



**COLLEGE OF BUSINESS**

Response to Peer Review Team  
Request for Additional Information

October 15, 2002

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The Association to Advance Collegiate Schools of Business

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## INTRODUCTION

This report represents the FGCU College of Business' response to the Peer Review Team's August 29, 2002 request for additional information. Based upon its overall assessment of the Self-Evaluation Report, the Review Team identified two major concerns which require written responses. The team also requested written responses to nine other items regarding five of the seven standards.

The College's response to the Peer Review Team's request for additional information is divided into six sections. In addition to the first section, titled "Major Peer Review Concerns," the report has five other primary sections, all of which are similar to the format of the *Standards for Accreditation* and the Self-Evaluation Report. Each section identifies the item(s) to be addressed and provides the College's response to the item. Where necessary, summary tables are included in the text of the response for ease of reference. As needed, tables with more detailed information are then provided at the end of the section rather than in an appendix.

## MAJOR PEER REVIEW CONCERNS

### Major Peer Review Concerns:

- *Declining funding for faculty development activities*

### College of Business Response:

Faculty development is funded from the following three sources:

- (1) Academic Affairs: For the past five years, the University has provided faculty development support from the Educational and General Revenue Fund (E & G). At its inception, the University was flat-funded for 3,000 FTE to establish the institution. After exceeding 3,000 FTE, additional funds would then be realized through enrollment growth. This initial level of funding resulted in relatively high availability of funds in the first few years, given lower enrollment numbers and fewer faculty. As enrollment increased, more faculty were added across the University and funds tightened. During this period, annual faculty development funds from E & G monies averaged about \$1,000 per faculty member. The only year in which support for faculty development averaged below \$1,000 per faculty member was 2001-02. During the 2001-2002 AY, the University absorbed its share of statewide budget cuts in higher education and subsequently reduced the annual faculty development funds to \$500 per faculty member. The budget situation was further exacerbated by the events of September 11, 2001. This generated a further decline in state revenues and the University's operating budget.

Two aspects of E & G support have improved the basis for funding faculty development beyond the 2001-2002 drop. First, consistent with the reduced level of funding from the state, the University's enrollment target was reduced from 3,000 FTE to 2,711 FTE. This means that formula-based funding from enrollment growth will be realized earlier. In fact, the University will exceed its targeted minimum enrollment in 2002-2003, about a year earlier than planned. The University estimates that for each additional FTE beyond the 2,711 FTE level it will receive approximately \$7,500 in additional funds. Part of this additional funding will be directed at the future restoration of faculty development support and adding new faculty lines.

Second, in the spring of 2002, the University Foundation, working with Academic Affairs and the Faculty Senate, pledged to provide up to \$85,000 of additional funding for 2002-2003 to reinstate the \$1,000 per capita faculty development funding level and to offset the reduced funding resulting from the state budget cut. The Faculty Senate and the Office of the Provost have recently developed a procedure to allocate the funds across the faculty. A copy of the procedure and the communication from Provost to the faculty are available for review.

- (2) COB Self-funding Activities: A second source of funding, exclusive to business faculty, are revenues generated through the Center for Leadership & Innovation (CLI) programs. The net revenues from CLI programs and sponsored projects are used to fund business faculty development activities through competitive summer research grants, currently at \$5,000 per grant proposal. These grants have been provided to as many as one-third of the business faculty in past summers. The economic effects of the last two academic years (AY 2000-2001 and AY 2001-2002) have resulted in a decrease in revenues generated through the CLI. Hence, there has been a decrease in the total amount allocated to funding summer grant activities. The brighter economic outlook for AY 2002-2003, coupled with increased CLI activities, has resulted in an expected increase in summer research grants for the summer of 2003 to near past levels. Based upon current projections, the College expects to return to funding between six and ten competitive grants, for a total outlay of between \$30,000 and \$50,000.
- (3) Grant Activities Funded Through the ORSP: The Office of Research and Sponsored Programs (ORSP) also contribute to faculty development funding. While not a large program, the COB faculty are eligible to apply for summer money through competitive research grants funded by ORSP. Since this program has been introduced (in the summer of 2000) three Business faculty have received awards. A second part of funding from ORSP is the return of a share of overhead monies to the responsible academic unit. This has generated between \$5,000 and \$10,000 for the College and has been used to support faculty development. It should be noted that for the past two years, the College has ranked second in sponsored research among the academic units, a relatively strong position for a business school. Faculty can also receive travel funds from ORSP to attend technical workshops and training programs. These funds may also be used to pay for visits and activities leading to proposal submission to external granting agencies.

### **Major Peer Review Concerns:**

- *Future funding sources to maintain the College's technology resources including the support necessary for the effective use of these resources.*

### **College of Business Response:**

#### **Response:**

One of the “Guiding Principles” of the University, and central in the College mission, is use of technology as a fundamental tool in achieving educational quality, efficiency, and distribution. As such, the University has infused technology throughout the campus and employs it in all operations. Technology in the classroom is an emphasis, rather than an afterthought, and students are expected to develop technological literacy throughout the curriculum. Information technology is integral to the business curriculum, and policies for its appropriate use are established and available for review. Technology is also dominant in the University’s administrative and business functions.

The University provides a variety of instructional and technology-related support activities that are centrally accessed through Administrative Computing and the Office of Instructional Technology (IT). Both departments have the technical staff to assist faculty in Web development, as well as solving software and hardware problems. In all, 27 full-time staff positions and two administrators are responsible for addressing the computing needs of the University. A Director is in charge of Administrative Computing. He supervises 14 of the University’s 27 full-time computer related staff. Administrative Computing has primary responsibility for the Help Desk, networking capability, and system wide programming. The Dean of Instructional Technology and Broadcast Services heads IT. Through IT, the University maintains the other 13 full-time technology support professionals who are available to assist with hardware and software problems. IT includes the departments of Technology Support Services (TSS), Course and Faculty Development, and Web and Multimedia Development. TSS maintains the academic servers, computer labs and computer classrooms, and classroom podia systems and provides training for technology including new software, WebCT, and WebBoard. In addition to conducting workshops, the departments of Course and Faculty Development and Web and Multimedia Development provide faculty with one-on-one assistance in constructing WebPages and applications, and with the design and development of courses for presentation over the Internet. Each classroom is also equipped with a telephone from which faculty can call the Help Desk to obtain real time in class assistance if a technology-related problem arises. As a goal, centralized IT staff try to respond within five minutes of receiving calls for in-class assistance. Open computer labs are staffed for at least 15 hours per day.

In addition to the technology support described above, FGCU’s distributed approach to computing has enabled Library Services to establish its own computing and technology team with an Assistant Director and two computer support specialists. This team is responsible for the direction, operation, maintenance, and interoperability of the

Library's computing network. This network has several components, including all Library servers used to support learning, scholarship, teaching, and other university activities, as well as access to lab technologies, curriculum-specific software, productivity computing tools, and networked web resources. The full-service "virtual library" website is another important component of the Library's network. This site provides such services as online book renewal, interlibrary loan, document delivery, research assistance, course reserves, distance learning services, and subject-specific research guides, as well as on-campus and remote access to online journals, books, and research resources. A multi-media computing lab, open 90 hours per week to faculty, staff, students, and the public, supports both Library-specific applications and all course-related computing. The Library's computer support specialists hold office hours during which they help students to set up their computing accounts and configure their PCs to connect to the network. This year, the Library implemented a wireless LAN and made wireless network cards available at the circulation desk so that students and faculty can access the Library's network anywhere within the building. Finally, the Library's Computing and Technology Team provides technical support for various library grants, contracts, and community service activities, and collaborates with other technology units across the University to help maintain a consistent computing environment.

The University provides adequate and continual support for technology. The major elements of technology infrastructure for the College of Business are provided through the University's model of centralized technology support and replacement. Currently, such technology support is not part of the college's annual budget allocation and the college is not charged for this element. A budget and staff are in place, through both Administrative Computing and the Office of Instructional Technology (IT), to ensure appropriate support. Additionally, to supplement centrally provided support, the COB maintains two highly skilled technologists who together provide in excess of 50 hours of support each week and are available to assist faculty with web page design and maintenance.

In the summer of 2000, the University developed and instituted a three-year revolving plan for technology upgrade and replacement. The plan calls for an upgrade and/or replacement of all computers in the labs, classrooms, library, and those used by faculty and staff. A copy of this three-year technology replacement plan is available for review.

As background regarding technology, all computers in the labs and classrooms and, with few exceptions, all of the computers used by faculty and staff in the college were new in 1997. In the summer of 2000, as part of the replacement and upgrade plan, all classrooms, lab and library computers were replaced. Some of these units were upgraded and made available to faculty and staff. In the summer of 2000, the University replaced 16 of the 200 MHz computers used by business faculty. These computers were replaced with new 733 MHz machines. Within the college, these new machines were made available to "high-end" users teaching computer information systems and decision sciences, and those involved in teaching distance courses via the Internet. In the summer of 2001, nine more 200 MHz faculty computers were replaced with one-gig computers

and another seven were replaced early in the fall of 2002. Since the summer of 2000, six other computers were also replaced with funds from the college or from grant activities. Currently there are only five faculty in the college who have computers that are below 500 MHz. Based upon their responses to the COB internal technology survey, these faculty tend to use their computers mainly for word processing, e-mail, and web access. The University plans to replace these five computers by next summer.

The current University funding format does not establish a separate budgetary line item for computing or media technology. With the change in the state's structure for governing institutions of higher education, some of the budgetary roles and authority now located at the Florida Board of Education will become vested in the local level Board of Trustees (BOT). The University's Technology Advisory Committee (TAC) is working with the Office of the Provost to develop a long-term, continual University-wide technology upgrade and replacement plan backed by funding requirement. It is envisaged that the completed plan will address technology hardware, software, and staffing to cover every area of the University including such areas as classrooms, labs, faculty and staff, and library services. In addition to the establishment of benchmarks for technology upgrades, the University will establish a system for staffing that will provide customer service benchmarks. This is a critical element of the technology plan related to projected growth in student population and buildings.

Once completed, the plan, with budget requirements for achieving specified replacement and penetration (usage) goals, will be presented to the University's Executive Council for consideration. If accepted by the Council, the plan will be submitted to the President for review and funding as a line item in the University's budget.

## PRECONDITIONS

### (2.1) PRECONDITIONS:

*P.1.c: Please provide team with a modified Table P.2. comparing COB relative percentages of University student credit hour production (e.g. like portions of Table FD.2) and COB budget percentages (relative to both total and instructional budget amounts for the University).*

### College of Business Response

The ensuing Table P.1.c.1 provides the modified Table P.2 comparing the College of Business' relative percentage of University Student Credit Hour production and the College's budget percentage relative to both the total University budget and the instructional budget amounts for the period fiscal year 1997-98 through fiscal year 2002-2003.

Overall, the College of Business accounts for approximately 18 percent of the University's student credit hours (SCH), with about 16.5 percent of the undergraduate SCH and an average of 34 percent of the University graduate level SCH. The comparison shows that in the fall of 1997 the College received \$3,518,352 (10.1 percent) of the University's total budget. This amount is about 18.2 percent of the University's instructional budget and 28.5 percent of the amount budgeted to the five academic units.

Between the fall of 1997 and the fall of 2002, the College budget increased slightly from \$3,518,352 in the 1997-98 fiscal year to \$3,600,079 in fiscal year 2002-2003. However, as a percentage of the total University budget, the College budget declined from 10.1 percent in 1997-1998 to 9.5 percent in 2002-2003. As a percent of the Instructional (Academic Affairs) budget, the College budget shows a one-percent decrease over the period. Similarly, when looking at the budget given to the five academic units, the College budget shows a decrease from 28.5 percent in 1997-1998 to 22.3 percent in fiscal year 2002-2003. This decrease is consistent with the University's need to redirect resources to the College of Arts and Sciences to address the unexpected growth in First Time in College (FTIC) or freshman enrollment over the last few years. Starting in the fall of 2003, as a result of having reached the state require minimum of 2,711 FTE, future enrollment growth at the University will be funded from increased revenues acquired through the state's formula funding. The University intends to commit these resources to reinstating faculty development support to the previous levels and also to fund faculty positions.

Table P.1.c.2 shows the budget per full-time equivalent (FTE) faculty and the student credit hour (SCH) production per FTE faculty by the College compared to the University and other colleges for Fiscal Years (FY) 2002 and 2001. While the amount budgeted to FTE's, Business faculty decreased by 4.01 percent from \$116,823 in FY 2000 to \$112,314 in FY 2001, the funding level remained relatively high. The number of SCHs taught per FTE Business faculty member increased from 193.91 to 229.21 during the same period.

**College of Business**  
**Table P.1.c.1**      **SCH and Budget Percentages: Fall 1997 - Fall 2002**

	<b>Fall 1997</b>	<b>Fall 1998</b>	<b>Fall 1999</b>	<b>Fall 2000</b>	<b>Fall 2001</b>	<b>Fall 2002*</b>
University Undergrad SCH	18,001	23,121	25,498	29,180	36,157	47816
Business Undergrad SCH	3,280	3,817	4,254	4,784	5,965	7876
College SCH as % of University	18.2	16.5	16.7	16.4	16.5	16.5
University Grad SCH	3,076	3,600	3,813	4,045	5,014	6238
Business Grad SCH	1,056	1,404	1,554	1,455	1,548	1756
College Grad SCH as % of Univ.	34.3	39.0	40.8	36.0	30.9	28.2
Total Univ Sch	21,077	26,721	29,311	33,225	41,171	54054
Total College of Business SCH	4,336	5,221	5,808	6,239	7,522	9632
College Total SCH as % of Univ Total SCH	20.6	19.5	19.8	18.8	18.3	17.8
Total University Budget	34,783,296	32,793,202	36,649,134	36,397,531	36,586,200	37,958,999
Total College of Business Budget <sup>1</sup>	3,518,352	3,481,806	3,482,792	3,737,409	3,446,581	3,600,079
College Budget as % of University Budget	10.1	10.6	9.5	10.3	9.4	9.5
Total University I&R Program "Instructional"	19,344,981	19,615,132	21,431,735	20,872,899	20,032,401	20,872,047.0
Total College of Business Business <sup>1</sup>	3,518,352	3,481,806	3,482,792	3,737,409	3,446,581	3,600,079
College Budgets as % of University I&R	18.2	17.8	16.3	17.9	17.2	17.2
University Instructional Budget (5 colleges only)	12,349,172	14,195,118	14,984,085	15,191,966	15,981,457	16,150,172
Total College of Business Budget <sup>1</sup>	3,518,352	3,481,806	3,482,792	3,737,409	3,446,581	3,600,079
College Instructional Budget as % of Univ	28.5	24.5	23.2	24.6	21.6	22.3

\* Preliminary Data as of 9/17/2002

<sup>1</sup>Total Business Budget based on the ending allocation for the College only. SBDC, Engineering, Computer Sci, Adjunct funds & CRI not included.

Computer upgrades and Library are funded centrally and are not part of the College of Business budget.

**Table P.1.c.2 Budgeted Resources by College for FTE Faculty and SCH Production Per FTE Faculty  
For Fiscal Year 2000-2001 and 2001-2002 and Fall 2000 and Fall 2001**

College	Budget	Budget	Budget Per FTE Faculty			FTE Faculty	FTE Faculty	SCH per FTE Faculty		SCH	
	2000-01	2001-02	% Change	2000-01	2001-02	% Change	2000-01	2001-02	Fall 2000	Fall 2001	Fall 2000
University (E&G)	<b>36,586,200</b>	<b>37,958,999</b>	3.62%	228,664	238,736	4.22%	160	159	207.66	257.94	33,225
Arts and Sciences	4,353,120	4,546,738	4.26%	77,734	84,199	7.68%	56	54	299.93	370.87	16,796
<b>Business</b>	<b>3,855,161</b>	<b>3,818,682</b>	<b>-0.96%</b>	<b>116,823</b>	<b>112,314</b>	<b>-4.01%</b>	<b>33</b>	<b>34</b>	<b>193.91</b>	<b>229.21</b>	<b>6,399</b>
Education	2,911,839	2,884,261	-0.96%	121,327	120,178	-0.96%	24	24	207.08	232.92	4,970
Health Professions	3,252,676	3,202,562	-1.56%	104,925	103,308	-1.56%	31	31	93.45	127.87	2,897
Professional Studies	1,608,661	1,697,929	5.26%	100,541	106,121	5.26%	16	16	136.31	227.38	2,181

## MISSION

### (2.2) MISSION:

*M.4., M.4. FD.3.a, and FD.4.b: Given the range of relative emphasis for teaching, scholarship, and service, it is not clear to the entire team how the deployment of faculty resources takes place. Prior to the visit, provide some examples of how the three elements of this algorithm (PDP, Collective Bargaining Agreement and needs of the COB) actual result in differing workloads.*

### College of Business Response

The faculty at FGCU work under a Collective Bargaining Agreement (CBA) agreed to by the State University System and the United Faculty of Florida, the elected bargaining agent for faculty across all state institutions of higher education. The CBA spells out workload for a full-time faculty as a minimum of twelve (12) contact hours as follows:

9.2.4 (c.) The Board and the UFF recognize that, while the Legislature has described the minimum full academic assignment in terms of twelve (12) contact hours of instruction or equivalent research and service, the professional obligation undertaken by a faculty member will ordinarily be broader than that minimum. In like manner, the professional obligation of other professional employees is not easily susceptible to quantification. . . . . *Board of Regents, Collective Bargaining Agreement: 2001-2003*, p. 16).

In the College of Business at FGCU, each faculty member's workload is outlined as performance goals in a Professional Development Plan (PDP), consistent with the CBA's requirement for the assignment of responsibilities or workload to faculty (Article 9, *Board of Regents, Collective Bargaining Agreement: 2001-2003*, p. 15). The PDP is developed by the faculty, in consultation with the supervisor, and must be such that if performed as stated, the faculty must be able to achieve a "meets expectations" as outlined in the Faculty Performance and Evaluation Document (FPED). Since the Department Chairs assign workload, the development of the PDP reflects the needs of the various departments and the College. Any variations from normal workloads are a result of the departments' and College needs and is provided by the department chair in consultation with the Dean.

Unless agreed on by the College, each faculty teaches a three-course load (9 credit hours) per semester with an additional three credit hours release time for scholarship and service for a total semester workload of a least 12 credit hours. Beyond this, release time is provided to meet the needs of the College. The process starts with the faculty assignment of nine credit hours of teaching in the fall and nine credit hours of teaching in

the spring (workload of 18 credit hours of teaching for the academic year) as the basis for the development of the PDP. If the assignment changes during the academic year, the faculty submits a revised PDP for the year in response to the change.

As an example of variation, the three eminent (chaired) professors each have outreach responsibilities to the business community as an explicit performance expectation and are expected to teach up to 12 credit hours (4 courses) per academic year in addition to performing research and service. Similarly, because of their administrative duties, the department chairs receive a three-course load reduction per academic year, the Coordinator of the MBA receives a one-course reduction per year, and the Director of the Executive MBA program receives the equivalent of a 9-hour course load (3 courses) reduction per academic year. Between 1997 and 1999, the College also provided release time to some faculty who were involved in new course development for distance learning.

## (2.3) FACULTY COMPOSITION & DEVELOPMENT

*FD.4: Prior to the visit, please provide specific information on individual teaching loads for the 2001-2002 academic year and fall Term 2002. Indicate actual courses and enrollments for these courses.*

### **College of Business Response**

Table FD.4.1 provides summary information about the teaching loads for individual faculty for the fall semester of 2001, spring of 2002, and fall of 2002 respectively. For each of the three semesters, the specific information on individual teaching loads, including course number, title, and enrolment in the various courses, is also provided. The summary shows that most faculty have a three course (9 credit hour) teaching load each semester. One faculty, a visiting instructor in accounting, carries a 4-4 teaching load with no workload assignment for intellectual contribution. A few other faculty, chairs, eminent scholars, and directors receive differential teaching loads because of other assigned duties.

Semester- by-semester detail of teaching load, by faculty with course title and enrollment is provided in Table FD.4.2, Table FD.4.4, and Table FD.4.6. For each period an analysis showing the average class size across each of the emphasis areas in the College is presented in Table FD.4.3, Table FD.4.5, and Table FD.4.7. In the fall of 2001, the College had an average class size of 29.4 students at the undergraduate level and 17.5 students at the graduate level (Table FD.4.3). In the fall of 2002, the average class size increased to 32.9 students per class at the undergraduate level and 18.1 students per class at the graduate level (Table FD.4.7).

The University is committed to maintaining the AACSB International workload standards while addressing the expected growth in Business majors and class sizes. It is expected that new personnel lines will be added to the College to keep pace with enrollment growth.

**Academic Year 2001-2002 and Fall 2002  
College of Business Faculty**

				Fall 2001	Spring 2002	Fall 2002**
Last Name	First Name	Department	Employment Status	Net Teaching Load	Net Teaching Load	Net Teaching Load
Andrews	Christine	Accounting	Full Time	2	3	3
Burgess	Deana	Accounting	Full Time	3	2	3
Conrecode	Jacqueline R.	Accounting	Visiting	4	4	4
Pacini	Carl	Accounting	Full Time	3	3	3
Placid	Raymond	Accounting	Visiting	0	0	3
Rue	Joseph	Accounting	Full Time	2	1	1
Swingen	Judyth	Accounting	Full Time	0	0	0
Thompson	Steven	Accounting	Full Time	3	3	3
Borgia	Daniel	Finance	Full Time	3	3	0
Finch	Howard	Finance	Full Time	2	3	2
Hobbs	Bradley	Finance	Full Time	2	2	3
Manzi	Jeffrey	Finance	Visiting	0	0	3
Scheff	Steven	Finance	Full Time	2	2	2
Weeks	Shelton	Finance	Full Time	3	3	2
Beise	Catherine	CIS	Full Time	3	3	0
Bisignani	William	CIS	Visiting	1	4	2
Boggs	Roy	CIS	Full Time	3	3	3
Nakatani	Kazuo	CIS	Full Time	3	3	3
Pendergast	Mark	CIS	Full Time	3	3	0
Powers	Paul	CIS	Visiting	0	0	0
Rodriguez	Walter	CIS	Full Time	1	1	1
Wynekoop	Judy	CIS	Full Time	3	3	3
Murray	John	CS	Full Time	3	4	4
Wiecek	Cheryl	CS	Full Time	4	0	0
Zalewski	Janusz	CS	Full Time	0	0	3
Harrington	Thomas	DS	Full Time	3	0	0
Kirche	Elias	DS	Full Time	3	3	3
Small	Michael	DS	Full Time	0	0	3
Srivastava	Rajesh	DS	Full Time	2	2	2
Eastwood	Karen	Management	Full Time	2	3	3
Fornaciari	Charles	Management	Full Time	3	3	3
Mathews	Charles	Management	Full Time	3	3	3
Renard	Monika	Management	Full Time	3	3	3
Ritchie	William J. III	Management	Full Time	3	3	3
Rubens	Arthur	Management	Full Time	1	1	2
Schoenfeld	Gerald	Management	Full Time	2	1	1
Segal	Gerald	Management	Full Time	3	3	3
Duffus	Lee	Marketing	Full Time	3	1	3
Langford	Barry	Marketing	Full Time	3	3	3
Rogers	Hudson	Marketing	Full Time	0	3	1
Van Auken	Stuart	Marketing	Full Time	2	2	2
Wells	Ludmilla	Marketing	Full Time	3	3	3

\*Specific information about individual teaching loads including actual courses and enrollment provided in Tables FD.4.2, FD.4.4, and FD.4.6

\*\*Preliminary data for Fall 2002 as of 9/18/2002

**Table FD.4. 2: Fall 2001 - Faculty Teaching Load and Courses Taught**

**Faculty Teaching Load**

Name	CH
Andert-Schmidt	3
Andrews	6
Becker	3
Beise	12
Bisignani	3
Boggs	9
Borgia	9
Burgess	13
Buzcyna	3
Conrecode	12
Duffus	12
Eastwood	6
Edwards	3
Finch	6
Fornaciari	9
Hansen	3
Harrington	9
Hobbs	9
Kirche	9
Langford	9
Mathews	12
McLaughlin	3
Nakatani	12
Pacini	9
Pendergast	9
Perkovich	3
Powers	6
Renard	12
Ritchie	9
Rodriguez	9
Rosenberg	3
Rosman	6
Rubens	3
Rue	7
Scheff	6
Schoenfeld	9
Segal	12
Srivastava	6
Steele	3
Thompson	8
Vail	3
Van Auken	6
Weeks	9
Wells	9
Wiecek	3
Wynekoop	9

Min CH	3
Max CH	13

**Detail - Courses Taught**

Name	Course	CourseTitle	CH	Enrollment
Andert-Schmidt	MAN3350	Training & Development	3	24
Andrews	ACG3341	Cost Accounting	3	34
Andrews	ACG3401	Accounting Information Systems	3	28
Becker	REE3204	Advanced Real Estate Finance	3	7
Beise	ISM3230	Introduction Bus Programming	3	29
Beise	ISM3232	Intermediate Bus Prog (JAVA)	3	24
Beise	ISM4332	Info Sys Capstone Project	3	6
Beise	ISM4930	Special Topics in CIS - JAVA	3	4
Bisignani	CGS1100	Introduction to Computers	3	29
Boggs	ISM3113	Systems Analysis	3	34
Boggs	ISM3230	Introduction Bus Programming	3	29
Boggs	ISM6121	Info Requirement Analysis	3	7
Borgia	FIN3403	Business Finance	3	31
Borgia	FIN4442	Financial Policy/Sr Seminar	3	17
Borgia	FIN6406	Financial Management	3	24
Burgess	ACG3103	Financial Report & Analysis I	4	36
Burgess	ACG3113	Financial Report & Analysis II	3	14
Burgess	ACG4940	Accounting Internship	3	1
Burgess	ACG6025	Acct Fundamentals for Managers	3	23
Buzcyna	CGS1100	Introduction to Computers	3	32
Conrecode	ACG2021	Core Concepts in Accounting I	3	57
Conrecode	ACG2021	Core Concepts in Accounting I	3	51
Conrecode	ACG2071	Core Concepts of Accounting II	3	42
Conrecode	ACG2071	Core Concepts of Accounting II	3	47
Duffus	GEB6930	Intro to the Executive MBA	3	17
Duffus	MAR3023	Introduction to Marketing	3	46
Duffus	MAR3613	Marketing Research	3	13
Duffus	MAR4804	Market Analysis & Strategy	3	0
Eastwood	MAN3025	Contemporary Mgt Concepts	3	49
Eastwood	MAN6607	Global Organization Issues	3	12
Edwards	MAN3025	Contemporary Mgt Concepts	3	48
Finch	FIN3504	Principles of Investments	3	33
Finch	FIN5405	Foundation of Business Finance	3	9
Fornaciari	GEB6895	Business Strategy	3	19
Fornaciari	MAN2062	Ethical Issues	3	17
Fornaciari	MAN6932	Executive Seminar	3	9
Hansen	CGS1100	Introduction to Computers	3	28
Harrington	QMB6305	Statistical Methods for Mgt	3	24
Harrington	QMB6305	Statistical Methods for Mgt	3	17
Harrington	QMB6603	Quantitative Methods in Bus	3	22
Hobbs	ECO5005	Foundations of Economics	3	19
Hobbs	FIN4900	Independent Study in Finance	3	1
Hobbs	FIN6246	Money & Capital Markets	3	12
Kirche	MAN3504	Operations Management	3	51
Kirche	QMB3200	Economic & Business Stats II	3	30
Kirche	QMB3200	Economic & Business Stats II	3	29
Langford	MAR3235	Direct Marketing	3	18
Langford	MAR3400	Professional Selling	3	13
Langford	MAR3503	Understanding Consumers	3	23
Mathews	MAN2062	Ethical Issues	3	13
Mathews	MAN4120	Leadership & Group Dynamics	3	19
Mathews	MAN6055	Contemporary Mgt Concepts	3	17
Mathews	MAN6289	Org Development & Change	3	1
McLaughlin	MAR4713	Hospitality/Tourism Marketing	3	12

**Table FD.4. 2: Fall 2001 - Faculty Teaching Load and Courses Taught**

(continued)

<b>Detail - Courses Taught</b>				
<b>Name</b>	<b>Course</b>	<b>CourseTitle</b>	<b>CH</b>	<b>Enrollment</b>
Nakatani	CGS1100	Introduction to Computers	3	26
Nakatani	ISM3010	Information Systems	3	49
Nakatani	ISM3212	Database Concepts & Admin	3	23
Nakatani	ISM6127	Database Concepts & Admin	3	2
Pacini	ACG4632	Independent Audit I	3	14
Pacini	BUL3130	Legal & Ethical Enviro of Bus	3	59
Pacini	BUL5831	Business Law II	3	24
Pendergast	ISM3232	Intermediate Bus Prog(JAVA)	3	13
Pendergast	ISM4331	Information Systems Design	3	7
Pendergast	ISM4930	Special Topics in CIS - JAVA	3	1
Perkovich	TAX6405	Estate & Gift Tax Issues	3	18
Powers	CGS1100	Introduction to Computers	3	30
Powers	CGS1100	Introduction to Computers	3	28
Renard	MAN3441	Conflict Management	3	21
Renard	MAN4530	Management of Technology	3	10
Renard	MAN5537	Management of Technology	3	4
Renard	MAN6305	Human Resource Management	3	10
Ritchie	GEB1000	Introduction to Business	3	59
Ritchie	GEB4890	Business Strategy	3	27
Ritchie	GEB4890	Business Strategy	3	30
Rodriguez	ISM4941	Practicum in Computer Info Sys	3	2
Rodriguez	ISM6021	Management Info Systems	3	21
Rodriguez	ISM6946	Practicum in Computer Info sys	3	2
Rosenberg	TAX6525	International Tax Issues	3	30
Rosman	BUL3320	Business Law I	3	52
Rosman	BUL5830	Business Law I	3	2
Rubens	MAN4402	Employment Laws & Regs	3	19
Rue	ACG4901	Directed Study in Accounting	1	1
Rue	ACG6025	Acct Fundamentals for Managers	3	17
Rue	ACG6205	Acct for Complex Organizations	3	14
Scheff	FIN3403	Business Finance	3	37
Scheff	FIN4424	Case Studies-Corporate Finance	3	17
Schoenfeld	MAN3301	Human Resource Management	3	18
Schoenfeld	MAN6055	Contemporary Mgt Concepts	3	18
Schoenfeld	MAN6946	Management Internship	3	1
Segal	MAN3025	Contemporary Mgt Concepts	3	49
Segal	MAN3803	Management of Small Business	3	11
Segal	MAN4802	Entrepreneur & Bus Plan Devel	3	11
Segal	MAN6808	Entrepreneur & Bus Plan Devel	3	9
Srivastava	MAN6501	Operations Management	3	30
Srivastava	MAN6501	Operations Management	3	9
Steele	CGS1100	Introduction to Computers	3	29
Thompson	ACG2091	Accounting Tools	2	33
Thompson	TAX3012	Business Income & Property Trans	3	23
Thompson	TAX6045	Tax Research & Planning	3	30
Vail	ISM5357	Enterprise Computing Strategy	3	14
Van Auken	MAR3023	Introduction to Marketing	3	49
Van Auken	MAR6815	Marketing Management	3	9
Weeks	FIN3403	Business Finance	3	24
Weeks	FIN3414	Financial Management	3	17
Weeks	FIN5405	Foundation of Business Finance	3	14
Wells	ADV3001	Creative Strategy	3	13
Wells	MAR3023	Introduction to Marketing	3	51
Wells	MAR6336	Marketing Communications Mgmt	3	6
Wiecek	CGS1100	Introduction to Computers	3	30
Wynekoop	ISM3010	Information Systems	3	30
Wynekoop	ISM3010	Information Systems	3	27
Wynekoop	ISM3220	Data Communication &Networking	3	32

**Table FD.4.3: COB Average Class Size by Level  
Fall 2001 as of 9/14/2001**

<b>Department</b>	<b># Sections</b>	<b>LL</b>	<b>UL</b>	<b>UG Total</b>	<b>Grad</b>
Accounting & Tax	5	47			
	8		33.38		
	<b>13</b>			<b>38.62</b>	
	6				23.67
Finance	0	0			
	8		23.75		
	<b>8</b>			<b>23.75</b>	
	4				15.25
Computer Science	2	15.5			
	5		7.7		
	<b>7</b>			<b>9.86</b>	
	0				0
DS	0	0			
	3		36.67		
	<b>3</b>			<b>36.67</b>	
	3				25.33
Management	3	31.67			
	13		26.85		
	<b>16</b>			<b>27.75</b>	
	6				11.29
Marketing	0	0			
	9		27.89		
	<b>9</b>			<b>27.89</b>	
	1				6
COB	16	35.44			
	54		27.61		
	<b>70</b>			<b>29.39</b>	
	23				17.47

**Table FD.4. 4: Spring 2002 - Faculty Teaching Load and Courses Taught**

Faculty Teaching Load		Detail - Courses Taught				
Name	CH	Name	Course	CourseTitle	CH	Enrollment
Andrews	9	Andrews	ACG3341	Cost Accounting	3	7
Azacarte	3	Andrews	ACG3401	Accounting Information Systems	3	24
Beise	9	Andrews	ACG6405	Adv Acct Information Systems	3	14
Bisignani	12	Azacarte	MAN3441	Conflict Management	3	21
Boggs	9	Beise	ISM3230	Introduction Bus Programming	3	29
Borgia	9	Beise	ISM4332	Info Sys Capstone Project	3	25
Burgess	11	Beise	ISM5316	Project and Change Management	3	23
Buzcina	3	Bisignani	CGS1100	Introduction to Computers	3	28
Conrecode	12	Bisignani	CGS1100	Introduction to Computers	3	30
Duffus	3	Bisignani	ISM3010	Information Systems	3	30
Eastwood	9	Bisignani	QMB6603	Quantitative Methods in Bus	3	28
Finch	12	Boggs	ISM3113	Systems Analysis	3	13
Fornaciari	9	Boggs	ISM3238	Advanced Business Programming	3	6
Hobbs	6	Boggs	ISM6337	Tech Documentation for IS Prof	3	12
Kelley	3	Borgia	FIN3403	Business Finance	3	35
Kirche	9	Borgia	FIN3470	Financial Mgt for Entrepreneur	3	6
Langford	9	Borgia	FIN6478	Financial Mgt for Entrepreneur	3	10
Mathews	9	Burgess	ACG3103	Financial Report & Analysis I	4	38
Mcaloose	3	Burgess	ACG3113	Financial Report & Analysis II	3	27
Nakatani	9	Burgess	ACG4901	Directed Study in Accounting	1	1
Pacini	12	Burgess	ACG4940	Accounting Internship	3	4
Pegnetter	3	Buzcina	CGS1100	Introduction to Computers	3	32
Pendergast	12	Conrecode	ACG2021	Core Concepts in Accounting I	3	53
Powers	9	Conrecode	ACG2021	Core Concepts in Accounting I	3	52
Renard	9	Conrecode	ACG2071	Core Concepts of Accounting II	3	39
Ritchie	9	Conrecode	ACG2071	Core Concepts of Accounting II	3	44
Rodriguez	6	Duffus	MAR4804	Market Analysis & Strategy	3	21
Rogers	9	Eastwood	MAN3025	Contemporary Mgt Concepts	3	50
Rosman	3	Eastwood	MAN6607	Global Organization Issues	3	28
Rubens	3	Eastwood	MAN6607	Global Organization Issues	3	9
Rue	3	Finch	FIN4514	Security Analysis	3	28
Scheff	6	Finch	FIN4533	Derivative Securities	3	18
Schoenfeld	10	Finch	FIN6406	Financial Management	3	17
Segal	12	Finch	FIN6900	Independent Study	3	2
Shepard	3	Fornaciari	GEB6895	Global Business Strategy	3	7
Srivastava	6	Fornaciari	GEB6895	Global Business Strategy	3	9
Staff	6	Fornaciari	MAN3063	Professional Ethics and Values	3	18
Steele	3	Hobbs	ECP6705	Managerial Economics I	3	17
Stern	6	Hobbs	FIN3244	Money & Capital Markets	3	26
Thompson	9	Kelley	ACG4501	Government & Not-for-Profit	3	15
Toomey	3	Kirche	MAN3504	Operations Management	3	54
Vail	3	Kirche	QMB3200	Economic & Business Stats II	3	30
Van Auken	6	Kirche	QMB3200	Economic & Business Stats II	3	28
Weeks	10	Langford	MAR3503	Understanding Consumers	3	35
Wells	15	Langford	MAR4645	GIS/Database Marketing	3	9
Wynekoop	9	Langford	MAR4721	Marketing on the Internet	3	11
		Mathews	MAN2062	Ethical Issues	3	36
		Mathews	MAN4120	Leadership & Group Dynamics	3	19
		Mathews	MAN6289	Org Development & Change	3	18
		Mcaloose	MAN4930	Seminar in Management	3	24
Min CH	3					
Max CH	15					

**Table FD.4. 4: Spring 2002 - Faculty Teaching Load and Courses Taught**

**Faculty Teaching Load**

Name	CH
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**Detail - Courses Taught**

(continued page 2)

Name	Course	CourseTitle	CH	Enrollment
Nakatani	CGS1100	Introduction to Computers	3	28
Nakatani	ISM3010	Information Systems	3	29
Nakatani	ISM3212	Database Concepts & Admin	3	28
Pacini	ACG4632	Independent Audit I	3	14
Pacini	ACG5655	Independent Audit II	3	13
Pacini	BUL3320	Law & Business I	3	29
Pacini	BUL5830	Business Law I	3	2
Pegnetter	MAN3401	Labor-Management Relations	3	13
Pendergast	ISM3232	Adv Bus App Development	3	43
Pendergast	ISM4331	Information Systems Design	3	30
Pendergast	ISM4930	Topics in CIS: Java	3	2
Pendergast	ISM6122	Information Systems Design	3	12
Powers	CGS1100	Introduction to Computers	3	25
Powers	CGS1100	Introduction to Computers	3	27
Powers	CGS1100	Introduction to Computers	3	26
Renard	MAN3301	Human Resource Management	3	47
Renard	MAN3322	Human Resource Info Systems	3	12
Renard	MAN4330	Management of Compensation	3	24
Ritchie	GEB1011	Introduction to Business	3	55
Ritchie	GEB4890	Global Business Strategy	3	28
Ritchie	GEB4890	Global Business Strategy	3	31
Rodriguez	ISM4941	Practicum in Computer Info Sys	3	1
Rodriguez	ISM6021	Management Info Systems	3	23
Rogers	MAR6158	Global Marketing	3	12
Rogers	MAR6646	Advanced Marketing Research	3	4
Rogers	MAR6815	Marketing Management	3	2
Rosman	BUL3130	Legal & Ethical Enviro of Bus	3	51
Rubens	MAN6403	Employment Laws & Regulations	3	17
Rue	ACG6135	Accounting Theory	3	10
Scheff	ACG2071	Core Concepts of Accounting II	3	29
Scheff	FIN3403	Business Finance	3	27
Schoenfeld	GEB1011	Introduction to Business	3	70
Schoenfeld	MAN4941	Management Internship	1	2
Schoenfeld	MAN6907	Independent Study: Management	3	4
Schoenfeld	MAN6907	Independent Study: Management	3	1
Segal	MAN3025	Contemporary Mgt Concepts	3	55
Segal	MAN3803	Management of Small Business	3	39
Segal	MAN4804	Entrepreneurial Field Studies	3	4
Segal	MAN6806	Entrepreneurial Field Studies	3	3
Shepard	QMB6305	Statistical Methods for Mgt	3	11
Srivastava	MAN3504	Operations Management	3	55
Srivastava	MAN6501	Operations Management	3	26
Staff	ISM5910	Directed Independent Studies	3	0
Staff	ISM6946	Practicum in Computer Info sys	3	0
Steele	CGS1100	Introduction to Computers	3	30
Stern	MAR3023	Introduction to Marketing	3	54
Stern	MAR4841	Services Marketing	3	20

**Table FD.4. 4: Spring 2002 - Faculty Teaching Load and Courses Taught**

**Faculty Teaching Load**

Name	CH
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**Detail - Courses Taught**

(continued page 3)

Name	Course	Course Title	CH	Enrollment
Thompson	ACG2091	Accounting Tools	2	24
Thompson	TAX3012	Taxation of Bus Income & Propt	4	32
Thompson	TAX6015	Corporate Tax Issues	3	17
Toomey	TAX4001	Taxation of Individual Income	3	24
Vail	ISM6021	Management Info Systems	3	17
Van Auken	MAR3023	Introduction to Marketing	3	54
Van Auken	MAR6807	Adv Market Analysis & Strategy	3	23
Weeks	FIN3403	Business Finance	3	36
Weeks	FIN3414	Financial Management	3	14
Weeks	FIN4941	Practicum in Finance	1	1
Weeks	FIN6515	Analysis of Investments	3	9
Wells	ADV3000	Principles of Advertising	3	45
Wells	MAR4333	Promotion Management	3	10
Wells	MAR4944	Internship in Marketing	3	2
Wells	MAR6936	Spec Topics: Public Relations	3	2
Wells	PUR4000	Public Relations	3	17
Wynekoop	ISM3010	Information Systems	3	25
Wynekoop	ISM3010	Information Systems	3	28
Wynekoop	ISM3220	Data Communication & Networking	3	27

\* Indicates an independent study, cross listed course, and/or internships.  
 These do not increase the 9 hour work load.

**Table FD.4.5: COB Average Class Size by Level  
Spring 2002 as of 1/16/2002**

Department	# Sections	# Enrolled	LL	UL	UG Total	Grad
Accounting	6	244	40.66667			
	10	267		26.7		
	<b>16</b>	<b>511</b>			<b>31.9375</b>	
	4	58				14.5
Finance	0	0	0			
	8	193		24.125		
	<b>8</b>	<b>193</b>			<b>24.125</b>	
	4	41				10.25
Computer	2	9	4.5			
	4	30		7.5		
	<b>6</b>	<b>39</b>			<b>6.5</b>	
	0	0				0
CIS	8	240	30			
	12	313		26.08333		
	<b>20</b>	<b>553</b>			<b>27.65</b>	
	5	79				15.8
DS	0	0	0			
	4	165		41.25		
	<b>4</b>	<b>165</b>			<b>41.25</b>	
	3	69				23
Engineering	2	30	15			
	0	0		0		
	<b>2</b>	<b>30</b>			<b>15</b>	
	0	0				0
Managemen	3	162	54			
	14	385		27.5		
	<b>17</b>	<b>547</b>			<b>32.17647</b>	
	7	93				13.28571
Marketing	0	0	0			
	10	283		28.3		
	<b>10</b>	<b>283</b>			<b>28.3</b>	
	3	46				15.33333
COB	17	646	38			
	58	1606		27.68966		
	<b>75</b>	<b>2252</b>			<b>30.02667</b>	
	26	386				14.84615

**Table FD.4.6: Fall 2002 - Faculty Teaching Load and Courses Taught**

Faculty Teaching Load		Detail - Courses Taught				
Name	CH	Name	Course	CourseTitle	CH	Enrollment
Andert-Schmidt	3	Andert-Schmidt	MAN3350	Training & Development	3	15
Andrews	9	Andrews	ACG3341	Cost Accounting	3	17
Becker	3	Andrews	ACG3401	Accounting Information Systems	3	33
Bisignani	6	Andrews	ACG6075	Managerial Accounting	3	36
Boggs	9	Becker	REE3103	Valuation of Real Property	3	14
Burgess	13	Bisignani	ISM3011	Information Systems	3	30
Conrecode	12	Bisignani	ISM5316	Project Management	3	17
Dickinson	3	Boggs	ISM3113	Systems Analysis	3	22
Duffus	9	Boggs	ISM3238	Adv Business Programming	3	8
Eastwood	9	Boggs	ISM6121	Info Requirement Analysis	3	7
Edwards	3	Burgess	ACG3103	Financial Report & Analysis I	4	26
Falbey	3	Burgess	ACG3113	Financial Report & Analysis II	3	35
Finch	9	Burgess	ACG4940	Accounting Internship	3	3
Fornaciari	9	Burgess	ACG6025	Acct Fundamentals for Managers	3	19
Hobbs	9	Conrecode	ACG2021	Core Concepts in Accounting I	3	56
Kirche	9	Conrecode	ACG2021	Core Concepts in Accounting I	3	57
Langford	9	Conrecode	ACG2021	Core Concepts in Accounting I	3	56
Manzi	9	Conrecode	ACG2071	Core Concepts of Accounting II	3	54
Mathews	12	Dickinson	MAR4713	Hospitality/Tourism Marketing	3	16
Nakatani	9	Duffus	GEB6930	Intro to the Executive MBA	3	11
Pacini	9	Duffus	MAR3023	Introduction to Marketing	3	47
Placid	9	Duffus	MAR3613	Marketing Research	3	18
Renard	15	Eastwood	MAN3025	Contemporary Mgt Concepts	3	53
Ritchie	9	Eastwood	MAN3025	Contemporary Mgt Concepts	3	53
Rodriguez	6	Eastwood	MAN6289	Org Development & Change	3	14
Rogers	3	Edwards	GEB1011	Introduction to Business	3	50
Rosenberg	3	Falbey	GEB1011	Introduction to Business	3	49
Rosman	6	Finch	FIN3414	Financial Management	3	24
Rubens	3	Finch	FIN3504	Principles of Investments	3	28
Rue	3	Finch	FIN4900	Independent Study in Finance	3	1
Scheff	6	Fornaciari	GEB6895	Global Business Strategy	3	20
Schoenfeld	9	Fornaciari	MAN2062	Ethical Issues	3	33
Segal	18	Fornaciari	MAN6932	Executive Seminar	3	17
Shepard	3	Hobbs	ECO2023	Princ of Micro Economics	3	45
Skladany	3	Hobbs	FIN3244	Money & Capital Markets	3	19
Small	9	Hobbs	FIN6246	Money & Capital Markets	3	14
Srivastava	6	Kirche	ISM3011	Information Systems	3	44
Steele	3	Kirche	MAN3504	Operations Management	3	51
Stern	3	Kirche	QMB3200	Economic & Business Stats II	3	30
Thompson	8	Langford	MAR3235	Direct Marketing	3	24
Vail	3	Langford	MAR3400	Professional Selling	3	42
Van Auken	9	Langford	MAR3503	Understanding Consumers	3	41

**Table FD.4.6: Fall 2002 - Faculty Teaching Load and Courses Taught**

(Continued page 2)

**Faculty Teaching Load**

Name	CH
Weeks	6
Wells	9
Wheatley	3
Wynekoop	12
Zalewski	9

Min CH	3
Max CH	18

**Detail - Courses Taught**

Name	Course	CourseTitle	CH	Enrollment
Manzi	FIN4442	Financial Policy/Sr Seminar	3	8
Manzi	FIN5405	Foundation of Business Finance	3	7
Manzi	FIN6406	Financial Management	3	25
Mathews	MAN4120	Leadership & Group Dynamics	3	24
Mathews	MAN4905	Independent Study in Mgt	3	1
Mathews	MAN6055	Contemporary Mgt Concepts	3	16
Mathews	MAN6055	Contemporary Mgt Concepts	3	11
Nakatani	ISM3212	Database Concepts & Admin	3	29
Nakatani	ISM4332	Info Sys Capstone Project	3	20
Nakatani	ISM6217	Database Concepts & Admin	3	4
Pacini	ACG4632	Independent Audit I	3	16
Pacini	BUL3130	Legal & Ethical Enviro of Bus	3	51
Pacini	BUL5831	Business Law II	3	25
Placid	ACG2071	Core Concepts of Accounting II	3	48
Placid	TAX4001	Taxation of Individual Income	3	12
Placid	TAX6405	Estate & Gift Tax Issues	3	26
Renard	MAN3301	Human Resource Management	3	35
Renard	MAN3320	Employee Staffing	3	44
Renard	MAN3441	Conflict Management	3	35
Renard	MAN6321	Employee Staffing	3	3
Renard	MAN6448	Conflict Management	3	1
Ritchie	GEB1011	Introduction to Business	3	51
Ritchie	GEB4890	Global Business Strategy	3	28
Ritchie	GEB4890	Global Business Strategy	3	33
Rodriguez	ISM4941	Practicum in Computer Info Sys	3	1
Rodriguez	ISM6021	Management Info Systems	3	10
Rogers	MAR6815	Marketing Management	3	33
Rosenberg	TAX6525	International Tax Issues	3	18
Rosman	BUL3320	Law & Business I	3	56
Rosman	BUL5830	Business Law I	3	3
Rubens	GEB1011	Introduction to Business	3	52
Rue	ACG6075	Managerial Accounting	3	11
Scheff	FIN3403	Business Finance	3	39
Scheff	FIN4424	Case Studies-Corporate Finance	3	14
Schoenfeld	MAN4941	Management Internship	3	3
Schoenfeld	MAN6266	The Challenge of Leadership	3	41
Schoenfeld	MAN6907	Independent Study: Management	3	1
Segal	MAN3025	Contemporary Mgt Concepts	3	54
Segal	MAN3803	Management of Small Business	3	30
Segal	MAN4802	Entrepreneur & Bus Plan Devel	3	18
Segal	MAN4804	Entrepreneurial Field Studies	3	1
Segal	MAN6805	Management of Small Business	3	1
Segal	MAN6808	Entrepreneur & Bus Plan Devel	3	1
Shepard	QMB3200	Economic & Business Stats II	3	29
Skladany	PET4455	Sport Facility & Event Mgt	3	25
Small	QMB6305	Statistical Methods for Mgt	3	21

**Table FD.4.6: Fall 2002 - Faculty Teaching Load and Courses Taught**

(continued page 3)

**Faculty Teaching Load**

Name	CH
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**Detail - Courses Taught**

Name	Course	CourseTitle	CH	Enrollment
Thompson	ACG2091	Accounting Tools	2	40
Thompson	TAX3012	Taxation of Bus Income & Propt	3	34
Thompson	TAX6045	Tax Research & Planning	3	28
Vail	ISM5155	Enterprise Computing Strategy	3	17
Van Auken	MAR3023	Introduction to Marketing	3	54
Van Auken	MAR6807	Adv Market Analysis & Strategy	3	17
Van Auken	MAR6907	Ind. Study in Marketing	3	1
Weeks	FIN3403	Business Finance	3	41
Weeks	FIN3403	Business Finance	3	36
Wells	ADV3001	Creative Strategy	3	22
Wells	MAR3023	Introduction to Marketing	3	51
Wells	MAR4804	Market Analysis & Strategy	3	7
Wheatley	MAN6266	The Challenge of Leadership	3	17
Wynekoop	ISM3011	Information Systems	3	30
Wynekoop	ISM3011	Information Systems	3	29
Wynekoop	ISM3220	Data Comm & Networking	3	20
Wynekoop	ISM4905	Directed Independent Studies	3	2
Zalewski	ISM3232	Intermediate Bus Programming	3	12
Zalewski	ISM3232	Intermediate Bus Programming	3	10
Zalewski	ISM4331	Information Systems Design	3	21

**Table FD.4.7: COB Average Class Size by Level\***  
**Fall 2002 as of 9/16/02**

Department		# Sections	# Enrolled	LL	UL	UG Av.	Grad Av.
Accounting & Tax	LL	6	311	51.83333			
	UL	9	280		31.11111		
	Total UG	<b>15</b>	<b>591</b>			<b>39.4</b>	
	Grad	7	166				23.71429
	Total Grad	<b>7</b>	<b>166</b>				<b>23.71429</b>
Finance	LL	0	0	0			
	UL	9	223		24.77778		
	Total UG	<b>9</b>	<b>223</b>			<b>24.77778</b>	
	Grad	3	47				15.66667
	Total Grad	<b>3</b>	<b>47</b>				<b>15.66667</b>
CIS	LL	9	265	29.44444			
	UL	12	281		23.41667		
	Total UG	<b>21</b>	<b>546</b>			<b>26</b>	
	Grad	5	55				11
	Total Grad	<b>5</b>	<b>55</b>				<b>11</b>
DS	LL	0	0	0			
	UL	4	158		39.5		
	Total UG	<b>4</b>	<b>158</b>			<b>39.5</b>	
	Grad	4	58				14.5
	Total Grad	<b>4</b>	<b>58</b>				<b>14.5</b>
Management	LL	5	235	47			
	UL	13	451		34.69231		
	Total UG	<b>18</b>	<b>686</b>			<b>38.11111</b>	
	Grad	8	151				18.875
	Total Grad	<b>8</b>	<b>151</b>				<b>18.875</b>
Marketing	LL	0	0	0			
	UL	11	365		33.18182		
	Total UG	<b>11</b>	<b>365</b>			<b>33.18182</b>	
	Grad	2	46				23
	Total Grad	<b>2</b>	<b>46</b>				<b>23</b>
COB	LL	20	811	40.55			
	UL	58	1758		30.31034		
	Total UG	<b>78</b>	<b>2569</b>			<b>32.9359</b>	
	Total Grad	<b>29</b>	<b>523</b>				<b>18.03448</b>

\* #s excludes Independent Studies & Internships

## FACULTY COMPOSITION & DEVELOPMENT

*FD.4: Prior to the visit, prepare a list of faculty who taught in graduate programs during the 2001-2002 academic year.*

### **College of Business Response**

The listing of faculty who taught in graduate programs during the 2001-2002 academic year is provided in Table FD.4.8. Further details, including the actual course and enrollment, are also provided by semester in the previous section of this response to the request for additional information (see Table FD.4.2, Table FD.4.4, and Table FD.4.6).

**FD.4.8: Faculty Who Taught in Graduate Programs  
Academic Year 2001-2002 and Fall 2002**

Faculty Name	Fall 2001	Spring 2002	Fall 2002
<b>Accounting</b>			
Christine Andrews		ACG 6405 Advanced Acct Info Systems	ACG 6075 Managerial Accounting
Dee Burgess	ACG 6025 Acct Fundamentals for Managers		ACG 6025 Acct Fundamentals for Managers
Carl Pacini	BUL 5831 Business Law II	ACG 5655 Independent Audit II	BUL 5831 Business Law II
		BUL 5830 Business Law I	
Raymond Placid			TAX 6405 Estate & Gift Tax Issues
M. Rosenberg	TAX 6525 International Tax Issues		TAX 6525 International Tax Issues
J. Rosman	BUL 5830 Business Law I		BUL 5830 Business Law I
Joe Rue	ACG 6205 Accounting for Complex Orgs	ACG 6135 Accounting Theory	ACG 6075 Managerial Accounting
	ACG 6025 Acct Fundamentals for Managers		
Steve Thompson	TAX 6045 Tax Research & Planning	TAX 6015 Corporate Tax Issues	TAX 6045 Tax Research & Planning
Perkovich	TAX 6405 Estate & Gift Tax Issues		
<b>CIS/DS</b>			
Cathy Biese		ISM 5316 Project Management	
William Bisignani		QMB 6603 Quantative Methods in Business	ISM 5316 Project Management
Roy Boggs	ISM 6121 Info Requirement Analysis	ISM 6337 Technical Documentation for IS Prof	ISM 6121 Info Requirement Analysis
Kazuo Nakatani	ISM 6127 Database Concepts and Admin		ISM 6127 Database Concepts and Admin
Mark Pendergast		ISM 6122 Information Systems Design	
Walter Rodriguez	ISM 6021 Management Information Systems	ISM 6021 Management Information Systems	ISM 6021 Management Information Systems
	ISM 6946 Practicum in CIS		
Jim Vail	ISM 5357 Enterprise Computing Strategy	ISM 6021 Management Information Systems	ISM 5155 Enterprise Computing Strategy
Thomas Harrington	QMB 6305 Statistical Methods for Mgmt		
	QMB 6603 Quantative Methods in Business		
	QMB 6305 Statistical Methods for Mgmt		
Joseph Shepard		QMB 6305 Statistical Methods for Mgmt	
Michael Small			QMB 6305 Statistical Methods for Mgmt
			QMB 6305 Statistical Methods for Mgmt
			QMB 6305 Statistical Methods for Mgmt
Rajesh Srivastava	MAN 6501 Operations Management	MAN 6501 Operations Management	MAN 6501 Operations Management
	MAN 6501 Operations Management		
<b>Finance</b>			
Dan Borgia	FIN 6406 Financial Management	FIN 6478 Financial Mgt for Entrepreneurs	
Howard Finch	FIN 5405 Foundation of Business Finance	FIN 6406 Financial Management	
		FIN 6900 Independent Study	

**FD.4.8: Faculty Who Taught in Graduate Programs  
Academic Year 2001-2002 and Fall 2002**

continued

Faculty Name	Fall 2001	Spring 2002	Fall 2002
<b>Finance (Cont'd)</b>			
Brad Hobbs	ECO 5005 Foundations of Economics FIN 6246 Money & Capital Markets	ECP 6705 Managerial Economics I	FIN 6246 Money & Capital Markets
Jeff Manzi			FIN 5405 Foundation of Business Finance FIN 6406 Financial Management
Shelton Weeks	FIN 5405 Foundations of Business Finance	FIN 6515 Analysis of Investments	
<b>Management</b>			
Karen Eastwood	MAN 6607 Global Organizational Issues	MAN 6607 Global Organizational Issues MAN 6607 Global Organizational Issues	MAN 6289 Org Development & Change
Charles Forniciari	GEB 6895 Business Strategy MAN 6932 Executive Seminar	GEB 6895 Business Strategy GEB 6895 Business Strategy	GEB 6895 Business Strategy MAN 6932 Executive Seminar
Charles Mathews	MAN 6289 Org Development & Change MAN 6055 Contemporary Mgmt Concepts	MAN 6289 Org Development & Change	MAN 6055 Contemporary Mgmt Concepts MAN 6055 Contemporary Mgmt Concepts
Monika Renard	MAN 5537 Management of Technology MAN 6305 Human Resource Management		MAN 6321 Employee Staffing MAN 6448 Conflict Management
Arthur Rubens		MAN 6403 Employment Law & Regulations	
Gerald Schoenfeld	MAN 6055 Contemporary Mgmt Concepts MAN 6946 Management Internship	MAN 6907 Independent Study in Management MAN 6907 Independent Study in Management	MAN 6266 The Challenge of Leadership MAN 6907 Independent Study in Management
Gerry Segal	MAN 6808 Entrepreneur & Bus Plan Develop	MAN 6806 Entrepreneurial Field Studies	MAN 6805 Management of Small Business MAN 6808 Entrepreneur & Bus Plan Develop
B. Wheatley			MAN 6266 The Challenge of Leadership
Doug Steele			MAN 6907 Independent Study in Management
<b>Marketing</b>			
Lee Duffus	GEB 6930 Intro to the Executive MBA		GEB 6930 Intro to the Executive MBA
Barry Langford			
Hudson Rogers		MAR 6158 Global Marketing MAR 6646 Advanced Marketing Research MAN 6815 Marketing Management	MAN 6815 Marketing Management
Stuart Van Auken	MAN 6815 Marketing Management	MAR 6807 Adv Market Analysis & Strategy	MAR 6807 Adv Market Analysis & Strategy MAN 6907 Independent Study in Marketing
Ludmilla Wells	MAR 6336 Marketing Communications Mgmt	MAR 6936 Special Topics: Public Relations	

## (2.3) FACULTY COMPOSITION & DEVELOPMENT

*FD.3.a: Prior to the visit, please prepare a table showing MFTE Faculty and the AQ/PQ faculty qualifications for each of the emphasis areas offered by the COB: Accounting, CIS, Finance, Management and Marketing.*

### **College of Business Response**

Table FD.3.a.1 provides a summary report reflecting student credit hours (SCH), MFTE Faculty, and the number of academically (AQ) and professionally qualified (PQ) faculty for each of the emphasis areas offered by the College. The AACSB International definition of the minimum FTE (MFTE) faculty is one FTE for each 400 undergraduate student credit hours per term, and one FTE for each 300 graduate student credit hours per term. The analysis indicates that, for each of the emphasis areas, the College exceeded the minimum MFTE standards established by the AACSB International.

The College maintains a cadre of suitably qualified faculty across all the emphasis areas. The qualified portion of the faculty exceed the AACSB International standard for each period except for the fall of 1997 when the University was first opened. During this time, faculty attention and effort were directed at instituting continuous improvement processes and procedures consistent with the mission and goals of the College and the institution. Summary tables showing the full-time faculty by teaching discipline, qualification, and five-year intellectual contributions can be found in the Self-Evaluation Report (see the SER, Table IC.1, p. 135 and Table IC.2, p. 139).

**Table FD.3.a.1: MFTE by Area of Emphasis - Fall 1997 to Fall 2002**

		Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002*
<b>College Total SCH</b>		<b>4,336</b>	<b>5,221</b>	<b>5,808</b>	<b>6,239</b>	<b>7,522</b>	<b>8,542</b>
Database SCH		4279	5179	5831	6071	7522	8542
<b>Accounting</b>							
	Total SCH	1278	1482	1526	1523	1972	2308
	MFTE	3.43	4.04	4.16	4.06	5.33	6.19
	Total FTE	7	7	6	7	7	7
	AQ	3	4	5	6	6	5
	PQ	0	0	0	1	1	2
	NQ	4	3	1	0	0	0
<b>CIS</b>							
	Total SCH	756	1054	1641	1962	2130	1299
	MFTE	2.08	2.78	4.43	5.22	5.60	3.49
	Total FTE	8	10	9	9	9	10
	AQ	1	5	6	8	9	8
	PQ	1	2	0	0	0	0
	NQ	6	3	3	1	0	2
<b>FIN</b>							
	Total SCH	417	681	543	429	765	903
	MFTE	1.10	1.85	1.50	1.23	2.11	2.37
	Total FTE	5	5	5	5	5	6
	AQ	2	4	4	4	4	4
	PQ	0	1	1	1	1	1
	NQ	3	0	0	0	0	1
<b>MAN</b>							
	Total SCH	1396	1386	1545	1497	1896	2799
	MFTE	3.86	3.90	4.26	4.13	5.13	7.43
	Total FTE	8	8	8	8	8	8
	AQ	1	8	8	6	7	5
	PQ	0	0	0	0	0	0
	NQ	7	0	0	2	1	3
<b>MAR</b>							
	Total SCH	432	576	576	660	759	1233
	MFTE	1.11	1.54	1.53	1.72	1.94	3.21
	Total FTE	4	5	5	5	5	5
	AQ	1	3	3	4	5	4
	PQ	0	0	0	0	0	0
	NQ	3	2	2	1	0	1
<b>Totals</b>	<b>FTE</b>	<b>31.33</b>	<b>31.33</b>	<b>35</b>	<b>33</b>	<b>34</b>	<b>36</b>
	<b>AQ</b>	<b>8</b>	<b>24</b>	<b>26</b>	<b>28</b>	<b>31</b>	<b>26</b>
	<b>PQ</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>3</b>

\* Preliminary data as of September 19, 2002. AQ/PQ for Fall 2002 not comparable with prior years as it only covers Intellectual Contributions for June 2002 to September 2002 treated as though it was an entire academic year to show minimum attainable faculty AQ/PQ for 2002-2003.

## (2.3) FACULTY COMPOSITION & DEVELOPMENT

*FD.3.a: Is there an actual new and adjunct faculty orientation scheduled? It appears from the information in the SER that information is simply made available.*

### **College of Business Response**

Starting in 1998, the College of Business has had an off-campus faculty retreat the week before classes begin for the fall semester. All full-time faculty and adjuncts are required to attend. Part of the program includes faculty orientation to introduce and orient new faculty and remind and reinvigorate continuing faculty about the processes, procedures, mission, and philosophy of the College of Business. The orientation addresses key elements of the COB operations, including office hours, syllabi, Faculty Performance and Evaluation, faculty travel, and other College requirements. There is also time for questions and answers. For emphasis, the College handbook also contains those sections of the University's Handbook that have more direct or a recognized effect on the operations of the College. For adjuncts who are not able to attend the faculty retreat, department chairs and/or support staff meet with individuals and discuss orientation issues. In addition, the faculty handbook contains policy and procedural information. Copies of the agenda and workbooks from the various College of Business annual Faculty Retreats are available for review.

Support for the process used to orient part-time faculty is found in the University *Part-Time Faculty Guide* and the College of Business *Part-Time (Adjunct) Faculty Guide*. In the fall of 1998, the Vice President for Academic Affairs authorized the organization of a University-wide committee on part-time faculty, with representatives from each of the five colleges. This committee was charged with developing a University-wide guide for the hiring, orienting, supervising and evaluating part-time faculty. The committee was also charged with ensuring that the documents developed by the various units were consistent with and met the provisions of the University-wide guide (adopted 2.22.1999). Consistent with the University's guide, the College adopted and submitted its plan for part-time faculty on March 25, 1999. This plan specifies that each department chair or designee provide an orientation for adjunct faculty. A copy of the University *Part-Time Faculty Guide* and the College of Business *Part-Time (Adjunct) Faculty Guide* is available for review.

In the week before classes start, the University usually conducts an on campus "new faculty" orientation to welcome and introduce the new faculty to campus. The University orientation covers such topics as Instructional Technology, Library Services, Human Resource Management, the Collective Bargaining Agreement, and University Policies and Procedures. Copies of the agenda from the University's new faculty orientation are available for review.

## (2.4) INSTRUCTIONAL RESOURCES AND RESPONSIBILITIES

*IN.1: Prior to the visit, the team would like any information on the progress filling gaps cited in library resources.*

### **College of Business Response**

In 1998, to ensure that the library collection was comparable to those of similar state of Florida institutions of higher education (e.g. Florida A&M University, University of North Florida, University of Central Florida, and University of West Florida), the FGCU Library Services conducted the first gap analysis of its holdings including business materials. Based upon this analysis, the library took a systematic look at the identified materials and ordered all the materials that were on the list, if such materials were in print, were not government archival documents, and were suitable for the programs of study in the FGCU College of Business. In all cases, preference was given to the purchase of the newer edition of a work if available. In 1999, the Library conducted a second collection comparison against the Library holdings of three out-of-state institutions: Northern Kentucky, Eastern Kentucky, and East Tennessee State University, three universities selected because like FGCU, they are regional institutions and were either in candidacy status or accredited by the AACSB International. As with the earlier analysis, the resulting gap titles were systematically analyzed and ordered as appropriate. The results of the gap analyses are available for review.

## (2.5) STUDENTS

*S.1.a: Prior to the visit, the team would like information comparing undergraduate student qualifications of the CoB students with other colleges in the University (e.g. SAT/ACT, H.S Grade Point)*

### **College of Business Response**

Table S.1.a.1 provides a summary of student qualifications comparing the mean for the College of Business with the mean for the University and other colleges. Table S.1.a.2 provides the comparison data along with the number of students included in the calculation of the various means. Essentially, the quality of the students entering the College is relatively similar to those entering other colleges. Since the fall of 2000, the five qualifications indicators have remained rather constant. GPA for First Time in College (FTIC) students, SAT mathematics scores, SAT verbal scores, ACT scores, and GPA for transfer students all indicate that the relative scores of the entering FTIC students have not changed much over the three year period.

Table S.1.a.1 shows that for the fall of 2000 and the fall of 2001 the average high school GPA for students entering the College was slightly above the mean for the University and slightly lower than the University average for the fall of 2002. An analysis of the GPA data shows that the GPA for students entering the College in the fall of 2001 and the fall of 2002 were slightly above the GPA for students entering the College of Education and the College of Professional Studies, but slightly below students entering the Colleges of Arts and Sciences, and Health Professions. However, in all cases, the GPAs of entering students were relatively similar across all the colleges.

For the three-year period from the fall of 2000 to the fall of 2002, average SAT Math scores for business students were consistently above the University mean. In the fall of 2000, the average SAT mathematics score for Business students (518.08) was second to the SAT score for students entering the College of Arts and Sciences (519.93). Also during the fall of 2001 and the fall of 2002, entering business students had higher SAT mathematics scores than their counterparts across the University with respect to verbal scores. The average SAT score for students entering the College of Business was consistently lower than the average for students entering the College of Arts and Sciences and those students who were undeclared. While the mean SAT Verbal score for Business students was lower than the University average across all three years, the average for Business students was still higher than those for students entering the Colleges of Education, Health Professions, and Professional Studies.

The average ACT score for entering FTIC Business students ranges from 20.70 in the fall of 2000 to 21.10 in the fall of 2001 and the fall of 2002. On average, for the fall of 2001 and the fall of 2002, Business students scored lower on the ACT than students entering the College of Arts and Sciences and higher than students entering the Colleges of Education, Health Professions, and Professional Studies.

The average GPA for transfer students entering the College of Business did not change much over the last three years. Transfer students coming into the College had an average GPA

slightly lower than the average GPA for students entering the University, and also slightly lower than the average GPA for students entering three of the other four colleges.

As represented by GPA, SAT, and ACT, there are varying qualifications of entering students. However, the College focuses significant benchmarking attention on outcome measures from Educational Testing Service (ETS) scores. Results from the ETS Major Field Tests indicate that FGCU Business students do exceptionally well because of their preparation by the College of Business.

### ETS Major Field Test Results

The figures that follow show the College of Business ETS scores compared to national benchmarks. The test was administered to 53 students in spring 2000, 62 in spring 2001, and 62 in spring 2002. Each test group was compared to the most recent national benchmark data, (mean = 152.7, s.d. = 6.9) which represents 388 colleges and schools and was gathered during the period 1998 - 2000. Over the period, the evidence indicates that Business students are able to achieve relatively high levels of performance within their majors and across the field of business. The two figures in this section (Figure C.1.2 and Figure C.1.2) are versions of those presented the SER (pages 83 and 84 respectively), updated to include the 2002 ETS scores.

#### Overall Scores

The College scores on the ETS Major Field Test have been consistently above the national mean. Further, the College percentile ranking is trending upward: 63rd percentile in 2000 (mean = 156, s.d. = 13.2), percentile in 2001 (mean = 155.5, s.d. = 12.6), and, it shows a significant movement to the 81.8 percentile in 2002 with a mean of 158.8 and a standard deviation of 12.7 (Figure C.1.2). Because of the relatively small sample size of subgroups within the college (Accounting, CIS, Finance, Management and Marketing), data for those subgroups were not separately analyzed but are available for review.

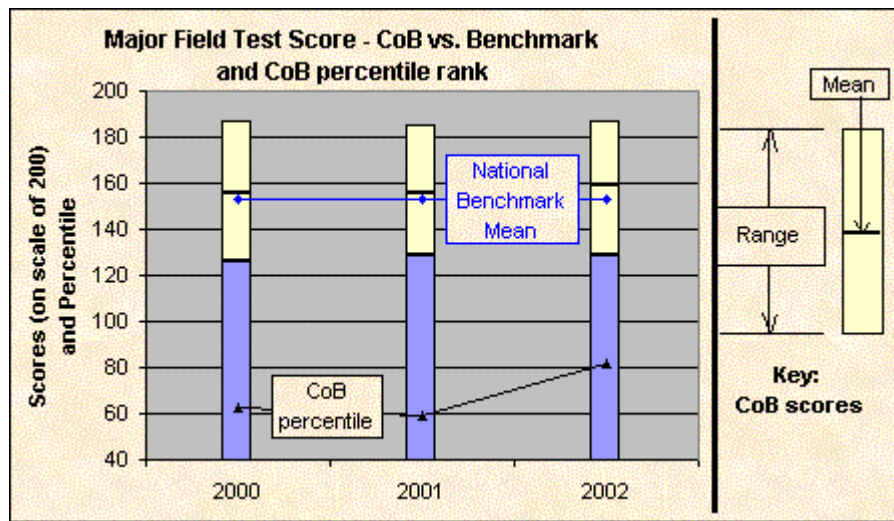
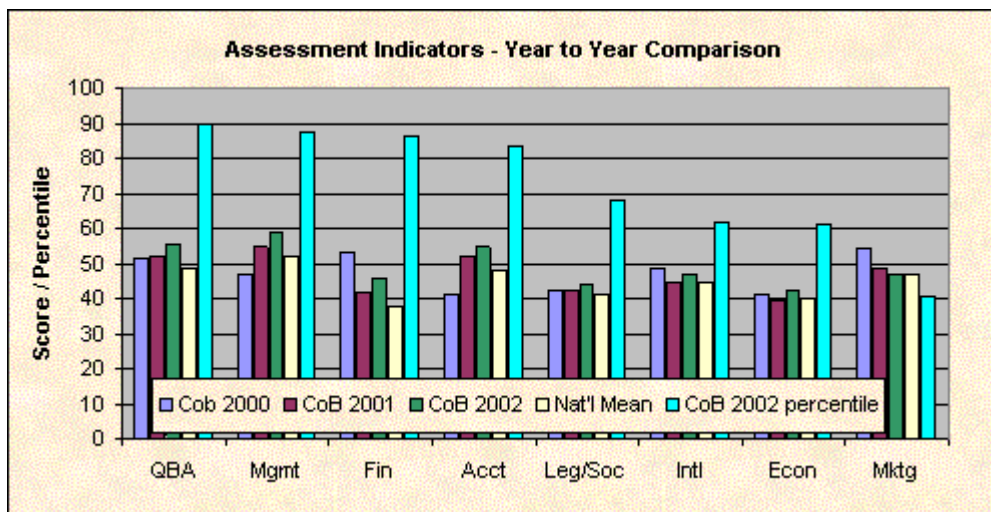


FIGURE C.1.2: ETS Major Field Test Scores – COB 2000 to 2002

## Assessment Indicator Scores

The Major Field Tests incorporate Assessment Indicators: scores that relate to sub-fields within a major field of study. Within Business, these include eight areas (Accounting, Economics, Management, Quantitative Business Analysis, Finance, Marketing, Legal and Social Environment, and International Issues) with an individual score for each. The scores are expressed as Mean Percent Correct. The other parameter of interest is the percentile ranking of the College relative to the national benchmark in each of the Assessment areas. This tool is useful to analyze strengths and weaknesses in various areas of the curriculum. The long-term College goal is to achieve and maintain the 67<sup>th</sup> percentile for the composite score with no score being less than the 50<sup>th</sup> percentile. The results from the 2002 ETS Major Field Test shows that the College achieved its goals on all but the marketing assessment indicator where the score was at the 40<sup>th</sup> percentile (Figure C.2.2). Two other indicators, International Business and Economics were below the 67<sup>th</sup> percentile but slightly above the 60<sup>th</sup> percentile. The College will continue to monitor and respond to these results especially in fields that are significantly below the 67<sup>th</sup> percentile.

The chart of Assessment Indicator scores show five parameters for each of the Assessment areas: Score (Mean Percent Correct) for the College in 2000, 2001 and 2002; the corresponding National Mean; and the percentile ranking of the College for the test administered in 2002. The scores are arranged in order of decreasing percentile rank. The results indicate that in 2001, and 2002, the College scored at or above the national mean on each of the eight assessment indicators. In 2000 the College means for Management and Accounting were lower than the national benchmark for those two indicators. The wealth of information presented in this chart makes it a very useful curriculum planning tool. The COB's scores from the ETS Major Field Test are available for review.



**FIGURE C.2.2:** Major Field Test Assessment Indicators – COB 2000 to 2002

**TABLE S.1.a.1: Student Qualification by College  
GPA and SAT Scores For University and Colleges - Fall 2000 to Fall 2002**

	<b>Fall 2000</b>	<b>Fall 2001</b>	<b>Fall 2002*</b>
<b>High School GPA (FTIC)</b> (University N =	1119	1548	2292
University	3.32	3.37	3.42
Arts & Science	3.35	3.40	3.42
<b>Business</b>	<b>3.34</b>	<b>3.39</b>	<b>3.39</b>
Education	3.23	3.33	3.36
Health Professions	3.45	3.52	3.53
Professional Studies	3.04	3.22	3.27
Undeclared	3.35	3.42	3.49
Non-Degree Seeking	2.92	3.20	3.32
<b>SAT Scores (Math)</b> (University N =	1389	1748	2479
University	507.24	510.85	507.74
Arts & Science	519.93	514.57	505.97
<b>Business</b>	<b>518.08</b>	<b>526.21</b>	<b>523.14</b>
Education	485.07	485.67	479.66
Health Professions	502.42	502.83	497.05
Professional Studies	468.92	475.74	477.18
Undeclared	511.43	513.18	519.90
Non-Degree Seeking	501.69	479.00	499.03
<b>SAT Scores (Verbal)</b> (University N =	1389	1748	2479
University	496.88	534.49	502.99
Arts & Science	522.04	526.65	524.01
<b>Business</b>	<b>489.46</b>	<b>498.28</b>	<b>498.60</b>
Education	474.78	484.41	481.30
Health Professions	487.95	494.22	486.00
Professional Studies	467.02	471.80	483.71
Undeclared	510.80	511.46	515.32
Non-Degree Seeking	496.58	503.00	485.48
<b>ACT Scores</b> (University N =	1083	1306	1722
University	20.96	21.06	21.12
Arts & Science	21.70	21.50	21.60
<b>Business</b>	<b>20.70</b>	<b>21.10</b>	<b>21.10</b>
Education	21.20	20.80	20.70
Health Professions	21.40	20.90	20.60
Professional Studies	19.40	20.40	20.10
Undeclared	21.30	21.00	20.90
Non-Degree Seeking	21.00	21.40	20.60

\* Preliminary data for Fall 2002 as of 9/16/2002

**TABLE S.1.a.1: Student Qualification by College  
GPA and SAT Scores For University and Colleges - Fall 2000 to Fall 2002**  
(continued)

	<b>Fall 2000</b>	<b>Fall 2001</b>	<b>Fall 2002*</b>
<b>Prior Institution GPA (Transfers) (University N =</b>	2122.00	2431.00	2750.00
University	3.00	2.99	2.99
Arts & Science	3.02	3.00	2.98
Business	2.95	2.94	2.94
Education	3.06	3.10	3.07
Health Professions	3.10	3.06	3.09
Professional Studies	2.91	2.90	2.92
Undeclared	2.90	2.93	3.13
Non-Degree Seeking	2.86	2.93	2.95

\*Preliminary data for Fall 2002 as of 9/16/2002

**Table S.1.a.2: Student Qualifications by College**  
**GPA and SAT Scores for University and Colleges with Numerical Count - Fall 2000 to Fall 2002**

	Fall 2000	00 Count	Fall 2001	01 Count	Fall 2002*	02 Count*
<b>High School GPA (FTIC)</b>						
University	3.32	1119	3.37	1548	3.42	2292
Arts & Science	3.35	258	3.40	390	3.42	540
Business	3.34	305	3.39	472	3.39	688
Education	3.23	126	3.33	139	3.36	193
Health Professions	3.45	99	3.52	128	3.53	249
Professional Studies	3.04	65	3.22	92	3.27	158
Undeclared	3.35	248	3.42	310	3.49	450
Non-Degree Seeking	2.92	18	3.20	17	3.32	14
<b>SAT Scores (Math)</b>						
University	507.24	1389	510.85	1748	507.74	2479
Arts & Science	519.93	314	514.57	425	505.97	586
Business	518.08	376	526.21	522	523.14	748
Education	485.07	218	485.67	203	479.66	249
Health Professions	502.42	132	502.83	166	497.05	283
Professional Studies	468.92	88	475.74	122	477.18	170
Undeclared	511.43	235	513.18	280	519.90	412
Non-Degree Seeking	501.69	26	479.00	30	499.03	31
<b>SAT Scores (Verbal)</b>						
University	496.88	1389	534.49	1748	502.99	2479
Arts & Science	522.04	314	526.65	425	524.01	586
Business	489.46	376	498.28	522	498.60	748
Education	474.78	218	484.41	203	481.30	249
Health Professions	487.95	132	494.22	166	486.00	283
Professional Studies	467.02	88	471.80	122	483.71	170
Undeclared	510.80	235	511.46	280	515.32	412
Non-Degree Seeking	496.58	26	503.00	30	485.48	31

\* Preliminary data for Fall 2002 as of 9/16/2002

**Table S.1.a.2: Student Qualifications by College (Continued)**  
**GPA and SAT Scores for University and Colleges with Numerical Count - Fall 2000 to Fall 2002**

	Fall 2000	00 Count	Fall 2001	01 Count	Fall 2002*	02 Count *
<b>ACT Scores</b>						
University	20.96	1083	21.06	1306	21.12	1722
Arts & Science	21.70	223	21.50	302	21.60	404
Business	20.70	241	21.10	332	21.10	445
Education	21.20	272	20.80	238	20.70	232
Health Professions	21.40	107	20.90	126	20.60	210
Professional Studies	19.40	64	20.40	98	20.10	147
Undeclared	21.30	153	21.00	188	20.90	263
Non-Degree Seeking	21.00	23	21.40	22	20.60	21
<b>Prior Institution GPA (Transfers)</b>						
University	3.00	2122	2.99	2431	2.99	2750
Arts & Science	3.02	448	3.00	566	2.98	706
Business	2.95	601	2.94	676	2.94	792
Education	3.06	368	3.10	352	3.07	338
Health Professions	3.10	277	3.06	322	3.09	398
Professional Studies	2.91	206	2.90	249	2.92	269
Undeclared	2.90	125	2.93	95	3.13	110
Non-Degree Seeking	2.86	97	2.93	171	2.95	137

\*Preliminary data for Fall 2002 as of 9/16/2002

## (2.5) STUDENTS

*S.1.c: The team would be interested in any data comparing CoB and FGCU retention rates.*

### College of Business Response

#### Retention Rates

Within the state of Florida, an annual cohort consists of all students matriculating during an academic year (AY). For example, students enrolling for the first time in the summer of 1999, fall of 1999, or spring of 2000 are considered to be in the AY1999 cohort. Similarly the term cohort consists of all students matriculating in a given term.

Typically, the retention and graduation rates for students matriculating as freshmen, transfers, and graduate students will differ. However, in all cases, non-degree seeking students are excluded from these three cohorts. Therefore, within the College of Business (COB), these three groups are monitored separately as follows:

- The FTIC Cohort consists of all students matriculating with 12 or fewer hours of academic credit earned at the university level. The FTIC Cohort may also include students admitted early and completing their senior year of high school at the university or high school juniors and seniors dual-enrolled in high school classes and university classes.
- The Transfer Cohort consists of undergraduate students matriculating with more than 12 hours of academic credit earned at the university level.
- The Graduate Cohort consists of all students matriculating in a graduate program.

The University and the College restrict retention studies to annual cohorts (summer, fall and spring) as this coincides with the period during which students must continue matriculation or be required to seek re-admission before they are deemed to have attrited or withdrawn from the University. In addition, the University's relatively short history and small enrollment can exaggerate small features of student enrollment patterns as we study retention and completion rates for term cohorts.

While the information is available, the College excludes 1997-1998, the opening year of the University, from its retention studies. Apart from not having offered a summer of 1997 session, the "entering" 1997-1998 transfer and graduate classes contained a significant number of students who were attending FGCU, but officially enrolled in and completing the University of South Florida (USF) degree programs of study. This was in accordance with the then State University System's Board of Regents approved transition arrangement. Because these students

were recorded in the FGCU system, the retention and completion rates for the 1997-1998 cohort can be misleading because of incomplete information. Since these students were actually USF students, FGCU appropriately kept records of their enrollment and grade performance in FGCU classes but did not certify or keep track of their graduation. Further, because of the institution's short history, some typical measures of retention and completion, such as five and six-year rates, are not yet available.

### **Student Retention and the COB**

Discussions among the College leadership and with the University yielded two possible definitions of retention for business students. The first definition, identified as COB Method I, includes any student who ever declared or officially expressed the intention to complete a program of study offered by the College. In addition to including students admitted directly into the College, this approach accounts for students moving into the College from other non-Business programs in the University. With this approach, a business student who later selects a non-Business major is considered to be part of the College's attrition rate even if the student remains at FGCU. The second means of defining retention for the College, COB Method II, includes only students who were intending to complete a program offered by the College at last enrollment. This approach looks at the student's declared major as of the last enrollment to determine the college from which the student intended to graduate. Accordingly, students who changed from Business to another major, but who remain at the University, are not considered part of the COB attrition rate.

The analysis indicates that in most cases, Method I yielded slightly higher retention rates than Method II (see Table S.1.c.1 through Table S.1.c.6). As more data is gathered, the College will be able to analyze the information and determine how best to measure its retention rate. However, for completeness, both rates, along with the starting number of students in the various cohorts, are provided in this report since the College has not yet adopted a single method of calculating retention.

#### First Time In College (FTIC) Students

Table S.1.c.1 shows the one-year FTIC retention rates for each of three academic years (AY), 1998 through 2000 across the University and the College, using two approaches: COB Method I and COB Method II. The analysis indicates that from AY 1998 through 2000, the College had one-year retention rates for FTIC students that were equal to or higher than the University's rate regardless of the method used to calculate COB retention rate. For example, in AY 2000, the College had a FTIC retention rate of 76.6 percent (Method I) or 75.7 percent (Method II) compared to the University's retention rate of 67.6 percent. Similarly, results for AY 1998 and AY 1999 show that the College had a higher one-year retention rate for FTIC students than the University at large.

Table S.1.c.1 also shows the two-year FTIC retention rates for students who were admitted to the University in academic years 1998 and 1999. The analysis indicates that the College's two-year retention rates tended to be generally higher than the University's rate regardless of the method used to calculate COB retention rate. However, the greater than 40

percent attrition rate for two-year FTIC students is of concern to the COB, since most FTIC students do not take any Business courses and do not receive academic advising from the College until their second or third year. To address this concern, the College, in the fall of 2001, instituted an elective course (GEB 1011 Introduction to Business) at the freshman level. This was an attempt to increase the level of contact between FTIC students and the College, create a sense of belonging, and provide an opportunity for informal advising.

<b>One-Year FTIC Cohort Retention Rate</b>			
Cohort	University	COB Method I	COB Method II
AY 98	65.2% (N= 313)	68.9% (N = 103)	65.2% (N = 89)
AY 99	69.0% (N= 345)	75.0% (N = 124)	70.7% (N = 99)
AY 00	67.6% (N= 559)	76.6% (N= 201)	75.7% (N = 185)
<b>Two-Year FTIC Cohort Retention Rate</b>			
Cohort	University	COB Method I	COB Method II
AY 98	47.3%	53.4%	47.2%
AY 99	51.0%	57.3%	53.5%

**Table S.1.c.1:** One and Two-Year FTIC Cohort Retention Rates

In addition to retention rates, the College also tracks graduation or completion rates for FTIC students. Table S.1.c.2 shows that the College’s three-year completion rate was 8.7 percent (Method I) or 6.7 percent (Method II) compared to 7.7 percent for the University. This is further indication that the College is doing a good job of retaining FTIC Business students and moving them to degree completion.

<b>Three-Year FTIC Completion Rate</b>			
Cohort	University	COB Method I	COB Method II
AY 98	7.7%	8.7%	6.7%

**Table S.1.c.2:** Three-year FTIC Cohort Completion Rates

As shown in Table S.1.c.3, the retention rates for students who transferred to FGCU from other institutions shows that the College had a higher one-year retention rate than the University at large for AY 1998 (82.1 percent – Method I, and 82.9 percent-Method II, for the COB versus 77.3 percent for the University), and AY 1999 (76.7 percent and 75.9 percent for the COB versus 73.5 percent for the University). However,

<b>One-year transfer cohort retention rates</b>			
Cohort	University	COB Method I	COB Method II
AY 98	77.3% (N = 860)	82.1% (N = 274)	82.9% (N = 252)
AY 99	73.5% (N = 789)	76.7% (N = 232)	75.9% (N = 216)
AY 00	74.9% (N = 805)	73.8% (N = 263)	72.7% (N = 242)
<b>Two-year transfer cohort retention rates</b>			
Cohort	University	COB Method I	COB Method II
AY 98	55.2%	57.7%	57.9%
AY 99	51.6%	55.6%	54.2%

**Table S.1.c.3:** One and Two-Year Transfer Cohort Completion Rates

in AY 2000 the University had a higher retention rate for transfer students (74.9 percent) than the COB (73.8 percent and 72.7 percent). For both AY 1998 and AY 1999, the College had higher two-year retention rates than the University regardless of the method used to calculate the College's rate (Table S.1.c.3). The retention rate among transfer students is of particular importance to the College, since many of these students come directly into the College when they transfer from a community college system or from other four-year institutions of higher education.

Table S.1.c.4 shows the two and three-year completion rates for students who transferred into the University. The results indicate that the College completion rate for transfer students is lower than the University's completion rate. For example, the two-year completion rate for students entering in AY 1998 shows that the University had a completion rate of 39.8 percent versus 34.3 percent or 35.7 percent for the College. The three-year completion rate for students transferring in AY 1998 indicates that the University also had a higher completion rate (50.9 percent) than the College (44.2 percent or 45.6 percent respectively). In part, this difference could be a function of our part-time and non-traditional student population. Two and three-year completion rates do not fully capture the time needed for this population to graduate. The College plans to continue monitoring its students to determine the four and five-year completion rates for part-time students.

<b>Two-year transfer cohort completion rates</b>			
Cohort	University	COB Method I	COB Method II
AY 98	39.8%	34.3%	35.7%
AY 99	32.8%	32.8%	29.2%
<b>Three-year transfer cohort completion rates</b>			
Cohort	University	COB Method 1	COB Method 2
AY 98	50.9%	44.2%	45.6%

**Table S.1.c.4:** Two and Three-Year Transfer Cohort Completion Rate

The one-year retention rates for graduate students generally indicate that the College retains a higher percentage of graduate students than does the University (Table S.1.c.5). The one-year retention rates for graduate students indicate that, except for AY 1999, the College had a higher one-year retention rate than the University for two out of the three academic years. In AY 2000, the College's one-year retention rate among graduate students was 84.9 percent compared to 83.5 percent for the University. However, the two-year retention rates for AY 98 and AY 99 indicate that the University had a higher retention rate among graduate students (57.1 percent for AY 1998 and 45.1 percent for AY 1999) than the College (52.2 percent or 50.6 percent for AY 1998, and 43.6 percent for both AY 1998 and AY 1999).

<b>One-year graduate cohort retention rates</b>			
Cohort	University	COB Method I	COB Method II
AY 98	84.0% (N = 238)	84.8% (N = 92)	84.3% (N = 89)
AY 99	85.1% (N = 235)	76.9% (N = 78)	76.9% (N = 78)
AY 00	83.5% (N = 237)	84.9% (N = 73)	84.9% (N = 73)
<b>Two-year graduate cohort retention rates</b>			
Cohort	University	COB Method I	COB Method II
AY 98	57.1%	52.2%	50.6%
AY 99	45.1%	43.6%	43.6%

**Table S.1.c.5:** One and Two-Year Graduate Cohort Retention Rates

An analysis of the completion rates among graduate students indicates that the College had a higher two-year completion rate than the University in AY 1998 and a lower rate in AY 1999 (Table S.1.c.6). However, the College's three-year completion rate (67.4 percent or 68.5 percent) was higher than the University's rate (65.5 percent) for graduate students entering in AY 1998. These retention and completion patterns among graduate students appear consistent with the part-time and often transient nature of many of our graduate students.

<b>Two-year graduate cohort completion rates</b>			
Cohort	University	COB Method 1	COB Method 2
AY 98	50.0%	56.5%	57.3%
AY 99	60.9%	56.4%	59.0%
<b>Three-year graduate cohort completion rates</b>			
Cohort	University	COB Method 1	COB Method 2
AY 98	65.5%	67.4%	68.5%

**Table S.1.c.6:** Two and Three-Year Graduate Cohort Completion Rates