



Annual Report – Accredited Member

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| Institution: | <u>Baker College</u> |
| Academic Business Unit: | <u>Business Division</u> |
| Academic Year: | <u>2012-13</u> |

IACBE ANNUAL REPORT

For Academic Year: 2012-13

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, MI 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: November 1, 2013

Total Headcount Enrollment of the Institution for 2012-13: 35,910

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.)

| Commissioners' Notes | Action Already Taken | Action Planned |
|----------------------|----------------------|----------------|
| | | |

| Commissioners' Notes | Action Already Taken | Action Planned |
|----------------------|----------------------|----------------|
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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: Vice President 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.

Name: Dr. Denise Bannan

Title: Vice President 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.

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

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

Name: 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): 810-766-4279

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

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

Name: Amie Losee

Title: Dean of Business Baker Online

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. For each of your IACBE-accredited business programs, provide the total headcount enrollment and the number of degrees conferred in the program (including each major, concentration, specialization, and emphasis) for 2012-13 (insert rows in the table as needed):

| Program | Enrollment 2012-13 | Number of Degrees Conferred 2012-13 |
|--|--------------------|-------------------------------------|
| Associate of Business-Accounting | 770 | 85 |
| Associate of Business-Accounting/Computer Inf. Systems | 201 | 20 |
| Associate of Business-Accounting/Management | 277 | 21 |
| Associate of Business- Human Resource Management | 770 | 85 |
| Associate of Business- Management | 1,979 | 246 |
| Associate of Business-Marketing | 523 | 56 |
| Associate of Business-Entrepreneurship (Small Business Management) | 705 | 46 |
| Associate of Business- Entrepreneurship-Articulated Credit (Small Business Management) | 31 | 3 |

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| Associate of Business-General Business | 415 | 27 |
| Associate of Business-Supply Chain Management (Transportation Management) | 42 | 4 |
| Bachelor of Business-Finance | 134 | 14 |
| Bachelor of Business-Accounting | 1,101 | 183 |
| Bachelor of Business-Business Administration-Accelerated | 504 | 122 |
| Bachelor of Business-Business Leadership-Accelerated | 63 | 36 |
| Bachelor of Business-Human Resource Management | 663 | 106 |
| Bachelor of Business-Management | 1,963 | 227 |
| Bachelor of Business-Marketing | 518 | 72 |
| Bachelor of Business-Supply Chain Management | 124 | 0 |
| Totals for All Programs Combined (Please do not double-count students who pursued multiple programs during the reporting year, e.g., students who double-majored in both accounting and finance.) | 10,783 | 1,353 |

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

No. If no, proceed to item 3 below.

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

| Program | Country or Countries | Partner Institution(s) |
|---------|----------------------|------------------------|
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3. Did you terminate any business programs during the reporting year?

No. If no, proceed to item 4 below.

Yes. If yes, please identify the terminated programs in the table below. (Insert rows in the table as needed.)

| Terminated Programs |
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4. Were changes made in any of your business programs?

No. If no, proceed to item 5 below.

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

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

No. If no, proceed 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 6 below.

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

No. If no, proceed to the *Outcomes Assessment* section below.

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

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.

Supervisor Evaluation

All students at Baker College complete a “Work Experience Course” at the end of their program of study along with an Internship at a Business. The Work Experience Course (WRK) requires students to submit assignments based on their program outcomes. Another part of the WRK course asks students to reflect on what is happening in the Internship as it relates to the college career. Although sometimes a lagging indicator for the particular student, it can be good information for future planning.

The Supervisor of the student at the Internship submits an evaluation of the student’s performance in the work setting.

Program Changes

Last year the Marketing program, Associate and Bachelor, began the “Understanding By Design” process and now the Management program is involved in the same process. Again the goal is to offer the latest information, technology, analytics, etc., to offer students the most relevant career preparation.

Last year’s report identified two programs for review and after further deliberations only the

- Associate and Bachelor of Supply Chain Management will be submitted for review after the courses are completed, data collected, and review of that information.
- The Accelerated Business Administration programs have established tracks which consist of Business Administration, Business Leadership, and Human Resource Management. This merged these separate programs under the Accelerated title.

State Wide Advisory Board

The second annual State Wide Business Advisory Board meeting was held in January 2013. The format this year included student testimonials about their education at Baker College and how prepared they were for their internship and obtaining a job post college. Study abroad was mentioned as a definite advantage for college students to enrich their cultural experiences and obtain employment. We are currently reviewing resources for a Study Abroad program for certain disciplines in the Business Division.

Assessment

ETS Major Field Test

This indirect measure continues to be an integral part of reviewing student performance. Business rules identifying the core courses students are required to have completed have ensured that the most appropriate students are taking the test. Highlights of the improvements:

Waypoint

The Business Division continues to add Program Measurement courses from numerous programs to Waypoint for assessment data collection. As mentioned previously the Associate in Human Resource Management program was first to use this data collection tool for their capstone class.

Assessment Achievement Levels

Baker College continues to focus on assessment and the Assessment Achievement Levels we introduced last year. A dashboard was developed to track the progress of the Business programs as they progress from the Bronze level to the Diamond Level.

Baker College Assessment Achievement Levels

v. 10/29/12

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|--|--|---|--|--|
| <p>Bronze</p> <ul style="list-style-type: none"> • Establish appropriate program outcomes • Map course outcomes to program outcomes. • Map program outcomes to Institutional Student learning outcomes. • Provide evidence of achievement of Bronze level. | <p>Silver</p> <ul style="list-style-type: none"> • Identify capstone experience • Develop quality authentic assessment measures & quality evaluation tool • Complete validity & reliability documentation • Provide professional development on evaluation tool usage • Implement authentic assessment and evaluation tool into program curriculum • Consistently use authentic assessment and evaluation tool • Provide evidence of achievement of Silver level. | <p>Gold</p> <ul style="list-style-type: none"> • Collect, review, and discuss data with curriculum teams and faculty • Publish results to Web site • Determine what changes are needed and why • Implement changes • Continue to collect and review data • Provide evidence of achievement of Gold level. | <p>Platinum</p> <ul style="list-style-type: none"> • System Assessment Coordinator and program teams add milestones • Continue to assess program • Provide evidence of achievement of Platinum level. | <p>Diamond</p> <ul style="list-style-type: none"> • Achieve appropriate accreditation (optional) • Maintain appropriate accreditation (optional) • Identify and use external measures • Reassess adjustments made to curriculum • Continue to assess program • Provide evidence of achievement of Diamond level. |
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Outcomes Assessment Results

For Academic Year: 2012-13

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>Apply accounting foundational knowledge, skills, tools, and methods throughout the Accounting Cycle</i> | | |
| 2. <i>Demonstrate the role of ethics in Accounting</i> | | |
| 3. <i>Explain laws and regulations that impact Accounting</i> | | |
| 4. <i>Use technology in acquiring, processing and communicating Accounting information</i> | | |
| 5. <i>Explore various career paths in Accounting</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>Supervisor Evaluation WRKBS 201</i> | Greater than 80% met the pass rate | |
| 2. | | |
| 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. Utilize online homework manager, McGraw Hill Connect</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>75% of the course was the work experience and they had to pass with a “C” or better</i> | x | |
| 2. | | |
| Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met: | | |
| 1. <i>The Accounting program continues to work on completing a redesign process including additional assessments for the program.</i> | | |
| 2. <i>Expected completion for the entire redesign fo the program will be 2013.</i> | | |
| 3. <i>Continue to emphasize the Writing Across the Curriculum Initiativwe with a consistent rubric.</i> | | |

| Student Learning Assessment for (Associate of Business: Accounting/Computer Information Systems) | | |
|--|--|---------|
| Intended Student Learning Outcomes for (Program 1) : | | |
| 1. <i>Apply accounting foundational knowledge, skills, tools, and methods throughout the Accounting Cycle</i> | | |
| 2. <i>Demonstrate the role of ethics in Accounting</i> | | |
| 3. <i>Explain laws and regulations that impact Accounting</i> | | |
| 4. <i>Use technology in acquiring, processing and communicating Accounting information</i> | | |
| 5. <i>Explore various career paths in Accounting</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>Supervisor Evaluation</i> | Greater than 80% met the pass rate | |
| 2. | | |
| 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>75% of the course was the work experience and they had to pass with a “C” or better</i> | x | |
| 2. | | |
| 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 with a consistent rubric</i> | | |
| 2. <i>Embed financial analysis throughout the program (reinforcement). Utilize online homework manager, McGraw Hill Connect</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 (Program 1) : | | |
| 1. <i>Apply accounting foundational knowledge, skills, tools, and methods throughout the Accounting Cycle</i> | | |
| 2. <i>Demonstrate the role of ethics in Accounting</i> | | |
| 3. <i>Explain laws and regulations that impact Accounting</i> | | |
| 4. <i>Use technology in acquiring, processing and communicating Accounting information</i> | | |
| 5. <i>Explore various career paths in Accounting</i> | | |

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| 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>Supervisor Evaluation</i> | <i>Greater than 80% met the pass rate</i> | |
| 2. | | |
| 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>75% of the course was the work experience and they had to pass with a “C” or better</i> | x | |
| 2. | | |
| 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 with a consistent rubric</i> | | |
| 2. <i>Embed financial analysis throughout the program (reinforcement). Utilize online homework manage, McGraw Hill Connect</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> | | |
| 4. | | |

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| 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-Waypoint</i> | <i>80% of students achieve at least a “4” in 75% of the rubric categories</i> |
| 2. <i>See Business Core ETS</i> | <i>(Target/Criterion for Direct Measure 2)</i> |

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|---|---|---------|
| Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning: | Performance Targets/Criteria for Indirect Measures: | |
| 1. <i>Supervisor Evaluation</i> | <i>Greater than 80% met the pass rate</i> | |
| 2. | | |
| Summary of Results from Implementing Direct Measures of Student Learning: | Performance Target Was... | |
| | Met | Not Met |
| 1. <i>Waypoint Data-80%received scores of 75% or higher of the total pt. value of the 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>75% of the course was the work experience and they had to pass with a "C" or better</i> | x | |
| 2. | | |
| Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met: | | |
| 1. <i>A course by course review is underway linking assessments to program outcomes.</i> | | |
| 2. <i>(Course of Action 2)More formative assessments are being added</i> | | |
| 3. <i>(Course of Action 3)More writing in each course is being added with a consistent rubric</i> | | |
| 4. | | |

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| 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>Supervisor Evaluation</i> | <i>Greater than 80% met the pass rate</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>75% of the course was the work experience and they had to pass with a "C" or better</i> | x | |

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| Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met: |
| 1. <i>Identify additional assessment opportunities including one additional direct measure for this 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> | 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: | |
| 2. <i>Supervisor Evaluation</i> | Greater than 80% met the pass rate | |
| 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 |
| 2. <i>See Business Core ETS</i> | x | |
| Summary of Results from Implementing Indirect Measures of Student Learning: | Performance Target Was... | |
| | Met | Not Met |
| | 2. <i>75% of the course was the work experience and they had to pass with a “C” or better</i> | x |
| 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(UbD-Understanding by Design) by the curriculum team. Modifications will 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: Marketing) | | |
|---|--|--|
| Intended Student Learning Outcomes for (Associate of Business:Marketing) : | | |
| 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> | | |

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| 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>Supervisor Evaluation</i> | <i>Greater than 80% met the pass rate</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 a “4” 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>75% of the course was the work experience and they had to pass with a “C” or better</i> | x | |
| 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> | | |

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| Student Learning Assessment for (Associate of Business: Entrepreneurship/Small Business Management) | | |
| Intended Student Learning Outcomes for (Associate of Business: <i>Entrepreneurship/Small Business Management</i>) : | | |
| 1. <i>Demonstrate effective business communication skills in entrepreneurial situations</i> | | |
| 2. <i>Examine the importance of creativity, innovation, and risk in a small business</i> | | |
| 3. <i>Demonstrate the ability to locate appropriate business resources</i> | | |
| 4. <i>Apply strategic business metrics to entrepreneurial situations</i> | | |
| 5. <i>Examine the interrelatedness of the core business areas</i> | | |
| 6. <i>Process financial information</i> | | |
| 7. <i>Analyze the benefits of networking and business relationship management</i> | | |
| 8. <i>Contrast leadership and management as they relate to entrepreneurial situations</i> | | |
| 9. <i>Investigate legal and regulatory issues that have an impact on a small business</i> | | |
| 10. <i>Apply professional and ethical behaviors in entrepreneurial situations</i> | | |
| 11. <i>Participate in a professional organization or club</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: | |

| | | |
|---|---|---------|
| 2. <i>Supervisor Evaluation</i> | <i>Greater than 80% met the pass rate</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 | |
| 2. <i>See Business Core ETS</i> | x | |
| Summary of Results from Implementing Indirect Measures of Student Learning: | Performance Target Was... | |
| | Met | Not Met |
| 2. <i>75% of the course was the work experience and they had to pass with a "C" or better</i> | x | |
| Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met: | | |
| 1. <i>The redesigned curriculum was implemented for all campuses offering the program for 2012-2013.</i> | | |

| Student Learning Assessment for (Associate of Business: Supply Chain Management/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: | |
| 2. <i>Supervisor Evaluation</i> | <i>Greater than 80% met the pass rate</i> | |
| 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> | | |
| 2. <i>See Business Core ETS</i> | x | |
| Summary of Results from Implementing Indirect Measures of Student Learning: | Performance Target Was... | |
| | Met | Not Met |
| 2. <i>75% of the course was the work experience and they had to pass with a "C" or better</i> | x | |
| 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. In addition one direct measure within the major core will be developed and implemented during 2013.</i> | | |

| Student Learning Assessment for (BBA: Accounting) | | |
|--|---|---------|
| Intended Student Learning Outcomes for (BBA: Accounting) : | | |
| 1. <i>Apply ethical considerations in behavior and decision-making in the performance of Accounting duties</i> | | |
| 2. <i>Explain laws and regulations that impact Accounting</i> | | |
| 3. <i>Use technology in acquiring, processing and communicating Accounting information</i> | | |
| 4. <i>Assess Financial Accounting data used in business decision-making</i> | | |
| 5. <i>Communicate effectively with Accountants and other professionals</i> | | |
| 6. <i>Demonstrate professional conduct as an Accounting professional</i> | | |
| 7. <i>Apply problem-solving skills in a business environment</i> | | |
| 8. <i>Apply analytical tools and methods to auditing situations</i> | | |
| 9. <i>Apply research skills related to acquiring information to make business decisions or solve Accounting problems</i> | | |
| 10. <i>Analyze the Accounting impact of business decisions and situations</i> | | |
| Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning: | Performance Targets/Criteria for Direct Measures: | |
| 1. <i>Capstone Project (Practice Set & Case Study)</i> | 80% of students achieve at least 75% in the rubric categories | |
| 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: | |
| 2. <i>Supervisor Evaluation</i> | Greater than 80% met the pass rate | |
| 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 |
| 2. <i>75% of the course was the work experience and they had to pass with a "C" or better</i> | x | |
| 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 “3” 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>Supervisor Evaluation</i> | <i>Greater than 80% met the pass rate</i> | |
| Summary of Results from Implementing Direct Measures of Student Learning: | Performance Target Was... | |
| | Met | Not Met |
| 1. <i>100% of students received a “3” or above out of “4” on the project</i> | x | |
| Summary of Results from Implementing Indirect Measures of Student Learning: | Performance Target Was... | |
| | Met | Not Met |
| 1. <i>75% of the course was the work experience and they had to pass with a “C” or better</i> | x | |
| Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met: | | |
| 1. <i>Program will begin using “Waypoint” for data collection in 2013</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: | |
| 2. <i>Supervisor Evaluation</i> | <i>Greater than 80% met the pass rate</i> | |
| Summary of Results from Implementing Direct Measures of Student Learning: | Performance Target Was... | |
| | Met | Not Met |

| | Met | Not Met |
|--|---------------------------|---------|
| 1. <i>53% of the students scored a “4” or higher on 60% of the 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 |
| 2. <i>75% of the course was the work experience and they had to pass with a “C” or better</i> | x | |
| 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: | |
| 2. <i>Supervisor Evaluation</i> | <i>Greater than 80% met the pass rate</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 |
| 2. <i>75% of the course was the work experience and they had to pass with a “C” or better</i> | x | |
| Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met: | | |
| 1. <i>The Management programs are currently going through a redesign process therefore additional assessments will be created for the program</i> | | |

| Student Learning Assessment for (BBA: Marketing) |
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| 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: | |
| 2. <i>Supervisor Evaluation</i> | <i>Greater than 80% met the pass rate</i> | |
| Summary of Results from Implementing Direct Measures of Student Learning: | Performance Target Was... | |
| | Met | Not Met |
| 1. <i>75% of students 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 |
| 2. <i>75% of the course was the work experience and they had to pass with a “C” or better</i> | x | |
| 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> | <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>No indirect measure</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>See Business Core ETS</i> | x | |
| Summary of Results from Implementing Indirect Measures of Student Learning: | Performance Target Was... | |
| | Met | Not Met |
| 1. <i>No indirect measure</i> | | x |
| Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met: | | |
| 1. <i>Redesign program in 2013-2014</i> | | |