

Accreditation Council for Business Schools and Programs (ACBSP)
Quality Assurance (QA) Report
for
Baccalaureate/Graduate Degree Programs
Current as of February 2011

Overview (O)1. Complete **all information requested.**

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

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

O2. Institution Name: **Oakwood University** Date: _____
Address: **7000 Adventist Blvd. Huntsville, AL 35896**

O3. Year Accredited/Reaffirmed: 2008 / **This Report Covers Years: 2011-2013**

O4. List All Accredited Programs (as they appear in your catalog):

B.S. Accounting
B.B.A. Business Administration with emphasis in:
 Healthcare Administration
 Management
 Marketing
B.S. Finance
B.S. Organizational Management

O5. List all programs that are in your business unit that are **not** accredited by ACBSP and how you distinguish accurately to the public between programs that have achieved accredited status and those that have not.

Management Information Systems (B.S.) This program came about as the result of merging IT and CIS programs.

The curriculum was revised very recently and this is the first time we have listed the program in our bulletin. the ACBSP accreditation for this program.

Nevertheless, we intend to get

O6. List all campuses that a student can earn a business degree from your institution:

Oakwood University Campus, Huntsville, AL

O7. Person completing report Name: Habtalem Kenea

Phone: 256 726 7439

E-mail address: fbrathwaite@oakwood.edu

ACBSP Champion name: Faye Brathwaite

ACBSP Co-Champion name: Habtalem Kenea

Standard #1 Leadership

Organization

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

The Business and Information Systems Department has a new chair, beginning the fall semester 2011-12. In 2012, the University restructured academic programs into schools. Hence, a new position, Dean of School of Business and Adult and Continuing Education has been created.

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

None

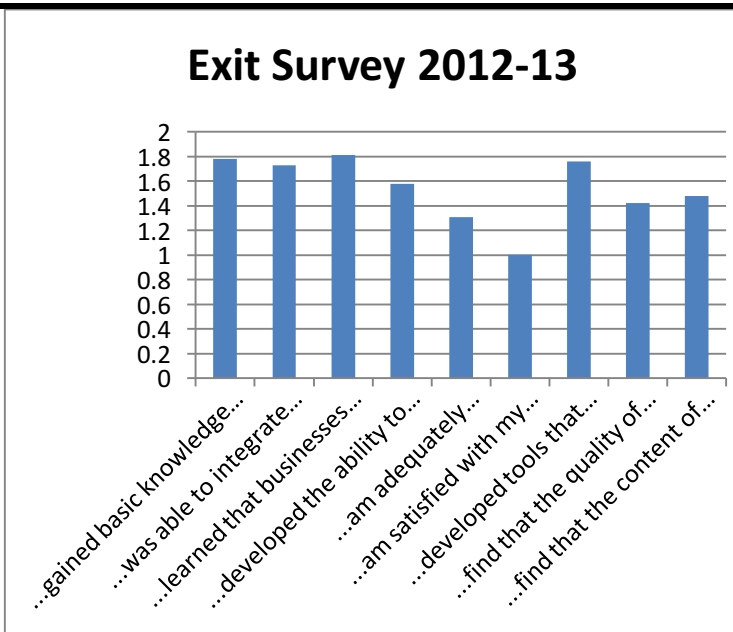
Standard #2 Strategic Planning (this standard not typically addressed in the QA report) This is used as a place holder to allow all the other standards to be addressed in the QA report and keep the numbering system consistent with self-studies and QA reports.

Not reporting on this.

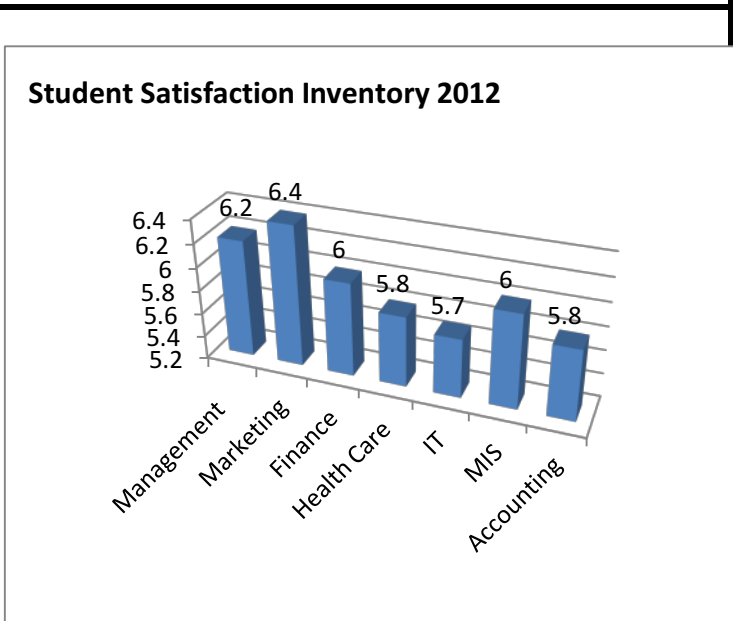
Standard #3 Student and Stakeholder Focus

		Analysis of Results																											
Performance Measure Measurable goal What is your goal?	What is your measurement instrument or process? (Indicate length of cycle)	Current Results What are your current results?	Analysis of Results What did you learn from the results?	Action Taken or Improvement made What did you improve or what is your next step?	Graphs or Tables of Resulting Trends																								
Seniors in all programs will show an average of less than 2.5 satisfaction level on selected indicators (1 is highest; 5 is worst). *Critical Indicators are shown in Appendix A	Seniors exit survey <u>Length of cycle</u> End of academic year	Seniors indicated strong satisfaction level on all indicators	Continue to strengthen our programs	Emphasize strengths and focus on some areas rated slightly weak.	<p style="text-align: center;">■ Seniors Exit Survey for 2011-12</p> <table border="1"> <caption>Seniors Exit Survey for 2011-12 Data</caption> <thead> <tr> <th>Indicator</th> <th>Satisfaction Level</th> </tr> </thead> <tbody> <tr><td>1</td><td>1.75</td></tr> <tr><td>2</td><td>1.65</td></tr> <tr><td>3</td><td>1.78</td></tr> <tr><td>4</td><td>1.72</td></tr> <tr><td>5</td><td>1.38</td></tr> <tr><td>6</td><td>1.22</td></tr> <tr><td>7</td><td>1.32</td></tr> <tr><td>8</td><td>1.45</td></tr> <tr><td>9</td><td>1.45</td></tr> <tr><td>10</td><td>1.45</td></tr> <tr><td>11</td><td>1.45</td></tr> </tbody> </table>	Indicator	Satisfaction Level	1	1.75	2	1.65	3	1.78	4	1.72	5	1.38	6	1.22	7	1.32	8	1.45	9	1.45	10	1.45	11	1.45
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6	1.22																												
7	1.32																												
8	1.45																												
9	1.45																												
10	1.45																												
11	1.45																												

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<p>At least 80% satisfied with instruction</p>	<p>Year-end course evaluation and Noel Levitt survey</p>	<p>On scale of 1-7 (1 lowest, 7 highest), Average score for all programs was 6.12</p> <table border="1" style="margin-left: 20px;"> <thead> <tr> <th>Major</th> <th>Mean</th> </tr> </thead> <tbody> <tr> <td>Mgmt'n't</td> <td>6.2</td> </tr> <tr> <td>Marketing</td> <td>6.4</td> </tr> <tr> <td>Finance</td> <td>6</td> </tr> <tr> <td>Health Care</td> <td>5.8</td> </tr> <tr> <td>IT</td> <td>5.7</td> </tr> <tr> <td>MIS</td> <td>6</td> </tr> <tr> <td>Accounting</td> <td>5.8</td> </tr> </tbody> </table>	Major	Mean	Mgmt'n't	6.2	Marketing	6.4	Finance	6	Health Care	5.8	IT	5.7	MIS	6	Accounting	5.8	<p>Quality of instruction was well perceived</p>	<p>Examine area of discrepancies to compare HC, IT, ACC</p>
Major	Mean																			
Mgmt'n't	6.2																			
Marketing	6.4																			
Finance	6																			
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Accounting	5.8																			



Standard #4 Measurement and Analysis of Student Learning and Performance

a. Program Outcomes

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

Standard #4 Measurement and Analysis of Student Learning and Performance

b. Program Outcomes

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

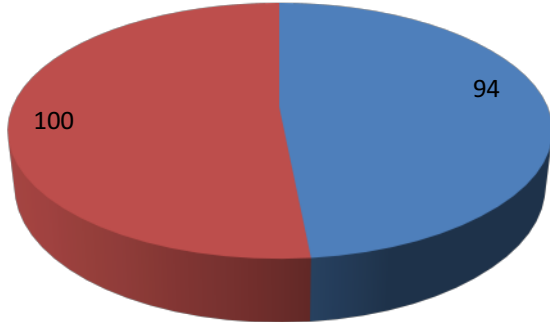
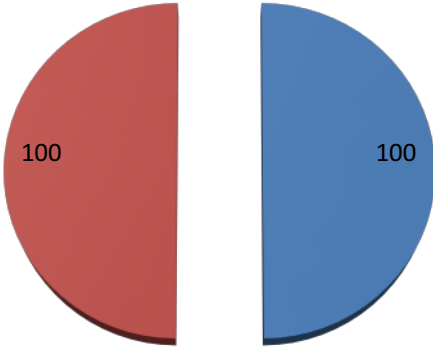
B.S. Accounting; Finance; Management Information Systems; Organizational Management

B.B.A. Business Administration with Emphasis in: Health Care Administration, Management, Marketing

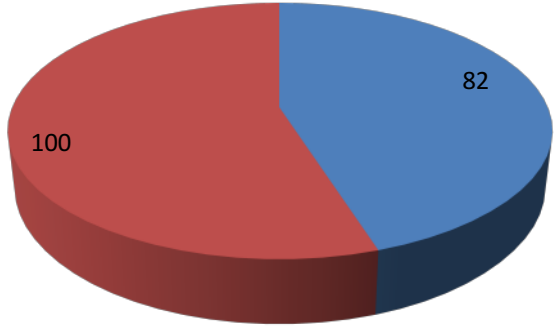
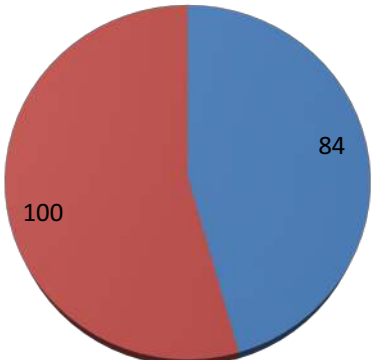
Graduates of the Department of Business and Information Systems will satisfy the following learning outcomes:

1. Demonstrate effective technological and communication skills
2. Gain proficiency in written and oral presentations
3. Develop knowledge and skills for business decisions
4. Apply the principles of financial analysis for business
5. Practice and apply interpersonal skills in group settings
6. Be aware of the social and ethical responsibilities of business

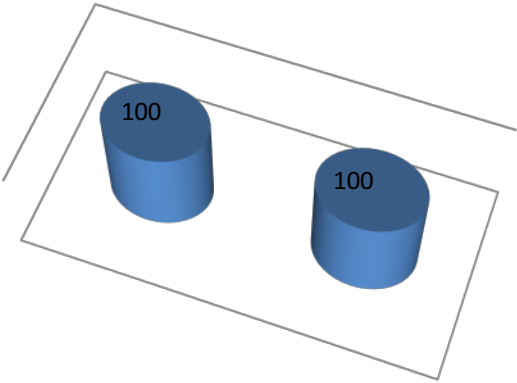
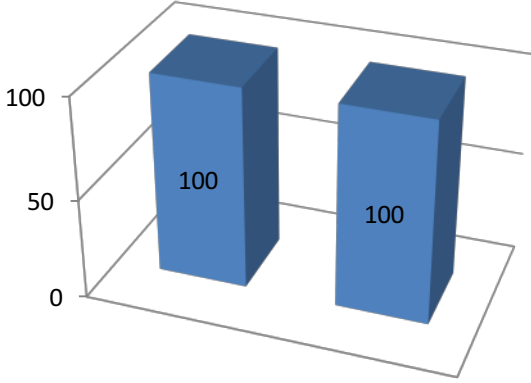
Standard #4 Measurement and Analysis of Student Learning and Performance - 4 b. Performance Results

ANALYSIS OF RESULTS					
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success (Results)	Analysis and Action Taken (Improvement)	Results of Action Taken (occurs in the following year)	Graphs or Tables of Resulting Trends for 3-5 Years
80% Target pass rate	<p>Accounting</p> <p>AC 431 Auditing I Project</p> <p><u>Type of Assessment</u> Internal; Summative</p>	<p>2011-12 94%</p> <p>2012-13 100%</p>	Improved passing rate	No new action seemed necessary	 <p>A 3D pie chart with two segments. The larger segment on the left is red and labeled '100'. The smaller segment on the right is blue and labeled '94'.</p>
80% Target pass rate	<p>AC 350 Turbo Tax and Comprehensive Problem</p> <p><u>Type of Assessment</u> Internal; Summative</p>	<p>2011-12 100%</p> <p>2012-13 100%</p>	Great results	No new actions	 <p>Two 2D pie charts side-by-side. The left chart is red and labeled '100'. The right chart is blue and labeled '100'.</p>

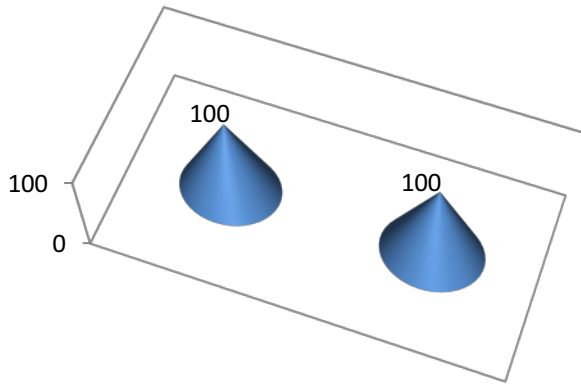
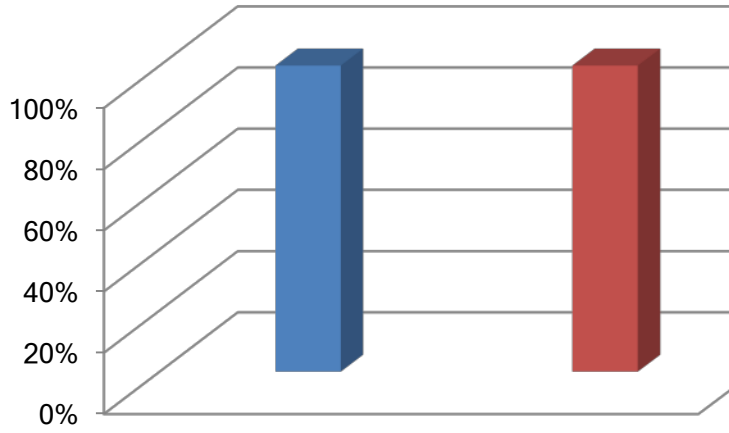
ANALYSIS OF RESULTS

Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success (Results)	Analysis and Action Taken (Improvement)	Results of Action Taken (occurs in the following year)	Graphs or Tables of Resulting Trends for 3-5 Years						
80% Target pass rate	AC 432 Auditing II Project <u>Type of Assessment</u> Internal; Summative	2011-12 82% 2012-13 100%	Pass rate was achieved albeit slightly higher than planned	Additional help was provided and pass rate significantly improved	 <table border="1"> <caption>Pass Rates for AC 432 Auditing II Project</caption> <thead> <tr> <th>Year</th> <th>Pass Rate</th> </tr> </thead> <tbody> <tr> <td>2011-12</td> <td>82%</td> </tr> <tr> <td>2012-13</td> <td>100%</td> </tr> </tbody> </table>	Year	Pass Rate	2011-12	82%	2012-13	100%
Year	Pass Rate										
2011-12	82%										
2012-13	100%										
80%	AC492 Internship	2011-12 84% 2012-13 100%	One student failed to submit report	Good results	 <p align="right">■ 2011-12 ■ 2012-13</p> <table border="1"> <caption>Pass Rates for AC492 Internship</caption> <thead> <tr> <th>Year</th> <th>Pass Rate</th> </tr> </thead> <tbody> <tr> <td>2011-12</td> <td>84%</td> </tr> <tr> <td>2012-13</td> <td>100%</td> </tr> </tbody> </table>	Year	Pass Rate	2011-12	84%	2012-13	100%
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2012-13	100%										

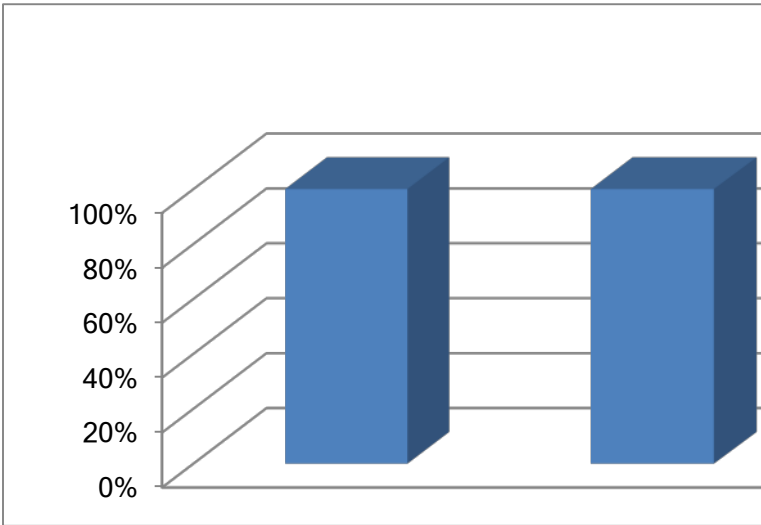
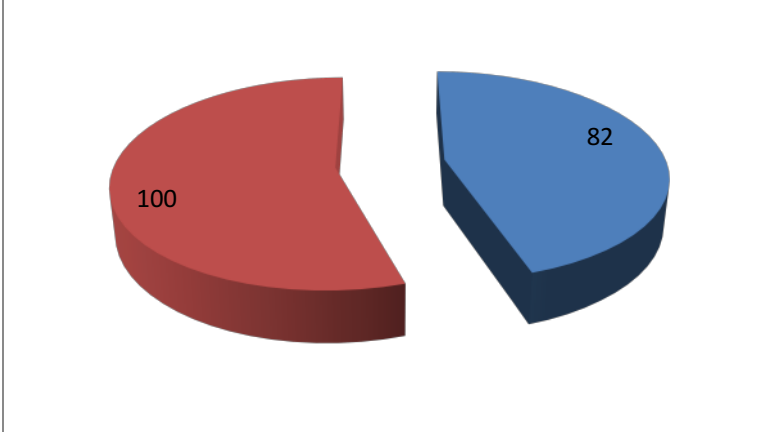
ANALYSIS OF RESULTS

Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success (Results)	Analysis and Action Taken (Improvement)	Results of Action Taken (occurs in the following year)	Graphs or Tables of Resulting Trends for 3-5 Years
80% Target pass rate	<p><u>Health Care Admin</u></p> <p>HC Senior Capstone Project</p> <p><u>Type of Assessment</u> Internal; summative</p>	<p>2011-12 Pass rare: 100%</p> <p>2012-13 Pass rare: 100%</p>	Great results	No new action was felt necessary	 <p>A 3D bar chart with two blue cylindrical bars. The first bar is on the left and is labeled '100'. The second bar is on the right and is also labeled '100'. The chart is viewed from an isometric perspective.</p>
80% Target pass rate	<p><u>Practicum Portfolio</u></p> <p><u>Type of Assessment</u> Internal, summative</p>	<p>2011-12 Pass rate: 100%</p> <p>2012-13 Passing rate: 100%</p>	Good results	No new action was necessary	 <p>A 3D bar chart with two blue rectangular bars. The vertical axis is labeled with 0, 50, and 100. Both bars reach the 100 mark. The first bar is on the left and is labeled '100'. The second bar is on the right and is also labeled '100'. The chart is viewed from an isometric perspective.</p>

ANALYSIS OF RESULTS

Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success (Results)	Analysis and Action Taken (Improvement)	Results of Action Taken (occurs in the following year)	Graphs or Tables of Resulting Trends for 3-5 Years
80% Target pass rate	<p>Long-Term Care Project</p> <p><u>Type of Assessment</u> Internal, summative</p>	<p>2011-12 Pass rate: 100%</p> <p>2012-13 Pass rate: 100%</p>	Same results for both academic years	No new action was necessary	
80% Target pass rate	<p>Finance</p> <p>Exit exam</p> <p><u>Type of Assessment</u> External, Summative</p>	<p>2011-12 Pass rate: 100%</p> <p>2012-13 Pass rate: 100%</p>	Target achieved	No new action was necessary	
80% Target pass rate	<p>Credit and loan analysis project</p> <p><u>Type of Assessment</u> Internal, Summative</p>	<p>2011-12 Pass rate: 100%</p> <p>2012-13 Pass rate: 100%</p>	Average grades for both academic years were 80% and 85% respectively	No additional measures were necessary. However, we strive for better performance more than the average grades indicated	

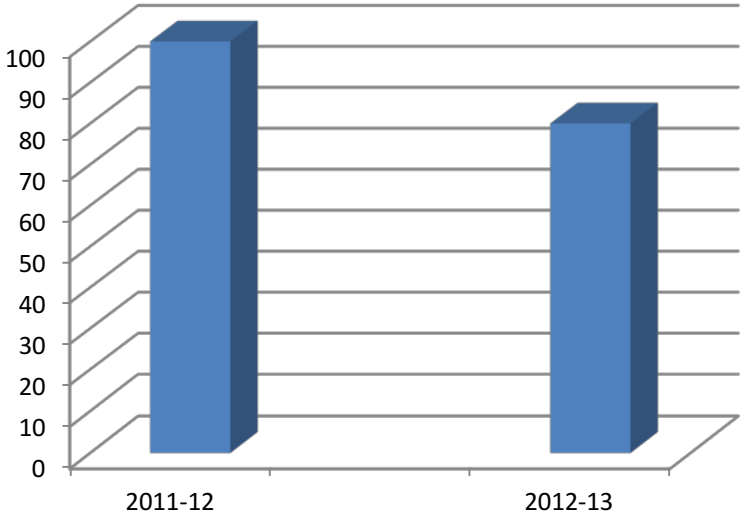
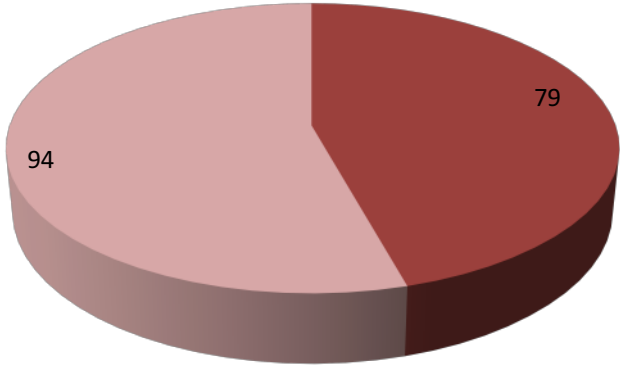
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Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success (Results)	Analysis and Action Taken (Improvement)	Results of Action Taken (occurs in the following year)	Graphs or Tables of Resulting Trends for 3-5 Years
80% Target pass rate	Investment portfolio project <u>Type of Assessment</u> Internal, Summative	2011-12 Pass rate: 100% 2012-13 Pass rate: 100%	Good results	None	
80%	FN492 Internship	2011-12 Pass rate: 100% 2012-13 Pass rate: 100%	Good results	None	

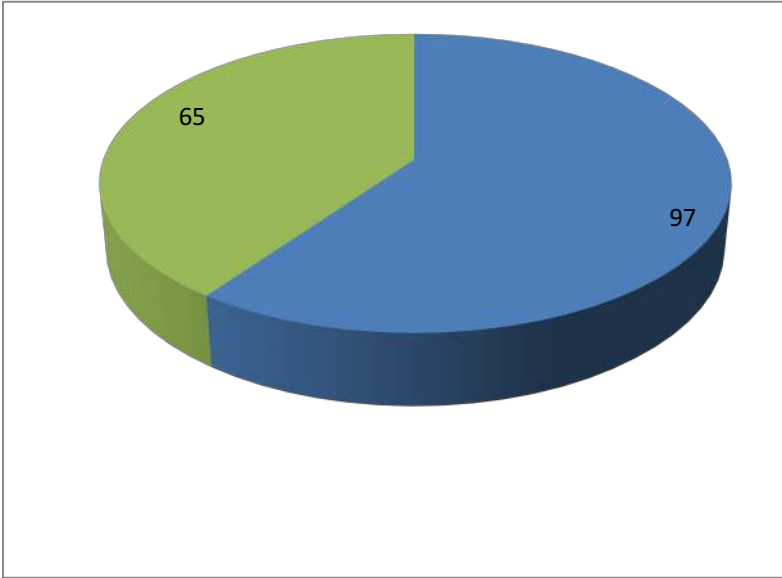
ANALYSIS OF RESULTS

Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success (Results)	Analysis and Action Taken (Improvement)	Results of Action Taken (occurs in the following year)	Graphs or Tables of Resulting Trends for 3-5 Years						
80% Target pass rate	<p>Management</p> <p>Human Resource Management:</p> <p><u>Type of Assessment</u> Internal, Summative</p>	<p>2011-12 Pass rate: 83%</p> <p>2012-13 Pass rate: 85%</p>	<p>Students who did not pass in this class came from non-business majors.</p>	<p>Tutorial programs will be offered to assist these students</p>	<table border="1"> <caption>Pass Rate Data for Management</caption> <thead> <tr> <th>Year</th> <th>Pass Rate (%)</th> </tr> </thead> <tbody> <tr> <td>2011-12</td> <td>83</td> </tr> <tr> <td>2012-13</td> <td>85</td> </tr> </tbody> </table>	Year	Pass Rate (%)	2011-12	83	2012-13	85
Year	Pass Rate (%)										
2011-12	83										
2012-13	85										
80% Target pass rate	<p>Organizational Behavior</p> <p><u>Type of Assessment</u> Internal, Summative</p>	<p>2011-12 Pass rate: 100%</p> <p>2012-13 Pass rate: 100%</p>	<p>Results were more than target rate</p>	<p>No action was necessary to change the results</p>	<table border="1"> <caption>Pass Rate Data for Organizational Behavior</caption> <thead> <tr> <th>Year</th> <th>Pass Rate (%)</th> </tr> </thead> <tbody> <tr> <td>2011-12</td> <td>100</td> </tr> <tr> <td>2012-13</td> <td>100</td> </tr> </tbody> </table>	Year	Pass Rate (%)	2011-12	100	2012-13	100
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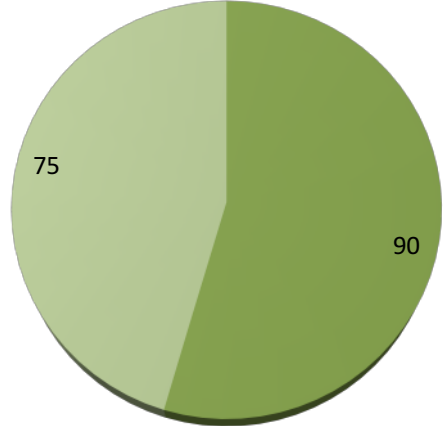
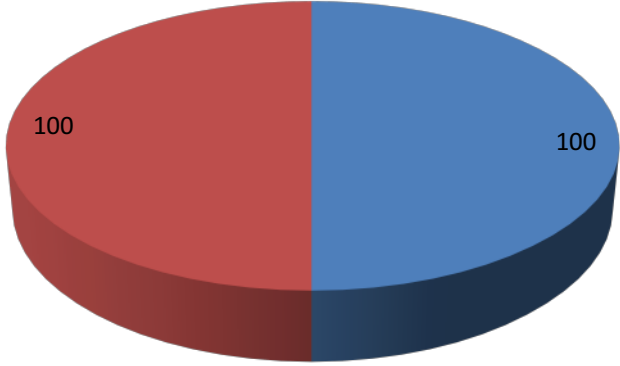
ANALYSIS OF RESULTS

Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success (Results)	Analysis and Action Taken (Improvement)	Results of Action Taken (occurs in the following year)	Graphs or Tables of Resulting Trends for 3-5 Years						
80% Target pass rate	<p>Organizational Management</p> <p>OM304 Prepare written reports and business correspondence</p> <p><u>Type of Assessment</u> Internal, Summative</p>	<p>2011-12 Pass rate: 100%</p> <p>2012-13 Pass rate: 80%</p>	<p>Although during the fall 2011-12 target passing rate was exceeded, performance of students during the Fall 2012 did not meet the passing rate target.</p>	<p>The department is still investigating why there was such disparity. It is hoped that this was only a one time situation and no such low pass rate will repeat.</p>	 <table border="1"> <caption>Pass Rate Data for OM304</caption> <thead> <tr> <th>Year</th> <th>Pass Rate (%)</th> </tr> </thead> <tbody> <tr> <td>2011-12</td> <td>100</td> </tr> <tr> <td>2012-13</td> <td>80</td> </tr> </tbody> </table>	Year	Pass Rate (%)	2011-12	100	2012-13	80
Year	Pass Rate (%)										
2011-12	100										
2012-13	80										
80% Target pass rate	<p>OM 308 Marketing for Managers</p> <p>Conduct basic research.</p> <p><u>Type of Assessment</u> Internal, Summative</p>	<p>2011-12 Pass rate: 79%</p> <p>2012-13 Pass rate: 94%</p>	<p>For OM308, Target was not met during the 2011-12 but exceeded the following academic year.</p>	<p>These students are adult learners and appear to have significant interference from their full time jobs with their academic commitments. We are observing their progress in this course with the newly assigned faculty to teach.</p> <p>No additional action was necessary</p>	 <table border="1"> <caption>Pass Rate Data for OM 308</caption> <thead> <tr> <th>Year</th> <th>Pass Rate (%)</th> </tr> </thead> <tbody> <tr> <td>2011-12</td> <td>79</td> </tr> <tr> <td>2012-13</td> <td>94</td> </tr> </tbody> </table>	Year	Pass Rate (%)	2011-12	79	2012-13	94
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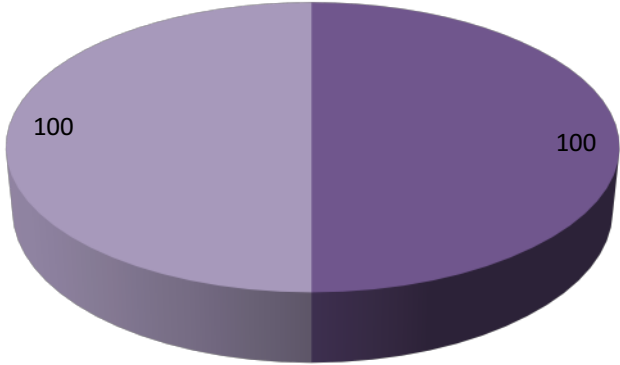
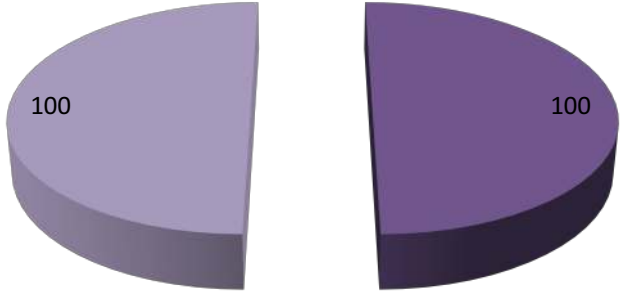
ANALYSIS OF RESULTS

Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success (Results)	Analysis and Action Taken (Improvement)	Results of Action Taken (occurs in the following year)	Graphs or Tables of Resulting Trends for 3-5 Years
80% Target pass rate	OM430Research Design & Analysis <u>Type of Assessment</u> Internal, Summative	2011-12 Pass rate: 97% 2012-13 Pass rate: 65%	Target exceeded Target was lower	A different faculty has been assigned to teach this course	 <p>A 3D pie chart with two segments. The larger segment is blue and labeled '97'. The smaller segment is green and labeled '65'. The chart is viewed from an angle, giving it a three-dimensional appearance.</p>

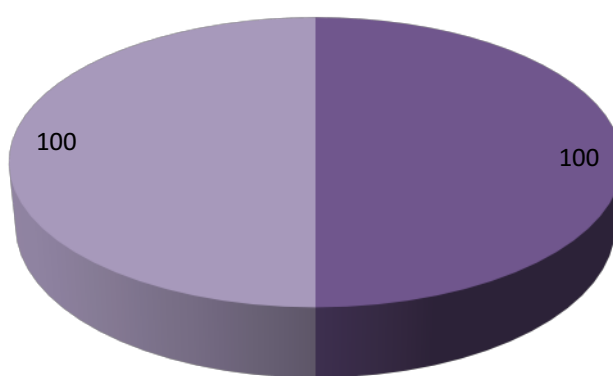
ANALYSIS OF RESULTS

Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success (Results)	Analysis and Action Taken (Improvement)	Results of Action Taken (occurs in the following year)	Graphs or Tables of Resulting Trends for 3-5 Years
80% Target pass rate	OM305 Formulate and make responsible decisions in a team environment <u>Type of Assessment</u> Internal, Summative	2011-12 90% 2012-13 75%	Result of 2012-13 was below target.	Different faculty has been assigned this year	 <p>A pie chart with two segments. The larger segment on the right is dark green and labeled '90'. The smaller segment on the left is light green and labeled '75'.</p>
75% Target Pass rate	<u>Marketing</u> Demonstrate the ability to create and effectively execute written and oral reports <u>Type of Assessment</u> Internal, Summative	2011-12 100% 2012-13 100%	80% of class performed better than target pass rate	No new action was necessary but same strategy will continue	 <p>A 3D pie chart with two segments. The left segment is red and labeled '100'. The right segment is blue and labeled '100'.</p>

ANALYSIS OF RESULTS

Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success (Results)	Analysis and Action Taken (Improvement)	Results of Action Taken (occurs in the following year)	Graphs or Tables of Resulting Trends for 3-5 Years
Target Pass rate 75%	Demonstrate the ability to apply business knowledge and skill through the internship program. <u>Type of Assessment</u> External	2011-12 100% 2012-13 100%	All students who participated in internship had positive rating from supervisors	Present internship strategies will continue	
Target Pass rate 75%	Demonstrate the ability to apply decision-making processes to collect and analyze pertinent data to arrive at correct solutions. <u>Type of Assessment</u> Internal, Summative	2011-12 100% 2012-13 100%	80% of students performed better than target pass rate	No new action or strategy was necessary	

ANALYSIS OF RESULTS

Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success (Results)	Analysis and Action Taken (Improvement)	Results of Action Taken (occurs in the following year)	Graphs or Tables of Resulting Trends for 3-5 Years
Target Pass rate 75%	Written report on marketing practice and development <u>Type of Assessment</u> Internal, Summative	2011-12 100% 2012-13 100%	It was discovered that students needed to know the rubrics for grading	Rubric has been developed and being used beginning 2012-13	
	<u>Management Information Systems</u>	Our first graduate from this program will be in May 2014	No analysis for this program		

Standard #5 Faculty and Staff Focus

Complete the following table. Use a maximum of three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

Standard 5 - Faculty- and Staff-Focused Results

Faculty Member	Highest Degree Earned	Professional Certification	Year	Scholarly Activities				Professional Activities				
				Papers Presented	Published Articles/ Manuscripts / Books	Unpublished Articles/ Manuscripts/ Books	Consulting	Professional Related Service	Professional Conferences/ Workshops	Professional Meetings	Professional Memberships	Other
Anderson, John Edward	Ph.D.		2011-2012 2012-2013						A = 1			
Brathwaite, Faye A.	D.B.A	CPA	2011-2012 2012-2013	B = 1		B = 1	D = 8	6	3	2	2	
Brown, Theodore	Ph.D.		2011-2012 2012-2013	C = 1 D = 2			B = 2 D = 3	8	4	3	6	
Burton, Hyacinth L.	M.S.	IC3, MOS	2011-2012 2012-2013	C = 1						4	2	
Cort, Lucy	MPH		2011-2012 2012-2013	B=1		B=1						
Gohanna, Vern E	M.B.A.		2011-2012 2012-2013									
Gunn, Ruth L	M.B.A.		2011-2012 2012-2013					2	3	2	1	
Howard, Christopher N.	M.B.A. M.P.H.		2011-2012 2012-2013						1		1	

Profitt, Bridgette	MS	0		0	0	0	0	2	2	3	2	
Wen, Sheng	MS	0		0	0	0	0	0	0	0	0	
Wimbley, Arlene	MS	1		0	0	0	0	0	0	0	0	

Standard #6 Educational and Business Process Management

a. Curriculum

1. List any existing accredited degree programs/curricula that have been **substantially revised** since your last report and attach a Table - Standard 6, Criterion 6.1.3 – Undergraduate CPC Coverage for each program. **None**

2. List any **new** degree programs that have been developed and attach a Table - Standard 6, Criterion 6.1.3 – Undergraduate CPC Coverage for each new program since your last report. **None**

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

3. List any accredited programs that have been terminated since your last report. **NONE**

Complete table 6.1. Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

Table 6.1 Standard 6 - Organizational Performance Results

<p>5. Organizational Effectiveness Results</p> <p>6.</p>	<p>Organizational effectiveness results examine attainment of organizational goals. Each business unit must have a systematic reporting mechanism for each business program that charts enrollment patterns, student retention, student academic success, and other characteristics reflecting students' performance.</p> <p><i>Key indicators may include: graduation rates, enrollment, improvement in safety, hiring equity, increased use of web-based technologies, use of facilities by community organizations, contributions to the community, or partnerships, retention rates by program, and what you report to governing boards and administrative units.</i></p>
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		Analysis of Results			
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<p>Performance Measure</p> <p>Measurable goal</p> <p>What is your goal?</p>	<p>What is your measurement instrument or process?</p> <p>(Indicate length of cycle)</p>	<p>Current Results</p> <p>What are your current results?</p>	<p>Analysis of Results</p> <p>What did you learn from the results?</p>	<p>Action Taken or Improvement made</p> <p>What did you improve or what is your next step?</p>	<p style="text-align: center;">Insert Graphs or Tables of Resulting Trends</p> <p style="text-align: center;">(3-5 data points preferred)</p>
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Analysis of Results					
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<p>Performance Measure</p> <p>Measurable goal</p> <p>What is your goal?</p>	<p>What is your measurement instrument or process?</p> <p>(Indicate length of cycle)</p>	<p>Current Results</p> <p>What are your current results?</p>	<p>Analysis of Results</p> <p>What did you learn from the results?</p>	<p>Action Taken or Improvement made</p> <p>What did you improve or what is your next step?</p>	<p style="text-align: center;">Insert Graphs or Tables of Resulting Trends</p> <p style="text-align: center;">(3-5 data points preferred)</p>
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<p>Faculty number of advisees will not exceed 20 students</p>	<p>Number of advisees</p>	<p>Average number of advisee</p>	<p>This number varies depending</p>	<p>The fewer the</p>	<p>For the current reporting period, number of advisees did not exceed 20 students per faculty.</p>
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every year		per faculty was 18	on the level of enrollment in each program	number of advisees, the more effective it is to advise	
Income Tax Preparation At least 20 people will be assisted with free tax return preparation every year (AC350-01)	Number of free services Number of people assisted	2011 – 15 people 2012 – 20 people	Tax preparation need to start earlier in the year	Started tax preparation first week in February	
Community Service At least 20 students will be involved in Community Service (AC432-01)	Number of students participating in Cancer Awareness Program	2011 – 12 2012 – 15	Increase of number of students participating in Community Service. Goal not met	Plan to embed community service Business Policy for the coming year so that every student must participate in Community Service (BA495-01)	
Partnerships At least four new Partnerships will be added to the department each year	Number of Partnerships started in 2011 and 2012	Number of Partnerships added to the department. 2011 – 3 2012 – 4	Continue to increase number of Partnerships	Continue to improve number of Partnership programs with Universities and Businesses	