Annual Report – Accredited Member

Institution: Baker College

Academic Business Unit: Business Division

Academic Year: 2011-12

IACBE ANNUAL REPORT

For Academic Year: 2011-12

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:	

Total Headcount Enrollment of the Institution for 2011-12:

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

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   Fax (with country
code if outside of
of the United States):   810-766-4250   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   Fax (with country
code if outside of
of the United States):   810-766-2148   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   Fax (with country
code if outside of
of the 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, 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):

_____ 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. 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 2011-12 (insert rows in the table as needed):

Program	Enrollment 2011-12	Number of Degrees Conferred 2011-12
Associate of Business- Accounting	1,008	127
Associate of Business-Accounting/Computer Inf. Systems	266	31
Associate of Business-Accounting/Management	334	36
Associate of Business- Human Resource Management	721	104
Associate of Business- Management	2,179	273
Associate of Business-Marketing	597	82
Associate of Business-Small Business Management/Entrepreneurship	751	40

Associate of Business-General Business	393	25
Associate of Business-Small Business Management/Entrepreneurship-Articulated Credit	29	5
Associate of Business-Transportation Management	52	9
Bachelor of Business-Finance	157	16
Bachelor of Business-Accounting	1,304	192
Bachelor of Business-Business Administration-Accelerated	512	168
Bachelor of Business-Human Resource Management	797	140
Bachelor of Business-Management	2,071	241
Bachelor of Business-Marketing	604	96
Bachelor of Business-Business Leadership Accelerated	99	37
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.)**	11,874	1,622

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

   X 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)

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

   ____ No. If no, proceed to item 4 below.
   X Yes. If yes, please identify the terminated programs in the table below. (Insert rows in the table as needed.)

Terminated Programs

Bachelor of Leadership

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

 __X__ 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?

 __X__ 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?

 __X__ 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?
 __X__ 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?

 __X__ 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.

Graduate Survey

The graduate survey data used in this report was a post graduate survey of 1,964 recently graduated students, 307 of whom responded to determine the results used in this report. This particular indirect measure had not been administered for some time due to the increased use of HQ Connect to track information about graduates. HQ Connect is a program used by Baker College to track student information, allow students to seek employment matches with the skills employers are requiring and continue to receive assistance with employment searches. Among the categories surveyed, and important to continuous quality improvement were questions concerning the quality of learning, real-world preparation, and faculty engagement.

ETS Major Field Test

This indirect measure had been a part of our annual report submission previously but has now been reviewed and revised. Baker College anticipates that future results will be a much better appraisal of what students know and are able to do based on the business core offered at Baker College.
Previously students took the test, paper and pencil, during a specific class with no criteria other than enrollment in a class. We identified that we were testing students who may not have completed the business core. Having identified elements that would impact the test results we developed criteria to ensure more accurate test data. See below the structure that now exists;

- ≅ Test taken online at a campus Learning Support Center
- ≅ Currently test is not a requirement but a request made of students
- ≅ Beginning fall 2012 MFT will be a graduation requirement within their respective capstone class
- ≅ Cohorts are open and closed each quarter as a method to collect data. This data collection will enable us to have a better picture of students entering their respective career field.

Program Changes

Many programs had not been reviewed recently for results data, admissions data, etc. The 2011-2012 Academic year presented itself for numerous review opportunities of programs, courses and options for students.

- ≅ We added more options and flexibility to the Marketing programs, Associate and Bachelor. The Bachelor program is in the UbD process currently infusing new trends in marketing involving technology, sales, and niche markets.
- ≅ The Accelerated Business Administrated Administration programs of Business Administration, Business Leadership, and Human Resource Management were combined into one program heading this year. For any campus that has offered only one major core previously they can direct their students to choose a major option offered online and keep the business core at their campus. This could draw additional students as well as add an online component to the program.
- ≅ As mentioned earlier advice from our Advisory Board prompted us to insert the soft skills into every course in the UbD (Understanding by Design) process. This is not adding curriculum but implementing behavior modeled by faculty that will be followed in each course.

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

- ≅ Associate of Business with a major in: Office Administration-Office Administration/Secretary is moving toward the title of "Administrative Professional" with less emphasis on timed typing and more emphasis on current administrative duties. It will also include the Business Core and application for accreditation
- ≅ Associate and Bachelor of Business with a major in: Supply Chain Management. The Bachelor degree has been in process for about 6 months but the Associate program had previously been the Associate in Transportation Management. We believe this will be a popular program for Military Students.

Currently, the programs listed above are still in redevelopment and therefore will not be ready for review until Spring 2013.

State Wide Advisory Board

Baker College relied heavily on local Advisory Boards for input about industry standards and career readiness of our students over the years. This was really based on local markets and did not impact a global view of how our students should be prepared.

A previous initiative of the Business Division has been to create such a board made up of individuals representing industry from Michigan and beyond. That initiative came to fruition in 2012 with the creation of a State Wide Advisory Board. This board contains industry that has Michigan as a location but also is a global company. There are individuals representing State Government, Economic Development in Michigan, Small Business owners, Human Resource Managers, etc.

This first meeting took place in February 2012 with a focus group of Baker College Campus officials and the board. A lively round table discussion took place about what business expects from graduates and what Baker infuses in the curriculum. The expectations of employers showed the college where we have some room for improvement. Soft Skills including verbal and written communication were the top priority of what is expected by student's in their career.

A Google Group was set up following the meeting for further discussion and interaction. An annual meeting is planned for January 2013.

Waypoint

The Business Division had the opportunity during the 2011-2012 Academic year to begin using an assessment collection tool, Waypoint.

It is an online tool where the student's project or paper is submitted into an assignment link in Blackboard and automatically goes to Waypoint for grading. The capstone rubric identifying the program outcomes as well as the Institutional Learning outcomes and the IACBE outcomes, is loaded into Waypoint within Blackboard with each element listed for the instructor to use in grading. The instructor can add additional feedback and even put that feedback in a library for future use. The use of this feedback tool gives students a much better response other than, "Good Job, or you did not follow APA". The comments are meaningful and help the student to understand what exactly they need to work on.

The initial use of Waypoint was the capstone class in the Associate of Human Resource Management. The data collected allows us to hone in on our curriculum and how we are assessing what students know and can do. The results will drive improvements to delivery and content.

The desire for a deeper dive into our assessment data drove us to design the Assessment Achievement levels with some goals in mind:

- ≅ Short Term-Ensure that all programs have outcomes that are mapped to Student Learning outcomes for courses and Institutional Student Learning outcomes.

- ≅ Mid-Term-Identify the capstone experience, that there is an authentic assessment and a quality evaluation tool.

- ≅ Long-Term-Collect, review, and assess data to determine that quality student learning is taking place, if changes need to be made to curriculum, and continue the ongoing review process

We have since moved to using Waypoint to measure our Business Core to see if as a body of knowledge we are addressing the appropriate areas to build on in future classes. During Summer 2012 MGT 101 and MKT 111B were graded in Waypoint and for Fall FIN 101 will be added.

Assessment Achievement Levels

Over the last year Baker College has focused on assessment which is a part of our AIM (Academic Improvement Model) initiative. Levels of proficiency were developed, bronze, siver, gold, platinum, and diamond with a checklist of goals to meet before moving to the next level.

To assist programs in achieving these assessment levels, quarterly working system wide program meetings were developed for "Program Champions" to have 36 hours of work time annually to examine their programs. This is a move to create more consistency between the 10 campus locations which in turn will produce better data. An alternate benefit of this arrangement is more collaboration, leadership training, and negotiation skills developed.

The forerunner to this was the assessment action plan developed last year to identify what each program is working on and the progress they are experiencing.

Baker College Assessment Achievement Levels

Bronze

- 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.**

Silver

- 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.**

Gold

- 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.**

Platinum

- System Assessment Coordinator and program teams add milestones
- Continue to assess program
- **Provide evidence of achievement of Platinum level.**

Diamond

- 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: 2011-12

Section I: Student Learning Assessment

Student Learning Assessment for *(Associate of Business:Accounting)*		
Intended Student Learning Outcomes for *(Associate of Business:Accounting)* :		
1. *Apply accounting foundational knowledge, skills, tools, and methods throughout the Accounting Cycle*		
2. *Demonstrate the role of ethics in Accounting*		
3. *Explain laws and regulations that impact Accounting*		
4. *Use technology in acquiring, processing and communicating Accounting information*		
5. *Explore various career paths in Accounting*		
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	**Performance Targets/Criteria for Direct Measures:**	
1. *Practice Set*	*80% of students achieve at least a "4" in 75% of the rubric categories*	
2. *See Business Core ETS*		
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	**Performance Targets/Criteria for Indirect Measures:**	
1. Graduate Survey	*80% of students who completed the survey feel they received real-world training/employment preparation*	
2. Supervisor Evaluation-WRKBS 201	*Greater than 80% met the pass rate*	
	Performance Target Was…	
Summary of Results from Implementing Direct Measures of Student Learning:	Met	Not Met
1. *Students continue to struggle with financial statement prep and analysis as well as communication of findings.Utilize online homwwork manager, McGraw Hill Connect.*		x

	Met	Not Met
2. *See Business Core ETS*	x	

Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. **90% agreed** *they received real-world training/employment preparation*	x	
2. *75% of the course was the work experience and they had to pass with a "C" or better*	x	
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
1. *The Accounting programs are currently going through a redesign process therefore additional assessments will be created for the program.*		
2. *Expected completion for the entire redesign of the program will be 2013.*		
3. *Continue to emphasize the Writing Across the Curriculum Initiative with a consistent rubric.*		

Student Learning Assessment for *(Associate of Business: Accounting/Computer Information Systems)*	
Intended Student Learning Outcomes for *(Associate of Business:Accounting/Computer Information Systems)* :	
1. *Apply accounting foundational knowledge, skills, tools, and methods throughout the Accounting Cycle*	
2. *Demonstrate the role of ethics in Accounting*	
3. *Explain laws and regulations that impact Accounting*	
4. *Use technology in acquiring, processing and communicating Accounting information*	
5. *Explore various career paths in Accounting*	
Assessment Tools for Intended Student Learning Outcomes—Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. *Practice Set*	*80% of students achieve at least a "4" in 75% of the rubric categories*
2. *See Business Core ETS*	
Assessment Tools for Intended Student Learning Outcomes—	Performance Targets/Criteria for Indirect Measures:

Indirect Measures of Student Learning:			
1. *Graduate Survey*	*80% of students who completed the survey feel they received real-world training/employment preparation*		
2. *Supervisor Evaluation*	*Greater than 80% met the pass rate*		

Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. *Students continue to struggle with financial statement prep and analysis as well as communication of findings*	x	
2. *See Business Core ETS*	x	

Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. *90% agreed they received real-world training/employment preparation*	x	
2. *75% of the course was the work experience and they had to pass with a "C" or better*	x	

Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:
1. *Continue to emphasize the Writing Across the Curriculum Initiative with a consistent rubric*
2. *Embed financial analysis throughout the program (reinforcement). Utilize online homework manager, McGraw Hill Connect.*
3. *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.*

Student Learning Assessment for *(Associate of Business: Accounting/Management)*
Intended Student Learning Outcomes for *(Associate of Business:Accounting/Management)* :
1. *Apply accounting foundational knowledge, skills, tools, and methods throughout the Accounting Cycle*
2. *Demonstrate the role of ethics in Accounting*

3. *Explain laws and regulations that impact Accounting*		
4. *Use technology in acquiring, processing and communicating Accounting information*		
5. *Explore various career paths in Accounting*		

Assessment Tools for Intended Student Learning Outcomes—Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. *Practice Set*	*80% of students achieve at least a "4" in 75% of the rubric categories*
2. *See Business Core ETS*	

Assessment Tools for Intended Student Learning Outcomes—Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
1. *Graduate Survey*	*80% of students who completed the survey feel they received real-world training/employment preparation*
2. *Supervisor Evaluation*	*Greater than 80% met the pass rate*

Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. *Students continue to struggle with financial statement prep and analysis as well as communication of findings*		X
2. *See Business Core ETS*	x	

Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. **90% agreed** *they received real-world training/employment preparation*	x	
2. *75% of the course was the work experience and they had to pass with a "C" or better*	x	

Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:
1. *Continue to emphasize the Writing Across the Curriculum Initiative with a consistent rubric*
2. *Embed financial analysis throughout the program (reinforcement). Utilize online homework manage, McGraw Hill Connect.*
3. *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.

Student Learning Assessment for *(Associate of Business: Human Resource Management)*		
Intended Student Learning Outcomes for *(Associate of Business:Human Resource Management)* :		
1. *Understand current employment trends*		
2. *Analyze and apply employment practices that support the organization's objectives*		
3. *Practice appropriate selection procedures*		
4. *Analyze, calculate, and administer an organization's compensation and benefits system*		
5. *Assess employee performance*		
Assessment Tools for Intended Student Learning Outcomes—Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:	
1. Capstone Project-Waypoint	*80% of students achieve at least a "4" or "8" in 75% of the rubric categories*	
2. See Business Core ETS		
Assessment Tools for Intended Student Learning Outcomes—Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:	
1. Graduate Survey	*80% of students who completed the survey feel they received real-world training/employment preparation*	
2. Supervisor Evaluation	*Greater than 80% met the pass rate*	

Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. *Waypoint Data-80%received scores of 75% or higher of the total pt. value of the rubric categories*		x
2. *See Business Core ETS*	x	
Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was…	

		Met	Not Met
1.	*90% agreed* they received real-world training/employment preparation	x	
2.	*75% of the course was the work experience and they had to pass with a "C" or better*	x	
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:			
1.	*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.*		

Student Learning Assessment for *(Associate of Business: General Business)*		
Intended Student Learning Outcomes for *(Associate of Business:General Business)* :		
1. *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*		

Assessment Tools for Intended Student Learning Outcomes—Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. *See Business Core ETS*	
Assessment Tools for Intended Student Learning Outcomes—Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
1. Graduate Survey	*80% of students who completed the survey feel they received real-world training/employment preparation*
2. Supervisor Evaluation	*Greater than 80% met the pass rate*

Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. *See Business Core ETS*	x	
Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was…	

	Met	Not Met
1. *90% agreed* *they received real-world training/employment preparation*	x	
2. *75% of the course was the work experience and they had to pass with a "C" or better*	x	
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
1. *Identify additional assessment opportunities for the program*.		

Student Learning Assessment for *(Associate of Business: Management)*
Intended Student Learning Outcomes for *(Associate of Business:Management)* :
1. *Understanding of terminology, history, and theories of business management principles*
2. *Ability to analyze, assess, and demonstrate strategic planning skills that lead to effective decision making*
3.   *Assess the importance of customers and customer relations, both internal and external to an organization*
4.   *Compare and contrast methods to take part in the participative decision making process at the employee and management levels*

Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. *Capstone Project*	*80% of students achieve at least a "4" in 75% of the rubric categories*
2. *See Business Core ETS*	
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	**Performance Targets/Criteria for Indirect Measures:**
1. *Graduate Survey*	*80% of students who completed the survey feel they received real-world training/employment preparation*
2. *Supervisor Evaluation*	*Greater than 80% met the pass rate*

Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. *A majority of students(80%) received scores between 4 and 5 (out of 5) in all rubric categories*	x	

	Met	Not Met
2. *See Business Core ETS*	x	

	Performance Target Was…	
Summary of Results from Implementing Indirect Measures of Student Learning:		
	Met	Not Met
1. *90% agreed they received real-world training/employment preparation*	x	
2. *75% of the course was the work experience and they had to pass with a "C" or better*	x	

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

1. *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.*

Student Learning Assessment for *(Associate of Business: Marketing)*	
Intended Student Learning Outcomes for *(Associate of Business:Marketing)* :	
1. *Understand marketing evolution and interpret consumer/demand principles*	
2. *Relate the Product Demand Life Cycle with changing consumer demand*	
3. *Interpret a SWOT and apply its use to marketing analysis*	

Assessment Tools for Intended Student Learning Outcomes—Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. *Capstone Project*	*80% of students achieve at least a "4" in 75% of the rubric categories*
2. *See Business Core ETS*	
Assessment Tools for Intended Student Learning Outcomes—Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
1. *Graduate Survey*	*80% of students who completed the survey feel they received real-world training/employment preparation*
2. *Supervisor Evaluation*	*Greater than 80% met the pass rate*
Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target

		Was…	
		Met	Not Met
1. *Statistics not available*			
2. *See Business Core ETS*		x	
Summary of Results from Implementing Indirect Measures of Student Learning:		Performance Target Was…	
		Met	Not Met
1. **90% agreed** *they received real-world training/employment preparation*		x	
2. *75% of the course was the work experience and they had to pass with a "C" or better*		x	
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:			
1. *The Marketing programs are currently going through a redesign process therefore additional assessments will be created for the program.*			

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

11 *Participate in a professional organization or club*			
Assessment Tools for Intended Student Learning Outcomes—Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:		
1. *Capstone Project*	*80% of students achieve at least a "4" in 75% of the rubric categories*		
2. *See Business Core ETS*			
Assessment Tools for Intended Student Learning Outcomes—Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:		
1. *Graduate Survey*	*80% of students who completed the survey feel they received real-world training/employment preparation*		
2. *Supervisor Evaluation*	*Greater than 80% met the pass rate*		

Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. *With the Business plan and presentation combined over 80% of the students scored a "4"in 75% of the rubric categories*	x	
2. *See Business Core ETS*	x	

Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. *90% agreed they received real-world training/employment preparation*	x	
2. *75% of the course was the work experience and they had to pass with a "C" or better*	x	

Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:
1. *This program was piloted at our Muskegon campus, 2011-2012 amd then rolled out to other campuses for 2012-2013.*

Student Learning Assessment for (Associate of Business: Transportation Management)			
Intended Student Learning Outcomes for (Associate of Business:Transportation Management) :			
1. *Basic Principles of Logistics*			
2. *Basic Management theory*			
3. *Basic Transportation management best practices*			
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	**Performance Targets/Criteria for Direct Measures:**		
1. No direct measure exists for this program			
2. See Business Core ETS			
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	**Performance Targets/Criteria for Indirect Measures:**		
1. Graduate Survey	*80% of students who completed the survey feel they received real-world training/employment preparation*		
2. Supervisor Evaluation	*Greater than 80% met the pass rate*		

Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. *No direct measure exists for this program*		x
2. *See Business Core ETS*	x	

Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. **90% agreed** *they received real-world training/employment preparation*	x	
2. *75% of the course was the work experience and they had to pass with a "C" or better*	x	
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		

1.	*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*

Student Learning Assessment for *(BBA: Accounting)*	
Intended Student Learning Outcomes for *(BBA: Accounting)* :	
1. *Apply ethical considerations in behavior and decision-making in the performance of Accounting duties*	
2. *Explain laws and regulations that impact Accounting*	
3. *Use technology in acquiring, processing and communicating Accounting information*	
4. *Assess Financial Accounting data used in business decision-making*	
5. *Communicate effectively with Accountants and other professionals*	
6. *Demonstrate professional conduct as an Accounting professional*	
7. *Apply problem-solving skills in a business environment*	
8. *Apply analytical tools and methods to auditing situations*	
9 *Apply research skills related to acquiring information to make business decisions or solve Accounting problems*	
10 *Analyze the Accounting impact of business decisions and situations*	
Assessment Tools for Intended Student Learning Outcomes—Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. *Capstone Project (Practice Set & Case Study)*	*No Data*
2. *CPA Exam*	*50% of participating students pass all parts; 100% pass at least one part*
3. *See Business Core ETS*	
Assessment Tools for Intended Student Learning Outcomes—Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
1. Graduate Survey	*80% of students who completed the survey feel they received real-world training/employment preparation*

2. *Supervisor Evaluation*	Greater than 80% met the pass rate		
Summary of Results from Implementing Direct Measures of Student Learning:		Performance Target Was…	
		Met	Not Met
2. *Results not received to date*			
3. *See Business Core ETS*		x	
Summary of Results from Implementing Indirect Measures of Student Learning:		Performance Target Was…	
		Met	Not Met
1. **90% agreed** *they received real-world training/employment preparation*		x	
2. **75% of the course was the work experience and they had to pass with a "C" or better**		x	
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:			
1. *The Accounting programs are currently going through a redesign process therefore additional assessments will be created for the program.*			

Student Learning Assessment for *(BBA: Finance)*	
Intended Student Learning Outcomes for *(BBA: Finance)* :	
1. *Assess, analyze, and formulate strategies needed in financial decision making situations in corporate finance*	
2. *Evaluate an individual customer's situation and formulate both a short- and long-term strategy to help that customer meet financial objectives*	
3. *Assess, analyze, and synthesize banking, financial markets, and risk exposures in the financial services environment*	
Assessment Tools for Intended Student Learning Outcomes—Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. *Capstone Project*	*80% of students achieve at least a "3" in 75% of the rubric categories*
2. *NOTE: ETS not administered in this program because it is Online only*	
Assessment Tools for Intended Student Learning Outcomes—	Performance Targets/Criteria for Indirect Measures:

Indirect Measures of Student Learning:			
1. *Graduate Survey*	*80% of students who completed the survey feel they received real-world training/employment preparation*		

Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. *100% of students received a "3" or above out of "4" on the project*	x	

Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. **90% agreed** *they received real-world training/employment preparation*	x	

Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:
1. *Program will begin using "Waypoint" for data collection in 2013*

Student Learning Assessment for *(BBA:Human Resource Management)*	
Intended Student Learning Outcomes for *(BBA: Human Resource Management)* :	
1. *Assess, construct, and formulate procedures regarding employment practices*	
2. *Evaluate an organization's workforce, identify employee training/development needs, and create employee training and development initiatives*	
3. *Analyze, develop, and perform and evaluation of an organization's compensation and benefits system*	
4. *Balance organizational needs with employee rights*	
5. *Analyze the impact and interpret occupational health, safety, and security issues*	
6. *Formulate strategic objectives that enhance organizational effectiveness and performance*	
Assessment Tools for Intended Student Learning Outcomes—Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. *Capstone Project*	*80% of students achieve at least a "4" in 75% of the rubric categories*

2. *See Business Core ETS*	
Assessment Tools for Intended Student Learning Outcomes—Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
1. *Graduate Survey*	*80% of students who completed the survey feel they received real-world training/employment preparation*
2. *Supervisor Evaluation*	*Greater than 80% met the pass rate*

Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. *55% of the students scored a "4" or higher on 60% of the rubric categories*		x
2. *See Business Core ETS*	x	

Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. **90% agreed** *they received real-world training/employment preparation*	x	
2. *75% of the course was the work experience and they had to pass with a "C" or better*	x	

Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:
1. *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*

Student Learning Assessment for *(BBA: Management)*
Intended Student Learning Outcomes for *(BBA: Management)* :
1. *Ability to differentiate between management and leadership, including knowledge of basic history, theories, styles, and application of both management and leadership practices*
2. *Formulate sound business strategies that support an organization's mission*

3. *Formulate methods for participative decision making at both the employee and management levels*			
Assessment Tools for Intended Student Learning Outcomes—Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:		
1. *Capstone Project*	*80% of students achieve at least a "4" in 75% of the rubric categories*		
2. *See Business Core ETS*			
Assessment Tools for Intended Student Learning Outcomes—Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:		
1. Graduate Survey	*80% of students who completed the survey feel they received real-world training/employment preparation*		
2. *Supervisor Evaluation*	*Greater than 80% met the pass rate*		

Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. *A majority of students (80%) received scores of 4 or 5 (out of 5) in all rubric categories*	x	
2. *See Business Core ETS*	x	

Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. **90% agreed** *they received real-world training/employment preparation*	x	
2. **75% of the course was the work experience and they had to pass with a "C" or better**	x	

Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:
1. *The Management programs are currently going through a redesign process therefore additional assessments will be created for the program*

Student Learning Assessment for *(BBA: Marketing)*
Intended Student Learning Outcomes for (BBA: Marketing*) :*

1. *Integrate multiple marketing tools into the decision-making process*	
2. *Formulate sound strategy that supports the mission of the organization*	
3. *Construct rationale and recommend plans of action for given marketing circumstances*	
4. *Distinguish between supply-side and demand-side issues and correlate their impacts on the market*	
5. *Alter current market mixes to best fit a current, pending or hypothesized demand*	
6. *Critique and predict the success of a marketing plan of action*	

Assessment Tools for Intended Student Learning Outcomes—Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. *Capstone Project*	*80% of students achieve at least a "4" in 75% of the rubric categories*
2. *See Business Core ETS*	
Assessment Tools for Intended Student Learning Outcomes—Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
1. Graduate Survey	*80% of students who completed the survey feel they received real-world training/employment preparation*
2. Supervisor Evaluation	Greater than 80% met the pass rate

Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. *A majority of students (82%) received scores of 4 or 5 (out of 5) in all rubric categories*	x	
2. *See Business Core ETS*	x	

Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. **90% agreed** *they received real-world training/employment preparation*	x	
2. **75% of the course was the work experience and they had to pass with a "C" or better**	x	

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

1. The Marketing programs are currently going through a redesign process therefore additional assessments will be created for the program

Student Learning Assessment for *(BBA: Accelerated Program)*		
Intended Student Learning Outcomes for (BBA: Accelerated Program*)* :		
1. *Ability to differentiate between management and leadership, including knowledge of basic history, theories, styles, and application of both management and leadership practices*		
2. *Formulate sound business strategies that support an organization's mission*		
3. *Formulate methods for participative decision making at both the employee and management levels*		
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:	
1. *Capstone Project (Portfolio*	*80% of students achieve at least a "4" in 75% of the rubric categories*	
2. *See Business Core ETS*		
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:	
1. Graduate Survey	*80% of students who completed the survey feel they received real-world training/employment preparation*	

Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. *Students scored sufficiently in rubric criteria assessing program outcomes*	x	
2. *See Business Core ETS*	x	
Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. **90% agreed** *they received real-world training/employment preparation*	x	

Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:
1.

Student Learning Assessment for *(Bachelor of Business Leadership)*		
Intended Student Learning Outcomes for (Bachelor of Business Leadership) :		
1. *Formulate sound strategy that supports the mission of the organization*		
2. *Ability to differentiate between management and leadership, including knowledge of basic history, theories, styles, and application of both management and leadership practices*		
3. *Integrate multiple marketing tools into the decision-making process*		

Assessment Tools for Intended Student Learning Outcomes—Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:		
1. *Capstone Project (Portfolio*	*80% of students achieve at least a "4" in 75% of the rubric categories*		
2. *See Business Core ETS*			
Assessment Tools for Intended Student Learning Outcomes—Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:		
1. *Graduate Survey*	*80% of students who completed the survey feel they received real-world training/employment preparation*		

Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. *Students scored sufficiently in rubric criteria assessing program outcomes*	x	
2. *See Business Core ETS*	x	

Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was…	
	Met	Not Met

1. *90% agreed* they received real-world training/employment preparation	x	

Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:
1.

Student Learning Information for the *Business Core (applicable to all programs listed above)*		
Intended Student Learning Outcomes for *(the Business Core) : This form was not part of the 2011-2012 report*		
1. *Interpret, analyze, and manage financial data and terms*		
2. *Evaluate economic conditions and hypothesize the impact on business*		
3. *Demonstrate an understanding of basic legal principles applicable to businesses*		
4. *Demonstrate an understanding of basic ethical principles applicable to businesses*		
5. *Demonstrate knowledge of fundamental marketing principles and the role they play in business opportunity*		
6. *Demonstrate knowledge of fundamental management principles and the role they play in business opportunity*		

Assessment Tools for Intended Student Learning Outcomes—Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. *ETS Major Field Test for Associate Degree Programs*	75% of students will score higher than -1 SD of national mean
2. *ETS Major Field Test for Bachelor Degree Programs*	75% of students wills core 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. *Graduate Survey*	

Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. *Associate Degree Programs*	X	
2. *Bachelor Degree Programs*	X	

Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. *Sutdents are not securing jobs in their field of study*	x	
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
Work to put students in ongoing internships throughout their programs to ensure more experience and higher probability of placement.		