I - Institutional Information

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

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

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

O 5. List all programs that are in your business unit that are not accredited by ACBSP and how you distinguish accurately to the public between programs that have achieved accredited status and those that have not.

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

O 7 Person completing report:

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

ACBSP Champion name:

ACBSP Co-Champion name:

QA Report

Status: Completed | **Due Date:** 8/31/2018

Assigned To
Michael Williams

Institution Response

O 4

The following statement appears in the printed (2017-18 Undergraduate/Graduate Catalog) and online catalog under the title Accreditations and Affiliations (p. 13):

"The bachelor degree program in Business Administration, majors in Management, Marketing, and Accounting and Finance, the bachelor degree in Aviation Business Administration, major in Air Transportation, and the Master of Business Administration, including the Specialization in Aviation Management, are accredited by the Accreditation

Council for Business Schools and Programs (ACBSP), 11520 West 119th Street, Overland Park, KS, 66213; Telephone: 913-339-9359; http://www.acbsp.org"

O 5

As reported in our 2014 Reaffirmation report, the College of Business at Daytona Beach started a Master of Science in Aviation Finance. As of the 2016 QA report, we reported graduating 4 students in this program. We currently have 16 graduates of the program.

We reported in our 2016 QA report that we were beginning the process of putting the MSAF program online (Fall 2015) with the assistance of our Worldwide campus, however, the program failed to find an online audience and was discontinued in September 2016. Students in the online program were given the option to transfer to the residential campus or switch to another online program

As reported in our 2016 QA report, the College began offering two new programs in Fall 2015. The first was a major in Supply Chain Management in Aviation and Aerospace which is an option in the BS in Aviation Business Administration. We currently have 22 declared students in this program. Twelve are expected to graduate in 2018.

The second program was a PhD in Aviation Business Administration. We admitted 10 students in 2016, 4 students in 2017, and 5 students in 2018. Four students have been withdrawn or failed out of the program. We now have one successful candidate through the comprehensive testing stage and anticipate a dissertation completion in Fall 2019 or Spring 2020.

O 6

College of Business, Daytona Beach Campus, Daytona Beach, Florida

College of Business, Worldwide Campus, Daytona Beach, Florida

School of Business, Prescott Campus, Prescott, Arizona

O 7

Person Completing the Report

Name: Dawna L. Rhoades, PhD

Phone: 386-226-7756

Email: rhoadesd@erau.edu

ACBSP Champion: Dawna L. Rhoades, PhD

ACBSP Co-Champion: Michael J. Williams, PhD. Dean

Sources

There are no sources.

II - Status Report on Conditions and Notes

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

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

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

Remove Note:

Remove Condition:

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

Do Not Remove Note or Condition:

QA Report

Status: Completed | **Due Date:** 8/31/2018

Assigned To
Michael Williams

Institution Response

O 8

Per the Board of Commissioners meet of November 17, 2016 (in Evidence), the following notes were removed:

Criterion 3.4

Criterion 3.7

Criterion 4.1

The Note on Condition of Accreditation regarding the MS in Aviation Finance remains in effect.

Sources

- QA 2016 letter

III - Public Information

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

Accredited business programs must routinely provide reliable information to the public on their performance, including student achievement. **A direct link to aggregate business student results should be placed on your business page website. Ensure the link goes directly to business students' results such as the example in the evidence file above under ACBSP Documents, Good Example of Public Information.**

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

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

QA Report

Status: Not Started | **Due Date:** 8/27/2018

Assigned To
Dawna Rhoades

Institution Response

There is no response.

Sources

There are no sources.

1 - Standard 1 Leadership

Organization

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

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

QA Report

Status: Completed | **Due Date:** 8/31/2018

Assigned To
Michael Williams

Institution Response

Since our 2016 QA report, the College of Business has consolidated all master level coordination under one individual:

Dr. Anke Arnaud who was already responsible for Program Coordinator for the MBA, MBA-AM (specialization) assumed the role of Program Coordinator for the MS in Aviation Finance in Fall 2017.

Dr. Massoud Bazargan, Associate Dean for Research is the Program Coordinator for the PhD in Aviation Business Administration.

Sources

There are no sources.

2 - Standard 2 Strategic Planning

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

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

Key Strategic Goals/Objectives	Any Major Changes

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

Strategic Objectives	Key Measures	Progress Toward Achievement

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

Strategic Planning Process Changes Summary

QA Report   **Status:** Completed | **Due Date:** 8/31/2018

Assigned To
Michael Williams

Institution Response

The current plan of the College of Business runs through 2018. The goals remain the same as reported in the Quality Assurance Report for 2016:

Goal 1	Increase College enrollments at the Undergraduate and Graduate levels
Goal 2	Enhance the scope and quality of business programs offered by the College
Goal 3	Increase student opportunities for social and experiential learning and development
Goal 4	Increase opportunities for faculty and staff training, development, and research
Goal 5	Increase College engagement in industry and student research

Please see evidence file Strategic plan 2013-2018 for full plan with objectives.

The College and University are currently engaged in four significant activities in preparation for the next planning cycle. At the highest level, the President of Embry-Riddle, Dr. P. Barry Butler, has announced the formation of a Visioning Task Force to be headed by one of the Board of Trustees. The charge given to this committee is to develop a strategic vision for the business programs at all three of our campuses that will propel us to nationally recognized status in aviation/aerospace business (See Evidence file for Visioning email and Visioning Overview Slides). The second activity is the formation for university Strategic Initiatives Teams (SIT) to begin laying the foundation for the University's 2018-2023 Strategic Plan (See Evidence file for the SIT Team announcement). The third activity involves a change to the Faculty Handbook Section 6.4 which covers faculty workload. Under the previous policy, the workload for full-time, tenured and tenure-track faculty was 4-4. The new policy, intended to encourage greater scholarship in order to move the University more toward a research institution, will change standard workload for faculty based on a classification of their scholarship/research as moderate (3-3), high (2-2 or 3-2), and outstanding (1-2 or 2-1). Each college has been tasked with defining these standards for the departments/disciplines within that college (See evidence file for Faculty Handbook Section 6.4 and COB Workload policy presentation). The COB Workload policy presentation is the current state of the College's efforts to define the four levels. The COB is in discussion now with junior and senior faculty to refine these guidelines before a final vote is taken to accept a policy that will be sent to the Dean of the College and on to the President of the University. The fourth, and final, activity underway this academic year is within the COB itself. We have formed two committees. The first is intended to be a parallel effort to the University Visioning Task Force. It's directive is to identify bold level initiatives to raise the profile and standing of the College. The second committee, composed of the chairs of our various standing committees, is beginning to consider the broad shape of the new plan which we expect will include several goals from the prior plan with updated objectives and tactics.

We do not consider the Visioning Task Force or the Workload committees to be 'new steps in the process' as we do NOT envision them being either permanent steps in the process or serial steps in the current planning process. Clearly, both activities will infuse our planning and deliberations as we move forward in the cycle.

Sources

- COB Wokload policy Presentation 03 02 2018
- Faculty Handbook Section 6-4
- Scholarly Activities Workload March 2018
- SIT Team announcements
- Strategic plan 2013-2018
- Table_Files_for_Baccalaureate_Graduate_QA_Reports_updated_August_2016 (Recovered)

- Visioning email
- Visioning Overview Slides v1

3 - Standard 3 Student and Stakeholder Focus

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

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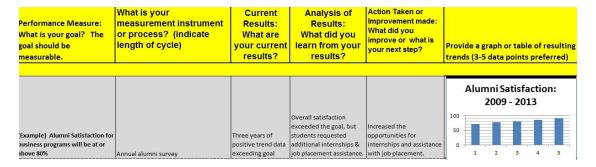
Student- and stakeholder-focused results examine how well your organization satisfies students and stakeholders key needs and expectations.

Performance measures may include: satisfaction and dissatisfaction of current and past students and key stakeholders, perceived value, loyalty, persistence, or other aspects of relationship building, end of course surveys, alumni surveys, Internship feedback, etc.

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

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

Periodic surveys should be made of graduates, transfer institutions, and/or employers of graduates to obtain data on the success of business programs in preparing students to compete successfully for entry-level positions.

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

QA Report

Status: Completed | **Due Date:** 8/31/2018

Assigned To
Michael Williams

Institution Response

The University has a department of Institutional Research that conducts a series of broad level surveys on satisfaction including: the freshman survey, alumni survey (See Evidence file for sample), graduating student survey (GSS), and employer survey (Institutional Research Calendar). Of these surveys, the GSS, administered each Fall and Spring to graduating students, is the most valuable since it reaches almost the entire population rather than a much smaller sample as is the case for the alumni and employer and is the most frequently and timely administered survey. Note from the Alumni Survey in the Evidence file has a total N for BSABA was 6.

The primary question of interest to the College for the GSS is:

Overall, how would you rate your primary major/degree at ERAU in the following areas:

1. Quality of Instruction

2. Quality of course content

3. Academic preparation for your intended career

4. Preparation in becoming a manager/leader

5. Quality of interaction with faculty

6. Quality of interaction with staff

Institutional Research also administers the End-of-Course evaluations which are reviewed each semester by the faculty themselves and their respective department chair (See Evidence file for a sample report). Overall, the College looks for faculty to achieve an 80 percent rating (Above average and excellent) on the question of "how do you rate this professor?" While this is far from the only 'evidence' of excellence in teaching, the end-of-course evaluations do provide department chairs with key information on the areas of strength and weakness in the classroom.

In addition, the College uses questions inserted into the EOC for indirect assessment of learning (See Evidence file for the most recent report).

The University has a Career Services department for internships and career placement. In addition, the College has a designated internship coordinator for both UG and GR students who is responsible for an initial review of proposed internships as well as the final review of the employer evaluation and the student paper.

See Tables in Evidence file for Standard 3 for results.

Sources

- COB Data Request GSS Overall June 2018
- DB_2016_Alumni1YR_(Class_14-15)_ProgramSkillsReport (2)
- DBSurvey EOC
- EOC_DB_BSABA_Air_Tran_Assessment_AABI_outcomes2016 17
- RES_GSS_AY15-16_OverallReport 15-16
- RES_GSS_AY17-18_OverallReport
- Table_Files_for_Baccalaureate_Graduate_QA_Reports_updated_August_2016 (Recovered)

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

a. **Program Outcomes.**

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

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

b. **Performance Results.**

   Complete Table Standard 4 - Student Learning Results found under the Evidence File tab above. One example from each accredited program must be provided. If only one or two programs are accredited, provide three examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

QA Report

Status: Completed | **Due Date:** 8/31/2018

Assigned To
Michael Williams

Institution Response

Broadly speaking, the College of Business has four high level learning objectives for all undergraduate programs: Business competencies, communications skills, understanding of ethics and social responsibility, and critical thinking skills (See Evidence file for Assessment Schedule with mapping matrix). For our undergraduate degree in aviation business administration which is also accredited by AABI, we have an additional 11 general program outcomes that we assess (See Evidence file for AABI Assessment Plan by Major):

PO1-Ability to apply knowledge of mathematics, sciences, and applied sciences to aviation-related disciplines (CT)

PO2- Ability to analyze and interpret data (CT)

PO3-Ability to work effectively on multi-disciplinary & diverse teams (COMM)

PO4-An understanding of professional and ethical decision-making (ETH)

PO5-An ability to communicate effectively, using both written and oral communication skills (COMM)

PO6-A recognition of the need for and an ability to engage in life-long learning (COMM)

PO7-A knowledge of contemporary issues (ETH)

PO8-An ability to use the techniques, skills, and modern technology necessary for professional practice (CT)

PO9-An understanding of the national and international aviation environment (ETH)

PO10-An ability to apply pertinent knowledge in identifying and solving problems (CT)

PO11-An ability to apply knowledge of business sustainability to aviation business (ETH)

At the graduate level, we have three higher level learning outcomes: Business competencies, understanding of ethics and social responsibility, and critical thinking. .

Our primary direct external assessment of business competencies is the Major Field Test (MFT) which is administered every Fall and Spring in the graduating capstone. These results are reported in Table 4 .

Indirect external measures include the Graduating Student Survey (GSS) which has questions asking student satisfaction with program skills preparation which are reported in Table 4.

Program skills include the following:

1. Applying management theory/concepts into a dynamic organizational environment

2. Applying accounting and financial information for decision-making in a for-profit and not-for-profit entity

3. Integrate knowledge of macro- and micro-economics into managerial decision-making

4. Applying statistical and/or quantitative techniques to problem solving in organizations

5. Integrate marketing concepts/practices into executing global marketing strategies

6. Formulate business decisions by incorporating ethical standards and principles

7. Access, analyze, and communicate information using multiple means/media

8. Understand the nature of business ethics and the role of social responsibility

9 Understand the national and international aviation environment.

For our BSABA degree, we have instituted the use of End-of-Course questions to assess learning perceptions. This method will be incorporated into the other degree in the Fall to assess learning in the majors.

In addition to these methods, the College also uses the following Direct Internal methods for specific areas: Aviation exam (administered in the senior level class to students in the SCM and air transport majors) and pre- and post-tests in economics (also used by our Campus General Education Committee for their assessment).

Sources

- ABBI Assessment Plan by Major
- Assessment Schedule with mapping matrixV2 SCM
- MFT Overall Results graphs
- Table_Files_for_Baccalaureate_Graduate_QA_Reports_updated_August_2016 (Recovered)

5 - Standard 5 Faculty and Staff Focus

a. **Faculty and Staff Focus**

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

b. **Faculty Qualifications**

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

QA Report

Status: Completed | **Due Date:** 8/31/2018

Assigned To
Michael Williams

Institution Response

a. Faculty and Staff focus

See Table 5.1 for information on faculty publications, committees, and development. Overall, the College is doing well in the areas of faculty publishing and development. Our main concern is the heavy service load, particularly college, campus, and university committees. While we have little control over committees outside the College, we have taken steps to reduce College committee membership to one and exempt new faculty from committee work for the first year.

The Faculty Senate in conjunction with the University Administration have also agreed to changes in faculty teaching loads based on the level of research and scholarship. Each College has been tasked with coming up with a workload policy that addresses these issues in a manner that recognizes the differences in discipline. The CoB is in the early stages of such work as can be seen from the COB Workload Policy presentation in the Evidence file.

The University has not administered an internal survey of satisfaction since 2011. It now participates in the UCLA Higher Ed Research Institute (HERI) survey (See Evidence file for the latest results). In addition, the University has been rated a great College to Work for by the Chronicle of Higher Education for the eighth consecutive year (See announcement in Evidence file).

b. Faculty Qualifications

As Table 5.2 shows, the College added only one new, full-time faculty since our last report. Dr. Sohel Imroz was hired to replace our retiring faculty in the Human Resource area. We also employed nine new adjunct faculty, primarily to teach our introductory business class, BA 201 Principles of Management. At a minimum, we require faculty in this area to possess a master degree in business/management or a close equivalent such as public administration, leadership or organizational management. See Evidence for CV for all new faculty.

Sources

- COB Wokload policy Presentation 03 02 2018
- Darley Meachelle CV
- David Spitzer
- Embry email on great College to work for
- Gronto James CV
- Hall Luz CV
- HERI DB_PrelimTables Faculty
- Jamison Arthur CV
- Jiloty Jame CV
- Lynch Randal CV
- Manley Kevin CV
- Reece Laura CV
- Rowell Linda CV
- Savitri
- Sohel+Imroz+-+CV++Embry+Riddle+1 (1)
- Table_Files_for_Baccalaureate_Graduate_QA_Reports_updated_August_2016 (Recovered)
- Woods Ria CV

6 - Standard 6 Educational and Business Process Management

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

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

If a program has met the requirements of having graduates and being in existence for at least two years, please contact ACBSP accreditation staff and request that the "Adding New Programs to ACBSP Accreditation" Project be added for your business programs.

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

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

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

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

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

QA Report

Status: In Process | **Due Date:** 8/27/2018

Assigned To
Dawna Rhoades

Institution Response

a. Curriculum

The College of Business at Daytona Beach has added a major in Supply Chain Management in Aviation and Aerospace to our BS in Aviation Business Administration degree starting in 2015. As of Spring 2018, the new major has 12 graduates. We have also added an MS in Aviation Finance starting in 2014. As of Spring 2018, we now have 16 graduates from this program. Both programs now have graduates and we are completing the Adding New Programs Project.

We created a PhD in Aviation Business Administration program in 2016. We have one student who has successfully completed Comprehensive Testing and is in the process of forming a dissertation committee. We

expect our first graduate in Spring 2020.

b. Terminated programs

The online version of the MSAF was discontinued in September 2016 due to low enrollment.

c. Examples of organizational performance.

See Table 6.1 for examples of first year retention efforts, five year graduation rate, and student enrollments. Our Campus has identified first year retention as a critical issue and the college is working closely with this effort to improve. Our five-year graduation rate is on target. Our primary area of concern is student enrollment where the College has fallen below our 5 year targets despite the creation of a College committee specifically tasked with recruitment (See Enrollment fact Sheets in Evidence). The Campus has a recruitment and admissions staff that traditionally hold responsibility for these functions, however, the College wished to take a more active role in visiting conferences such as DECA which have a focus on business. We have also attempted to identify high schools and community colleges that might be interested in aviation business. Given the time and financial resources that the College has dedicated to the issue over the past five years, this is a key area for analysis and consideration as we approach the creation of our new strategic plan for 2019-2024.

Sources

- Factsheet_FA13
- Factsheet_FA14
- Factsheet_FA15
- Factsheet_FA16
- Factsheet_FA17
- Table_Files_for_Baccalaureate_Graduate_QA_Reports_updated_August_2016 (Recovered)