

# **International Assembly for Collegiate Business Education**



## **Annual Report Form**

**May 2010**

International Assembly for Collegiate Business Education  
P.O. Box 3960  
Olathe, Kansas 66063  
USA

## IACBE Annual Report Form

This annual report should be completed for your academic business unit and submitted to the IACBE by November 1, 2010 .

### General Information

Institution's Name:		Felician College			
Institution's Address:		262 South Main Street			
City:	Lodi	State or Country:	NJ	ZIP/Postal Code:	07644
Name of Submitter:		Beth Castiglia			
Title:	Dean, Division of Business and Management Sciences			Your Email:	castigliab@felician.edu
Telephone (with country code if outside of the United States):	201-559-3326			Date Submitted:	6/10/10

### Membership Status and Accreditation Information

A. Your membership status with the IACBE (mark one):

<input checked="" type="checkbox"/>	Accredited Member
<input type="checkbox"/>	Candidate for Accreditation
<input type="checkbox"/>	Educational Member

B. If applicable, when is your next institutional accreditation site visit? 2020 Year

If applicable, when is your next reaffirmation of IACBE accreditation site visit? 2017 Year

C. If you are an accredited member of the IACBE:

Provide the website address for the location of your public notification of accreditation by the IACBE: <http://www.felician.edu/aboutfelician/index.asp?psection=accreditation>

Provide the website address for the location of your public disclosure of student achievement information: [www.felician.edu/business/media/div\\_assmt\\_plan\\_509.pdf](http://www.felician.edu/business/media/div_assmt_plan_509.pdf)

D. If you have received an accreditation letter from the IACBE Board of Commissioners with “notes” that identified areas needing corrective action, please list the number of the IACBE’s Accreditation Principle for each note in the table below. Indicate whether corrective action has already been taken or that you have made plans to do so. (Add additional rows if necessary.)

<i>Commissioners' Notes</i>	<i>Action Already Taken</i>	<i>Action Planned</i>
Princ. 4.2 Faculty Load and Princ. 4.6 Faculty Policies		<b>Until the college prints its own guidelines, the division will publish and distribute its own written policies for teaching load for its full time faculty and adjuncts in Sept. 2010 .</b>

<i>Commissioners' Notes</i>	<i>Action Already Taken</i>	<i>Action Planned</i>
Princ. 6.2	<b>The issue of faculty office space has been discussed with the Provost, who will forward concerns to the Presidents' Council.</b>	
Princ. 7.4		<b>While the division is limited in its ability to change the operations of the Office of Career Services, it is implementing a series of internal academic, required 1-credit courses to help prepare students for internships and careers. These courses will be developed in Fall, 2010 and launched (with the approval of the Curriculum Committee) in Fall, 2011.</b>

**Outcomes Assessment**

E. Has your outcomes assessment plan been submitted to the IACBE?

<b>x</b>	Yes	
	No. If no, when will the plan be submitted to IACBE?	

F. Is the original or revised outcomes assessment plan you submitted to the IACBE still current or have you made changes?

<b>x</b>	The outcomes assessment plan we submitted is still current.	
	Changes have been made and the revised plan is attached.	
	We have made changes and the revised plan will be sent to the IACBE by:	

G. Complete the Program-Level Intended Outcomes Form in Exhibit A and include it with this annual report to the IACBE. An example of a completed form can be found in Exhibit B.

Remember that your outcomes assessment plan needs to include two or more direct and two or more indirect measures of student learning. These measures should be used at the program level.

Examples of both direct and indirect student learning outcome measures are shown in the example of a completed form in Exhibit B. You will need to insert your own direct and indirect student learning outcome measures when completing the form.

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

**Programmatic Information**

H. Identify any significant changes that have taken place in your business programs during the reporting period.

1. Did you terminate any business programs during the reporting year?

<b>x</b>	No
	Yes. If yes, please identify terminated programs.

2. Were changes made in any of your business majors, concentrations, or emphases?

<b>x</b>	No
	Yes. If yes, please identify the changes by adding an additional page to this document.

3. Were any new business programs (including new majors, concentrations, and/or emphases) established during the academic year?

<b>x</b>	No (skip to item 4 below)
	Yes. If yes, please identify the new programs on a separate sheet; answer item H-4 below.

4. If applicable, was approval of your institutional accrediting body required for any of these programs?

	No
	Yes. If yes, please fax, mail, or attach a copy of the material you sent to your institutional accrediting body to obtain approval.

**Administrative Changes**

- I. In the table below, identify any administrative changes that directly affect your academic business unit, including changes in your academic business unit’s primary representative to the IACBE, your designated alternate to IACBE, your institution’s chief executive officer and chief academic officer, and the head of your academic business unit (if different from the primary representative to the IACBE). If the incumbent in any of these administrative positions has changed, include the new incumbent’s name, his or her title, telephone and fax numbers (with country code for institutions outside of the United States), and email address.

Position	Name	Title
Telephone	Fax	Email

**Other Issues**

- J. Briefly comment on other issues pertaining to your academic business unit that you would like to share with the IACBE.

Since Felician College completed its self-study and site visit in April, 2010, all IACBE information is very current.

**IACBE Annual Report**  
**For Academic Year: 2009-2010**

**Exhibit A: Program-Level Intended Outcomes Form**

<b>Student Learning Information for (Program 1)</b>	
Mission of the (Academic Business Unit): <i>(Mission Statement)The mission of the Division of Business and Management Sciences at Felician College is to continuously improve the quality and relevance of the academic experience we offer; to educate undergraduate and graduate students in accordance with the highest academic and professional standards within the context of a Catholic and Franciscan Liberal Arts tradition; and to prepare our students for their lives in general and in particular for the world of business.</i>	
<b>Intended Student Learning Outcomes for (Program 1) : Undergraduate Business Majors (Business Admin., Accounting, Management, Marketing)</b>	
1. <i>Demonstrate proficiency in accounting.</i>	
2. <i>Demonstrate proficiency in management.</i>	
3. <i>Demonstrate proficiency in marketing,</i>	
4. <i>Demonstrate proficiency in finance.</i>	
5. <i>Demonstrate proficiency in economics.</i>	
6. <i>Demonstrate competence in critical reasoning.</i>	
7. <i>Demonstrate competence in effective communication.</i>	
8. <i>Demonstrate competence in teamwork.</i>	
9. <i>Demonstrate competence in quantitative reasoning.</i>	
10. <i>Demonstrate competence in ethical decision making.</i>	
11. <i>Demonstrate competence in personal accountability.</i>	
<b>Assessment Tools/Methods for Intended Student Learning Outcomes— Direct Measures of Student Learning</b>	<b>Performance Targets/Criteria for Direct Measures:</b>
1. <i>Demonstrate proficiency in accounting.</i>	<i>Senior comprehensive exam: score of 70% or above; Accounting assessment in capstone course: 80% score at level 3 on critical reasoning rubric for accounting assignment</i>

2. <i>Demonstrate proficiency in management.</i>	<i>Senior comprehensive exam: score of 70% or above; Management assessment in capstone course: 80% score at level 3 on critical reasoning rubric for management assignment</i>
3 <i>Demonstrate proficiency in marketing,</i>	<i>Senior comprehensive exam: score of 70% or above; Marketing assessment in capstone course: 80% score at level 3 on critical reasoning rubric for marketing assignment</i>
4 <i>Demonstrate proficiency in finance.</i>	<i>Senior comprehensive exam: score of 70% or above; Finance assessment in capstone course: 80% score at level 3 on critical reasoning rubric for finance assignment</i>
5 <i>Demonstrate proficiency in economics.</i>	<i>Senior comprehensive exam: score of 70% or above; Economics assessment in capstone course: 80% score at level 3 on critical reasoning rubric for economics assignment</i>
6 <i>Demonstrate competence in critical reasoning.</i>	<i>Portfolio in LiveText: 80% of all students advance at least one level on their critical reasoning rubric between Freshman and Senior years. Case study assignment in capstone course, scored via rubric: 80% of all students score at level 3 or above on critical reasoning rubric.</i>
7 <i>Demonstrate competence in effective communication.</i>	<i>Portfolio in LiveText: 80% of all students advance at least one level on their effective communication rubric between Freshman and Senior years. Case study assignment in capstone course, scored via rubric: 80% of all students score at level 3 or above on effective communication rubric.</i>
8 <i>Demonstrate competence in teamwork.</i>	<i>Portfolio in LiveText: 80% of all students advance at least one level on their teamwork rubric between Freshman and Senior years. Case study assignment in capstone course, scored via rubric: 80% of all students score at level 3 or above on teamwork rubric.</i>
9 <i>Demonstrate competence in quantitative reasoning.</i>	<i>Portfolio in LiveText: 80% of all students advance at least one level on their quantitative reasoning rubric between Freshman and Senior years. Case study assignment in capstone course, scored via rubric: 80% of all students score at level 3 or above on quantitative reasoning rubric.</i>
10 <i>Demonstrate competence in ethical decision making.</i>	<i>Portfolio in LiveText: 80% of all students advance at least one level on their ethical decision making rubric between Freshman and Senior years. Case study assignment in capstone course, scored via rubric: 80% of all</i>

	<i>students score at level 3 or above on ethical decision making rubric.</i>
11 <i>Demonstrate competence in personal accountability.</i>	<i>Portfolio in LiveText: 80% of all students advance at least one level on their personal accountability rubric between Freshman and Senior years. Case study assignment in capstone course, scored via rubric: 80% of all students score at level 3 or above on personal accountability rubric.</i>
Assessment Tools/Methods for Intended Student Learning Outcomes— Indirect Measures of Student Learning	Performance Targets/Criteria for Indirect Measures:
1. <i>Demonstrate proficiency in accounting.</i>	<i>Senior Student Survey: 80% of students “agree” or “strongly agree” with the statement “This program has made me comfortable with my level of competence in accounting.” Capstone Course Evaluation: 80% of students “agree” or “strongly agree” with the statement “I believe I am able to appropriately apply accounting principles to real life situations.”</i>
2. <i>Demonstrate proficiency in management.</i>	<i>Senior Student Survey: 80% of students “agree” or “strongly agree” with the statement “This program has made me comfortable with my level of competence in management.” Capstone Course Evaluation: 80% of students “agree” or “strongly agree” with the statement “I believe I am able to appropriately apply management principles to real life situations.”</i>
3 <i>Demonstrate proficiency in marketing,</i>	<i>Senior Student Survey: 80% of students “agree” or “strongly agree” with the statement “This program has made me comfortable with my level of competence in marketing.” Capstone Course Evaluation: 80% of students “agree” or “strongly agree” with the statement “I believe I am able to appropriately apply marketing principles to real life situations.”</i>
4 <i>Demonstrate proficiency in finance.</i>	<i>Senior Student Survey: 80% of students “agree” or “strongly agree” with the statement “This program has made me comfortable with my level of competence in finance.” Capstone Course Evaluation: 80% of students “agree” or “strongly agree” with the statement “I believe I am able to appropriately apply financial principles to real life situations.”</i>

<p>5 <i>Demonstrate proficiency in economics.</i></p>	<p><i>Senior Student Survey: 80% of students “agree” or “strongly agree” with the statement “This program has made me comfortable with my level of competence in economics.”</i></p> <p><i>Capstone Course Evaluation: 80% of students “agree” or “strongly agree” with the statement “I believe I am able to appropriately apply economics principles to real life situations.”</i></p>
<p>6 <i>Demonstrate competence in critical reasoning.</i></p>	<p><i>Senior Student Survey: 90% of all students “agree” or “strongly agree” with the statement “This program has enhanced my critical reasoning.”</i></p> <p><i>Capstone Course Evaluation: 90% of all student “agree” or “strongly agree” with the statement “I believe that I have sufficient critical reasoning skills to appropriate analyze most business situations.”</i></p>
<p>7 <i>Demonstrate competence in effective communication.</i></p>	<p><i>Senior Student Survey: 90% of all students “agree” or “strongly agree” with the statement “This program has enhanced my effective communication.”</i></p> <p><i>Capstone Course Evaluation: 90% of all students “agree” or “strongly agree” with the statement “I believe my communication skills are sufficient for me to be successful in a business environment.”</i></p>
<p>8 <i>Demonstrate competence in teamwork.</i></p>	<p><i>Senior Student Survey: 90% of all students “agree” or “strongly agree” with the statement “This program has enhanced my teamwork.”</i></p> <p><i>Capstone Course Evaluation: 90% of all students “agree” or “strongly agree” with the statement “I believe that I have sufficient teamwork skills to work effectively in most business situations.”</i></p>
<p>9 <i>Demonstrate competence in quantitative reasoning.</i></p>	<p><i>Senior Student Survey: 90% of all students “agree” or “strongly agree” with the statement “This program has enhanced my quantitative reasoning.”</i></p> <p><i>Capstone Course Evaluation: 90% of all student “agree” or “strongly agree” with the statement “I believe that I have sufficient quantitative reasoning skills to appropriate analyze most business situations.”</i></p>
<p>10 <i>Demonstrate competence in ethical decision making.</i></p>	<p><i>Senior Student Survey: 90% of all students “agree” or “strongly agree” with the statement “This program has enhanced my ethical decision making.”</i></p> <p><i>Capstone Course Evaluation: 90% of all student “agree” or “strongly agree” with the statement “I believe that I have sufficient ethical decision making skills to appropriate analyze most business situations.”</i></p>

11 <i>Demonstrate competence in personal accountability.</i>	<p><i>Senior Student Survey: 90% of all students “agree” or “strongly agree” with the statement “This program has enhanced my personal accountability.”</i></p> <p><i>Capstone Course Evaluation: 90% of all students “agree” or “strongly agree” with the statement “I believe that my level of personal accountability is sufficient for me to be successful in most business situations.”</i></p>
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Summary of Results from Implementing Direct Measures of Student Learning:		Performance Target Was...	
		Met	Not Met
1. <i>(Results for Direct Measure 1)</i>			
2. <i>(Results for Direct Measure 2)</i>			
Summary of Results from Implementing Indirect Measures of Student Learning:		Performance Target Was...	
		Met	Not Met
1. <i>(Results for Indirect Measure 1)</i>			
2. <i>(Results for Indirect Measure 2)</i>			
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:			
1. <i>(Course of Action 1)</i>			
2. <i>(Course of Action 2)</i>			
3. <i>(Course of Action 3)</i>			
4. <i>(Course of Action 4)</i>			

Intended Student Learning Outcomes for: MBA Program	
1. <i>Demonstrate proficiency in accounting.</i>	
2. <i>Demonstrate proficiency in management.</i>	
3. <i>Demonstrate proficiency in marketing,</i>	
4. <i>Demonstrate proficiency in finance.</i>	

5. <i>Demonstrate proficiency in economics.</i>	
6. <i>Demonstrate competence in critical reasoning.</i>	
7. <i>Demonstrate competence in effective communication.</i>	
8. <i>Demonstrate competence in teamwork.</i>	
9. <i>Demonstrate competence in emotional intelligence.</i>	
10. <i>Demonstrate competence in ethical decision making.</i>	
11. <i>Demonstrate competence in creativity.</i>	
Assessment Tools/Methods for Intended Student Learning Outcomes— Direct Measures of Student Learning	Performance Targets/Criteria for Direct Measures:
1. <i>Demonstrate proficiency in accounting.</i>	<i>Capstone Case Study, scored by rubric: 80% of all students score at least a level 3 on the accounting portion of their case analysis. Accounting analysis assignments in initial and capstone courses, scored by rubric: As scored by the Critical Reasoning Rubric, 80% of students advance at least one level between the initial and capstone assignments.</i>
2. <i>Demonstrate proficiency in management.</i>	<i>Capstone Case Study, scored by rubric: 80% of all students score at least a level 3 on the management portion of their case analysis. Management analysis assignments in initial and capstone courses, scored by rubric: As scored by the Critical Reasoning Rubric, 80% of students advance at least one level between the initial and capstone assignment.</i>
3. <i>Demonstrate proficiency in marketing,</i>	<i>Capstone Case Study, scored by rubric: 80% of all students score at least a level 3 on the marketing portion of their case analysis. Marketing analysis assignments in initial and capstone courses, scored by rubric: As scored by the Critical Reasoning Rubric, 80% of students advance at least one level between the initial and capstone assignment.</i>
4. <i>Demonstrate proficiency in finance.</i>	<i>Capstone Case Study, scored by rubric: 80% of all students score at least a level 3 on the finance portion of their case analysis. Financial analysis assignments in initial and capstone courses, scored by rubric: As scored by the Critical Reasoning Rubric, 80% of students advance at least one level between the initial and capstone assignments</i>
5. <i>Demonstrate proficiency in economics.</i>	<i>Capstone Case Study, scored by rubric: 80% of all students score at least</i>

	<p><i>a level 3 on the economics portion of their case analysis.</i></p> <p><i>Economic analysis assignments in initial and capstone courses, scored by rubric: As scored by the Critical Reasoning Rubric, 80% of students advance at least one level between the initial and capstone assignments</i></p>
6 <i>Demonstrate competence in critical reasoning.</i>	<p><i>Capstone Course Portfolio Review: All graduate students “meet” or “exceed” expectations of three outside portfolio reviewers on the critical reasoning components of their portfolios.</i></p> <p><i>Critical reasoning analysis assignments in initial and capstone courses, scored by rubric: As scored by the critical reasoning rubric, 80% of students advance at least one level between the initial and capstone assignments.</i></p>
7 <i>Demonstrate competence in effective communication.</i>	<p><i>Capstone Course Portfolio Review: All graduate students “meet” or “exceed” expectations of three outside portfolio reviewers on the effective communication components of their portfolios.</i></p> <p><i>Effective communication assignments in initial and capstone courses, scored by rubric: As scored by the effective communication rubric, 80% of students advance at least one level between the initial and capstone assignments.</i></p>
8 <i>Demonstrate competence in teamwork.</i>	<p><i>Capstone Course Portfolio Review: All graduate students “meet” or “exceed” expectations of three outside portfolio reviewers on the teamwork components of their portfolios.</i></p> <p><i>Teamwork assignments in initial and capstone courses, scored by rubric: As scored by the teamwork rubric, 80% of students advance at least one level between the initial and capstone assignments.</i></p>
9 <i>Demonstrate competence in emotional intelligence.</i>	<p><i>Capstone Course Portfolio Review: All graduate students “meet” or “exceed” expectations of three outside portfolio reviewers on the emotional intelligence components of their portfolios.</i></p> <p><i>Emotional intelligence assignments in initial and capstone courses, scored by rubric: As scored by the emotional intelligence rubric, 80% of students advance at least one level between the initial and capstone assignments.</i></p>
10 <i>Demonstrate competence in ethical decision making.</i>	<p><i>Capstone Course Portfolio Review: All graduate students “meet” or “exceed” expectations of three outside portfolio reviewers on the ethical decision making components of their portfolios.</i></p>

	<i>Ethical decision making assignments in initial and capstone courses, scored by rubric: As scored by the ethical decision making rubric, 80% of students advance at least one level between the initial and capstone assignments.</i>
11 <i>Demonstrate competence in creativity.</i>	<i>Capstone Course Portfolio Review: All graduate students “meet” or “exceed” expectations of three outside portfolio reviewers on the creativity components of their portfolios.</i> <i>Creativity assignments in initial and capstone courses, scored by rubric: As scored by the creativity rubric, 80% of students advance at least one level between the initial and capstone assignments.</i>
Assessment Tools/Methods for Intended Student Learning Outcomes— Indirect Measures of Student Learning	Performance Targets/Criteria for Indirect Measures:
1. <i>Demonstrate proficiency in accounting.</i>	<i>Capstone Course Exit Survey: 90% of all second year students “agree” or “strongly agree” with the statement “This program has made me comfortable with my level of competence in accounting.”</i> <i>MBA advisory council feedback: 90% of council members express the belief that the curriculum adequately prepares them professionally in the area of accounting.</i>
2. <i>Demonstrate proficiency in management.</i>	<i>Capstone Course Exit Survey: 90% of all second year students “agree” or “strongly agree” with the statement “This program has made me comfortable with my level of competence in management.”</i> <i>MBA advisory council feedback: 90% of council members express the belief that the curriculum adequately prepares them professionally in the area of management.”</i>
3 <i>Demonstrate proficiency in marketing,</i>	<i>Capstone Course Exit Survey: 90% of all second year students “agree” or “strongly agree” with the statement “This program has made me comfortable with my level of competence in marketing.”</i> <i>MBA advisory council feedback: 90% of council members express the belief that the curriculum adequately prepares them professionally in the area of marketing.</i>
4 <i>Demonstrate proficiency in finance.</i>	<i>Capstone Course Exit Survey: 90% of all second year students “agree” or “strongly agree” with the statement “This program has made me</i>

	<p><i>comfortable with my level of competence in finance.”</i></p> <p><i>MBA advisory council feedback: 90% of council members express the belief that the curriculum adequately prepares them professionally in the area of finance.</i></p>
5 <i>Demonstrate proficiency in economics.</i>	<p><i>Capstone Course Exit Survey: 90% of all second year students “agree” or “strongly agree” with the statement “This program has made me comfortable with my level of competence in economics.”</i></p> <p><i>MBA advisory council feedback: 90% of council members express the belief that the curriculum adequately prepares them professionally in the area of economics.</i></p>
6 <i>Demonstrate competence in critical reasoning.</i>	<p><i>Capstone Course Exit Survey: 90% of all second year students “agree” or “strongly agree” with the statement “This program has made me comfortable with my ability to think critically.”</i></p> <p><i>MBA advisory council feedback: 90% of council members express the belief that the curriculum adequately prepares them to apply critical reasoning to the workplace.</i></p>
7 <i>Demonstrate competence in effective communication.</i>	<p><i>Capstone Course Exit Survey: 90% of all second year students “agree” or “strongly agree” with the statement “This program has made me comfortable with my ability to think critically.”</i></p> <p><i>MBA advisory council feedback: 90% of council members express the belief that the curriculum adequately prepares them to communicate effectively at work.</i></p>
8 <i>Demonstrate competence in teamwork.</i>	<p><i>Capstone Course Exit Survey: 90% of all second year students “agree” or “strongly agree” with the statement “This program has made me comfortable with my ability to work in a team.”</i></p> <p><i>MBA advisory council feedback: 90% of council members express the belief that the curriculum adequately prepares them to work in a team in a workplace.</i></p>
9 <i>Demonstrate competence in emotional intelligence.</i>	<p><i>Capstone Course Exit Survey: 90% of all second year students “agree” or “strongly agree” with the statement “This program has made me comfortable with my level of emotional intelligence.”</i></p> <p><i>MBA advisory council feedback: 90% of council members express the belief that the curriculum adequately enhances their emotional intelligence.</i></p>

<p>10 <i>Demonstrate competence in ethical decision making.</i></p>	<p><i>Capstone Course Exit Survey: 90% of all second year students “agree” or “strongly agree” with the statement “This program has made me comfortable with my ethical decision making.”</i></p> <p><i>MBA advisory council feedback: 90% of council members express the belief that the curriculum enhances their ability to make ethical decisions.</i></p>
<p>11 <i>Demonstrate competence in creativity.</i></p>	<p><i>Capstone Course Exit Survey: 90% of all second year students “agree” or “strongly agree” with the statement “This program has made me comfortable with my level of creativity.”</i></p> <p><i>MBA advisory council feedback: 90% of council members express the belief that the curriculum adequately prepares them to apply creativity to workplace situations.</i></p>

Notes:

1. A separate Program-Level Intended Outcomes Form should be used for each IACBE-accredited program that has different intended student learning outcomes.
2. Performance targets/criteria are the criteria used by the academic business unit in evaluating assessment results to determine whether intended outcomes have been achieved. For example, if the academic business unit is using the ETS Major Field Test as one of its direct measures of student learning, then a performance target might be that the Institutional Mean Total Score on the exam will place students in the upper quartile nationally; or if the academic business unit is using a comprehensive project in a capstone strategic management course as a direct measure of student learning, then a performance target might be that 80% of the students will score at the highest level (e.g., proficient, exemplary, etc.) on each project evaluation criterion.
3. Insert rows in the form as needed.
4. Italicized entries in the form represent areas where the academic business unit should insert its own student learning information.
5. In order to assist our members in reporting and to eliminate duplication of effort, the Program-Level Intended Outcomes Form above can also be used in the academic business unit’s public disclosure of student achievement information.

**IACBE Annual Report**  
For Academic Year: 2008-2009

**Exhibit B: Example of Completed Program-Level Intended Outcomes Form**

<b>Student Learning Information for the Major in Business Administration</b>	
<p>Mission of the School of Business: The mission of the School of Business is to foster academic excellence and student achievement at both the undergraduate and graduate levels. Students are provided with a strong academic foundation, and are prepared to become productive, competent, and ethical professionals and responsible global citizens. The School of Business cultivates a student-oriented learning environment that is characterized by innovative instructional methodologies. The School of Business also promotes regional economic development, and the development of leadership and life-long learning skills in its students.</p>	
<p>Intended Student Learning Outcomes for the Major in Business Administration :</p>	
1. Students will be able to demonstrate knowledge of the fundamental principles in the functional areas of business.	
2. Students will be able to explain the global dimensions of business.	
3. Students will be able to apply ethical principles to leadership decisions.	
4. Students will be able to apply quantitative decision-support tools in decision making.	
5. Students will be able to demonstrate effective professional communication skills.	
Assessment Tools/Methods for Intended Student Learning Outcomes— Direct Measures of Student Learning	Performance Targets/Criteria for Direct Measures:
1. End-of-Program Comprehensive Examination	All senior students who major in business administration will score at least 70% on the comprehensive examination.
2. Senior Capstone Project	All senior students who major in business administration will score a minimum of 80% on their capstone projects.
Assessment Tools/Methods for Intended Student Learning Outcomes— Indirect Measures of Student Learning	Performance Targets/Criteria for Indirect Measures:
1. Student Satisfaction Survey	At least 90% of graduating seniors will express a high level of satisfaction from their learning experiences.
2. Alumni Survey	At least 80% of third-year alumni will indicate that they were very well equipped for employment in the business sector.

Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. The lowest score on the end-of-program comprehensive examination was 73%.	x	
2. The lowest score on the senior capstone project was 84%	x	
Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. On a Likert scale ranging from 1 representing “very dissatisfied with my learning experiences” to 4 representing “very satisfied with my learning experiences,” 95% of graduating seniors responded with a 4 on the student satisfaction survey.	x	
2. On a Likert scale ranging from 1 representing “very poorly equipped for employment” to 4 representing “very well equipped for employment,” only 70% of the responding graduates from three years ago responded with a 4 on the alumni survey. Of those responding to the survey, 40% felt that they needed a stronger foundation in finance and 20% felt they needed a stronger foundation in marketing.		x
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
1. Indirect Measure 2: After reviewing the curriculum and CPC coverage, we are supplementing FIN 373 with more current information on financial analysis. In addition, a course in marketing research is being added to provide more breadth in marketing.		