

Accreditation Council for Business Schools and Programs (ACBSP)
Quality Assurance (QA) Report
for
Baccalaureate/Graduate Degree Programs
Current as of May 2012

Overview (O) 1. Complete all information requested.

Submit your report as an attachment to reports@acbsp.org on or before February 15th or September 15th.

O 2. Institution Name: Alvernia University Date September 7, 2012
Address: 400 St. Bernardine Street, Reading, PA 19607

O 3. Year Accredited/Reaffirmed: 2006 This Report Covers Years: AY 2011-2012

O 4. List All Accredited Programs (as they appear in your catalog):

Note: Listing new programs here does not confer accreditation. New degree programs, majors or emphases must be in effect for at least two years and have graduates and follow the guidance in the process book before accreditation will be granted

- 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
- MBA Including traditional delivery and online delivery

O 5. 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 .

None – all programs in the business unit are accredited.

O 6. 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 offered an Alvernia MBA to a cohort that graduated December 2010. We began an MBA to a 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 Center – Students can earn each of the degrees available in the business unit.

O 7. Person completing report Name: Mary Ellen Wells

Phone: (610) 568-1442

E-mail address: Maryellen.wells@alvernia.edu

ACBSP Champion name: Mary Ellen Wells

ACBSP Co-Champion name: Karen Thacker

O 8. Conditions or Notes to be Addressed: You do not need to address Opportunity for Improvement (OFI).

Standard 5.2

Criterion 5.4.b (now 5.5)

Please explain and provide the necessary documentation/evidence for addressing each condition or note since your last report.

For Standard 5.2 please see Appendix O 8 (a) for data supporting the fact that 40% of undergraduate courses and 80% of the graduate courses offered at Alvernia University during the 2011-2012 academic year were taught by doctoral faculty.

For Criterion 5.4.b (now 5.5) please see Appendix O 8 (b) for data supporting the fact that the number of full time faculty in the business program are sufficient to effectively fulfill its mission of excellence in educating business students.

There are 9 full time faculty members in the business department at Alvernia University. Since the entire University has a 4/4 course load, this number, given a reasonable and manageable number of adjuncts is sufficient for the business department to effectively fulfill its mission of excellence in educating business students. Since achieving accreditation, the business department teaches less overloads than other faculty in the University. If business faculty members teach graduate courses, they earn 4 credits rather than the 3 for undergraduate courses. Therefore, there are some semesters in which faculty who teach graduate courses can teach only 3 graduate courses and fulfill their full course load. Also, faculty have the option of teaching in the Summer or Winterim sessions and banking courses to lessen the load during the academic year. As evidenced in Appendix O 8 (b) the full time faculty have eliminated overloads except for an occasional faculty member who sometimes asks to teach one additional course. Due to some last minute turnover, the new faculty member, Dr. Woosoon Kim had 8 preps in his first year due to matching his expertise to the open classes offered when he was hired two weeks before the semester began. That situation will not occur in 2012-2013. Dr. Kim is teaching multiple sections of the same course in two instances which will bring his preps for the year down to 6.

Are you requesting the Board of Commissioners to remove notes or conditions (if the justification for removal is lengthy consider attaching an appendix to QA report):

Please remove note on standard 5.2 based on the data in Appendix O 8 (a)

Please remove note on Criterion 5.4.b based on the data in Appendix O 8 (b)

O 9. 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.

We maintain a web page for the Business Department which includes current achievements of our students and faculty. We also maintain a facebook page for the department which highlights events and student achievement. Our marketing department puts out a weekly newsletter in which our faculty and student achievements are also always highlighted. We inform the public regarding Business Department events and activities as well as provide a link to our current Q&A report and the ACBSP response to the report. Our advisory board is comprised of members of the community as well as alumni, all of whom spread the word about our activities and progress. There are 12 members of the advisory committee in the 2012-2014 term and an additional 11 members on the advisory committee in the 2011-2013 term. In any given year there are 15-24 members of the advisory committee comprised of leaders in the business community possessing expertise in all areas of our majors, 2-3 current undergraduate students, 1-2 MBA students and alumni. The minutes for the advisory board meetings are on our webpage as well.

The link to the department's webpage on our website is below. The links to the ACBSP QA reports, ACBSP responses and advisory board minutes are at the bottom of the page.

<http://www.alvernia.edu/academics/professional-programs/business/index.html>

Standard #1 Leadership

Organization

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

Dr. Jonathan Silver no longer works at Alvernia University.

Dr. Liang Ding no longer works at Alvernia University.

Dr. Samuel Bradley was hired as of August 15, 2012 and is doctorally qualified.

Dr. James Miller was hired full-time as of August 15, 2012 and is doctorally qualified.

All syllabi for Continuing Studies and MBA courses that are taught by adjunct faculty are now prepared by full time faculty in the business department to ensure consistency across all sections of business courses and to ensure that program assessments that are designed to be delivered in specific courses are in fact delivered in every course section and data is collated and reported to me for inclusion in accreditation reports.

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

NONE

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

Standard #3 Student and Stakeholder Focus

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

Standard 3 - Student and Stakeholder-Focused Results

Student- and Stakeholder-Focused Results		<p>Student- and stakeholder-focused results examine how well your organization satisfies students and stakeholders key needs and expectations. <i>Performance measures may include: satisfaction and dissatisfaction of current and past students and key stakeholders, perceived value, loyalty, persistence, or other aspects of relationship building, end of course surveys, alumni surveys, Internship feedback, etc.</i></p> <p><i>Measurement instrument or processes may include end of course surveys, alumni surveys, Internship feedback, etc.</i></p> <p>Each academic unit must demonstrate linkages to business practitioners and organizations, which are current and significant, including an advisory board.</p> <p>Periodic surveys should be made of graduates, transfer institutions, and/or employers of graduates to obtain data on the success of business programs in preparing students to compete successfully for entry-level positions.</p>			
		Analysis of Results			Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	
Measurable goal	What is your goal?	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?	
Advisory Board will meet yearly and become more involved in Business Unit business	Minutes of Advisory Board at annual advisory board meeting	The board was polled as to how it could best be utilized	Board members want to be more actively involved and provide more	Board meetings are now held twice per year. Alumni have been added as members. Board members received	The board consists of 23 members and everyone that was asked to return for a second term agreed to do so and is has expressed appreciation of the additional opportunities for involvement in providing advice and feedback to the business department.

			frequent insight.	personal invitations to the Business seminar events each semester consisting of mock interviews, networking social and business dinner	
Internship Employer satisfaction will equal or exceed 80%	Final employer evaluation	Overall employers have been very satisfied with the intern performance in their organization for the 2011-2012 year	While our students' results in internships are very positive, improvements could be made in the area of writing ability, initiative and adaptability.	More writing assignments have been added across the business curriculum. Department meetings will be used to brainstorm ways to increase initiative and adaptability in the workplace.	See graph reproduced in Appendix 3

<p>70% of students will rate Student satisfaction with academic quality overall at Somewhat Higher than Expected or above.</p>	<p>Undergraduate Student Exit Survey May 2012</p>	<p>Expectations for academic quality overall:</p> <p>Much higher than expected: 9.8%</p> <p>Somewhat higher than expected: 33.3%</p> <p>Just as expected: 50.4%</p> <p>Slightly lower than expected: 6.5%</p> <p>Much lower than expected: 0%</p>	<p>Measure was not met at 43%.</p> <p>Additional information will be sought in the alumni survey next year to determine specific areas in which academic satisfaction is not achieved.</p>	<p>This number decreased from 70% in the 2010-2011 year. This trend will continue to be monitored and the questionnaire will be evaluated to discern basis for low percentages in order to institute changes.</p>	<table border="1"> <caption>Academic Quality Expectations</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Much Higher</td> <td>9.8%</td> </tr> <tr> <td>Just as expected</td> <td>50.4%</td> </tr> <tr> <td>Much Lower</td> <td>6.5%</td> </tr> </tbody> </table>	Category	Percentage	Much Higher	9.8%	Just as expected	50.4%	Much Lower	6.5%		
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<p>70% of students will rate Student satisfaction with major program at Somewhat Higher than Expected or above.</p>	<p>Undergraduate Student Exit Survey May 2012</p>	<p>Major program included just the right courses:</p> <p>Strongly Agree: 19.4%</p> <p>Agree: 60.5%</p> <p>No opinion: 4.0%</p> <p>Disagree: 16.1%</p>	<p>Students are very satisfied with the business curriculum – more than 80% state that their major includes just the right courses</p>	<p>No changes are needed at this time</p>	<table border="1"> <caption>Major Program Satisfaction</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Strongly Agree</td> <td>19.4%</td> </tr> <tr> <td>Agree</td> <td>60.5%</td> </tr> <tr> <td>No Opinion</td> <td>4.0%</td> </tr> <tr> <td>Disagree</td> <td>16.1%</td> </tr> </tbody> </table>	Category	Percentage	Strongly Agree	19.4%	Agree	60.5%	No Opinion	4.0%	Disagree	16.1%
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<p>70% of students will rate Student satisfaction with advising in their major at Somewhat Higher than Expected or above.</p>	<p>Undergraduate Student Exit Survey May 2012</p>	<p>Satisfaction: Advising in Major</p> <p>Very Satisfied: 32.0%</p> <p>Somewhat Satisfied: 32.8%</p> <p>No opinion: 9.0%</p> <p>Somewhat Unsatisfied: 16.4%</p> <p>Very Unsatisfied: 9.8%</p> <p>N/A: 0%</p>	<p>Measure was not met at 64% of students rating satisfaction with advising in their major at Somewhat Higher than Expected or above.</p>	<p>More mentoring of new faculty in the area of advising will take place in the 2011-2012 academic year.</p>	<table border="1"> <caption>Student Satisfaction with Advising in Major</caption> <thead> <tr> <th>Satisfaction Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Very Satisfied</td> <td>32.0%</td> </tr> <tr> <td>No Opinion</td> <td>9.0%</td> </tr> <tr> <td>Very Unsatisfied</td> <td>10.0%</td> </tr> </tbody> </table>	Satisfaction Level	Percentage	Very Satisfied	32.0%	No Opinion	9.0%	Very Unsatisfied	10.0%
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<p>70% of students will rate Student satisfaction with faculty expertise in their major at Somewhat Higher than Expected or above.</p>	<p>Undergraduate Student Exit Survey May 2012</p>	<p>Satisfaction: Faculty expertise</p> <p>Very Satisfied: 49.6%</p> <p>Somewhat Satisfied: 39.0%</p> <p>No opinion: 5.6%</p> <p>Somewhat Unsatisfied: 7.3%</p> <p>Very Unsatisfied: 0.0%</p> <p>N/A: 0%</p>	<p>This measure was met. Over 90% of students answered that they were very satisfied or satisfied with faculty expertise.</p>	<p>Faculty hiring in the business department prioritizes experience in the business world to add to the expertise of teaching credentials in this professional field.</p>	<table border="1"> <caption>Student Satisfaction with Faculty Expertise</caption> <thead> <tr> <th>Satisfaction Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Very Satisfied</td> <td>49.6%</td> </tr> <tr> <td>No Opinion</td> <td>5.6%</td> </tr> <tr> <td>Very Unsatisfied</td> <td>0.0%</td> </tr> </tbody> </table>	Satisfaction Level	Percentage	Very Satisfied	49.6%	No Opinion	5.6%	Very Unsatisfied	0.0%
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<p>70% of students will rate Student satisfaction with instruction in their major at Somewhat Higher than Expected or above.</p>	<p>Undergraduate Student Exit Survey May 2012</p>	<p>Satisfaction: Instruction</p> <p>Very Satisfied: 37.1%</p> <p>Somewhat Satisfied: 50.0%</p> <p>No opinion: 5.6%</p> <p>Somewhat Unsatisfied: 7.3%</p> <p>Very Unsatisfied: 0.0%</p> <p>N/A: 0%</p>	<p>This measure was met. 87% of students answered that they were very satisfied or satisfied with faculty expertise.</p>	<p>No changes needed or implemented at this time. Teaching ability remains a priority at Alvernia.</p>	<table border="1"> <caption>Student Satisfaction with Instruction</caption> <thead> <tr> <th>Satisfaction Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Very Satisfied</td> <td>37.1%</td> </tr> <tr> <td>Somewhat Satisfied</td> <td>50.0%</td> </tr> <tr> <td>No Opinion</td> <td>5.6%</td> </tr> <tr> <td>Somewhat Unsatisfied</td> <td>7.3%</td> </tr> <tr> <td>Very Unsatisfied</td> <td>0.0%</td> </tr> <tr> <td>N/A</td> <td>0%</td> </tr> </tbody> </table>	Satisfaction Level	Percentage	Very Satisfied	37.1%	Somewhat Satisfied	50.0%	No Opinion	5.6%	Somewhat Unsatisfied	7.3%	Very Unsatisfied	0.0%	N/A	0%
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<p>70% of students will rate Student satisfaction with service experience in their major at Somewhat Higher than Expected or above.</p>	<p>Undergraduate Student Exit Survey May 2012</p>	<p>Satisfaction: Service experience</p> <p>Very Satisfied: 30.9%</p> <p>Somewhat Satisfied: 47.3%</p> <p>No opinion: 15.5%</p> <p>Somewhat Unsatisfied: 5.3%</p> <p>Very Unsatisfied: 0.9%</p> <p>N/A: 0%</p>	<p>Measure was met – 78% of students are satisfied with their business major.</p>	<p>No changes needed at this time.</p>	<table border="1"> <caption>Student Satisfaction with Service Experience</caption> <thead> <tr> <th>Satisfaction Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Very Satisfied</td> <td>30.9%</td> </tr> <tr> <td>Somewhat Satisfied</td> <td>47.3%</td> </tr> <tr> <td>No Opinion</td> <td>15.5%</td> </tr> <tr> <td>Somewhat Unsatisfied</td> <td>5.3%</td> </tr> <tr> <td>Very Unsatisfied</td> <td>0.9%</td> </tr> <tr> <td>N/A</td> <td>0%</td> </tr> </tbody> </table>	Satisfaction Level	Percentage	Very Satisfied	30.9%	Somewhat Satisfied	47.3%	No Opinion	15.5%	Somewhat Unsatisfied	5.3%	Very Unsatisfied	0.9%	N/A	0%
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<p>70% of students will answer that they have a sense of confidence in their field of study at Somewhat Higher than Expected or above.</p>	<p>Undergraduate Student Exit Survey May 2012</p>	<p>Satisfaction: Sense of confidence in their field of study</p> <p>Very Satisfied: 32.5% Somewhat Satisfied: 53.7% No opinion: 7.3% Somewhat Unsatisfied: 6.5% Very Unsatisfied: 0.0% N/A: 0%</p>	<p>Measure was met – 86% of students are confident about their field of study.</p>	<p>No changes are needed.</p>	<p>A 3D bar chart with a vertical axis from 0 to 60. The horizontal axis lists six categories: Very Satisfied, Somewhat Satisfied, No Opinion, Somewhat Unsatisfied, Very Unsatisfied, and N/A. The bars are blue with black outlines. The 'Somewhat Satisfied' bar is the tallest, reaching approximately 54. The 'Very Satisfied' bar reaches approximately 33. The other bars are much shorter, representing 7.3%, 6.5%, 0.0%, and 0.0% respectively.</p> <table border="1"> <thead> <tr> <th>Satisfaction Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Very Satisfied</td> <td>32.5%</td> </tr> <tr> <td>Somewhat Satisfied</td> <td>53.7%</td> </tr> <tr> <td>No Opinion</td> <td>7.3%</td> </tr> <tr> <td>Somewhat Unsatisfied</td> <td>6.5%</td> </tr> <tr> <td>Very Unsatisfied</td> <td>0.0%</td> </tr> <tr> <td>N/A</td> <td>0.0%</td> </tr> </tbody> </table>	Satisfaction Level	Percentage	Very Satisfied	32.5%	Somewhat Satisfied	53.7%	No Opinion	7.3%	Somewhat Unsatisfied	6.5%	Very Unsatisfied	0.0%	N/A	0.0%
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<p>Student employment upon graduation will be at 60% or above</p>	<p>Undergraduate Student Exit Survey May 2012</p>	<p>Current Employment Status: Accepted a position with a new employer: 13.9% Continuing in a position with current employer: 75.0% Considering a job offer: 11.1%</p>	<p>Measure was met. 88% of students report that they have a job or are continuing in a job. The career center staffing was enhanced to provide a study abroad oversight and planning as well as internship coordination.</p>	<p>Last year's survey reported the overall institution percentage at 33%. This year's institution percentage is 46%. The Business department's employment upon graduation percentage is exceeding the goal.</p>	<table border="1"> <caption>Student Employment Status Data</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>New Employer</td> <td>13.9%</td> </tr> <tr> <td>Considering a Job Offer</td> <td>11.1%</td> </tr> </tbody> </table>	Category	Percentage	New Employer	13.9%	Considering a Job Offer	11.1%
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<p>70% of students will rate overall academic quality at Somewhat Higher than Expected or above.</p>	<p>Graduate Student – MBA program Exit Survey May 2012</p>	<p>Expectations for academic quality overall:</p> <p>Much Higher Than Expected: 13.1%</p> <p>Somewhat Higher Than Expected: 32.3%</p> <p>Just as expected: 46.7%</p> <p>Slightly lower than expected: 6.5%</p> <p>Much lower than expected: 1.4%</p>	<p>Measure was not met. Curriculum was revised during academic year 2010/2011 to strengthen scope of electives since the academic quality was met in major but not overall. While the students are not saying that the quality is lower than they expected, they are finding it as expected or above.</p>	<p>As long as the students are not finding academic quality to be below expectations , we will continue to work to surpass expectations .</p>	<table border="1"> <caption>Academic Quality Expectations Data</caption> <thead> <tr> <th>Expectation Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Much Higher</td> <td>13.1%</td> </tr> <tr> <td>Just as expected</td> <td>46.7%</td> </tr> <tr> <td>Much Lower</td> <td>1.4%</td> </tr> </tbody> </table>	Expectation Category	Percentage	Much Higher	13.1%	Just as expected	46.7%	Much Lower	1.4%
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<p>70% of students will rate academic quality in their major at Somewhat Higher than Expected or above.</p>	<p>Graduate Student – MBA Program Exit Survey May 2012</p>	<p>Expectations for academic quality in major:</p> <p>Much higher than expected: 22.7%</p> <p>Somewhat higher than expected: 28.8%</p> <p>Just as expected: 36.9%</p> <p>Slightly lower than expected: 9.4%</p> <p>Much lower than expected: 2.1%</p>	<p>Measure was not met this year although it was met in 2010-2011.</p> <p>While most students are finding academic quality in their major as expected or above, we strive for higher or above. Course assessments will be evaluated to ensure highest quality.</p>	<p>No changes were needed before this year. Measure will be reevaluated next year after changes are instituted.</p>	<table border="1"> <caption>Academic Quality Expectations</caption> <thead> <tr> <th>Expectation</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Much Higher</td> <td>22.7%</td> </tr> <tr> <td>Just as expected</td> <td>36.9%</td> </tr> <tr> <td>Much Lower</td> <td>2.1%</td> </tr> </tbody> </table>	Expectation	Percentage	Much Higher	22.7%	Just as expected	36.9%	Much Lower	2.1%		
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<p>70% of students will Strongly Agree or Agree.</p>	<p>Graduate Student – MBA Program Exit Survey May 2012</p>	<p>Major included just the right courses:</p> <p>Strongly Agree: 23.2%</p> <p>Agree: 57.5%</p> <p>No Opinion: 7.2%</p> <p>Disagree: 12.2%</p>	<p>Measure was met.</p>	<p>No changes needed at this time.</p>	<table border="1"> <caption>Agreement with Major</caption> <thead> <tr> <th>Agreement</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Strongly Agree</td> <td>23.2%</td> </tr> <tr> <td>Agree</td> <td>57.5%</td> </tr> <tr> <td>No Opinion</td> <td>7.2%</td> </tr> <tr> <td>Disagree</td> <td>12.2%</td> </tr> </tbody> </table>	Agreement	Percentage	Strongly Agree	23.2%	Agree	57.5%	No Opinion	7.2%	Disagree	12.2%
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<p>70% of students will Agree or Strongly Agree that courses were added with reasonable frequency. .</p>	<p>Graduate Student Exit Survey May 2012</p>	<p>Required courses were offered with reasonable frequency:</p> <p>Strongly Agree: 17.6% Agree: 54.2% No Opinion: 8.4% Disagree: 15.8% Strongly Disagree: 3.9%</p>	<p>Measure was met.</p>	<p>No changes needed at this time.</p>	<table border="1"> <caption>Survey Results: Course Frequency</caption> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Strongly Agree</td> <td>17.6%</td> </tr> <tr> <td>Agree</td> <td>54.2%</td> </tr> <tr> <td>No Opinion</td> <td>8.4%</td> </tr> <tr> <td>Disagree</td> <td>15.8%</td> </tr> <tr> <td>Strongly Disagree</td> <td>3.9%</td> </tr> </tbody> </table>	Response	Percentage	Strongly Agree	17.6%	Agree	54.2%	No Opinion	8.4%	Disagree	15.8%	Strongly Disagree	3.9%
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<p>70% of students will rate satisfaction with major curriculum at Somewhat Higher than Expected or above.</p>	<p>Graduate Student – MBA Program Exit Survey May 2012</p>	<p>Satisfaction Major: Curriculum</p> <p>Very Satisfied: 38.2% Somewhat Satisfied: 49.3% No Opinion: 2.8% Somewhat Unsatisfied: 3.9%</p>	<p>Measure was met.</p>	<p>No changes needed at this time.</p>	<table border="1"> <caption>Survey Results: Curriculum Satisfaction</caption> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Very Satisfied</td> <td>38.2%</td> </tr> <tr> <td>Somewhat Satisfied</td> <td>49.3%</td> </tr> <tr> <td>No Opinion</td> <td>2.8%</td> </tr> <tr> <td>Somewhat Unsatisfied</td> <td>3.9%</td> </tr> <tr> <td>Very Unsatisfied</td> <td>1.8%</td> </tr> </tbody> </table>	Response	Percentage	Very Satisfied	38.2%	Somewhat Satisfied	49.3%	No Opinion	2.8%	Somewhat Unsatisfied	3.9%	Very Unsatisfied	1.8%
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<p>70% of students will rate satisfaction with advising quality at Somewhat Higher than Expected or above.</p>	<p>Graduate Student – MBA Program Exit Survey May 2012</p>	<p>Satisfaction Major: Advising</p> <p>Very Satisfied: 39.9%</p> <p>Somewhat Satisfied: 34.8%</p> <p>No Opinion: 8.0%</p> <p>Somewhat Unsatisfied: 12.0%</p> <p>Very Unsatisfied: 5.3%</p>	<p>Measure was met. Additional MBA coordinator advising hours were added in 2011-2012 each week to improve advising access.</p>	<p>Improved advising increased results. Measure improved from 73% to 75%.</p>	<table border="1"> <caption>Satisfaction with Advising Quality</caption> <thead> <tr> <th>Satisfaction Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Very Satisfied</td> <td>39.9%</td> </tr> <tr> <td>No Opinion</td> <td>8.0%</td> </tr> <tr> <td>Very Unsatisfied</td> <td>5.3%</td> </tr> </tbody> </table>	Satisfaction Level	Percentage	Very Satisfied	39.9%	No Opinion	8.0%	Very Unsatisfied	5.3%		
Satisfaction Level	Percentage														
Very Satisfied	39.9%														
No Opinion	8.0%														
Very Unsatisfied	5.3%														
<p>70% of students will rate overall academic quality at Somewhat Higher than Expected or above.</p>	<p>Graduate Student – MBA Program Exit Survey May 2012</p>	<p>Preparedness: Sense of confidence in field of study</p> <p>Strongly Agree: 42.4%</p> <p>Agree: 47.1%</p> <p>No Opinion: 4.8%</p> <p>Disagree: 5.7%</p>	<p>Measure was met.</p>	<p>No changes needed at this time.</p>	<table border="1"> <caption>Preparedness: Sense of confidence in field of study</caption> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Strongly Agree</td> <td>42.4%</td> </tr> <tr> <td>Agree</td> <td>47.1%</td> </tr> <tr> <td>No Opinion</td> <td>4.8%</td> </tr> <tr> <td>Disagree</td> <td>5.7%</td> </tr> </tbody> </table>	Response	Percentage	Strongly Agree	42.4%	Agree	47.1%	No Opinion	4.8%	Disagree	5.7%
Response	Percentage														
Strongly Agree	42.4%														
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Disagree	5.7%														

<p>70% of students will rate preparedness at Somewhat Higher than Expected or above.</p>	<p>Graduate Student – MBA Program Exit Survey May 2012</p>	<p>Preparedness: has provided up to date information relevant to current issues and topics</p> <p>Strongly Agree:44.7% Agree: 45.9% No Opinion: 6.1% Disagree: 3.2%</p>	<p>Measure was met.</p>	<p>No changes needed at this time.</p>	<table border="1"> <caption>Preparedness Levels</caption> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Strongly Agree</td> <td>44.7%</td> </tr> <tr> <td>Agree</td> <td>45.9%</td> </tr> <tr> <td>No Opinion</td> <td>6.1%</td> </tr> <tr> <td>Disagree</td> <td>3.2%</td> </tr> </tbody> </table>	Response	Percentage	Strongly Agree	44.7%	Agree	45.9%	No Opinion	6.1%	Disagree	3.2%
Response	Percentage														
Strongly Agree	44.7%														
Agree	45.9%														
No Opinion	6.1%														
Disagree	3.2%														
<p>Student employment upon graduation will be at 60% or above</p>	<p>Graduate Student – MBA Program Exit Survey May 2012</p>	<p>Current Employment Status:</p> <p>Accepted a position with a new employer: 9.9% Continuing position with current employer: 36.0% Considering a job offer: 4.7% Actively looking for a job: 33.9% Not actively looking for a job: 5.4% No plans at this time: 4.3% Other: 5.9%</p>	<p>Measure was not met this year although it was met last year.</p>	<p>The business department and the graduate academic counsel are working together to add resources for graduate students.</p>	<table border="1"> <caption>Current Employment Status</caption> <thead> <tr> <th>Status</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>New Employer</td> <td>9.9%</td> </tr> <tr> <td>Job Offer</td> <td>4.7%</td> </tr> <tr> <td>Not Actively Looking</td> <td>33.9%</td> </tr> <tr> <td>Other</td> <td>5.9%</td> </tr> </tbody> </table>	Status	Percentage	New Employer	9.9%	Job Offer	4.7%	Not Actively Looking	33.9%	Other	5.9%
Status	Percentage														
New Employer	9.9%														
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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.

Business Department Assessment Outcomes

A. Accounting

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/or methodologies to support organizational decision making.
9. Demonstrate an understanding of core concepts relevant to Accounting

B. Human Resources Management

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/or methodologies to support organizational decision making.
9. Demonstrate an understanding of core concepts relevant to HR Management

C. Management

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/or methodologies to support organizational decision making.
9. Demonstrate an understanding of core concepts relevant to HR Management

D. Marketing

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/or methodologies to support organizational decision making.
9. Demonstrate an understanding of core concepts relevant to Marketing

E. Sport Management

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/or methodologies to support organizational decision making.
9. Demonstrate an understanding of core concepts relevant to Sport Management

F. Associates 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.
6. Demonstrate an understanding of core business concepts

G. Masters of Business Administration

1. Comprehensive knowledge of the 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

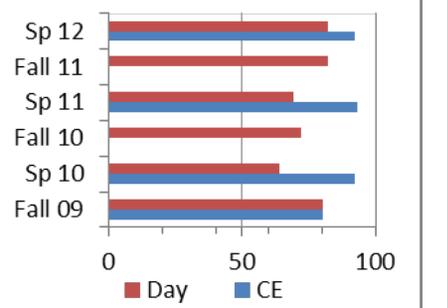
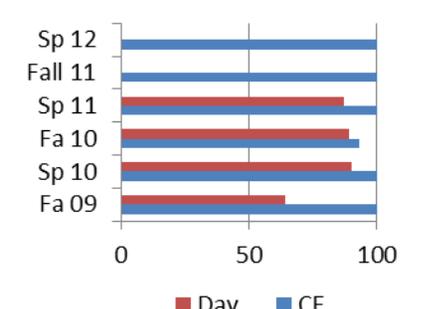
data literacy and manipulation, integrated into effective decision making.

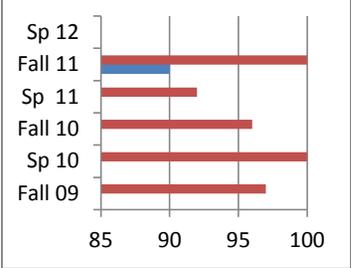
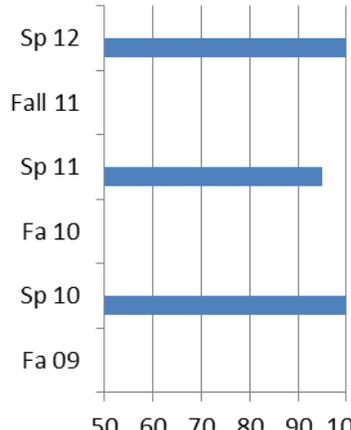
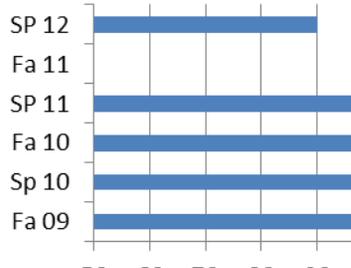
6. Social Responsibility. Graduates shall understand the ethical and legal responsibilities of organizations and society.
7. Behavior Skills. Graduates should understand human behavior in organizations. They should have the ability to utilize leadership skills effectively, interact effectively in groups, and manage in culturally diverse environments, help others develop their skills, resolve conflict effectively and act independently in low feedback environments.
8. Franciscan Values. To recognize Franciscan values including environmental stewardship and community service as it is integrated into decision making models consistent with company and community goals.

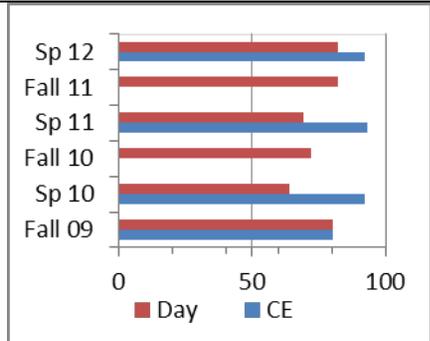
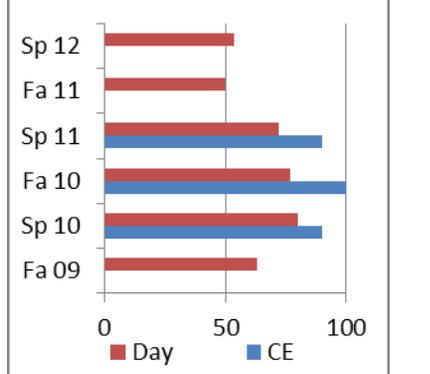
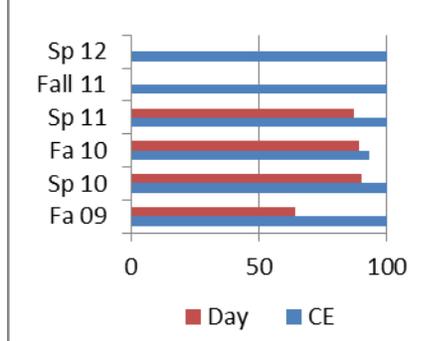
b. Performance Results

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

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"	Final exam	The standard was met again, and the percentage increased by which the students met the goal.	The percentage in spring 11 was lower than we would have liked in the day class. Online homework problems were added with instant feedback	The percentage of students meeting the goal increased.	
SLO 1 BUS 206	70% or students will earn a C or better	Formative: Exam scores	Goal was met	None needed	None needed	

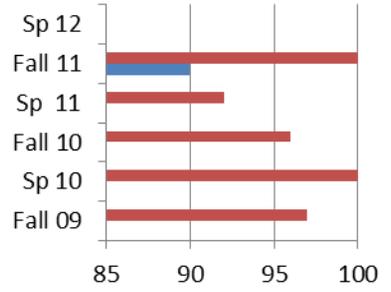
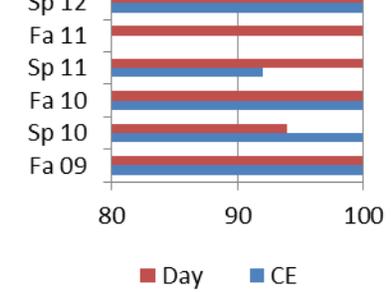
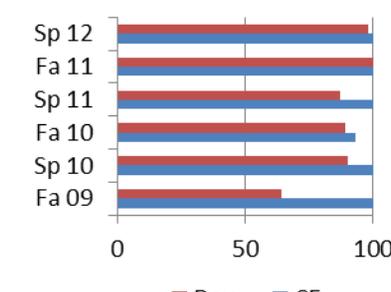
<p>SLO 1 BUS 207</p>	<p>70% or students will earn a C or better</p>	<p>Formative: Final exam</p>	<p>Goal was met but a greater percentage of students meeting goal was strived for</p>	<p>More quizzes were implemented in the day classes to ensure mastery of material</p>	<p>The percentage of students meeting the goal increased in the day class. CE students will be given more review quizzes to replicate results.</p>	 <table border="1"> <caption>Student Performance Data for SLO 1</caption> <thead> <tr> <th>Term</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Fall 09</td> <td>98</td> </tr> <tr> <td>Sp 10</td> <td>100</td> </tr> <tr> <td>Fall 10</td> <td>95</td> </tr> <tr> <td>Sp 11</td> <td>92</td> </tr> <tr> <td>Fall 11</td> <td>90</td> </tr> <tr> <td>Sp 12</td> <td>90</td> </tr> </tbody> </table>	Term	Percentage	Fall 09	98	Sp 10	100	Fall 10	95	Sp 11	92	Fall 11	90	Sp 12	90
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<p>SLO 3 BUS 218</p>	<p>70% of students will earn a C or better</p>	<p>Portfolio</p>	<p>Goal was met</p>	<p>None needed</p>	<p>None Needed</p>	 <table border="1"> <caption>Student Performance Data for SLO 3</caption> <thead> <tr> <th>Term</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Fa 09</td> <td>100</td> </tr> <tr> <td>Sp 10</td> <td>100</td> </tr> <tr> <td>Fa 10</td> <td>100</td> </tr> <tr> <td>Sp 11</td> <td>92</td> </tr> <tr> <td>Fall 11</td> <td>100</td> </tr> <tr> <td>Sp 12</td> <td>100</td> </tr> </tbody> </table>	Term	Percentage	Fa 09	100	Sp 10	100	Fa 10	100	Sp 11	92	Fall 11	100	Sp 12	100
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<p>SLO 4 BUS 208</p>	<p>70% of students will earn a C or better</p>	<p>Final exam</p>	<p>Goal was met but at a lower percentage than in previous years.</p>	<p>Material will be systematically reviewed at the beginning of each class.</p>	<p>Course assessment measures were changed so that extra credit is no longer included in the final grade assessment thus achieving a more realistic picture of student performance.</p>	 <table border="1"> <caption>Student Performance Data for SLO 4</caption> <thead> <tr> <th>Term</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Fa 09</td> <td>100</td> </tr> <tr> <td>Sp 10</td> <td>100</td> </tr> <tr> <td>Fa 10</td> <td>100</td> </tr> <tr> <td>SP 11</td> <td>100</td> </tr> <tr> <td>Fa 11</td> <td>100</td> </tr> <tr> <td>SP 12</td> <td>90</td> </tr> </tbody> </table>	Term	Percentage	Fa 09	100	Sp 10	100	Fa 10	100	SP 11	100	Fa 11	100	SP 12	90
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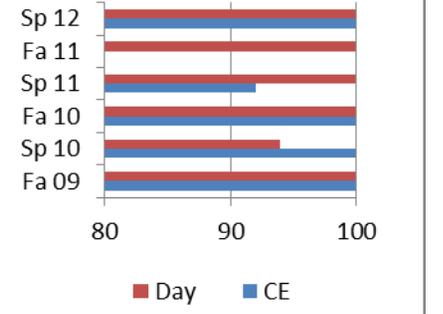
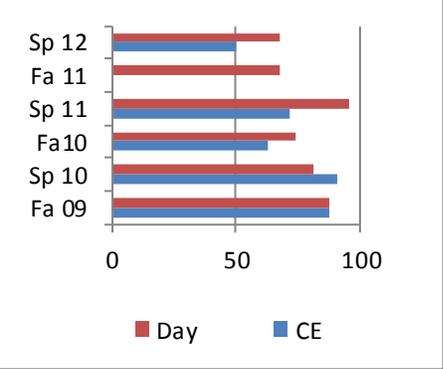
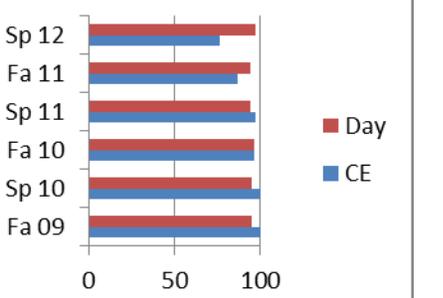
					Lower percentage was realized but the measure was still met.	
SLO 5 BUS 101	70% of students will earn a C or better	Final exam	Goal was met – higher percentage was strived for.	The percentage in fall 10 and spring 11 was lower than we would have liked in the day class. Online homework problems were added with instant feedback	The percentage of students meeting the goal increased.	
SLO 5 BUS 200	70% of students will earn a C or better	Final exam	The percentage of students in the day classes achieving the goal decreased	Students will begin using online software during AY 2012-2013 to obtain additional review.	Lower percentage was just realized – changes to be implemented in 2012-2013 year.	
SLO 6 BUS 206	70% of students will earn a C or better	Exam scores	Goal was met	None needed	None Needed	

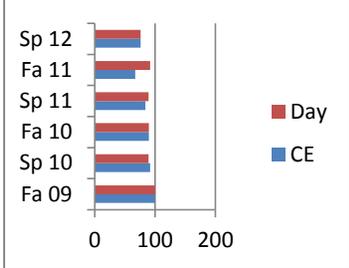
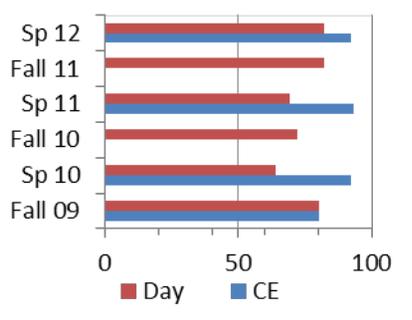
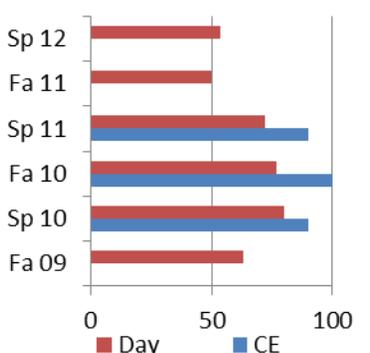
<p>SLO 6 BUS 207</p>	<p>70% of students will earn a C or better</p>	<p>Final Exam</p>	<p>Goal was met in AY 2010-2011 but a greater percentage of students meeting goal was strived for</p>	<p>More quizzes were implemented in the day classes to ensure mastery of material</p>	<p>The percentage of students meeting the goal increased in the day class. CE students will be given more review quizzes to replicate results.</p>	<table border="1"> <caption>Percentage of students meeting the goal by semester</caption> <thead> <tr> <th>Semester</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Fall 09</td> <td>97%</td> </tr> <tr> <td>Sp 10</td> <td>100%</td> </tr> <tr> <td>Fall 10</td> <td>96%</td> </tr> <tr> <td>Sp 11</td> <td>92%</td> </tr> <tr> <td>Fall 11</td> <td>100%</td> </tr> <tr> <td>Sp 12</td> <td>100%</td> </tr> </tbody> </table>	Semester	Percentage	Fall 09	97%	Sp 10	100%	Fall 10	96%	Sp 11	92%	Fall 11	100%	Sp 12	100%
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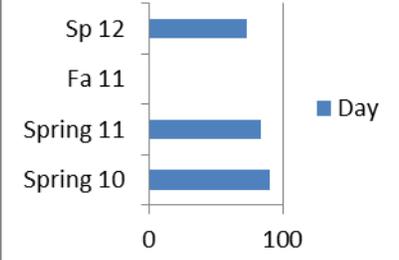
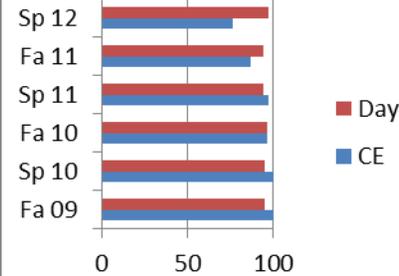
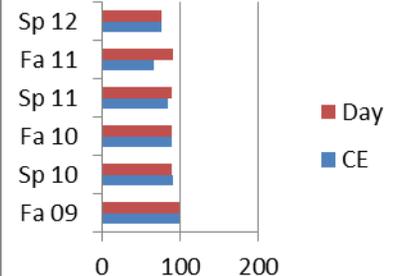
UNDERGRADUATE CORE COURSES for all majors in BUSINESS

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: Final Exam	The standard was met again, and the percentage increased by which the students met the goal.	The percentage in spring 11 was lower than we would have liked in the day class. Online homework problems were added with instant feedback	The percentage of students meeting the goal increased.	<table border="1"> <caption>Student Performance Data for SLO 1 BUS 101</caption> <thead> <tr> <th>Year</th> <th>Day (%)</th> <th>CE (%)</th> </tr> </thead> <tbody> <tr> <td>Fall 09</td> <td>65</td> <td>75</td> </tr> <tr> <td>Fall 10</td> <td>55</td> <td>80</td> </tr> <tr> <td>Fall 11</td> <td>70</td> <td>85</td> </tr> </tbody> </table>	Year	Day (%)	CE (%)	Fall 09	65	75	Fall 10	55	80	Fall 11	70	85									
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SLO 1 BUS 206	70% of students will earn a C or better	Exam scores	Goal was met	None needed	None Needed	<table border="1"> <caption>Student Performance Data for SLO 1 BUS 206</caption> <thead> <tr> <th>Year</th> <th>Day (%)</th> <th>CE (%)</th> </tr> </thead> <tbody> <tr> <td>Fa 09</td> <td>65</td> <td>95</td> </tr> <tr> <td>Sp 10</td> <td>85</td> <td>95</td> </tr> <tr> <td>Fa 10</td> <td>85</td> <td>95</td> </tr> <tr> <td>Sp 11</td> <td>85</td> <td>95</td> </tr> <tr> <td>Fa 11</td> <td>95</td> <td>95</td> </tr> <tr> <td>Sp 12</td> <td>95</td> <td>95</td> </tr> </tbody> </table>	Year	Day (%)	CE (%)	Fa 09	65	95	Sp 10	85	95	Fa 10	85	95	Sp 11	85	95	Fa 11	95	95	Sp 12	95	95
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SLO 1 BUS 207	70% of students will earn a C or better	Final Exam	Goal was met in AY 2010-2011 but a greater percentage of students meeting goal was strived for	More quizzes were implemented in the day classes to ensure mastery of material	The percentage of students meeting the goal increased in the day class. CE students will be given more review quizzes to replicate results.	
SLO 2 BUS 426	80% of students will earn a C or better	Semester team project	Goal was met in both 2010-2011 and 2011-2012	No changes needed.	No changes needed.	
SLO 3 BUS 206	70% of students will earn a C or better	Exam scores	Goal was met	None needed	None Needed	

SLO 3 BUS 426	80% of students will earn a C or better	Semester team project	Goal was met in both 2010-2011 and 2011-2012	No changes needed.	No changes needed.	 <table border="1"> <caption>Student Performance Data for SLO 3</caption> <thead> <tr> <th>Semester</th> <th>Day</th> <th>CE</th> </tr> </thead> <tbody> <tr> <td>Fa 09</td> <td>98</td> <td>98</td> </tr> <tr> <td>Sp 10</td> <td>93</td> <td>98</td> </tr> <tr> <td>Fa 10</td> <td>98</td> <td>98</td> </tr> <tr> <td>Sp 11</td> <td>98</td> <td>92</td> </tr> <tr> <td>Fa 11</td> <td>98</td> <td>98</td> </tr> <tr> <td>Sp 12</td> <td>98</td> <td>98</td> </tr> </tbody> </table>	Semester	Day	CE	Fa 09	98	98	Sp 10	93	98	Fa 10	98	98	Sp 11	98	92	Fa 11	98	98	Sp 12	98	98
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Fa 11	98	98																									
Sp 12	98	98																									
SLO 5 BUS 342	80% of students will earn a C or better	Final exam	The goal was not met in 2011-2012.	Adjuncts without teaching experience taught the course. Quizzes were not used to master the material.	Quizzes will be used in the 2012-2013 semesters to ensure mastery of the principles so that the students reach the application level with the material.	 <table border="1"> <caption>Student Performance Data for SLO 5</caption> <thead> <tr> <th>Semester</th> <th>Day</th> <th>CE</th> </tr> </thead> <tbody> <tr> <td>Fa 09</td> <td>85</td> <td>85</td> </tr> <tr> <td>Sp 10</td> <td>75</td> <td>85</td> </tr> <tr> <td>Fa 10</td> <td>70</td> <td>60</td> </tr> <tr> <td>Sp 11</td> <td>90</td> <td>70</td> </tr> <tr> <td>Fa 11</td> <td>85</td> <td>60</td> </tr> <tr> <td>Sp 12</td> <td>65</td> <td>50</td> </tr> </tbody> </table>	Semester	Day	CE	Fa 09	85	85	Sp 10	75	85	Fa 10	70	60	Sp 11	90	70	Fa 11	85	60	Sp 12	65	50
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Sp 11	90	70																									
Fa 11	85	60																									
Sp 12	65	50																									
SLO 6 BUS 410	80% of students will earn a C or better	Stock investment project, corporate company project	Goal was met	No changes needed.	No changes needed	 <table border="1"> <caption>Student Performance Data for SLO 6</caption> <thead> <tr> <th>Semester</th> <th>Day</th> <th>CE</th> </tr> </thead> <tbody> <tr> <td>Fa 09</td> <td>95</td> <td>95</td> </tr> <tr> <td>Sp 10</td> <td>95</td> <td>95</td> </tr> <tr> <td>Fa 10</td> <td>95</td> <td>95</td> </tr> <tr> <td>Sp 11</td> <td>95</td> <td>95</td> </tr> <tr> <td>Fa 11</td> <td>95</td> <td>90</td> </tr> <tr> <td>Sp 12</td> <td>95</td> <td>80</td> </tr> </tbody> </table>	Semester	Day	CE	Fa 09	95	95	Sp 10	95	95	Fa 10	95	95	Sp 11	95	95	Fa 11	95	90	Sp 12	95	80
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Sp 12	95	80																									

SLO 6 BUS 411	80% of students will earn a C or better	Final exam	The goal for 2011-2012 was met by less than in 2010-2011.	Students were not using excel problems in 411 during the first semester.	Excel problems were included again in the spring which resulted in the students' performance improving.	
SLO 7 BUS 101	70% of students will earn a C or better	Formative: Final Exam	The standard was met again, and the percentage increased by which the students met the goal.	The percentage in spring 11 was lower than we would have liked in the day class. Online homework problems were added with instant feedback	The percentage of students meeting the goal increased.	
SLO 7 BUS 200	70% of students will earn a C or better	Final exam	Goal was not met	Students are not reading the text and are not prepared for the exam. More problem oriented homework is needed.	Online software added with homework assignments giving immediate feedback on answers in order to better prepare students for class and exams.	

BUS 250	70% of students will earn a C or better	Final exam	Goal was met	No changes needed	No action needed.	 <table border="1"> <caption>Day Scores for BUS 250</caption> <thead> <tr> <th>Term</th> <th>Day Score</th> </tr> </thead> <tbody> <tr> <td>Spring 10</td> <td>95</td> </tr> <tr> <td>Spring 11</td> <td>85</td> </tr> <tr> <td>Fa 11</td> <td>80</td> </tr> <tr> <td>Sp 12</td> <td>75</td> </tr> </tbody> </table>	Term	Day Score	Spring 10	95	Spring 11	85	Fa 11	80	Sp 12	75											
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SLO 8 BUS 410	80% of students will earn a C or better	Stock investment project, corporate company project	Goal was met	No changes needed.	No changes needed	 <table border="1"> <caption>Day and CE Scores for SLO 8 BUS 410</caption> <thead> <tr> <th>Term</th> <th>Day Score</th> <th>CE Score</th> </tr> </thead> <tbody> <tr> <td>Fa 09</td> <td>95</td> <td>90</td> </tr> <tr> <td>Sp 10</td> <td>95</td> <td>90</td> </tr> <tr> <td>Fa 10</td> <td>95</td> <td>90</td> </tr> <tr> <td>Sp 11</td> <td>95</td> <td>90</td> </tr> <tr> <td>Fa 11</td> <td>90</td> <td>85</td> </tr> <tr> <td>Sp 12</td> <td>95</td> <td>80</td> </tr> </tbody> </table>	Term	Day Score	CE Score	Fa 09	95	90	Sp 10	95	90	Fa 10	95	90	Sp 11	95	90	Fa 11	90	85	Sp 12	95	80
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SLO 8 BUS 411	80% of students will earn a C or better	Final exam	The goal for 2011-2012 was met by less than in 2010-2011.	Students were not using excel problems in 411 during the first semester.	Excel problems were included again in the spring which resulted in the students' performance improving.	 <table border="1"> <caption>Day and CE Scores for SLO 8 BUS 411</caption> <thead> <tr> <th>Term</th> <th>Day Score</th> <th>CE Score</th> </tr> </thead> <tbody> <tr> <td>Fa 09</td> <td>100</td> <td>90</td> </tr> <tr> <td>Sp 10</td> <td>100</td> <td>90</td> </tr> <tr> <td>Fa 10</td> <td>100</td> <td>90</td> </tr> <tr> <td>Sp 11</td> <td>100</td> <td>90</td> </tr> <tr> <td>Fa 11</td> <td>90</td> <td>80</td> </tr> <tr> <td>Sp 12</td> <td>100</td> <td>90</td> </tr> </tbody> </table>	Term	Day Score	CE Score	Fa 09	100	90	Sp 10	100	90	Fa 10	100	90	Sp 11	100	90	Fa 11	90	80	Sp 12	100	90
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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 305	80% of students will earn a C or better	Financial reports	Goal was met	No changes needed.	No changes needed	<table border="1"> <caption>Performance Data for SLO 2 (BUS 305)</caption> <thead> <tr> <th>Term</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Fa 09</td> <td>~95</td> </tr> <tr> <td>Sp 10</td> <td>100</td> </tr> <tr> <td>Fa 10</td> <td>~75</td> </tr> <tr> <td>Sp 11</td> <td>100</td> </tr> <tr> <td>Fa 11</td> <td>100</td> </tr> <tr> <td>Sp 12</td> <td>100</td> </tr> </tbody> </table>	Term	Percentage	Fa 09	~95	Sp 10	100	Fa 10	~75	Sp 11	100	Fa 11	100	Sp 12	100
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SLO 4 BUS 400	80% of students will earn a C or better	Final Exam	Goal was met in spring and fall. Goal was met by less in spring than in fall, but by more in spring 2012 than spring 2011.	The spring class is the traditional day class and the fall class is the CS class. The CS class needs to have the rigor increased; the traditional day class wanted to improve the student performance and did so.	More homework review was included in spring 2012 than spring 2011 and the percentage of students exceeding the goal increased.	<table border="1"> <caption>Performance Data for SLO 4 (BUS 400)</caption> <thead> <tr> <th>Term</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Fa 09</td> <td>100</td> </tr> <tr> <td>Sp 10</td> <td>100</td> </tr> <tr> <td>Fa 10</td> <td>100</td> </tr> <tr> <td>Sp 11</td> <td>~85</td> </tr> <tr> <td>Fa 11</td> <td>100</td> </tr> <tr> <td>Sp 12</td> <td>~105</td> </tr> </tbody> </table>	Term	Percentage	Fa 09	100	Sp 10	100	Fa 10	100	Sp 11	~85	Fa 11	100	Sp 12	~105
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SLO 5 BUS 252	70% of students will earn a C or better	Final exam	Goal was met. Again, the fall goal (the traditional day course) was met by less than the spring goal (the CS course)	The CS course needs to increase the rigor.	The full time faculty charged with oversight of the CS course offering revised the syllabus to ensure that it matched the traditional day syllabus. More of the curriculum will be covered.	<table border="1"> <caption>Student Performance Data for SLO 5 BUS 252</caption> <thead> <tr> <th>Semester</th> <th>Count</th> </tr> </thead> <tbody> <tr><td>Fa 09</td><td>80</td></tr> <tr><td>Sp 10</td><td>100</td></tr> <tr><td>Fa 10</td><td>90</td></tr> <tr><td>Sp 11</td><td>80</td></tr> <tr><td>Fa 11</td><td>70</td></tr> <tr><td>Sp 12</td><td>90</td></tr> </tbody> </table>	Semester	Count	Fa 09	80	Sp 10	100	Fa 10	90	Sp 11	80	Fa 11	70	Sp 12	90							
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Sp 11	80																										
Fa 11	70																										
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SLO 5 BUS 253	70% of students will earn a C or better	Final exam	Goal was met by an increased percentage over 2011-2012	No changes needed.	More homework review was added.	<table border="1"> <caption>Student Performance Data for SLO 5 BUS 253</caption> <thead> <tr> <th>Semester</th> <th>Day 50</th> <th>CE</th> </tr> </thead> <tbody> <tr><td>Fa 09</td><td>110</td><td>120</td></tr> <tr><td>Sp 10</td><td>110</td><td>120</td></tr> <tr><td>Fa 10</td><td>110</td><td>0</td></tr> <tr><td>Sp 11</td><td>110</td><td>0</td></tr> <tr><td>Fa 11</td><td>110</td><td>0</td></tr> <tr><td>Sp 12</td><td>110</td><td>0</td></tr> </tbody> </table>	Semester	Day 50	CE	Fa 09	110	120	Sp 10	110	120	Fa 10	110	0	Sp 11	110	0	Fa 11	110	0	Sp 12	110	0
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SLO 7 BUS 252	70% of students will earn a C or better	Final Exam	Goal was met. Again, the fall goal (the traditional day course) was met by less than the spring goal (the CS course)	The CS course needs to increase the rigor.	The full time faculty charged with oversight of the CS course offering revised the syllabus to ensure that it matched the traditional day syllabus. More of the curriculum will be covered.	<table border="1"> <caption>Student Performance Data for SLO 7 BUS 252</caption> <thead> <tr> <th>Semester</th> <th>Count</th> </tr> </thead> <tbody> <tr><td>Fa 09</td><td>80</td></tr> <tr><td>Sp 10</td><td>100</td></tr> <tr><td>Fa 10</td><td>90</td></tr> <tr><td>Sp 11</td><td>80</td></tr> <tr><td>Fa 11</td><td>70</td></tr> <tr><td>Sp 12</td><td>90</td></tr> </tbody> </table>	Semester	Count	Fa 09	80	Sp 10	100	Fa 10	90	Sp 11	80	Fa 11	70	Sp 12	90							
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SLO 7 BUS 253	70% of students will earn a C or better	Final Exam	Goal was met by an increased percentage over 2011-2012	No changes needed.	More homework review was added.	
SLO 7 BUS 301	80% of students will earn a C or better	Final exam	Goal was met by an increased percentage over 2011-2012	No changes needed.	More guest lecturers were brought in to demonstrate real world applications of course material	
SLO 9 BUS 301	80% of students will earn a C or better	Final exam	Goal was met by an increased percentage over 2011-2012	No changes needed.	More guest lecturers were brought in to demonstrate real world applications of course material	
SLO 9 BUS 304	80% of students will earn a C or better	Final exam	Goal was met by an increased percentage.	No changes needed	Cumulative software program was utilized in class to more effectively illustrate the cohesiveness of the elements of the courses	

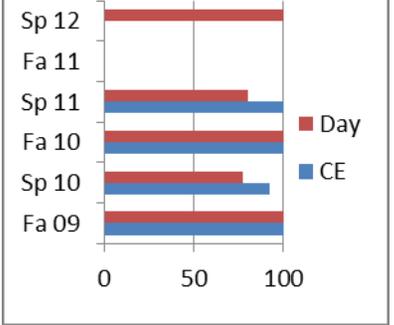
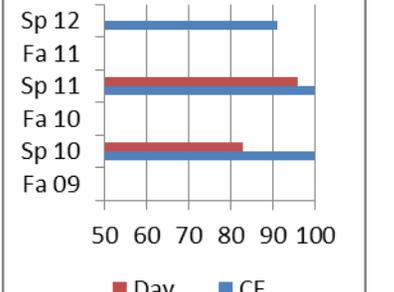
SLO 9 BUS 402	80% of students will earn a C or better	Final exam	Goal was met by an increased percentage.	No changes needed.	More application case studies were introduced in class.	<table border="1"> <caption>Student Performance Data for SLO 9 BUS 402</caption> <thead> <tr> <th>Semester</th> <th>Percentage of students earning a C or better</th> </tr> </thead> <tbody> <tr> <td>Fa 09</td> <td>100%</td> </tr> <tr> <td>Sp 10</td> <td>85%</td> </tr> <tr> <td>Fa 10</td> <td>100%</td> </tr> <tr> <td>Sp 11</td> <td>80%</td> </tr> <tr> <td>Fa 11</td> <td>80%</td> </tr> <tr> <td>Sp 12</td> <td>100%</td> </tr> </tbody> </table>	Semester	Percentage of students earning a C or better	Fa 09	100%	Sp 10	85%	Fa 10	100%	Sp 11	80%	Fa 11	80%	Sp 12	100%	
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Bachelors: Human Resources

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 3 BUS 427	80% of students will earn a C or better	Journal & article analysis	100% of students met the measure	No action needed.	No action needed.	<table border="1"> <caption>Student Performance Data for SLO 3</caption> <thead> <tr> <th>Semester</th> <th>Day (%)</th> <th>CE (%)</th> </tr> </thead> <tbody> <tr> <td>Fa 09</td> <td>100</td> <td>100</td> </tr> <tr> <td>Sp 10</td> <td>100</td> <td>100</td> </tr> <tr> <td>Fa 10</td> <td>100</td> <td>100</td> </tr> <tr> <td>Sp 11</td> <td>100</td> <td>100</td> </tr> <tr> <td>Fa 11</td> <td>100</td> <td>100</td> </tr> <tr> <td>Sp 12</td> <td>100</td> <td>100</td> </tr> </tbody> </table>	Semester	Day (%)	CE (%)	Fa 09	100	100	Sp 10	100	100	Fa 10	100	100	Sp 11	100	100	Fa 11	100	100	Sp 12	100	100
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SLO 4 BUS 320	80% of students will earn a C or better	Final exam	100% of students met the measure in spring 2012 which was an increase over spring 2011.	The text was changed in 2012.	The material covered in the new text seemed to enable the students to master the material at a greater percentage.	<table border="1"> <caption>Student Performance Data for SLO 4</caption> <thead> <tr> <th>Semester</th> <th>Day (%)</th> <th>CE (%)</th> </tr> </thead> <tbody> <tr> <td>Fa 09</td> <td>100</td> <td>100</td> </tr> <tr> <td>Sp 10</td> <td>80</td> <td>90</td> </tr> <tr> <td>Fa 10</td> <td>100</td> <td>100</td> </tr> <tr> <td>Sp 11</td> <td>80</td> <td>90</td> </tr> <tr> <td>Fa 11</td> <td>100</td> <td>100</td> </tr> <tr> <td>Sp 12</td> <td>100</td> <td>100</td> </tr> </tbody> </table>	Semester	Day (%)	CE (%)	Fa 09	100	100	Sp 10	80	90	Fa 10	100	100	Sp 11	80	90	Fa 11	100	100	Sp 12	100	100
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SLO 4 BUS 450	80% of students will earn a C or better	Term project	Goal was met.	No changes needed	No changes implemented.	<table border="1"> <caption>Student Performance Data for SLO 4</caption> <thead> <tr> <th>Term</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Fall 09</td> <td>95</td> </tr> <tr> <td>Spring 10</td> <td>95</td> </tr> <tr> <td>Fall 10</td> <td>95</td> </tr> <tr> <td>Spring 11</td> <td>100</td> </tr> <tr> <td>Fa 11</td> <td>100</td> </tr> <tr> <td>Sp 12</td> <td>100</td> </tr> </tbody> </table>	Term	Percentage	Fall 09	95	Spring 10	95	Fall 10	95	Spring 11	100	Fa 11	100	Sp 12	100
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SLO 5 BUS 420	80% of students will earn a C or better	Research paper	Goal was met by 100% of students	No changes needed.	No changes implemented.	<table border="1"> <caption>Student Performance Data for SLO 5</caption> <thead> <tr> <th>Term</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Fa 09</td> <td>100</td> </tr> <tr> <td>Sp 10</td> <td>100</td> </tr> <tr> <td>Fa 10</td> <td>100</td> </tr> <tr> <td>Sp 11</td> <td>100</td> </tr> <tr> <td>Fa 11</td> <td>100</td> </tr> <tr> <td>Sp 12</td> <td>100</td> </tr> </tbody> </table>	Term	Percentage	Fa 09	100	Sp 10	100	Fa 10	100	Sp 11	100	Fa 11	100	Sp 12	100
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SLO 9 BUS 450	80% of students will earn a C or better	Term project	Goal was met.	No changes needed	No changes implemented.	<table border="1"> <caption>Student Performance Data for SLO 9</caption> <thead> <tr> <th>Term</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Fall 09</td> <td>95</td> </tr> <tr> <td>Spring 10</td> <td>95</td> </tr> <tr> <td>Fall 10</td> <td>95</td> </tr> <tr> <td>Spring 11</td> <td>100</td> </tr> <tr> <td>Fa 11</td> <td>100</td> </tr> <tr> <td>Sp 12</td> <td>100</td> </tr> </tbody> </table>	Term	Percentage	Fall 09	95	Spring 10	95	Fall 10	95	Spring 11	100	Fa 11	100	Sp 12	100
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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 4 BUS 320	80% of students will earn a C or better	Final Exam	100% of students met the measure in spring 2012 which was an increase over spring 2011.	The text was changed in 2012.	The material covered in the new text seemed to enable the students to master the material at a greater percentage.	
SLO 5 BUS 312	80% of students will earn a C or better	Exam scores and case analysis	Measure was met	No changes needed although this measure will be monitored. It was met by a decreased percentage in 2011-2012 over 2010-2011.	No changes implemented.	

SLO 9 BUS 450	80% of students will earn a C or better	Term project	Goal was met.	No changes needed	No changes implemented.	<table border="1"> <caption>Student Performance Data for SLO 9 BUS 450</caption> <thead> <tr> <th>Semester</th> <th>Percentage of students earning a C or better</th> </tr> </thead> <tbody> <tr> <td>Sp 12</td> <td>95%</td> </tr> <tr> <td>Fa 11</td> <td>95%</td> </tr> <tr> <td>Spring 11</td> <td>95%</td> </tr> <tr> <td>Fall 10</td> <td>90%</td> </tr> <tr> <td>Spring 10</td> <td>95%</td> </tr> <tr> <td>Fall 09</td> <td>95%</td> </tr> </tbody> </table>	Semester	Percentage of students earning a C or better	Sp 12	95%	Fa 11	95%	Spring 11	95%	Fall 10	90%	Spring 10	95%	Fall 09	95%
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Bachelors: Marketing

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SLO 3 BUS 434	80% of students will earn a C or better	Comprehensive Marketing plan	Measure was met at 100%	No changes needed.	No changes implemented.	<table border="1"> <caption>Student Performance Data for SLO 3 BUS 434</caption> <thead> <tr> <th>Semester</th> <th>Percentage of students earning a C or better</th> </tr> </thead> <tbody> <tr> <td>Sp 12</td> <td>100%</td> </tr> <tr> <td>Fa 11</td> <td>100%</td> </tr> <tr> <td>Sp 11</td> <td>100%</td> </tr> <tr> <td>Fa 10</td> <td>100%</td> </tr> <tr> <td>Sp 10</td> <td>100%</td> </tr> <tr> <td>Fa 09</td> <td>100%</td> </tr> </tbody> </table>	Semester	Percentage of students earning a C or better	Sp 12	100%	Fa 11	100%	Sp 11	100%	Fa 10	100%	Sp 10	100%	Fa 09	100%
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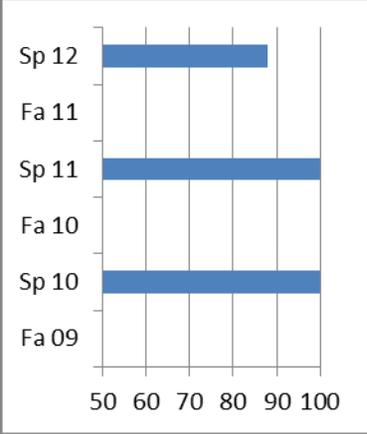
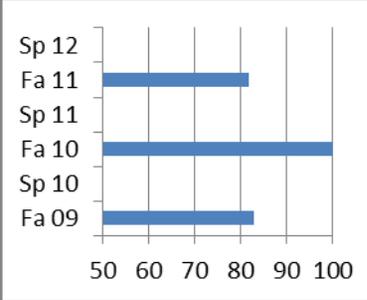
SLO 4 BUS 208	70% of students will earn a C or better	Final exam	Measure was met at 90% which was decreased from previous year. However, the faculty member changed. The changed faculty instituted more rigor.	More material was covered on the final exam	Course assessment measures were changed so that extra credit is no longer included in the final grade assessment thus achieving a more realistic picture of student performance. Lower percentage was realized but the measure was still met.	<table border="1"> <thead> <tr> <th>Term</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Fa 09</td> <td>100</td> </tr> <tr> <td>Sp 10</td> <td>100</td> </tr> <tr> <td>Fa 10</td> <td>100</td> </tr> <tr> <td>SP 11</td> <td>100</td> </tr> <tr> <td>Fa 11</td> <td>90</td> </tr> <tr> <td>SP 12</td> <td>90</td> </tr> </tbody> </table>	Term	Percentage	Fa 09	100	Sp 10	100	Fa 10	100	SP 11	100	Fa 11	90	SP 12	90
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Sp 10	100																			
Fa 10	100																			
SP 11	100																			
Fa 11	90																			
SP 12	90																			
SLO 4 BUS 434	80% of students will earn a C or better	Comprehensive Marketing plan	Measure was met at 100%	No changes needed.	No changes implemented.	<table border="1"> <thead> <tr> <th>Term</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Fa 09</td> <td>100</td> </tr> <tr> <td>Sp 10</td> <td>100</td> </tr> <tr> <td>Fa 10</td> <td>100</td> </tr> <tr> <td>Sp 11</td> <td>100</td> </tr> <tr> <td>Fa 11</td> <td>100</td> </tr> <tr> <td>Sp 12</td> <td>100</td> </tr> </tbody> </table>	Term	Percentage	Fa 09	100	Sp 10	100	Fa 10	100	Sp 11	100	Fa 11	100	Sp 12	100
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Sp 10	100																			
Fa 10	100																			
Sp 11	100																			
Fa 11	100																			
Sp 12	100																			
SLO 5 BUS 414	80% of students will earn a C or better	Final exam	Measure was met.	No changes needed.	No changes implemented.	<table border="1"> <thead> <tr> <th>Term</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Fa 09</td> <td>100</td> </tr> <tr> <td>Sp 10</td> <td>100</td> </tr> <tr> <td>Fa 10</td> <td>100</td> </tr> <tr> <td>Sp 11</td> <td>100</td> </tr> <tr> <td>Fa 11</td> <td>90</td> </tr> <tr> <td>Sp 12</td> <td>90</td> </tr> </tbody> </table>	Term	Percentage	Fa 09	100	Sp 10	100	Fa 10	100	Sp 11	100	Fa 11	90	Sp 12	90
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Sp 10	100																			
Fa 10	100																			
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Fa 11	90																			
Sp 12	90																			

SLO 8 BUS 444	80% of students will earn a C or better	Marketing plan	Measure was met at 100%.	No changes needed.	No changes implemented.	<p>A horizontal bar chart with the x-axis labeled from 50 to 100 in increments of 10. The y-axis lists semesters: Sp 12, Fa 11, Sp 11, Fa 10, Sp 10, and Fa 09. All six bars extend to the 100 mark on the x-axis.</p>
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Bachelors: Sports Management

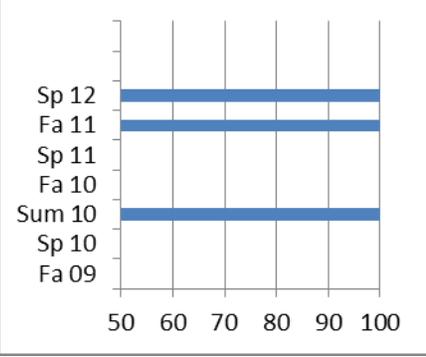
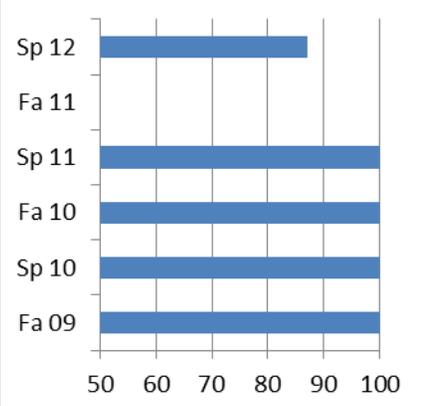
Student Learning Outcome	Performance Measure Competency	Description of Measurement Instrument (Formative, Summative, Internal, External, or Comparative)	Area of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Graphs or Tables of Resulting Trends
SLO 4 BUS 208	70% or students will earn a C or better	Final exam	Measure was met at 90% which was decreased from previous year. However, the faculty member changed. The changed faculty instituted more rigor.	More material was covered on the final exam	Course assessment measures were changed so that extra credit is no longer included in the final grade assessment thus achieving a more realistic picture of student performance. Lower percentage was realized but the measure was still met.	<p>A horizontal bar chart with the x-axis labeled from 50 to 100 in increments of 10. The y-axis lists semesters: SP 12, Fa 11, SP 11, Fa 10, Sp 10, and Fa 09. The bars for Fa 11, SP 11, Fa 10, Sp 10, and Fa 09 all extend to the 100 mark. The bar for SP 12 extends to the 90 mark.</p>

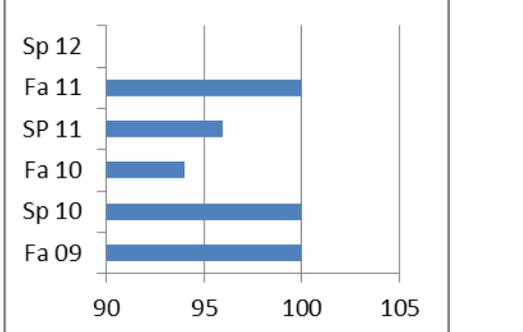
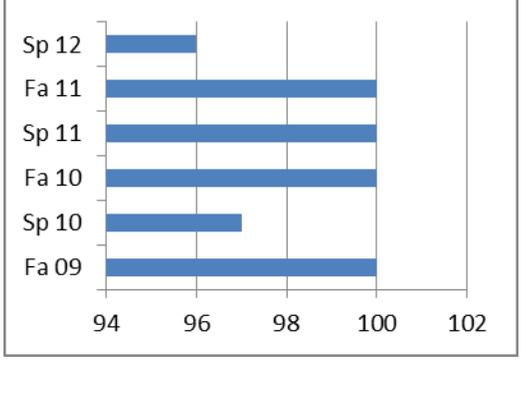
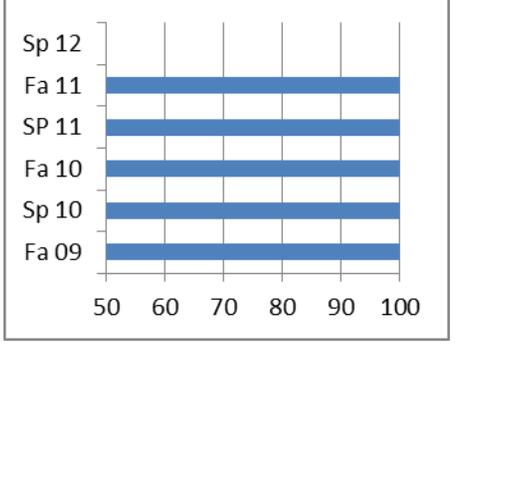
<p>SLO 4 SM 325</p>	<p>80% or students will earn a C or better</p>	<p>SBJ Critique #3</p>	<p>Measure was not met.</p>	<p>A different text was adopted in 2011-2012, a different experiential learning opportunity was incorporated in the form of peer-reviewed journal article analysis. Also, extra credit opportunities were removed from the assessment measure to obtain a more clear picture of student achievement.</p>	<p>The increased academic rigor in this course seems to require some adjustment by the students since the measure went from being met at 100% to not met in 2011-2012. Since numerous changes were made at the same time to this course, results will continue to be monitored to ensure that the students achieve the objective going forward. The new instructor will become more experienced and both instructors teaching the course will incorporate more review and instruction on how to effectively complete the assigned analysis.</p>	<table border="1"> <caption>Student Achievement Data for SLO 4 SM 325</caption> <thead> <tr> <th>Semester</th> <th>Percentage of Students Meeting Objective</th> </tr> </thead> <tbody> <tr> <td>Fa 09</td> <td>100%</td> </tr> <tr> <td>Sp 10</td> <td>100%</td> </tr> <tr> <td>Fa 10</td> <td>100%</td> </tr> <tr> <td>SP 11</td> <td>100%</td> </tr> <tr> <td>Fa 11</td> <td>~78%</td> </tr> <tr> <td>Sp 12</td> <td>~75%</td> </tr> </tbody> </table>	Semester	Percentage of Students Meeting Objective	Fa 09	100%	Sp 10	100%	Fa 10	100%	SP 11	100%	Fa 11	~78%	Sp 12	~75%
Semester	Percentage of Students Meeting Objective																			
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Fa 10	100%																			
SP 11	100%																			
Fa 11	~78%																			
Sp 12	~75%																			

SLO 5 SM 210	70% or students will earn a C or better	Final exam	Measure was met.	No changes needed.	Extra credit opportunities were removed from the assessment measure in this course and the course was taught by a new, less experienced faculty member. Since both changes were made at once, it is difficult to determine the impact of each. The measure is still being met and over time more clear analysis will be possible after multiple instances of this course running with the new instructor and new assessment calculation.	 <table border="1"> <caption>Data for SLO 5 SM 210 Chart</caption> <thead> <tr> <th>Term</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Sp 12</td> <td>85</td> </tr> <tr> <td>Fa 11</td> <td>100</td> </tr> <tr> <td>Sp 11</td> <td>100</td> </tr> <tr> <td>Fa 10</td> <td>100</td> </tr> <tr> <td>Sp 10</td> <td>100</td> </tr> <tr> <td>Fa 09</td> <td>100</td> </tr> </tbody> </table>	Term	Percentage	Sp 12	85	Fa 11	100	Sp 11	100	Fa 10	100	Sp 10	100	Fa 09	100
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Fa 11	100																			
Sp 11	100																			
Fa 10	100																			
Sp 10	100																			
Fa 09	100																			
SLO 8 SM 201	70% or students will earn a C or better	Final exam	Measure was met.	No changes needed.	The course was taught by a new less experienced faculty member this year which may explain the decreased percentage meeting the measure. Whether the result was a difference in teaching style or experience will be discerned through a greater longitudinal analysis over time.	 <table border="1"> <caption>Data for SLO 8 SM 201 Chart</caption> <thead> <tr> <th>Term</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Sp 12</td> <td>85</td> </tr> <tr> <td>Fa 11</td> <td>85</td> </tr> <tr> <td>Sp 11</td> <td>100</td> </tr> <tr> <td>Fa 10</td> <td>100</td> </tr> <tr> <td>Sp 10</td> <td>100</td> </tr> <tr> <td>Fa 09</td> <td>85</td> </tr> </tbody> </table>	Term	Percentage	Sp 12	85	Fa 11	85	Sp 11	100	Fa 10	100	Sp 10	100	Fa 09	85
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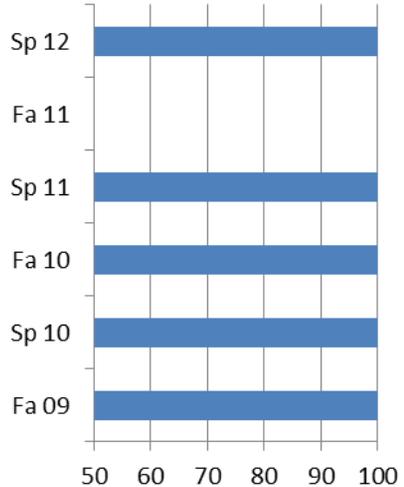
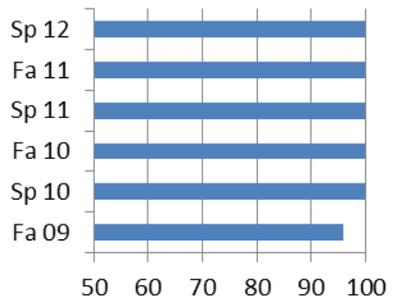
<p>SLO 9 SM 310</p>	<p>80% or students will earn a C or better</p>	<p>Final exam</p>	<p>Measure was met.</p>	<p>No changes needed.</p>	<p>Academic rigor increased from 2010-2011 and the final exam covered more material. The percentage by which the class exceeded the goal measured decreased slightly, but not to the extent that it is a matter of concern.</p>	<table border="1"> <caption>Percentage of students exceeding the goal for SLO 9 SM 310</caption> <thead> <tr> <th>Semester</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Fa 09</td> <td>92</td> </tr> <tr> <td>Sp 10</td> <td>90</td> </tr> <tr> <td>Fa 10</td> <td>90</td> </tr> <tr> <td>Sp 11</td> <td>88</td> </tr> <tr> <td>Fa 11</td> <td>88</td> </tr> <tr> <td>Sp 12</td> <td>88</td> </tr> </tbody> </table>	Semester	Percentage	Fa 09	92	Sp 10	90	Fa 10	90	Sp 11	88	Fa 11	88	Sp 12	88
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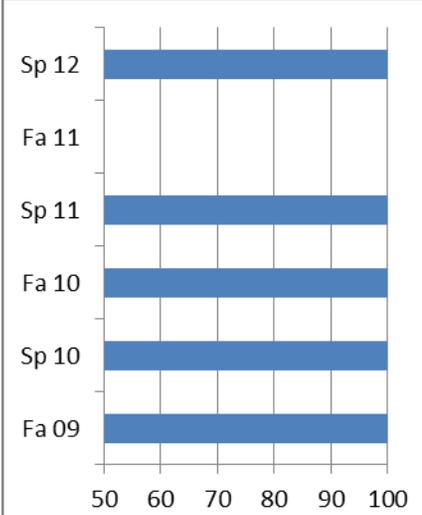
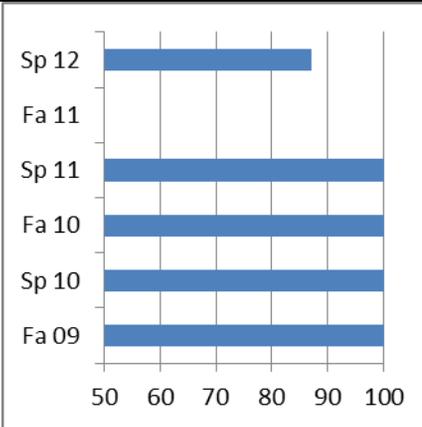
MBA: Business

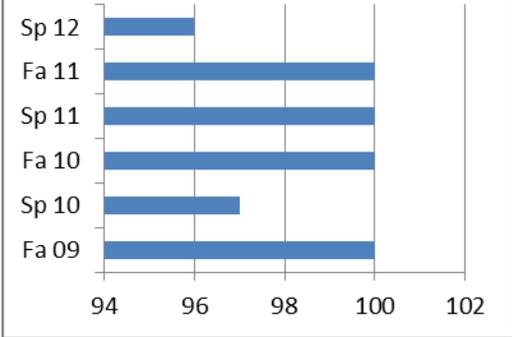
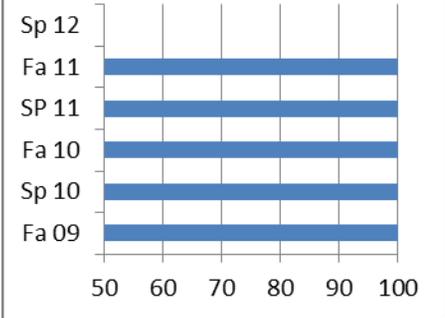
Student Learning Outcome	Performance Measure Competency	Description of Measurement Instrument (Formative, Summative, Internal, External, or Comparative)	Area of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Graphs or Tables of Resulting Trends																
SLO 1 MBA 504 Formerly MBA 592	90% of students in course will earn a B or better	Final exam	Measure was met.	No changes needed	The course number for this course was changed to help students realize that they were being advised to take it before other courses in order to master required CPCs for the program.	 <table border="1" data-bbox="1501 446 1927 803"> <caption>Success Rates for SLO 1 MBA 504</caption> <thead> <tr> <th>Semester</th> <th>Success Rate (%)</th> </tr> </thead> <tbody> <tr> <td>Sp 12</td> <td>100</td> </tr> <tr> <td>Fa 11</td> <td>100</td> </tr> <tr> <td>Sp 11</td> <td>100</td> </tr> <tr> <td>Fa 10</td> <td>100</td> </tr> <tr> <td>Sum 10</td> <td>100</td> </tr> <tr> <td>Sp 10</td> <td>100</td> </tr> <tr> <td>Fa 09</td> <td>100</td> </tr> </tbody> </table>	Semester	Success Rate (%)	Sp 12	100	Fa 11	100	Sp 11	100	Fa 10	100	Sum 10	100	Sp 10	100	Fa 09	100
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Sp 10	100																					
Fa 09	100																					
SLO 1 MBA 600	90% of students in course will earn a B or better	Exam scores	Measure was met – but by a decreased percentage. New professor taught the course and with experience the percentage should increase.	No changes needed at this time	The results for this course will be monitored going forward, but no changes recommended at this time.	 <table border="1" data-bbox="1501 852 1927 1258"> <caption>Success Rates for SLO 1 MBA 600</caption> <thead> <tr> <th>Semester</th> <th>Success Rate (%)</th> </tr> </thead> <tbody> <tr> <td>Sp 12</td> <td>88</td> </tr> <tr> <td>Fa 11</td> <td>100</td> </tr> <tr> <td>Sp 11</td> <td>100</td> </tr> <tr> <td>Fa 10</td> <td>100</td> </tr> <tr> <td>Sp 10</td> <td>100</td> </tr> <tr> <td>Fa 09</td> <td>100</td> </tr> </tbody> </table>	Semester	Success Rate (%)	Sp 12	88	Fa 11	100	Sp 11	100	Fa 10	100	Sp 10	100	Fa 09	100		
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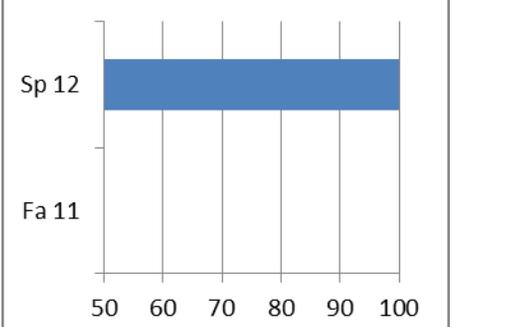
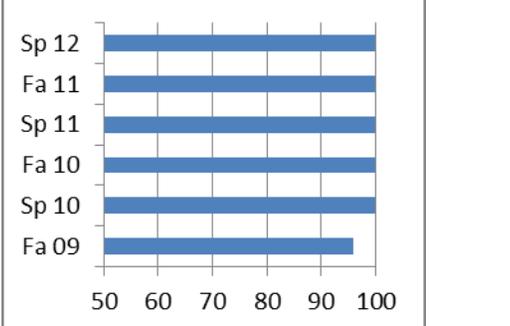
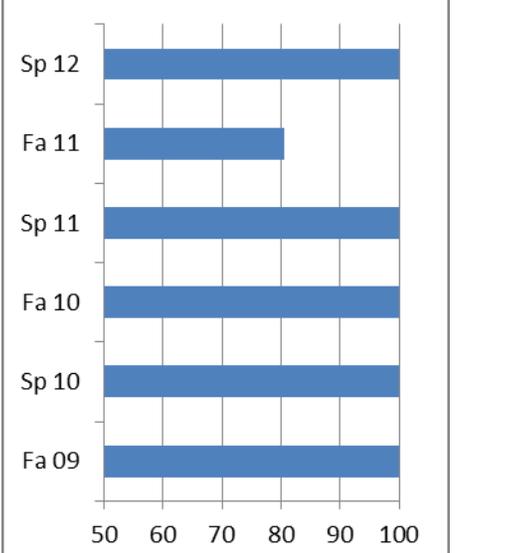
SLO 2 MBA 620	90% of students in course will earn a B or better	Exam scores	Measure was met at 100%.	No changes needed, this measure was met by an increased percentage.	No changes implemented.	 <table border="1"> <thead> <tr> <th>Term</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Fa 09</td> <td>100</td> </tr> <tr> <td>Sp 10</td> <td>100</td> </tr> <tr> <td>Fa 10</td> <td>94</td> </tr> <tr> <td>SP 11</td> <td>96</td> </tr> <tr> <td>Fa 11</td> <td>100</td> </tr> <tr> <td>Sp 12</td> <td>100</td> </tr> </tbody> </table>	Term	Score	Fa 09	100	Sp 10	100	Fa 10	94	SP 11	96	Fa 11	100	Sp 12	100
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Fa 11	100																			
Sp 12	100																			
SLO 2 MBA 630	90% of students in course will earn a B or better	Case analyses rubric	Measure was met at 96%.	Additional homework was added in spring 2011. Not all students completed which reduced percentages of those meeting goal.	No changes recommended.	 <table border="1"> <thead> <tr> <th>Term</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Fa 09</td> <td>100</td> </tr> <tr> <td>Sp 10</td> <td>97</td> </tr> <tr> <td>Fa 10</td> <td>100</td> </tr> <tr> <td>Sp 11</td> <td>100</td> </tr> <tr> <td>Fa 11</td> <td>100</td> </tr> <tr> <td>Sp 12</td> <td>95</td> </tr> </tbody> </table>	Term	Score	Fa 09	100	Sp 10	97	Fa 10	100	Sp 11	100	Fa 11	100	Sp 12	95
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Sp 10	97																			
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SLO 2 MBA 675 Formerly MBA 500	90% of students in course will earn a B or better	Case analysis rubric	Measure was met at 100%	No changes needed.	While this measure has been consistently met, the course was continually enrolled in by entry level MBA students despite advising advice. By changing the numbering of the course it is more readily apparent that it should be	 <table border="1"> <thead> <tr> <th>Term</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Fa 09</td> <td>100</td> </tr> <tr> <td>Sp 10</td> <td>100</td> </tr> <tr> <td>Fa 10</td> <td>100</td> </tr> <tr> <td>SP 11</td> <td>100</td> </tr> <tr> <td>Fa 11</td> <td>100</td> </tr> <tr> <td>Sp 12</td> <td>100</td> </tr> </tbody> </table>	Term	Score	Fa 09	100	Sp 10	100	Fa 10	100	SP 11	100	Fa 11	100	Sp 12	100
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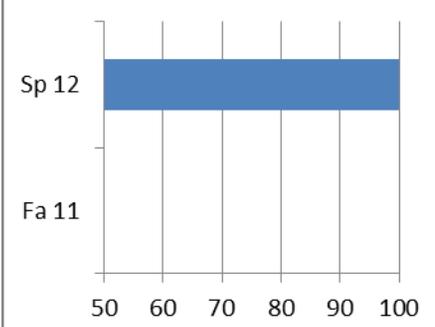
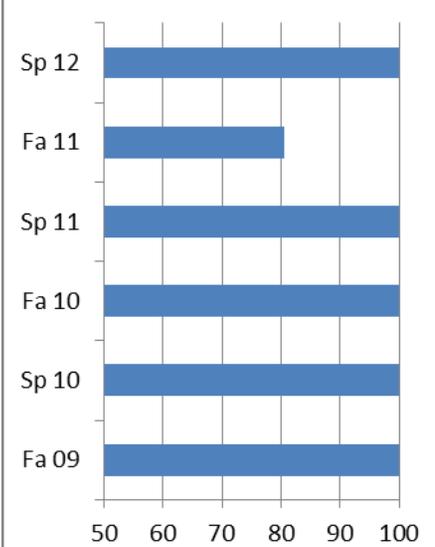
					one of the last courses taken and in fact the course description now specifies that fact.															
SLO 3 MBA 520	90% of students in course will earn a B or better	Case analyses	Measure was met at 100%.	No changes needed.	No changes implemented.	<table border="1"> <caption>Performance Data for SLO 3 MBA 520</caption> <thead> <tr> <th>Semester</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Sp 12</td> <td>100%</td> </tr> <tr> <td>Fa 11</td> <td>100%</td> </tr> <tr> <td>Sp 11</td> <td>100%</td> </tr> <tr> <td>Fa 10</td> <td>100%</td> </tr> <tr> <td>Sp 10</td> <td>100%</td> </tr> <tr> <td>Fa 09</td> <td>100%</td> </tr> </tbody> </table>	Semester	Percentage	Sp 12	100%	Fa 11	100%	Sp 11	100%	Fa 10	100%	Sp 10	100%	Fa 09	100%
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SLO 3 MBA 610	90% of students in course will earn a B or better	Final exam	Goal was met at 100%.	No changes needed.	No changes implemented.	<table border="1"> <caption>Performance Data for SLO 3 MBA 610</caption> <thead> <tr> <th>Semester</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Sp 12</td> <td>100%</td> </tr> <tr> <td>Fa 11</td> <td>100%</td> </tr> <tr> <td>Sp 11</td> <td>100%</td> </tr> <tr> <td>Fa 10</td> <td>100%</td> </tr> <tr> <td>Sp 10</td> <td>100%</td> </tr> <tr> <td>Fa 09</td> <td>~95%</td> </tr> </tbody> </table>	Semester	Percentage	Sp 12	100%	Fa 11	100%	Sp 11	100%	Fa 10	100%	Sp 10	100%	Fa 09	~95%
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<p>SLO 4 MBA 518 Formerly MBA 670</p>	<p>90% of students in course will earn a B or better</p>	<p>Project rubric; Case analyses rubric</p>	<p>Measure was met at 100%</p>	<p>No changes needed.</p>	<p>No changes implemented.</p>	 <table border="1"> <caption>Chart Data for SLO 4 MBA 518</caption> <thead> <tr> <th>Term</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Sp 12</td> <td>100%</td> </tr> <tr> <td>Fa 11</td> <td>100%</td> </tr> <tr> <td>Sp 11</td> <td>100%</td> </tr> <tr> <td>Fa 10</td> <td>100%</td> </tr> <tr> <td>Sp 10</td> <td>100%</td> </tr> <tr> <td>Fa 09</td> <td>100%</td> </tr> </tbody> </table>	Term	Percentage	Sp 12	100%	Fa 11	100%	Sp 11	100%	Fa 10	100%	Sp 10	100%	Fa 09	100%	
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<p>SLO 4 MBA 610</p>	<p>90% of students in course will earn a B or better</p>	<p>Final exam</p>	<p>Measure was met at 100%</p>	<p>No changes needed.</p>	<p>No changes implemented.</p>	 <table border="1"> <caption>Chart Data for SLO 4 MBA 610</caption> <thead> <tr> <th>Term</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Sp 12</td> <td>100%</td> </tr> <tr> <td>Fa 11</td> <td>100%</td> </tr> <tr> <td>Sp 11</td> <td>100%</td> </tr> <tr> <td>Fa 10</td> <td>100%</td> </tr> <tr> <td>Sp 10</td> <td>100%</td> </tr> <tr> <td>Fa 09</td> <td>~95%</td> </tr> </tbody> </table>	Term	Percentage	Sp 12	100%	Fa 11	100%	Sp 11	100%	Fa 10	100%	Sp 10	100%	Fa 09	~95%	
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<p>SLO 5 MBA 518 Formerly MBA 670</p>	<p>90% of students in course will earn a B or better</p>	<p>Project rubric; Case analyses rubric</p>	<p>Measure was met at 100%</p>	<p>No changes needed.</p>	<p>No changes implemented.</p>	 <table border="1"> <caption>Student Success Data for SLO 5 MBA 518</caption> <thead> <tr> <th>Term</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Fa 09</td> <td>100%</td> </tr> <tr> <td>Sp 10</td> <td>100%</td> </tr> <tr> <td>Fa 10</td> <td>100%</td> </tr> <tr> <td>Sp 11</td> <td>100%</td> </tr> <tr> <td>Fa 11</td> <td>100%</td> </tr> <tr> <td>Sp 12</td> <td>100%</td> </tr> </tbody> </table>	Term	Percentage	Fa 09	100%	Sp 10	100%	Fa 10	100%	Sp 11	100%	Fa 11	100%	Sp 12	100%
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<p>SLO 5 MBA 600</p>	<p>90% of students in course will earn a B or better</p>	<p>Exam scores</p>	<p>Measure was met – but by a decreased percentage. New professor taught the course and with experience the percentage should increase.</p>	<p>No changes needed at this time</p>	<p>The results for this course will be monitored going forward, but no changes recommended at this time.</p>	 <table border="1"> <caption>Exam Scores Data for SLO 5 MBA 600</caption> <thead> <tr> <th>Term</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Fa 09</td> <td>100%</td> </tr> <tr> <td>Sp 10</td> <td>100%</td> </tr> <tr> <td>Fa 10</td> <td>100%</td> </tr> <tr> <td>Sp 11</td> <td>100%</td> </tr> <tr> <td>Fa 11</td> <td>100%</td> </tr> <tr> <td>Sp 12</td> <td>~85%</td> </tr> </tbody> </table>	Term	Percentage	Fa 09	100%	Sp 10	100%	Fa 10	100%	Sp 11	100%	Fa 11	100%	Sp 12	~85%
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<p>SLO 5 MBA 630</p>	<p>90% of students in course will earn a B or better</p>	<p>Exam scores</p>	<p>Measure was met at 96%.</p>	<p>Additional homework was added in spring 2011. Not all students completed which reduced percentages of those meeting goal.</p>	<p>No changes recommended.</p>	 <table border="1"> <caption>Exam Scores for SLO 5 MBA 630</caption> <thead> <tr> <th>Term</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Fa 09</td> <td>100</td> </tr> <tr> <td>Sp 10</td> <td>97</td> </tr> <tr> <td>Fa 10</td> <td>100</td> </tr> <tr> <td>Sp 11</td> <td>100</td> </tr> <tr> <td>Fa 11</td> <td>100</td> </tr> <tr> <td>Sp 12</td> <td>96</td> </tr> </tbody> </table>	Term	Score	Fa 09	100	Sp 10	97	Fa 10	100	Sp 11	100	Fa 11	100	Sp 12	96
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<p>SLO 5 MBA 675 Formerly MBA 500</p>	<p>90% of students in course will earn a B or better</p>	<p>Case analysis rubric</p>	<p>Measure was met at 100%</p>	<p>No changes needed.</p>	<p>While this measure has been consistently met, the course was continually enrolled in by entry level MBA students despite advising advice. By changing the numbering of the course it is more readily apparent that it should be one of the last courses taken and in fact the course description now specifies that fact.</p>	 <table border="1"> <caption>Exam Scores for SLO 5 MBA 675</caption> <thead> <tr> <th>Term</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Fa 09</td> <td>100</td> </tr> <tr> <td>Sp 10</td> <td>100</td> </tr> <tr> <td>Fa 10</td> <td>100</td> </tr> <tr> <td>SP 11</td> <td>100</td> </tr> <tr> <td>Fa 11</td> <td>100</td> </tr> <tr> <td>Sp 12</td> <td>100</td> </tr> </tbody> </table>	Term	Score	Fa 09	100	Sp 10	100	Fa 10	100	SP 11	100	Fa 11	100	Sp 12	100
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SLO 6 MBA 560	90% of students in course will earn a B or better	Case study analysis rubric Final exam	Measure was met at 100%	No changes needed.	No changes implemented.	 <table border="1"> <caption>Success Rates for SLO 6 MBA 560</caption> <thead> <tr> <th>Term</th> <th>Success Rate (%)</th> </tr> </thead> <tbody> <tr> <td>Sp 12</td> <td>100</td> </tr> <tr> <td>Fa 11</td> <td>100</td> </tr> </tbody> </table>	Term	Success Rate (%)	Sp 12	100	Fa 11	100								
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SLO 6 MBA 610	90% of students in course will earn a B or better	Final exam	Measure was met.	No changes needed.	No changes implemented.	 <table border="1"> <caption>Success Rates for SLO 6 MBA 610</caption> <thead> <tr> <th>Term</th> <th>Success Rate (%)</th> </tr> </thead> <tbody> <tr> <td>Sp 12</td> <td>100</td> </tr> <tr> <td>Fa 11</td> <td>100</td> </tr> <tr> <td>Sp 11</td> <td>100</td> </tr> <tr> <td>Fa 10</td> <td>100</td> </tr> <tr> <td>Sp 10</td> <td>100</td> </tr> <tr> <td>Fa 09</td> <td>90</td> </tr> </tbody> </table>	Term	Success Rate (%)	Sp 12	100	Fa 11	100	Sp 11	100	Fa 10	100	Sp 10	100	Fa 09	90
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SLO 6 MBA 680	90% of students in course will earn a B or better	Case analysis rubric	Measure was met.	No changes needed.	No changes implemented.	 <table border="1"> <caption>Success Rates for SLO 6 MBA 680</caption> <thead> <tr> <th>Term</th> <th>Success Rate (%)</th> </tr> </thead> <tbody> <tr> <td>Sp 12</td> <td>100</td> </tr> <tr> <td>Fa 11</td> <td>80</td> </tr> <tr> <td>Sp 11</td> <td>100</td> </tr> <tr> <td>Fa 10</td> <td>100</td> </tr> <tr> <td>Sp 10</td> <td>100</td> </tr> <tr> <td>Fa 09</td> <td>100</td> </tr> </tbody> </table>	Term	Success Rate (%)	Sp 12	100	Fa 11	80	Sp 11	100	Fa 10	100	Sp 10	100	Fa 09	100
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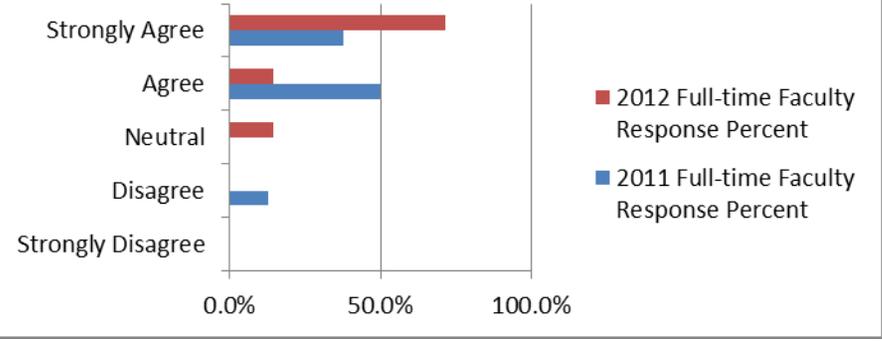
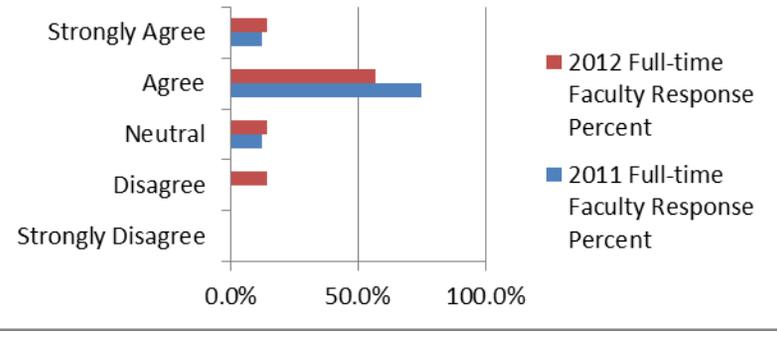
SLO 7 MBA 560	90% of students in course will earn a B or better	Case study analysis rubric Final exam	Measure was met.	No changes needed.	No changes implemented.	 <table border="1"> <caption>Success Rates for SLO 7 MBA 560</caption> <thead> <tr> <th>Term</th> <th>Success Rate (%)</th> </tr> </thead> <tbody> <tr> <td>Sp 12</td> <td>100</td> </tr> <tr> <td>Fa 11</td> <td>100</td> </tr> </tbody> </table>	Term	Success Rate (%)	Sp 12	100	Fa 11	100								
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SLO 8 MBA 680	90% of students in course will earn a B or better	Case analysis rubric	Measure was met.	No changes needed.	No changes implemented.	<table border="1"> <caption>Student Performance Data for SLO 8 MBA 680</caption> <thead> <tr> <th>Term</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Fa 09</td> <td>100</td> </tr> <tr> <td>Sp 10</td> <td>100</td> </tr> <tr> <td>Fa 10</td> <td>100</td> </tr> <tr> <td>Sp 11</td> <td>100</td> </tr> <tr> <td>Fa 11</td> <td>80</td> </tr> <tr> <td>Sp 12</td> <td>100</td> </tr> </tbody> </table>	Term	Percentage	Fa 09	100	Sp 10	100	Fa 10	100	Sp 11	100	Fa 11	80	Sp 12	100
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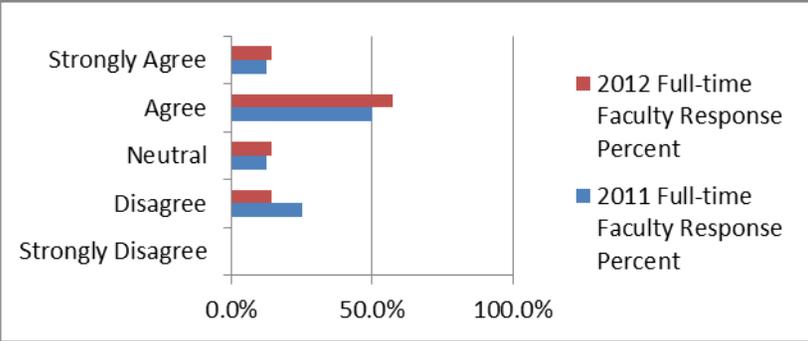
Standard #5 Faculty and Staff Focus

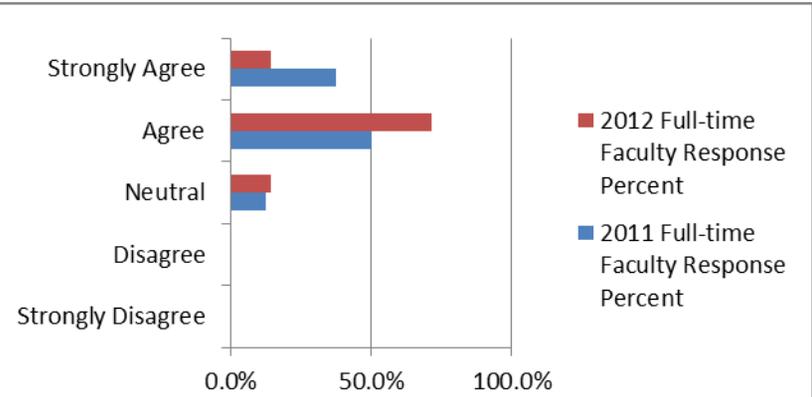
Complete the following table Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

Faculty and Staff Focused Results			<p>Faculty and staff-focused results examine how well the organization creates and maintains a positive, productive, learning-centered work environment for business faculty and staff.</p> <p><i>Key indicators may include: professional development, scholarly activities, community service, administrative duties, business and industry interaction, number of advisees, number of committees, number of theses supervised, satisfaction or dissatisfaction of faculty and staff, positive, productive, and learning-centered environment, safety, absenteeism, turnover, or complaints.</i></p>		
			Analysis of Results		
Performance Measure Measurable	What is your measurement instrument or process?	Current Results What are	Analysis of Results What did	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)

goal What is your goal?	(Indicate length of cycle)	your current results?	you learn from the results?	What did you improve or what is your next step?																			
100% of Faculty will complete scholarly and professional activities each year.	Scholarly and Professional Work table	All faculty completed scholarly and professional activities	Business faculty remain productive in scholarship and professional activities	Faculty have increased their scholarly activity dramatically since our initial accreditation. No changes needed.	See Table 5.3 included below																		
80% of Faculty will perceive that they are given opportunity to participate in decisions affecting them.	Annual faculty satisfaction survey	85.7% of full time faculty agree or strongly agree.	There were numerous faculty changes this year and the measure in 2011-2012.	More items were brought to faculty for decision at department meetings.	 <table border="1"> <caption>2011-2012 Faculty Response Percent Data</caption> <thead> <tr> <th>Response Level</th> <th>2011 Full-time Faculty Response Percent</th> <th>2012 Full-time Faculty Response Percent</th> </tr> </thead> <tbody> <tr> <td>Strongly Agree</td> <td>~45%</td> <td>~75%</td> </tr> <tr> <td>Agree</td> <td>~55%</td> <td>~15%</td> </tr> <tr> <td>Neutral</td> <td>~0%</td> <td>~15%</td> </tr> <tr> <td>Disagree</td> <td>~15%</td> <td>~0%</td> </tr> <tr> <td>Strongly Disagree</td> <td>~0%</td> <td>~0%</td> </tr> </tbody> </table>	Response Level	2011 Full-time Faculty Response Percent	2012 Full-time Faculty Response Percent	Strongly Agree	~45%	~75%	Agree	~55%	~15%	Neutral	~0%	~15%	Disagree	~15%	~0%	Strongly Disagree	~0%	~0%
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80% of Faculty will perceive that they are kept well informed of matters important to faculty.	Annual faculty satisfaction survey	71.4% of full time faculty agree or strongly agree.	Measure was not met.	While faculty agree that they are given opportunities to participate in decisions affecting them, there seems to be a lack of	 <table border="1"> <caption>2011-2012 Faculty Response Percent Data</caption> <thead> <tr> <th>Response Level</th> <th>2011 Full-time Faculty Response Percent</th> <th>2012 Full-time Faculty Response Percent</th> </tr> </thead> <tbody> <tr> <td>Strongly Agree</td> <td>~10%</td> <td>~15%</td> </tr> <tr> <td>Agree</td> <td>~75%</td> <td>~55%</td> </tr> <tr> <td>Neutral</td> <td>~10%</td> <td>~10%</td> </tr> <tr> <td>Disagree</td> <td>~0%</td> <td>~10%</td> </tr> <tr> <td>Strongly Disagree</td> <td>~0%</td> <td>~0%</td> </tr> </tbody> </table>	Response Level	2011 Full-time Faculty Response Percent	2012 Full-time Faculty Response Percent	Strongly Agree	~10%	~15%	Agree	~75%	~55%	Neutral	~10%	~10%	Disagree	~0%	~10%	Strongly Disagree	~0%	~0%
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				<p>communication on some level that needs to be addressed. More data will be analyzed below to determine whether the communication issues are departmental or institutional before an action plan can be implemented.</p>	
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<p>80% of Faculty will perceive that the University provides the equipment and material needed for faculty to do their job well.</p>	<p>Annual faculty satisfaction survey</p>	<p>Measure was not met. 71.4% of full time faculty agree or strongly agree.</p>	<p>Measure was not met.</p>	<p>Classrooms were upgraded over summer 2012. New technology was installed, walls painted, floors replaced and desks replaced. The department will stock supplies for instructors to bring with them to the classroom. All of these changes should address the previous concerns.</p>	 <table border="1"> <caption>Faculty Response Percentages</caption> <thead> <tr> <th>Response Category</th> <th>2012 Full-time Faculty Response Percent</th> <th>2011 Full-time Faculty Response Percent</th> </tr> </thead> <tbody> <tr> <td>Strongly Agree</td> <td>~15%</td> <td>~10%</td> </tr> <tr> <td>Agree</td> <td>~55%</td> <td>~50%</td> </tr> <tr> <td>Neutral</td> <td>~15%</td> <td>~10%</td> </tr> <tr> <td>Disagree</td> <td>~15%</td> <td>~25%</td> </tr> <tr> <td>Strongly Disagree</td> <td>~0%</td> <td>~0%</td> </tr> </tbody> </table>	Response Category	2012 Full-time Faculty Response Percent	2011 Full-time Faculty Response Percent	Strongly Agree	~15%	~10%	Agree	~55%	~50%	Neutral	~15%	~10%	Disagree	~15%	~25%	Strongly Disagree	~0%	~0%
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80% of Faculty will perceive that they are satisfied with their job.	Annual faculty satisfaction survey	Measure was met. 85.7% of full time faculty agree or strongly agree.	Measure was met – no further action needed.	No changes implemented .	 <p>The chart shows the percentage of full-time faculty responses for 2011 (blue bars) and 2012 (red bars) across five satisfaction levels. The x-axis represents the percentage from 0.0% to 100.0%.</p> <table border="1"> <thead> <tr> <th>Satisfaction Level</th> <th>2011 Full-time Faculty Response Percent</th> <th>2012 Full-time Faculty Response Percent</th> </tr> </thead> <tbody> <tr> <td>Strongly Agree</td> <td>~40%</td> <td>~15%</td> </tr> <tr> <td>Agree</td> <td>~50%</td> <td>~75%</td> </tr> <tr> <td>Neutral</td> <td>~10%</td> <td>~15%</td> </tr> <tr> <td>Disagree</td> <td>~0%</td> <td>~0%</td> </tr> <tr> <td>Strongly Disagree</td> <td>~0%</td> <td>~0%</td> </tr> </tbody> </table>	Satisfaction Level	2011 Full-time Faculty Response Percent	2012 Full-time Faculty Response Percent	Strongly Agree	~40%	~15%	Agree	~50%	~75%	Neutral	~10%	~15%	Disagree	~0%	~0%	Strongly Disagree	~0%	~0%
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Faculty Qualifications

Complete Table 5.2 and 5.3 for new full-time and part-time faculty members since last self-study or QA report. Do not include faculty members previously reported.

Table 5.2 Standard 5 - NEW FULL-TIME AND PART-TIME FACULTY QUALIFICATIONS

NAME (List alphabetically by Last Name)	MAJOR TEACHING FIELD	COURSES TAUGHT (List the Courses Taught During the Reporting Period, Do Not Duplicate Listing)	LIST ALL EARNED DEGREES (State Degree as Documented on Transcript, Must Include Major Field)	DOCUMENT OTHER PROFESSIONAL CERTIFICATION CRITERIA <ul style="list-style-type: none"> • Five Years Work Experience • Teaching Excellence • Professional Certifications 	ACBSP QUALIFICATION <ol style="list-style-type: none"> 1. Doctorate 2. Professional 3. Exception
Bennet, Leon	Marketing and Management	BUS 444 Marketing Research Seminar	MBA – Management BA – Management	8 years work experience	2
Brooker, Paul	Accounting and Tax	BUS 301 Advanced Accounting	Masters – Tax BS – Acct	CPA	2
Confalone, David	Accounting	MBA 506	MBA	CPA	2

	and Finance	Economics & Finance	BS - Acctg		
Fair, Erica	Marketing and Management	BUS 208 Sales & Sales Mgmt	MBA BA – Mkt/Mgt	18 years work experience	2
Fitzpatrick, Caroline	Communications	MBA 518 – Corporate Communications	PhD - Communications	Teaching excellence	1
Howze, Delphia	Human Resource Mgt	BUS 320 Labor Relations	MBA - Management	PHR 14 years work experience	2
Kruse, Mark	Finance	MBA 600 Quantitative Methods	Master of Eng. MBA - Managment BS – Engineering		2
Mazurkiewicz, Paula	Marketing	BUS 207 Marketing Principles	MBA – Marketing BA Marketing	8 years work experience	2
Newman, Miriam	Marketing	MBA 520 Marketing Services	JD MBA – Mktg BBA – Mktg	16 years work experience	1
Philbin, John	Accounting	BUS 250 Accounting Principles	MBA – Finance	CPA 17 years work experience	2
Schalk, Donald	Management	MBA 675 Strategic Formulation	MBA - Management BA - History	14 years work experience	2
Sughrim-Fonseca, Sherryann	Accounting	BUS 252 Intermediate Accounting I BUS 253 Intermediate Accounting II	MBA BA Psych & Org Behavior BA Accounting and Finance	10 years work experience	2
Weller, James	Management	BUS 332 Operations Management BUS 426 Strategic Management	MBA – Management BS – Management	9 years work experience	2

**Table 5.3 Standard 5, Criterion 5.8
Scholarly and Professional Activities**

Faculty Member	Highest Degree Earned	Professional Certification	Scholarly Activities				Professional Activities				Other
			Paper Presented	Published Articles/Manuscripts/Books	Unpublished/Articles/Manuscripts/Books	Consulting	Professional Related Service	Professional Conferences/Workshops	Professional Meetings	Professional Memberships	
Bennet, Leon	MBA										
Brooker, Paul	Master's in Tax	CPA – CA and PA									Owns tax business
Confalone, David	MBA	CPA – PA Green Belt and LEAN certified								AICPA, PICPA, CGMA, Habitat for Humanity Finance Committee	
Fair, Erica	MBA										
Fitzpatrick, Caroline	PhD	Certified Grant Writer	D-4	4	2	Qualitative Research Consultant	Yes	Many	Many	Many	
Howze, Delphia	MBA	Master Certificate – Project Management									

Kruse, Mark	MBA, Master's in Electrical Engineering										
Mazurkiewicz, Paula	MBA										
Newman, Miriam	JD										
Philbin, John	MBA										
Schalk, Donald	MBA									IMA, Junior Achievement	
Sughrim-Fonseca, Sherryann	MBA										
Weller, James	MBA										

Codes to Use for Scholarly Activities:

- A = Scholarship of Teaching
- B = Scholarship of Discovery
- C = Scholarship of Integration
- D = Scholarship of Application

Standard #6 Educational and Business Process Management

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

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.

NONE

2. List any **new** degree programs that have been developed and attach a Table - Standard 6, Criterion 6.1.3 – Undergraduate CPC Coverage for each new program since your last report.

NONE

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

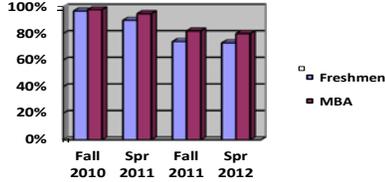
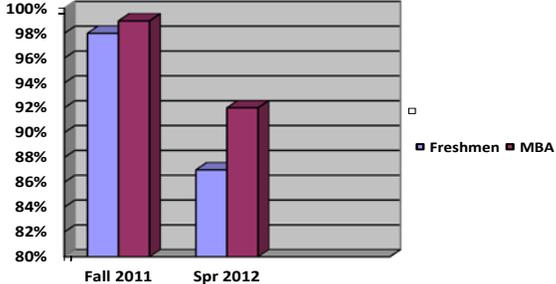
3. List any accredited programs that have been terminated since your last report.

Corporate Communications

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

Table 6.1 Standard 6 - Organizational Performance Results

Organizational Effectiveness Results		Organizational effectiveness results examine attainment of organizational goals. Each business unit must have a systematic reporting mechanism for each business program that charts enrollment patterns, student retention, student academic success, and other characteristics reflecting students' performance.																											
		<i>Key indicators may include: graduation rates, enrollment, improvement in safety, hiring equity, increased use of web-based technologies, use of facilities by community organizations, contributions to the community, or partnerships, retention rates by program, and what you report to governing boards and administrative units.</i>																											
		Analysis of Results			Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)																								
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made																									
Measurable goal	(Indicate length of cycle)	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?																									
What is your goal?																													
Undergraduate retention will increase to 70%; Graduate Retention rate will remain at 80% or above.	Business Retention Rates Fall 2009 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.	<table border="1"> <caption>Retention Rates Data (Estimated from Chart)</caption> <thead> <tr> <th>Year</th> <th>Season</th> <th>Freshmen (%)</th> <th>MBA (%)</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>Spr</td> <td>95</td> <td>92</td> </tr> <tr> <td>2010</td> <td>Fall</td> <td>85</td> <td>92</td> </tr> <tr> <td>2011</td> <td>Spr</td> <td>80</td> <td>92</td> </tr> <tr> <td>2011</td> <td>Fall</td> <td>70</td> <td>72</td> </tr> <tr> <td>2012</td> <td>Spr</td> <td>65</td> <td>72</td> </tr> </tbody> </table>	Year	Season	Freshmen (%)	MBA (%)	2010	Spr	95	92	2010	Fall	85	92	2011	Spr	80	92	2011	Fall	70	72	2012	Spr	65	72
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Appendix O 8 (a)

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Appendix O 8 (b)

Faculty member	# Fall 2011 classes	# Fall 2011 preps	# Spring 2012 classes	# Spring 2012 new preps	Total # new preps 2011-2012
Ballantyne	3	3	3	2	5
Berger	3	3	3	1	4
Berret	5	4	5	3	7
Ding	4	4	4	0	4
Dreibelbis	4	4	4	3	7
Kim	4	4	4	4	8
Silver	4	4	4	2	6
Tiglioglu	1	1	1	1	2
Wells	2	2	2	1	3

Faculty Member	Fall Course #	Fall Course Name	Spring Course #	Spring Course Name
Ballantyne	BUS 101	Financial Acctg	MBA 680	Financial Analysis
Ballantyne	BUS 450	Org Leadership	MBA 575	Inv. and Port.Mgt
Ballantyne	MBA 680	Exec Leadership	MBA 675	Strategy Formulation & Impln
Berger	BUS 438	Business Seminar	BUS 208	Sales & Sales Management
Berger	SM 201	Intro to Sport Mgt	BUS 438	Business Seminar
Berger	SM 310	Facility & Event Mgt		
Berret	BUS 206	Management Principles	BUS 206	Management Principles
Berret	BUS 426	Strategic Management	BUS 280	Human Resources Mgt
Berret	MBA 500	Strategic Management	BUS 320	Labor Relations
Berret	MBA 592	Mgt & Mktg	BUS 426	Strategic Management

Berret			MBA 560	Compensation & Benefit Mgt
Ding	BUS 410	Financial Analysis	BUS 410	Financial Analysis
Ding	BUS 411	Corporate Finance	BUS 411	Corporate Finance
Ding	MBA 600	Quantitative Methods	MBA 600	Quantitative Methods
Ding	MBA 630	Management Finance	MBA 630	Management Finance
Dreibelbis	BUS 200	Managerial Accounting	BUS 200	Managerial Accounting
Dreibelbis	BUS 252	Intermediate Acctg I	BUS 253	Intermediate Acctg II
Dreibelbis	BUS 301	Advanced Accounting	BUS 400	Cost Accounting
Dreibelbis	BUS 305	Accounting Info Systems	BUS 402	Auditing
Kim	BUS 332	Operations Management	BUS 312	International Business I
Kim	BUS 410	Financial Analysis	SM 210	Sport in Society
Kim	BUS 411	Corporate Finance	SM 325	Sport Mktg, Promts, & Fundg
Kim	SM 201	Intro to Sport Mgt	MBA 502	Accounting for the Workplace
Silver	BUS 207	Marketing Principles	BUS 207	Marketing Principles
Silver	BUS 414	International Marketing	BUS 324	Consumer Behavior
Silver	BUS 444	Marketing Research Sem	BUS 434	Marketing Management
Silver	MBA 520	Marketing Services	MBA 520	Marketing Services
Wells	BUS 342	Business Law	BUS 304	Federal Taxation
Wells	MBA 610	Legal Environment	MBA 610	Legal Environment

Appendix 3 – Student and Stakeholder Results

Graph of internship results:

