



Annual Report – Accredited Member

Institution:	Misericordia University
Academic Business Unit:	Business Department
Academic Year:	2013-14

International Assembly for Collegiate Business Education
11374 Strang Line Road
Lenexa, Kansas 66215
USA

IACBE ANNUAL REPORT
For Academic Year: 2013-14

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

General Information

Institution's Name: Misericordia University

Institution's Address: 301 Lake Street

City and State or Country: Dallas, PA Zip or Postal Code 18612

Name of Submitter: Fred Croop, EdD

Title: Interim Chair, Business Department

Your Email Address: fcroop@misericordia.edu

Telephone (with country code if outside of the United States): (570) 674-6327

Type of Institution: _____ Public Private Nonprofit _____ Private For-Profit _____

Date of Submission: 10/29/2014

Total Headcount Enrollment of the Institution for 2013-14: Spring 2014: Undergraduate 1,934 Graduate 437

Administrative Information

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

Name: Thomas Botzman

Title: President

Highest Earned Degree: PhD Email: tbotzman@misericordia.edu

Telephone (with country code if outside of the United States): (570) 674-6215 Fax (with country code if outside of the United States): (570) 674-3053

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

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

Name: T J Arant

Title: Vice President, Academic Affairs

Highest Earned Degree: PhD Email: tarant@misericordia.edu

Telephone (with country code if outside of the United States): (570)674-6403 Fax (with country code if outside of the United States): (570)674-8049

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

3. Provide the following information pertaining to the current head of your academic business unit:

Name: Fred Croop

Title: Interim Chair, Business Department

Highest Earned Degree: EdD Email: fcroop@misericordia.edu

Telephone (with country code if outside of the United States): (570)674-6327 Fax (with country code if outside of the United States): (570)674-6206

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

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

Name: John Kachurick

Title: Associate Professor, Business

Highest Earned Degree: DBA Email: jkachuri@misericordia.edu

Telephone (with country code if outside of the United States): (570)674-6301 Fax (with country code if outside of the United States): (570)674-6206

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

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

Name: Corina Slaff

Title: Associate Professor, Business

Highest Earned Degree: PhD Email: cslaff@misericordia.edu

Telephone (with country code if outside of the United States): (570)674-8022 Fax (with country code if outside of the United States): (570)674-6206

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

Accreditation Information

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

2. When is your next reaffirmation of IACBE accreditation site visit? 2021 Year

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

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

For example:

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

- 1. Home page, click Academics Tab
- 2. Click Majors
- 3. Click Business Administration
- 4. Click IACBE Accreditation
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____

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

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

For example:

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

- 1. Home page, click Academics Tab
- 2. Click Majors
- 3. Click Business Administration
- 4. Click IACBE Annual Report
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____

5. If your accreditation letter from the IACBE Board of Commissioners contained “notes” that identified issues that needed to be addressed, please list the number of the IACBE’s Accreditation Principle for each note in the table below. Indicate whether action has already been taken or that you have made plans to do so. (Insert additional rows as necessary.)

Commissioners’ Notes	Action Already Taken	Action Planned
Principle 1: Tie capstone course assessment to program/course goals	Department worked to develop new rubrics that explicitly make this direct connection	Substantially completed; Sports Management curriculum is being reviewed for overhaul and a new capstone may be implemented as a result
Principle 1: Tie indirect measures of assessment explicitly to program/course goals	For 2014-15, the Department will explain to students the program/course goals that they are evaluating. The new questions should tie more directly.	During 2014-15, the Department will work with the Office of Assessment to develop measure of indirect assessment which more directly ties the program/course goals. This is to be completed by May 2015 for introduction in 2015-16

Programmatic Information

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

Program	Enrollment 2013-14	Number of Degrees Conferred 2013-14
Accounting	60	10
Business Administration	275	46
Management	17	5
Marketing	16	6
HCM	125	40
Sports Management	88	19
MBA	100	35
OM	82	22
Totals for All Programs Combined (In the totals, please do not double-count students who pursued multiple programs during the reporting year, e.g., students who double-majored in both accounting and finance.)	763	183

2. Do you offer any of your IACBE-accredited business programs outside of your home country?

No.

Yes. If yes, please identify the programs and countries in the table below. In addition, if the programs are delivered in partnership with other institutions, please identify those institutions as well. (Insert rows in the table as needed.)

Program	Country or Countries	Partner Institution(s)

3. Did you terminate any IACBE-accredited business programs during the reporting year?

No.

Yes. If yes, please identify the terminated programs in the table below and provide a brief description of your termination plan (e.g., plan for teaching-out the program, when last graduates are expected, etc.). (Insert rows in the table as needed.)

Terminated Programs	Termination Plan
Marketing	Effective Summer 2014; teach out current enrollees
Management	Effective Summer 2014; teach-out current enrollees

4. Were changes made in any of your IACBE-accredited business programs during the reporting year? **(Note: You do not have to identify course-level changes, e.g., changes in course names, course coding, course numbering, course content, etc.; identify only program-level changes, e.g., changes in program names, program curricula, etc.)**

No.

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

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

No.

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

New Programs	Locations

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

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

No.

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

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

No.

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

New Locations/Instructional Sites	Programs Offered	25% or More of Total SCH?

8. If applicable, was approval of your institutional accrediting body required for any of the new locations/instructional sites identified in item 7 above?

No.

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

Outcomes Assessment

1. Do you offer any majors, concentrations, specializations, emphases, options, or tracks as part of your business programs?

Yes. If yes, proceed to item 2 below.

No. If no, proceed to item 4 below.

2. Do your majors, concentrations, specializations, emphases, options, or tracks appear on students' transcripts, diplomas, diploma supplements, or other official records of program completion?

Yes. If yes, proceed to item 3 below.

No. If no, proceed to item 4 below.

3. Does your current outcomes assessment plan include student learning assessment information for all majors, concentrations, specializations, emphases, options, and tracks contained within your business programs?

Yes. If yes, proceed to item 4 below.

No. If no, please submit a revised outcomes assessment plan with your annual report that addresses student learning assessment for all majors, concentrations, specializations, emphases, options, and tracks comprising any portion of your business programs. Information about this requirement can be found on the IACBE website at the following address: www.iacbe.org/oa-key-areas.asp.

4. Is the outcomes assessment plan that you submitted to the IACBE still current or have you made changes?

The outcomes assessment plan that we have previously submitted is still current.

Changes have been made and the revised plan is attached.

We have made changes and the revised plan will be sent to the IACBE by: November 1, 2014

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

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

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

Add tables, and insert or delete rows in the tables as needed in order to accommodate the number of your (i) business programs, (ii) majors, concentrations, specializations, emphases, options, or tracks in the programs, (iii) intended student learning outcomes, and (iv) intended operational outcomes. In the sections of the assessment results tables entitled "Summary of Achievement of Intended Student Learning Outcomes" and "Summary of Achievement of Intended Operational

Outcomes,” **do not add or delete columns**. Space is provided in these sections for four direct measures of student learning, four indirect measures of student learning, and eight operational assessment measures/methods. If you are employing fewer than this number of assessment instruments, simply leave cells in the unused columns blank. If you are employing more than this number of instruments, you will need to create additional summary-of-achievement tables to report your assessment information.

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

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

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

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

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

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

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

Other Issues

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

The University was hit with important personnel issues in Fall 2014. In September, Dr. John Kachurick was hospitalized and was unable to return for the semester. Dr. Kachurick was the Department's Coordinator of Assessment until Summer 2014, and was a consultant to the new coordinator Dr. Zhen Ma. His convalescence has made progress in developing a new assessment plan more difficult. What's more, the Department has noted that Dr. Kachurick was already likely to retire in the coming few years, as he himself has said. The Department needs to develop a succession plan as Dr. Kachurick fills a number of roles in the Department, as instructor, consultant to the assessment team and advisor for the MS-OM program.

In addition, in October 2014 Dr. Timothy Kearney resigned from the University to take a job in industry in New York City. He is being replaced by Acting Chair Fred Croop. Dr. Croop is the fourth chair in five years.

Beginning Fall 2013, the new Information Technology major was introduced. This is now more of a 'technology' major rather than a business major. The new major now only has 21 business credits.

Outcomes Assessment Results

For Academic Year: 2013-14

Section I: Student Learning Assessment

<i>Business Department</i>
Bachelor Level Programs
General Program Intended Student Learning Outcomes (ISLOs, Business Department)
1. <i>Students in the Business Department will be able to demonstrate the ability to use a holistic and integrated approach to learning</i>
2. <i>Students in the Business Department will be able to demonstrate the ability to transfer knowledge across courses.</i>
3. <i>Students in the Business Department will be able to demonstrate the ability to adapt to new and changing business paradigms.</i>
4. <i>Students in the Business Department will be able to demonstrate the ability to approach decision-making with analytical problem-solving and critical thinking skills.</i>
5. <i>Students in the Business Department will be able to demonstrate the ability to integrate real-world-based learning experiences with business concepts and practices.</i>
6. <i>Students in the Business Department will be able to demonstrate the ability to use competently a variety of communication media.</i>
7. <i>Students in the Business Department will be able to demonstrate the ability to use competently relevant technology.</i>
8. <i>Students in the Business Department will be able to demonstrate awareness of social and ethical issues relevant to business.</i>
9. <i>Students in the Business Department will be able to demonstrate awareness of the need to pursue life-long learning.</i>
Intended Student Learning Outcomes: Accounting
1. <i>Students will be able to explain the processes for establishing the various principles, laws, regulations, and standards that govern accounting, taxes and auditing</i>
2. <i>Students will be able to locate, find, and interpret financial accounting standards and, based upon the findings, be able to prepare basic financial statements in accordance with GAAP</i>
3. <i>Students will be able to use and interpret the results of a cost accounting system and other managerial accounting information systems</i>
4. <i>Students will be able to locate, find and interpret tax laws and rulings, based on the findings, be able to analyze the tax consequences and prepare the information necessary for tax return preparation</i>
5. <i>Students will be able to interpret an audit plan, follow an audit plan, and perform audit procedures.</i>

Intended Student Learning Outcomes: Management

- 1. Discuss the nature of society*
- 2. Construct a personal social society*
- 3. Define and describe the American economic system and the major functional areas of business*
- 4. Develop management strategies*
- 5. Analyze and evaluate management strategies*
- 6. Implement strategic management through the use of management concepts*

Intended Student Learning Outcomes: Marketing

- 1. Identify the theoretical and empirical bases of marketing*
- 2. Evaluate and compare the economic, social and strategic components of marketing*
- 3. Apply marketing analysis skills and operational marketing techniques*
- 4. Apply accepted marketing standards and practices in their professional lives*

Intended Student Learning Outcomes: Sport Management

- 1. Explain the principles of sport management theories, involving staffing, communicating, motivating and evaluating job performance in sport organizations*
- 2. Identify the elements of the marketing mix (5Ps) and apply their unique characteristics to sport business areas.*
- 3. Explain the legal aspects of the sport industry including liability, intellectual properties, and risk management for sport products, facilities, contracts and services*
- 4. Analyze the types of control processes for financial management of sport business organizations*
- 5. Express the main methods for financing sport in the USA and economic factors and principles confronting sport managers.*
- 6. Demonstrate sport management theories by developing and utilizing basic and practical knowledge regarding the sport industry*
- 7. Demonstrate the ability to integrate real-world-based learning experiences with learned sport management concepts and practices.*

Intended Student Learning Outcomes: Health Care Management

- 1. Explain all aspects of the health care system in the US and discuss its strengths and weaknesses*
- 2. Express well-versed views, opinions and defense of existing or proposed changes in health care policies, regulations and laws*

3. Analyze and manage all cost, revenue and reimbursement factors for a health care entity

4. Manage a health care facility in a strategic manner that is responsive to changes, both internal and external, in the health care environment

5. Develop, implement and maintain a comprehensive marketing plan for a health care facility

Remove all lines below 5. Develop

Intended Student Learning Outcomes

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

Performance Objectives (Targets/Criteria) for Direct Measures:

1. End of Program Comprehensive Examinations (COMP, Peregrine)

Core ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6, 7, 8,

At least 80% of graduating students in each B. S. major will have a means score of at least 40 on the COMP

2. Individual Assessment Using Exams in Intermediate Accounting, Tax Accounting and Cost Accounting

Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5

80% of students will “meet” or “exceed” expectations

3. Written case study in strategic management for BUS 491 (Management Capstone) Program ISLOs Assessed by this measure: 1, 2, 3, 4, 5, 6	On the cap-stone evaluation rubric, at least 80% of graduating students of Management program will achieve a rating of “met” or “Exceeded” on the learning outcome-related evaluation criterion
4. Evaluation of a written strategic marketing plan for BUS 403 (Marketing capstone) Program ISLOs Assessed by this measure: 1, 2, 3, 4,	At least 80% of graduating students in the Marketing program will achieve a rating of “met” or “exceeded” on each learning okutcome-related criterion
5. Evaluation of final paper for Sports Management internship addressing each of the program goals in the context of their internship experience Program ISLOs Assessed by this measure: 1, 2, 3, 4, 5, 6, 7	At least 80% of Sports Management Majors will achieve a rating of “met” or “exceeded” on each learning okutcome-related criterion
6. Evaluation of a case study in health care management for HCM 403 (Health Care Management capstone) Program ISLOs Assessed by this measure: 1, 2, 3, 4, 5	At least 80% of HCM program students will achieve a rating of “met” or “exceeded” on each learning okutcome-related criterion
Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Indirect Measures:
1. Senior Exit Survey Program ISLOs Assessed by this Measure: 1, 2,3, 4, 5, 6, 7, 8	On the exit Survey instrument, the mean score of business department students will exceed 3.5 on the question that they were ‘intellectually challenged’ to meet the intended outcomes of their respective program
2. Course Evaluation: Accounting Major ISLOs Assessed by this Measure: 1, 2, 3, 4, 5	On the course evaluation form for ACC 340, ACC 401 and ACC 440 the weighted average rating on the item dealing with the degree of student success in achieving course learning objectives will be 3.5 or higher (out of a possible 5 representing “very successful”
3. Course evaluation: Management Program Program ISLOs Assessed by this measure: 1, 2, 3, 4, 5, 6	On the course evaluation form for the Management capstone course, the weighted average rating on the item dealing with the degree of student success in achieving course learning objectives will be 3.5 or higher (out of a possible 5 representing “very successful”

4. Course Evaluation: Marketing Program Program ISLOs Assessed by this measure: 1, 2, 3, 4,	On the course evaluation form for the Marketing capstone course, the weighted average rating on the item dealing with the degree of student success in achieving course learning objectives will be 3.5 or higher (out of a possible 5 representing “very successful
5. Internship Evaluation: Sports Management Program Program ISLOs Assessed by this measure: 1, 2, 3, 4, 5, 6, 7	On the Course Evaluation form for Sports Management internships, the weighted average rating on the item dealing with the degree of student success in achieving course learning objectives will be ‘met expectations’ or higher
6. Course Evaluation: Health Care Management Program Program ISLOs Assessed by this measure: 1, 2, 3, 4, 5	On the course evaluation form for the Health Care Management capstone course, the weighted average rating on the item dealing with the degree of student success in achieving course learning objectives will be 3.5 or higher (out of a possible 5 representing “very successful
Assessment Results: Program 1 with a Major, Concentration, Specialization, Emphasis, Option, or Track in Area 1	
Summary of Results from Implementing Direct Measures of Student Learning:	
1 Summary of Results for Direct Measure 1: <i>Peregrine tests given in 2013 and 2014 have now shown that all criteria have been met for the graduate programs in the MBA and OM. In the undergraduate majors, the assessment results have now shown that all criteria have been met with the exception of Marketing which is now at 39.8%, with 40% being the mean.</i>	
2 Summary of Results for Direct Measure 2: Accounting In 2013-14, 91% of 63 students “ met ” or “exceeded” expectations	
3 Summary of Results for Direct Measure 3: Management In 2013-14, 100% of 9 students “ met ” or “exceeded” expectations	
4 Summary of Results for Direct Measure 4: Marketing In 2013-14, 100% of 6 students ‘ met ’ or ‘exceeded’ expectations	
5 Summary of Results for Direct Measure 5: Sport Management In 2013-14 , 87% of 15 students ‘ met ’ or ‘exceeded’ expectations	
6 Summary of Results for Direct Measure 6: Health Care Management In 2013-14 100% of 40 students “ met ” or “exceeded” expectations	
Summary of Results from Implementing Indirect Measures of Student Learning:	

1 Summary of Results for Indirect Measure 1: Senior Survey : Met .
2 Summary of Results for Indirect Measure 2: Accounting : Met .
3 Summary of Results for Indirect Measure 3: Management : Met .
4 Summary of Results for Indirect Measure 4: Marketing : Met Note: Expressway doesn't use the same system of evals as we do. Needs to be implemented. Online evaluation forms used for Expressway are different from the traditional class forms used. The university is now looking at approving an on-line evaluation format for all classes.
5 Summary of Results for Indirect Measure 5: Sports Management : Met
6 Summary of Results for Indirect Measure 6: Health Care Management : Met

Summary of Achievement of Intended Student Learning Outcomes:

Intended Student Learning Outcomes	Learning Assessment Measures							
	<i>Direct Measure 1</i>	<i>Direct Measure 2</i>	<i>Direct Measure 3</i>	<i>Direct Measure 4</i>	<i>Indirect Measure 1</i>	<i>Indirect Measure 2</i>	<i>Indirect Measure 3</i>	<i>Indirect Measure 4</i>
General Program ISLOs	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. <i>Program Learning Outcome 1</i>	Met	Met			Met			
2. <i>Program Learning Outcome 2</i>		Met						
3. <i>Program Learning Outcome 3</i>		Met						
4. <i>Program Learning Outcome 4</i>		Met						
5. <i>Program Learning Outcome 5</i>		Met						
6. <i>Program Learning Outcomes 6</i>		Met						
Intended Student Learning Outcomes: <i>Major, Concentration, Specialization, Emphasis, Option, or Track in Area 1</i>	<i>Direct Measure 1</i>	<i>Direct Measure 2</i>	<i>Direct Measure 3</i>	<i>Direct Measure 4</i>	<i>Indirect Measure 1</i>	<i>Indirect Measure 2</i>	<i>Indirect Measure 3</i>	<i>Indirect Measure 4</i>
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. <i>Intended Learning Outcome 2</i>		Met				Met		
2. <i>Intended Learning Outcome 3</i>		Met				Met		

3. <i>Intended Learning Outcome 4</i>		Met				Met		
4. <i>Intended Learning Outcome 5</i>		Met				Met		
<i>Intended Learning Outcome 6</i>		Met				Met		

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

Summary of Results from Implementing Direct Measures of Student Learning:

1. *Summary of Results for Direct Measure 1 Direct measure was met*
2. *Summary of Results for Direct Measure 2 Direct measure was met*
3. *Summary of Results for Direct Measure 3 Direct measure was met*
4. *Summary of Results for Direct Measure 4 Direct measure was met*
5. *Summary of Results for Direct Measure 5 Direct measure was met*
6. *Summary of Results for Direct Measure 6 Direct measure was met*

Summary of Results from Implementing Indirect Measures of Student Learning:

1. *Summary of Results for Indirect Measure 1 Direct measure was met*
 2. *Summary of Results for Indirect Measure 2 Indirect measure was met*
 3. *Summary of Results for Indirect Measure 3 Indirect measure was met*
 4. *Summary of Results for Indirect Measure 4 Indirect measure was not met; CACE is implementing using IASystem for capstone courses*
 5. *Summary of Results for Indirect Measure 5 Direct measure was met*
- Summary of Results for Indirect Measure 6 Indirect Measure was met*

Summary of Achievement of Intended Student Learning Outcomes:

Intended Student Learning Outcomes	Learning Assessment Measures							
	<i>Direct Measure 1</i>	<i>Direct Measure 2</i>	<i>Direct Measure 3</i>	<i>Direct Measure 4</i>	<i>Indirect Measure 1</i>	<i>Indirect Measure 2</i>	<i>Indirect Measure 3</i>	<i>Indirect Measure 4</i>
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. <i>Program Learning Outcome 1</i>								
2. <i>Program Learning Outcome 2</i>								

3. <i>Program Learning Outcome 3</i>								
4. <i>Program Learning Outcome 4</i>								
5. <i>Program Learning Outcome 5</i>								
Intended Student Learning Outcomes: Major, Concentration, Specialization, Emphasis, Option, or Track in Area 2	<i>Direct Measure 1</i>	<i>Direct Measure 2</i>	<i>Direct Measure 3</i>	<i>Direct Measure 4</i>	<i>Indirect Measure 1</i>	<i>Indirect Measure 2</i>	<i>Indirect Measure 3</i>	<i>Indirect Measure 4</i>
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. <i>Intended Learning Outcome 1</i>								
2. <i>Intended Learning Outcome 2</i>								
3. <i>Intended Learning Outcome 3</i>								
Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:								
1. <i>Course of Action 1 The Department is working with CACE to ensure that all capstone courses are evaluated using the IASystem</i>								
2. <i>Course of Action 2</i>								
3. <i>Course of Action 3</i>								
4. <i>Course of Action 4</i>								

<i>Business Department</i>
Master Level Programs
General Program Intended Student Learning Outcomes (MS-OM)
1. <i>Students will be able to analyze problems, synthesize solutions, communicate decisions, and understand the organizational impact of those decisions.</i>
2. <i>Students will be able to develop organizational leadership.</i>
3. <i>Students will be able to think deeply and broadly from a system viewpoint about the roles, functions and tasks of managers.</i>
4. <i>Students will be able to use a variety of management skills and prescriptions in organizational environments.</i>
5. <i>Students will be able to understand and appreciate management theory in various managerial situations.</i>
6. <i>Students will be able to demonstrate academic excellence and critical thinking.</i>

7. <i>Students will be able to conduct independent investigations and research.</i>
Intended Student Learning Outcomes: MS-OM
1. . Identifying, discussing and conducting strategic analysis including techniques to recognize the internal and external environmental influences impacting the company or organization.
2. Comparing and contrasting methods to assess risk and the implications of trends and events in regard to organizational planning success.
3. Explaining and discussing strategic planning and management of change and their effects on organization culture
4. . Analyzing and evaluating conditions and organization must have two create and implement change successfully
5. Synthesizing various methods and tools in the strategic planning process and the management change into a philosophy of organizational management.
General Program Intended Student Learning Outcomes (MBA)
<i>1. Analyze business challenges through the application of the knowledge gained in the study of humanities and social studies</i>
<i>2. Evaluate business challenges through the application of the knowledge gained in the study of humanities and social studies.</i>
<i>3. Evaluate data and information as components of decision-making in business.</i>
<i>4. Interpret data and information as components of decision-making in business.</i>
<i>5. Integrate the principles and concepts of the major business functions across those function and with the mechanisms of individual behavior and the social aspects of humanity into the design of people.</i>
<i>6. Integrate the principles and concepts of the major business functions across those functions with the mechanisms of individual behavior and the social aspects of humanity into the design of business strategies.</i>
<i>7. Integrate the principles and concepts of the major business functions across those functions and with the mechanisms of individual behavior and the social aspects of humanity into the implementation of business strategies.</i>
Intended Student Learning Outcomes: MBA
1. Develop action plans to address issues faced by high level management that utilize the integration of knowledge from all functional areas of business.
2. Interpret the results of research conducted by others relevant to specific business related challenges and opportunities.

- 3. Conduct research that can be used to develop action plans to deal with specific business related challenges and opportunities.
- 4. Develop action plans to address issues faced by high level management that explicitly presents considerations of the ethical and behavioral
- 5. Identify the strategic opportunities and available resources of a business from the perspective of senior management and under conditions of uncertainty

Intended Student Learning Outcomes

Assessment Instruments for Intended Student Learning Outcomes Direct Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Direct Measures:
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1. End of Program Comprehensive Assessment (COMP, Peregrine) Core ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6, 7 (MS-OM) CoreISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6, 7 (MBA)	<i>85% of Graduate students in business disciplines will have an overall score of at least 45 on the COMP assessment</i>
2. <i>Evaluation of written case study in strategic management (OM)</i> <i>Program ISLOs measured by this outcome: 1, 2, 3, 4, 5, 6, 7</i>	<i>90% of graduating students in the OM program will have rating of met expectations on the capstone evaluation</i>
3. <i>Evaluation of final paper in strategic management(MBA)</i> <i>Program ISLOs measured by this outcome: 1, 2, 3, 4, 5, 6, 7</i>	<i>90% of graduating students in the MBA program will have a “met” expectations rating</i>

Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Indirect Measures:
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Graduate Exit Survey Program ISLOs Assessed by this Measure: 1, 2,3, 4, 5, 6, 7 (MS-OM)	On the exit Survey instrument, the mean score of graduate business students will exceed 3.5 on the question that they were ‘intellectually challenged” to meet the intended outcomes of their respective program
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Program ISLOs Assessed by this Measure: 1,2,3, 4, 5, 6, 7 (MBA)

Course Evaluation: MS-OM, MBA

Major ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6, 7 (MS-OM)

Major ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6, 7 (MBA)

On the course evaluation form for MBA 650 and OM 586 (the capstones), the weighted average rating on the item dealing with the degree of student success in achieving course learning objectives will be 3.5 or higher (out of 5)

Summary of Results from Implementing Direct Measures of Student Learning:

Summary of Results for Direct Measure 1

THESE ARE THE PEREGRINE RESULTS BY Major

Summary of Results for Direct Measure 2: MSOM In 2013-14, 100% of 15 students “**met**” expectations

Summary of Results for Direct Measure 3: MBA In 2013-14, 100% of 26 students “**met**” or “exceeded” expectations

Summary of Results from Implementing Indirect Measures of Student Learning:

Summary of Results for Indirect Measure 1: **Senior Survey** Met

Summary of Results for Indirect Measure 2: **MS-OM** Met

Summary of Results for Indirect Measure 3: **MBA** Met

Section II: Operational Assessment (Note: Complete this section only if you received first-time accreditation or reaffirmation of accreditation after January 1, 2011.)

<i>Name of Academic Business Unit</i>	
Operational Assessment	
Intended Operational Outcomes:	
1. <i>Complete IACBE Self Study</i>	
2. <i>Encourage Faculty scholarship</i>	
3. <i>Improve teaching and learning</i>	
4. <i>Research the marketing and management majors to identify factors to improve enrollment</i>	
5. <i>Encourage students to enroll in internships</i>	
6. <i>Analyze programs that expose students to international business</i>	
7. <i>Improve service learning</i>	
Assessment Measures/Methods for Intended Operational Outcomes:	Performance Objectives (Targets/Criteria) for Operational Assessment Measures/Methods:
1. <i>Complete site visit by IACBE</i> Intended Operational Outcomes Assessed by this Measure: <i>Outcome 1</i>	<i>The Department will complete an error free self-study</i>
2. <i>Encourage Scholarship</i> Intended Operational Outcomes Assessed by this Measure: <i>Outcome 2</i>	<i>Increased number of refereed presentations, papers and public publications</i>
3. <i>Improve teaching and learning</i> Intended Operational Outcomes Assessed by this Measure: <i>Outcome 3</i>	<i>Course evaluation scores</i>
4. <i>Research ways to increase marketing and management enrollments</i> Intended Operational Outcomes Assessed by this Measure: <i>Outcome 4</i>	<i>Increase enrollment in either/both programs</i>

5. <i>Encourage students to enroll in internships</i> Intended Operational Outcomes Assessed by this Measure: <i>Outcome 5</i>	<i>Total number of department internships as reported in the SASS report (December)</i>
6. <i>Analyze programs that expose students to international business</i> Intended Operational Outcomes Assessed by this Measure: <i>Outcomes 6</i>	<i>Number of students studying/working abroad</i>
7. <i>Improve service learning</i> Intended Operational Outcomes Assessed by this Measure: <i>Outcome 7</i>	<i>Number of service learning courses offered by the department</i>
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Summary of Results from Implementing Operational Assessment Measures/Methods:

1. *Upon review by IACBE governors, the Department received two notes. It is filing an updated assessment plan with IACBE in Fall 2014*
2. *Five faculty members published or had articles accepted in either peer-reviewed journals or Conference Proceedings. All tenure/tenure track faculty made at least one conference academic presentation or published an article this past year. One professor received both a Spring and Summer University Research Grant. One professor had her proposal for sabbatical (Spring 2015) accepted.*
3. *All full-time faculty made progress in the effectiveness of their teaching, scoring 3 or higher on student evaluations while keeping “intellectual challenge” at a level of 4 or higher.*
4. *After two years of study, it was determined that the Management and Marketing majors would be put on hiatus as enrollments were not rising. Students are now directed towards the BS in Business Administration with a Marketing or Management specialization program.*
5. *The Department set a goal of 90 internships for 2013; the final number was 82. The goal for 2014 is 85, since the former internship director left his position in May 2014 and was not replaced until July and transferred to the Insalaco Center for Career Development.*
6. *In Fall 2013, the Department developed a Study Abroad Committee. A program was identified by the group, but while it had IACBE accreditation at the graduate level it did not at the undergraduate. The University folded this effort being headed by the Insalaco Center for Career Development.*
7. *There has been little interest within the Department for offering service learning classes. The Department will reassess this goal in 2014-15*

Summary of Achievement of Intended Operational Outcomes:

Intended Operational Outcomes	Operational Assessment Measures/Methods
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	<i>Operational Assessment Measure/ Method 1</i>	<i>Operational Assessment Measure/ Method 2</i>	<i>Operational Assessment Measure/ Method 3</i>	<i>Operational Assessment Measure/ Method 4</i>	<i>Operational Assessment Measure Method 5</i>	<i>Operational Assessment Measure/ Method 6</i>	<i>Operational Assessment Measure/ Method 7</i>	<i>Operational Assessment Measure/ Method 8</i>
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. <i>Intended Operational Outcome 1</i>	Met							
2. <i>Intended Operational Outcome 2</i>		Met						
3. <i>Intended Operational Outcome 3</i>			Met					
4. <i>Intended Operational Outcome 4</i>				Not Met				
5. <i>Intended Operational Outcome 5</i>					Not Met			
6. <i>Intended Operational Outcome 6</i>						Met		
7. <i>Intended Operational Outcome 7</i>							Not Met	
Proposed Courses of Action for Improvement in Operational Outcomes for which Performance Targets Were Not Met:								
1. <i>Course of Action 4: The Department attempted to increase enrollments, but was not successful. The Marketing/management majors were removed from the departmental offerings.</i>								
2. <i>Course of Action 5: The University decided to close the Center for Economic and Entrepreneurial Education when the Director resigned from the University. Internships are now being developed by the Insalaco Center for Career Development</i>								
3. <i>Course of Action 7: The Department will meet in 2014-15 to determine why there is a reluctance to offer service learning opportunities.</i>								

Programmatic Information, Questions 4.0 During Spring 2014, the Business Department changed its core business program. This applies to all undergraduates business disciplines. BUS 491 Seminar in Management was added to the core. It will be a capstone for all business programs. To make room for this course and to not expand the core beyond the current 36 credits, BUS 360 HR Management and BUS 306 Org Behavior were combined and a new course, BUS 3XX Managing Human Resources, was developed and added to the core.