# Accreditation Council for Business Schools and Programs (ACBSP) <u>Quality Assurance (QA) Report</u>

# 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: Alvernia Ur	iversity	Date 9/29/11	
Address: 400 St. Bernardine Stree	t, Reading, PA 19607		
O3. Year Accredited/Reaffirmed:	2006 / 2008	This Report Covers Years: 2008 - 2011	

- O4. List All Accredited Programs (as they appear in your catalog):
- **B.S. Business Accounting**
- **B.S. Business Human Resource Management**
- **B.S. Business Management**
- **B.S. Business Marketing**
- **B.S. Business Sport Management**
- A.S. Business
- B.A. Corporate Communications (program being closed no new students as of fall 2011)

MBA including Traditional delivery and Online delivery

NOTE: Originally, all 5 business majors listed above were accredited as Bachelor of Arts degrees and we had 3 additional B.S. degrees in the Continuing Studies division in a) Accounting and Finance b) Marketing and Planning and c) Business Administration. Upon an environmental scan of peer institutions, the Business unit made a determination that our curriculum offered the requisite number of math and science courses sufficient to justify

converting the B.A. degrees (other than the Corporate Communication degree which remains a B.A. and is being closed) to B.S. degrees. The curriculum in these majors has not changed in response to this revision since the requisite amount of math and science courses were already included. The names of the majors are all as listed above. The prior major names and curriculum in those majors in the Continuing Studies division were changed to match the traditional day program curriculum and major names.

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.

# All programs in the business unit are accredited by ACBSP

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

1. First Energy corporation – offsite location rather than a campus. We offer an Alvernia MBA to a cohort that graduated December 2010. We began an MBA to an new cohort in Spring 2011 and also began offering an Associates in Business degree to another First Energy cohort at the same time.

#### 2. Schuylkill campus

O7. Person completing report Name:	Mary Ellen Wells
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E-mail address:	MaryEllen.Wells@alvenia.edu
ACBSP Champion name:	Mary Ellen Wells
ACBSP Co-Champion name:	Karen Thacker

O8. Conditions/Notes/Opportunity for Improvement (OFI) to be Addressed Please explain and provide the necessary documentation/evidence for addressing each condition/note/OFI since your last report.

Are you requesting the Board of Commissioners to remove notes or conditions (attach appendix to QA report to justify the removal): **YES** 

# Remove Notes:

NOTE: Standard 5.4.e: When a faculty member is extensively engaged in other responsibilities, he/she should be given proper reduction in one or more of the nine faculty responsibilities.

NOTE: Standard 5.2: At least 40 percent of the undergraduate credit hours sponsored by the business unit must be taught by doctoral qualified faculty members.

### Remove Conditions:

#### CONDITIONS:

Standard 5.4.a: The Business unit should have no fewer than one FTE faculty for each 720 student credit hours taught at the undergraduate level and one FTE faculty for each 540 student credit hours taught at the graduate level.

Standard 5.4.b: A full-time faculty should not exceed teaching 24 credits hours and six preparations during an academic year. Part-time faculty should not exceed a teaching load of two courses per semester.

O9. The business unit must routinely provide reliable information to the public on their performance, including student achievement.

Describe how you routinely provide reliable information to the public on your performance, including student achievement.

Information regarding the Business Unit, including student achievement, is disseminated through a variety of channels. The Alvernia Magazine is published twice a year and is provided to approximately 16,000 recipients, including residents and businesses in our region, all alumni, faculty, staff, and current student parents.

An Honors Convocation Booklet is provided annually to graduating students and their parents detailing student honors and awards as well as faculty awards, scholarship and creative works.

Student and faculty accomplishments are regularly transmitted to up to 115 local media outlets including The Reading Eagle newspaper, BCTV and other traditional news media outlets such as internet news sites, television, daily and weekly newspapers and magazines.

Finally, faculty achievement and scholarship and student achievements are published on our website on a regular basis and this QU report is provided in a link on the Business Department page of our website.

Note: This requirement can be addressed in Standard #4, Criterion 4.5 and Standard #6, Criterion in 6.2.2.

# Standard #1 Leadership

### Organization

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

Professor Robert Gannon no longer works at Alvernia University. Professor Gannon was professionally qualified.

Dr. Woosoon Kim was hired as of August 15, 2011 and is doctorally qualified. He holds undergraduate degrees in Accounting and Economics, an MBA with a concentration in Finance and a PhD in Sport Management.

Drena Romberger has been hired full time to serve as secretary for both the Business Department and the Criminal Justice Department. Although her services are shared between the two departments, the time available to the Business Department appears to be meeting our needs given the flexibility of a full time secretary where we previously only had a 19 hour per week secretary.

 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.

# Standard #3 Student and Stakeholder Focus

# Standard 3 - Student and Stakeholder-Focused Results

	udent and	Stakeholder-Focused Results								
Student- and		Studer	nt- and stakeholder-foci	used results examine	e how well your organ	ization satisfies students and				
Stakeholder-Foc	used		olders key needs and e							
Key indicators may include: satisfaction and dissatisfaction of current and past students and key stakeho perceived value, loyalty, persistence, or other aspects of relationship building, end of course surveys, alur surveys, Internship feedback, etc.  Each academic unit must demonstrate linkages to business practitioners and organizations, which a current and significant, including an advisory board.  Periodic surveys should be made of graduates, transfer institutions, and/or employers of graduates obtain data on the success of business programs in preparing students to compete successfully for										
		entry-l	evel positions.	nalysis of Results						
Performance	Descript	ion of		Analysis and	Results of	Insert Graphs or Tables of				
Measure (Competency)	Measurement		(results)	Action Taken (improvement)	Action Taken (occurs in the following year)	Resulting Trends for 3-5 Years (please graph all available data up to five years)				
Advisory Board will meet yearly and become more involved in Business Unit business	Minutes of Advisory Board; Curriculu Business Seminar capstone course	m of	Minutes posted to website after annual meeting; advisory board input into Business Seminar events and syllabi; advisory board input into strengths and weakness of students employed in the community	Syllabi revised;  Business Seminar invitations to Board members and more community members;  Students were lacking in writing and speaking skills	Capstone writing, speaking and analysis requirement incorporated into Business Seminar course Spring 2011					

Alumni Satisfaction will be at or	Question on newly implemented	Measure was met for graduates	Survey was administered for the first time	Survey administered for the first	95.00 -		l			
above 80%	annual alumni survey – first administered in fall 2011 to	of the class of 2007, and 2009- 2011.	in summer 2011. Measure was substantially	time in summer 2011. However,	90.00 -					
	Alumni from 2005-2011:	Satisfaction with the degree from the	met but curriculum changes over the last year	anecdotal evidence had indicated	85.00 -					
	are you with your degree from Alvernia University?	class of 2008 was at 78%	should strengthen these numbers.	that students wanted more hands on learning	80.00 -		_			
	Offiversity:			therefore experiential projects	75.00 -			+	-	
				were added in a variety of courses in each major	70.00 -	2007	2008	2009	2010	2011

A1	0	B.4	0	0							
Alumni	Question on	Measure was	Survey was	Survey							
Satisfaction	newly	met for the	administered	administered	90.00 -						
will be at or	implemented	graduating	for the first time	for the first time							
above 80%	annual alumni	classes of	in summer	in summer	80.00 -						
	survey – first	2007, 2010	2011.	2011.							
	administered	and 2011.	Measure was	However,	70.00 -						
	in fall 2011 to	Measure was	substantially	anecdotal							
	Alumni from	at 70% for the	met but	evidence had	60.00 -						
	2005-2011:	class of 2008;	curriculum	indicated that	F0.00						
		77% for the	changes over	students	50.00 -						
	How well did	class of 2009.	the last year	wanted more	40.00 -						
	your overall		should	hands on	40.00						
	education at		strengthen	learning	30.00 -						
	Alvernia		these numbers.	therefore							
	University			experiential	20.00 -						
	prepare you			projects were							
	for your			added in a	10.00 -						
	career?			variety of							
	career:			courses in	0.00 -						1
						2007	20	008	2009	2010	2011
				each major							

Alumni Satisfaction will be at or above 80%	Question on newly implemented annual alumni survey – first administered in fall 2011 to Alumni from 2005-2011:  How well did your business courses at Alvernia University prepare you for your current job?	Measure was met at 91% in 2007. Measure was not met in following years – 2008 result was 75%; 2009 result was 77%; 2010 result was 76 percent and 2011 result was 78%	Measure was only met in 2007. Curriculum changes were put into place to add and/or strengthen capstones in all majors during academic year 2010/2011 which are expected to improve this result.	Survey administered for the first time in summer 2011. However, anecdotal evidence had indicated that students wanted more hands on learning therefore experiential projects were added in a variety of courses in each major and capstone analysis projects were added.	100.00 90.00 80.00 70.00 60.00 50.00 40.00 20.00 10.00 2007 2008 2009 2010 2011
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	T	1	1	1	
Internship	Final employer	Two students	Internship	Employer	Internship Employer Satisfaction
Employer	evaluation	received	Employer	satisfaction	
satisfaction will		perfect score	satisfaction has	rose from the	100%
equal or		evaluations	equaled or	50% range to	80%
exceed 80%		from	exceed 80%	an average of	60% - 2009/2010
		internship	since we	approximately	40%
		employer	stopped	90% after	20%
		during the	requiring all	requiring a	0%
		2009/2010	students to	minimum GPA	
		academic	complete	of 2.75%.	
		year, while a	internships and	Students with a	
		third student	required a 2.75	lower GPA are	
		received a 4.8	GPA to qualify.	counseled to	
		average.		work on writing	
		During the		and	
		2010/2011		professionalism	
		year, one		prior to full time	
		student		employment	
		received a			
		4.15 average,			
		one received			
		a 3.9 average,			
		two received a			
		3.8 average			
		and fifth			
		received a 3.5			
		average on			
		their final			
		evaluations			

	T	1	T	I	
70% of students will rate Student satisfaction with academic quality overall at Somewhat Higher than Expected or above.	Undergraduate Student Exit Survey May 2011	Expectations for academic quality overall:  Much higher than expected: 29.3% Somewhat higher than expected: 34.1% Just as expected: 31.7% Slightly lower than expected: 2.4% Much lower than expected: 2.4%	Measure was not met at 63%. Students had anecdotally indicated that they didn't feel as prepared for the workplace as they needed to be.  Business Seminar was revised over the last few years to include a number of networking activities	More than 70% of students in the Business Unit rated student satisfaction with academic quality overall at Somewhat Higher than expected or above as compared to 40% who rated overall academic quality at somewhat higher than expected or above.	35 30 25 20 15 10 Much Higher Just as Much Lower expected
70% of students will rate Student satisfaction with major program at Somewhat Higher than Expected or above.	Undergraduate Student Exit Survey May 2011	Major program included just the right courses:  Strongly Agree: 17.1% Agree: 75.6% No opinion: 7.3% Disagree: 0%	Students are extremely satisfied with the curriculum – more than 92% state that their major includes just the right courses	No changes are needed at this time	Strongly Agree No Opinion Disagree

70% of students will rate Student satisfaction with advising in their major at Somewhat Higher than Expected or above.	Undergraduate Student Exit Survey May 2011	Satisfaction: Advising in Major  Very Satisfied: 43.9% Somewhat Satisfied: 34.1% No opinion: 9.8% Somewhat Unsatisfied: 7.3% Very Unsatisfied: 4.9% N/A: 0%	Measure was exceeded at 78% of students rating satisfaction with advising in their major at Somewhat Higher than Expected or above.	No changes are needed at this time.	45 40 35 30 25 20 15 10 Very Satisfied No Opinion Very Unsatisfied
70% of students will rate Preparedness at Strongly Agree or Agree.	Undergraduate Student Exit Survey May 2011	Preparedness: Has provided up to date information relevant to current issues and topics.  Strongly Agree: 39% Agree: 58.5% No Opinion: 2.4% Disagree: 0% Strongly Disagree: 0%	Measure was met – more than 97% of students felt prepared for their career with current issues and topics	No changes are needed at this time.	60 50 40 30 20 10 Strongly Agree No Agree Opinion

Student employment upon graduation will be at 60% or above	Undergraduate Student Exit Survey May 2011	Current Employment Status: Accepted a position with a new employer: 7.3% Continuing in a position with current employer: 26.8% Considering a job offer: 4.9% Actively looking for a job: 56.1% Not actively looking for a job: 2.4% No plans at this time: 2.4%	Measure was no met at the institution level. The career center staffing was enhanced to provide a study abroad oversight and planning as well as internship coordination.	2011 changes will be assessed in 2012 and business unit graduate alumni status will be tracked by the department.	60 40 40 30 20 New Employer Job Offer Not Actively Looking
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70% of	Graduate	Expectations	Measure was	Measure will be	40 -		
students will	Student –	for academic	not met.	re-evaluated in	40		
rate overall	MBA program	quality overall:	Curriculum was	2012.			
academic	Exit Survey		revised during		35		
quality at	May 2011	Much Higher	academic year				
Somewhat		Than	2010/2011 to		30		
Higher than		Expected:	strengthen				
Expected or		26.3%	scope of		25		
above.		Somewhat	electives since				
		Higher Than	the academic		20		
		Expected:	quality was met				
		26.3%	in major but not		15		
		Just as	overall. In				
		expected:	addition, MBA		10		
		36.8%	coordinator				
		Slightly lower	was		5		
		than	reappointed				
		expected:	and provided		0		
		10.5%	adjunct		Much Higher	Just as expected	Much Lower
			•		Wideli Higher	Just as expected	WIGGII LOWEI
		Much lower	orientation and				
		than	additional				
		expected: 0%	student				
			advisement.				

					•
70% of students will rate academic quality in their major at Somewhat Higher than Expected or above.	Graduate Student – MBA Program Exit Survey May 2011	Expectations for academic quality in major:  Much higher than expected: 31.6% Somewhat higher than expected: 42.1% Just as expected: 21.1% Slightly lower than expected: 5.3% Much lower than expected: 0%	Measure was met.	No changes needed at this time.	45 40 35 30 25 20 15 10 5 0 Much Higher  Just as Much Lower expected
70% of students will Strongly Agree or Agree.	Graduate Student – MBA Program Exit Survey May 2011	Major included just the right courses:  Strongly Agree: 26.3% Agree: 47.4% No Opinion: 10.5% Disagree: 15.8%	Measure was met.	No changes needed at this time.	Strongly Agree No Disagree Agree Opinion

70% of students will Agree or Strongly Agree that courses were added with reasonable frequency.	Graduate Student Exit Survey May 2011	Required courses were offered with reasonable frequency:  Strongly Agree: 36.8% Agree: 52.6% No Opinion: 0% Disagree: 10.5% Strongly Disagree: 0%	Measure was met.	No changes needed at this time.	60 50 40 30 20 10 Very Satisfied	No Opinion
70% of students will rate satisfaction with major curriculum at Somewhat Higher than Expected or above.	Graduate Student – MBA Program Exit Survey May 2011	Satisfaction Major: Curriculum  Very Satisfied: 36.8% Somewhat Satisfied: 57.9% No Opinion: 0% Somewhat Unsatisfied: 5.3%	Measure was met.	No changes needed at this time.	60 50 40 30 20 10 Very Satisfied	No Opinion

70% of students will rate satisfaction with advising quality at Somewhat Higher than Expected or above.	Graduate Student – MBA Program Exit Survey May 2011	Satisfaction Major: Advising  Very Satisfied: 42.1% Somewhat Satisfied: 31.6% No Opinion: 15.8% Somewhat Unsatisfied: 0% Very Unsatisfied: 5.3% N/A: 5.3%	Measure was met. However, complaints had been heard from students that they had questions that they had difficulty getting addressed. Additional MBA coordinator advising hours were added each week.	Measure will be reevaluated in 2012.	45 40 35 30 25 20 15 10 5 Very Satisfied No Opinion Very Unsatisfied
70% of students will rate overall academic quality at Somewhat Higher than Expected or above.	Graduate Student – MBA Program Exit Survey May 2011	Preparedness: Sense of confidence in field of study  Strongly Agree: 42.1% Agree: 52.6% No Opinion: 0% Disagree: 5.3%			60 40 30 20 10 Strongly Agree No Opinion Disagree Agree

70% of students will rate preparedness at Somewhat Higher than Expected or above.	Graduate Student – MBA Program Exit Survey May 2011	Preparedness: has provided up to date information relevant to current issues and topics  Strongly Agree: 57.9% Agree: 36.8% No Opinion: 5.3%	Measure was met.	No changes needed at this time.	60 50 40 30 20 10 Strongly Agree No Agree Opinion
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Student employment upon graduation will be at 60% or above	Graduate Student – MBA Program Exit Survey May 2011	Current Employment Status:  Accepted a position with a new employer: 0% Continuing position with current employer: 73.7% Considering a job offer: 0% Actively	Measure was met.	No changes needed at this time.	80 70 60 50 40 30 20
		job offer: 0%			

# 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.

# **Outcomes for Associate Degree in Business**

- 1. Demonstrate a working knowledge of basic business theory
- 2. Demonstrate effective and professional communication and collaboration skills, including effective use of information technology in business situations.

- 3. Demonstrate ability to make basic investment and financing decisions for a business using financial management concepts and methods.
- 4. Demonstrate ability to identify and analyze business problems and opportunities and formulate action plans.
- 5. Demonstrate ability to apply accounting concepts and methods to interpret financial statements for evaluating the financial position and performance of organizations.

# Outcomes for Bachelor of Science degrees in the Business Unit (including Accounting major; HR Management major; Marketing major and Sport Management major).

- 1. Demonstrate a working knowledge of basic business theory
- 2. Demonstrate effective and professional communication and collaboration skills, including effective use of information technology in business situations.
- 3. Demonstrate an understanding of analysis, formulation and implementation of strategy at the corporate or entrepreneurial level
- 4. Demonstrate ability to identify and analyze business problems and opportunities and formulate action plans.
- 5. Demonstrate awareness of economic, ethical, and legal contexts of global business practice.
- 6. Demonstrate ability to make basic investment and financing decisions for a business using financial management concepts and methods.
- 7. Demonstrate ability to apply accounting concepts and methods to interpret financial statements for evaluating the financial position and performance of organizations.
- 8. Demonstrate ability to use quantitative and qualitative tools and methodologies to support organizational decision making.
- 9 A Demonstrate an understanding of concepts relevant to Accounting
  - B Demonstrate an understanding of concepts relevant to HR Management
  - C Demonstrate an understanding of concepts relevant to Management
  - D Demonstrate an understanding of concepts relevant to Marketing
  - E Demonstrate an understanding of concepts relevant to Sport Management

### **Outcomes for MBA program**

- 1. Comprehensive Knowledge of Functional Areas. Graduates shall possess an understanding of the theoretical foundations and quantitative tools of each functional area, as well as the ability to apply this knowledge to actual problems.
- 2. Problem Solving Capabilities. Graduates shall think laterally, critically, innovatively, creatively and make connections among diverse fields of study in analyzing problems.
- 3. Global Perspective. Graduates shall explain global implications based on an understanding of both domestic and global environments of organizations.
- 4. Communication Competency. Graduates shall communicate effectively in writing and orally in ways appropriate for a variety of objectives and audiences.

- 5. Ability to Manage Information. Graduates shall have an understanding of the progress in data literacy and manipulation, integrated into effective decision making.
- 6. Social Responsibility. Graduates shall understand the ethical and legal responsibilities of organizations and society.
- 7. Behavior Skills. Graduates should understand human behavior in organizations. They should have the ability to utilize leadership skills effectively, interact effectively in groups, and manage in culturally diverse settings.

#### b. Performance Results

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.

Student Learning Results (Required for each accredited program, doctorate, masters, and baccalaureate)

Performance Indicator	Definition							
1. Student Learning Results	A student learning outcome is one that measures a specific competency attainment.							
	Examples of a direct assessment (evidence) of student learning attainment that might be u							
(Required for each accredited program)	capstone performance, third-party examination, faculty-designed examination, professiona performance, licensure examination).	ı						
	Add these to the description of the measurement instrument in column two:							
	Direct - Assessing student performance by examining samples of student work.							
	Indirect - Assessing indicators other than student work such as getting feedback from the some other persons who may provide relevant information.	tudent or						
	Formative – An assessment conducted during the student's education.							
	Summative – An assessment conducted at the end of the student's education.							
	Internal – An assessment instrument that was developed within the business unit.							
	External – An assessment instrument that was developed outside the business unit.							
	Comparative – Compare results between classes, between online and on ground classes,							
	professors, between programs, between campuses, or compare to external results such as							
	the U.S. Department of Education Research and Statistics, or results from a vendor providing							
	comparable data.							
	Analysis of Results							

# **Associates: Business**

Student Learning Outcome	Performance Measure Competency	Description of Measurement Instrument (Formative, Summative, Internal, External, or Comparative)	Area of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Graphs or Tables of Resulting Trends
SLO 1 BUS 101	70% of students will earn a C or better	Formative: Exams, Prepare comp. case studies, homework	80% of students earned a C or better: Fall 09. Not met Spring 2010 and Fall 2010 70% earn a C or better Spring 2011	Continuing Education (CE) program performed higher than traditional program. Traditional day student grades are a reflection of transition issues rather than problems with the program.	Traditional day student grades are a reflection of transition issues rather than problems with the program.  Transition to online homework and in-class group assignments will create student-centered learning and improve instructor/faculty relationship. Will be implemented Fall 2011-Spring 2012.	Sp 11 Fall 10 Sp 10 Fall 09 0 50 100 Day CE

SLO 1 BUS 110	70% of students will earn a C or better	Final exam	80% of students earned a C or better	Course was only offered during Fall 2009. Introductory course that can be utilized as an elective or meet social science requirement. Course is offered intermittently and not all students are business majors.	This course will continue in its current format and be offered at a minimum, once per year. This course introduces students to economic theories that have an impact on their lives. This course should be offered on a more regular basis. In addition to meeting the social science requirement for Alvernia, it may also encourage business students to select economics to meet the area 2 curricular requirement of enrolling in three courses at the 200 level or higher. This may have a more meaningful impact on improving economic knowledge of business students as measured by MFT.	Sp 11  Fa 10  Sp 10  Fa 09  0 50 100
SLO 1 BUS 206	70% of students will earn a C or better	Formative: Exam scores	80% of students earned C or better Fall 09-Fall 10 70% earn C or better Spring 2011	CE students always met measures. Applied experience is beneficial for CE students that day students are lacking. Course is scheduled too early in college experience skewing results based on maturity/experience/study habits.	Dated material, switched to 2011 edition. Day students were offered faculty study sessions outside of class time to prep study skills and practice. Will continue throughout the Fall 2011 and Spring 2012 academic year.	Sp 11 Fa 10 Sp 10 Fa 09  0 50 100  Day © CE

SLO 1 BUS 207	70% of students will earn a C or better	Formative: Exam scores	70% of students earned C or better	Continue to monitor and modify course pedagogy by reviewing classroom activities used on other campuses and reviewing student feedback and course evaluations.  Monitor and modify content to adhere to current standards of profession illustrated in AMA publications.	Will continue throughout the Fall 2011 and Spring 2012 academic year.	Spring 11 Fall 10 Spring 10 Fall 09 85 90 95 100
SLO 1 BUS 208	70% of students will earn a C or better	Final exam	70% of students earned a C or better	The course number was changed from BUS 308 to BUS 208. Will continue to monitor and modify course content to adhere to the current standards of the profession as illustrated in the AMA publications and Special Interest Groups.	During the 2011-2012 academic year, this course will continue to monitor and modify course pedagogy by reviewing classroom activities used on other campuses and reviewing student feedback and course evaluations.	SP 11 Fa 10 Sp 10 Fa 09 50 60 70 80 90 100
SLO 1 BUS 218	70% of students will earn a C or better	Exams	80% of students earned a C or better	Course was not offered during the spring semesters. This is a sophomore level course that can be utilized as an elective or by students not majoring in business. Since many of the students are being introduced to personal money concepts and some may choose a major other than business, it is difficult to	During the 2011-2012 academic year, this course should be continued in its current format and be offered at a minimum of once per year. This course introduces personal money management theories that have an impact on their lives. The measurement for this course should be adjusted to 80% of	Sp 11 Fa 10
				measure the impact of this course through the department external measurement tool. For those enrolled in this course that have business as a major, the course is a foundation for which financial literacy is built upon.	students to earn a B or better. This course is currently set at the sophomore level so consequently, a higher measurement level is appropriate.	Sp 10  Fa 09  50 60 70 80 90 100

SLO 1 BUS 248	70% of students will earn a C or better	Formative: Exam & homework scores	80% of students earned C or better	CE students are able to apply workplace experience to course content and always meet the measure. Day students are scheduled too early in college career and are not prepared to meet class demands or have study/maturity/ experience skills. Applied experience is beneficial to applying basic economics concepts.	Instructor will select new textbook and adopt new teaching methods during Fall 2011 and Spring 2012 academic year.	Sp 11 Fa 10 Sp 10 Fa 09  0 50 100 Day CE
SLO 1 BUS 249	70% of students will earn a C or better	Formative: Exam scores	80% of students earned C or better	CE students are able to apply workplace experience to course content and always met the measures. Day students are scheduled too early in college career and are not prepared to meet class demands or have study/maturity/ experience skills.	Instructor will select new textbook and adopt new teaching methods during Fall 2011 and Spring 2012 academic year.	SP 11 Fa 10 Sp 10 Fa 09 50 60 70 80 90100
SLO 1 BUS 250	70% of students will earn a C or better	Formative: Exam scores	70% of students earned C or better Spring 2010 and Spring 2011	First course offered to Accounting majors. Grade impacts the GPA of their major and may give more precedence. Typical student is a freshman; placement in spring semester allows better understanding of time and effort needed to succeed.	Only offered to traditional day students during second semester. This will continue during Fall 2011 and Spring 2012 academic year.	Spring 11

SLO 1 BUS 280	70% of students will earn a C or better	Presentation	80% of students earned a C or better in Fall 2009-Fall 2010 year.  70% of students earned a C or better during Spring 2011	The course number was changed from BUS 310 to BUS 280 as a result of the number of transfer students from community colleges that have taken the course. Students in this course in both day and evening programs are typically very successful. The classes are small and students relate as a result of direct work experience, even if the experience is not managerial.	Upon reflection of the results of the Spring 2011 traditional day class, it should be noted that adverse weather conditions at the beginning of the semester as well as the instructor missing two classes due to a broken elbow impacted the pace in which the material was presented.	Sp 11  Fa 10  Sp 10  Fa 09  50 60 70 80 90 100
SLO 3 BUS 218	70% of students will earn a C or better	Exams	80% of students earned a C or better	Course was not offered during the spring semesters. This is a sophomore level course that can be utilized as an elective or by students not majoring in business. Since many of the students are being introduced to personal money concepts and some may choose a major other than business, it is difficult to measure the impact of this course through the department external measurement tool. For those enrolled in this course that have business as a major, the course is a foundation for which financial literacy is built upon.	During the 2011-2012 academic year, this course should be continued in its current format and be offered at a minimum of once per year. This course introduces personal money management theories that have an impact on their lives. The measurement for this course should be adjusted to 80% of students to earn a B or better. This course is currently set at the sophomore level so consequently, a higher measurement level is appropriate.	Sp 11 Fa 10 Sp 10 Fa 09 50 60 70 80 90 100

SLO 4 BUS 208	70% of students will earn a C or better	Final exam	70% of students earned a C or better	The course number was changed from BUS 308 to BUS 208. Will continue to monitor and modify course content to adhere to the current standards of the profession as illustrated in the AMA publications and Special Interest Groups.	During the 2011-2012 academic year, this course will continue to monitor and modify course pedagogy by reviewing classroom activities used on other campuses and reviewing student feedback and course evaluations.	SP 11 Fa 10 Sp 10 Fa 09 50 60 70 80 90 100
SLO 4 BUS 250	70% of students will earn a C or better	Formative: Exam scores	70% of students earned C or better Spring 2010 and Spring 2011	First course offered to Accounting majors. Grade impacts the GPS of their major and may give more precedence. Typical student is a freshman; placement in spring semester allows better understanding of time and effort needed to succeed.	Only offered to traditional day students during second semester. This will continue during Fall 2011 and Spring 2012 academic year.	Spring 11
SLO 4 BUS 280	70% of students will earn a C or better	Presentation	80% of students earned a C or better in Fall 2009-Fall 2010 year.  70% of students earned a C or better during Spring 2011	The course number was changed from BUS 310 to BUS 280 as a result of the number of transfer students from community colleges that have taken the course. Students in this course in both day and evening programs are typically very successful. The classes are small and students relate as a result of direct work experience, even if the experience is not managerial.	Upon reflection of the results of the Spring 2011 traditional day class, it should be noted that adverse weather conditions at the beginning of the semester as well as the instructor missing two classes due to a broken elbow impacted the pace in which the material was presented.	Sp 11

SLO 5 BUS 101	70% of students will earn a C or better	Formative: Exams, Prepare comp. case studies, homework	80% of students earned a C or better: Fall 09. Not met Spring 2010 and Fall 2010. 70% earn a C or better Spring 2011	Continuing Education (CE) program performed higher than traditional program. Traditional day student grades are a reflection of transition issues rather than problems with the program.	Traditional day student grades are a reflection of transition issues rather than problems with the program. Transition to online homework and in-class group assignments will create student-centered learning and improve instructor/faculty relationship. Will be implemented Fall 2011-Spring 2012.	Sp 11 Fall 10 Sp 10 Fall 09  Day CE
SLO 5 BUS 200	70% of students will earn a C or better	Final exam	80% of students earned a C or better. As of Spring 2011, 70% of students earned a C or better	This course is taken by non-accounting majors. It is reasonable to assume that they might not approach it with the same level of vigor as would accounting majors.	A class dedicated to a comprehensive review before the final exam was instituted and appears to have been beneficial. Also, the measure for business courses on the 100 level and the 200 level was adjusted to 70% of students earning a C or better. That measure went into effect in Spring 2011.	Sp 11 Fa 10 Sp 10 Fa 09 Day CE

# **UNDERGRADUATE CORE COURSES for all majors in Business Unit**

Student Learning Outcome	Performance Measure Competency	Description of Measurement Instrument (Formative, Summative, Internal, External, or Comparative)	Area of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Graphs or Tables of Resulting Trends
SLO 1 BUS 101	% of students will earn a C or better	Formative: Exams, Prepare comp. case studies, homework	80% of students earned a C or better: Fall 09. Not met Spring 2010 and Fall 2010 70% earn a C or better Spring 2011	Continuing Education (CE) program performed higher than traditional program. Traditional day student grades are a reflection of transition issues rather than problems with the program.	Traditional day student grades are a reflection of transition issues rather than problems with the program. Transition to online homework and inclass group assignments will create student-centered learning and improve instructor/faculty relationship. Will be implemented Fall 2011-Spring 2012.	Sp 11 Fall 10 Sp 10 Fall 09 Day CE
SLO 1 BUS 206	70% of students will earn a C or better	Formative: Exam scores	80% of students earned C or better Fall 09-Fall 10 70% earn C or better Spring 2011	CE students always met measures. Applied experience is beneficial for CE students that day students are lacking. Course is scheduled too early in college experience skewing results based on maturity/experience/study habits.	Dated material, switched to 2011 edition. Day students were offered faculty study sessions outside of class time to prep study skills and practice. Will continue throughout the Fall 2011 and Spring 2012 academic year.	Sp 11 Fa 10 Sp 10 Fa 09  0 50 100  Day CE

SLO 1 BUS 207	70% of students will earn a C or better	Formative: Exam scores	70% of students earned C or better	Continue to monitor and modify course pedagogy by reviewing classroom activities used on other campuses and reviewing student feedback and course evaluations.  Monitor and modify content to adhere to current standards of profession illustrated in AMA publications.	Will continue throughout the Fall 2011 and Spring 2012 academic year.	Spring 11 Fall 10 Spring 10 Fall 09 85 90 95 100
SLO 1 BUS 248	70% of students will earn a C or better	Formative: Exam & homework scores	80% of students earned C or better	CE students are able to apply workplace experience to course content and always meet the measure. Day students are scheduled too early in college career and are not prepared to meet class demands or have study/maturity/ experience skills. Applied experience is beneficial to applying basic economics concepts.	Instructor will select new textbook and adopt new teaching methods during Fall 2011 and Spring 2012 academic year.	Sp 11 Fa 10 Sp 10 Fa 09 0 50 100 Day CE
SLO 1 BUS 249	70% of students will earn a C or better	Formative: Exam scores	80% of students earned C or better	CE students are able to apply workplace experience to course content and always met the measures. Day students are scheduled too early in college career and are not prepared to meet class demands or have study/maturity/ experience skills.	Instructor will select new textbook and adopt new teaching methods during Fall 2011 and Spring 2012 academic year.	SP 11 Fa 10 Sp 10 Fa 09 0 50 100

SLO 1 BUS 250	70% of students will earn a C or better	Formative: Exam scores	70% of students earned C or better Spring 2010 and 2011	First course offered to Accounting majors. Grade impacts the GPA of their major and may give more precedence. Typical student is a freshman; placement in spring semester allows better understanding of time and effort needed to succeed.	Only offered to traditional day students during second semester. This will continue during Fall 2011 and Spring 2012 academic year.	Spring 11
SLO 1 BUS 410	80 % of students will earn a C or better	Stock investment project, corporate company project	80% of students earned C or better	Measures were met from Fall 2009 to Spring 2011. This is a core course and students are of senior standing and taught the fundamental tools for business major students.	Since Spring 2011, day students are required to use Aplia online homework management, providing more financial calculation practice.	Spring Fall 2010 Spring Fall 2009 90 95 100
SLO 1 BUS 438	80% of students will earn a C or better	Case study, final evaluation, case study, summative	80% of students earned C or better	Business capstone course, more than 92% earned a C or better during the past 4 semesters.	Spring 2011 a comprehensive case analysis project was added. Moving forward, the academic rigor will increase with the addition of the case analysis project. Also, the grade weights will be adjusted in fall 2011 to better reflect the importance of the course assignments.	Spr 11 Fa 10 Spr 10 Fa 09 80 90 100

SLO 2 BUS 426	80% of students will earn a C or better	Company project completion, Exam scores	80% of students earned a C or better	Senior level management course and students typically will meet or exceed the measure because of the compilation of learning up to this point.	Prerequisites are almost always adhered to in the day program. The evening division advising allows for some deviation based on experience level, schedule, and prior course work. This may account for the slightly lower percentages in the evening division.	Sp 11 Fa 10 Sp 10 Fa 09 80 90 100 Day CE
SLO 2 BUS 438	80% of students will earn a C or better	Case study, final evaluation, case study, summative	80% of students earned C or better	Business capstone course, more than 92% earned a C or better during the past 4 semesters.	Spring 2011 a comprehensive case analysis project was added. Moving forward, the academic rigor will increase with the addition of the case analysis project. Also, the grade weights will be adjusted in fall 2011 to better reflect the importance of the course assignments.	Spr 11 Fa 10 Spr 10 Fa 09 80 90 100
SLO 3 BUS 206	70% of students will earn a C or better	Formative: Exam scores	80% of students earned C or better Fall 09-Fall 10 70% earn C or better Spring 2011	CE students always met measures. Applied experience is beneficial for CE students that day students are lacking. Course is scheduled too early in college experience skewing results based on maturity/experience/study habits.	Dated materiel, switched to 2011 edition. Day students were offered faculty study sessions outside of class time to prep study skills and practice. Will continue throughout the Fall 2011 and Spring 2012 academic year.	Sp 11 Fa 10 Sp 10 Fa 09  Day  To Day
SLO 3 BUS 426	80% of students will earn a C or better	Company project completion, Exam scores	80% of students earned a C or better	Senior level management course and students typically will meet or exceed the measure because of the compilation of learning up to this point.	Prerequisites are almost always adhered to in the day program. The evening division advising allows for some deviation based on experience level, schedule, and prior course work. This may account for the slightly lower percentages in the evening division.	Sp 11 Fa 10 Sp 10 Fa 09 80 90 100 110

SLO 4 BUS 250	70% of students will earn a C or better	Formative: Exam scores	70% of students earned C or better Spring 2010 and Spring 2011	First course offered to Accounting majors. Grade impacts the GPA of their major and may give more precedence. Typical student is a freshman; placement in spring semester allows better understanding of time and effort needed to succeed.	Only offered to traditional day students during second semester. This will continue during Fall 2011 and Spring 2012 academic year.	Spring 11
SLO 4 BUS 426	80% of students will earn a C or better	Company project completion  Exam scores	80% of students earned a C or better	Senior level management course and students typically will meet or exceed the measure because of the compilation of learning up to this point.	Prerequisites are almost always adhered to in the day program. The evening division advising allows for some deviation based on experience level, schedule, and prior course work. This may account for the slightly lower percentages in the evening division.	Sp 11 Fa 10 Sp 10 Fa 09 80 90 100 110
SLO 5 BUS 248	70% of students will earn a C or better	Formative: Exam & homework scores	80% of students earned C or better	CE students are able to apply workplace experience to course content and always meet the measure. Day students are scheduled too early in college career and are not prepared to meet class demands or have study/maturity/ experience skills. Applied experience is beneficial to applying basic economics concepts.	Instructor will select new textbook and adopt new teaching methods during Fall 2011 and Spring 2012 academic year.	Sp 11 Fa 10 Sp 10 Fa 09  0 50 100 Day CE

SLO 5 BUS 249	70% of students will earn a C or better	Formative: Exam scores	80% of students earned C or better	CE students are able to apply workplace experience to course content and always met the measures. Day students are scheduled too early in college career and are not prepared to meet class demands or have study/maturity/ experience skills.	Instructor will select new textbook and adopt new teaching methods during Fall 2011 and Spring 2012 academic year.	SP 11 Fa 10 Sp 10 Fa 09 0 50 100
SLO 5 BUS 342	80% of students will earn a C or better	Final exam	80% of students earned a C or better	Business law students typically meet the assessment measure. Fall 2010 was an aberration in that that measure was missed by 9% overall and by 17% in the CE class. The class was taught by a new adjunct that practices law but did not have teaching experience and there were only 8 students, skewing the impact of percentages.	Upon reflection of the teaching pedagogy used in the day class during Fall 2010, it was determined that there was less in-class review time spent before the exams which may have resulted in overall lower grades. The faculty teaching this course resumed the review prior to the exam and the measure was met in the next semester.	Sp 11 Fa10 Sp 10 Fa 09 0 50 100 Day CE
SLO 6 BUS 410	80 % of students will earn a C or better	Stock investment project, corporate company project	80% of students earned C or better	Measures were met from Fall 2009 to Spring 2011. This is a core course and students are of senior standing and taught the fundamental tools for business major students.	Since Spring 2011, day students are required to use Aplia online homework management, providing more financial calculation practice.	Spring Fall 2010 Spring Fall 2009 90 95 100

SI O 7	70% of	Formativo:	Mac not mot	Continuing Education (CE)	Traditional day student grades	
SLO 7 BUS 101	70% of students will earn a C or better	Formative: Exams, Prepare comp. case studies, homework	Was not met Spring 2010 and Fall 2010. 70% earn a C or better Spring 2011	Continuing Education (CE) program performed higher than traditional program. Traditional day student grades are a reflection of transition issues rather than problems with the program.	Traditional day student grades are a reflection of transition issues rather than problems with the program. Transition to online homework and inclass group assignments will create student-centered learning and improve instructor/faculty relationship. Will be implemented Fall 2011-Spring 2012.	Sp 11 Fall 10 Sp 10 Fall 09  0 50 100 Day CE
SLO 8 BUS 411	80% of students will earn a C or better	Final exam	80% of students earned a C or better	Students are typically meeting the assessment measure. This is a core course for any business major student and the students have met all prerequisites prior to scheduling this course. Instructors will continue to update the book as appropriate and new editions emerge.	Instructors have updated the textbook using Mayes and Shank 5 <sup>th</sup> ed. They will continue to update the textbook when a new edition or other appropriate new textbook is available. One of the CE classes in Spring 2011 did not meet the assessment measurement. It was recommended that the instructor adopt new teaching methods for the Fall 2011 and Spring 2012 academic year.	Sp 11 Fa 10 Sp 10 Fa 09 60 80 100 120
SLO 9 BUS 101	70% of students will earn a C or better	Formative: Exams, Prepare comp. case studies, homework	80% of students earned a C or better: Fall 09. Not met Spring 2010 and Fall 2010. 70% earn a C or better Spring 2011	Continuing Education (CE) program performed higher than traditional program. Traditional day student grades are a reflection of transition issues rather than problems with the program.	Traditional day student grades are a reflection of transition issues rather than problems with the program. Transition to online homework and inclass group assignments will create student-centered learning and improve instructor/faculty relationship. Will be implemented Fall 2011-Spring 2012.	Sp 11 Fall 10 Sp 10 Fall 09  Day  CE  100

SLO 9 BUS 207	70% of students will earn a C or better	Formative: Exam scores	70% of students earned C or better	Continue to monitor and modify course pedagogy by reviewing classroom activities used on other campuses and reviewing student feedback and course evaluations.  Monitor and modify content to adhere to current standards of profession illustrated in AMA publications.	Will continue throughout the Fall 2011 and Spring 2012 academic year.	Spring 11  Fall 10  Spring 10  Fall 09  85 90 95 100
SLO 9 BUS 410	80 % of students will earn a C or better	Stock investment project, corporate company project	80% of students earned C or better	Measures were met from Fall 2009 to Spring 2011. This is a core course and students are of senior standing and taught the fundamental tools for business major students.	Since Spring 2011, day students are required to use Aplia online homework management, providing more financial calculation practice.	Spring Fall 2010 Spring Fall 2009 90 95 100
SLO 9 BUS 438	80% of students will earn a C or better	Case study, final evaluation, case study, summative	80% of students earned C or better	Business capstone course, more than 92% earned a C or better during the past 4 semesters.	Spring 2011 a comprehensive case analysis project was added. Moving forward, the academic rigor will increase with the addition of the case analysis project. Also, the grade weights will be adjusted in fall 2011 to better reflect the importance of the course assignments.	Spr 11 Fa 10 Spr 10 Fa 09 80 90 100

**Bachelors: Accounting** 

Student Learning Outcome	Performance Measure Competency	Description of Measurement Instrument (Formative, Summative, Internal, External, or Comparative)	Area of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Graphs or Tables of Resulting Trends
SLO 2 BUS 304	80% of students will earn a C or better	Comprehensive tax return problem	80% of students earned a C or better	Course is only offered in the spring. All students in the course earned a C or better in Spring 2010, therefore the instructor decided to increase the rigor to ensure that all students were being appropriately challenged.	Increase in class rigor will continue in throughout the Spring 2012 academic year.	Spring Fall Spring Fall 09 0 50 100
SLO 2 BUS 305	80% of students will earn a C or better	Financial reports	80% of students earned a C or better	Measures were met except for Fall 2010, resulting in an aberration, falling 8% below the measure.	Because there was a significant drop in Fall 2010 measure, additional review time has been allocated to the traditional day course, which should result in an improvement in scores. This will continue throughout the Fall 2011-Spring 2012 academic year.	Sp 11 Fa 10 Sp 10 Fa 09 0 50 100
SLO 5 BUS 252	70% of students will earn a C or better	Final exam	80% of students earned a C or better. As of Spring 2011, 70% of students earned C or better.	Measures were met by traditional day and continuing ed. students. Though accounting majors have consistently met the 80% measure, this course is also subject to the new 70% measure as of Spring, 2011	Data was unavailable for Spring 2011. Due to the 70% measure as of Spring 2011, the course will continue to be examined throughout the Fall 2011 and Spring 2012 academic year.	Sp 11 Fa 10 Sp 10 Fa 09 0 100 200

SLO 5 BUS 253	70% of students will earn a C or better	Final exam	80% of students earned a C or better. As of Spring 2011, 70% of students earned C or better.	Sections are only offered in the Spring. Though the accounting majors in this course have consistently met the 80% measure, this 200 level course is also subject to the new 70% measure as of Spring, 2011. No data was available for CE students in Spring 2012.	Due to the 70% measure as of Spring 2011, the course will continue to be examined throughout the Fall 2011 and Spring 2012 academic year.	Sp 11 Fa 10 Sp 10 Fa 09  0 50 100  Day  CE
SLO 7 BUS 301	70% of students will earn a C or better	Final exam	80% of students earned a C or better	Measure was met Fall 2009 and Fall 2010	Since the 80% measure has been met consistently, no substantial changes in the method of delivery are planned for the 2011-2012 academic year.	Sp 11 Fa 10 Sp 10 Fa 09 0 50 100
SLO 7 BUS 400	80% of students will earn a C or better	Final exam	80% of students earned a C or better	Measure was met Spring 2010 and Spring 2011	Since the 80% measure has been met consistently, no substantial changes in the method of delivery are planned for the 2011-2012 academic year.	Sp 11 Fa 10 Sp 10 Fa 09 80 90 100 110
SLO 7 BUS 402	80% of students will earn a C or better	Final exam	80% of students earned a C or better	Measures were met but in Spring 2011 the result was border line in meeting the measure.	Due to the borderline measure in Spring 2011, a comprehensive review class prior to the final exam will be instituted during the Fall 2011 and Spring 2012 academic year.	Sp 11 Fa 10 Sp 10 Fa 09 0 50 100

SLO 8 BUS 252	70% of students will earn a C or better	Final exam	80% of students earned a C or better. As of Spring 2011, 70% of students earned C or better.	Measures were met by traditional day and continuing ed. students. Though accounting majors have consistently met the 80% measure, this course is also subject to the new 70% measure as of Spring, 2011	CE data was unavailable for Spring 2011. Due to the 70% measure as of Spring 2011, the course will continue to be examined throughout the Fall 2011 and Spring 2012 academic year.	Sp 11 Fa 10 Sp 10 Fa 09 0 100 200
SLO 8 BUS 400	80% of students will earn a C or better	Final exam	80% of students earned a C or better	Measure was met Spring 2010 and Spring 2011	Since the 80% measure has been met consistently, no substantial changes in the method of delivery are planned.	Sp 11 Fa 10 Sp 10 Fa 09 80 90 100
SLO 9 BUS 253	70% of students will earn a C or better	Final exam	80% of students earned a C or better. As of Spring 2011, 70% of students earned C or better.	Sections are only offered in the Spring. Though the accounting majors in this course have consistently met the 80% measure, this 200 level course is also subject to the new 70% measure as of Spring, 2011. No data was available for CE students in Spring 2012.	Due to the 70% measure as of Spring 2011, the course will continue to be examined throughout the Fall 2011 and Spring 2012 academic year.	Sp 11 Fa 10 Sp 10 Fa 09 0 50 100 Day CE
SLO 9 BUS 301	70% of students will earn a C or better	Final exam	80% of students earned a C or better	Measure was met.	Since the 80% measure has been met consistently, no substantial changes in the method of delivery are planning.	Sp 11 Fa 10 Sp 10 Fa 09 0 50 100

SLO 9 BUS 304	80% of students will earn a C or better	Comprehensive tax return problem	80% of students earned a C or better	Course is only offered in the spring. All students in the course earned a C or better in Spring 2010, therefore the instructor decided to increase the rigor to ensure that all students were being appropriately challenged.	Increase in class rigor will continue in throughout the Spring 2012 academic year.	Spring Fall Spring Fall 09 0 50 100
SLO 9 BUS 305	80% of students will earn a C or better	Final Exam	80% of students earned a C or better	Measures were met except for Fall 2010, resulting in an aberration, falling 8% below the measure.	Because there was a significant drop in Fall 2010 measure, additional review time has been allocated to the traditional day course, which should result in an improvement in scores. This will continue throughout the Fall 2011-Spring 2012 academic year.	Sp 11 Fa 10 Sp 10 Fa 09 0 50 100
SLO 9 BUS 402	80% of students will earn a C or better	Final exam	80% of students earned a C or better	Measures were met but in Spring 2011 the result was border line in meeting the measure.	Due to the borderline measure in Spring 2011, a comprehensive review class prior to the final exam will be instituted during the Fall 2011 and Spring 2012 academic year.	Sp 11 Fa 10 Sp 10 Fa 09 0 50 100

#### **Bachelors: Human Resources**

Student Learning Outcom e	Performance Measure Competency	Description of Measurement Instrument (Formative, Summative, Internal, External, or Comparative)	Area of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Graphs or Tables of Resulting Trends
SLO 1 BUS 280	70% of students will earn a C or better	Presentation	80% of students earned C or better in Fall 2009-Fall 2010 70% of students earned a C or better in Spring 2011	The course number was changed from BUS 310 to BUS 280 as a result of the number of transfer students from community colleges that have taken the course. Students in this course in both day and evening programs are typically very successful. The classes are small and students relate as a result of direct work experience, even if the experience is not managerial.	Upon reflection of the results of the Spring 2011 traditional day class, it should be noted that adverse weather conditions at the beginning of the semester as well as the instructor missing two classes due to a broken elbow impacted the pace in which the material was presented.	Sp 11 Fa 10 Sp 10 Fa 09 0 50 100
SLO 2 BUS 311	80% of students will earn a C or better	Final exam	80% of students earned a C or better	Course was not offered in Fall 2009. Students are consistently meeting the 80% of or better measure and anecdotally, employers have been expressing satisfaction with the degree of master of technology of our business students.	No changes are suggested at this time for the 2011-2012 academic year.	Sp 11 Fa 10 Spr 10 Fa 09

SLO 2 BUS 320	80% of students will earn a C or better	Negotiation exercise	80% of students earned a C or better	Material includes the history of labor unions, unionized attempts, administering contracts and the grievance process. The material is often difficult for the traditional student to relate. The measure was met by most students.	During the Fall 2010 and Spring 2011 semesters, the Budd text was used to simplify the reading for the students. Both day and evening faculty were not impressed with the text and as a result returned to the Holley and Jennings text. While the Holley text is more difficult to read, the examples and cases are relevant to current events.	Sp 11 Fa 10 Sp 10 Fa 09 0 50 100
SLO 2 BUS 450	80% of students will earn a C or better	Term project	80% of students earned a C or better	This course has consistently met the measure.	Since the 80% measure has been met consistently, no substantial changes are planned for the 2011-2012 academic year.	Spring 11 Fall 10 Spring 10 Fall 09 50 60 70 80 90 100
SLO 3 BUS 427	80% of students will earn a C or better	Journal & article analysis	80% of students earned a C or better	Students in Strategic Management typically will meet or exceed the measure. This is a senior level management course which is a compilation of learning up to this point.	Prerequisites are almost always adhered to in the day program. The evening division advising allows for some deviation based on the students experience level, schedule and course work up to the point of enrolling in the strategic course. This may account for the slightly lower percentages in the evening division.	Sp 11 Fa 10 Sp 10 Fa 09 80 90 100 110
SLO 3 BUS 443	80% of students will earn a C or better	Midterm exam	80% of students earned C or better	This is the capstone course for HR majors. Students are of senior standing and have met all prerequisites prior to scheduling this course. Classes are small the grade is based on writing assignments, discussions, a mid-term, and comprehensive final exam.	100% of all students earned a C or better on both the mid-term and final. Writing assignments, submissions and discussions were subject to attendance. Based on the small size of the class, student success is fairly predictable. The course did not run from Fall 2009-Fall 2010.	Sp 11 Fa 10 Sp 10 Fa 09

SLO 4 BUS 280	70% of students will earn a C or better	Presentation	80% of students earned C or better in Fall 2009-Fall 2010 70% of students earned a C or better in Spring 2011	The course number was changed from BUS 310 to BUS 280 as a result of the number of transfer students from community colleges that have taken the course. Students in this course in both day and evening programs are typically very successful. The classes are small and students relate as a result of direct work experience, even if the experience is not managerial.	Upon reflection of the results of the Spring 2011 traditional day class, it should be noted that adverse weather conditions at the beginning of the semester as well as the instructor missing two classes due to a broken elbow impacted the pace in which the material was presented.	Sp 11 Fa 10 Sp 10 Fa 09 0 50 1	■ Day ■ CE
SLO 4 BUS 320	80% of students will earn a C or better	Negotiation exercise	80% of students earned a C or better	Material includes the history of labor unions, unionized attempts, administering contracts and the grievance process. The material is often difficult for the traditional student to relate. The measure was met by most students.	During the Fall 2010 and Spring 2011 semesters, the Budd text was used to simplify the reading for the students. Both day and evening faculty were not impressed with the text and as a result returned to the Holley and Jennings text. While the Holley text is more difficult to read, the examples and cases are relevant to current events.	Sp 11 Fa 10 Sp 10 Fa 09 0 50	Day CE
SLO 4 BUS 322	80% of students will earn a C or better	Article critique	80% of students earned a C or better	Course only ran in Spring 2010. This course is from a selection of required courses for Human Resource Management majors. The course is taught exclusively in the continuing education division. Classes are small and require open discussion, group work, and current research investigation in the field of HR.	Since the 80% measure has been met consistently, no substantial changes are planned for the 2011-2012 academic year.	Sp 11 Fa 10 Sp 10 Fa 09	0 100

SLO 4 BUS 426	80% of students will earn a C or better	Company project completion Exam scores	80% of students earned a C or better	Senior level management course and students typically will meet or exceed the measure because of the compilation of learning up to this point.	Prerequisites are almost always adhered to in the day program. The evening division advising allows for some deviation based on experience level, schedule, and prior course work. This may account for the slightly lower percentages in the evening division.	Sp 11 Fa 10 Sp 10 Fa 09 80 90 100 110
SLO 4 BUS 427	80% of students will earn a C or better	Journal & article analysis	80% of students earned a C or better	Students in Strategic Management typically will meet or exceed the measure. This is a senior level management course which is a compilation of learning up to this point.	Prerequisites are almost always adhered to in the day program. The evening division advising allows for some deviation based on the students experience level, schedule and course work up to the point of enrolling in the strategic course. This may account for the slightly lower percentages in the evening division.	Sp 11 Fa 10 Sp 10 Fa 09 80 90 100 110
SLO 5 BUS 320	80% of students will earn a C or better	Negotiation exercise	80% of students earned a C or better	Material includes the history of labor unions, unionized attempts, administering contracts and the grievance process. The material is often difficult for the traditional student to relate. The measure was met by most students.	During the Fall 2010 and Spring 2011 semesters, the Budd text was used to simplify the reading for the students. Both day and evening faculty were not impressed with the text and as a result returned to the Holley and Jennings text. While the Holley text is more difficult to read, the examples and cases are relevant to current events.	Sp 11 Fa 10 Sp 10 Fa 09 0 50 100
SLO 5 BUS 420	80% of students will earn a C or better	Research paper	80% of students earned a C or better	This course is only offered in the fall and has consistently met the measure.	No changes will be made during the 2011-2012 academic year since the 80% measure has been consistently met.	Fa 10 Fa 09 0 50 100

SLO 5 BUS 443	80% of students will earn a C or better	Midterm exam	80% of students earned C or better	This is the capstone course for HR majors. Students are of senior standing and have met all prerequisites prior to scheduling this course. Classes are small the grade is based on writing assignments, discussions, a mid-term, and comprehensive final exam.	100% of all students earned a C or better on both the mid-term and final. Writing assignments submissions and discussions were subject to attendance. Based on the small size of the class, student success is fairly predictable. The course did not run from Fall 2009-Fall 2010.	Sp 11 Fa 10 Sp 10 Fa 09	0	50	100
SLO 7 BUS 200	70% of students will earn a C or better	Final exam	80% of students earned a C or better. As of Spring 2011, 70% of students earned a C or better	This course is taken by non-accounting majors. It is reasonable to assume that they might not approach it with the same level of vigor as would accounting majors.	A class dedicated to a comprehensive review before the final exam was instituted and appears to have been beneficial. Also, the measure for business courses on the 100 level and the 200 level was adjusted to 70% of students earning a C or better. That measure went into effect in Spring 2011.	Sp 11 Fa 10 Sp 10 Fa 09	0 Day	50 CE	100
SLO 7 BUS 305	80% of students will earn a C or better	Final Exam	80% of students earned a C or better	Measures were met except for Fall 2010, resulting in an aberration, falling 8% below the measure.	Because there was a significant drop in Fall 2010 measure, additional review time has been allocated to the traditional day course, which should result in an improvement in scores. This will continue throughout the Fall 2011-Spring 2012 academic year.	Sp 1 Fa 1 Sp 1 Fa 0		50	100

SLO 8 BUS 200	70% of students will earn a C or better	Final exam	80% of students earned a C or better. As of Spring 2011, 70% of students earned a C or better	This course is taken by non-accounting majors. It is reasonable to assume that they might not approach it with the same level of vigor as would accounting majors.	A class dedicated to a comprehensive review before the final exam was instituted and appears to have been beneficial. Also, the measure for business courses on the 100 level and the 200 level was adjusted to 70% of students earning a C or better. That measure went into effect in Spring 2011.	Sp 11 Fa 10 Sp 10 Fa 09  Day	50 CE	100
SLO 9 BUS 305	80% of students will earn a C or better	Final Exam	80% of students earned a C or better	Measures were met except for Fall 2010, resulting in an aberration, falling 8% below the measure.	Because there was a significant drop in Fall 2010 measure, additional review time has been allocated to the traditional day course, which should result in an improvement in scores. This will continue throughout the Fall 2011-Spring 2012 academic year.	Sp 11 Fa 10 Sp 10 Fa 09	50	100
SLO 9 BUS 420	80% of students will earn a C or better	Research paper	80% of students earned a C or better	This course is only offered in the fall and has consistently met the measure.	No changes will be made during the 2011-2012 academic year since the 80% measure has been consistently met.	Fa 10 Fa 09	50	100

## **Bachelors: Management**

Student Learning Outcome	Performance Measure Competency	Description of Measurement Instrument (Formative, Summative, Internal, External, or Comparative)	Area of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Graphs or Tables of Resulting Trends
SLO 1 BUS 312	80% of students will earn a C or better	Exam scores and case analysis	80% of students earned a c or better	Course was not offered in Fall 2009 and 2010. Although the instructors were not the same, the same textbook and syllabus were used in both the day and CE course. In addition to midterm and comprehensive final exam, the course includes a summative written project on an emerging market of the student's choice, followed by an oral presentation.	The course will continue throughout the Fall 2011 and Spring 2012 academic year.	Sp 11 Fa 10 Sp 10 Fa 09 50 60 70 80 90 100 Day CE
SLO 2 BUS 311	80% of students will earn a C or better	Final exam	80% of students earned a C or better	Course was not offered in Fall 2009. Students are consistently meeting the 80% of or better measure and anecdotally, employers have been expressing satisfaction with the degree of master of technology of our business students.	No changes are suggested at this time for the 2011-2012 academic year.	Sp 11 Fa 10 Spr 10 Fa 09

SLO 2 BUS 312	80% of students will earn a C or better	Exam scores and case analysis	80% of students earned a c or better	Course was not offered in Fall 2009 and 2010. Although the instructors were not the same, the same textbook and syllabus were used in both the day and CE course. In addition to midterm and comprehensive final exam, the course includes a summative written project on an emerging market of the student's choice, followed by an oral presentation.	The course will continue throughout the Fall 2011 and Spring 2012 academic year.	Sp 11 Fa 10 Sp 10 Fa 09 50 60 70 80 90 100 Day CE
SLO 2 BUS 320	80% of students will earn a C or better	Negotiation exercise	80% of students earned a C or better	Material includes the history of labor unions, unionized attempts, administering contracts and the grievance process. The material is often difficult for the traditional student to relate. The measure was met by most students.	During the Fall 2010 and Spring 2011 semesters, the Budd text was used to simplify the reading for the students. Both day and evening faculty were not impressed with the text and as a result returned to the Holley and Jennings text. While the Holley text is more difficult to read, the examples and cases are relevant to current events.	Sp 11 Fa 10 Sp 10 Fa 09 0 50 100
SLO 2 BUS 426	80% of students will earn a C or better	Company project completion Exam scores	80% of students earned a C or better	Senior level management course and students typically will meet or exceed the measure because of the compilation of learning up to this point.	Prerequisites are almost always adhered to in the day program. The evening division advising allows for some deviation based on experience level, schedule, and prior course work. This may account for the slightly lower percentages in the evening division.	Sp 11 Fa 10 Sp 10 Fa 09 80 90 100 110

SLO 2 BUS 438	80% of students will earn a C or better	Case study, final evaluation, summative	80% of students earned C or better	Business capstone course, more than 92% earned a C or better during the past 4 semesters.	Spring 2011 a comprehensive case analysis project was added. Moving forward, the academic rigor will increase with the addition of the case analysis project. Also, the grade weights will be adjusted in fall 2011 to better reflect the importance of the course assignments.	Spr 11 Fa 10 Spr 10 Fa 09 80 90 100  Students
SLO 2 BUS 450	80% of students will earn a C or better	Term project	80% of students earned a C or better	This course has consistently met the measure.	Since the 80% measure has been met consistently, no substantial changes are planned for the 2011-2012 academic year.	Spring 11 Fall 10 Spring 10 Fall 09 50 60 70 80 90 100
SLO 3 BUS 206	70% of students will earn a C or better	Formative: Exam scores	80% of students earned C or better Fall 09- Fall 10 70% earn C or better Spring 2011	CE students always met measures. Applied experience is beneficial for CE students that day students are lacking. Course is scheduled too early in college experience skewing results based on maturity/experience/ study habits.	Dated materiel, switched to 2011 edition. Day students were offered faculty study sessions outside of class time to prep study skills and practice. Will continue throughout the Fall 2011 and Spring 2012 academic year.	Sp 11 Fa 10 Sp 10 Fa 09  Day CE

SLO 3 BUS 426	80% of students will earn a C or better	Company project completion Exam scores	80% of students earned a C or better	Senior level management course and students typically will meet or exceed the measure because of the compilation of learning up to this point.	Prerequisites are almost always adhered to in the day program. The evening division advising allows for some deviation based on experience level, schedule, and prior course work. This may account for the slightly lower percentages in the evening division.	Sp 11 Fa 10 Sp 10 Fa 09 80 90 100 110	
SLO 3 BUS 431	80% of students will earn a C or better	Business plan	80% of students earned a C or better	Students are typically meeting the assessment measure. Material is emphasized on the planning, financing, accounting, marketing, and management skills required to build a successful business enterprise.	Based on the small size of the class, student success is fairly predictable. Since the 80% measure has been met consistently, no substantial changes are planned for the 2011-2012 academic year.	Sp 11 Fa 10 Sp 10 Fa 09 85 90 95 100	
SLO 4 BUS 250	70% of students will earn a C or better	Formative: Exam scores	80% of students earned C or better Spring 2010 70% of students earned C or better Spring 2011	First course offered to Accounting majors. Students may take Accounting Principles instead of BUS 250, grade impacts the GPS of their major and may give more precedence. Typical student is a freshman; placement in spring semester allows better understanding of time and effort needed to succeed.	Only offered to traditional day students during second semester. This will continue during Fall 2011 and Spring 2012 academic year.	Spring 11 Spring 10 80 90 100	D a y

SLO 4 BUS 312	80% of students will earn a C or better	Exam scores and case analysis	80% of students earned a c or better	Course was not offered in Fall 2009 and 2010. Although the instructors were not the same, the same textbook and syllabus were used in both the day and CE course. In addition to midterm and comprehensive final exam, the course includes a summative written project on an emerging market of the student's choice, followed by an oral presentation.	The course will continue throughout the Fall 2011 and Spring 2012 academic year.	Sp 11 Fa 10 Sp 10 Fa 09 50 60 70 80 90 100 Day CE
SLO 4 BUS 320	80% of students will earn a C or better	Negotiation exercise	80% of students earned a C or better	Material includes the history of labor unions, unionized attempts, administering contracts and the grievance process. The material is often difficult for the traditional student to relate. The measure was met by most students.	During the Fall 2010 and Spring 2011 semesters, the Budd text was used to simplify the reading for the students. Both day and evening faculty were not impressed with the text and as a result returned to the Holley and Jennings text. While the Holley text is more difficult to read, the examples and cases are relevant to current events.	Sp 11 Fa 10 Sp 10 Fa 09 0 50 100
SLO 4 BUS 426	80% of students will earn a C or better	Company project completion Exam scores	80% of students earned a C or better	Senior level management course and students typically will meet or exceed the measure because of the compilation of learning up to this point.	Prerequisites are almost always adhered to in the day program. The evening division advising allows for some deviation based on experience level, schedule, and prior course work. This may account for the slightly lower percentages in the evening division.	Sp 11 Fa 10 Sp 10 Fa 09 80 90 100 110

SLO 4 BUS 431	80% of students will earn a C or better	Business plan	80% of students earned a C or better	Students are typically meeting the assessment measure.  Material is emphasized on the planning, financing, accounting, marketing, and management skills required to build a successful business enterprise.	Based on the small size of the class, student success is fairly predictable. Since the 80% measure has been met consistently, no substantial changes are planned for the 2011-2012 academic year.	Sp 11 Fa 10 Sp 10 Fa 09 85 90 95 100
SLO 5 BUS 248	70% of students will earn a C or better	Formative: Exam & homework scores	80% of students earned C or better	CE students are able to apply workplace experience to course content and always meet the measure. Day students are scheduled too early in college career and are not prepared to meet class demands or have study/maturity/ experience skills. Applied experience is beneficial to applying basic economics concepts.	Instructor will select new textbook and adopt new teaching methods during Fall 2011 and Spring 2012 academic year.	Sp 11 Fa 10 Sp 10 Fa 09 0 50 100 Day CE
SLO 5 BUS 249	70% of students will earn a C or better	Formative: Exam scores	80% of students earned C or better	CE students are able to apply workplace experience to course content and always met the measures. Day students are scheduled too early in college career and are not prepared to meet class demands or have study/maturity/ experience skills.	Instructor will select new textbook and adopt new teaching methods during Fall 2011 and Spring 2012 academic year.	SP 11 Fa 10 Sp 10 Fa 09 0 50 100

SLO 5 BUS 312	80% of students will earn a C or better	Exam scores and case analysis	80% of students earned a c or better	Course was not offered in Fall 2009 and 2010. Although the instructors were not the same, the same textbook and syllabus were used in both the day and CE course. In addition to midterm and comprehensive final exam, the course includes a summative written project on an emerging market of the student's choice, followed by an oral presentation.	The course will continue throughout the Fall 2011 and Spring 2012 academic year.	Sp 11 Fa 10 Sp 10 Fa 09 50 60 70 80 90 100 Day CE
SLO 5 BUS 320	80% of students will earn a C or better	Negotiation exercise	80% of students earned a C or better	Material includes the history of labor unions, unionized attempts, administering contracts and the grievance process. The material is often difficult for the traditional student to relate. The measure was met by most students.	During the Fall 2010 and Spring 2011 semesters, the Budd text was used to simplify the reading for the students. Both day and evening faculty were not impressed with the text and as a result returned to the Holley and Jennings text. While the Holley text is more difficult to read, the examples and cases are relevant to current events.	Sp 11 Fa 10 Sp 10 Fa 09 0 50 100
SLO 5 BUS 342	80% of students will earn a C or better	Final exam	80% of students earned a C or better	Business law students typically meet the assessment measure. Fall 2010 was an aberration in that that measure was missed by 9% overall and by 17% in the CE class. The class was taught by a new adjunct that practices law but did not have teaching experience and there were only 8 students, skewing the impact of percentages.	Upon reflection of the teaching pedagogy used in the day class during Fall 2010, it was determined that there was less in-class review time spent before the exams which may have resulted in overall lower grades. The faculty teaching this course resumed the review prior to the exam and the measure was met in the next semester.	Sp 11 Fa10 Sp 10 Fa 09 0 50 100 Day CE

SLO 6 BUS 410	80 % of students will earn a C or better	Stock investment project, corporate company project	80% of students earned C or better	Measures were met from Fall 2009 to Spring 2011. This is a core course and students are of senior standing and taught the fundamental tools for business major students.	Since Spring 2011, day students are required to use Aplia online homework management, providing more financial calculation practice.	Spring Fall 2010 Spring Fall 2009 90 95 100
SLO 7 BUS 101	70% of students will earn a C or better	Formative: Exams, Prepare comp. case studies, homework	80% of students earned a C or better: Fall 09, Spring 10, Fall 10 70% earn a C or better Spring 2011	Continuing Education (CE) program performed higher than traditional program. Traditional day student grades are a reflection of transition issues rather than problems with the program.	Traditional day student grades are a reflection of transition issues rather than problems with the program. Transition to online homework and in-class group assignments will create student-centered learning and improve instructor/faculty relationship. Will be implemented Fall 2011-Spring 2012.	Sp 11 Fall 10 Sp 10 Fall 09 0 50 100 Day CE
SLO 7 BUS 200	70% of students will earn a C or better	Final exam	80% of students earned a C or better.  As of Spring 2011, 70% of students earned a C or better	This course is taken by non-accounting majors. It is reasonable to assume that they might not approach it with the same level of vigor as would accounting majors.	A class dedicated to a comprehensive review before the final exam was instituted and appears to have been beneficial. Also, the measure for business courses on the 100 level and the 200 level was adjusted to 70% of students earning a C or better. That measure went into effect in Spring 2011.	Sp 11 Fa 10 Sp 10 Fa 09 Day CE 100

SLO 7 BUS 305	80% of students will earn a C or better	Financial reports	80% of students earned a C or better	Measures were met except for Fall 2010, resulting in an aberration, falling 8% below the measure.	Because there was a significant drop in Fall 2010 measure, additional review time has been allocated to the traditional day course, which should result in an improvement in scores. This will continue throughout the Fall 2011-Spring 2012 academic year.	Sp 11 Fa 10 Sp 10 Fa 09 0 50 100
SLO 8 BUS 200	70% of students will earn a C or better	Final exam	80% of students earned a C or better.  As of Spring 2011, 70% of students earned a C or better	This course is taken by non-accounting majors. It is reasonable to assume that they might not approach it with the same level of vigor as would accounting majors.	A class dedicated to a comprehensive review before the final exam was instituted and appears to have been beneficial. Also, the measure for business courses on the 100 level and the 200 level was adjusted to 70% of students earning a C or better. That measure went into effect in Spring 2011.	Sp 11 Fa 10 Sp 10 Fa 09  Day  CE  100
SLO 8 BUS 411	80% of students will earn a C or better	Final exam	80% of students earned a C or better	Students in corporate finance are typically meeting the assessment measure. Students are of senior standing and have met all prerequisites prior to this course.	The instructors have updated the textbook using Mayes and Shank, 5 <sup>th</sup> edition. They will continue to update the textbook when a new edition or other appropriate new textbook is available. One of the CE classes in spring 2011 did not meet the assessment measurement. It was recommended that the instructor adopt new teaching methods.	Sp 11 Fa 10 Sp 10 Fa 09  60 80 100

SLO 9 BUS 101	70% of students will earn a C or better	Formative: Exams, Prepare comp. case studies, homework	80% of students earned a C or better: Fall 09, Spring 10, Fall 10 70% earn a C or better Spring 2011	Continuing Education (CE) program performed higher than traditional program. Traditional day student grades are a reflection of transition issues rather than problems with the program.	Traditional day student grades are a reflection of transition issues rather than problems with the program. Transition to online homework and in-class group assignments will create student-centered learning and improve instructor/faculty relationship. Will be implemented Fall 2011-Spring 2012.	Sp 11 Fall 10 Sp 10 Fall 09  0 50 100 Day CE
SLO 9 BUS 207	70% of students will earn a C or better	Formative: Exam scores	70% of students earned C or better	Continue to monitor and modify course pedagogy by reviewing classroom activities used on other campuses and reviewing student feedback and course evaluations. Monitor and modify content to adhere to current standards of profession illustrated in AMA publications.	Will continue throughout the Fall 2011 and Spring 2012 academic year.	Spring 11 Fall 10 Spring 10 Fall 09 80 90 100
SLO 9 BUS 305	80% of students will earn a C or better	Financial reports	80% of students earned a C or better	Measures were met except for Fall 2010, resulting in an aberration, falling 8% below the measure.	Because there was a significant drop in Fall 2010 measure, additional review time has been allocated to the traditional day course, which should result in an improvement in scores. This will continue throughout the Fall 2011-Spring 2012 academic year.	Sp 11 Fa 10 Sp 10 Fa 09 0 50 100

SLO 9 BUS 312	80% of students will earn a C or better	Exam scores and case analysis	80% of students earned a c or better	Course was not offered in Fall 2009 and 2010. Although the instructors were not the same, the same textbook and syllabus were used in both the day and CE course. In addition to midterm and comprehensive final exam, the course includes a summative written project on an emerging market of the student's choice, followed by an oral presentation.	The course will continue throughout the Fall 2011 and Spring 2012 academic year.	Sp 11 Fa 10 Sp 10 Fa 09 50 60 70 80 90 100 Day CE
SLO 9 BUS 410	80 % of students will earn a C or better	Stock investment project, corporate company project	80% of students earned C or better	Measures were met from Fall 2009 to Spring 2011. This is a core course and students are of senior standing and taught the fundamental tools for business major students.	Since Spring 2011, day students are required to use Aplia online homework management, providing more financial calculation practice.	Spring Fall 2010 Spring Fall 2009 90 95 100
SLO 9 BUS 431	80% of students will earn a C or better	Business plan	80% of students earned a C or better	Students are typically meeting the assessment measure. Material is emphasized on the planning, financing, accounting, marketing, and management skills required to build a successful business enterprise.	Based on the small size of the class, student success is fairly predictable. Since the 80% measure has been met consistently, no substantial changes are planned for the 2011-2012 academic year.	Sp 11 Fa 10 Sp 10 Fa 09 85 90 95 100

SLO 9 BUS 438	80% of students will earn a C or better	Case study, final evaluation, summative	80% of students earned C or better	Business capstone course, more than 92% earned a C or better during the past 4 semesters.	Spring 2011 a comprehensive case analysis project was added. Moving forward, the academic rigor will increase with the addition of the case analysis project. Also, the grade weights will be adjusted in fall 2011 to better reflect the importance of the course assignments.	Spr 11 Fa 10 Spr 10 Fa 09 80 90 100
SLO 9 BUS 450	80% of students will earn a C or better	Term project	80% of students earned a C or better	This course has consistently met the measure.	Since the 80% measure has been met consistently, no substantial changes are planned for the 2011-2012 academic year.	Spring 11 Fall 10 Spring 10 Fall 09 50 60 70 80 90 100

## **Bachelors: Marketing**

Student Learning Outcome	Performance Measure Competency	Description of Measurement Instrument (Formative, Summative, Internal, External, or Comparative)	Area of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Graphs or Tables of Resulting Trends
SLO 1 BUS 208	70% of students will earn a C or better	Final Exam	70% of students earned a C or better	The course number was changed from BUS 308 to BUS 208. Will continue to monitor and modify course content to adhere to the current standards of the profession as illustrated in the AMA publications and special interest groups.	Will continue to monitor and modify course pedagogy by reviewing classroom activities used on other campuses and reviewing student feedback and course evaluations during the 2011-2012 academic year.	Sp 11 Fa 10 Sp 10 Fa 09 50 60 70 80 90 100
SLO 1 BUS 324	80% of students will earn a C or better	Exams	80% of students earned a C or better	Course is only offered during Spring semester. Will continue to monitor and modify course content to adhere to the current standards of the profession as illustrated in the AMA publications and special interest groups.	Will continue to monitor and modify course pedagogy by reviewing classroom activities used on other campuses and reviewing student feedback and course evaluations during the 2011-2012 academic year.	Sp 11 Fa 10 Sp 10 Fa 09 50 60 70 80 90 100
SLO 1 BUS 414	80% of students will earn a C or better	Final exam	80% of students earned a C or better	Course is only offered during Fall semester. Will continue to monitor and modify course content to adhere to the current standards of the profession as illustrated in the AMA publications and special interest groups.	Will continue to monitor and modify course pedagogy by reviewing classroom activities used on other campuses and reviewing student feedback and course evaluations during the 2011-2012 academic year.	Sp 11 Fa 10 Sp 10 Fa 09 50 60 70 80 90 100

SLO 2 BUS 309	80% of students will earn a C or better	Project	80% of students earned a C or better	Course is only offered during Spring semester. Continue to monitor and modify course pedagogy by reviewing classroom activities used on other campuses and reviewing student feedback and course evaluations. Monitor and modify content to adhere to current standards of profession illustrated in AMA publications.	Course is only offered during the fall semester. Will continue monitor and modify course pedagogy based on reviewing and feedback from course evaluations throughout the Fall 2011 and Spring 2012 academic year.	Sp 11 Fa 10 Sp 10 Fa 09 50 60 70 80 90 100
SLO 2 BUS 311	80% of students will earn a C or better	Final exam	80% of students earned a C or better	Course was not offered in Fall 2009. Students are consistently meeting the 80% of or better measure and anecdotally, employers have been expressing satisfaction with the degree of master of technology of our business students.	No changes are suggested at this time for the 2011-2012 academic year.	Sp 11 Fa 10 Spr 10 Fa 09
SLO 4 BUS 309	80% of students will earn a C or better	Project	80% of students earned a C or better	Course is only offered during Spring semester. Continue to monitor and modify course pedagogy by reviewing classroom activities used on other campuses and reviewing student feedback and course evaluations. Monitor and modify content to adhere to current standards of profession illustrated in AMA publications.	Course is only offered during the fall semester. Will continue monitor and modify course pedagogy based on reviewing and feedback from course evaluations throughout the Fall 2011 and Spring 2012 academic year.	Sp 11 Fa 10 Sp 10 Fa 09 50 60 70 80 90 100
SLO 8 BUS 444	80% of students will earn a C or better	Marketing plan	80% of students earned a C or better	Class is only offered during fall semester. Will continue to monitor and modify course content to adhere to the current standards of the profession as illustrated in the American Marketing Association publications and Special Interest Groups.	Will continue to monitor and modify course pedagogy by reviewing classroom activities used on other campuses and reviewing student feedback and course evaluations during the 2011-2012 academic year.	Sp 11 Fa 10 Sp 10 Fa 09 50 60 70 80 90 100

SLO 9 BUS 324	80% of students will earn a C or better	Exams	80% of students earned a C or better	Course is only offered during Spring semester. Will continue to monitor and modify course content to adhere to the current standards of the profession as illustrated in the AMA publications and special interest groups.	Will continue to monitor and modify course pedagogy by reviewing classroom activities used on other campuses and reviewing student feedback and course evaluations during the 2011-2012 academic year.	Sp 11 Fa 10 Sp 10 Fa 09 50 60 70 80 90 100
SLO 9 BUS 434	80% of students will earn a C or better	Comprehensiv e marketing Plan	80% of students earned a C or better	Course is only offered during Spring semester. Will continue to monitor and modify course content to adhere to the current standards of the profession as illustrated in the AMA publications and special interest groups.	Will continue to monitor and modify course pedagogy by reviewing classroom activities used on other campuses and reviewing student feedback and course evaluations during the 2011-2012 academic year.	Sp 11 Fa 10 Sp 10 Fa 09 50 60 70 80 90 100

# **Bachelors: Sports Management**

Student Learning Outcome	Performance Measure Competency	Description of Measurement Instrument (Formative, Summative, Internal, External, or Comparative)	Area of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Graphs or Tables of Resulting Trends
SLO 1 SM 201	70% of students will earn a C or better	Final exam	80% of students earned a C or better	Course only runs during the fall semester. This is the first course required for Sport Management majors. The typical student is a first semester freshman. The same professor teaches this course.	The 17% difference between fall 2009 and fall 2010 can be attributed to extra credit assignments being offered on a more frequent basis during fall 2010. For consistency throughout the business programs, extra credit opportunities will be examined and contingent upon the outcome of departmental discussion during the 2011-2012 academic year.	Sp 11 Fa 10 Sp 10 Fa 09 50 60 70 80 90 100
SLO 1 BUS 208	70% of students will earn a C or better	Final Exam	70% of students earned a C or better	The course number was changed from BUS 308 to BUS 208. Will continue to monitor and modify course content to adhere to the current standards of the profession as illustrated in the AMA publications and special interest groups.	Will continue to monitor and modify course pedagogy by reviewing classroom activities used on other campuses and reviewing student feedback and course evaluations during the 2011-2012 academic year.	Sp 11 Fa 10 Sp 10 Fa 09 50 60 70 80 90 100

SLO 1 SM 210	70% of students will earn a C or better	Final exam	80% of students earned a C or better	Course did not run during Fall 2009 and 2010. This course fulfills the diversity requirement for Alvernia University, so occasionally there are students from other majors enrolled.	While not reflected by the results of the assessment measure, this course is academically rigorous. As part of this course, there are numerous opportunities to earn extra credit, a practice that will be discussed as a department so there is consistency in policy and practice throughout the business department faculty. The exams	Sp 11 Fa 10 Sp 10
					for the course switched from comprehensive essay to comprehensive true/false and multiple choice. The tests were curved in spring 2011, a policy and practice that will be discussed as a department for consistency in policy and practice.	Fa 09 50 60 70 80 90 100
SLO 1 SM 310	80% of students will earn a C or better	Exams	80% of students earned a C or better	Course was not offered in Spring 2010 and 2011. The typical student is an upperclassman and the same professor teaches this course.	The course was changed significantly from fall 2009 to fall 2010. The course used a different text, incorporated an experiential learning opportunity, and incorporated peer-reviewed journal articles as a way to enhance the content of the newly adopted text. The academic rigor of the course increased from fall 2009 to fall 2010 to better reflect the expectations that the business department faculty have of upperclassmen.	Sp 11 Fa 10 Sp 10 Fa 09 50 60 70 80 90 100
SLO 2 SM 310	80% of students will earn a C or better	Exams	80% of students earned a C or better	Course was not offered in Spring 2010 and 2011. The typical student is an upperclassman and the same professor teaches this course.	The course was changed significantly from fall 2009 to fall 2010. The course used a different text, incorporated an experiential learning opportunity, and incorporated peer-reviewed journal articles as a way to enhance the content of the newly adopted text. The academic rigor of the course increased from fall 2009 to fall 2010 to better reflect the expectations that the business department faculty have of upperclassmen.	Sp 11 Fa 10 Sp 10 Fa 09 50 60 70 80 90 100

SLO 2 BUS 311	80% of students will earn a C or better	Final exam	80% of students earned a C or better	Course was not offered in Fall 2009. Students are consistently meeting the 80% of or better measure and anecdotally, employers have been expressing satisfaction with the degree of master of technology of our business students.	No changes are suggested at this time for the 2011-2012 academic year.	Sp 11 Fa 10 Spr 10 Fa 09
SLO 2 SM 325	80% of students will earn a C or better	SBJ critique #3	80% of students earned a C or better	Course was not offered in Fall 2009 and 2010. The course was changed significantly from spring 2010 to spring 2011.	The course used a different text, incorporated a different experiential learning opportunity, and incorporated peer-reviewed journal articles as a way to enhance the content of the adopted text. Two different professors, both full-time, taught the course. The tests for spring 2011 were true/false and multiple choice and were scored using scantron. The tests were curved in spring 2011, a policy and practice that will discussed as a department to ensure consistency in policy and practice.	SP 11 Fa 10 Sp 10 Fa 09 50 60 70 80 90 100
SLO 4 BUS 208	70% of students will earn a C or better	Final Exam	70% of students earned a C or better	Will continue to monitor and modify course content to adhere to the current standards of the profession as illustrated in the AMA publications and special interest groups.	Will continue to monitor and modify course pedagogy by reviewing classroom activities used on other campuses and reviewing student feedback and course evaluations during the 2011-2012 academic year.	Sp 11 Fa 10 Sp 10 Fa 09 50 60 70 80 90 100

SLO 4 SM 210	70% of students will earn a C or better	Final exam	80% of students earned a C or better	Course did not run during Fall 2009 and 2010. This course fulfills the diversity requirement for Alvernia University, so occasionally there are students from other majors enrolled.	While not reflected by the results of the assessment measure, this course is academically rigorous. As part of this course, there are numerous opportunities to earn extra credit, a practice that will be discussed as a department so there is consistency in	Sp 11 Fa 10
					policy and practice throughout the business department faculty. The exams for the course switched from comprehensive essay to comprehensive true/false and multiple choice. The tests were curved in spring 2011, a policy and practice that will be discussed as a department for consistency in policy and practice.	Sp 10 Fa 09 50 60 70 80 90 100
SLO 4 BUS 426	80% of students will earn a C or better	Company project completion Exam scores	80% of students earned a C or better	Senior level management course and students typically will meet or exceed the measure because of the compilation of learning up to this point.	Prerequisites are almost always adhered to in the day program. The evening division advising allows for some deviation based on experience level, schedule, and prior course work. This may account for the slightly lower percentages in the evening division.	Sp 11 Fa 10 Sp 10 Fa 09 EE 80 90 100 110
SLO 5 SM 210	70% of students will earn a C or better	Final exam	80% of students earned a C or better	Course did not run during Fall 2009 and 2010. This course fulfills the diversity requirement for Alvernia University, so occasionally there are students from other majors enrolled.	While not reflected by the results of the assessment measure, this course is academically rigorous. As part of this course, there are numerous opportunities to earn extra credit, a practice that will be discussed as a department so there is consistency in policy and practice throughout the business department faculty. The exams for the course switched from comprehensive essay to comprehensive true/false and multiple choice. The tests were curved in spring 2011, a policy and practice that will be discussed as a department for consistency in policy and practice.	Sp 11 Fa 10 Fa 09 50 60 70 80 90 100

SLO 7 BUS 200	70% of students will earn a C or better	Final exam	80% of students earned a C or better.  As of Spring 2011, 70% of students earned a C or better	This course is taken by non-accounting majors. It is reasonable to assume that they might not approach it with the same level of vigor as would accounting majors.	A class dedicated to a comprehensive review before the final exam was instituted and appears to have been beneficial. Also, the measure for business courses on the 100 level and the 200 level was adjusted to 70% of students earning a C or better. That measure went into effect in Spring 2011.	Sp 11 Fa 10 Sp 10 Fa 09  O
SLO 8 BUS 200	70% of students will earn a C or better	Final exam	80% of students earned a C or better.  As of Spring 2011, 70% of students earned a C or better	This course is taken by non-accounting majors. It is reasonable to assume that they might not approach it with the same level of vigor as would accounting majors.	A class dedicated to a comprehensive review before the final exam was instituted and appears to have been beneficial. Also, the measure for business courses on the 100 level and the 200 level was adjusted to 70% of students earning a C or better. That measure went into effect in Spring 2011.	Sp 11 Fa 10 Sp 10 Fa 09  0 50 100 Day CE
SLO 9 SM 210	70% of students will earn a C or better	Final exam	80% of students earned a C or better	Course did not run during Fall 2009 and 2010. This course fulfills the diversity requirement for Alvernia University, so occasionally there are students from other majors enrolled.	While not reflected by the results of the assessment measure, this course is academically rigorous. As part of this course, there are numerous opportunities to earn extra credit, a practice that will be discussed as a department so there is consistency in policy and practice throughout the business department faculty. The exams for the course switched from comprehensive essay to comprehensive true/false and multiple choice. The tests were curved in spring 2011, a policy and practice that will be discussed as a department for consistency in policy and practice.	Sp 11 Fa 10 Sp 10 Fa 09 50 60 70 80 90 100

SLO 9 SM 305	80% of students will earn a C or better	Financial reports	80% of students earned a C or better	Measures were met except for Fall 2010, resulting in an aberration, falling 8% below the measure.	Because there was a significant drop in Fall 2010 measure, additional review time has been allocated to the traditional day course, which should result in an improvement in scores. This will continue throughout the Fall 2011-Spring 2012 academic year.	Sp 11 Fa 10 Sp 10 Fa 09	0	50	100
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#### **MBA: Business**

Student Learning Outcome	Performance Measure Competency	Description of Measurement Instrument (Formative, Summative, Internal, External, or Comparative)	Area of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Graphs or Tables of Resulting Trends
SLO 1 MBA 591	90% of students in course will earn a B or better on measurem ent instrument	Comprehensive problem	80% of students earned a B or better	Course was not offered during Spring 2010 and Fall 2010. Between Fall 09 and Spring 11 a new textbook was chosen and the course syllabus was rewritten to place more emphasis on financial statement analysis and less on accounting entries. In Spring 2011, online homework, based on textbook assignments was introduced. Also, in Spring 2011, a financial analysis case study of a Fortune 500 company's financial statements was added to introduce students to concepts and tools needed for success in subsequent quantitative and financial core courses.	The decrease in overall student performance between 2009 and 2011 should not be viewed as a trend. The small size of the Spring 2011 course skews the percentages. Only one student in the Spring 2011 offering failed to receive a B or better. With the new textbook and syllabus changes, the course will follow the same format during the 2011-2012 academic year.	SP 11  Fa 10  Sp 10  Fa 09  50 60 70 80 90 100

SLO 1 MBA 600	90% of students in course will earn a B or better on measurem ent instrument	Exam scores average	100% of students earned a B or better	Measure was met at 100% in all semesters.	No changes were needed.	SP 11 Fa 10 SP 10 Fa 09 50 60 70 80 90 100
SLO 1 MBA 610	90% of students in course will earn a B or better	Exam score and article analysis	100% of students earned a B or better	Course is offered every semester and has consistently met the measure. The measure is being met at 100% each time; efforts will be made to incorporate additional curricular concepts that have not been covered at this point.	Because this course has consistently met the measure, it will continue in its current format for the 2011-2012 academic year. Efforts will be made to incorporate additional curricular concepts that have not been covered at this point.	Sp 11 Fa 10 Sp 10 Fa 09 50 60 70 80 90 100
SLO 1 MBA 620	90% of students in course will earn a B or better	Final exam scores	95% of students earned a C or better	This course is offered every semester and has consistently met the measure.	This course has consistently met the measure and will continue in its present format for the 2011-2012 academic year.	Sp 11 Fa 10 Sp 10 Fa 09 50 60 70 80 90 100

SLO 1 MBA 670	90% of students in course will earn a B or better	Exam scores	90% of students earned a B or better	Corporate Communication is a graduate level course required in the MBA curriculum. The course was created when of the three interdisciplinary graduate courses was eliminated from the required course list. After reviewing information from the business advisory board the department agreed that a course must be included to deal with communication. Faculty will continue to monitor and modify course content to adhere to the current	This course is offered every semester and is essential for today's emerging leaders. The measurement for this course should be adjusted to 80% of students to earn an A- or better. The MBA program has strict grade requirements to remain in the program. Any student who received a final course grade below a B in two courses is removed from the program. This requirement is set as the floor; consequently the requirement for our internal measurement should be strengthened. During the 2011-2012 academic year the course will continue to be monitored and modified by reviewing course	Sp 11  Fa 10  Sp 10  Fa 09  50 60 70 80 90 100
				standards of the profession illustrated in the AMA publications and Special Interest Groups.	activities used on other campuses and reviewing student feedback and course evaluations.	
SLO 1 MBA 680	90% of students in course will earn a B or better	Project rubric & case analysis	90% of students earned a C or better	Executive Leadership is the graduate level capstone course that is required in the MBA curriculum. This course is where all of the previously learned concepts are utilized to complete a comprehensive, community based research project that serves the greater good of society.	This course is offered every semester and is essential for today's emerging leaders. The measurement for this course should be adjusted to 80% of students to earn an A- or better. The MBA program has strict grade requirements to remain in the program. Any student who received a final course grade below a B in two courses is removed from the program. This requirement is set as the floor; consequently the requirement for our internal measurement should be strengthened. During the 2011-2012 academic year the course will continue to be monitored and modified by reviewing course activities used on other campuses and reviewing student feedback and course evaluations.	SP 11  Fa 10  Fa 09  50 60 70 80 90 100

SLO 2 MBA 500	90% of students in course will earn a B or better	Case analysis	100% of students in course earned a B or better	Measure is met	No changes are needed at this time.	SP 11 Fa 10 Sp 10 Fa 09 50 60 70 80 90 100
SLO 2 MBA 510	90% of students in course will earn a B or better	Written case analyses	80% of students in course earned a B or better	Graduate Managerial Accounting students are meeting the assessment measure. Case study and exam material are routinely changed based on new textbook editions and new IMA material that is made available.	Classes utilize a range of learning activities from lectures, student presentation, multimedia examples, guest speakers, and in-class group assignments. During the 2011-2012 academic year the course will continue to be monitored and modified by reviewing course activities used on other campuses and reviewing student feedback and course evaluations.	SP 11 Fa 10 Sp 10 Fa 09 50 60 70 80 90 100
SLO 2 MBA 620	90% of students in course will earn a B or better	Case analyses	80% of students in course eared a B or better	This course is offered every semester and has consistently me the measure.	During the 2011-2012 academic year the course will continue to be monitored and modified by reviewing course activities used on other campuses and reviewing student feedback and course evaluations	SP 11 Fa 10 Sp 10 Fa 09 90 95 100 105

SLO 2 MBA 630	90% of students in course will earn a B or better	Case analyses	80% of students earned a C or better	Students in Management Finance are typically meeting the assessment measure. Course is designed to familiarize students with an overview of financial management and its role in business organizations.	The textbooks used for this course are the latest version of Block, Hirt, and Danielsen. The instructors plan to adopt other appropriated textbooks when available. The nature of this course made it crucial for students to get more practice, in spring 2011; the course adopted the online homework manager Connect. Moving forward for the 2011-2012 academic year, students are required to have homework for every chapter.	Sp 11 Fa 10 Sp 10 Fa 09 94 96 98 100
SLO 2 MBA 680	90% of students in course will earn a B or better	Major fields test & case analyses	90% of students earned a B or better	Executive Leadership is the graduate level capstone course that is required in the MBA curriculum. This course is where all of the previously learned concepts are utilized to complete a comprehensive, community based research project that serves the greater good of society.	This course is offered every semester and is essential for today's emerging leaders. The measurement for this course should be adjusted to 80% of students to earn an A- or better. The MBA program has strict grade requirements to remain in the program. Any student who received a final course grade below a B in two courses is removed from the program. This requirement is set as the floor; consequently the requirement for our internal measurement should be strengthened. During the 2011-2012 academic year the course will continue to be monitored and modified by reviewing course activities used on other campuses and reviewing student feedback and course evaluations.	SP 11  Fa 10  SP 10  Fa 09  50 60 70 80 90 100

SLO 3 MBA 520	90% of students in course will earn a B or better	Case analyses	80% of students earned a B or better	Marketing Services students are meeting the assessment measure. The same instructor taught each section of this course during all semesters.	The course is updated on a regular basis to include new textbook editions and case studies on topics of current interest. During the 2011-2012 academic year the course will continue to be monitored and modified by reviewing course activities used on other campuses and reviewing student feedback and course evaluations.	SP 11 Fa 10 SP 10 Fa 09 50 60 70 80 90 100
SLO 3 MBA 610	90% of students in course will earn a B or better	News articles analyses	80% of students earned a B or better	Course is offered every semester and has consistently met the measure. The measure is being met at 100% each time; efforts will be made to incorporate additional curricular concepts that have not been covered at this point.	Because this course has consistently met the measure, it will continue in its current format for the 2011-2012 academic year. Efforts will be made to incorporate additional curricular concepts that have not been covered at this point.	Sp 11 Fa 10 Sp 10 Fa 09 50 60 70 80 90 100

SLO 3 MBA 680	90% of students in course will earn a B or better	Project and case analyses	90% of students earned a B or better	Executive Leadership is the graduate level capstone course that is required in the MBA curriculum. This course is where all of the previously learned concepts are utilized to complete a comprehensive, community based research project that serves the greater good of society.	This course is offered every semester and is essential for today's emerging leaders. The measurement for this course should be adjusted to 80% of students to earn an A- or better. The MBA program has strict grade requirements to remain in the program. Any student who received a final course grade below a B in two courses is removed from the program. This requirement is set as the floor; consequently the requirement for our internal measurement should be strengthened. During the 2011-2012 academic year the course will continue to be monitored and modified by reviewing course activities used on other campuses and reviewing student feedback and course evaluations.	SP 11  Fa 10  Fa 09  50 60 70 80 90 100
SLO 4 MBA 520	90% of students in course will earn a B or better	Case analyses	80% of students earned a B or better	Marketing Services students are meeting the assessment measure. The same instructor taught each section of this course during all semesters.	The course is updated on a regular basis to include new textbook editions and case studies on topics of current interest. During the 2011-2012 academic year the course will continue to be monitored and modified by reviewing course activities used on other campuses and reviewing student feedback and course evaluations.	SP 11 Fa 10 SP 10 Fa 09 50 60 70 80 90 100

SLO 4 MBA 670	90% of students in course will earn a B or better	Project and case analyses	90% of students earned a B or better	Corporate Communication is a graduate level course required in the MBA curriculum. The course was created when of the three interdisciplinary graduate courses was eliminated from the required course list. After reviewing information from the business advisory board the department agreed that a course must be included to deal with communication. Faculty will continue to monitor and modify course content to adhere to the current standards of the profession illustrated in the AMA publications and Special Interest Groups.	This course is offered every semester and is essential for today's emerging leaders. The measurement for this course should be adjusted to 80% of students to earn an A- or better. The MBA program has strict grade requirements to remain in the program. Any student who received a final course grade below a B in two courses is removed from the program. This requirement is set as the floor; consequently the requirement for our internal measurement should be strengthened. During the 2011-2012 academic year the course will continue to be monitored and modified by reviewing course activities used on other campuses and reviewing student feedback and course evaluations.	Sp 11  Fa 10  Sp 10  Fa 09  50 60 70 80 90 100
SLO 4 MBA 680	90% of students in course will earn a B or better	Major Fields test & thesis	90% of students earned a B or better	Executive Leadership is the graduate level capstone course that is required in the MBA curriculum. This course is where all of the previously learned concepts are utilized to complete a comprehensive, community based research project that serves the greater good of society.	This course is offered every semester and is essential for today's emerging leaders. The measurement for this course should be adjusted to 80% of students to earn an A- or better. The MBA program has strict grade requirements to remain in the program. Any student who received a final course grade below a B in two courses is removed from the program. This requirement is set as the floor; consequently the requirement for our internal measurement should be strengthened. During the 2011-2012 academic year the course will continue to be monitored and modified by reviewing course activities used on other campuses and reviewing student feedback and course evaluations.	SP 11  Fa 10  SP 10  Fa 09  50 60 70 80 90 100

SLO 2 MBA 500	90% of students in course will earn a B or better	Case analysis	100% of students in course earned a B or better	Measure is met	No changes are needed at this time.	SP 11 Fa 10 Sp 10 Fa 09 50 60 70 80 90 100
SLO 5 MBA 510	90% of students in course will earn a B or better	Written case analyses	80% of students in course earned a B or better	Graduate Managerial Accounting students are meeting the assessment measure. Case study and exam material are routinely changed based on new textbook editions and new IMA material that is made available.	Classes utilize a range of learning activities from lectures, student presentation, multimedia examples, guest speakers, and in-class group assignments. During the 2011-2012 academic year the course will continue to be monitored and modified by reviewing course activities used on other campuses and reviewing student feedback and course evaluations.	SP 11 Fa 10 Sp 10 Fa 09 50 60 70 80 90 100

SLO 5 MBA 591	90% of students in course will earn a B or better	Comprehensive problem	80% of students earned a B or better	Course was not offered during Spring 2010 and Fall 2010. Between Fall 09 and Spring 11 a new textbook was chosen and the course syllabus was rewritten to place more emphasis on financial statement analysis and less on accounting entries. In Spring 2011, online homework, based on textbook assignments was introduced. Also, in Spring 2011, a financial analysis case study of a Fortune 500 company's financial statements was added to introduce students to concepts and tools needed for success in subsequent quantitative and financial	The decrease in overall student performance between 2009 and 2011 should not be viewed as a trend. The small size of the Spring 2011 course skews the percentages. Only one student in the Spring 2011 offering failed to receive a B or better. With the new textbook and syllabus changes, the course will follow the same format during the 2011-2012 academic year.	SP 11  Fa 10  Fa 09  50 60 70 80 90 100
SLO 5 MBA 593	90% of students in course will earn a B or better	Final exam	90% of students earned a B or better	core courses.  Economics and Finance is an introductory graduate level course utilized as a leveler course for students who may have struggled as a business major at the undergraduate level and need additional foundational work. Originally designed for newly enrolled MBA students who had an undergraduate major other than business. This course was not offered from Fall 2009-Spring 2011.	This course is offered on an as needed basis depending on the make-up of incoming students and was not needed during the Fall 2009-Spring 2011 year. As the course is needed it is scheduled into the course rotation which is appropriate. The measurement for this course should be adjusted to 80% of students to earn an A- or better. The MBA program has strict grade requirements to remain in the program. Any student who received a final course grade below a B in two courses is removed from the program. This requirement is set as the floor; consequently the requirement for our internal measurement should be strengthened.	Course was not offered from Fall 2009-Spring 2011

01.0.5	000/ -1	Dustantand	000/ -4	Components Componential time in	This same is affected as a second second	
SLO 5	90% of	Project and	90% of	Corporate Communication is	This course is offered every semester	
MBA	students in	case analyses	students	a graduate level course	and is essential for today's emerging	
670	course will		earned a B	required in the MBA	leaders. The measurement for this	Sp 11
	earn a B		or better	curriculum. The course was	course should be adjusted to 80% of	
	or better			created when of the three	students to earn an A- or better. The	
				interdisciplinary graduate	MBA program has strict grade	F- 40
				courses was eliminated from	requirements to remain in the	Fa 10
				the required course list. After	program. Any student who received a	
				reviewing information from	final course grade below a B in two	
				the business advisory board	courses is removed from the program.	Sp 10
				the department agreed that	This requirement is set as the floor;	op 10
				a course must be included to	consequently the requirement for our	
				deal with communication.	internal measurement should be	
				Faculty will continue to	strengthened. During the 2011-2012	Fa 09
				monitor and modify course	academic year the course will	
				content to adhere to the	continue to be monitored and	+ + +
				current standards of the	modified by reviewing course	50 60 70 80 90 100
				profession illustrated in the	activities used on other campuses	
				AMA publications and	and reviewing student feedback and	
				Special Interest Groups.	course evaluations.	
SLO 5	90% of	Project and	90% of	Executive Leadership is the	This course is offered every semester	
MBA	students in	case analyses	students	graduate level capstone	and is essential for today's emerging	
680	course will		earned a B	course that is required in the	leaders. The measurement for this	SP 11
	earn a B		or better	MBA curriculum. This course	course should be adjusted to 80% of	31 11
	or better			is where all of the previously	students to earn an A- or better. The	
				learned concepts are utilized	MBA program has strict grade	
				to complete a	requirements to remain in the	Fa 10
				comprehensive, community	program. Any student who received a	
				based research project that	final course grade below a B in two	
				serves the greater good of	courses is removed from the program.	
				society.	This requirement is set as the floor;	SP 10
					consequently the requirement for our	
					internal measurement should be	
					strengthened. During the 2011-2012	
					academic year the course will	Fa 09
					continue to be monitored and	
					modified by reviewing course	
					activities used on other campuses	50 60 70 80 90 100
						30 00 70 00 30 100
					and reviewing student feedback and	30 00 70 00 30 100
						30 00 70 00 30 100

MBA si 592 ce	10% of tudents in ourse will earn a B or better	Final exam	80% of students earned a C or better	This course typically runs only as a summer course and is open only to those who were non-business majors in the undergraduate program who are applying to the MBA program.	Frequently titled a "bridge" course, students enrolled receive an accelerated introduction to both the management and marketing fields of study. Textbooks for this course focus on understanding the theoretical nature of management and marketing while case studies and current events enhance the material through direct application of recently learned concepts. Success in the course is an indication of student's interest to pursue an MBA.	Sp 11 Fa 10 Sum 10 Sp 10 Fa 09 50 60 70 80 90 100
MBA st	0% of tudents in ourse will earn a B or better	Project and case analyses	90% of students earned a B or better	Executive Leadership is the graduate level capstone course that is required in the MBA curriculum. This course is where all of the previously learned concepts are utilized to complete a comprehensive, community based research project that serves the greater good of society.	This course is offered every semester and is essential for today's emerging leaders. The measurement for this course should be adjusted to 80% of students to earn an A- or better. The MBA program has strict grade requirements to remain in the program. Any student who received a final course grade below a B in two courses is removed from the program. This requirement is set as the floor; consequently the requirement for our internal measurement should be strengthened. During the 2011-2012 academic year the course will continue to be monitored and modified by reviewing course activities used on other campuses and reviewing student feedback and course evaluations.	SP 11  Fa 10  SP 10  Fa 09  50 60 70 80 90 100

SLO 7 MBA stude 592 cours earn or be	nts in e will a B	80% of students earned a C or better	This course typically runs only as a summer course and is open only to those who were non-business majors in the undergraduate program who are applying to the MBA program.	Frequently titled a "bridge" course, students enrolled receive an accelerated introduction to both the management and marketing fields of study. Textbooks focus on understanding the theoretical nature of management and marketing while case studies and current events enhance the material through direct application of recently learned concepts. Success in the course is an indication of student's interest to pursue an MBA.	Sp 11 Fa 10 Sum 10 Sp 10 Fa 09 50 60 70 80 90 100
SLO 8 90% 680 stude cours earn or be	nts in case analyses e will a B	90% of students earned a B or better	Executive Leadership is the graduate level capstone course that is required in the MBA curriculum. This course is where all of the previously learned concepts are utilized to complete a comprehensive, community based research project that serves the greater good of society.	This course is offered every semester and is essential for today's emerging leaders. The measurement for this course should be adjusted to 80% of students to earn an A- or better. The MBA program has strict grade requirements to remain in the program. Any student who received a final course grade below a B in two courses is removed from the program. This requirement is set as the floor; consequently the requirement for our internal measurement should be strengthened. During the 2011-2012 academic year the course will continue to be monitored and modified by reviewing course activities used on other campuses and reviewing student feedback and course evaluations.	SP 11  Fa 10  SP 10  Fa 09  50 60 70 80 90 100

#### **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 and Sta	aff Focused				ine how well the organization creates and maintains a positive,					
Results		productiv	e, learning-cei	ntered work en	vironment for business faculty and staff.					
		administr number o	Key indicators may include: professional development, scholarly activities, community service, administrative duties, business and industry interaction, number of advisees, number of committe number of theses supervised, satisfaction or dissatisfaction of faculty and staff, positive, productionand learning-centered environment, safety, absenteeism, turnover, or complaints.							
		Analysis of	of Results	Results of						
Performance	Description	Areas of	Analysis	Insert Graphs or Tables of Resulting Trends for 3-5 Years						
Measure	of	Success	and Action	Action	(please graph all available data up to five years)					
(Competency)	Measurement		Taken	Taken						
	Instrument			(occurs in						
				the						
				following						
900/ of Faculty	Appual faculty	78% of full	Held an	year)						
80% of Faculty will perceive	Annual faculty satisfaction	time faculty	adjunct	Survey administered	Strongly Agree					
that they are	survey	and 58% of	faculty	summer	Strongly Agree					
given	Survey	adjunct	orientation	2011; new	Agree Adjunct Faculty					
opportunity to		faculty	meeting to	survey will	Neutral Response Percent					
participate in		agree or	discuss	be	Disagrae ■ Full-time Faculty					
decisions		strongly	issues	distributed	Disagree Response Percent					
affecting them.		agree. The	raised on	annually	Strongly Disagree					
		adjunct	surveys	each spring.	0.000/					
		faculty	and solicit	Differences	0.00% 20.00% 40.00% 60.00%					
		percentages	input	among						
		are a matter		survey						
		of concern.		results will						
				be analyzed						
				summer						
				2012.						

000/ of Fooulty	Appual faculty	000/ of full	Magazira	Cumiou					
80% of Faculty	Annual faculty	88% of full	Measure	Survey	Cture a sky A sure				
will perceive	satisfaction	time faculty	was met.	administered	Strongly Agree				
that they are	survey	and 99% of		summer	Agree			Adjunct Faculty	
kept well		adjunct		2011; new		-		Response Percent	
informed of		faculty		survey will	Neutral				
matters		agree or		be	Disagree		'	■ Full-time Faculty	
important to		strongly		distributed	Characha Diagona	-		Response Percent	
faculty.		agree.		annually	Strongly Disagree				
				each spring.		0% 20% 40	0% 60% 80%		
				Differences					
				among					
				survey					
				results will					
				be analyzed					
				summer					
				2012.					
80% of Faculty	Annual faculty	Measure	Measure	Survey					
will perceive	satisfaction	was not	was not	administered					7
that the	survey	met. 63%	met.	summer	Strongly Agree	_		Adjunct Faculty	
University		of full time	Department	2011; new	Neutral	-		Response Percent	
provides the		faculty and	meeting	survey will	Neutrai	-		·	
equipment and		66% of	and adjunct	be	Strongly Disagree	-		■ Full-time Faculty	
material		adjunct	faculty	distributed		2004	400/ 500/	Response Percent	
needed for		faculty	orientation	annually		0% 20%	40% 60%		
faculty to do		agree or	meeting	each spring.					_
their job well.		strongly	was held to	Differences					
		agree.	determine	among					
		agroo.	resource	survey					
			needs.	results will					
			Grant	be analyzed					
			proposal is	summer					
			being	2012.					
			considered.	2012.					
			considered.						

80% of Faculty will perceive that they are satisfied with their job.	Annual faculty satisfaction survey	Measure was met. 88% of full time faculty and 86% of adjunct faculty agree or strongly agree.	Measure was met – no further action needed.	Survey administered summer 2011; new survey will be distributed annually each spring. Differences among survey results will be analyzed summer 2012.	Strongly Agree Agree Neutral Disagree Strongly Disagree 0% 20% 40%	■ Adjunct Faculty Response Percent ■ Full-time Faculty Response Percent  60% 80%
100% of Faculty will complete scholarly and professional activities each year	Scholarly and Professional Work table	Measure was met (see table below)	Measure was met – no further action needed.			

# Standard 5, Criterion 5.8 Scholarly and Professional Activities

				Scholarly a	Activities						
Faculty Member	Highest Degree Earned	Professional Certification	Papers Presented	Published  Articles/Manuscripts/ Books	Unpublished Articles/Manuscripts/Book s	Consu	Professional Related Service	Professional Related Workshops	Professional Activities Professional Meetings	Professional Memberships	Other
Ballantyne, Scott 2010-2011	Ed.D.	PRSBA	A = 2	A = 2 D = 1			55.115			FINRA ACBSP EERA	
2009-2010			B = 2	A = 1 B = 1 C = 1 D = 2					1		
Berger,Travis 2010-2011	M.Ed.		A = 1								
2009-2010							2				
Berret, Beth 2010-2011	Ed.D.	SPHR		A = 1 C = 1							
2009-2010			A = 2	A = 3							MBA guest speaker 10/18/10
<b>Ding, Liang</b> 2009-2010	Ph.D.		B = 1	B = 1							
Dreibelbis, Bryan 2010-2011	M.Ed.	CMA CFM		D = 1				2	12	IMA/PIC PA	BUS 400 guest speaker; 2 Community Service projects

2009-2010						1	2	12	Guest speakers for BUS 400, 402 and 305; 2 Community Service projects
Tiglioglu,Tufan 2010-2011	Ph.D.		B = 1				3	1	
2009-2010				B = 1				4	
Wells, Mary Ellen 2010-2011	JD	LLM	A = 1	C = 2					
2009-2010			A = 1	B = 1					

## Codes to Use for Scholarly Activities: A = Scholarship of Teaching

B = Scholarship of Discovery

C = Scholarship of Integration

D = Scholarship of Application

### Full time faculty Committee and Dissertation Supervision

Nama	Total Advis	sees	Number o		Dissertation	s
Name	AY 2009/10	AY 2010/11	AY 2009/10	AY 2010/11	AY 2009/10	AY 2010/11
Scott Ballantyne	20	23	4	4	7 (chair 2 groups plus 5 other committees)	7 (chair 2 groups plus 5 other committees)
Travis Berger	26 traditional; 10 first year seminar	41traditional; 16 first year seminar	1	2	0	0
Beth Berret	32	25	1	3	1 (committee	3 (chair 1 committee plus 2 other committee)
Liang Ding	N/A	25	N/A	1	0	0
Bryan Dreibelbis	28	28	3	3	0	0
Robert Gannon	30	114 (1 UG and oversight of 113 MBA through MBA coordinator position)	0	4	0	0
Jonathan Silver	31	35	1	1	0	0
Tufan Tiglioglu	121 (all MBA)	84 (1 MA level and 83 PhD)	3	4	18*	12*

Total advisees are within acceptable limits however some inequities occur across the department that are not due to administrative positions (MBA coordinator and PhD Director each are responsible for oversight advising of all students). The numbers are being redistributed across the department fall 2011.

Total number of committees is within acceptable limits for all department members, although it has been suggested that Dr. Ballantyne minimize his voluntary participation on a few committees despite his recognized expertise.

Dr. Ballantyne participates in an extraordinary number of dissertation committees and is reducing that number going forward.

\*Dr. Tiglioglu is the PhD director so he is a supervisor on all doctoral dissertation committees. Dr. Ballantyne participates in an extraordinary number of dissertation committees and is reducing that number going forward.

#### **Faculty Qualifications**

Complete the next two tables for <u>new full-time and part-time faculty members since last self-study or QA report. Do not include faculty members previously reported.</u>

**Standard 5 - NEW FULL-TIME AND PART-TIME FACULTY QUALIFICATIONS** 

Ctandard 5 NEW 1 CEE TIME AND LAKE THOSE LACOURT COALITIONS								
NAME	MAJOR	COURSES	LIST ALL EARNED	DOCUMENT OTHER	ACBSP			
(List	TEACHING	TAUGHT	DEGREES	PROFESSIONAL	QUALIFICATION			
alphabetically	FIELD	(List the Courses	(State Degree as	CERTIFICATION	1. Doctorate			
by Last Name)		Taught	Documented on	CRITIERA	2. Professional			
,		During the	Transcript, Must	<ul><li>Five Years</li></ul>	3. Exception			
		Reporting Period,	Include Major Field)	Work	'			
		Do Not Duplicate	,	Experience				
		Listing)		<ul> <li>Teaching</li> </ul>				
				Excellence				
				<ul> <li>Professional</li> </ul>				
				Certifications				
Amprey,	Psychology	BUS 350	Ph.D.		1			
Joseph	.,	Industrial &	M.S.					
		Organizational	M.Ed.					
		Psychology	B.A.					
Bardzak, Helen	Business,	BUS 250	MBA		2			
, , , ,	Accounting	Accounting						
		Principles						
		BUS 305						
		Accounting						
		Information						
		Systems						

Confer, Elizabeth	Business	BUS 215 Forensic Accounting BUS 420 Strategic Management BUS 426 Strategic Mgmt.	MBA		2
DeLong, Lisa	Business, Law	BUS 420 Employment Law	JD M.Ed. B.A.		1
Krishock, Melissa	Business, Law	BUS 342 Business Law	JD		1
Reiley, Robert	Business, Law	MBA 610 Legal Environment BUS 342 Business Law	JD LL.M. M.S. B.A.	Qualified Environmental Professional	1
Roces, Eltgad	Human Resources	BUS 310 Human Resource Mgmt. BUS 320 Labor Relations BUS 450 Organizational Leadership, Gov. & Accountability	MBA		2
Stratton, Steve	Acctg. Information Systems	BUS 305 Accounting Information Systems	B.S. A.A.S. A.A.		3
Weaver, Ryan	Human Resources	BUS 443 Compensation & Benefit Mgmt.	MBA B.S.		2

White, James	Business	BUS 311	MBA	2
		Principles of		
		Mgmt. Information		
		Systems		

#### **Standard #6 Educational and Business Process Management**

a. Describe how you routinely provide reliable information to the public on your performance, including student achievement.

Information regarding the Business Unit, including student achievement, is disseminated through a variety of channels. The Alvernia Magazine is published twice a year and is provided to approximately 16,000 recipients, including residents and businesses in our region, all alumni, faculty, staff, and current student parents.

An Honors Convocation Booklet is provided annually to graduating students and their parents detailing student honors and awards as well as faculty awards, scholarship and creative works.

Student and faculty accomplishments are regularly transmitted to up to 115 local media outlets including The Reading Eagle newspaper, BCTV and other traditional news media outlets such as internet news sites, television, daily and weekly newspapers and magazines.

Finally, faculty achievement and scholarship and student achievements are published on our website on a regular basis and this QU report is provided in a link on the Business Department page of our website.

#### b. 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.

  No substantial revision.
- 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.
   No new degree programs developed.
- 3. List any accredited programs that have been terminated since your last report.

  Terminating Corporate Communications and Business, Computers and Information Technology.

Complete the following tables. 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 6 - Budgetary, Financial, and Market Results

	vial and Market			arkat parfarman	oo roculto overnino (1) managament and		
Budgetary, Finance		0	· ·	•	ce results examine (1) management and		
Performance Results use of financial resources and (2) market challenges and opportunities.							
	Adequate financial resources are vital to ensuring an outstanding fac						
					lgeted for and allocated to business		
		units should be adequate to fund the necessary technology and training to a					
		students to develop the requisite competencies for business environments.					
			•		per business student, business program		
			•	· · ·	nnual business unit budget increases or		
		· · · · · · · · · · · · · · · · · · ·			e of business students, transfer in or out		
				nt credit hour pr	oduction, or comparative data.		
		Analysis of		T			
Performance	Description of	Areas of	Analysis	Results of	Insert Graphs or Tables of Resulting		
Measure	Measurement	Success	and Action	Action	Trends for 3-5 Years (please graph all		
(Competency)	Instrument		Taken	Taken	available data up to five years)		
				(occurs in			
				the			
				following			
				year)			
Increase in	Budget	Budget was	Further	Given			
Business budget		increased	increases	economic	\$20,000		
over previous		marginally	were	realities the	\$15,000		
year			requested	budget may			
				not be	\$10,000		
				increased	\$5,000		
				significantly	\$3,000		
				so better	\$0		
				allocation of	non salary actual		
				resources is			
				being looked			
				at within the			

Cost of Education per Business Student	Budget	Cost per student increased in 2010/2011 due to a decreased Business student population.	Department meeting was held to assess areas in which overall costs could be reduced.	Budget will be looked at in fall department meeting for 2011-2012 results and cost per business student will be measured against cost per all students.	\$1,600.00 \$1,500.00 \$1,400.00 \$1,200.00 \$1,200.00 2009- 2010- 2011
100% of Business Unit budget will be spent	Budget	Full Business Unit budget consistently spent	Measure was met.	No changes needed.	100% 80% 60% 40% 20% Business Budget Spent
Increase percentage of total university budget apportioned to Business department	Budget	Business Unit was allocated an additional .06% of total university budget	Measure was met. Further increases will be requested.	Budget will be looked at in fall department meeting for 2011-2012 results.	1.88% 1.86% 1.84% 1.82% Business

**Standard 6 - Organizational Performance Results** 

	al Effectiveness			eness results	examine attainment of organizational goals. Each			
Results			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.							
		γ οι στο στο γ οι στο						
		Key indi	cators may inc	lude: graduai	tion rates, enrollment, improvement in safety, hiring			
		equity, ir	ncreased use o	of web-based	technologies, use of facilities by community			
		organiza	itions, contribu	itions to the co	ommunity, or partnerships, retention rates by program,			
				governing bo	ards and administrative units.			
	<del>,</del>		of Results	<del>,</del>				
Performance	Description of	Areas of	Analysis	Results of	Insert Graphs or Tales of Resulting Trends for 3-			
Measure	Measurement	Success	and Action	Action	5 Years (please graph all available data up to			
(Competency)	Instrument		Taken	Taken	five years))			
				(occurs in				
				the				
				following				
				year)				
Undergraduate	Business	Freshmen	Data is now	Meeting	1000/			
retention will	Retention	retention	being	will be	100%			
increase to	Rates Fall	across the	tracked by	requested	80%			
70%; Graduate	2009 cohort	Business	program in	with Dean	60%			
Retention rate		Unit was	the	of	40% - Freshmen			
will remain at		reported	department.	Enrollment	20% → MBA			
80% or above.		as	The results	to discuss				
		decreasing	differ from	variance.	0% Spr Fall Spr			
		as was	the		2010 2010 2011			
		retention	institutional					
		in the MBA	results					
		program	posted.					

Undergraduate retention will increase to 70%; Graduate Retention rate will remain at 80% or above.	Business Retention Rates Fall 2010 cohort	Freshmen retention across the Business Unit was reported as decreasing as was retention in the MBA program	Data is now being tracked by program in the department. The results differ from the institutional results posted.	Meeting will be requested with Dean of Enrollment to discuss variance.	100% 80% 60% 40% 20% Spr Fall 2011 2011	☐ Freshmen ☐ MBA
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**APPENDIX – Request to Remove Remaining Notes and Conditions** 

NOTE: Standard 5.4.e: When a faculty member is extensively engaged in other responsibilities, he/she should be given proper reduction in one or more of the nine faculty responsibilities.

Over the past few years, the faculty, administration and Board of Trustees at Alvernia University have worked hard to revise the tenure and promotion criteria in the faculty handbook to, among other things, create broader categories of faculty responsibilities which are more reflective of the current role of faculty. The three new categories are Teaching Excellence; Service to the University Community; and Scholarly, Creative, and Professional Achievement. Therefore, there are no longer nine faculty responsibilities and faculty are better positioned to fulfill the three broad categories in order to achieve tenure and promotion in rank.

In addition, in Academic Year 2009/2010 Alvernia University began offering significant funding for Faculty Excellence Grants. That funding was further increased by the institution for Academic Year 2010/2011. Faculty are eligible to apply for and receive course releases each semester in order to complete scholarly and creative works. The University also provides funding to their department for adjunct faculty to take their place.

Faculty serving as chair of a department are giving a course release for that administrative work. In addition, on an as-needed basis, faculty performing such administrative work will be given additional course releases if the administrative workload requires it. For example, Mary Ellen Wells, Chair of the Business Department, was given an additional course release for fall 2011 for program needs associated with obtaining, creating and organizing data for ongoing accreditation reporting needs.

Finally, full time faculty teaching graduate courses receive an additional credit for teaching that level of course. If a faculty member teaches 3 graduate courses in a semester, that satisfies their full time teaching load (which is 12 credits and requires 4 undergraduate courses in order to fulfill it at the undergraduate level) and leaves them additional time to fulfill service and scholarship opportunities.

All of the foregoing releases are evidence that the University does give proper reduction in one or more of the (now) three faculty responsibilities when a faculty member is extensively engaged in other responsibilities.

NOTE: Standard 5.2: At least 40 percent of the undergraduate credit hours sponsored by the business unit must be taught by doctoral qualified faculty members.

#### Doctorally Qualified Faculty Percentages at Alvernia University for AY 09-10 and 10-11

Semester	Percentage
Fall 2009	40%
Spring 2010	37%
Fall 2010	42%
Spring 2011	39%

While the percentage of doctorally qualified faculty members has been met during the fall semesters for AY 09/10 and AY 10/11, the percentage by which it was not met decreased in each of those spring semesters. In spring 2010 we missed the target by three percent and by spring 2011 we had reduced the deficit down to one percent. It remains difficult to consistently exceed the target of doctorally qualified in our continuing education program but we have narrowed the gap and are confident that we can gain the final percentage point this year.

#### **CONDITIONS:**

Standard 5.4.a: The Business unit should have no fewer than one FTE faculty for each 720 student credit hours taught at the undergraduate level and one FTE faculty for each 540 student credit hours taught at the graduate level.

Although, as demonstrated in the tables below, the Business unit has a total of 10 faculty members teaching business courses. Since 10.6 are required, we believe that we have substantially fulfilled this condition admirably in light of the current economic conditions. We have been able to maintain consistently high standards and appropriate credentials with the adjunct faculty pool that has tirelessly served the needs of our department. We will continue to seek to add a term contract faculty member to teach primarily in our large Continuing Education program, however, we have instituted many changes that provide additional full time faculty oversight of those classes despite the fact that few full time faculty teach in such classes due to the fact that we are trying to eliminate overload courses for all faculty.

We have also made structural improvements to our Continuing Education division. We have been successful in aligning all majors with the traditional day programs in the Business Unit. Each major has the exact same curriculum as the traditional day program and the degree names have now been aligned. In addition, oversight of academic quality is now accomplished through each continuing education course that is not being taught by a full time faculty member is now being assigned to the full time faculty member teaching the equivalent in the traditional day program for oversight of the syllabus and assessment standards.

While the economic downturn continues to prevent our increasing the overall size of our Business Unit, we believe that the safeguards we have put in place have ameliorated any adverse effect on the Business Unit.

	2009	Total				
	Fall Spring		Total			
# UG Credit Hours	2504 2937		5441			
	#	7.56				
# MBA Credit Hours	795 729		1524			
	# FTE required					
	Total FTE Required					

	2010	2010-2011				
	Fall	Spring	Total			
# UG						
Credit	2865	2789	5654			
Hours						
	#	# FTE needed				
# MBA						
Credit	723	762	1485			
Hours						
	# FTE required					
	Total FTE Required					

### Standard 5.4.b: A full-time faculty should not exceed teaching 24 credits hours and six preparations during an academic year. Part-time faculty should not exceed a teaching load of two courses per semester.

Part-time faculty are not permitted to teach more than two courses per semester.

Although full-time faculty are still teaching more than 24 credit hours in a few instances and six preparations in a few instances, there are personal financial reasons why specific faculty are electing to teach in excess of 24 credit hours.

During AY 2009/2010 we had three full time faculty members teaching more than 24 credit hours. That number was further reduced to two full time faculty members teaching more than 24 credit hours during AY 2010/2011. During the current semester only one full time faculty member is teaching more than 12 credit hours.

No faculty is ever required or pressured to teach in excess of 24 credit hours.

While we do our best to assure six or less preparations during an academic year, in a smaller school like Alvernia University, and in this economy, it has not proven financially possible to hire as many full-time faculty members as would be required to satisfy this requirement in all cases at all time. In AY 2009/2010 there was one faculty member teaching one additional preparation and in AY 2010/2011 there were 4 faculty members teaching one additional preparation. The faculty that are teaching more than six preparations during an academic year are doing so with classes that repeat year after year rather than totally new preparations for new classes.

#### **Full Time Faculty Credit Hours and Preparation Periods**

Name	Fall 2009	Spring 2010	Total 09/10	Preps 09/10	Fall 2010	Spring 2011	Total 10/11	Preps 10/11
Scott Ballantyne	12	12	24	5	9	12	21	4
Travis Berger	9	12	21	6	15	12	27	7
Beth Berret	15	15	30	5	15	15	30	7
Liang Ding	Not a f	faculty mem	ber until Fa	II 2010	12	12	24	4
Bryan Dreibelbis	12	12	24	7	12	12	24	7
Robert	12	12	24	6	12	12	24	7

Gannon								
Jonathan Silver	12	12	24	5	9	12	21	5
Tufan Tiglioglu	12	15	27	5	12	0	12	1
Mary Ellen Wells	15	15	30	5	12	9	21	6