Annual Report – Accredited Member

Institution: John F. Kennedy University
Academic Business Unit: BSBA Program in College of Undergraduate Studies
Academic Year: 2013-14
IACBE ANNUAL REPORT
For Academic Year: 2013-14

This annual report should be completed for your academic business unit and submitted to the IACBE by November 1 of each year.

See MBA report for information for pages 1 and 3.

General Information

Institution’s Name: JOHN F. KENNEDY UNIVERSITY
Institution’s Address: 100 ELLINWOOD WAY
City and State or Country: PLEASANT HILL, CALIFORNIA   Zip or Postal Code 94523
Name of Submitter: MORRIS HAMM
Title: MBA PROGRAM CHAIR
Your Email Address: GHAMM@JFKU.EDU
Telephone (with country code if outside of the United States): 925-969-3326

Type of Institution:  Public XX Private Nonprofit  Private For-Profit
Date of Submission: 12/15/2014
Total Headcount Enrollment of the Institution for 2013-14: FALL, 2014 - 1234

Administrative Information

1. Provide the following information pertaining to the current president/chief executive officer of your institution:

Name: DR. CHARLES “MAC” POWELL
Title: PRESIDENT
Highest Earned Degree: PHD
Email: MPOWELL@JFKU.EDU
Telephone (with country code if outside of the United States): 929-969-3305
Fax (with country code if outside of the United States): 925-969-3309

Check here if this represents a change from the previous year.

2. Provide the following information pertaining to the current chief academic officer of your institution:

Name: DEAN BARBIERI
Title: ACADEMIC VICE PRESIDENT AND PROVOST
Highest Earned Degree: JD
Email: DARBIERI@JFKU.EDU
Telephone (with country code if outside of the United States): 925-969-3507
Fax (with country code if outside of the United States): 925-969-3401
3. Provide the following information pertaining to the current head of your academic business unit:

Name: Michael Graney-Mulholland
Title: Dean
Highest Earned Degree: DBA
Telephone (with country code if outside of the United States): 925-969-3319
Fax (with country code if outside of the United States): 925-969-3328

4. Provide the following information pertaining to your current primary representative to the IACBE, i.e., the person who is your primary contact for the IACBE and who votes on behalf of the academic business unit on IACBE matters (if not the same as the head of the academic business unit):

Name: MORRIS HAMM
Title: CHAIR, MBA PROGRAM
Highest Earned Degree: JD
Telephone (with country code if outside of the United States): 925-969-3326
Fax (with country code if outside of the United States): 925-969-3328

5. Provide the following information pertaining to your current alternate representative to the IACBE:

Name: JACK NASSER
Title: CORE FACULTY
Highest Earned Degree: PHD
Telephone (with country code if outside of the United States): 925-969-3507
Fax (with country code if outside of the United States): 925-969-3508

X Check here if this represents a change from the previous year.
**Accreditation Information**

1. If applicable, when is your next institutional accreditation site visit?  
   __________________ Year

2. When is your next reaffirmation of IACBE accreditation site visit?  
   __________________ Year

3. Provide the website path to the page containing your public notification of accreditation by the IACBE:

   (Note: Do not provide URL addresses. Beginning with the institution’s home page, describe the link on each page in the path on which someone would click in order to advance to the next page in the path.

   For example:
   1. Click on “Academics”
   2. Click on “School of Business”
   3. Click on “IACBE Accreditation” etc.)

4. Provide the website path to the page containing your public disclosure of student learning assessment results:

   (Note: Do not provide URL addresses. Beginning with the institution’s home page, describe the link on each page in the path on which someone would click in order to advance to the next page in the path.

   For example:
   1. Click on “Academics”
   2. Click on “School of Business”
   3. Click on “IACBE Accreditation” etc.)
6. If your accreditation letter from the IACBE Board of Commissioners contained “notes” that identified issues that needed to be addressed, please list the number of the IACBE’s Accreditation Principle for each note in the table below. Indicate whether action has already been taken or that you have made plans to do so. (Insert additional rows as necessary.) Information submitted with 2011-2012 report.

<table>
<thead>
<tr>
<th>Commissioners’ Notes</th>
<th>Action Already Taken</th>
<th>Action Planned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Programmatic Information

1. For each of your IACBE-accredited business programs, provide the total headcount enrollment and the number of degrees conferred in the program (including each major, concentration, specialization, emphasis, option, or track) for 2013-14 (insert rows in the table as needed):

<table>
<thead>
<tr>
<th>Program</th>
<th>Enrollment 2013-14</th>
<th>Number of Degrees Conferring 2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBA program</td>
<td>39</td>
<td>18</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Totals for All Programs Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>(In the totals, please do not double-count students who pursued multiple programs during the reporting year, e.g., students who double-majored in both accounting and finance.)</td>
</tr>
<tr>
<td>39</td>
</tr>
<tr>
<td>18</td>
</tr>
</tbody>
</table>

2. Do you offer any of your IACBE-accredited business programs outside of your home country?
   - No.
   - Yes. If yes, please identify the programs and countries in the table below. In addition, if the programs are delivered in partnership with other institutions, please identify those institutions as well. (Insert rows in the table as needed.)

<table>
<thead>
<tr>
<th>Program</th>
<th>Country or Countries</th>
<th>Partner Institution(s)</th>
</tr>
</thead>
</table>

3. Did you terminate any IACBE-accredited business programs during the reporting year?
   - No.
   - Yes. If yes, please identify the terminated programs in the table below and provide a brief description of your termination plan (e.g., plan for teaching-out the program, when last graduates are expected, etc.). (Insert rows in the table as needed.)

<table>
<thead>
<tr>
<th>Terminated Programs</th>
<th>Termination Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4. Were changes made in any of your IACBE-accredited business programs during the reporting year?  
(Note: You do not have to identify course-level changes, e.g., changes in course names, course coding, course numbering, course content, etc.; identify only program-level changes, e.g., changes in program names, program curricula, etc.)

X No.

Yes. If yes, please identify the changes on a separate page at the end of this report.

5. Were any new business programs (including new majors, concentrations, specializations, emphases, options, and/or tracks) established during the reporting year?

X No.

Yes. If yes, please identify the new programs and the locations at which they are offered in the table below. (Insert rows in the table as needed.) Please also describe the curricular requirements for the programs on a separate page at the end of this report, and answer item 6 below.

<table>
<thead>
<tr>
<th>New Programs</th>
<th>Locations</th>
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<tbody>
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<td></td>
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<td></td>
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</tr>
</tbody>
</table>

Note: Any new programs (including new majors, concentrations, specializations, emphases, options, and/or tracks) cannot be listed, identified, or advertised as being accredited by the IACBE until they have undergone an accreditation review and have been granted accreditation by the Board of Commissioners.

6. If applicable, was approval of your institutional accrediting body required for any of the new programs identified in item 5 above?

X No.

Yes. If yes, please attach a copy of the material that you sent to your institutional accrediting body.

7. Did you establish any new locations/instructional sites during the reporting year?

X No.

Yes. If yes, please identify the new locations/instructional sites and the IACBE-accredited programs offered at those locations/sites in the table below. Please also indicate whether you anticipate that any of the locations/sites will account for 25% or more of the total student credit hours (or contact hours as applicable) in business. (Insert rows in the table as needed.)

<table>
<thead>
<tr>
<th>New Locations/Instructional Sites</th>
<th>Programs Offered</th>
<th>25% or More of Total SCH?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
8. If applicable, was approval of your institutional accrediting body required for any of the new locations/instructional sites identified in item 7 above?

   X  No.

   ___ Yes. If yes, please attach a copy of the material that you sent to your institutional accrediting body.
Outcomes Assessment

1. Do you offer any majors, concentrations, specializations, emphases, options, or tracks as part of your business programs?
   - Yes. If yes, proceed to item 2 below. Specializations are optional.
   - No. If no, proceed to item 4 below.

2. Do your majors, concentrations, specializations, emphases, options, or tracks appear on students’ transcripts, diplomas, diploma supplements, or other official records of program completion?
   - Yes. If yes, proceed to item 3 below.
   - No. If no, proceed to item 4 below.

3. Does your current outcomes assessment plan include student learning assessment information for all majors, concentrations, specializations, emphases, options, and tracks contained within your business programs?
   - Yes. If yes, proceed to item 4 below.
   - No. If no, please submit a revised outcomes assessment plan with your annual report that addresses student learning assessment for all majors, concentrations, specializations, emphases, options, and tracks comprising any portion of your business programs. Information about this requirement can be found on the IACBE website at the following address: www.iacbe.org/oa-key-areas.asp.

4. Is the outcomes assessment plan that you submitted to the IACBE still current or have you made changes?
   - Yes. The outcomes assessment plan that we have previously submitted is still current.
   - Changes have been made and the revised plan is attached.
   - We have made changes and the revised plan will be sent to the IACBE by: __________________________

5. Complete the Outcomes Assessment Results form below and include it with this annual report to the IACBE. Note: Section II of the form (Operational Assessment) needs to be completed only if you received first-time accreditation or reaffirmation of accreditation after January 1, 2011.

An example of a completed form can be found in a separate document that is available for download on the IACBE’s website at: www.iacbe.org/accreditation-documents.asp.

Section I (Student Learning Assessment) of the Outcomes Assessment Results form must be completed for each business program that is accredited by the IACBE (i.e., a separate table must be provided for each program).

Add tables, and insert or delete rows in the tables as needed in order to accommodate the number of your (i) business programs, (ii) majors, concentrations, specializations, emphases, options, or tracks in the programs, (iii) intended student learning outcomes, and (iv) intended operational outcomes. In the sections of the assessment results tables entitled “Summary of Achievement of Intended Student Learning Outcomes” and “Summary of Achievement of Intended Operational
Outcomes,” do not add or delete columns. Space is provided in these sections for four direct measures of student learning, four indirect measures of student learning, and eight operational assessment measures/methods. If you are employing fewer than this number of assessment instruments, simply leave cells in the unused columns blank. If you are employing more than this number of instruments, you will need to create additional summary-of-achievement tables to report your assessment information.

Delete rows in the assessment results tables that do not apply to your academic business unit (e.g., if the business unit does not offer any majors, concentrations, specializations, emphases, options, or tracks in its programs, or if the business unit’s current outcomes assessment plan does not include student learning assessment information for the majors, concentrations, specializations, emphases, options, or tracks in its programs, then delete those rows in the tables).

In the sections of the assessment results tables entitled “Summary of Achievement of Intended Student Learning Outcomes” and “Summary of Achievement of Intended Operational Outcomes,” enter “Met” in a given cell of the table if the performance target for the instrument in that column was achieved for the intended outcome in that row; “Not Met” if the performance target for the instrument in that column was not achieved for the intended outcome in that row; or “N/A” (Not Assessed) if the instrument in that column does not measure the intended outcome in that row.

Student learning performance objectives are the measurable targets/criteria associated with the assessment instruments and rubrics used by the academic business unit in determining whether the intended student learning outcomes have been achieved. For example, if the academic business unit is using a comprehensive project in a capstone course as a direct measure of student learning, then a performance objective might be that, on the project evaluation rubric, at least 80% of the students will be rated at the highest level (e.g., proficient, exemplary, etc.) on each learning-outcome-related project evaluation criterion.

Operational performance objectives are the measurable targets/criteria associated with the assessment instruments used by the academic business unit in determining whether the intended operational outcomes have been achieved. For example, if the academic business unit has identified an operational outcome pertaining to faculty teaching and is using a senior exit survey as a measure of this outcome, then a performance objective might be that 90% of the students will be either “satisfied” or “highly satisfied” with various aspects of faculty teaching as identified by relevant items in the survey form.

Your student learning assessment results tables need to include two or more direct measures of student learning and two or more indirect measures of student learning for each IACBE-accredited program. These measures must be used at the program level.

At the bottom of each assessment results table, space is provided to identify changes and improvements that you plan to make as a result of your assessment activity.

Italicized entries in the form represent areas where the academic business unit should insert its own assessment information.
Other Issues

Briefly comment on other issues pertaining to your academic business unit that you would like to share with the IACBE.
## Outcomes Assessment Results
For Academic Year: 2013-14

### Section I: Student Learning Assessment

#### BSBA Program

### Student Learning Assessment for Program 1

<table>
<thead>
<tr>
<th>General Program Intended Student Learning Outcomes (General Program ISLOs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will demonstrate knowledge in the following management areas: basic management principles, accounting, marketing, economics, human resources, finance, and computer information systems.</td>
</tr>
<tr>
<td>2. Students will identify and evaluate ethical issues in business.</td>
</tr>
<tr>
<td>3. Students will be able to communicate in a variety of modalities including written and oral communication including electronic communication.</td>
</tr>
<tr>
<td>4. Students will demonstrate an understanding of business operations and markets including global business operations and markets.</td>
</tr>
<tr>
<td>5. Students will demonstrate the ability to use business tools to gather information and draw conclusions which will aid them in making current and future business decisions.</td>
</tr>
</tbody>
</table>

#### Intended Student Learning Outcomes: Major, Concentration, Specialization, Emphasis, Option, or Track in Area 1 ISLOs

N A

#### Intended Student Learning Outcomes: Major, Concentration, Specialization, Emphasis, Option, or Track in Area 2 ISLOs

N A

### Assessment Instruments for Intended Student Learning Outcomes—Direct Measures of Student Learning:

<table>
<thead>
<tr>
<th>Performance Objectives (Targets/Criteria) for Direct Measures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Final papers from PLS3113 Social, Cultural, and Political Issues in Business- Winter 2014 (Legal Studies course required in the BSBA program)</td>
</tr>
<tr>
<td>General Program ISLOs Assessed by this Measure: PLO#2 above.</td>
</tr>
<tr>
<td>80% of students will be assessed as developed or highly developed</td>
</tr>
<tr>
<td>2. Final papers from BUS4997 Capstone- Fall 2013</td>
</tr>
<tr>
<td>80% of students will be assessed as developed or highly developed</td>
</tr>
<tr>
<td>Assessment Instruments for Intended Student Learning Outcomes—Indirect Measures of Student Learning:</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>1. BUS4997 Course Evaluations- Fall 2013 and Spring 2014</td>
</tr>
<tr>
<td>General Program ISLOS Assessed by this Measure: PLO#2</td>
</tr>
<tr>
<td>2. Student surveys</td>
</tr>
<tr>
<td>General Program ISLOS Assessed by this Measure: PLO#2</td>
</tr>
</tbody>
</table>

**Assessment Results: Program 1 with a Major, Concentration, Specialization, Emphasis, Option, or Track in Area 1**

**Summary of Results from Implementing Direct Measures of Student Learning:**

1. Did not meet performance objective. Only one student was at developed level.

2. Did not meet performance objective. Only one student was at developed level.

**Summary of Results from Implementing Indirect Measures of Student Learning:**

1. Did meet performance objective. 100% of students rated their level of agreement with course evaluation sections Course Content and Student Experience as agree or strongly agree.

2. Student survey not administered during this timeframe.

**Summary of Achievement of Intended Student Learning Outcomes:**

<table>
<thead>
<tr>
<th>Intended Student Learning Outcomes</th>
<th>Learning Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Program ISLOS</td>
<td>Direct Measure 1</td>
</tr>
<tr>
<td>Performance Target Was...</td>
<td>Performance Target Was...</td>
</tr>
<tr>
<td>2. Program Learning Outcome 2</td>
<td>Not met</td>
</tr>
</tbody>
</table>
### Intended Student Learning Outcomes:

<table>
<thead>
<tr>
<th>Major, Concentration, Specialization, Emphasis, Option, or Track in Area 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Measure 1</td>
</tr>
<tr>
<td>Performance Target Was...</td>
</tr>
</tbody>
</table>

1. Intended Learning Outcome 1
2. Intended Learning Outcome 2
3. Intended Learning Outcome 3

### Assessment Results: Program 1 with a Major, Concentration, Specialization, Emphasis, Option, or Track in Area 2

#### Summary of Results from Implementing Direct Measures of Student Learning:

1. Summary of Results for Direct Measure 1
2. Summary of Results for Direct Measure 2
3. Summary of Results for Direct Measure 3
4. Summary of Results for Direct Measure 4

#### Summary of Results from Implementing Indirect Measures of Student Learning:

1. Summary of Results for Indirect Measure 1
2. Summary of Results for Indirect Measure 2
3. Summary of Results for Indirect Measure 3
4. Summary of Results for Indirect Measure 4

#### Summary of Achievement of Intended Student Learning Outcomes:

<table>
<thead>
<tr>
<th>Intended Student Learning Outcomes</th>
<th>Learning Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Program ISLOs</td>
<td>Direct Measure 1</td>
</tr>
<tr>
<td>Performance Target Was...</td>
<td>Performance Target Was...</td>
</tr>
</tbody>
</table>

1. Program Learning Outcome 1
2. Program Learning Outcome 2
3. Program Learning Outcome 3
4. Program Learning Outcome 4
5. **Program Learning Outcome 5**

<table>
<thead>
<tr>
<th>Intended Student Learning Outcomes: Major, Concentration, Specialization, Emphasis, Option, or Track in Area 2</th>
<th>Direct Measure 1</th>
<th>Direct Measure 2</th>
<th>Direct Measure 3</th>
<th>Direct Measure 4</th>
<th>Indirect Measure 1</th>
<th>Indirect Measure 2</th>
<th>Indirect Measure 3</th>
<th>Indirect Measure 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Target Was...</td>
<td>Performance Target Was...</td>
<td>Performance Target Was...</td>
<td>Performance Target Was...</td>
<td>Performance Target Was...</td>
<td>Performance Target Was...</td>
<td>Performance Target Was...</td>
<td>Performance Target Was...</td>
<td>Performance Target Was...</td>
</tr>
</tbody>
</table>

1. **Intended Learning Outcome 1**

2. **Intended Learning Outcome 2**

3. **Intended Learning Outcome 3**

<table>
<thead>
<tr>
<th>Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ensure that students are addressing all PLOs in their Capstone project</td>
</tr>
<tr>
<td>2. Identify another BSBA course to use in assessing PLO#2 (instead of the PLS course)</td>
</tr>
<tr>
<td>3. Engage more adjunct faculty in assessment activities</td>
</tr>
</tbody>
</table>
Operational Assessment for College of Undergraduate Studies
Submitted by Dean Michael Graney-Mulholland

Mission of the College of Undergraduate Studies:
Our Mission is to provide high quality innovative learning opportunities that integrate theory, practice, and life experience in a synergistic collegiate environment

Intended Operational Outcomes:
1. Drive growth through program and curriculum revision and development that prepares students for success through economic and social change
2. Address needs of students through continual review of services and processes
3. Support core and adjunct faculty performance to ensure the attainment of student learning outcomes
4. Increase enrollment by developing new programs, engaging in interdisciplinary activities and developing joint academic programs

Assessment Measures for Intended Operational Outcomes:

<table>
<thead>
<tr>
<th>Assessment Measures for Intended Operational Outcomes</th>
<th>Performance Targets/Criteria for Operational Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Annual Learning Results reports</td>
<td>Source of data: Annual Learning Results reports and feedback: 75% of the students will be at the “Developed” or “Highly Developed” level for the Program Learning Outcome(s) being assessed in each program for that year.</td>
</tr>
</tbody>
</table>
| 2. Student Satisfaction and Retention                 | Source of data: End of course student evaluations:  
- 90% of students indicate that they are satisfied overall with their academic program  
- 90% of students rate their satisfaction with advising and students services at 4.0 (out of 5.0) |
3. Faculty Performance

Source of data: End of course student evaluations and program chair observations of faculty:

- Faculty must maintain a minimum of 4.0 on a 5.0 point scale on end of course student evaluations.
- Faculty must maintain a minimum of 4.0 on a 5.0 point scale on faculty observation reports.

4. Increased enrollment

Develop two new degree programs per year in 2014 and 2015 (four new programs by 2015) aligned with trends in higher education and institutional capacity. Areas for potential programs include: health, business, computer science, and history.

Source of data: Enrollment and Retention reports:

- Two new programs are successfully launched each academic year
- -11% decrease new enrollment each academic year
- 80% student retention in each program for existing students

Summary of Results from Implementing Operational Assessment Measures:

<table>
<thead>
<tr>
<th>Performance Target Was...</th>
<th>Met</th>
<th>Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 75% of the students in the BSBA programs were at the “Developed” or “Highly Developed” level for the Program Learning Outcome(s) being assessed this year.</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>2. 90% of students indicated that they are satisfied overall with their academic program. 90% of students rated their satisfaction with advising and students services at least 4.0.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>3. Faculty did maintain a minimum of 4.0 on a 5.0 point scale on end of course student evaluations in all programs. Faculty did maintain a minimum of 4.0 on a 5.0 point scale on faculty observation reports in all programs.</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>4. Fall 2014 enrollment decreased by 11% over Fall 2013.</td>
<td></td>
<td>x</td>
</tr>
</tbody>
</table>

Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:

1. The College of Undergraduate Studies has implemented numerous retention efforts in 2014. Especially for new students, research has shown there is a strong correlation between attendance and non-returning students. The college implemented early interventions strategies for students with low attendance records. The day after the class is held, both the academic advisor and the department chair contacts the student to provide coaching and support.

   In addition, there are Agreements with several community college offering transition initiatives such as scholarship money, and bridge courses to be offered at the Community College campuses.

   New Academic Advisors have been hired and they are working on enrolling and retaining students.

   Two new academic programs were launched in the college. A new certificate program and a new bachelor program are in the University
approval process.