



IACBE

International Assembly for Collegiate Business Education

Annual Report – Accredited Member

Institution: _____ BAKER COLLEGE
Academic Business Unit: _____ BUSINESS DIVISION
Academic Year: _____ 2010-11

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

IACBE ANNUAL REPORT

For Academic Year: 2010-11

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

General Information

Institution's Name: BAKER COLLEGE

Institution's Address: 1050 W. BRISTOL RD

City and State or Country: FLINT Zip or Postal Code 48507

Name of Submitter: Cindy Gansen

Title: System Director of Business Administration Programs

Your Email Address: Cindy.Gansen@baker.edu

Telephone (with country code if outside of the United States): 810-766-2286

Date Submitted: 10/31/11

Accreditation Information

1. If applicable, when is your next institutional accreditation site visit? _____ Year
2. When is your next reaffirmation of IACBE accreditation site visit? 2016 Year
3. Provide the website address for the location of your public notification of accreditation by the IACBE: <http://www.baker.edu/programs/detail/student-learning-outcomes-associate/>
<http://www.baker.edu/programs/detail/student-learning-outcomes-bachelor/>
4. Provide the website address for the location of your public disclosure of student learning results: <http://www.baker.edu/programs/detail/student-learning-outcomes-associate/>
<http://www.baker.edu/programs/detail/student-learning-outcomes-bachelor/>
5. If your accreditation letter from the IACBE Board of Commissioners contains "notes" that identified areas needing corrective action, please list the number of the IACBE's Accreditation Principle for each note in the table below. Indicate whether corrective action has already been taken or that you have made plans to do so. (Insert additional rows as necessary.)

<i>Commissioners' Notes</i>	<i>Action Already Taken</i>	<i>Action Planned</i>
Principle 7.7 – External Accountability. Student achievement data pertaining to key students learning outcomes	Our annual report for the 2009-2010 reporting year has been placed on our website and has been made available to the	We are currently planning to create a dedicated page for our business accreditations that exist for each program. Projected

<i>Commissioners' Notes</i>	<i>Action Already Taken</i>	<i>Action Planned</i>
for Baker College's IACBE – accredited programs must be made available to the public. This information must be communicated via the college's web site. The IACBE can provide information on ways	public. In addition, this year's annual report will also be made available on our website as well.	completion: February 2012.

Administrative Information

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

Name: F. James Cummins

Title: President, Baker College System

Highest Earned Degree: Masters Email: Jim.cummins@baker.edu

Telephone (with country code if outside of the United States): 810-766-4250 Fax (with country code if outside of the United States): _____

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

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

Name: Dr. Denise Bannan

Title: V.P. of Academics

Highest Earned Degree: Ph.D. Email: Denise.bannan@baker.edu

Telephone (with country code if outside of the United States): 810-766-2148 Fax (with country code if outside of the United States): _____

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

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

Name: Same as above

Title: _____

Highest Earned Degree: _____ Email: _____

Telephone (with country code if outside of the United States): _____ Fax (with country code if outside of the United States): _____

United States): _____ the United States): _____

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

4. Provide the following information pertaining to your current primary representative to the IACBE (if not the same as the head of the academic business unit):

Name: Cindy Gansen

Title: System Director of Business Programs.

Highest Earned Degree: Masters Email: Cindy.Gansen@baker.edu

Telephone (with country code if outside of the United States): 810-766-2286 Fax (with country code if outside of the United States): _____

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

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

Name: Amie Losee

Title: Dean of Business for the Online Campus

Highest Earned Degree: Masters Email: Amie.Losee@baker.edu

Telephone (with country code if outside of the United States): 810-766-4371 Fax (with country code if outside of the United States): _____

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

Programmatic Information

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

No

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

2. Were changes made in any of your business programs?

No

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

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

No (skip to the *Outcomes Assessment* section below)

Yes. If yes, please identify the new programs on a separate page at the end of this report, and answer item 4 below.

4. If applicable, was approval of your institutional accrediting body required for any of the programs identified in item 3 above?

No

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

Outcomes Assessment

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

Yes (In the self-study)

No. If no, when will the plan be submitted to IACBE? _____

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

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

Changes have been made and the revised plan is attached.

We have made changes and the revised plan will be sent to the IACBE by: _____

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

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

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

Performance targets/criteria are the criteria used by the academic business unit in evaluating assessment results to determine whether intended outcomes have been achieved. For example, if the academic business unit is using the ETS Major Field Test as one of its direct measures of student learning, then a performance target might be that the Institutional Mean Total Score on the exam will place students in the upper quartile nationally; or if the academic business unit is using a comprehensive project in a capstone course as a direct measure of student learning, then a performance target might be that 80% of the students will score at the highest level (e.g., proficient, exemplary, etc.) on each project evaluation criterion.

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

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

Italicized entries in the form represent areas where the academic business unit should insert its own assessment information. Add tables and insert rows in the tables as needed.

Other Issues

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

During the last academic year, we have had a change in leadership in the business division. Dr. JoDee Salisbury resigned as the System Business Division Director and Ms. Cindy Gansen was hired to fill her position. While in transition, little assessment follow-up was completed. However, all curriculum groups (i.e. accounting, management, marketing, human resources, etc..) have submitted assessment action plans for the upcoming academic year to our system assessment office. We are looking forward to in-depth reviews of our curriculum and detailed assessment work in all of our program areas. We recognize the need for student learning data and have taken on the challenge of reviewing what measures we have in place currently and what assessments we would like to see during the next academic year. With that said, we have also realigned our division specific assessment initiatives with our system-wide assessment alignment campaign which should prove to assist us in moving forward with our assessment projects.

The Business Division has identified three programs we would like to submit to the IACBE for review:

- Bachelor of Business with a major in: Food and Beverage Management
- Bachelor of Business with a major in: Office Administration
- Bachelor of Business with a major in: Supply Chain Management

Currently, the programs listed above are still in redevelopment and therefore will not be ready for review until Spring 2012.

Our system wide assessment initiative has provided several program groups with the opportunity to suggest tools to assist us in collecting and analyzing our program data. Currently, our Center for Graduate Studies utilizes Waypoint as an assessment collection tool and we will begin utilizing this tool in the Bachelor of Business Administration with a major in Finance in the upcoming academic year. In addition, other programs throughout the next academic year will begin to utilize the services that are provided by our Center for Graduate Studies and Waypoint tools.

The college utilizes the Understanding by Design (UbD) model for curriculum development and the Business Division currently has several programs that are undergoing changes utilizing this framework. The UbD model utilizes a collaborative process consisting of instructional designers and subject matter experts (faculty) that work with specific content to create meaningful learner centered experiences for students. With that said, it is a two year process for most programs to undergo such a collaborative process. Therefore, throughout the annual report we will refer to this process as it pertains to the 'proposed course of action for improvement in areas for which performance targets were not met.'

Over the last year, the business division has focused on learner centered instruction in the classroom. Given this focus, we will continue to move assessment to the forefront of all that we do and any new initiatives that are created will certainly highlight the importance of such measures of student learning.

Outcomes Assessment Results

For Academic Year: 2010-11

Section I: Student Learning Assessment

Student Learning Assessment for (<i>Associate of Business: Accounting</i>)		
Intended Student Learning Outcomes for (<i>Associate of Business : Accounting</i>) :		
1. <i>Basic principles of managerial accounting</i>		
2. <i>Demonstrate proficiency in accrual accounting</i>		
3. <i>Demonstrate proficiency in payroll accounting</i>		
4. <i>Apply basic principles of measurement and valuation for balance sheet accounts</i>		
5. <i>Comprehend internal control procedures and fraud prevention processes</i>		
6. <i>Basic proficiency of accounting and related software applications</i>		
7. <i>Prepare individual federal tax returns in accordance with federal law and regulations</i>		
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:	
1. <i>Practice Set</i>	80% of students achieve at least a “4” in 75% of the rubric categories.	
2. <i>See Business Core ETS</i>		
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:	
1. <i>Graduate Survey</i>	75% related employment	
Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. <i>Students continue to struggle with financial statement prep and analysis as well as communication of findings.</i>		X

2. <i>See Business Core ETS</i>	X	
Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. <i>Statistics not available.</i>		
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
1. <i>The Accounting programs are currently going through a redesign process therefore additional assessments will be created for the program.</i>		
2. <i>Expected completion for the entire redesign of the program will be 2013.</i>		
3. <i>Continue to emphasize the Writing Across the Curriculum Initiative.</i>		

Student Learning Assessment for (Associate of Business: Accounting/Computer Information Systems)	
Intended Student Learning Outcomes for (Associate of Business: Accounting/Computer Information Systems) :	
1. <i>Basic principles of managerial accounting</i>	
2. <i>Basic proficiency of bookkeeping and accounting software applications</i>	
3. <i>Basic knowledge of taxation</i>	
4. <i>Working knowledge of PC operating systems and hardware functions</i>	
5. <i>Proficiency in the use and integration of several business software applications</i>	
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. <i>Practice Set</i>	<i>80% of students achieve at least a “4” in 75% of the rubric categories</i>
2. <i>See Business Core ETS</i>	
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
1. <i>Graduate Survey</i>	<i>75% related employment</i>

Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. <i>Students continue to struggle with financial statement prep and analysis as well as communication of findings</i>		X
2. <i>See Business Core ETS</i>	X	
Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. <i>Statistics not available</i>		
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
1. <i>Continue to emphasize the Writing Across the Curriculum Initiative</i>		
2. <i>Embed financial analysis throughout the program (reinforcement)</i>		
3. <i>This program will experience curriculum changes for the 2012-2013 academic year based on the Accounting program undergoing a redesign which is scheduled for completion in 2013.</i>		

Student Learning Assessment for (Associate of Business: Accounting/Management)	
Intended Student Learning Outcomes for (Associate of Business: Accounting/Management) :	
1. <i>Basic principles of managerial accounting</i>	
2. <i>Basic proficiency of accounting software applications</i>	
3. <i>Basic knowledge of taxation</i>	
4. <i>Utilization of managerial theory to effectively participate in decision making</i>	
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. <i>Practice Set</i>	<i>80% of students achieve at least a “4” in 75% of the rubric categories</i>
2. <i>See Business Core ETS</i>	

Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:	
1. <i>Graduate Survey</i>	75% related employment	
Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. <i>Students continue to struggle with financial statement prep and analysis as well as communication of findings</i>		X
2. <i>See Business Core ETS</i>	X	
Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. <i>Statistics not available</i>		
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
1. <i>Continue to emphasize the Writing Across the Curriculum Initiative</i>		
2. <i>Embed financial analysis throughout the program (reinforcement)</i>		
3. <i>This program will experience curriculum changes for the 2012-2013 academic year based on the Accounting program undergoing a redesign which is scheduled for completion in 2013.</i>		

Student Learning Assessment for (Associate of Business: Human Resource Management)	
Intended Student Learning Outcomes for (Associate of Business: Human Resource Management) :	
1. <i>Understand current employment trends</i>	
2. <i>Analyze and apply employment practices that support the organization's objectives</i>	
3. <i>Practice appropriate selection procedures</i>	
4. <i>Analyze, calculate, and administer an organization's compensation and benefits system</i>	
5. <i>Assess employee performance</i>	

Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:	
1. <i>Capstone Project</i>	<i>80% of students achieve at least a “4” in 75% of the rubric categories</i>	
2. <i>See Business Core ETS</i>		
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:	
1. <i>Graduate Survey</i>	<i>75% related employment</i>	
Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. <i>A majority of students (80%) received scores of 4 or 5 (out of 5) in all rubric categories</i>	X	
2. <i>See Business Core ETS</i>	X	
Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. <i>Statistics not available</i>		
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
1. <i>This program is currently undergoing a program review by the curriculum team. Modifications may be made during the 2012-2013 academic year based on recommendations from the curriculum team upon completion of the program review.</i>		

Student Learning Assessment for (Associate of Business: General Business)	
Intended Student Learning Outcomes for (Associate of Business: General Business) :	
1. <i>This program uses the outcomes established for the business core as it is a series of electives and is intended to provide students with flexibility, discovery, and focus suited to their individual goals. See ETS section for Business Core outcomes assessment.</i>	
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:

1. <i>See Business Core ETS</i>	
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
1. <i>Graduate Survey</i>	<i>75% related employment</i>
Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was...
	Met Not Met
1. <i>See Business Core ETS</i>	X
Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was...
	Met Not Met
1. <i>Statistics not available</i>	
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:	
1. <i>This program will be undergoing a program review. An assessment action plan has been submitted to our System Assessment Office outlining next steps for adding additional direct/indirect measures to the program.</i>	

Student Learning Assessment for (Associate of Business: Management)	
Intended Student Learning Outcomes for (Associate of Business: Management) :	
1. <i>Understanding of terminology, history, and theories of business management principles</i>	
2. <i>Ability to analyze, assess, and demonstrate strategic planning skills that lead to effective decision making</i>	
3. <i>Assess the importance of customers and customer relations, both internal and external to an organization</i>	
4. <i>Compare and contrast methods to take part in the participative decision making process at the employee and management levels</i>	
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. <i>Capstone Project</i>	<i>80% of students achieve at least a “4” in 75% of the rubric categories</i>

2. <i>See Business Core ETS</i>			
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:		Performance Targets/Criteria for Indirect Measures:	
1. <i>Graduate Survey</i>		<i>75% related employment</i>	
Summary of Results from Implementing Direct Measures of Student Learning:		Performance Target Was...	
		Met	Not Met
1. <i>A majority of students(90%) received scores of 4 or 5 (out of 5) in all rubric categories</i>		X	
2. <i>See Business Core ETS</i>		X	
Summary of Results from Implementing Indirect Measures of Student Learning:		Performance Target Was...	
		Met	Not Met
1. <i>Statistics not available</i>			
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:			
1. <i>This program is currently undergoing a program review by the curriculum team. Modifications may be made during the 2012-2013 academic year based on recommendations from the curriculum team upon completion of the program review.</i>			

Student Learning Assessment for (<i>Associate of Business: Marketing</i>)	
Intended Student Learning Outcomes for (<i>Associate of Business: Marketing</i>) :	
1. <i>Understand marketing evolution and interpret consumer/demand principles</i>	
2. <i>Relate the Product Demand Life Cycle with changing consumer demand</i>	
3. <i>Interpret a SWOT and apply its use to marketing analysis</i>	
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. <i>Capstone Project</i>	<i>80% of students achieve at least a “4” in 75% of the rubric categories</i>

2. <i>See Business Core ETS</i>			
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:		Performance Targets/Criteria for Indirect Measures:	
1. <i>Graduate Survey</i>		<i>75% related employment</i>	
Summary of Results from Implementing Direct Measures of Student Learning:		Performance Target Was...	
		Met	Not Met
1. <i>Not enough reported</i>			X
2. <i>See Business Core ETS</i>		X	
Summary of Results from Implementing Indirect Measures of Student Learning:		Performance Target Was...	
		Met	Not Met
1. <i>Statistics not available</i>			
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:			
1. <i>The Marketing programs are currently going through a redesign process therefore additional assessments will be created for the program.</i>			

Student Learning Assessment for (Associate of Business: Small Business Management/Entrepreneurship—Including Articulated Credit program)	
Intended Student Learning Outcomes for (Associate of Business: Small Business Management/Entrepreneurship—Including Articulated Credit program) :	
1. <i>Demonstrate an awareness of small business issues</i>	
2. <i>Model appropriate problem-solving for small business</i>	
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. <i>Capstone Project</i>	<i>80% of students achieve at least a “4” in 75% of the rubric categories</i>
2. <i>See Business Core ETS</i>	

Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:	
1. <i>Graduate Survey</i>	75% related employment	
Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. <i>This program was scheduled for completion in Spring 2011 however, the program redesign process was longer than expected. Moreover, data will not be collected for this program until Spring 2012.</i>		X
2. <i>See Business Core ETS</i>	X	
Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. <i>Statistics not available</i>		
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
1. <i>Completion of program redesign for the 2011-2012 academic year.</i>		

Student Learning Assessment for (Associate of Business: Transportation Management)	
Intended Student Learning Outcomes for (Associate of Business: Transportation Management) :	
1. <i>Basic Principles of Logistics</i>	
2. <i>Basic Management theory</i>	
3. <i>Basic Transportation management best practices</i>	
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. <i>No direct measure exists for this program</i>	
2. <i>See Business Core ETS</i>	

Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:	
1. <i>Graduate Survey</i>	75% related employment	
Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. <i>No direct measure exists for this program</i>		X
2. <i>See Business Core ETS</i>	X	
Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. <i>Statistics not available yet</i>		
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
1. <i>The Transportation Management Program is undergoing a review by the curriculum team. Program outcomes will be reviewed and an assessment action plan has been submitted to our system assessment office clearly articulating next steps for the program.</i>		

Student Learning Assessment for (BBA: Accounting)	
Intended Student Learning Outcomes for (BBA: Accounting) :	
1. <i>Understand decision modeling</i>	
2. <i>Manage risk</i>	
3. <i>Produce and understand measurement</i>	
4. <i>Prepare and understand reporting procedures and requirements</i>	
5. <i>Plan, collect, and translate research</i>	
6. <i>Demonstrate understanding of current tax law and preparation of tax forms</i>	
Assessment Tools for Intended Student Learning Outcomes—	Performance Targets/Criteria for Direct Measures:

Direct Measures of Student Learning:		
1. <i>Capstone Project (Practice Set & Case Study)</i>	<i>80% of students achieve at least a “4” in 75% of the rubric categories</i>	
2. <i>CPA Exam</i>	<i>50% of participating students pass all parts; 100% pass at least one part</i>	
3. <i>See Business Core ETS</i>		
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:	
1. <i>Graduate Survey</i>	<i>75% related employment</i>	
Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. <i>Students scored sufficiently on the practice sets</i>	X	
2. <i>Results not received to date</i>		
3. <i>See Business Core ETS</i>	X	
Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. <i>Statistics not available</i>		
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
1. <i>The Accounting programs are currently going through a redesign process therefore additional assessments will be created for the program.</i>		

Student Learning Assessment for (BBA: Finance)	
Intended Student Learning Outcomes for (BBA: Finance):	
1. <i>Assess, analyze, and formulate strategies needed in financial decision making situations in corporate finance</i>	
2. <i>Evaluate an individual customer's situation and formulate both a short- and long-term strategy to help that customer meet financial objectives</i>	
3. <i>Assess, analyze, and synthesize banking, financial markets, and risk exposures in the financial services environment</i>	

Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:	
1. <i>Capstone Project</i>	<i>80% of students achieve at least a “4” in 75% of the rubric categories</i>	
2. <i>NOTE: ETS not administered in this program because it is Online only</i>		
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:	
1. <i>No indirect measures exist for this program</i>		
Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. <i>A majority of students(80%) received scores between 4 and 5 (out of 5) in all rubric categories</i>	X	
Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
1. <i>The Finance Program group has submitted an Assessment Action Plan to our System Assessment Office outlining next steps regarding the creation of additional direct/indirect measures for the program.</i>		

Student Learning Assessment for (BBA: Human Resource Management)	
Intended Student Learning Outcomes for (BBA: Human Resource Management) :	
1. <i>Assess, construct, and formulate procedures regarding employment practices</i>	
2. <i>Evaluate an organization's workforce, identify employee training/development needs, and create employee training and development initiatives</i>	
3. <i>Analyze, develop, and perform and evaluation of an organization's compensation and benefits system</i>	
4. <i>Balance organizational needs with employee rights</i>	

5. <i>Analyze the impact and interpret occupational health, safety, and security issues</i>		
6. <i>Formulate strategic objectives that enhance organizational effectiveness and performance</i>		
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:	
1. <i>Capstone Project</i>	<i>80% of students achieve at least a “4” in 75% of the rubric categories</i>	
2. <i>See Business Core ETS</i>		
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:	
1. <i>Graduate Survey</i>	<i>75% related employment</i>	
Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. <i>A majority of students(80%) received scores of 4 or higher in all rubric categories</i>	X	
2. <i>See Business Core ETS</i>	X	
Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. <i>Statistics not available</i>		
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
1. <i>This program is currently undergoing a program review by the curriculum team. Modifications may be made during the 2012-2013 academic year based on recommendations from the curriculum team upon completion of the program review.</i>		

Student Learning Assessment for (BBA: Management)	
Intended Student Learning Outcomes for (BBA: Management) :	
1. <i>Ability to differentiate between management and leadership, including knowledge of basic history, theories, styles, and application of both management and leadership practices</i>	

2. <i>Formulate sound business strategies that support an organization's mission</i>		
3. <i>Formulate methods for participative decision making at both the employee and management levels</i>		
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:	
1. <i>Capstone Project</i>	<i>80% of students achieve at least a “4” in 75% of the rubric categories</i>	
2. <i>See Business Core ETS</i>		
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:	
1. <i>Graduate Survey</i>	<i>75% related employment</i>	
Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. <i>A majority of students (80%) received scores of 4 or 5 (out of 5) in all rubric categories</i>	X	
2. <i>See Business Core ETS</i>	X	
Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. <i>Statistics not available</i>		
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
1. <i>This program is currently undergoing a program review by the curriculum team. Modifications may be made during the 2012-2013 academic year based on recommendations from the curriculum team upon completion of the program review.</i>		

Student Learning Assessment for (BBA: Marketing)	
Intended Student Learning Outcomes for (BBA: Marketing) :	
1. <i>Integrate multiple marketing tools into the decision-making process</i>	

2. <i>Formulate sound strategy that supports the mission of the organization</i>			
3. <i>Construct rationale and recommend plans of action for given marketing circumstances</i>			
4. <i>Distinguish between supply-side and demand-side issues and correlate their impacts on the market</i>			
5. <i>Alter current market mixes to best fit a current, pending or hypothesized demand</i>			
6. <i>Critique and predict the success of a marketing plan of action</i>			
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:		Performance Targets/Criteria for Direct Measures:	
1. <i>Capstone Project</i>		<i>80% of students achieve at least a “4” in 75% of the rubric categories</i>	
2. <i>See Business Core ETS</i>			
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:		Performance Targets/Criteria for Indirect Measures:	
1. <i>Graduate Survey</i>		<i>75% related employment</i>	
Summary of Results from Implementing Direct Measures of Student Learning:		Performance Target Was...	
		Met	Not Met
1. <i>A majority of students (82%) received scores of 4 or 5 (out of 5) in all rubric categories</i>		X	
2. <i>See Business Core ETS</i>		X	
Summary of Results from Implementing Indirect Measures of Student Learning:		Performance Target Was...	
		Met	Not Met
1. <i>Statistics not available</i>			
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:			
1. <i>The Marketing programs are currently going through a redesign process therefore additional assessments will be created for the program.</i>			

Student Learning Assessment for (BBA: Accelerated Program)

Intended Student Learning Outcomes for (BBA: Accelerated Program) :		
1. <i>Ability to differentiate between management and leadership, including knowledge of basic history, theories, styles, and application of both management and leadership practices</i>		
2. <i>Formulate sound business strategies that support an organization's mission</i>		
3. <i>Formulate methods for participative decision making at both the employee and management levels</i>		
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:	
1. <i>Capstone Project (Portfolio)</i>	80% of students achieve at least a “4” in 75% of the rubric categories	
2. <i>Capstone Project (Simulation)</i>	Placement nationally among top scoring teams as reported by publisher	
3. <i>See Business Core ETS</i>		
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:	
1. <i>Graduate Survey</i>	75% related employment	
Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. <i>Students scored sufficiently in rubric criteria assessing program outcomes</i>	X	
2. <i>We use a business strategy simulation by Thompson & Strickland; we had groups from our Clinton Township and Auburn Hills campuses rank in the top five during the weekly decision competitions</i>	X	
3. <i>See Business Core ETS</i>	X	
Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. <i>Statistics not available</i>		
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		

Student Learning Assessment for (<i>Bachelor of Business Leadership</i>)		
Intended Student Learning Outcomes for (<i>Bachelor of Business Leadership</i>) :		
1. <i>Formulate sound strategy that supports the mission of the organization</i>		
2. <i>Ability to differentiate between management and leadership, including knowledge of basic history, theories, styles, and application of both management and leadership practices</i>		
3. <i>Integrate multiple marketing tools into the decision-making process</i>		
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:	
1. <i>Capstone Project (Portfolio)</i>	<i>80% of students achieve at least a “4” in 75% of the rubric categories</i>	
2. <i>Capstone Project (Simulation)</i>	<i>Placement nationally among top scoring teams as reported by publisher</i>	
3. <i>See Business Core ETS</i>		
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:	
1. <i>Graduate Survey</i>	<i>75% related employment</i>	
Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. <i>Students scored sufficiently in rubric criteria assessing program outcomes</i>	X	
2. <i>We use a business strategy simulation by Thompson & Strickland; we had groups from our Clinton Township and Auburn Hills campuses rank in the top five during the weekly decision competitions</i>	X	
3. <i>See Business Core ETS</i>	X	
Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. <i>Statistics not available</i>		

Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:

Student Learning Information for the <i>Business Core</i> (applicable to all programs listed above)		
Intended Student Learning Outcomes for (<i>the Business Core</i>) :		
1. <i>Interpret, analyze, and manage financial data and terms</i>		
2. <i>Evaluate economic conditions and hypothesize the impact on business</i>		
3. <i>Demonstrate an understanding of basic legal principles applicable to businesses</i>		
4. <i>Demonstrate an understanding of basic ethical principles applicable to businesses</i>		
5. <i>Demonstrate knowledge of fundamental marketing principles and the role they play in business opportunity</i>		
6. <i>Demonstrate knowledge of fundamental management principles and the role they play in business opportunity</i>		
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:	
1. <i>ETS Major Field Test for Associate Degree Programs</i>	75% of students will score higher than -1 SD of national mean	
2. <i>ETS Major Field Test for Bachelor Degree Programs</i>	75% of students will score higher than -1 SD of national mean	
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:	
1. <i>N/A</i>		
Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. <i>Associate Degree Programs</i>	X	
2. <i>Bachelor Degree Programs</i>	X	
Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was...	

	Met	Not Met
1. <i>N/A</i>		
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		