satellite locations.

In addition to the main campus, the ACCESS program is offered at two satellite campuses, the Easton Area Campus, and the Lansdale Campus. The Director of ACCESS in Easton and the Program Manager at the Lansdale Area Campus work together with the Dean and Assistant Dean of Lifelong Learning in all areas of campus management.

The Director of ACCESS Easton reports directly to the Dean of Lifelong Learning and is responsible for the professional and clerical staff at the Easton Area Campus. The ACCESS Program Manager at the Lansdale Campus is a professional staff member who reports directly to the Dean of Lifelong Learning. Both the Director and Manager at the satellite campuses have the responsibility of administering the day-to-day operations of the ACCESS Program. These responsibilities include, but are not limited to: balancing the budget, creating and implementing uniform academic policies and procedures, providing academic advising, financial aid information and support services to current and prospective students. Additionally, they work in conjunction with the Dean and Assistant Dean to develop the course schedule, staff all of the courses, and make sure new faculty have completed the onboarding process and training activities (e.g. faculty online orientation).

The ACCESS program has approximately seven academic advisors who assist adult students with similar responsibilities. Mrs. Linda Bell, director of the Easton area campus and Mrs. Leala Kuchera are based at the Easton campus; Mr. Jeff Gormley is based at the Lansdale campus; and, Ms. Joann Haws, assistant dean of lifelong learning, Mr. Michael Yergey, Ms. Kimberly Bruno and Mrs. Stephanie McLaughlin assist students at the main Center Valley campus.

ACCESS has recently organized the ACCESS Adjunct Advisory Committee (AAAC). The purpose of the AAAC is to provide guidance on the strategic direction of the ACCESS program, provide input for training, hiring and professional development of adjunct faculty, offer suggestions for maintaining and updating current curriculum, help increase retention, and help provide opportunities for the creation of partnerships with businesses, corporations, and organizations.

MBA program coordinator assist the MBA director in administering the satellite campuses, Joseph Zukauskas, is assigned administrative and advising duties at the Lansdale Campus including the Dorman, Pfizer and Immaculata sites. MBA pro-

gram coordinator, James Castagna, fulfills the same duties at the Easton Campus which includes our Pocono Medical Center classroom. Mary Ann Falk, associate director of the MBA program, is responsible for administration and student advising at the Center Valley Campus which includes the classes held at Lehigh Valley Health Network. The MBA director visits each campus at least twice per academic year to meet with students and adjunct faculty and to review operations at each campus site. The MBA director develops and reviews performance objectives of each campus coordinator twice per year to ensure, amongst other things, that each site is being properly administered. Students assess the overall advising they receive when they complete the EBI survey just prior to graduation.

Academic oversight of these locations is maintained by the AOT. Every adjunct faculty member performance is review in accordance with the process described in Criterion 5.3.2 above.

Criterion 5.5

**Figure 5.7
Faculty Load, Full-Time Faculty Members**

Faculty Member	Hours Taught	Preps/Year	No. of Disciplines/ Semester		No. of Advisees	Scholarly Activity	Prof. Activities	No. of Committees	Community Service	Administrative Duties	Business & Industry Interaction	Special Projects	Travel to Off-Campus Locations	No. Theses Supervised
			Fall	Spring										
Aukers, S.														
Barnhorst, B.	22	5	1	1	32	Y	Y	3	Y	N	Y	Y	Y	0
Brett, M.	18	6	3	3	40	0	2	3	Y	Dept. Chair	Y	N	Y	0
Brown, L.														
Cocozza, C.		6	1	1	25	Y	Y	2	Y	Division Head	Y	Y	Y	0
Dwyer, W.			1	1	23	Y	Y	1	Y	Dept. Chair	Y	N	N	0
Gallagher, M.	26	6	1	1	22	Y	Y	1	Y	N	Y	N	Y	0
Gilfoil, D.	21	6	3	2	10*	Y	Y	7	Y	MBA Director	Y	Y	Y	1
Givens-Skeaton, S.														
Hojjat, T.			2	2	30	Y	Y	2	Y	N	Y	Y	Y	0
Jeffries, G.	19	6	1	1	43	0	N	2	Y	Dept. Chair, MG, MI, HR	Y	N	Y	0
Jobs, C.	24	7	2	1	35	Y	Y	4	Y	N	Y	Y	Y	0
Kelly, D.	24	7	3	4	35	Y	Y	?	Y	N	Y	Y	N	0
McGorry, S.	22	6	2	4	33	Y	Y	3	Y	Dept. Chair, BA, MK, PK, IB	Y	Y	Y	0
MacGregor, W.			1	1	13	Y	Y	1	1	N	Y	N	Y	0
Rosa, E.	15	5	3	2	23	0	Y	2	N	Rome Program Coordinator	Y	Y	Y	0
Scott, A.			2	2	16	Y	Y	2?		N			Y	0
Wagoner, J.														

Criterion 5.5

The Faculty Handbook sets forth the criteria for determining faculty teaching load. As a general rule, a full-time faculty member normally teaches 12 credit hours per semester. Undergraduate courses are generally the equivalent of three hours and graduate courses are generally the equivalent of four hours. As a result, DOB faculty members typically teach four undergraduate courses and three graduate level courses per year to satisfy their teaching load. The handbook provides many exceptions to the general requirements including release time for administrative duties, professional development activities, sabbaticals or when undergraduate course curriculum requires greater than three credits hours of contact time.

Faculty members who serve administrative roles in the DOB are granted course release time to perform these duties (See 5.5.2. below). In addition, faculty receives course release time for research projects (See 5.5.2. below). Faculty also receive credit release time for serving functions such as internship coordinator (typically three-credits released per year) and for organizing service learning projects such as the VITA program (one-credit hour per year) or our senior seminar projects (one-credit hour per year).

In addition to serving their primary function of teaching, faculty is also responsible for professional development and service activities. The Faculty Annual Evaluation form (See Appendix E.) assesses faculty performance in all three of these areas. As discussed above, teaching is the primary faculty function and research and professional development is supported by release time. Service encapsulates the remainder of the nine essential responsibilities of faculty including student advising, university service and community/business interactions. DOB faculty rank at the top of University faculty in these areas as witnessed by the Division Head's assessment of faculty performance in these areas, student advisement satisfaction surveys and EBI survey results.

The DeSales University Strategic Plan ties faculty resources to traditional day student enrollments. According to the plan, a faculty line is permitted for every 20 majors in a particular area. For purposes of faculty head count, Sport Management is considered separately from the remainder of the DOB (This distinction is a holdover from the time the Sport Management degree was developed 20 years ago and housed in another area of the University). Currently, the ratio of full-time business faculty to traditional day business majors is approximately 28-to-1 and for Sport Management faculty to Sport Management majors is 30-to-1. These ratios are adjusted to reflect faculty course release time so that course releases are not counted toward faculty resources. As the DOB is over the 20-to-1 ratios there are plans to hire two more full-time faculty members and with plans on growing the traditional day program to 300 students, the DOB should grow to 20 full-time faculty members from its current 16 member staff.

Adjunct faculty contribute significantly to the accomplishment of the essential faculty functions. As previously discussed in Section 5.2.2, adjunct faculty primarily serve the classroom teaching role in our MBA and ACCESS programs and at our satellite campuses. They also have significant input in course and outcomes development. During our MBA and ACCESS faculty meetings, adjunct faculty have the opportunity to take an active role in curriculum development. Their opinions and busi-

ness experiences are vital inputs to the development process. In addition, major chairs solicit feedback from adjunct in all phases of course and syllabi development as their current practical experience furnishes our curriculum with the “real world” focus that our students demand.

In addition, they are significantly involved in student mentoring as witnessed by our EBI survey results. Although they do not serve a “formal” mentoring role, our adjunct faculty excel at the informal mentoring our students desire.

Adjunct faculty also play a vital role in the performance of community/college service activities. Examples of these service contributions include membership on our BAC or AAAC, leadership of service learning projects such as developing marketing plans for local business, and serving as judges on our Fleming Ethics Bowl Competition.

Criterion 5.5.2

The Division Head and the MBA Director are granted two-course (six hours) releases each semester to provide time for them to accomplish their administrative duties. Major chairs are granted either two-course or one-course release per year depending upon the size of their major area. This determination is made by the Provost in consultation with the Division Head. Currently, Dr. Michael Gallagher, Accounting major chair, and Mr. Bradley Barnhorst, Finance Major Chair, receive one course release per academic year. Dr. Susan McGorry, Marketing, International Business and Pharmaceutical Marketing Chair, Dr. Martin Brett, Sport Management Major Chair, and Dr. Gregory Jeffries, Management, Human Resource Management, MIT and Health Care Management Major Chair, receive two course releases per academic year.

During 2007, the University adopted a research course release program which provides faculty with a three-credit course release for research activities. This program was enacted to provide faculty with support to engage in a scholarly or professional activity that would be difficult to undertake while teaching a four course load. Faculty is eligible for this release time once every three academic years. Seven different DOB faculty members have utilized this course release with a total of eight releases granted since the fall of 2007.

Mrs. Elizabeth Rosa serves as Faculty Mentor for all University full-time faculty. The purpose of the Faculty Mentor Program is to assist junior faculty in their professional development. The University recognizes that mentoring is a key component to junior faculty’s success and overall faculty retention rates. Mrs. Rosa receives two-course releases per year to serve this important function.

Section 5.6

Criterion 5.6.1

The Faculty Handbook sets forth a detailed description of the full-time faculty evaluation process (See Appendix K.). The Faculty Evaluation Report (See Appendix E.) is the primary instrument used to review faculty performance. This report is completed by the Division Head for each full-time faculty member, tenured and non-

tenured, in the fall term. Each full-time faculty, tenured and non-tenured, submits an Annual Faculty Report to his division head each fall. This form covers the preceding two semesters of the faculty member's service and asks that he submit evidence of fulfillment of the qualifications of the rank he presently holds or of the next rank, if the faculty member is seeking promotion.

The Annual Faculty Report is reviewed and evaluated by the Division Head (See Appendices E and F.). The Division Head meets with each faculty member to discuss their annual report. At this meeting the Division Head explains the rationale for the faculty evaluation and helps the faculty member set personal performance goals. The Faculty Annual Report and Division Head's evaluation is then sent to the Provost for her review and evaluation. If any issues have arisen during the course of the evaluation process they are addressed by the Provost and Division Head. The Provost then meets with the faculty member to discuss the annual report and Division Head evaluation. These reports are used to make decisions on contract renewal and ultimately the granting of promotion and tenure.

The Annual Faculty Report is broken into three areas of review: teaching, professional development and service. In 2008, the DOB created internal guidelines to supplement the University guidelines in each of these areas. (See Appendix E.). Teaching is evaluated based upon a faculty member's ability to diverse departmental offerings through the use of appropriate technological and pedagogical methods. Diversity in teaching can be demonstrative by effective teaching of a distinctive undergraduate and graduate course. Teaching a traditional face-to-face, hybrid and online course can also demonstrate the ability to offer diverse courses. The use of appropriate technology can be demonstrated through the adaptation of current technology in one's field such as the latest accounting software. Appropriate pedagogy can be illustrated through the use of learning methods which go beyond traditional lecture formats. Student course evaluations, peer review and Division Head evaluations are important assessment tools to evaluate teaching effectiveness.

The faculty handbook and the DOB's guideline clearly enumerate the type of activities which qualify as professional development. The DOB used ACBSP's guidelines in developing our policies. These guidelines are not only used to evaluate faculty performance, they are also used by the Division Head when determining funding for professional development activities. Consulting activities are considered part of a faculty member's professional development.

Service activities are generally described in the Faculty Handbook and are more specifically detailed in the Faculty Annual Report and in the DOB's Faculty Service Guidelines. Student Advising and community/industry relationships are a part of the numerous activities a faculty member may engage in to satisfy their service responsibilities.

The Faculty Annual reports are used by the Division Head to determine faculty compensation through the use of merit salary increases. 40% of faculty raises each year are automatic cost of living adjustments. 39% is determined through the merit salary increase and remaining 21% is determined by the president who typically follows the recommendations of the Division Head. Thus, 60% of a faculty raise is determined by their performance in these three areas. The Faculty Annual Reports are

also included as part of a faculty member's application for tenure and promotion. These reports are weighed heavily in the granting of tenure and promotion.

The Faculty Evaluation system is reviewed periodically during DOB faculty meetings. The last major revision to the faculty evaluation was made in 2008 when the DOB guidelines on Teaching, Professional Development Service and Service were adopted.

Adjunct faculty teaching is evaluated by an academic oversight team which includes the Division Head, MBA Director, Dean of Lifelong Learning and major chairs. All new faculty are visited (unannounced) in class by a member of the academic oversight team. In addition, student course evaluations are reviewed by the academic oversight team for every course taught by adjunct faculty. Metrics covering the "Quality of Instruction" and the "Quality of the Course" are captured as well as overall GPA distributions for each class. Adjunct faculty with low Quality of Instruction and Quality of the Course scores and/or high GPAs are coached by a member of the academic oversight team in order to improve their performance. If attempts to remediate their performance are unsuccessful, the faculty member may be terminated. Approximately ten adjunct faculty are dismissed each year because of poor quality and/or high GPAs. Conversely, high performing senior faculty are rewarded for their accomplishments with modest increases in their teaching contract rates.

As part of the adjunct faculty review process, DEIT reviews all hybrid/online courses to determine if the faculty is utilizing the appropriate technology. A report is sent to both the faculty member and the academic oversight team. If appropriate technology is not being utilized by the faculty member, a member of the AOT helps the faculty member to correct any issues.

Adjunct faculty members attend several development sessions per year, two formal sessions are hosted by the MBA Director and one formal session is hosted by the Dean of Lifelong Learning. In addition, informal development sessions are held throughout the academic year. During the sessions, faculty learn to use technology such as learning platform technology. DEIT typically presents on new instructional technologies and disseminate information in a training session.

The adjunct faculty evaluation system is reviewed at every academic oversight team meeting. We believe with changes in technology and pedagogy methods require this process to be continuously reviewed. Changes to the process are captured in team meeting minutes and major changes are conveyed to adjunct faculty electronically (when necessary) or at faculty development sessions.

Section 5.7

See Faculty Handbook Appendix K.

During New Faculty orientation, full-time faculty members receive a copy of the Faculty Handbook (See Appendix K). During the onboarding process, depending on the program they are teaching in, adjunct faculty members receive a copy of the MBA Faculty Handbook (See Appendix R.) and ACCESS Faculty Handbook (Appendix R 1). All three of these documents are also available on the University's web-

site. These handbooks contain all pertinent policies on the management and development of faculty.

The Faculty Handbook is reviewed periodically by the Rank and Tenure Committee. Members of the academic community may suggest changes to the Faculty Handbook. Any proposal must go through the Rank and Tenure Committee for approval and if the changes are significant the faculty, Educational Affairs Committee of the Board of Trustees and the full board of trustee must approve the changes.

The MBA Faculty Handbook is reviewed annually and updated accordingly by the Academic Oversight Team and the MBA administration team. The Adjunct Faculty handbook is reviewed and updated by the ACCESS administrative team.

Criterion 5.7.2

Full-time faculty development is programed at the University level. The process typically begins by the Faculty Steering Committee and the Division Heads polling faculty to determine their developmental needs. The Faculty Steering Committee develops faculty round tables where teaching, professional development and other faculty development issues are discussed. The Division Heads develop several development sessions including Faculty Colloquia (three per academic year), Dies Academicus (two per academic year) and a full-day year-end faculty development session. In addition, DEIT provides training on instructional technology throughout the academic year. As discussed in 5.2.2. above, new full-time faculty go through a comprehensive orientation process which addresses faculty developmental activities.

Full-time faculty can receive funding for additional faculty development from the Provost, Division Head and MBA Director. Funding for activities such as technological training, ACBSP conferences and pedagogical development are provided to interested faculty. Although funding pools are limited, DOB full-time faculty has had almost 100% of their funding requested satisfied during the past 6 academic years. In addition, course release time and sabbaticals are granted to faculty to pursue their professional development activities (See 5.2.2. above).

Part-time faculty developmental needs are determined by the AOT. Internal systematic developments such as curriculum development, new instructional technology and changes in adjunct policies and procedures are determined by team and addressed during faculty developmental sessions. These faculty development sessions also include open forum discussions which are used to weigh adjunct faculty needs and requirements. The adjunct faculty advisory committee represents adjuncts to help determine training and professional development needs. The AOT also communicates directly with adjunct faculty members to discuss any concerns or issues that may require resources and services. Faculty course evaluations are analyzed by the AOT to determine faculty developmental needs as well.

Adjunct faculty goes through an onboarding process which includes information on online resources, library resources and services and technology training provided by DEIT. Adjunct faculty are also mentored by major chairs with respect to the development of course syllabi, course content, and teaching methodologies. Faculty development sessions provide training for new technology and are often provided "best in class" reviews of online teaching or other relevant topics. Information re-

garding these developmental opportunities are made available by email, via posting on the website, social media platforms, or at the fall/spring MBA Faculty Development sessions.

Faculty developmental fund requests are reviewed by the Dean of Lifelong Learning or the MBA Director. Each request for faculty development funding is reviewed on its own merits. In general, most reasonable professional development requests are funded.

Criterion 5.8

Criterion 5.8.1 and 5.8.2 – See Figure 5.8

**Figure 5.8a
Scholarly and Professional Activities**

Full Time Faculty Member	Full-Time Faculty	Professional Certification	Scholarly Activities				Professional Activities				
			Papers Presented	Published Articles	Unpublished Articles/ Manuscripts	Consulting	Professional Related Services	Professional Conferences & Workshops	Professional Meetings	Professional Membership	
	15										
2012-2013			13	10	14	4	12	17	21	22	
2011-2012			11	12	5	0	9	20	20	22	
2010-2011			11	13	2	1	12	17	17	24	
2009-2010			5	2	2	1	11	17	17	22	
2008-2009			6	6	3	3	14	14	14	20	

Codes Used for Scholarship of Teaching
A = Scholarship of Teaching
B = Scholarship of Discovery
C = Scholarship of Integration
D = Scholarship of Application

**Figure 5.8b
Scholarly and Professional Activities – ACCESS & MBA Adjunct Faculty**

ACCESS & MBA Adjunct	No. of Faculty	Professional Certification	Scholarly Activities				Professional Activities				
			Papers Presented	Published Articles	Unpublished Articles/ Manuscripts	Consulting	Professional Related Services	Professional Conferences & Workshops	Professional Meetings	Professional Membership	
	154										
2012-2013		16	1	11	1	13	9	33	5	85	
2011-2012		14	-	2	-	9	8	12	3	65	
2010-2011		14	-	3	-	5	5	13	2	49	
2009-2010		12	-	-	-	8	8	8	4	46	
2008-2009		12	-	1	-	7	6	7	4	44	

Codes Used for Scholarship of Teaching
A = Scholarship of Teaching
B = Scholarship of Discovery
C = Scholarship of Integration
D = Scholarship of Application

STANDARD #6. Educational and Business Process Management

Section 6.1

Criterion 6.1.1

The Faculty Handbook addresses curriculum changes to an undergraduate major. Changes not affecting the basic character of a major and not requiring additional full-time faculty members lie within the Division. Changes that affect the basic character of the major but require additional faculty members must be approved by the Dean of Undergraduate Education, Provost and President. Changes that affect the basic character of an undergraduate major must have the approval of the full faculty, dean of Undergraduate Education, the Provost and the President. The Undergraduate Academic Affairs Committee passes final judgment on the category in which the proposed change lies.

The Faculty Handbook addresses curriculum changes to a graduate degree program. Changes which do not affect the basic character of the program and that do not require additional full-time faculty members lie within the Division. Changes which do not affect the basic character of the graduate degree program but require additional full-time faculty members require approval from the Dean of Graduate Education, the Provost and the President. Changes that affect the basic character of the graduate program must have the approval of the full faculty, the Dean of Graduate Education, the Provost, and the President. The Graduate Council for Academic Affairs decides whether the change affects "the basic character of the graduate program".

Most changes in the DOB (i.e. changes required for a particular major or concentration), are not considered to change the basic character of a major. As a result, the DOB can make these types of changes without additional approval. Typically, the addition of a new major or concentration is the only type of change that needs approval from outside of the Division.

The DOB's educational design and curriculum change process begins with full-time faculty who are subject area specialists. Each semester, faculty from the different subject areas (e.g. the Accounting faculty) meets with the major chair to review the curriculum offerings. On occasion, when adjunct faculty have vital knowledge of the major/concentration area, they are brought in to consult on the process. If the subject area group determines that course content or course offerings need to be modified, they bring these proposals to the Division Head and DOB faculty for discussion. If the DOB decides to modify the curriculum, these changes are brought to the BAC to gather their input. Once BAC input is received, the DOB considers their feedback and then makes a final determination as to whether the curriculum will be modified.

Curriculum changes may also be initiated by the Assessment Committee or the BAC. If after analyzing assessment data, the Assessment Committee believes there is gap in our curriculum, they will make recommendations to the subject area specialist and major chair who will begin the curricular change process. The BAC may also suggest curriculum changes based upon industry trends and needs and they will

send their recommendations to the subject area specialist and major chair to initiate the process.

**Figure 6.1
Educational Design**

Programs	Curriculum Changes	Student/Stakeholder Input	Measures
MBA	Human Resource Management Concentration including 5 HRM concentration courses.	Market survey and input from BAC	Number of HRM concentration students
Marketing	Added a class MK340 International Marketing	Input from the Business Advisory Committee	Capstone class international presentation
Accounting	Created 4 ½ year BS/MBA	BAC and potential students	Number of BS/MBA students
Management	Require MG 100 as introductory business course	Need for more basic business course	Course evaluations from MG100
International Business	Added new courses to sequence	EBI data	Number of students taking courses

Criterion 6.1.2 Degree Program Delivery

The traditional day undergraduate program is structured like a traditional baccalaureate degree program allowing students to graduate in four years. The average time to graduation for traditional undergraduate students University-wide is four years.

In the traditional day undergraduate program all courses are traditional face-to-face classrooms with the exception of independent study/tutorial courses and internships. Each independent study/tutorial course is unique; however, they must be approved by the Division Head and Dean of Undergraduate Education. The academic requirements for an independent study and a tutorial are listed on pages 11 and 12 in Undergraduate Catalog, respectively. Internships are uniquely designed; however, they must be approved by the DeSales University internship coordinator, Division Head and the Dean of Undergraduate education. The requirements for an internship are listed in on p. 12 in Appendix P. Traditional day students may also enroll in ACCESS courses and MBA (three maximum) in order to satisfy their degree requirements. Traditional day students need permission from the Division Head and Dean of Undergraduate Education to enroll in these courses.

Traditional Day undergraduate courses are generally three semester hours of credit and are required to have 45 contact hours. The capstone courses in each concentration area are four credit hours and are required to have 60 contact hours. This exception is made to permit development of a semester long capstone project. Several accounting courses are four credit hours and are required to have 60 contact hours. These exceptions are made to fulfill the educational requirements of CPA licensure.

The ACCESS program is designed to be a part-time program for working adults. The average time for a student to graduate ranges from one and a half years to ten

or more years. This extended time frame is often created by students who temporarily suspend their studies for personal reasons and later return to complete their studies.

The ACCESS program uses several program delivery methods including face-to-face (traditional day courses), online, hybrid (face-to-face/online), videoconference between any two or three-equipped locations, and independent study. Approximately 3% of registrations are all face-to-face (traditional day), online 32%, hybrid 68%, 4% internships, and 1% tutorial. Independent studies and tutorials are rare, usually granted upon request with approval of the Dean of Lifelong Learning and the Division Head.

Hybrid courses consist of both face-to-face classroom and online learning formats. There are 24 hours of face-to-face classroom time and the remaining 21 hours of course instruction is accomplished through online learning. Online courses require 45 hours of contact time through the use of instructional equivalencies.

The online teaching component of hybrid and online courses can be accomplished through the same pedagogical techniques. In general, faculty will organize their courses to deliver content through the use of synchronous and/or asynchronous delivery mechanisms. Synchronous learning is accomplished by faculty and students simultaneously sharing virtual learning space. These experiences often mirror traditional classroom experiences. Asynchronous learning is accomplished by faculty and students sharing a virtual learning space at independent times.

As ACCESS course offerings are identical to traditional day course offerings, all ACCESS courses are three semester hours which require 45 hours of contact time. The courses are delivered in 8-week, 12-week, 16-week courses or summer 6-week course. As the University is concerned with satisfying the 45 hours of contact equivalency, it has adopted guidelines which are used to determine if an individual course meets such requirements.

The University guidelines for instructional equivalencies are based on parameters created by the Pennsylvania Department of Education (PDE). The PDE's guidelines require online curricular content that is equivalent to classroom-based instruction. According to PDE clarification, equivalent content should:

- be related directly to the outcomes of the course/program
- be measurable for grading purposes
- have the direct oversight or supervision of the faculty member teaching the course
- in some form be the equivalent of an activity conducted in the classroom

Equivalency rate of time for synchronistic activities are considered to be equal to face-to-face instruction time. A detailed breakdown of the equivalency rate of time for asynchronous activities has been developed and is included in Appendix Z. These guidelines are followed by faculty when they develop their courses and by the academic oversight team when they review hybrid/online courses.

The MBA program is designed to be a part-time program for working adults. The typical MBA student will take between three to seven years to complete the program

on a part-time basis. The extended time frame is often created when students suspend their studies due to personal issues such as job loss or starting a new job.

The MBA program deploys several program delivery methods including face-to-face, online, hybrid (face-to-face/online), videoconference between any two of three videoconference-equipped locations, and independent study. Approximately 55% of registrations are face-to-face, 35% online, and 10% hybrid or videoconference. Independent studies are rare, usually granted upon request with approval of the MBA Director, the Division Head, and the Dean of Graduate Education. Approximately 25 current MBA students are taking online courses exclusively.

The number of contact hours required to earn three hours of credit in the MBA program is 42, which, in a face-to-face class, involves twelve 3.5 hour classes. The 42 hours of contact time is by design as a significant level of learning is done through student lead learning such as group projects and presentations. The DOB believes the time allocated to these methods of learning is more appropriate than additional classroom time for graduate-level study. The typical MBA class requires approximately 7 to 10 hours of outside class work per week.

The academic oversight team is in the process of rolling out the instructional equivalency program used to assess online learning in the ACCESS program to the MBA hybrid/online courses. As many faculty members teach in both of these programs, the DOB is confident that our instructional equivalency program will be fully utilized in the MBA program by the end of the 2013/2014 academic year.

The DOB does offer a seven certificate program through the ACCESS program. Each certificate program comprises six to twelve courses centered on one focused area of study with real world relevance such as accounting. The purpose of the certificate program is to provide students with knowledge of a specific subject area with the hope that these certificates will enable students to expand their knowledge base and career opportunities. Certificates are achieved by students taking regularly offered business courses; and as a result, ACCESS courses may include students who are both pursuing a degree or a certificate. Consequently, the certificates are assessed through our regular assessment program. (See Appendix A.a)

Figure 6.2
Table for Degree Programs

	Time to Degree	Delivery Methods	Coverage Hours/3 Semester Hours
Traditional Day	4 years	Traditional lecture	45.5
ACCESS	1.5 years (for those with significant transfer credits) to 10 years	Primarily hybrid and Online	45 instructional equivalent hours
MBA	Average 4 years; maximum allowed is 7 years	Traditional lecture, hybrid, and online	42

Criterion 6.1.3 Undergraduate Common Professional Component (CPC)

**Figure 6.3a
Undergraduate Common Professional Component (CPC) Compliance**

Core Business Courses	Hour Class Sessions											Total
	MK	FN	AC	MG	LAW	EC	ETH	GLO	STAT	MIS	COMP	
AB 217	0	3	36	0	0	0	3	3	0	0	0	45
AB 219	0	0	33	3	0	0	3	3	0	3	0	45
AB 272	0	0	0	0	42	0	3	0	0	0	0	45
EC 209	0	0	0	0	0	45	3	5	1	4	0	58
EC 210	0	0	0	0	3	43	4	3	1	5	0	59
FN331/330	0	40	0	0	0	0	5	0	5	5	0	55
MG100	10	5	5	10	0	4	2	3	0	7	8	54
MG 201	0	0	0	45	0	0	3	3	0	0	0	51
MG 211	0	0	0	0	0	0	2	0	40	6	0	48
MK 201	43	0	0	0	3	2	4	3	3	0	0	58
XX451/2 ¹	0	0	0	0	0	0	5	5	5	5	30	50
Total	53	48	74	58	48	94	37	28	55	35	38	

XX 451/2= Senior Seminars

**Figure 6.3b
Undergraduate Common Professional Component (CPC) Compliance:
Sport Management**

Sport Mngmt. Courses	Hour Class Sessions											Total
	MK	FN	AC	MG	LAW	EC	ETH	GLO	STAT	MIS	COMP	
SS 150	4	0.75	0	30	1.5	0.75	0	5	0	1.5	3	46.5
SS 200	0	0	0	45	0	0	2	0	0	0	0	47
SS 230	2	2	0	45	2	1	0	2	0	0	15	69
SS 330	45	0	0	0	2	0	3	0	0	0	0	50
SS 342	0	42	2	0	0	5	0	0	0	0	0	49
SS 343	0	0	0	6	0	0	6	6	0	0	45	63
SS 400	1.5	0	0	12	45	0	0	0.5	0	0	0	59
SS 420	0	2	0	45	2	1	2	1.5	0	0	0	53.5
SS 450	0	0	0	0	0	0	0	0	0	0	540	540
AB 217	0	3	36	0	0	0	3	3	0	0	0	45
EC 209	0	0	0	0	0	45	3	5	1	4	0	58
MK 201	43	0	0	0	3	2	4	3	3	0	0	58
MK 215	45	0	0	10	0	3	10	15	0	0	0	83
Total	140.5	49.75	38	193	55.5	57.75	33	41	4	5.5	603	

Figure 6.3c
Undergraduate Common Professional Component (CPC) Compliance:
Pharmaceutical Marketing

Pharm. Mk. Courses	Hour Class Sessions											Total
	MK	FN	AC	MG	LAW	EC	ETH	GLO	STAT	MIS	COMP	
AB 217	0	3	36	0	0	0	3	3	0	0	0	45
AB 219	0	0	33	3	0	0	3	3	0	3		45
EC 209	0	0	0	0	0	45	3	5	1	1	1	55
EC 210	0	0	0	0	3	43	4	3	1	1		55
FN331/330	0	40	0	0	0	0	5	0	5	5	0	55
MG100	10	5	5	10	0	4	2	3	0	4	8	43
MG 201	0	0	0	45	0	0	2	3	0	0	0	50
MG 211	0	0	0	0	0	0	2	0	40	3	0	45
MK 201	45	4	2	10	9	3	10	15	2	2	0	102
MK 215	45	0	0	10	0	3	10	15	0	0	0	83
MK 220	45	0	0	9	9	0	15	10	12	0	0	100
MK 330	45	0	0	6	6	9	9	6	0	9	9	90
MK 451	45	6	2	39	3	9	45	30	18	9	2	206
Total	235	58	78	132	30	116	113	96	79	37	37	

Criterion 6.1.4.a

Undergraduate Business majors are required to complete 16 major courses. Most majors require the same 10 courses and these courses focus on the CPC. The additional six courses are major specific (for example, accounting courses in the accounting major) and these courses are designed to enable students to develop skills in their specialized areas. In these major specific courses, a significant amount of student learning is accomplished through an active learning model. In these courses, student learning is typically assessed through projects which require skills application. (See Appendix A.b) Business plans, marketing plans and completed tax returns are just a few of the types of projects which are required in these courses. Very often, students are engaged in real-life consulting projects such as completing business and marketing plans for small start-up or not-for-profit businesses or tax returns for low income or elderly taxpayers. We believe these active learning projects help satisfy of DOB’s mission of service learning and are essential to develop students who are prepared for their chosen profession.

Criterion 6.1.4.b

DeSales University Undergraduate Education Mission Statement is to provide students with a liberal arts education according to the philosophy of Christian humanism. Through high-quality academic programs, individual attention, and community experience, students make a systematic study of academic disciplines in preparation for careers and/or graduate study and for life-long learning. Their undergraduate experience enables students to understand the relationships among academic disciplines, the values of Judeo-Christian tradition, and their own personal self-understanding. The University’s liberal arts education requires all students to study 16 core courses which focus in on Communication and Thought, Cultural Literacy,

Modes of Thinking and Christian Values. The cores curriculum’s goal is to help students to develop reasoning and communication skills which will enable them to be successful in their future endeavors.

The University’s General Education Core Curriculum Committee has primary oversight of the core curriculum. This committee advises the President and the Academic Affairs Committee – Undergraduate Studies concerning the core curriculum. The Provost/Vice President for Academic Affairs, the head of the Division of Liberal Arts and Social Science, and the Vice President for Students Life serve *ex officio*; four faculty (one from each division) also serve as members. The committee meets quarterly. The committee’s responsibilities include the following:

- a) Approval of courses for inclusion within the core curriculum.
- b) Monitoring of team-taught components of the core (faculty with student affairs professionals, faculty with academic affairs professionals, faculty with other faculty).
- c) Approval of assessment strategies for the components of the core: Salesian Character Development, Cultural Life, Diversity of Disciplines, and writing/critical thinking.
- d) Yearly report to Academic Affairs Committee – Undergraduate Studies on the quality of the core curriculum.
- e) Recommendations to the full-faculty on improvements to the core.

Figure 6.4 Baccalaureate Curriculum Credits

MAJOR	Minimum Credit Hours in General Education	Business			General Electives Credit Hours	Total Credit Hours Required for Graduation
		Core Requirements	Requirements Beyond Core	Business Electives		
ACCOUNTING	48	30	17	3	24	122
BUSINESS ADMINISTRATION	48	30	16	3	24	121
FINANCE	48	30	13	6	24	121
HUMAN RESOURCE MANAGEMENT	48	30	15	3	24	120
INTERNATIONAL BUSINESS	48	30	16	3	24	121
MANAGEMENT	48	30	16	3	24	121
MANAGEMENT OF INFORMATION TECHNOLOGY	48	30	18	Not Req.	24	120
MARKETING	48	30	16	3	24	121
PHARMACEUTICAL MARKETING	48	21	32	Not Req.	24	125
SPORT MANAGEMENT	48	12	36	Not Req.	24	120

Criterion 6.1.5

Not Applicable

Criterion 6.1.6

The MBA program requires 42 credit hours beyond the basic undergraduate CPCs. Incoming MBA students who have not completed the undergraduate CPCs must take up to seven undergraduate foundation courses, or up to four accelerated MBA foundation courses, as needed. The conferred degree in our program is an MBA degree, but students are allowed to “specialize” in eight different concentration areas: Accounting, Computer Information Systems, Finance, Healthcare Systems Management, Human Resource Management, Management, Marketing and Project Management. Students can also elect a “Self Design” option. Figure 6.6 shows the MBA Curriculum Credits by MBA concentration.

Figure 6.5
MBA Curriculum Credits by Concentration

Concentration	Core Requirements	Concentration	Elective	Capstone	Total Credit Hours Required for Graduation
Accounting	21	9	3	3	36
Computer Information Systems	21	12	0	3	36
Finance	21	9	3	3	36
Healthcare Systems Management	21	12	0	3	36
Human Resource Management	21	12	0	3	36
Management	21	9	3	3	36
Marketing	21	9	3	3	36
Project Management	21	12	0	3	36
Self Design	21	0	12	3	36

Criterion 6.1.7

The DOB evaluates its educational design and delivery through a formal process utilizing qualitative, operational and financial metrics. Most of these processes are evaluated internally. However, where appropriate, these processes are evaluated at the University level.

The DOB measures qualitative aspects of the program at the Divisional level for all three of our programs: traditional day undergraduate, ACCESS and MBA. The Academic Oversight Team reviews the qualitative data for all three programs during the academic year including EBI scores, student evaluations of instructors and courses, and GPA distributions. The Division Head, Dean of Lifelong Learning and the MBA director review student attendance and enrollment figures for each program. The DOB’s Assessment Committee reviews data on the achievement of student learning outcomes and shares their assessments with the AOT and all DOB full-time faculty. Ultimately, the AOT reviews all of these data points to determine if programmatic changes need to be implemented to improve overall educational design and delivery quality.

Operational metrics are used at the DOB level and the University level. The ACCESS and MBA programs monitor their own admission and registration data. They also

keep records on active and inactive students and program graduates. The Dean of Lifelong Learning and the MBA Director utilize this information to determine if improvements need to be made to their recruiting and student retention programs. The operational metrics for the traditional day undergraduate program are monitored at the University level; however, the Division Head receives weekly reports on admissions and yearly reports on enrollments and graduates. The DOB works with the University's Enrollment Management team to determine if improvements can be made to the University's recruitment strategy.

Financial metrics are measures at the DOB level and the University level. The ACCESS program and the MBA program analyze their financial performance including revenue, expenses and profits and work with the University's finance team to develop strategies to improve financial performance. This data is recorded at the University level for the traditional day undergraduate program.

**Figure 6.6
Education Design Evaluation**

Undergraduate Programs/ACCESS	Student Evaluation of Course /Instructor	Recruitment/Retention/ Dropout	Other Evaluations
Accounting	All courses evaluated by students	Enrollment Management Dean/Advising & Retention Director / Registrar / Dean of Lifelong Learning	Program-level assessment / Course-level assessment
Business Administration	All courses evaluated by students	Enrollment Management Dean/Advising & Retention Director / Registrar / Dean of Lifelong Learning	Program-level assessment / Course-level assessment
Finance	All courses evaluated by students	Enrollment Management Dean/Advising & Retention Director / Registrar / Dean of Lifelong Learning	Program-level assessment / Course-level assessment
HR Management	All courses evaluated by students	Dean of Lifelong Learning	Program-level assessment / Course-level assessment
International Business	All courses evaluated by students	Enrollment Management Dean/Advising & Retention Director / Registrar / Dean of Lifelong Learning	Program-level assessment / Course-level assessment
Management	All courses evaluated by students	Enrollment Management Dean/Advising & Retention Director / Registrar / Dean of Lifelong Learning	Program-level assessment / Course-level assessment
Management of Information Technology	All courses evaluated by students	Dean of Lifelong Learning	Program-level assessment / Course-level assessment
Marketing	All courses evaluated by students	Enrollment Management Dean/Advising & Retention Director / Registrar / Dean of Lifelong Learning	Program-level assessment / Course-level assessment
Pharmaceutical Marketing	All courses evaluated by students	Enrollment Management Dean/Advising & Retention Director / Registrar / Dean of Lifelong Learning	Program-level assessment / Course-level assessment
Sport Management	All courses evaluated by students	Enrollment Management Dean/Advising & Retention Director / Registrar / Dean of Lifelong Learning	Program-level assessment / Course-level assessment
MBA Programs			
Accounting	All courses evaluated by students	MBA Program Director	Program-level assessment / Course-level assessment
Computer Information Systems	All courses evaluated by students	MBA Program Director	Program-level assessment / Course-level assessment
Finance	All courses evaluated by	MBA Program Director	Program-level assessment

	students		/ Course-level assessment
Healthcare Systems Management	All courses evaluated by students	MBA Program Director	Program-level assessment / Course-level assessment
Human Resource Management	All courses evaluated by students	MBA Program Director	Program-level assessment / Course-level assessment
Management	All courses evaluated by students	MBA Program Director	Program-level assessment / Course-level assessment
Marketing	All courses evaluated by students	MBA Program Director	Program-level assessment / Course-level assessment
Project Management	All courses evaluated by students	MBA Program Director	Program-level assessment / Course-level assessment
Self-Design	All courses evaluated by students	MBA Program Director	Program-level assessment / Course-level assessment

Section 6.2

Criterion 6.2.1

DeSales University’s mission includes the development of talents for personal, familial and societal living; as such the University commits a significant amount of resources to support student learning. Educational support services are provided for all three of our programs with special attention paid to the particular needs of students in each program.

The University provides various support services to traditional day undergraduate students. Academic support services such as counseling and tutorial services are administered by our Director of Advising and Retention. General counseling services are provided by the Counseling Center which utilizes a collaborative, confidential process by which students can define personal and academic goals, make decisions, and/or discover solutions to personal, social, educational or career concerns.

Student instructional technology issues are addressed by our HELP desk or our DEIT team. Our library provides students with research support services. Our Career Services office helps students explore major and career options, obtain experiential education, and achieve post-graduation success in an evolving global world. In addition, Career Services provides students with opportunities to learn more about major and career options through assessments, one-on-one appointments, and the offering a three credit Career Development and Planning Course.

Our ARC provides professional and peer tutoring services for traditional day undergraduate students. The ARC also has a Professional Writing Coordinator who provides individual assistance to students in all areas of written expression. In addition, the ARC’s Coordinator of Reading and Disability Services works individually with students with and without disabilities who seek guidance in the areas of reading comprehension, time-management, study-skills, assistive technology, etc.

The ACCESS staff, on all three campuses, provides a variety of academic support services in an effort to ensure that each student has the necessary support to be successful in the program. ACCESS academic advisors provide academic counseling (in person and online), financial aid assistance (also provided by our financial aid staff), transcript services, credit for experience, and portfolio assessment instruction.

ACCESS students with disabilities are supported by the ARC. The ARC also provides limited tutoring services for courses that may be more challenging for adult students returning to the classroom. Additional resources available to ACCESS students include a new student online orientation, course management system orientation, a series of on-demand learning and career success video workshops, academic counseling, library research support, off-campus access to academic resources in the library and various professional development workshops (e.g. business, leadership, resume writing and interviewing, etc.).

The MBA program has numerous educational support processes in place. Formal support processes include orientation training, advising, technology training, library research support, and available office/computer space. Informal support processes include ad hoc career counseling, job search, and hosting networking events.

To ensure that educational processes of the Division are performed effectively, the AOT meets regularly to discuss policies and processes so that they are implemented and evaluated in a timely manner. The team reviews instructor and course evaluations, EBI survey data, outside consultant reports (See Appendix A.c referencing GDA Integrated Services and Noel-Levitz.), statistics for DEIT surveys and statistics from ARC tutoring as part of the quality control process. The reports are shared with various stakeholder groups such as the Provost and V.P. of Academic Affairs, the Deans of Undergraduate & Graduate Education, members of the President’s cabinet, the BAC and faculty in order to gather their feedback on process improvements. The team also meets with instructors and students, conducts classroom observations, and attends staff meetings in order to determine if there are any additional academic support needs.

**Figure 6.7
Education Support Processes**

	Usage Rates	Success Rates	Student and Stakeholder Feedback*
Advising	100% of declared UG majors advised by FT faculty	All UG must meet with advisor before they are able to register for classes	Student satisfaction scores were above Division & peer institutions regarding knowledge of graduation requirements in major
Career Services	Self-reported through student sign-in at events & appointments	Since 2009, DOB students have self-reported 2458 contacts with the Career Services office	Student satisfaction scores were above Division & peer institutions regarding the adequacy of services
Computer Facilities	Not tracked	Opening of the Gambet Center created two additional lab spaces & added two public wireless printers	Student satisfaction scores were above Division & peer institutions regarding the adequacy & accessibility of facilities
Counseling	University provides both professional and peer counseling. Usage rates are collected in aggregate only.	A second professional counselor was added for 2013-2014 & peer counseling group has been recognized for their work with regional & national awards	Student satisfaction scores were above peer institutions regarding the availability of services

Library	Started tracking through student sign-in at events & appointments during 2012-2013	Librarians led 9 classroom instruction sessions for Division faculty, conducted 5 one-on-one research appointments, & responded to 78 reference questions	Student satisfaction scores were above Division & peer institutions regarding the adequacy of resources & services
Tutoring	University piloted tracking program in 2012-2013 through TutorTrac & adopted for 2013-2014	During 2012-2013 peer tutors were requested for 6 courses & 32 hours of tutoring were provided	Student satisfaction scores were above Division & peer institutions regarding the availability of tutoring services.

* = All of this information comes from the Noel-Levitz Student Satisfaction Inventory which measures student satisfaction and priorities.

Criterion 6.2.2

DeSales University operates on a five-year cycle for strategic planning. The *Strategic Plan: 2010-2015* acts as the basis for integrating the University community toward sustaining achievement of mission. Overarching goal statements are supported by strategic initiatives with measurable outcomes by each academic and administrative area of the University. These major strategic initiatives serve as the basis for a cascading set of annual objectives within each of the major units of the University. Annually objectives are developed, coordinated and assigned beginning with the President and his Cabinet based on the ongoing assessment of the initiatives of the *Strategic Plan: 2010-2015*.

Visiting teams are hosted as part of the Institutional Assessment Plan within the academic, administrative, and student life areas annually. Each area (academic and non-academic) operates on a five-year cycle for review. One year following the report made by the visiting team, the department must submit their response to the visiting team evaluation to the appropriate Vice President and the President. The departmental responses act as an additional measure that informs the assignment of ongoing objectives and allocation of resources in the budget process.

Preparation for annual budgeting is a participatory process that integrates with the ongoing planning and assessment activities of the University. Parameters for the budget are established upon benchmarked progress on enrollment, fundraising and revenue projections of the *Strategic Plan: 2010-2015*. These parameters include projections for the major drivers of the budget: enrollment figures, tuition rate, discount rate, debt service, salary, wage and benefit rates, and discretionary expense increases or decreases.

Department requests for resources to support goals and initiatives are documented within the submitted budget detail sheets and supported with assessment data to substantiate their requests.

**Figure 6.8
Business Operation Processes**

	Feedback from Faculty	Benchmarking	Data from Observations and Measurements
Marketing	Faculty Representation and Dean of Lifelong Learning on Integrated Communications Committee ACCESS and MBA Programs work directly with Marketing department	Electronic, Print, Media placements and Institutional Brand Strategy reviewed on an ongoing basis	Website overhaul completed in 2012-2013 Engaged in competitive RFP for new creative agency. New firm (160over90) selected August 2013.
Annual Budget	Faculty representation on Budget Advisory Committee	Parameters aligned with progress on enrollment, fundraising and revenue projections of the <i>Strategic Plan</i> . Linked to salary and tuition rates detailed below	Conservative approach delivers balanced budget annually \$1M contingencies and reserves built into annual operating budget
Financial Resources	Faculty representation on Board of Trustees Subcommittee - Finance and Budget	USDOE Financial Responsibility Score Council of Independent Colleges "Financial Indicators Tool" (FIT) reviewed annually	Max Financial Responsibility Score of 3.0 DSU spends a greater % on instructional expenses than peers
Student Recruitment	Faculty meet with Enrollment management team to discuss recruiting strategies	Goals by major and division projected in Strategic Plan based on FY 08 and FY 09 enrollment results. ACCESS and MBA projected by location and delivery method.	Business Division is 16% of overall Undergraduate enrollment Traditional, ACCESS and MBA should be positively impacted by 2013 opening of Gambet Center ACCESS and MBA impacted by decreasing employer reimbursement
Faculty Salaries	Faculty Satisfaction Survey	Average FT faculty by rank according to AAUP 60 th Percentile for Masters IIA Privates Faculty comparisons to Chronicle of Higher Education data on peer/aspirant schools	Consistently at or near 60 th percentile annually for all ranks. Annual averages are affected by movement of faculty from one rank to another Two Endowed Chairs supplement BU division faculty salaries
Tuition Rates	Shared with Budget Advisory Committee	Annual Comparison for Undergraduate Day <ul style="list-style-type: none"> • Peer/Aspirant • MAC – Athletic Conference and similar 	DSU Undergraduate is below the median for PA private institutions, aspirants and majority of peers.

		type schools <ul style="list-style-type: none"> PA Master's I / II Annual Comparison for ACCESS and Graduate <ul style="list-style-type: none"> PA State System / Regional Competitors 	DSU ACCESS and MBA are market competitive.
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Section 6.3

Criteria 6.3.1

The undergraduate policies and procedures for admission of first-year and transfer students to the University are found on pages 26-28 of the Undergraduate Catalog. The MBA program's admission policies and procedures are found on pages 22-23 of the Graduate Catalog. The policies and procedures for admission of transfer students from within the University into a major that resides within the DOB require that the students receive the approval of the Division Head.

Criteria 6.3.2

DeSales University has established articulation agreements with 11 community colleges (Figure 6.9). These agreements enable transfer students to potentially transfer two years' worth of academic credit toward their DeSales undergraduate degree (traditional day and ACCESS programs). Each agreement is periodically reviewed by the Dean of Undergraduate Education, Division Heads, Department Chairs and Major Chairs to ensure that curriculum matching remains current.

DeSales University's undergraduate transfer policy provides that three-credit courses from a regionally accredited institution with a grade of C- or better will be evaluated to determine transferability into the University's major programs' curriculums. The criteria for transferability are as follows:

- All three credit courses taken at institutions accredited by one of the six regional accrediting bodies are eligible for transfer consideration at DeSales University if the courses are meant to be transferable, are completed with a grade of C- or higher, and are consistent with DeSales University's mission and philosophy and liberal arts tradition.
- No course in which a grade below C- was earned is accepted for transfer credit, except in the case that the student has completed an A.A. (Associate of Arts) or A.S. (Associate of Science) degree. All credits earned in the associate degree program and meant to be transferable will be transferred to DeSales, provided that the student achieved (a) a minimum cumulative GPA (Grade Point Average) of 2.0 for all courses presented for the degree and (b) a minimum cumulative GPA of 2.0 for courses required in and offered by the major at DSU. If the student has not satisfied both (a) and (b), the student's courses will be evaluated individually and only courses in which a C- or higher has been earned will transfer into DeSales University.

As part of the transfer policy, DeSales University limits the number of courses which satisfy the DeSales degree requirements. At a minimum, a transfer student must complete 15 three-credit courses and 5 courses in the major at DeSales University. These policies apply to both the traditional day and ACCESS programs.

DeSales University employs transfer counselors to work with traditional day transfer students and the ACCESS program staff works with adult learners in order to assist them with their academic transition to the University. The counselors and staff work with the Division Heads to review transcripts to ensure that transfer students receive appropriate academic credit for transfer coursework.

The MBA program receives a significant amount of MBA applicants from the DeSales University ACCESS program largely as a function of our marketing efforts and our policy of allowing undergraduate ACCESS students to take up to three MBA classes in pursuit of their baccalaureate degree. Upon review of the course curriculum, the MBA program allows for the transfer of up to three courses towards MBA degree fulfillment from other accredited MBA programs. The program receives transfer students from Lehigh University, Moravian University, and Kutztown University among others. Policies relating to articulation of students from other programs and/or transfer of graduate credits can be found on pages 16-17 of the DeSales Graduate Catalog.

MBA transfer students are assigned a dedicated campus advisor. The advisor works directly with each student to select the most efficient and effective course of studies (from a wide selection of concentrations, campuses, and delivery modes) to achieve the individual students' academic, career, and temporal goals.

**Figure 6.9
External Articulation**

Institution	Agreement in Place	Institution Process*
Middlesex County College	Yes	Yes
Bucks County Community College	Yes	Yes
Montgomery County Community College	Yes	Yes
County College of Morris	Yes	Yes
Lehigh Carbon Community College	Yes	Yes
Delaware County Community College	Yes	Yes
Community College of Philadelphia	Yes	Yes
Raritan Valley Community College	Yes	Yes
Reading Area Community College	Yes	Yes
Warren Area Community College	Yes	Yes

*These agreements are established and monitored at the University level.

Criterion 6.3.3

MBA program admissions policies can be found Appendix Q. MBA students are required to have an undergraduate degree from an accredited college or university. In addition, they must have a GPA of at least 3.0, have at least two years work experience, and be computer literate with respect to basic business software. If they do not have a 3.0 GPA, they must take the GMAT test and score at least 500. They are required to write a personal statement of interest and also provide three letters of recommendation.

The Graduate Catalog (pages 16-17) contains policies relating to articulation of students from other programs and/or transfer of graduate credits. The Graduate Catalog (page 17) also provides information on MBA student classification. Student classification includes:

- Special – Students who have not formally applied to the program
- Deferred – Students who don't meet minimal requirements (i.e. grades, GMAT, work experience)
- Provisional – Students who have some conditional issue to resolve before they become Regular students (i.e. B+ or better grades on the first few classes)
- Regular – No constraints or provisions attached; regular matriculation
- Probation – Students whose GPA has slipped below the required 3.0 level
- Auditing – Students who are sitting in on a class for non-credit.

MBA admissions requirements allow entry to students who can reasonably expect to succeed in graduate school. GPA data and graduation rates suggest that qualified students can do well and graduate in a reasonable time frame as spelled out in the Graduate Catalog.

Criterion 6.3.4

The traditional day program and the ACCESS programs follow the Probation, Suspension and Readmission policies of the University which are located on pages 18–21 of the Undergraduate Course Catalog. Both programs also follow the University policies in the areas of suspension and readmission; these policies are located on pages 18-21 of the Undergraduate Course Catalog.

An MBA student may be placed on probation at any time after completion of 12 credits if their GPA falls below a 3.0. The student will remain on probation until the GPA improves and the student reaches a 3.0, or for one year, whichever comes first. If after one year the student's GPA remains below a 3.0, but substantial progress has been made, an appeal can be submitted to the director of the program, asking for an extended time to improve the GPA. An additional two sessions may be approved. Carrying a GPA of less than a 3.0 after this process will result in dismissal from the MBA program. This information can be found on page 18 of the Graduate Catalog.

Criterion 6.3.5

Traditional day undergraduate student recruitment, admission and retention are organized at the University level. The admissions policy for traditional day business students is based upon the following guidelines: 2.5 GPA, SAT scores of at least 1000 in the aggregate for Math and Critical Reading, 2nd Quintile in high school graduating class and three years of Math (including two years of Algebra). The De-Sales Enrollment Management team organizes the University's efforts to recruit traditional day undergraduate students. DOB full-time faculty play a significant role in this process by contacting accepted students and by hosting open house events. In addition, potential students can request one-on-one meetings with faculty members to discuss our business programs.

Student retention efforts are led by the Student Affairs Office staff. This group provides academic and nonacademic counseling, career development, residential life and student development services to increase student satisfaction with their institutional experience. Faculty members provide one-on-one student advisement services regarding academic, course selection and career development issues. These services lead to higher levels of student satisfaction and, as a result, higher rates of student retention.

The ACCESS program maintains an open enrollment policy. Students without an associate degree must demonstrate the ability to benefit from enrollment by submitting proof of high school completion or G.E.D. New students are required to meet with an academic advisor for informational purposes and to develop an educational plan. During the advisement meeting, the student is informed of the transfer credits policy and, if the student wants to transfer credits from another institution, they are advised to have official transcripts sent to the ACCESS Office for evaluation. Throughout a student's enrollment, academic advisors and the ACCESS staff maintain communication intended to facilitate the student's pursuit of academic goals.

ACCESS students receive reminders each semester to register for courses and contact their advisor with any questions. To help with retention, any student who has not taken a course within the last two sessions will receive a personal letter (along with a questionnaire) from the Assistant Dean of Lifelong Learning. This letter states that the student will be placed in inactive status if they do not register for courses and that inactive status could cause a need to re-apply and follow a revised curriculum down the road. The student is encouraged to visit the online course schedule; and to contact their advisor if they need any help in registering for upcoming courses. If the student is not interested in returning, they are asked to kindly complete the questionnaire (with a pre-paid envelope) so that the program can better serve them in the future.

The MBA program recruits students using a variety of marketing tools in both traditional and digital media. Once students inquire about application, they are made aware of the admission's requirements which include:

1. A bachelor's degree from a college or university accredited by one of the six regional accrediting bodies (Middle States, New England, North Central, Northwest, Southern, and Western Association of Schools and Colleges) or its equivalent from a foreign institution.
2. Acceptable level of academic quality in undergraduate work. Normally, this is defined as having achieved an undergraduate GPA of at least 3.0.
3. Computer literacy and familiarity with basic, business-oriented software.
4. Acceptable score on the Graduate Management Admissions Test (GMAT). The GMAT may be waived for the applicant who presents evidence of a strong undergraduate academic record with a 3.0 or better.
5. Two years of work experience

Formal action on a prospective MBA student's application for admission cannot be taken until all of the following have been received (page 17 of the graduate catalog): Repetitive from Crit. 6.3.3

1. A completed application form.
2. Three letters of recommendation from appropriate individuals.

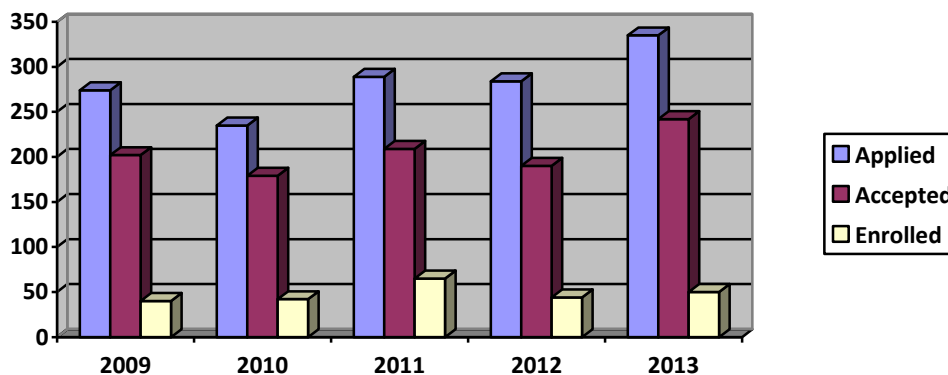
3. Official transcripts of all prior undergraduate and graduate work.
4. GMAT (Graduate Management Admissions Test), and TOEFL and TSE scores, if required.
5. A personal letter in which the applicant outlines objectives, capabilities, and motivation for pursuing graduate study.
6. A non-refundable application fee.
7. Current resume

Once applications are completed, four times per year (prior to each MBA session) they are presented to the MBA Admissions Committee (the MBA Director, the division head, and three other full-time faculty) by the MBA campus coordinators. Prospective applicants are reviewed against the MBA admissions criteria and then are designated (by majority vote) as “deferred” (for GMAT, or work experience), “regular admission”, or “provisional” (must achieve B+ or better on specific courses). Prospective students are notified of the outcome by the Admissions Committee by email and by phone call. Outside of the admissions process, prospective students may take up to two courses as a “special student” while they are waiting for formal application/acceptance into the program.

Full-time and part-time faculty as well as MBA campus coordinators play a role in the retention of MBA students by helping to tutor students who are falling behind, working to resolve grade disputes, and providing counsel to students about work or study issues related to the class. In addition, faculty and staff are trained during fall/spring development sessions to provide responsive, timely, helpful service to student “customers” as the need arises.

Criterion 6.3.6

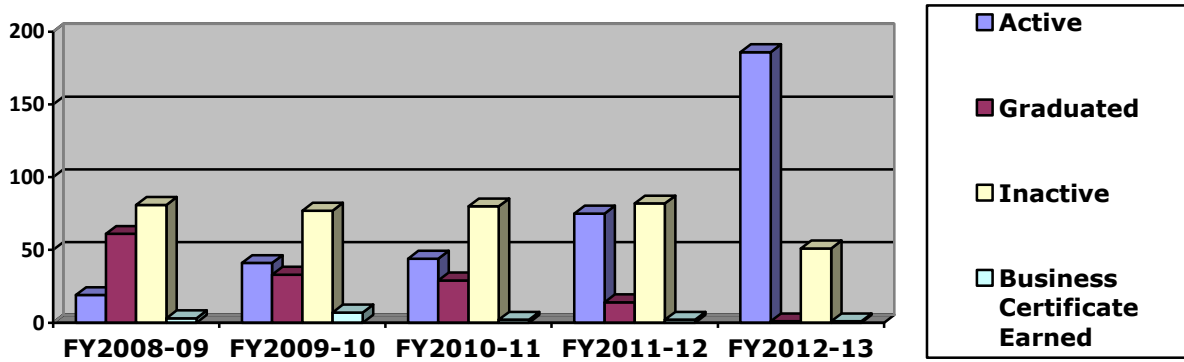
**Figure 6.10
Five-Year Comparison Statistics of Freshmen Business Majors¹**



	2009	2010	2011	2012	2013
Applied	274	235	289	284	335
Accepted	202	179	209	190	242
Enrolled	40	42	65	44	50

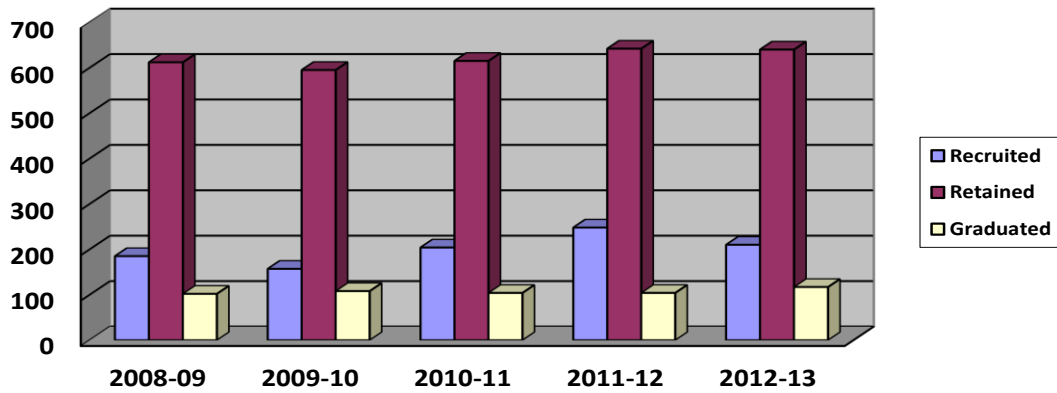
¹See Appendix A.d.

Figure 6.11
ACCESS Business Annual Number of Students Active, Graduated, Inactive, and Business Certificates Earned



	FY2008-09	FY2009-10	FY2010-11	FY2011-12	FY2012-13
Active	19	41	44	75	186
Graduated	61	33	29	14	1
Inactive	81	77	80	82	51
Business Certificate Earned	3	7	2	2	1

Figure 6.12
MBA Annual Number of Students Recruited, Retained, and Graduated



	FY2008-09	FY2009-10	FY2010-11	FY2011-12	FY2012-13
Recruited	185	157	204	248	210
Retained	612	595	615	642	640
Graduated	102	108	104	104	117

Criterion 6.3.7

The enrollment management process at DeSales is reviewed on a continuous basis. The Office of Enrollment Management conducts an annual retreat with all staff members to review the previous year and plan strategies for the next recruitment cycle. In addition, the Office of Enrollment Management also sends staff to professional development conferences each year. For example, senior staff members will attend either the National Association for College Admissions Counseling (NACAC) Conference or the College Board Forum, while junior faculty members attend the Pennsylvania Association for College Admissions Counseling (PACAC) Conference. Staff members that focus on data or communication management also attend specific conferences or workshops that help improve the use of these tools. Lastly, for the past fifteen years the University has contracted with George Dehne and Associates (GDA) who provides consulting services to the Office of Enrollment Management. For example, during the winter of 2012, GDA conducted a survey of current and inquiring students. The results of that survey were shared with the University community during the fall of 2013.

The information is shared with the DOB through a meeting held each year in early September. The DOB also has a faculty member that serves (at the request of the Division Head) as Admission Liaison. In this role the faculty member regularly communicates with Enrollment Management staff and members of the DOB in an effort to more efficiently and effectively recruit students.

ACCESS enrollment management processes are mission driven. The ACCESS staff works with all of its' constituents, internally and externally, to achieve university and departmental objectives. The ACCESS program has an open enrollment policy, new students are accepted daily. The staff has established a streamlined enrollment process that includes identifying, implementing, evaluating, and updating the sequence of communication and enrollment activities every year. ACCESS has an inclusive communication process from the time a prospect inquires until he/she enrolls. This could include attending an information session, meeting with an academic advisor and/or financial aid counselor.

MBA registrations are tracked at monthly MBA staff meetings. Campus coordinators present their campus enrollment figures, track "active" (students who have taken a course in the last year) vs. "inactive" students (no courses taken in the last three years), and discuss corrective actions to keep students actively engaged and in pursuit of their degree. Students on academic probation are reviewed by the campus coordinator, the MBA director, and as appropriate, MBA faculty who can help bring the student back to normal status. Campus coordinators discuss "best practices" to reach inactive students, and share strategies for getting them back to active status.