

IMMACULATA UNIVERSITY

BUSINESS, FASHION, and LEADERSHIP DEPARTMENT



QUALITY ASSURANCE REPORT **Accreditation of Accounting Program** **Accreditation Council for Business Schools and Programs (ACBSP)**

September 2017

**Immaculata University 2017 Quality Assurance Report
Accreditation Council for Business Schools and Programs**

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A Bachelor of Science in Business Leadership degree and a Master of Science in Management and Leadership degree are being launched in the fall 2017 semester. It is specifically noted that the degrees are not accredited by ACBSP in the catalog and on the program website.

O 6. List all campuses that a student can earn a business degree from your institution:

Immaculata University – Immaculata, Pennsylvania campus

O 7. Person completing report Name: Elizabeth Faunce, Ph.D., CFP
Phone: 610-647-4400 x3431
E-mail address: efaunce@immaculata.edu
ACBSP Champion name: Elizabeth Faunce, Ph.D., CFP
ACBSP Co-Champion name: Mark McFadden, Ed.D.

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

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

In this section, information is provided for the Overview Item O 9.

Condition on Overview Item O 9

Describe how you routinely provide reliable information to the public on your performance, including student achievement such as assessment results and program results.

1. Student Learning Outcome Assessment Results: Such as what you report in standard #4, ETS, MFT, accounting assessment, management assessment, critical thinking, communication, etc. How do you make the results public?
2. Program Results: Such as what you report in standard #6, graduation rates, retention rates, job placement, etc. How do you make the results public?

In an effort to be highly transparent and provide reliable information to the public regarding student learning outcome assessment and program results, the department has posted the 2015 and the 2017 QAR on its website under a tab labeled Accreditation QA Report

<http://www.immaculata.edu/sites/default/files/file/Academics/Departments/Business%20Accounting%20Economics/ACBSP-accreditation-QA-Report-2015.pdf?1501516831451>.

In addition to the public disclosure on the website, the QAR is routinely shared with the Business Advisory Board (BAB) and the Student Advisory Board (SAB) during the semester meetings. The reports are reviewed with these stakeholders and their feedback is then discussed with faculty with appropriate action taken based on the stakeholder feedback.

Data regarding student retention and graduation rates are compared with the overall Immaculata rates in the summary information provided. On the University website, the student learning outcomes and highlights of results are available at <http://www.immaculata.edu/academics/departments/business>. The highlights currently read, “Immaculata Business and Accounting Program graduates demonstrate particular strengths and knowledge acquisition with regard to Business Ethics, Economics and Business Integration/Strategic Management as evidenced by external assessment administered by Peregrine Academic Services. Furthermore, internship supervisors are satisfied with the initiative and preparedness of student interns.”

Removal of this Condition is Requested.

As demonstrated above, the condition related to Overview Item O 9 has been effectively addressed. Removal of this note is requested.

Standard #1 Leadership

Organization

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

Organizational and administrative personnel changes since our last report include the following new leadership:

- Barbara Lettiere, President
- Dr. Angela Tekely, Interim Vice President for Academic Affairs
- Dr. Elizabeth Faunce, Department Chair

Additionally, Immaculata University's Academic Affairs division underwent a restructuring of its academic departments to reflect program synergies, undergraduate/graduate linkages, and national best practices. The Business and Accounting department name has changed to Business, Fashion, and Leadership. The new affiliations provide excellent synergies and opportunities for our programs from a marketing perspective and enhanced ability to employ and leverage technology solutions. However, while the departments have merged for administrative convenience, controls have been implemented to ensure the business and accounting programs maintain their own focus and identity therefore eliminating any confusion regarding the accreditation of specific programs. These controls include such items as maintaining designated business and accounting faculty; retaining separate business and accounting program websites; restricting student advising for accredited business programs by designated business and accounting faculty; etc.

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

There are no new sites.

Standard #2 Strategic Planning

Identify any major changes to the key strategic goals/objectives during this QA reporting period:

New strategic goals and objectives adopted include the following:

Key Strategic Goals/Objectives	Any Major Changes
<p>Establish and unify the newly aligned business, fashion, and leadership programs as a cohesive, mutually supportive department while maintaining separate focus and identity for the ACBSP accredited programs thereby preventing any confusion regarding the accreditation of specific programs.</p>	<p>As stated above, effective July 1, 2017, Immaculata University Academic Affairs division underwent a restructuring of its academic departments to reflect program synergies, undergrad/grad linkages, and national best practices.</p> <ul style="list-style-type: none">• Evaluate any potential for adding professionals from the fashion industry to the Business Advisory Board and fashion students to the Student Advisory Board.• Evaluate and if deemed appropriate, seek ACBSP accreditation for BS degree completion program in Business Leadership and MS in Management and Leadership upon conferring initial degrees from those programs.• Evaluate and consider accreditation options for the Fashion program.

2. Report the top 3-5 short/long term strategic goals/objectives, summarize the key measures used and progress toward achieving each objective during the current QA reporting period.

Strategic Objectives	Key Measures	Progress Toward Achievement
<p>Maintain ACBSP Accreditation, academic rigor and vibrant programs by actively seek technology platform for integration to courses, considering links with other departments thereby leveraging cross functional buying power.</p>	<ul style="list-style-type: none"> • New technology applications integrated into curriculum 	<p>Two new major technology initiatives are currently in the process of being integrated into the Business and Accounting curriculum.</p> <ul style="list-style-type: none"> • SAP: In July 2017, IU signed an agreement to enter the global SAP University Alliance program that includes 3,200 educational institutions. This agreement allows IU to integrate the latest SAP technologies into the curriculum to prepare students with knowledge and skills for the digital future. Two faculty members were trained in the summer of 2017. A cross functional team including members of IT support, Academic Affairs administration and faculty from various academic departments has been commissioned to ensure the successful implementation and execution of the project. The University will begin integrating learning experiences into curriculum in Fall 2017 for 2 courses with wider curriculum enrichment in 2018-19. • Bloomberg Market Concepts (BMC): IU has identified a void in technical educational for students pursuing Finance careers. To fill this gap, faculty is pursuing a grant to evaluate the feasibility of integrating Bloomberg into the curricula through the Bloomberg Market Concepts (BMC) training course. One faculty will be certified and BMC will be piloted in the Spring 2018 Finance Investment class.
<p>Implement attractive new programs to contribute to the overall goal of doubling the number of Business and Accounting students.</p>	<ul style="list-style-type: none"> • New Programs designed, approved and implemented 	<p>In consultation with our stakeholders including IU administration, IU alum, the IU Business Advisory Board, adjunct faculty and other business professionals, the Business and Accounting faculty, undertook a degree and curriculum review during the fall 2016</p>

		<p>semester. The major outcomes of that endeavor were identification of three new program initiatives. Following is a summary of those initiatives and the status of each.</p> <ul style="list-style-type: none"> • MS in Management and Leadership: A competitive MS program was developed and received full University approval in May 2017. Marketing and recruiting for Fall 2017 was initiated in July 2017. In addition, a 5th year MS in Management and Leadership will be offered to current traditional students starting in Spring of 2018. Upon successful execution of graduates, the program will be documented in the Fall 2021 QA report and Immaculata will pursue ACBSP accreditation of the program. • BS in Business Leadership: A BS Leadership competitive program was developed and received full approval at IU in May 2017. Marketing and recruiting for Fall 2017 was initiated in July 2017. Upon successful execution of graduates, the program will be documented in the Fall 2021 QA report and Immaculata will pursue ACBSP accreditation of the program. • Project management certification: A pilot course in project management is being executed in the Spring 2018 semester to research the feasibility of implementing a Project Management certification course at the University. It is anticipated that the students will prepare for and complete the CAPM examination towards certification as part of the pilot.
<p>Deliver an undergraduate education infused with the combination of liberal arts and career preparation</p>	<ul style="list-style-type: none"> • Programs implemented 	<p>The University identified a need to integrate a greater breadth of liberal arts offering within</p>

the Business and Accounting Professions studies curriculum.

To facilitate this goal, IU in conjunction with the Southeastern Pennsylvania Consortium for Higher Education (SEPCHE) secured a Teagle Foundation grant. The purpose of this grant is to explore substantive integration of the liberal arts into undergraduate preparation in teacher education, business, and technology. The aim is to deliver integrated courses collaboratively in a hybrid mode as part of the strategy of making the curricular redesign financially sustainable in the long term using a seamless approach.

In 2016-17, IU piloted incorporating elements of the liberal arts curriculum into the internship practicum required of all graduating Business and Accounting students. The TEAGLE Foundation grant enables the department to expand this pilot in more depth to four other core business courses for 2018. For these courses, the Business and Accounting faculty has collaborated with liberal arts faculty to review curriculum and identify, design and imbed programs of study that effectively prepare the liberally educated business professional. The faculty also will collectively devise a consortium rubric to assess institutional proposals for curricular reform.

IU Business and Accounting faculty presented an update on this research entitled "Integrating Liberal Arts and the Professions" as part to the Teaching Excellence track at the ACBSP 2017 Annual Conference on June 26th in Anaheim California.

<p>Increase the overall accounting knowledge for all business majors</p>	<ul style="list-style-type: none"> Accounting knowledge as measured by the Peregrine assessment for all business majors 	<p>Baseline 2014-year assessment for IU Total Accounting Out Bound scores was 46.98; that was below the ACBSP benchmark of 51.51. For 2016 IU results were 51.20 showing significant year-on-year improvement and fast approaching the ACBSP benchmark.</p> <p>Two major programs were implemented toward achieving this goal included:</p> <ul style="list-style-type: none"> Establishing high accounting instructor professional and academic standards for both full time and adjunct instructors. These standards were achieved 100% for this 2-year reporting period (Note: See Accounting Q&A report for standards). Examined curriculum requirements for business non-accounting majors and found inconsistencies regarding the accounting requirements. Curriculum was changed to a two-semester accounting requirement as part of the business core for all non-accounting majors effective with fall 2016 enrollees.
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3. If there have been any significant changes to your strategic planning process (for example, new stakeholders, new process steps, etc.) during the QA reporting period, please report them in a table similar to this.

No significant changes have been implemented in the strategic planning process.

Strategic Planning Process Changes Summary

NO CHANGES

Standard #3 Student and Stakeholder Focus

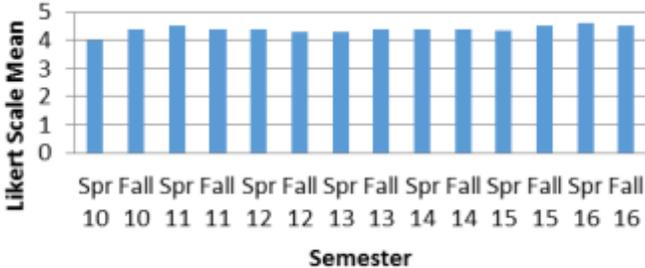
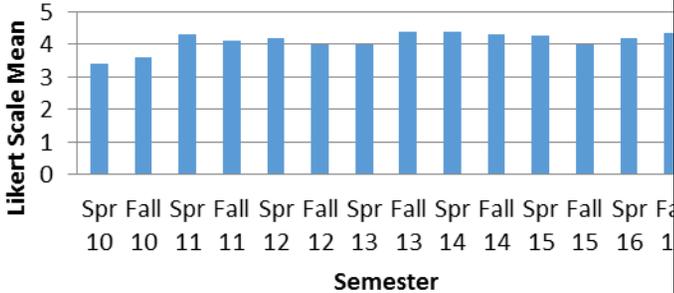
Complete the following table. Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

Standard 3 - Student and Stakeholder-Focused Results

Student- and Stakeholder-Focused Results	Student- and stakeholder-focused results examine how well your organization satisfies students and stakeholders key needs and expectations.
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Performance Measurement	Measurement Instrument or Process	Current Results (Successes)	Analysis of Results	Action Taken or Improvement Made	Resulting Trend (s)																		
<p>Student satisfaction with advising support and academic support services will be above 3.2 on 5.0 point scale and at or above the university average.</p> <p>Trend analysis will show continuous results or improvement.</p>	<p>CUS and CLL exit surveys allow a comparison of students in the department to all IU students.</p>	<p>Satisfaction with academic advising for CUS has fluctuated since 2010; however, these figures remain well above the 3.2 minimum benchmark established by the department. Survey results for 2013 and 2014 were 4.0 and 4.75, respectively, which is slightly higher than the 2013 and 2014 findings of 3.5 and 4.1.</p>	<p>CUS exit surveys indicate an overall satisfaction in the academic advisement process.</p> <p>While The College of Life Long Learning underwent an advisement shift during the 2013/ 2014 academic year, the stability of the academic advisement services may account for the</p>	<p>Immaculata University incorporated Ellucian’s Degree Works into the 2015/2016 advising process. This comprehensive academic advising and degree audit program has been critical to providing the highest possible advising process to our students. Both CUS and CLL students have benefit</p>	<p>CUS Student Satisfaction with Academic Advising</p> <table border="1"> <caption>CUS Student Satisfaction with Academic Advising</caption> <thead> <tr> <th>Year</th> <th>Business Students</th> <th>All IU Students</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>4.2</td> <td>3.9</td> </tr> <tr> <td>2013</td> <td>3.5</td> <td>3.7</td> </tr> <tr> <td>2014</td> <td>4.1</td> <td>3.9</td> </tr> <tr> <td>2015</td> <td>4.0</td> <td>3.5</td> </tr> <tr> <td>2016</td> <td>4.8</td> <td>3.7</td> </tr> </tbody> </table>	Year	Business Students	All IU Students	2012	4.2	3.9	2013	3.5	3.7	2014	4.1	3.9	2015	4.0	3.5	2016	4.8	3.7
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		Satisfaction with academic advising for CLL continues to meet the department benchmark, spiking to 4.11 in 2015 and then spiking to 4.63 in 2016.	recent surge in satisfaction.	greatly from this new service. CUS and CLL Senior Satisfaction surveys continue to highlight overall satisfaction with the business department advising. The advising process continues to include developing course schedules, reviewing grade performance, monitoring early warning information on student progress, and encouragement to use math and writing centers and tutoring services.	<p style="text-align: center;">CLL Student Satisfaction with Academic Advising</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>CLL Student Satisfaction with Academic Advising Data</caption> <thead> <tr> <th>Year</th> <th>Business Students</th> <th>All IU Students</th> </tr> </thead> <tbody> <tr> <td>2011</td> <td>2.9</td> <td>3.8</td> </tr> <tr> <td>2012</td> <td>3.6</td> <td>3.5</td> </tr> <tr> <td>2013</td> <td>4.0</td> <td>3.6</td> </tr> <tr> <td>2014</td> <td>3.2</td> <td>3.4</td> </tr> <tr> <td>2015</td> <td>4.1</td> <td>3.5</td> </tr> <tr> <td>2016</td> <td>4.6</td> <td>3.9</td> </tr> </tbody> </table>	Year	Business Students	All IU Students	2011	2.9	3.8	2012	3.6	3.5	2013	4.0	3.6	2014	3.2	3.4	2015	4.1	3.5	2016	4.6	3.9
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<p>Internship employer survey reflecting satisfaction with preparedness of students on average will be 3.2 or above on a 5.0 point scale.</p> <p>Moreover, employer surveys will reflect satisfaction with</p>	Survey of internship employers	Employer Satisfaction rating for student preparedness averaged 4.49 on a 5.0 point scale, with the score at or above 4.0 for all semesters since 2011.	While student initiative and leadership was a lagging skill for IU students prior to 2011, student initiative rating continues to hovers at approximately	The department intentionally created assignments and activities in the practicum course and dialogue in didactic meetings to address specific skills such as																						

Performance Measurement	Measurement Instrument or Process	Current Results (Successes)	Analysis of Results	Action Taken or Improvement Made	Resulting Trend (s)
<p>student initiative and leadership with an average of 3.2 or higher on a 5.0 scale.</p>		<p>Employer satisfaction of student initiative and leadership averaged 4.21 on a 5.0 point scale, with the score at or above 4.0 for all semesters since 2011.</p> <p>It should also be noted that when asked if the employer would hire the IU intern again, the answer was yes 94.7% of the time since 2009.</p>	<p>4.4. This improved statistic is likely a result of the Leadership Dynamics course that is offered during a student's senior year.</p> <p>In addition, employer satisfaction with student preparedness for internships has a weighted average of 4.49 since 2009.</p>	<p>student initiatives and leadership, communications styles, and problem solving skills that lagged in prior years. The increased focus on these areas has yielded impressive results from IU business students during their internships.</p>	<div data-bbox="1415 196 1955 277" style="text-align: center;"> <p>Employer Satisfaction with Student Preparedness for Internships</p> </div>  <div data-bbox="1415 634 1969 711" style="text-align: center;"> <p>Employer Satisfaction with Student Initiative</p> </div> 

Performance Measurement	Measurement Instrument or Process	Current Results (Successes)	Analysis of Results	Action Taken or Improvement Made	Resulting Trend (s)																					
					<table border="1"> <caption>Employers that Would Hire the Intern Again</caption> <thead> <tr> <th>Year</th> <th>Percent who responded "yes"</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>90%</td> </tr> <tr> <td>2013</td> <td>100%</td> </tr> <tr> <td>2014</td> <td>100%</td> </tr> <tr> <td>2015</td> <td>88%</td> </tr> <tr> <td>2016</td> <td>100%</td> </tr> </tbody> </table>	Year	Percent who responded "yes"	2012	90%	2013	100%	2014	100%	2015	88%	2016	100%									
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<p>Over 50% of Immaculata University Business students will indicate on exit surveys that they would “definitely” or “probable” choose Immaculata again (CUS) or would recommend Immaculata to others (CLL).</p> <p>Overall performance will be at least on par with the NSSE peer group averages. NSSE data were collected for 2014 and will be again in 2017.</p>	<p>Surveys of graduating students.</p> <p>National Survey of Student Engagement (NSSE) data is used to compare IU to small and large peer groups as well as Catholic Colleges and Universities. This transitional approach provides benchmarking with other universities regarding student satisfaction in the Department of Business and Accounting.</p>	<p>The number of CUS business students that would recommend IU again was 53% and 55% for 2015 and 2016, respectfully, slightly above the department benchmark and just below the 2014 NSSE comparison school data of 74%.</p> <p>CLL responses indicated that 95% of 2015 graduating seniors and 100% of 2016 seniors would recommend IU again.</p>	<p>The percent of CUS students that would recommend Immaculata again has hovered just above the benchmark of 50% for the past four years. However, these figures fall considerably below the 2011 and 2012 percentages, indicating room for improvement in the level of student satisfaction.</p>	<p>Immaculata University recognizes the need to improve student retention and satisfaction and continues to work on areas to improve social activities.</p> <p>The Business Department has also actively engaged in social activities during 2015 and 2016 to improve student satisfaction by increasing student driven field trips such as: the Constitution Center, Philadelphia, PA, to hear a</p>	<table border="1"> <caption>CUS Students who would recommend Immaculata again</caption> <thead> <tr> <th>Year</th> <th>Business Students (%)</th> <th>All IU Students (%)</th> </tr> </thead> <tbody> <tr> <td>2011</td> <td>80</td> <td>80</td> </tr> <tr> <td>2012</td> <td>80</td> <td>80</td> </tr> <tr> <td>2013</td> <td>42</td> <td>58</td> </tr> <tr> <td>2014</td> <td>52</td> <td>58</td> </tr> <tr> <td>2015</td> <td>52</td> <td>68</td> </tr> <tr> <td>2016</td> <td>55</td> <td>72</td> </tr> </tbody> </table>	Year	Business Students (%)	All IU Students (%)	2011	80	80	2012	80	80	2013	42	58	2014	52	58	2015	52	68	2016	55	72
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				<p>debate on the Constitutionality of President Obama’s Immigration Policy, and The Philadelphia Flyers College Night. The Business Club, with the full support of the BAB, co-sponsored various events such as Pizza, Pitch, and a Panel, a transition to the work force event, and the Mocktail Social Networking Event.</p> <p>The Business Department also began offering a speaker series on global sustainability in 2015 and 2016.</p>	<p style="text-align: center;">CLL Students who would recommend Immaculata again</p> <table border="1"> <caption>CLL Students who would recommend Immaculata again</caption> <thead> <tr> <th>Year</th> <th>Business Students (%)</th> <th>All IU Students (%)</th> </tr> </thead> <tbody> <tr> <td>2011</td> <td>78</td> <td>78</td> </tr> <tr> <td>2012</td> <td>80</td> <td>78</td> </tr> <tr> <td>2013</td> <td>92</td> <td>82</td> </tr> <tr> <td>2014</td> <td>88</td> <td>85</td> </tr> <tr> <td>2015</td> <td>92</td> <td>88</td> </tr> <tr> <td>2016</td> <td>98</td> <td>92</td> </tr> </tbody> </table>	Year	Business Students (%)	All IU Students (%)	2011	78	78	2012	80	78	2013	92	82	2014	88	85	2015	92	88	2016	98	92
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<p>Student engagement in academically related extra curricular activities stays the same or increases.</p>	<p>Number of participants in Enactus, Business Club, and Student Advisory Board.</p> <p>Enactus: 2015 – 26</p>	<p>Participation in extracurricular activities in 2015 and 2016 remains at the highest level since 2008. Furthermore, the unique experiences have</p>	<p>The IU Enactus Team was recognized as champions in their league at the Regional Competition in 2015 and 2016 and competed</p>	<p>While the IU Enactus team has been recognized on campus for strong leadership skills, recent actions have been taken to strengthen and</p>																						

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	2016- 31 Business Club: 2015 – 18 2016 - 22 SAB: 2015- 6 2016- 6	significantly improved the student’s ability to obtain quality internships and jobs upon graduation.	on a National Level for both years. The Business Club has retained high levels of involvement as a result of the engaging activities, presentations, and field trips that are taken each year. The SAB maintains a membership of 6 students (min) seeking various business degrees.	develop the leadership skills for all members of the team. Team Leaders for each service project have been identified for the 2017/2018 academic year. The Business Club will continue to offer informative and engaging field trips and, with the support of the BAB, offer alumni networking and speaking events. Beginning in 2013/2014, a representative from the SAB attends the BAB meetings to report their findings and for student representation.	<div data-bbox="1318 201 2018 695"> <h3 style="text-align: center;">Number of Academic Activity Involvement Students</h3> <table border="1" style="display: none;"> <caption>Data for Number of Academic Activity Involvement Students</caption> <thead> <tr> <th>Year</th> <th>Enactus</th> <th>Business Club</th> <th>Student Advisory Board</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>25</td> <td>18</td> <td>5</td> <td>48</td> </tr> <tr> <td>2013</td> <td>28</td> <td>22</td> <td>5</td> <td>55</td> </tr> <tr> <td>2014</td> <td>29</td> <td>25</td> <td>5</td> <td>59</td> </tr> <tr> <td>2015</td> <td>26</td> <td>18</td> <td>5</td> <td>49</td> </tr> <tr> <td>2016</td> <td>31</td> <td>15</td> <td>5</td> <td>51</td> </tr> </tbody> </table> </div>	Year	Enactus	Business Club	Student Advisory Board	Total	2012	25	18	5	48	2013	28	22	5	55	2014	29	25	5	59	2015	26	18	5	49	2016	31	15	5	51
Year	Enactus	Business Club	Student Advisory Board	Total																															
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2013	28	22	5	55																															
2014	29	25	5	59																															
2015	26	18	5	49																															
2016	31	15	5	51																															
Business Advisory Board engagement is demonstrated by Advisory Board involvement beyond	Involvement of board members as class speakers, finding	Highlights of BAB activities are summarized in the right column. Substantive	The BAB engagement remains strong, with new members	The Business Department continues to develop the relationship with	2015/2016 <ul style="list-style-type: none"> \$7,000 scholarship funded by the BAB and given to four freshman and/or sophomore students. 																														

Performance Measurement	Measurement Instrument or Process	Current Results (Successes)	Analysis of Results	Action Taken or Improvement Made	Resulting Trend (s)
board meetings with over half of board engaging outside of the meeting times.	additional resources/activities, contributing to scholarship, etc.	support of the university is evidenced.	joining and continuing to encourage the department, its programs and outreach efforts.	BAB members and leverage their ideas.	<ul style="list-style-type: none"> BAB supported the community outreach program with East Goshen Township – IU/East Goshen Entrepreneurial Academy summer camp. <p>2016/2017</p> <ul style="list-style-type: none"> \$5,000 scholarship funded by the BAB and given to three freshman and/or sophomore students. Funded 3 scholarships for low-income high school students to attend the IU/East Goshen Entrepreneurial Academy summer camp. BAB members initiated a mentoring program for IU business students. Recommended and participated in the Business Department Curriculum Review

Standard #4 Measurement and Analysis of Student Learning and Performance

a. Program Outcomes

List outcomes, by accredited program. Many of the program outcomes should be used as part of a student learning assessment plan and be measurable.

Student learning objectives at a high level for all of the bachelor degrees are as follows for Immaculata University programs:

Upon successful completion of the program, students will be able to:

1. Demonstrate knowledge, skills and capabilities essential to the major (accounting, business management, finance, human resource management, and marketing management, respectively)
2. Understand the balance of theory and practice as it applies to the various sectors of the world of business, accounting, finance, marketing and economics.
3. Exercise effective interpersonal, communication, and analytical skills.
4. Use technology effectively to enhance productivity on both individual and organizational levels.
5. Use your business skills to make a difference in the world with the highest level of integrity and ethics.

Additional detail by program and delineating definitions for measurement and assessment of these learning objectives follow.

Accounting Major Student Learning Outcomes

- 1. Demonstrate knowledge, skills and capabilities essential to Accounting**
 - a) Create, analyze and evaluate the four basic financial statements (Balance Sheet, Income Statement, Statement of Cash Flows and Statement of Owners Equity).
 - b) Understand, assess and evaluate internal accounting controls for a company applying Professional Auditing Standards and Practices. Specific skills should include: an ability to develop an audit plan; apply audit sampling techniques to audit plans; demonstrate familiarity with the fundamentals of ACL audit software.
 - c) Prepare transactions and analyze accounts applying financial and managerial accounting standards and utilizing appropriate terminology.
 - d) Understand and apply accounting transactions for advanced accounting topics including corporate consolidations, partnership accounting, governmental accounting and international considerations.
 - e) Prepare individual and corporate tax returns including the appropriate research and application of current tax code regulations.

- 2. Understand the balance of theory and practice as it applies to the various sectors of the world of business, accounting, finance, marketing and economics**
 - a) **Theory & Practice in Sectors**
 - Uses appropriate vocabulary
 - Articulates the connection between theory and practice
 - Assesses market positioning of firms
 - Evaluates financial prospects for initiatives or organizations
 - Applies knowledge of legal and regulatory dynamics in business decision making
 - Examines the macroeconomic impacts on business success
 - Analyzes business responses to consumer behavior
 - Evaluates organizational behavior (structure, management, leadership, culture, etc.)
 - Considers and balances variant viewpoints on business issues
 - Assesses business potential of emerging technology
 - Integrates cross-discipline approach in developing recommendations and solutions
 - Reflects on outcomes and performance assessment
 - Reflects on personal applications of theories
 - b) **Global Awareness**
 - Knows about relevant current events
 - Demonstrates cultural awareness
 - Integrates international perspective

- 3. Exercise effective interpersonal, communication, and analytical skills**
 - a) **Effective Communication**
 - Covers relevant topics in communications
 - Conveys ideas clearly
 - Organizes ideas effectively
 - Uses correct written construction (grammar, sentence structure, punctuation)
 - Appropriately cites sources
 - Writes persuasively
 - Maintains effective eye contact

- Communicates with confidence
 - b) Effective Interpersonal Skills**
 - Demonstrates initiative
 - Employs active listening and listens critically
 - Engages in discussion and dialog
 - Contributes to team
 - Demonstrates leadership
 - c) Effective Analytical Skills**
 - Identifies the right problem to be solved
 - Evaluates legitimacy and relevance of information and data from multiple sources
 - Demonstrates competence in applications of mathematics
 - Draws conclusions and inferences
 - Interprets statistical and numerical information with competence
 - Develops recommendations, alternatives or solutions
- 4. Use technology effectively to enhance productivity and efficiency on both individual and organizational levels**
- a) Effective Use of Technology**
 - Effectively creates Excel spreadsheets with computation functionality and presentation quality
 - Develops PowerPoint presentations with content, visual presentation and functionality that complement the oral component
 - Creates high quality Word documents and reports with professional elements incorporated
 - Locate legitimate academic resources including those from electronic sources
- 5. Use your business skills to make a difference in the world with the highest level of integrity and ethics**
- a) Professionalism, Integrity & Ethics**
 - Dresses appropriately for situation/professional
 - Exercises professional demeanor in all modes of communication
 - Arrives in timely fashion for commitments
 - Maintains positive/ethical approach
 - Identifies ethical issues
 - Is prepared

b. Performance Results

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

Assessment of student learning outcomes is presented below incorporating assessment from Peregrine and Capstone Assessments for our programs.

Exhibit 4.1

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

Performance Indicator	Definition
1. Student Learning Results	A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination.</i> Indicate measurement information (Direct, Indirect, Formative, Summative, Internal, External, and Comparative).

Analysis of Results

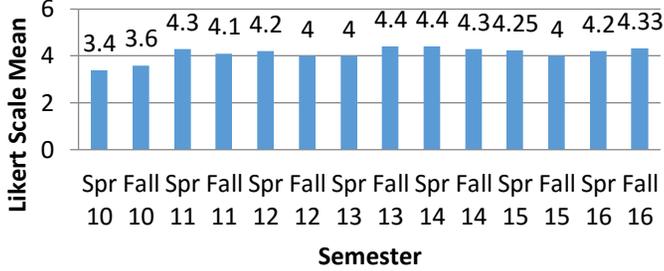
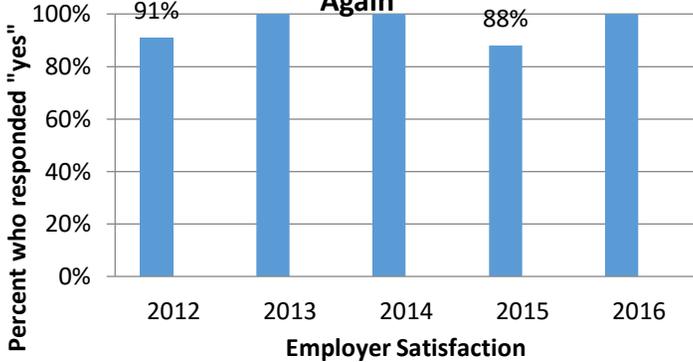
Performance Measure Measurable goal What is your goal?	What is your measurement instrument or process? Do not use grades. (Indicate length of cycle)	Current Results What are your current results?	Analysis of Results What did you learn from the results?	Action Taken or Improvement made What did you improve or what is your next step?	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)															
IU Outbound test scores on Peregrine will be on par with Peregrine outbound test scores for peer institutions.	External comparative formative and summative assessment. Test score comparison of Peregrine outbound testing is performed in capstone courses.	As shown in the chart, IU outbound average score had remained in line with peer institutions. There was a dip in the 2016/2017 results which are being investigated and action plans are being developed and implemented.	In the recent past, IU was close or slightly above peer institutions in outbound score results. There was a dip in the most recent year that will be examined in the upcoming year, noticeably in the areas of Operations and Production Management, Information Management, and Quantitative Research.	Faculty responsible for specific business programs are reviewing the results by functional area and developing appropriate action plans to improve scores. IU's new membership in the SAP University Alliance will better prepare students for topics in Operations and Production Management,	<p style="text-align: center;">Outbound Score</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Outbound Score Data</caption> <thead> <tr> <th>Year</th> <th>IU</th> <th>Traditional Campus Based</th> </tr> </thead> <tbody> <tr> <td>13/14</td> <td>48.02</td> <td>48.9</td> </tr> <tr> <td>14/15</td> <td>50.77</td> <td>48.9</td> </tr> <tr> <td>15/16</td> <td>49.79</td> <td>48.9</td> </tr> <tr> <td>16/17</td> <td>43.42</td> <td>48.9</td> </tr> </tbody> </table>	Year	IU	Traditional Campus Based	13/14	48.02	48.9	14/15	50.77	48.9	15/16	49.79	48.9	16/17	43.42	48.9
Year	IU	Traditional Campus Based																		
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				Information Management, and Quantitative Research by giving students hands-on and real life data, used to make decisions.																
IU Inbound/ Outbound test difference scores on Peregrine will be on par with Peregrine peer institutions	External comparative formative and summative assessment, along with test score comparison of Peregrine testing performed in IU cornerstone and capstone courses.	As demonstrated by the graph, the difference between IU inbound and outbound tests have generally remained on par for three of the last four years. There was a dip in the 2016/2017 results which are being investigated and action plans are being developed and implemented.	Aggregate scores benchmarked show positive results in three of the last four years. Students displayed low scores in the areas of Operations and Production Management, Information Management, and Quantitative Research.	Faculty responsible for specific business programs are reviewing the results by functional area and developing appropriate action plans to improve scores. IU's new membership in the SAP University Alliance will better prepare students for topics in Operations and Production Management, Information	<div data-bbox="1304 656 2020 1081" data-label="Figure"> <p style="text-align: center;">Inbound/Outbound Percent Change</p> <table border="1"> <caption>Inbound/Outbound Percent Change Data</caption> <thead> <tr> <th>Year</th> <th>IU</th> <th>Traditional Campus Based</th> </tr> </thead> <tbody> <tr> <td>13/14</td> <td>30.07</td> <td>34.31</td> </tr> <tr> <td>14/15</td> <td>57.33</td> <td>34.31</td> </tr> <tr> <td>15/16</td> <td>44.91</td> <td>34.31</td> </tr> <tr> <td>16/17</td> <td>25.17</td> <td>34.31</td> </tr> </tbody> </table> </div>	Year	IU	Traditional Campus Based	13/14	30.07	34.31	14/15	57.33	34.31	15/16	44.91	34.31	16/17	25.17	34.31
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				Management, and Quantitative Research by giving students hands-on and real life data, used to make decisions.													
Accounting major content area learning objectives as assessed in the program will be 4 (good) or higher on a 5 point scale for all accounting majors.	Direct assessment of student performance on learning objectives for the 2015/2016 and 2016/2017 academic years. (Learning Objectives listed above)	As shown in the chart, IU scores on all five learning objectives are above the goal of 4.0 for all majors. (Learning Objectives listed above)	Accounting majors excelled in Learning Objective 5, scoring 4.82 out of 5.00.	IU will continue to maintain high scores across all of these learning objectives.	<div data-bbox="1354 641 2026 1039" data-label="Figure"> <p style="text-align: center;">Accounting -Mean Score by Learning Objectives-Over Two years</p> <table border="1"> <caption>Accounting -Mean Score by Learning Objectives-Over Two years</caption> <thead> <tr> <th>Learning Objective</th> <th>Mean Score</th> </tr> </thead> <tbody> <tr> <td>A-LO1</td> <td>4.20</td> </tr> <tr> <td>A-LO2</td> <td>4.19</td> </tr> <tr> <td>A-LO3</td> <td>4.60</td> </tr> <tr> <td>A-LO4</td> <td>4.20</td> </tr> <tr> <td>A-LO5</td> <td>4.82</td> </tr> </tbody> </table> </div>	Learning Objective	Mean Score	A-LO1	4.20	A-LO2	4.19	A-LO3	4.60	A-LO4	4.20	A-LO5	4.82
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Target overall scores on Accounting Capstone Assessment of 4.0 (good) or higher on a 5.0 scale for ACC 422 (Capstone course for Accounting)	Direct, summative, internal, comparative assessment. Capstone assessment performed by instructors on students in capstone courses following a detailed rubric	Average scores for all Accounting majors have strengthened in the last five years. The Accounting major is very strong and the 2017 class was exceptional.	Global awareness has been strengthened with concurrent strengthening in several other areas.	The academic focus areas are getting emphasis aligned with the learning outcomes targeted.	<div data-bbox="1306 350 2018 776"> <h3 style="text-align: center;">Learning Outcomes Average in ACC 422</h3> <table border="1"> <caption>Learning Outcomes Average in ACC 422</caption> <thead> <tr> <th>Year</th> <th>Average Score</th> </tr> </thead> <tbody> <tr> <td>2013</td> <td>4.27</td> </tr> <tr> <td>2014</td> <td>4.69</td> </tr> <tr> <td>2015</td> <td>4.77</td> </tr> <tr> <td>2016</td> <td>4.52</td> </tr> <tr> <td>2017</td> <td>4.96</td> </tr> </tbody> </table> </div> <div data-bbox="1306 808 2018 1302"> <h3 style="text-align: center;">ACC 422 Capstone Assessment</h3> <table border="1"> <caption>ACC 422 Capstone Assessment</caption> <thead> <tr> <th>Learning Outcome</th> <th>2017</th> <th>2016</th> <th>2015</th> <th>2014</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>Average score</td> <td>4.96</td> <td>4.77</td> <td>4.52</td> <td>4.69</td> <td>4.27</td> </tr> <tr> <td>Professionalism, Integrity &...</td> <td>4.8</td> <td>4.7</td> <td>4.6</td> <td>4.5</td> <td>4.4</td> </tr> <tr> <td>Effective Use of Technology</td> <td>4.8</td> <td>4.7</td> <td>4.6</td> <td>4.5</td> <td>4.4</td> </tr> <tr> <td>Effective Analytical Skills</td> <td>4.8</td> <td>4.7</td> <td>4.6</td> <td>4.5</td> <td>4.4</td> </tr> <tr> <td>Effective Interpersonal Skills</td> <td>4.8</td> <td>4.7</td> <td>4.6</td> <td>4.5</td> <td>4.4</td> </tr> <tr> <td>Effective Communication</td> <td>4.8</td> <td>4.7</td> <td>4.6</td> <td>4.5</td> <td>4.4</td> </tr> <tr> <td>Global Awareness</td> <td>4.8</td> <td>4.7</td> <td>4.6</td> <td>4.5</td> <td>4.4</td> </tr> <tr> <td>Theory & Practice in Sectors</td> <td>4.8</td> <td>4.7</td> <td>4.6</td> <td>4.5</td> <td>4.4</td> </tr> </tbody> </table> </div>	Year	Average Score	2013	4.27	2014	4.69	2015	4.77	2016	4.52	2017	4.96	Learning Outcome	2017	2016	2015	2014	2013	Average score	4.96	4.77	4.52	4.69	4.27	Professionalism, Integrity &...	4.8	4.7	4.6	4.5	4.4	Effective Use of Technology	4.8	4.7	4.6	4.5	4.4	Effective Analytical Skills	4.8	4.7	4.6	4.5	4.4	Effective Interpersonal Skills	4.8	4.7	4.6	4.5	4.4	Effective Communication	4.8	4.7	4.6	4.5	4.4	Global Awareness	4.8	4.7	4.6	4.5	4.4	Theory & Practice in Sectors	4.8	4.7	4.6	4.5	4.4
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<p>Internship employer survey reflecting satisfaction with preparedness of students on average will be 3.2 or above on a 5.0 point scale.</p> <p>Moreover, employer surveys will reflect satisfaction with student initiative and leadership with an average of 3.2 or higher on a 5.0 scale.</p>	<p>Survey of internship employers</p>	<p>Employer Satisfaction rating for student preparedness averaged 4.39 on a 5.0 point scale, with the score at or above 4.0 for all semesters since 2009,</p> <p>Employer satisfaction of student initiative and leadership averaged 4.27 on a 5.0 scale since Fall 2013. Although this number was lower in the past, survey data indicates a score above 4.0 since 2011.</p> <p>When asked, employers routinely say they would hire an IU intern again. In some years, ALL responders</p>	<p>Student initiative in the internship continues to be a strength for IU students. This is a strong reason for high levels of employer satisfaction with IU interns.</p>	<p>The Business Department Practicum continues to be a high quality part of the curriculum and leads to the success of the department majors.</p>	<p style="text-align: center;">Employer Satisfaction with Student Preparedness for Internships</p> <table border="1"> <caption>Employer Satisfaction with Student Preparedness for Internships - Likert Scale Mean Data</caption> <thead> <tr> <th>Semester</th> <th>Likert Scale Mean</th> </tr> </thead> <tbody> <tr><td>Spr 10</td><td>3.8</td></tr> <tr><td>Fall 10</td><td>4.2</td></tr> <tr><td>Spr 11</td><td>4.3</td></tr> <tr><td>Fall 11</td><td>4.2</td></tr> <tr><td>Spr 12</td><td>4.2</td></tr> <tr><td>Fall 12</td><td>4.1</td></tr> <tr><td>Spr 13</td><td>4.2</td></tr> <tr><td>Fall 13</td><td>4.2</td></tr> <tr><td>Spr 14</td><td>4.2</td></tr> <tr><td>Fall 14</td><td>4.2</td></tr> <tr><td>Spr 15</td><td>4.2</td></tr> <tr><td>Fall 15</td><td>4.3</td></tr> <tr><td>Spr 16</td><td>4.4</td></tr> <tr><td>Fall 16</td><td>4.3</td></tr> </tbody> </table>	Semester	Likert Scale Mean	Spr 10	3.8	Fall 10	4.2	Spr 11	4.3	Fall 11	4.2	Spr 12	4.2	Fall 12	4.1	Spr 13	4.2	Fall 13	4.2	Spr 14	4.2	Fall 14	4.2	Spr 15	4.2	Fall 15	4.3	Spr 16	4.4	Fall 16	4.3
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		would like to rehire IU interns.			<p data-bbox="1409 354 1955 431" style="text-align: center;">Employer Satisfaction with Student Initiative</p>  <table border="1" data-bbox="1339 477 2003 748"> <caption>Employer Satisfaction with Student Initiative - Likert Scale Mean</caption> <thead> <tr> <th>Semester</th> <th>Likert Scale Mean</th> </tr> </thead> <tbody> <tr><td>Spr 10</td><td>3.4</td></tr> <tr><td>Fall 10</td><td>3.6</td></tr> <tr><td>Spr 11</td><td>4.3</td></tr> <tr><td>Fall 11</td><td>4.1</td></tr> <tr><td>Spr 12</td><td>4.2</td></tr> <tr><td>Fall 12</td><td>4</td></tr> <tr><td>Spr 13</td><td>4</td></tr> <tr><td>Fall 13</td><td>4.4</td></tr> <tr><td>Spr 14</td><td>4.4</td></tr> <tr><td>Fall 14</td><td>4.3</td></tr> <tr><td>Spr 15</td><td>4.25</td></tr> <tr><td>Fall 15</td><td>4</td></tr> <tr><td>Spr 16</td><td>4.2</td></tr> <tr><td>Fall 16</td><td>4.33</td></tr> </tbody> </table> <p data-bbox="1409 813 1913 841" style="text-align: center;">Employers that Would Hire the Intern Again</p>  <table border="1" data-bbox="1310 862 2003 1224"> <caption>Employers that Would Hire the Intern Again - Percent who responded "yes"</caption> <thead> <tr> <th>Year</th> <th>Percent who responded "yes"</th> </tr> </thead> <tbody> <tr><td>2012</td><td>91%</td></tr> <tr><td>2013</td><td>100%</td></tr> <tr><td>2014</td><td>100%</td></tr> <tr><td>2015</td><td>88%</td></tr> <tr><td>2016</td><td>100%</td></tr> </tbody> </table>	Semester	Likert Scale Mean	Spr 10	3.4	Fall 10	3.6	Spr 11	4.3	Fall 11	4.1	Spr 12	4.2	Fall 12	4	Spr 13	4	Fall 13	4.4	Spr 14	4.4	Fall 14	4.3	Spr 15	4.25	Fall 15	4	Spr 16	4.2	Fall 16	4.33	Year	Percent who responded "yes"	2012	91%	2013	100%	2014	100%	2015	88%	2016	100%
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Standard #5 Faculty and Staff Focus

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

Table 5.1 Standard 5 - Faculty- and Staff-Focused Results

Faculty and Staff Focused Results	Faculty and staff-focused results examine how well the organization creates and maintains a positive, productive, learning-centered work environment for business faculty and staff.
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		Analysis of Results													
Performance Measure	What is your measurement instrument or process? (Indicate length of cycle)	Current Results What are your current results?	Analysis of Results What did you learn from the results?	Action Taken or Improvement made What did you improve or what is your next step?	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)										
Measurable goal What is your goal?															
Maintain 80% of undergraduate credit hours in the accounting program taught by academically and/or professionally qualified faculty.	A Business Course Data Spreadsheet is generated after each academic year and maintained by the department.	100% of all undergraduate credit hours in the accounting program are taught by academically or professionally qualified faculty.	The current use of academically and professionally qualified full time and adjunct faculty is allowing our department to meet its goals.	All new full time and adjunct faculty hired for the accounting program will meet the academically and or professionally qualified standards set forth by ACBSP.	<p style="text-align: center;">Percent of Accounting Faculty Academically Prepared</p> <p>The bar chart displays the percentage of accounting faculty who are academically prepared across four academic years: 13-14, 14-15, 15-16, and 16-17. The y-axis represents the percentage from 0% to 100% in 20% increments. All four bars reach the 100% mark, indicating that 100% of the faculty were academically prepared in every year shown.</p> <table border="1"> <caption>Percent of Accounting Faculty Academically Prepared</caption> <thead> <tr> <th>Year</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>13-14</td> <td>100%</td> </tr> <tr> <td>14-15</td> <td>100%</td> </tr> <tr> <td>15-16</td> <td>100%</td> </tr> <tr> <td>16-17</td> <td>100%</td> </tr> </tbody> </table>	Year	Percent	13-14	100%	14-15	100%	15-16	100%	16-17	100%
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Maintain 80% of undergraduate credit hours in the accounting program taught by faculty with the CPA designation.	A Business Course Data Spreadsheet is generated after each academic year and maintained by the department.	100% of all undergraduate credit hours in the accounting program are taught by faculty with the CPA designation.	The current use of faculty with a CPA designation is allowing our department to meet its goals.	All new full time and adjunct faculty hired for the accounting program will hold a CPA designation.	<p style="text-align: center;">Percent of Accounting Faculty with CPA</p> <table border="1"> <caption>Percent of Accounting Faculty with CPA</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>13-14</td> <td>100%</td> </tr> <tr> <td>14-15</td> <td>100%</td> </tr> <tr> <td>15-16</td> <td>100%</td> </tr> <tr> <td>16-17</td> <td>100%</td> </tr> </tbody> </table>	Year	Percentage	13-14	100%	14-15	100%	15-16	100%	16-17	100%
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Maintain 80% of undergraduate credit hours in the accounting program taught by faculty professional with sufficient accounting practice experience or accounting consulting experience to ensure appropriate emphasis on accounting practice.	Annual faculty profile reports and adjunct faculty surveys of accounting practice and/or consulting experience.	100% of all undergraduate credit hours in the accounting program are taught by faculty professionals with accounting practice experience or accounting consulting experience.	The current use of faculty with accounting practice experience or accounting consulting experience is allowing our department to meet its goals.	All new full time and adjunct faculty hired for the accounting program will have sufficient accounting practice experience or accounting consulting experience to ensure appropriate emphasis on accounting practice.	<p style="text-align: center;">Percent of Accounting Faculty with Professional Accounting Experience</p> <table border="1"> <caption>Percent of Accounting Faculty with Professional Accounting Experience</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>13-14</td> <td>100%</td> </tr> <tr> <td>14-15</td> <td>100%</td> </tr> <tr> <td>15-16</td> <td>100%</td> </tr> <tr> <td>16-17</td> <td>100%</td> </tr> </tbody> </table>	Year	Percentage	13-14	100%	14-15	100%	15-16	100%	16-17	100%
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13-14	100%														
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15-16	100%														
16-17	100%														

Faculty Qualifications

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

NAME	MAJOR TEACHING FIELD	COURSES TAUGHT	EARNED DEGREES	PROFESSIONAL CERTIFICATION CRITERIA	ACBSP QUALIFICATION
Pelzer, Richonda	Accounting/Finance/Economics	ACC317 Cost Accounting	MBA BA	CPA PMP	Professionally
Stockton, Mary Lou	Accounting	ACC 313 Federal Income Tax ACC 314 Advanced Tax	MBA BA	CPA Personal Finance Specialist	Professionally

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

Codes for Scholarly Activities:

A = Scholarship of Teaching

B = Scholarship of Discovery

C = Scholarship of Integration

D = Scholarship of Application

Faculty Member	Highest Degree Earned	Professional Certification	Scholarly Activities				Professional Activities			
			Papers Presented	Published Articles/ Manuscripts/ Books	Consulting	Professional Related Service	Professional Conferences/ Workshops	Professional Meetings	Professional Memberships	Other
Pelzer Richonda	MBA	D-2					C-1	C-1	D-3	
Stockton Mary Lou	MBA	D-1						C-2	D-3	

Standard #6 Educational and Business Process Management

a. Curriculum

1. List any existing accredited degree programs/curricula that have been **substantially revised** since your last report and attach a Table - Standard 6, Criterion 6.1.3 – Undergraduate CPC Coverage for each program.

None of the existing degree programs have been substantially revised.

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

No new accounting degree programs have been developed.

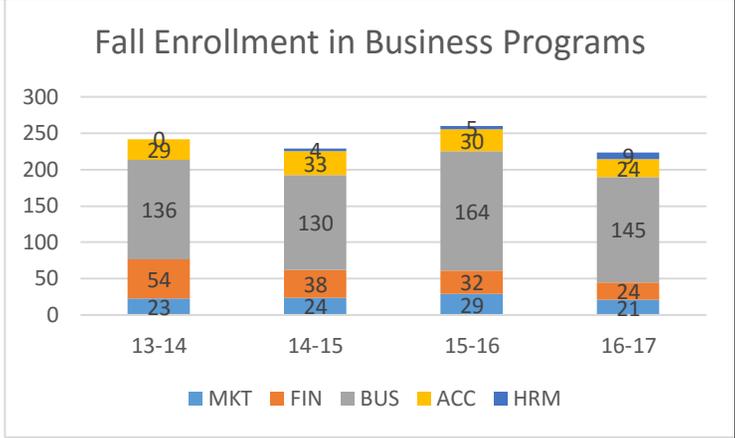
Complete table 6.1. Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

Table 6.1 Standard 6 - Organizational Performance Results

<p>5. Organizational Effectiveness Results</p>	<p>Organizational effectiveness results examine attainment of organizational goals. Each business unit must have a systematic reporting mechanism for each business program that charts enrollment patterns, student retention, student academic success, and other characteristics reflecting students' performance.</p> <p>Key organizational effectiveness results reflecting department goals are analyzed below covering enrollment, class size, and faculty qualifications.</p>
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		Analysis of Results			
Performance Measure	Measurement Instrument/ Process	Current Results	Analysis of Results	Action or Improvement Made	
Double fall 2014 enrollment by 2020	Actual student enrollment tracked by program by semester.	Fall enrollment in the all business programs	Due to the highly competitive environment for adult learners in the South	<ul style="list-style-type: none"> Developed a flexible online delivery format for College of Lifelong Learning in 2015. 	

		Analysis of Results			
Performance Measure	Measurement Instrument/ Process	Current Results	Analysis of Results	Action or Improvement Made	
		continues to remain flat or decline slightly. Traditional undergraduate enrollment has fluctuated slightly between 118 and 130 students over the past three years. While the CE program did experience a spike in 2014, fall enrollment numbers returned to a stable level in 2015 and 2016. While ACCEL enrollment numbers continues to decline, 2015 and 2016 saw the addition of 43 and 37 new online students.	Eastern Pennsylvania area and the decreased financial support for tuition reimbursement from businesses, enrollment in ACCEL has steadily declined.	<ul style="list-style-type: none"> Increased department program marketing including radio, print, billboard, and electronic. Created plethora of tangible hand-outs evidencing the depth of learning experiences in the curriculum. E-Blast messages developed to promote programs. Based on feedback from the BAB and local community, the department is launching a new Business Leadership program for College of Lifelong Learning in fall 2017. 	
Maintain small accounting	Actual student enrollment in classes tracked	Class sizes have remained	Maximum class sizes have remained at 22	Monitor class sizes and offer additional sections	



Incoming enrollment for traditional students has flattened, while the adult/continuing education programs (CE and ACCEL) have dropped off markedly. The new flexible and online degree programs have gained some momentum, but unfortunately have not made up for the prior ACCEL enrollment.

		Analysis of Results																																	
Performance Measure	Measurement Instrument/ Process	Current Results	Analysis of Results	Action or Improvement Made																															
class averaging 20 or fewer students.	by academic year.	small, continuing to meet the performance goal.	or lower, and the average class size has stayed in the range of 11-12 students.	of courses when enrollment grows. Monitor student satisfaction associated with class size.	<p style="text-align: center;">Average Class Size</p> <table border="1"> <caption>Average Class Size Data</caption> <thead> <tr> <th>Term</th> <th>BUS</th> <th>FIN</th> <th>HRM</th> <th>MKT</th> <th>ACC</th> </tr> </thead> <tbody> <tr> <td>Fall 15</td> <td>14</td> <td>12</td> <td>10</td> <td>9</td> <td>12</td> </tr> <tr> <td>Spring 16</td> <td>15</td> <td>12</td> <td>3</td> <td>16</td> <td>10</td> </tr> <tr> <td>Fall 16</td> <td>12</td> <td>12</td> <td>10</td> <td>11</td> <td>9</td> </tr> <tr> <td>Spring 17</td> <td>13</td> <td>12</td> <td>8</td> <td>19</td> <td>10</td> </tr> </tbody> </table>	Term	BUS	FIN	HRM	MKT	ACC	Fall 15	14	12	10	9	12	Spring 16	15	12	3	16	10	Fall 16	12	12	10	11	9	Spring 17	13	12	8	19	10
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Maintain accounting student engagement in business academic honors.	Count of students inducted and invited.	Accounting students continue to accept invitations to academic honor societies and appreciate the professional recognition.	The university continues to invite the top 20% of junior and senior students to be honored as members of its business honor society.	Upon accreditation, Immaculata joined Delta Mu Delta Honor Society. Sigma Beta Delta honor recognitions preceded this. Accounting students continue to accept invitations relative to total eligible. Over the past four years, the number of student inductees have averaged approximately 25% of those invited. The students indicated that the cost of membership is the primary reason for not joining the honor society.	<p style="text-align: center;">Accounting Students in Honor Society</p> <table border="1"> <caption>Accounting Students in Honor Society Data</caption> <thead> <tr> <th>Year</th> <th>Academically Eligible</th> <th>Inducted</th> </tr> </thead> <tbody> <tr> <td>14-15</td> <td>3</td> <td>2</td> </tr> <tr> <td>15-16</td> <td>2</td> <td>1</td> </tr> <tr> <td>16-17</td> <td>2</td> <td>2</td> </tr> </tbody> </table>	Year	Academically Eligible	Inducted	14-15	3	2	15-16	2	1	16-17	2	2																		
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