

IMMACULATA UNIVERSITY

BUSINESS AND ACCOUNTING DEPARTMENT



QUALITY ASSURANCE REPORT

**Dual Accreditation of Business & Accounting Programs
Accreditation Council for Business Schools and Programs (ACBSP)**

September 2015

**Immaculata University 2015 Quality Assurance Report
Accreditation Council for Business Schools and Programs**

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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: Charlene Y. Fitzwater, Ph.D.
Phone: 610-647-4400 x3472
E-mail address: cfitzwater@immaculata.edu
ACBSP Champion name: Charlene Y. Fitzwater, Ph.D.
ACBSP Co-Champion name: Elizabeth Faunce, Ph.D., C.F.P.

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.

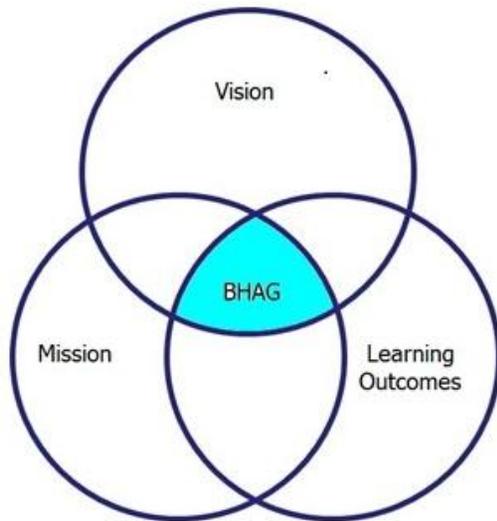
In this section information is provided for the Notes on Standards #2, 4, and 6 as well the Condition on Standard #4. Immaculata University requests removal of all notes and the condition.

Note on Standard #2

The accounting program should consider developing a more comprehensive strategic plan which links to and relates with the strategic plan of the business unit.

The Accounting Department has developed and is implementing a more comprehensive strategic plan aligned and integrated with the Business and Accounting Department strategic plan. The finalized Accounting Department Strategic Plan as approved by the department is for 2015-2020. It is shown in overview format below.

Accounting Department Strategic Plan



Business & Accounting Department Mission

The Business, Accounting and Economics Department programs, rooted in academic rigor, ethical integrity and Christian core values, encourage a commitment to lifelong learning and professional excellence. Balancing theory and practice in the learning experience, development of knowledge, skills and capabilities contribute to formation of a truly educated person.

Business & Accounting Department Vision

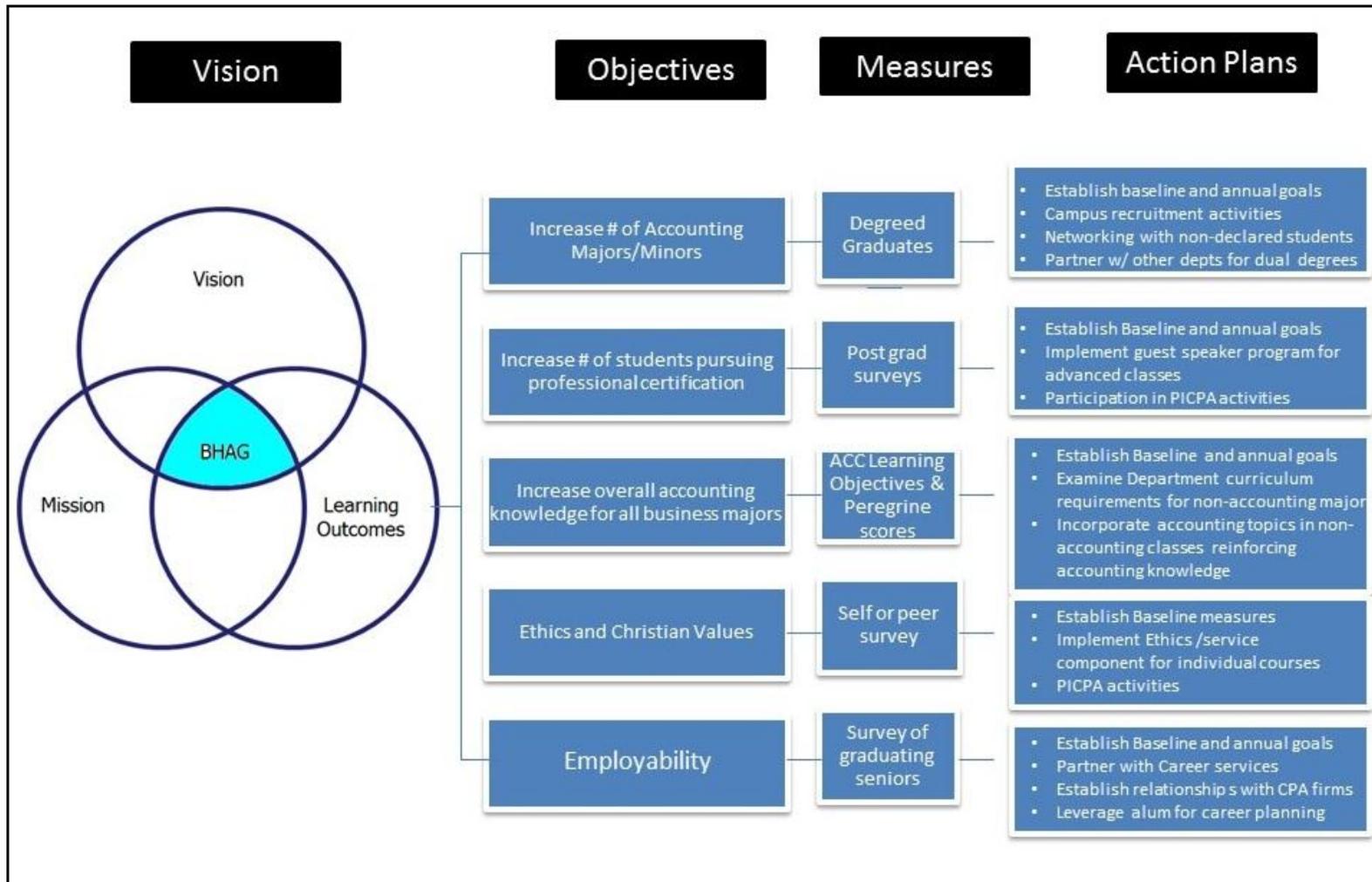
Immaculata University's Business and Accounting Department will double in size by 2020 and be recognized for outstanding success developing values-based, service-oriented business leaders for the global community.

Accounting Student Learning Outcomes

- Create, analyze and evaluate the four basic financial statements (Balance Sheet, Income Statement, Statement of Cash Flows and Statement of Owners Equity).
- 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.
- Prepare transactions and analyze accounts applying financial and managerial accounting standards and utilizing appropriate terminology.
- Understand and apply accounting transactions for advanced accounting topics including corporate consolidations, partnership accounting, governmental accounting and international considerations.
- Prepare individual and corporate tax returns including the appropriate research and application of current tax code regulations.

Accounting Department BHAG

Double the number of CUS and CE Accounting major students by 2020



The Accounting Department plan aligns with the Business and Accounting Department plan in the mission, vision, and by indicating specific student learning outcomes, enrollment objectives, and action plans to move toward the measurable strategic objectives.

Removal of this Note is Requested.

As demonstrated above, the note has been addressed. Removal of this note is requested.

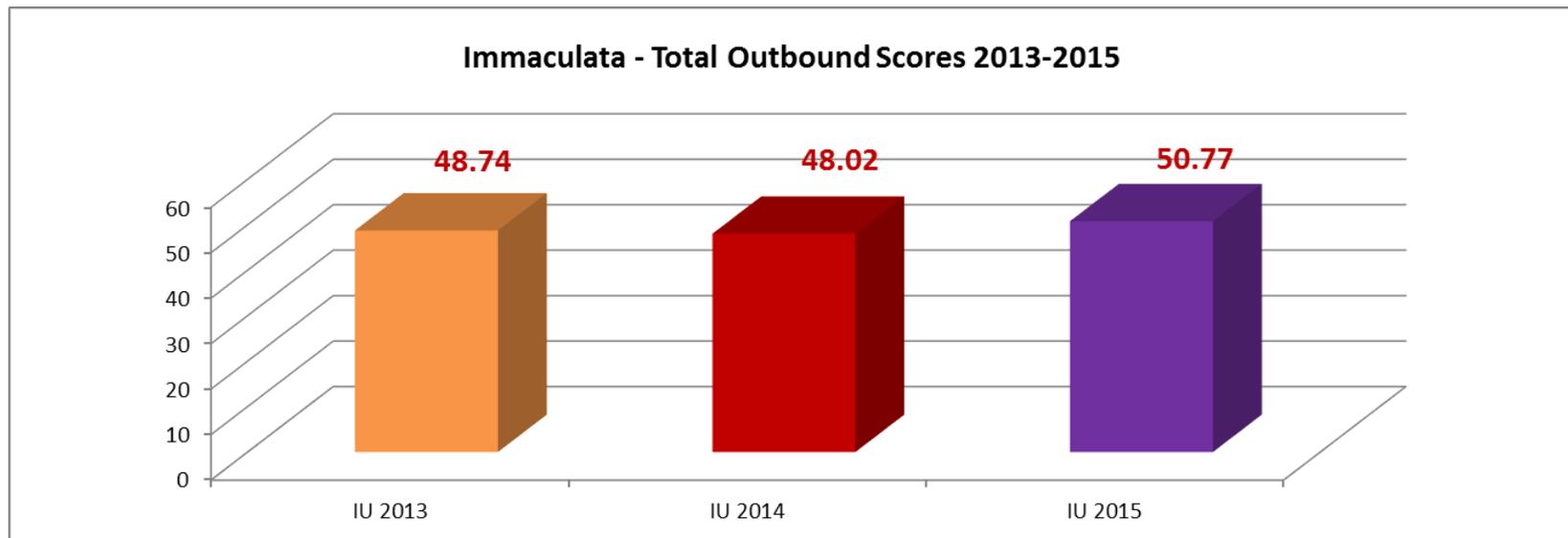
Note on Standard #4 Measurement and Analysis of Student Learning and Performance

Note on Standard 4, Criterion 4.2: It is recognized that the business unit has adopted the Peregrine system for assessing learning related to the CPC. It needs to continue to use one or more external methods and analyze a minimum of three successive sets of periodic results to establish a trend.

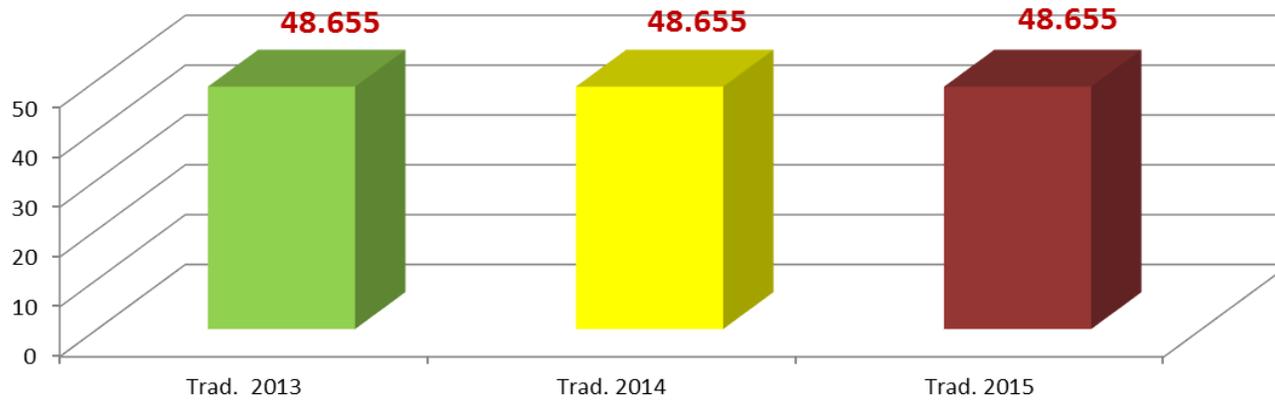
Peregrine Data Results have already been leveraged to affirm program strengths and to identify areas for improvement. We receive data from the inbound and outbound assessments and summarize them on an annual basis. The multiple data points shown below enable us to show year over year analysis and monitor trends. Our inbound tests are administered to students taking BUS235 Business Computer Applications, a cornerstone course that Department majors are required to take in the beginning of their program. Our outbound test is taken by students taking the capstone course for their programs.

Total Outbound Scores

The two graphs below show a three year trend of total outbound scores for Immaculata students and our benchmark, traditional campus based programs. While traditional campus based programs stayed at 48.655, Immaculata went from 48.74 to 50.77. The data affirms that student knowledge is aligned with benchmark programs and is holding steady.



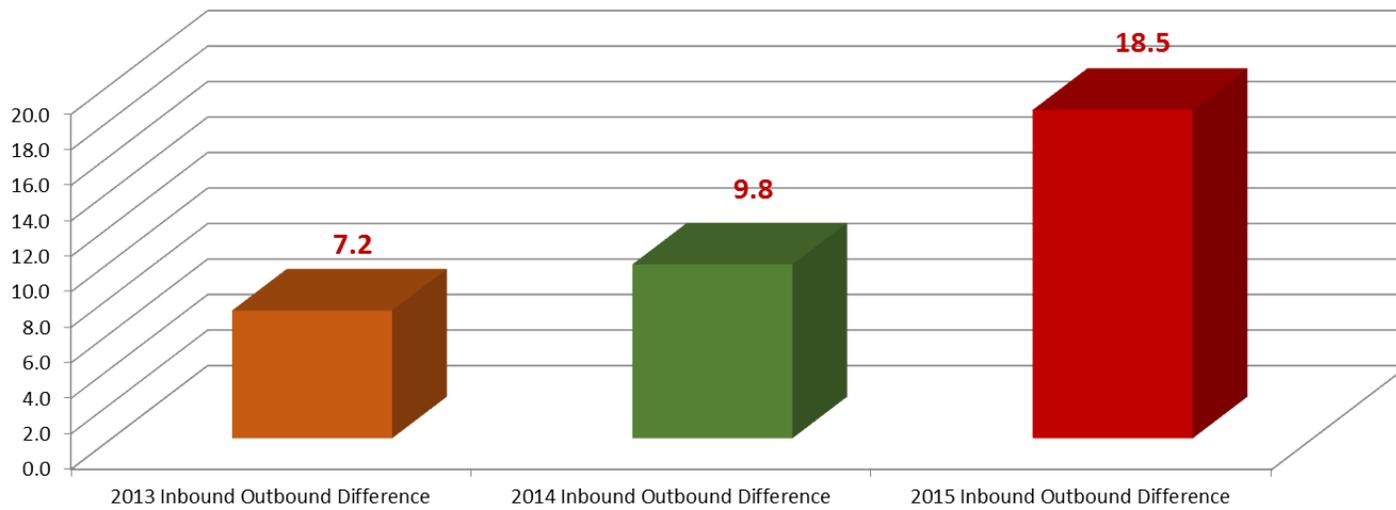
Traditional Campus Based - Total Outbound Scores 2013-2015



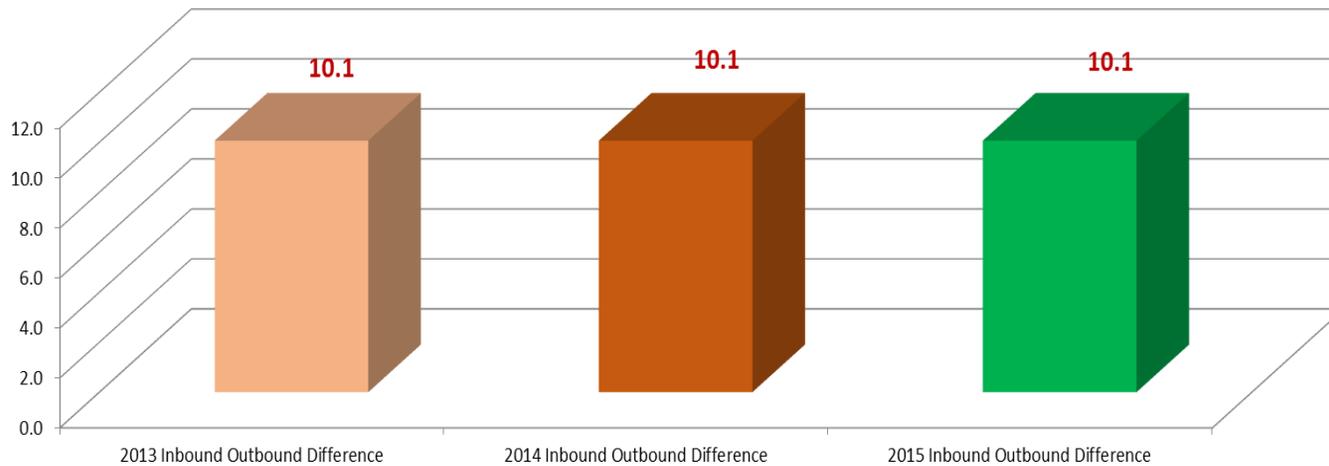
Difference Between Inbound and Outbound Scores

The difference between inbound and outbound scores has shown an upward trend in the last three years.

Immaculata - Inbound Outbound Difference



Traditonal Campus Based Programs - Inbound Outbound Difference

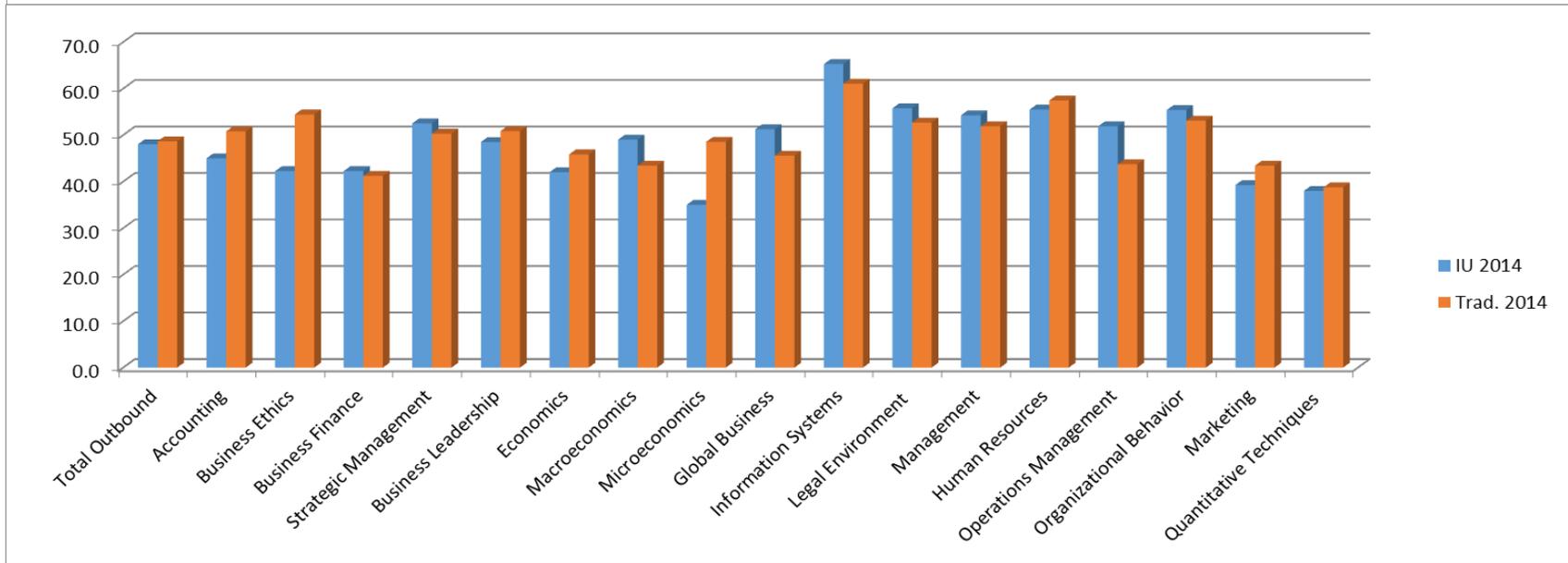
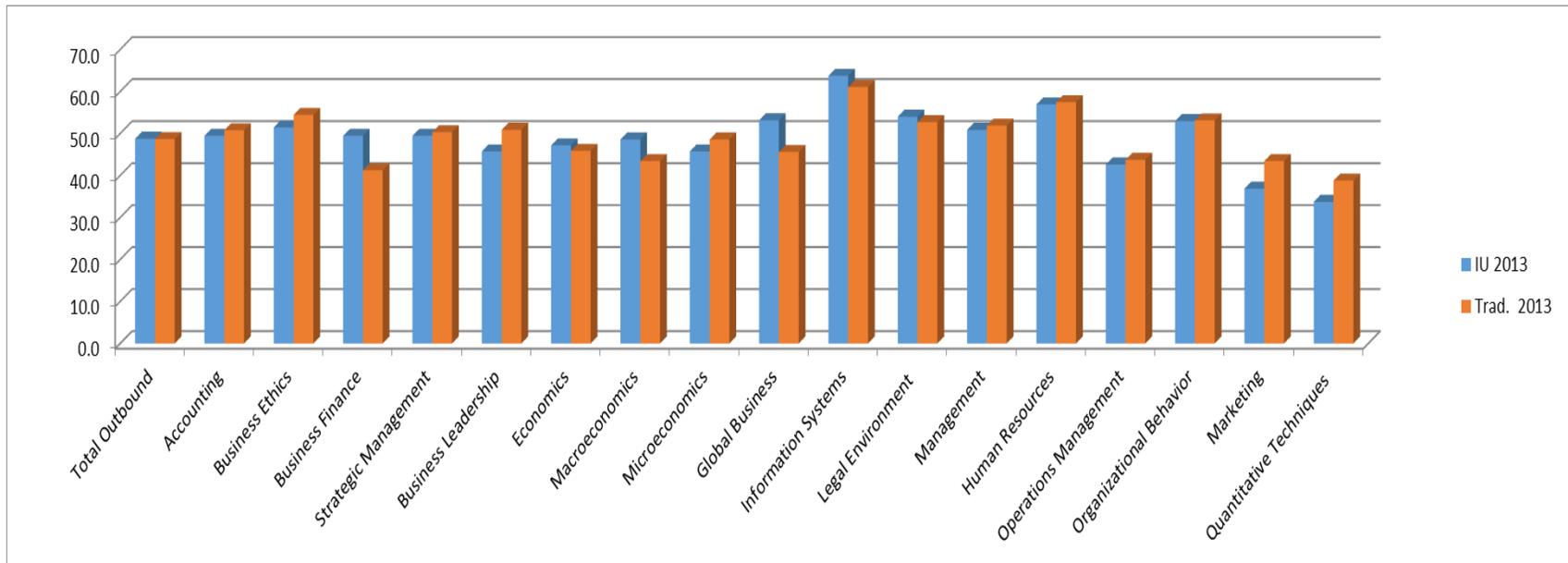


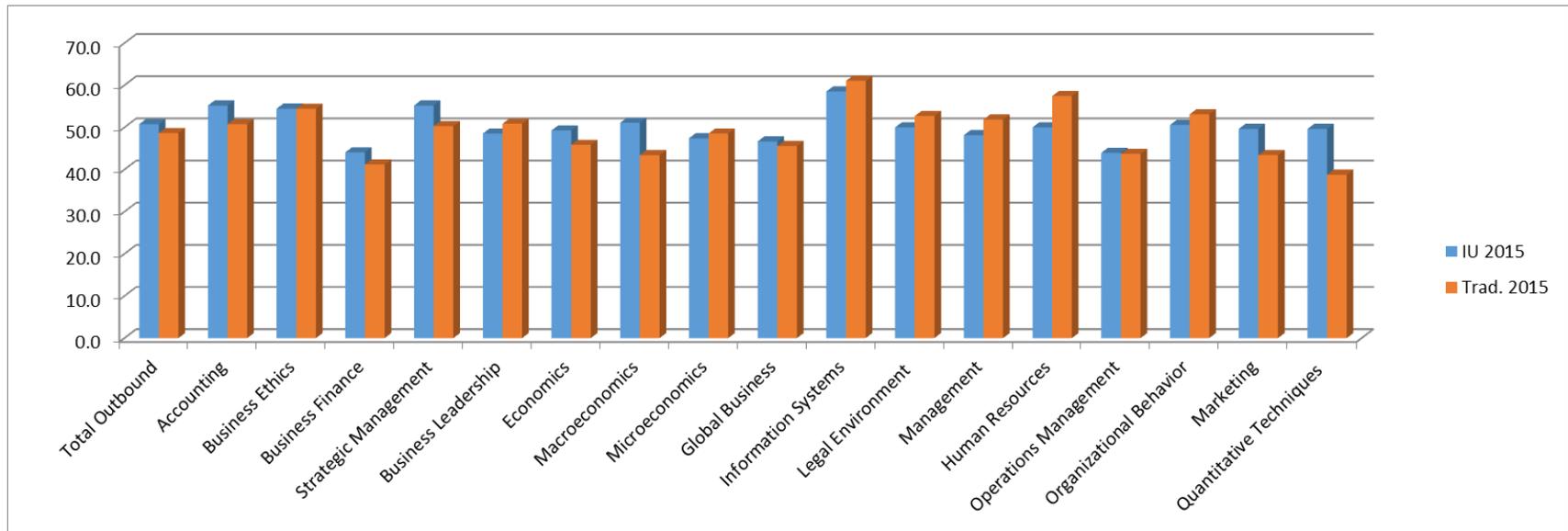
The difference between overall inbound scores and outbound scores for 2013, 2014, and 2015 remained constant for the benchmark group at 10.1. While Immaculata had a difference less than the bench mark in 2013, it was on par in 2014 and considerably above in 2015. Our goal is to keep this difference on par with our benchmark.

Outbound Scores by Subject Area

The three graphs which follow show a side by side comparison of outbound scores in different subject areas for Immaculata and traditional campus based programs for 2013, 2014, and 2015. Immaculata scored on par with or above its benchmark each year. These charts break down the content areas for the aggregate outbound scores shown above.

Improvement can be seen, for example, in the Quantitative Analysis scores which were a focus area after the first Peregrine tests were administered.





As was required by this note, three successive periods of external data have been and continue to be used to guide assessment of student learning and performance and to identify opportunities for continuous improvement for the programs.

Removal of this Note is Requested.

As demonstrated above, the note has been addressed by gathering and utilizing three years of data. Removal of this note is requested.

Condition on Standard #4 Measurement and Analysis of Student Learning and Performance

The unit must develop student learning outcomes for each of its programs that require a minimum of 12 credit hours of coursework beyond the CPC and/or is recorded on a student’s transcript. An assessment plan must be developed for each program, with data collected, analyzed and action taken based on the results.

Overall Updated Assessment Plan Description

Student learning outcomes for Immaculata’s Business and Accounting programs have been expanded to require learning outcomes differentiated for each of the programs while maintaining common requirements as well. Additionally, the assessment plan incorporates data collection, analysis and action taken based on the results in each program. Information regarding the expanded student learning outcomes and detail used for measurement and analysis of student learning and performance is provided for each major in the following section “Student Learning Outcomes.”

Each learning objective delineated is assessed either in a key course in the major (for all learning objectives #1) or in the capstone course for the major (for all learning objectives #2, #3, #4 and #5). The assessment data is compiled each year and trend analysis is tracked.

All learning objectives are also assessed by “Beginning, Middle and End Point” analysis prepared by the department at the end of each academic year. These exercises incorporate the individual student observations and invite a dialog among all full time faculty. These discussions lead to action plans for strengthening the curriculum and learning experiences.

Based on the results, score analysis each year and trend analysis, actions are taken to continuously improve the programs.

Student Learning Outcomes

The student learning outcomes for each of the programs in the Business and Accounting Department have been expanded to include specific learning outcomes for each major to demonstrate knowledge, skills and capabilities essential to the major, as well as continuing to have learning objectives that are shared across the programs. The program-by-program learning objectives are articulated below by major.

Accounting Major Student Learning Outcomes

1. Demonstrate knowledge, skills and capabilities essential to Accounting

- 1.1.** Create, analyze and evaluate the four basic financial statements (Balance Sheet, Income Statement, Statement of Cash Flows and Statement of Owners Equity).
- 1.2.** 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.
- 1.3.** Prepare transactions and analyze accounts applying financial and managerial accounting standards and utilizing appropriate terminology.
- 1.4.** Understand and apply accounting transactions for advanced accounting topics including corporate consolidations, partnership accounting, governmental accounting and international considerations.
- 1.5.** 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

2.1. 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

2.2. Global Awareness

- Knows about relevant current events
- Demonstrates cultural awareness
- Integrates international perspective

3. Exercise effective interpersonal, communication, and analytical skills

3.1. 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

3.2. Effective Interpersonal Skills

- Demonstrates initiative
- Employs active listening and listens critically
- Engages in discussion and dialog
- Contributes to team
- Demonstrates leadership

3.3. 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

4.1. 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

5.1. 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

Business Management Major Student Learning Outcomes

1. Demonstrate knowledge, skills and capabilities essential to Business Management

- 1.1. Assess and identify effective organizational management, including planning, organizing, staffing, leading and establishing policies and procedures.
- 1.2. Understand accounting processes and analyze financial statements to evaluate a firm's performance, strengths and weaknesses.
- 1.3. Make operational recommendations integrating consideration of management, marketing, financial, human resource, legal, ethical, and global factors.
- 1.4. Generate results by exercising goal-oriented personal leadership, initiative and teamwork evidencing understanding interpersonal dynamics and motivation.
- 1.5. Evaluate current global macroeconomic and competitive dynamics, assess the implications for business operations and strategy, and recommend strategic alternatives for organizations.

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- Examines the macroeconomic impacts on business success
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- 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

2.2. Global Awareness

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Finance Major Student Learning Outcomes

1. Demonstrate knowledge, skills and capabilities essential to Finance

- 1.1. Analyze financial statements to evaluate a firm's performance using key financial ratios of profitability, asset utilization, debt, liquidity, and market value. Based on this analysis, determine the firm's strengths and weaknesses.

- 1.2. Effectively apply and analyze required rate of return, and time value of money for applications including managing investments, capital budgeting, and cost of capital assessment.
 - 1.3. Understand and assess the operation, mechanisms and structure of the United States banking system including the regulatory and policy role of the Federal Reserve.
 - 1.4. Assess and develop investment objectives for a well-diversified investment portfolio, specifically regarding the relationship between risk and return.
 - 1.5. Apply finance and risk management concepts in developing recommended budgets and financial plans.
- 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**
- 2.1. Theory & Practice in Sectors**
- Uses appropriate vocabulary
 - Articulates the connection between theory and practice
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 - Reflects on outcomes and performance assessment
 - Reflects on personal applications of theories
- 2.2. Global Awareness**
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Human Resource Management Major Student Learning Outcomes

1. Demonstrate knowledge, skills and capabilities essential to Human Resource Management

- 1.1. Decode and describe jobs, positions and structure in the context of the strategy of an organization including specifying skills inventory required.
- 1.2. Develop recruitment strategy and approach for specific organizational positions based on assessment of alternative recruitment methods, interview techniques, and selection process styles.
- 1.3. Complete a needs assessment and develop training programs for specific positions within an organization.
- 1.4. Analyze employee benefits alternatives and operating dynamics based on core decision-making rationale, including costs, motivational impact, operational considerations, market trends and collective bargaining agreements.
- 1.5. Understand the impact of human resource management on effective leadership, strategy execution and change management.

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

2.1. 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.)
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2.2. Global Awareness

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Marketing Management Major Student Learning Outcomes

1. Demonstrate knowledge, skills and capabilities essential to Marketing Management

- 1.1. Assess the effect of marketing on customer value in general and as applied to specific products and services.
- 1.2. Design, execute and analyze targeted marketing research applying appropriate research method, as well as qualitative and quantitative data analysis.
- 1.3. Understand, assess and evaluate product and service brand positioning, market segmentation strategies, alternative advertising strategies, effects of media messages, and sales processes in a global context.
- 1.4. Develop a complete marketing plan that integrates consideration of distribution channels, alternative marketing strategies, pricing, competitive environment, brand messages, and strategic positioning.
- 1.5. Understand and evaluate the design, management and importance of promotional activities in integrated marketing channels.

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

2.1. Theory & Practice in Sectors

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- Locate legitimate academic resources including those from electronic sources

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- Exercises professional demeanor in all modes of communication
- Arrives in timely fashion for commitments
- Maintains positive/ethical approach
- Identifies ethical issues
- Is prepared

Data Evidencing Assessment of Student Learning Outcomes

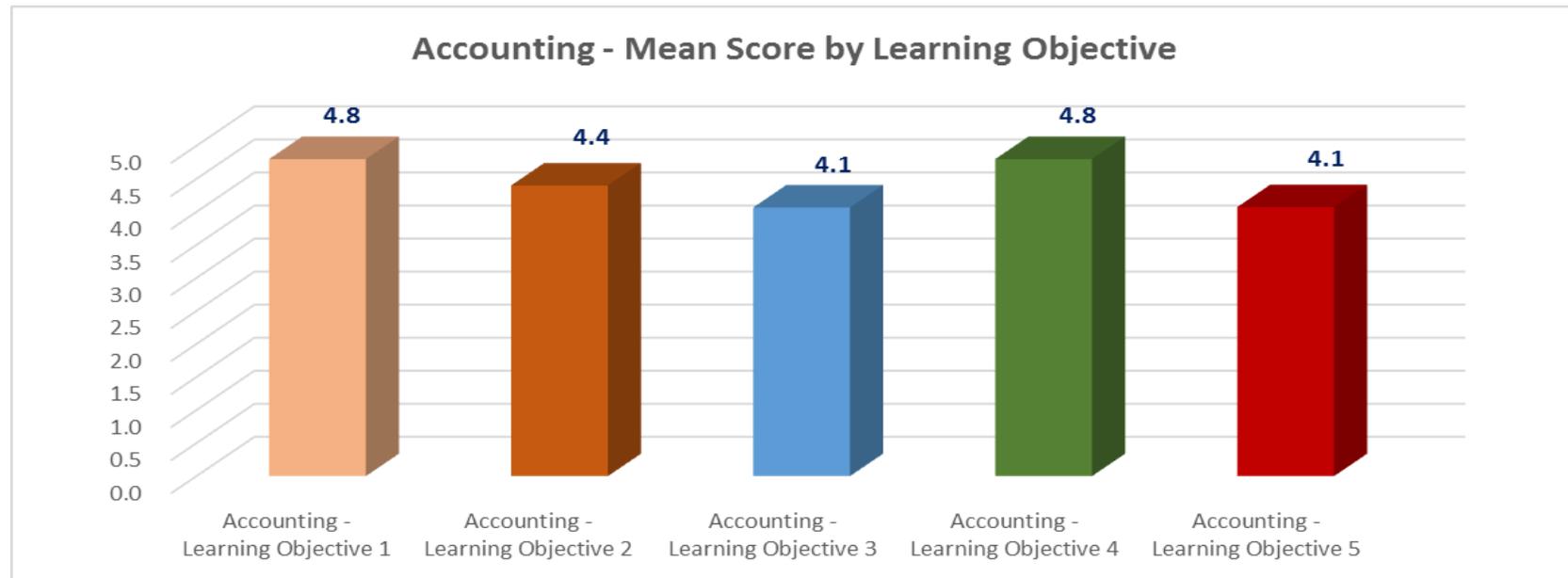
As described previously, learning outcomes for each program are assessed. These include the detailed knowledge learning objectives (Learning Objectives 1.1-1.5 for each program). Scores on each of the learning objectives delineated in “1” for each program above are shown below. The list of objectives is provided with each chart.

The charts below show the mean score by learning objective for each program requiring more than 12 credit hours of work beyond CPCs. The goal is to maintain a score above 4.0 for each learning objective for each program.

Accounting

Demonstrate knowledge, skills and capabilities essential to Accounting

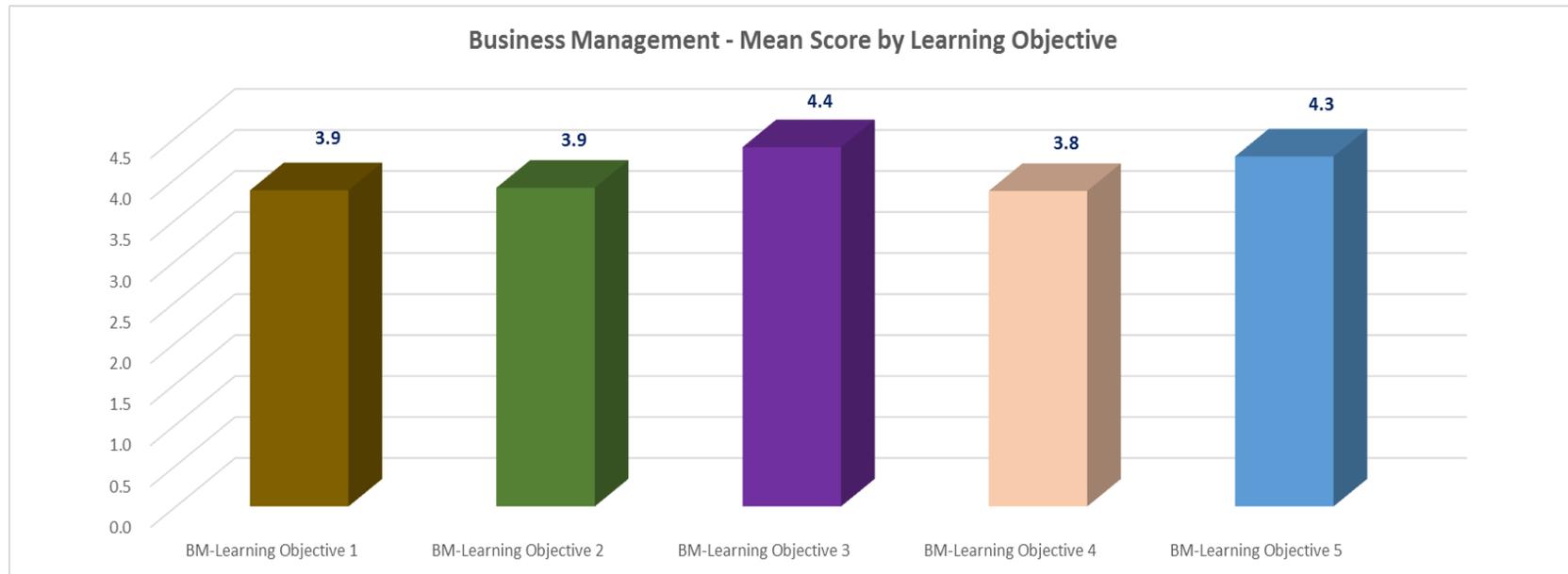
1. Create, analyze and evaluate the four basic financial statements (Balance Sheet, Income Statement, Statement of Cash Flows and Statement of Owners Equity).
2. Understand, assess and evaluate internal accounting controls for a company applying Professional Auditing Standards and Practices. Specific 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.
3. Prepare transactions and analyze accounts applying financial and managerial accounting standards and utilizing appropriate terminology.
4. Understand and apply accounting transactions for advanced accounting topics including corporate consolidations, partnership accounting, governmental accounting and international considerations.
5. Prepare individual and corporate tax returns including the appropriate research and application of current tax code regulations.



Business Management

Demonstrate knowledge, skills and capabilities essential to Business Management

1. Assess and identify effective organizational management, including planning, organizing, staffing, leading and establishing policies and procedures.
2. Understand accounting processes and analyze financial statements to evaluate a firm's performance, strengths and weaknesses.
3. Make operational recommendations integrating consideration of management, marketing, financial, human resource, legal, ethical, and global factors.
4. Generate results by exercising goal-oriented personal leadership, initiative and teamwork evidencing understanding interpersonal dynamics and motivation.
5. Evaluate current global macroeconomic and competitive dynamics, assess the implications for business operations and strategy, and recommend strategic alternatives for organizations.

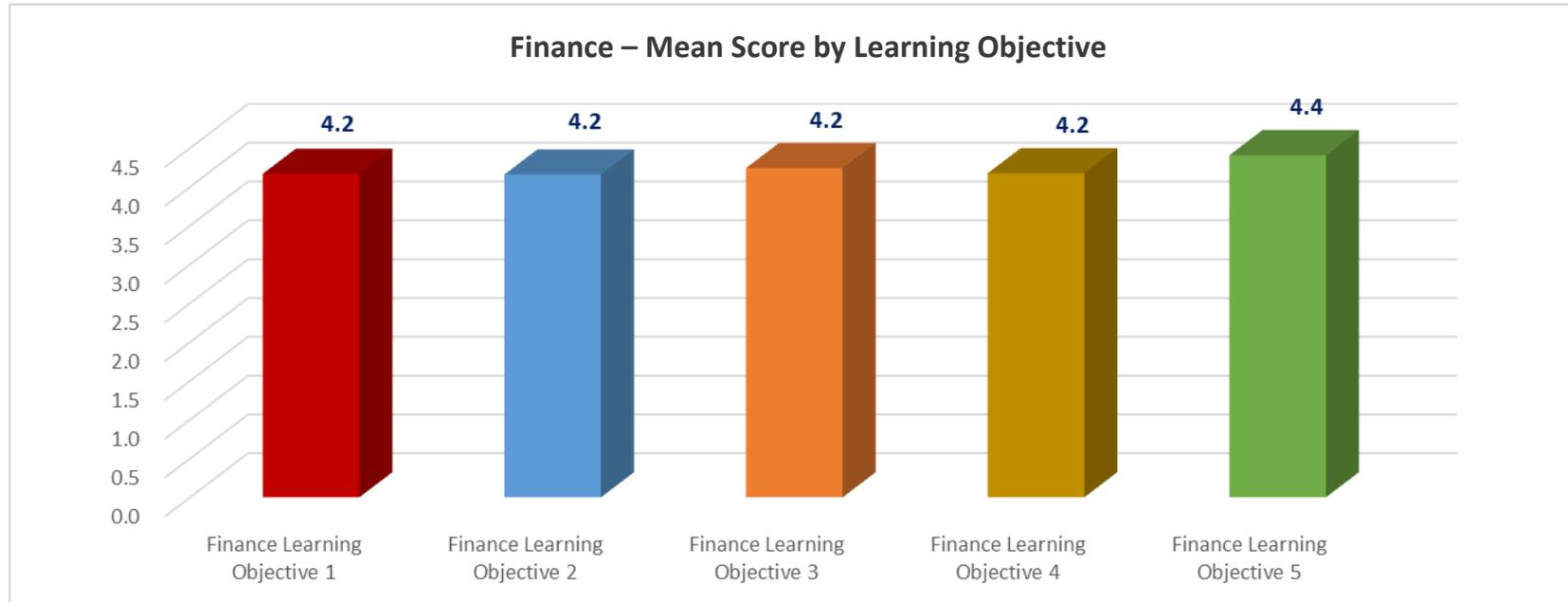


Finance

Demonstrate knowledge, skills and capabilities essential to Finance

1. Analyze financial statements to evaluate a firm's performance using key financial ratios of profitability, asset utilization, debt, liquidity, and market value. Based on this analysis, determine the firm's strengths and weaknesses.
2. Effectively apply and analyze required rate of return, and time value of money for applications including managing investments, capital budgeting, and cost of capital assessment.

3. Understand and assess the operation, mechanisms and structure of the United States banking system including the regulatory and policy role of the Federal Reserve.
4. Assess and develop investment objectives for a well-diversified investment portfolio, specifically regarding the relationship between risk and return.
5. Apply finance and risk management concepts in developing recommended budgets and financial plans.

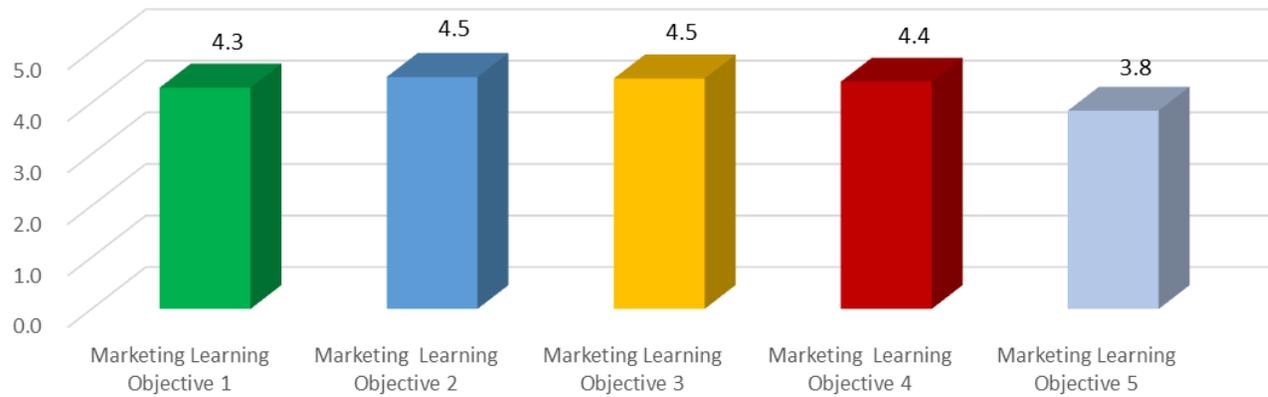


Marketing Management

Demonstrate knowledge, skills and capabilities essential to Marketing Management

1. Assess the effect of marketing on customer value in general and as applied to specific products and services.
2. Design, execute and analyze targeted marketing research applying appropriate research method, as well as qualitative and quantitative data analysis.
3. Understand, assess and evaluate product and service brand positioning, market segmentation strategies, alternative advertising strategies, effects of media messages, and sales processes in a global context.
4. Develop a complete marketing plan that integrates consideration of distribution channels, alternative marketing strategies, pricing, competitive environment, brand messages, and strategic positioning.
5. Understand and evaluate the design, management and importance of promotional activities in integrated marketing channels.

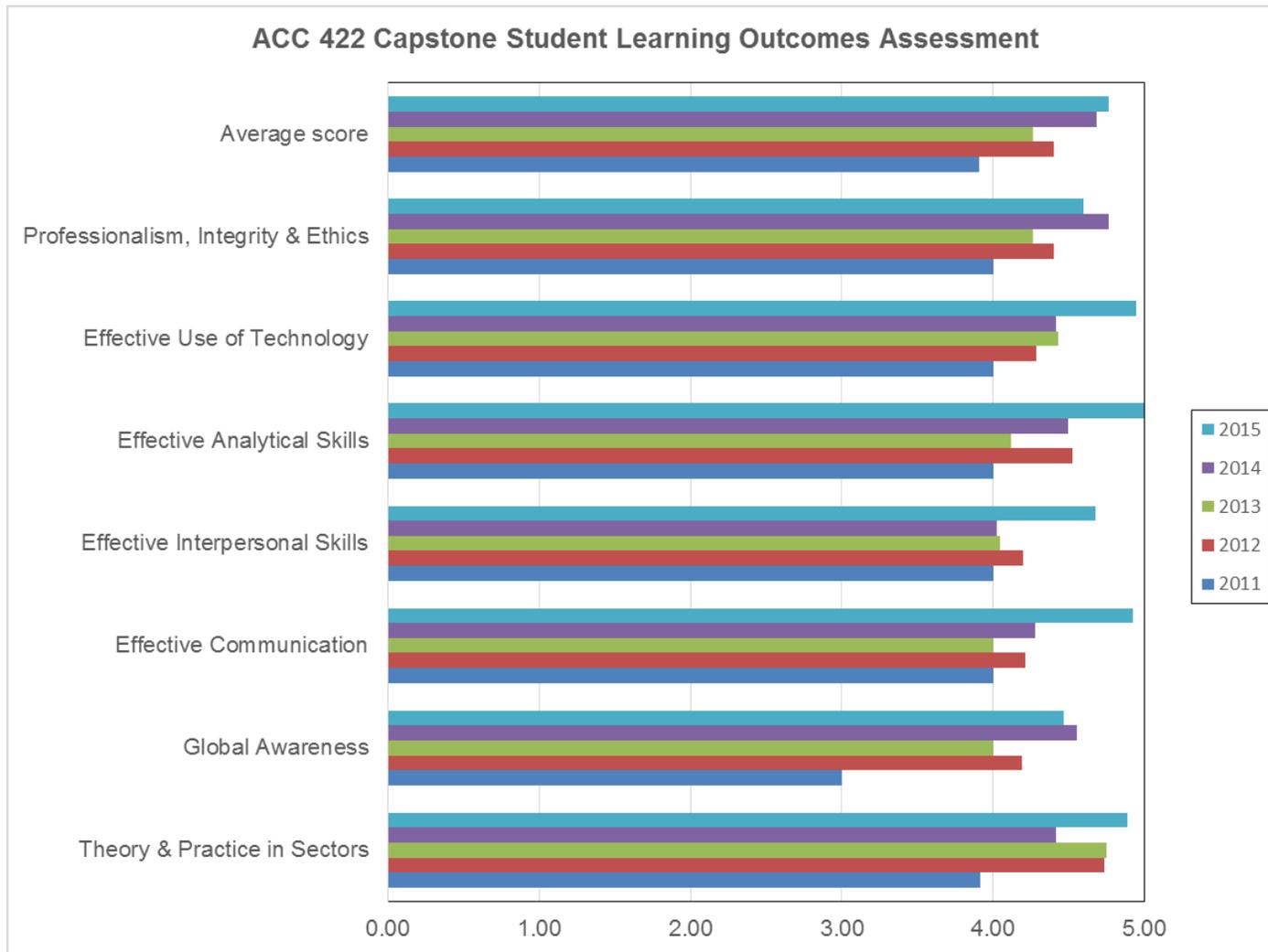
Marketing - Mean Score by Learning Objective



Furthermore, the learning objectives assessed for all the programs are also evaluated consistent with the assessment plan in capstone courses.

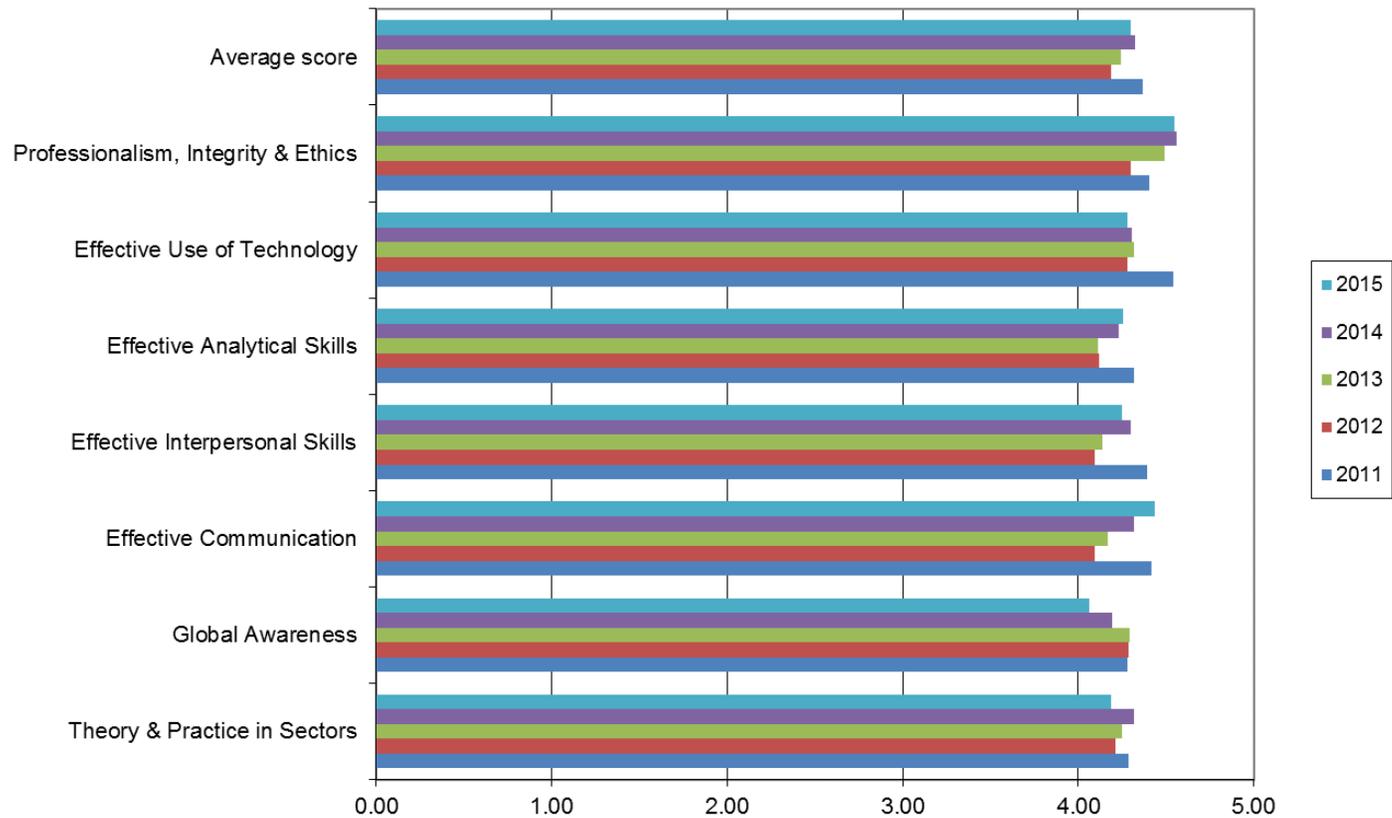
- Understand the balance of theory and practice as it applies to the various sectors of the world of business, accounting, finance, marketing and economics
- Exercise effective interpersonal, communication, and analytical skills
- Use technology effectively to enhance productivity and efficiency on both individual and organizational levels
- Use business skills to make a difference in the world with the highest level of integrity and ethics

The Accounting Program Capstone assessments and Capstone Assessments are summarized below in aggregate with trend information over the last five years.



Capstone Assessments from BUS 365, which is the capstone course for business majors other than accounting majors, are summarized below in aggregate with trend information over the last five years.

BUS 365 Strategic Planning Student Learning Outcomes Assessment



Application of this assessment information is further evidenced in Standard #4 Measurement and Analysis of Student Learning and Performance.

Removal of this Condition is Requested.

As demonstrated above, the condition has been met. Removal of this condition is requested

Note on Standard #6 Educational and Business Process Management

Note on Standard 6, Criterion 6.2.1: Equivalent learning resources should be accessible to all students in the business unit's programs, particularly to those students who are online or who rarely come to campus. Please address Criterion 6.2.1 for each of your student segments.

Equivalent learning resources are available to all students in the Business and Accounting programs. Whether students take their courses on campus, off campus or in the online format, equivalent resources are available as detailed below:

Educational Support Process	On Campus	Off Campus	Online
Academic Advising	One-on-one advising is provided throughout program studies including e-mail and phone access.	Off-site locations receive periodic visits by academic counselors and the Off-site Programs Coordinator. Advisors are readily available via phone and e-mail. Appointments for telephone conferences or in person meetings are available.	Advising is provided via phone and e-mail. Appointments for telephone conferences or in person meetings are available.
Academic Success Center, tutoring, academic coaching, study skills	The Academic Success Center services are available to all students, including identifying tutors for specific courses. Tutors can be provided for accounting, economics and other business courses. All students have access to these services.	The Academic Success Center services are available to all students, including identifying tutors for specific courses. Tutoring can be arranged for accounting, economics and other business courses by contacting the Academic Success Center.	The Academic Success Center services are available to all students, including identifying tutors for specific courses. Tutoring can be arranged for accounting, economics and other business courses by contacting the Academic Success Center.
Campus Ministry	All students are welcomed to be involved in liturgical, spiritual and social programs.	All students are welcomed to be involved in liturgical, spiritual and social programs. For example, off-campus and online learners contribute to the annual Lenten and Advent Reflection Books.	All students are welcomed to be involved in liturgical, spiritual and social programs. For example, off-campus and online learners contribute to the annual Lenten and Advent Reflection Books.

Career Development	Career search workshops and information sessions are presented by the Career Center. One-on-one meetings, and career and internship contacts are available to all students and graduates.	Off-campus learners can obtain information on career opportunities from the Career Center's Website. Requests for assistance can be made via phone or email. Appointments for phone conferences are available.	Online learners can obtain information on career opportunities from the Career Center's Website. Requests for assistance can be made via phone or email. Appointments for phone conferences are available.
Counseling Center	Immaculata University's counseling center "provides comprehensive preventive and clinical services to promote the psychological well-being of Immaculata University's undergraduate and graduate student community." This office provides individual and group counseling, referral services, and consultation to the campus community.	Counseling services for off-campus learners can be requested via phone or email. Appointments for telephone conferences are available.	Counseling services for online learners can be requested via phone or email. Appointments for telephone conferences are available.
Library	Library resources include books, periodicals, reference materials, online databases, online books, academic writing resources, and interlibrary loan services. The library is equipped to provide print and electronic access to resources. Reference librarians are available for class instruction support, online chat for off campus students or individualized assistance for research assignments.	The library is equipped to provide electronic access to resources for off-campus students. Reference librarians are available for class instruction support, online chat for off campus students or individualized assistance for research assignments.	The library is equipped to provide electronic access to resources for online students. Reference librarians are available for class instruction support, online chat for off campus students or individualized assistance for research assignments.

Math Center	The Math Department has tutors available for free one-on-one tutoring. Students may come in person or access Math Center assistance by asking questions via email. The center is equipped with computers, tutorial software, video tapes, reference textbooks and review packets.	Off-campus students can access Math Center assistance by asking questions via email. The center provides access to computers, tutorial software, video tapes, reference textbooks and review packets.	Online students can access Math Center assistance by asking questions via email. The center provides access to computers, tutorial software, video tapes, reference textbooks and review packets.
Technology Services	<p>The Moodle learning management system (LMS) supports web enhanced traditional courses and for courses offered only online. Support for the system functionality is provided in person and remotely.</p> <p>Training for use of the LMS and the self-service system for enrollment management are available through online tutorials and from the University's help desk by phone or electronic mail.</p> <p>Computer labs are available on campus.</p>	<p>The Moodle learning management system (LMS) supports web enhanced traditional courses and for courses offered only online. Support for the system functionality is provided to off-campus learners via phone or electronic mail.</p> <p>Training for use of the LMS and the self-service system for enrollment management are available through online tutorials and from the University's help desk via phone or electronic mail.</p>	<p>The Moodle learning management system (LMS) supports web enhanced traditional courses and for courses offered only online. Support for the system functionality is provided to online learners via phone or electronic mail.</p> <p>Training for use of the LMS and the self-service system for enrollment management are available through online tutorials and from the University's help desk via phone or electronic mail.</p>
Writing Center	All students are offered one-on-one or group writing sessions in the Writing Center. They may also participate in our Online writing Laboratory and in email or Go To Meeting™ sessions.	Offsite program learners are eligible to participate in our Online writing Laboratory (OWL) and in email or Go To Meeting™ sessions.	Online program learners are eligible to participate in our Online writing Laboratory (OWL) and in email or Go To Meeting™ sessions.

Removal of this Note is Requested.

As demonstrated above, the note related to Standard #6 Educational and Business Process Management has been effectively addressed. Removal of this note is requested.

O 9. The business unit must routinely provide reliable information to the public on their performance, including student achievement such as assessment results.

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

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?

Program Results: Such as what you report in standard #6, graduation rates, retention rates, job placement, etc. How do you make the results public?

The Business and Accounting Department provides information regarding student learning outcomes and assessment results on its department webpage, publishes detailed reporting to its Business Advisory Board and provides information at on campus open houses. 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.”

Immaculata University provides data on student retention and graduation rates on a university-wide basis as a part of the open house visit information provided and on its website including the following:

- Retention rates, graduation rates and transfer out rates: <http://www.immaculata.edu/heoa> and <http://nces.ed.gov/collegenavigator/?q=immaculata+university&s=all&id=213011#retgrad>
- Common Data Set: http://www.immaculata.edu/sites/default/files/file/Administration/Institutional%20Research%2C%20Planning%2C%20and%20Assessment/CDS_2014-2015_Immaculata%20University.pdf?1437598188645

- Immaculata University Economic Impact Statement:
http://www.immaculata.edu/sites/default/files/file/Administration/Institutional%20Research,%20Planning,%20and%20Assessment/IMMACULATA_WRITTEN_REPORT.pdf

Standard #1 Leadership

Organization

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

No changes.

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

(Please note this section was prepared based on the instructions available online in March of 2015 and has not been updated to reflect more recent updates.)

Effective with the fall 2014 QA report submittals, please use the Excel spreadsheet file found in the Evidence file tab to supply this information. Provide one to two examples of evidence of any improvements/updates in the strategic plan for current year or long-term action plans using the table in the spreadsheet. Please note the examples of updates are pointed out in the highlighted cells with notations in italics.

Figure 2.2 Action Plans

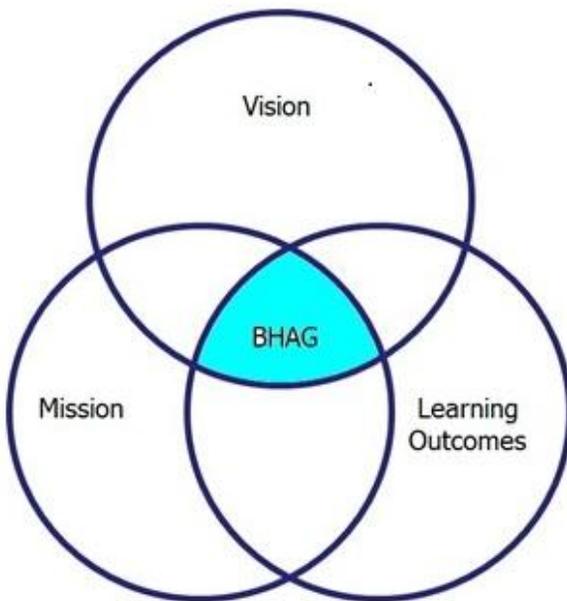
Department Objective	Current Year (2014-2015) Action Plan	Long-Term Action Plans (2015-2016; 2016-2017 and 2017-2018)
Maintain ACBSP Accreditation , academic rigor and vibrant programs .	Investigate staffing requirements for growth and new program plans with longer range intentional analysis	Pursue additional full time faculty member(s) backing academic qualifications aligned with enrollment and program expertise requirements
	Roll out portfolio to all programs with integrated concept and tracking of student participation including integration of electronic portfolio for practicum	Build recordkeeping and monitoring system for IU graduate job placement and satisfaction
	Recruit adjuncts, guest speakers and other intellectual resources to support new Human Resource Management major	Actively seek technology platform for integration to courses, considering links with other departments and group buying power. Note increase to expenses not required during investigation
	Roll out new HR Management program including development of module courses as soon as Spring 2015	Heighten marketing of Human Resource Management program as differentiated program
	Measure student learning outcomes demonstrating results	Faculty will continue to evaluate assessment and assure syllabi reflect measurable outcomes as well as include assessments that adequately measure learning outcomes
	Further develop assessment rubric for Capstone Assessments and build data from internship supervisors	
Strong marketing to double number of students studying in department programs from fall 2015 to fall 2020	Increase incoming freshmen and transfer students by 25% over current year through increased involvement and intentional marketing outreach	Clearly articulate the value proposition of business programs for marketing aligned with University articulation
	Develop overall marketing plan with integrated current and longer range approach. CUS, CLL and future programs included in the	Formalize e-blast recruiting messaging process and plan development <i>(Note: this action plan was added when a disconnect in the current c-</i>

Department Objective	Current Year (2014-2015) Action Plan	Long-Term Action Plans (2015-2016; 2016-2017 and 2017-2018)
	perspectives.	<i>blast messaging was discovered</i>
		Heighten external recognition of IU academic programs: differentiated recognitions and rankings for business programs. Pursue 2 or 3 rankings and/or external academic program recognitions
Attractive new programs to contribute to doubling number of students studying in department programs from fall 2012 to fall 2017	Explore and develop proposal for 5-year masters and possible stand alone business masters program(s) <i>(Note: this objective was adjusted from an original plan to create our own program and replaced with a partnership with another university)</i>	Assuming approved, develop marketing messages and materials. Also roll out 5th year MBA program marketing. <i>(Note: this objective was adjusted from an original plan to create our own program and replaced with a partnership with another university)</i>
	Continue to develop and implement programs intentionally attractive to diverse student body, e.g. Hispanic population, in conjunction with CLL and CUS	Launch student involvement in graduate classes through 5th year MBA program
Have 5% of our students involved in international learning experiences and/or semester long co-ops by 2017	Development of course(s) offering international experience(s)	Solidify international study opportunities and engagement, and map multi-cultural experiences baseline
Establish professional experiences/ extra curricular experiences visibly for students on campus and increase participation	Increase professional speakers in classes and other on campus venues. This can include integration with career services and pathways efforts, leverage of Business Advisory Board and new program contacts.	
Deliver an undergraduate education infused with the combination of liberal arts and career preparation		Enhance interdisciplinary activities both on and off campus, such as UN trip, museum visits, Pizza, A Pitch and a Panel.

Three examples of improvements/updates in the strategic plan for the current year or long-term action plans are highlighted above, including:

- An action plan was added to address a newly-discovered disconnect in the current e-blast messaging. The action plan targets improvement of the e-blast recruiting messaging process and planning.
- Originally the plan to provide a 5th year MBA was to develop a new masters program in house at Immaculata. However, the plan above was adjusted when we discovered an opportunity to partner with a university that has an existing MBA program, rather than building the program from the ground up.
- In addition to the action plan highlights shown above, a separate strategic plan was developed aligned with the Business and Accounting Department Strategic plan for the Accounting programs for 2015-2020. The plan being implemented is summarized below.

Accounting Department Strategic Plan



Business & Accounting Department Mission

The Business, Accounting and Economics Department programs, rooted in academic rigor, ethical integrity and Christian core values, encourage a commitment to lifelong learning and professional excellence. Balancing theory and practice in the learning experience, development of knowledge, skills and capabilities contribute to formation of a truly educated person.

Business & Accounting Department Vision

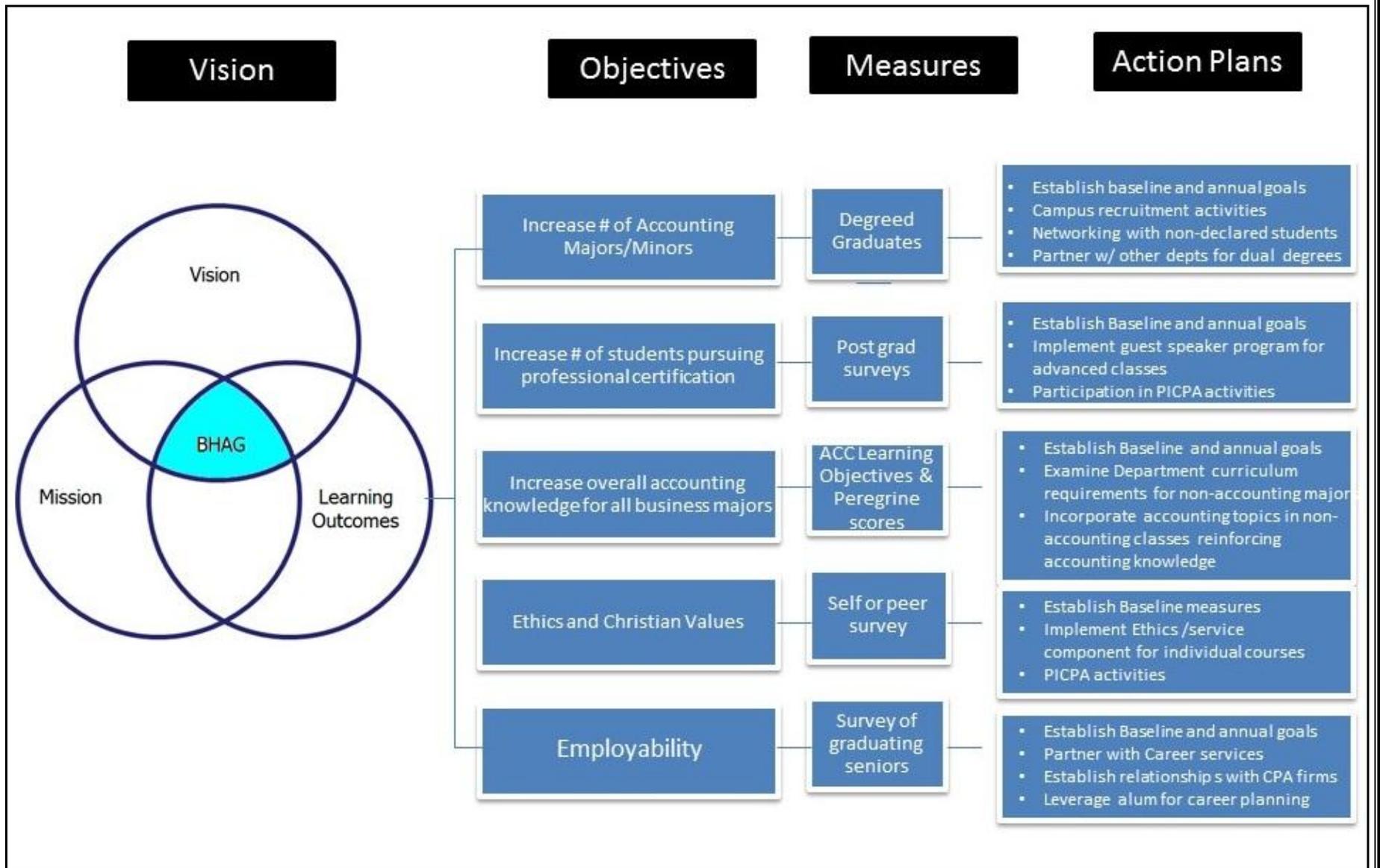
Immaculata University's Business and Accounting Department will double in size by 2020 and be recognized for outstanding success developing values-based, service-oriented business leaders for the global community.

Accounting Student Learning Outcomes

- Create, analyze and evaluate the four basic financial statements (Balance Sheet, Income Statement, Statement of Cash Flows and Statement of Owners Equity).
- 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.
- Prepare transactions and analyze accounts applying financial and managerial accounting standards and utilizing appropriate terminology.
- Understand and apply accounting transactions for advanced accounting topics including corporate consolidations, partnership accounting, governmental accounting and international considerations.
- Prepare individual and corporate tax returns including the appropriate research and application of current tax code regulations.

Accounting Department BHAG

Double the number of CUS and CE Accounting major students by 2020



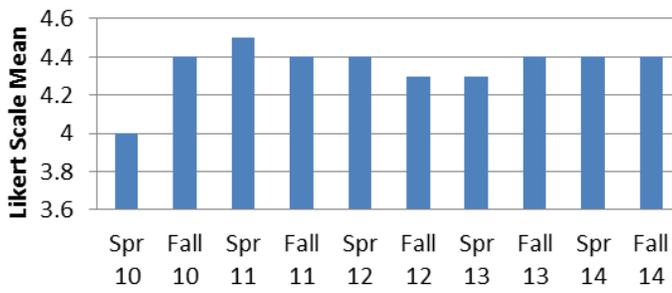
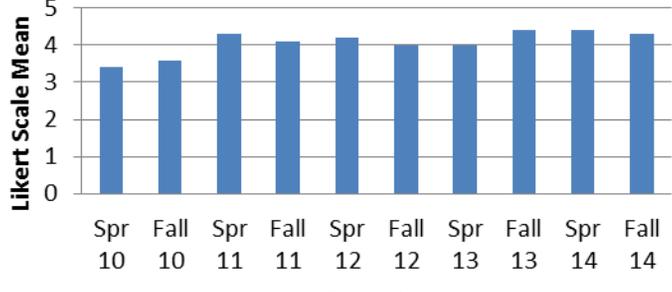
Standard #3 Student and Stakeholder Focus

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.																											
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>Overall performance will be at least on par with the NSSE peer group averages.</p>	<p>CUS and CLL exit surveys allow a comparison of students in the department to all IU 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</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 3.5 and 4.1, respectively, which almost mirrors the 2011 and 2012 findings of 3.5 and 4.</p> <p>Satisfaction with academic advising for CLL continues to meet the department benchmark, spiking to 4.0 in 2013 and then returning to 3.2 in 2014.</p>	<p>CUS exit surveys indicate an overall satisfaction in the academic advisement process.</p> <p>The College of Life Long Learning underwent an advisement shift during the 2013/ 2014 academic year which may account for the dip in satisfaction.</p>	<p>Immaculata University will be incorporating Ellucian Degree Works into their 2015 advising process. This comprehensive academic advising and degree audit program was deemed critical to providing the highest possible advising process to our students. Both CUS and CLL students should benefit greatly from this new service.</p> <p>CUS Senior Satisfaction surveys continue to highlight overall satisfaction with the business</p>	<p>CUS Student Satisfaction with Academic Advising</p> <table border="1"> <caption>CUS Student Satisfaction with Academic Advising</caption> <thead> <tr> <th>Exit Survey Year</th> <th>Business Students</th> <th>All IU Students</th> <th>NSSE Peer Group</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>3.4</td> <td>3.4</td> <td>-</td> </tr> <tr> <td>2011</td> <td>3.7</td> <td>3.7</td> <td>3.6</td> </tr> <tr> <td>2012</td> <td>4.2</td> <td>3.9</td> <td>-</td> </tr> <tr> <td>2013</td> <td>3.5</td> <td>3.7</td> <td>-</td> </tr> <tr> <td>2014</td> <td>4.1</td> <td>3.9</td> <td>-</td> </tr> </tbody> </table>	Exit Survey Year	Business Students	All IU Students	NSSE Peer Group	2010	3.4	3.4	-	2011	3.7	3.7	3.6	2012	4.2	3.9	-	2013	3.5	3.7	-	2014	4.1	3.9	-
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	Accounting.			<p>department advising. The advising process continues to include developing course schedules, reviewing grade performance, monitoring early warning information on student progress, encouragement to use math and writing centers and tutoring services.</p> <p>Due to the realignment of The College of Life Long Learning in 2013/2014, the advising process has been revamped to a more student focused approach. Proactive analysis of student course needs has allowed for improved guidance in course offerings.</p>	<p style="text-align: center;">CLL Student Satisfaction with Academic Advising</p> <table border="1"> <caption>CLL Student Satisfaction with Academic Advising Data</caption> <thead> <tr> <th>Exit Survey Year</th> <th>Business Students</th> <th>All IU Students</th> <th>NSSE Peer Group</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>3.5</td> <td>3.6</td> <td></td> </tr> <tr> <td>2011</td> <td>2.9</td> <td>3.8</td> <td>3.5</td> </tr> <tr> <td>2012</td> <td>3.5</td> <td>3.4</td> <td></td> </tr> <tr> <td>2013</td> <td>4.0</td> <td>3.5</td> <td></td> </tr> <tr> <td>2014</td> <td>3.2</td> <td>3.3</td> <td></td> </tr> </tbody> </table>	Exit Survey Year	Business Students	All IU Students	NSSE Peer Group	2010	3.5	3.6		2011	2.9	3.8	3.5	2012	3.5	3.4		2013	4.0	3.5		2014	3.2	3.3	
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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 4.35 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 4.28 on a 5.0 scale during 2013 and 2014. Although this number was lower in the past, survey data indicates a score above 4.0 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 for every student since 2012 and 91% of the time since 2009.</p>	<p>While student initiative and leadership was a lagging skill for IU students in the past student initiate now hovers at approximately 4.35.</p> <p>In addition, employer satisfaction with student preparedness for internships has a weighted average of 4.35 since 2009.</p>	<p>In 2013, the department created assignments and activities in the practicum course and dialogue in didactic meetings to address specific skills such as student initiatives and leadership, communications styles, and problem solving skills which lagged in prior years. The increased focus on these areas has yielded impressive results from IU business students.</p>	<div data-bbox="1312 235 2005 673"> <p style="text-align: center;">Employer Satisfaction with Student Preparedness for Internships</p>  <table border="1"> <caption>Employer Satisfaction with Student Preparedness for Internships</caption> <thead> <tr> <th>Semester</th> <th>Likert Scale Mean</th> </tr> </thead> <tbody> <tr><td>Spr 10</td><td>4.0</td></tr> <tr><td>Fall 10</td><td>4.4</td></tr> <tr><td>Spr 11</td><td>4.5</td></tr> <tr><td>Fall 11</td><td>4.4</td></tr> <tr><td>Spr 12</td><td>4.4</td></tr> <tr><td>Fall 12</td><td>4.3</td></tr> <tr><td>Spr 13</td><td>4.3</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>4.4</td></tr> </tbody> </table> </div> <div data-bbox="1312 706 2005 1144"> <p style="text-align: center;">Employer Satisfaction with Student Initiative</p>  <table border="1"> <caption>Employer Satisfaction with Student Initiative</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>4.0</td></tr> <tr><td>Spr 13</td><td>4.0</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> </tbody> </table> </div>	Semester	Likert Scale Mean	Spr 10	4.0	Fall 10	4.4	Spr 11	4.5	Fall 11	4.4	Spr 12	4.4	Fall 12	4.3	Spr 13	4.3	Fall 13	4.4	Spr 14	4.4	Fall 14	4.4	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	4.0	Spr 13	4.0	Fall 13	4.4	Spr 14	4.4	Fall 14	4.3
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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>Surveys of graduating students</p>	<p>The number of CUS business students that would choose IU again was 42% for 2013, slightly below the department benchmark. However, this figured rebounded to 52% for 2014, well above the department benchmark and just slightly below the 2014 NSSE comparison school data of 74%.</p> <p>CLL responses indicated that 94% of 2013 graduating seniors and 88% of 2014 seniors would recommend IU again.</p>	<p>While the percent for CUS students in 2013 fell below the Department benchmark, the findings indicate a lack of satisfaction with financial aid, the size of the institution, and the need for improved social experiences.</p>	<p>Immaculata University recognized 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 2013 and 2014 to improve student satisfaction by increasing student driven field trips such as: the Newseum, Washington, DC; The Financial Crisis Tour, New York, The Federal Reserve Bank of New York; Bloomberg, New York; and the Philadelphia Phillies Accounting and Finance College Night. The Business Club, with the full support of the</p>	<p style="text-align: center;">Resulting Trend (s)</p> <div style="text-align: center;"> <p>CUS Students who would choose Immaculata again</p> <table border="1"> <caption>CUS Students who would choose Immaculata again</caption> <thead> <tr> <th>Exit Survey Year</th> <th>Business Students (%)</th> <th>All IU Students (%)</th> </tr> </thead> <tbody> <tr> <td>2011</td> <td>58</td> <td>60</td> </tr> <tr> <td>2012</td> <td>78</td> <td>60</td> </tr> <tr> <td>2013</td> <td>42</td> <td>55</td> </tr> <tr> <td>2014</td> <td>52</td> <td>55</td> </tr> </tbody> </table> </div> <div style="text-align: center; margin-top: 20px;"> <p>CLL Students who would recommend Immaculata again</p> <table border="1"> <caption>CLL Students who would recommend Immaculata again</caption> <thead> <tr> <th>Exit Survey 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>94</td> <td>82</td> </tr> <tr> <td>2014</td> <td>88</td> <td>85</td> </tr> </tbody> </table> </div>	Exit Survey Year	Business Students (%)	All IU Students (%)	2011	58	60	2012	78	60	2013	42	55	2014	52	55	Exit Survey Year	Business Students (%)	All IU Students (%)	2011	78	78	2012	80	78	2013	94	82	2014	88	85
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				BAB, co-sponsored, the 1 st Annual Pizza, Pitch, and a Panel, a transition to the work force event.																									
Student engagement in academically related extra curricular activities stays the same or increases.	<p>Number of participants in Enactus, Business Club, and Student Advisory Board (SAB).</p> <p>Enactus: 2013 – 28 2014- 29</p> <p>Business Club: 2013 – 23 2014 - 25</p> <p>SAB: 2013- 6 2014- 6</p>	<p>Participation in extracurricular activities in 2013/14 remains at the highest level since 2008/09. Furthermore, the experiences have significantly improved the student’s ability to obtain quality internships and jobs upon graduation.</p>	<p>The IU Enactus Team has received recognition for the local and international projects in which they have been engaged. This group and its members received multiple awards over the past two years that include: Senior Leadership Award, Engaged Leadership Award, Community Service Initiative of the Year, and Legacy of 1920 Award, the Immaculata Student Leadership Award.</p> <p>The Business</p>	<p>While several members of the IU Enactus team have been recognized on campus for strong leadership skills, recent actions have been taken to strengthen and develop the leadership skills for all members of the team. Team Leaders for each service project have been identified for the 2015/2016 academic year.</p> <p>The Business Club will continue to offer informative and engaging field trips and, with the support of the BAB, offer alumni speaking events.</p>	<p style="text-align: center;">Academic Activity Involvement</p> <table border="1"> <caption>Academic Activity Involvement Data</caption> <thead> <tr> <th>Year</th> <th>Enactus</th> <th>Business Club</th> <th>Student Advisory Board</th> </tr> </thead> <tbody> <tr> <td>2010/11</td> <td>18</td> <td>18</td> <td>0</td> </tr> <tr> <td>2011/12</td> <td>0</td> <td>15</td> <td>5</td> </tr> <tr> <td>2012/13</td> <td>25</td> <td>18</td> <td>5</td> </tr> <tr> <td>2013/14</td> <td>28</td> <td>22</td> <td>5</td> </tr> <tr> <td>2014/15</td> <td>29</td> <td>24</td> <td>5</td> </tr> </tbody> </table>	Year	Enactus	Business Club	Student Advisory Board	2010/11	18	18	0	2011/12	0	15	5	2012/13	25	18	5	2013/14	28	22	5	2014/15	29	24	5
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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>Club has retained high levels of involvement as a result of the engaging activities, presentations, and field trips that are taken each year.</p> <p>The SAB maintains a membership of 6 students (min) seeking various business degrees.</p>	<p>Beginning in 2013/2014, a representative from the SAB attends the BAB meetings to report their findings and for student representation.</p>	
<p>Business Advisory Board Engagement is demonstrated by Advisory Board involvement beyond board meetings with over half of board engaging outside of the meeting times.</p>	<p>Involvement of board members as class speakers, finding additional resources/activities, contributing to scholarship, etc.</p>	<p>Highlights of BAB activities are summarized in the right column. Substantive support of the university is evidenced.</p>	<p>The BAB engagement remains strong, with new members joining and continuing to encourage the department, its programs and outreach efforts.</p>	<p>The Business Department continues to develop the relationship with BAB members and leverage their ideas.</p>	<p>2013/2014</p> <ul style="list-style-type: none"> • \$3,000 scholarship funded by the BAB and given to two freshmen students • Hosted an alumni speaking event with Dr. Julie Ryan as the guest speaker. • BAB supported the community outreach program with East Goshen Township – IU/East Goshen Entrepreneurial Academy summer camp. <p>2014/2015</p> <ul style="list-style-type: none"> • \$5,000 scholarship funded by the BAB and given a freshman student • Offered 6 scholarships for low income high school students to attend the IU/East Goshen Entrepreneurial Academy summer camp • BAB member served as a consultant for the Enactus Team and connected the team with SCORE, a small business counseling program. • BAB member offered a project management workshop for students in Spring 2014. • BAB members initiated contacts and extended internships to IU business students.

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

- 1.1.** Create, analyze and evaluate the four basic financial statements (Balance Sheet, Income Statement, Statement of Cash Flows and Statement of Owners Equity).
- 1.2.** 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.
- 1.3.** Prepare transactions and analyze accounts applying financial and managerial accounting standards and utilizing appropriate terminology.
- 1.4.** Understand and apply accounting transactions for advanced accounting topics including corporate consolidations, partnership accounting, governmental accounting and international considerations.
- 1.5.** 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

2.1. 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

2.2. Global Awareness

- Knows about relevant current events
- Demonstrates cultural awareness
- Integrates international perspective

3. Exercise effective interpersonal, communication, and analytical skills

3.1. 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

3.2. Effective Interpersonal Skills

- Demonstrates initiative
- Employs active listening and listens critically
- Engages in discussion and dialog
- Contributes to team
- Demonstrates leadership

3.3. 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

4.1. 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

5.1. 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

Business Management Major Student Learning Outcomes

1. Demonstrate knowledge, skills and capabilities essential to Business Management

- 1.1. Assess and identify effective organizational management, including planning, organizing, staffing, leading and establishing policies and procedures.
- 1.2. Understand accounting processes and analyze financial statements to evaluate a firm's performance, strengths and weaknesses.
- 1.3. Make operational recommendations integrating consideration of management, marketing, financial, human resource, legal, ethical, and global factors.
- 1.4. Generate results by exercising goal-oriented personal leadership, initiative and teamwork evidencing understanding interpersonal dynamics and motivation.
- 1.5. Evaluate current global macroeconomic and competitive dynamics, assess the implications for business operations and strategy, and recommend strategic alternatives for organizations.

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Finance Major Student Learning Outcomes

1. Demonstrate knowledge, skills and capabilities essential to Finance

- 1.1. Analyze financial statements to evaluate a firm's performance using key financial ratios of profitability, asset utilization, debt, liquidity, and market value. Based on this analysis, determine the firm's strengths and weaknesses.
- 1.2. Effectively apply and analyze required rate of return, and time value of money for applications including managing investments, capital budgeting, and cost of capital assessment.
- 1.3. Understand and assess the operation, mechanisms and structure of the United States banking system including the regulatory and policy role of the Federal Reserve.
- 1.4. Assess and develop investment objectives for a well-diversified investment portfolio, specifically regarding the relationship between risk and return.
- 1.5. Apply finance and risk management concepts in developing recommended budgets and financial plans.

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

2.1. Theory & Practice in Sectors

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Human Resource Management Major Student Learning Outcomes

1. Demonstrate knowledge, skills and capabilities essential to Human Resource Management

- 1.1. Decode and describe jobs, positions and structure in the context of the strategy of an organization including specifying skills inventory required.
- 1.2. Develop recruitment strategy and approach for specific organizational positions based on assessment of alternative recruitment methods, interview techniques, and selection process styles.
- 1.3. Complete a needs assessment and develop training programs for specific positions within an organization.
- 1.4. Analyze employee benefits alternatives and operating dynamics based on core decision-making rationale, including costs, motivational impact, operational considerations, market trends and collective bargaining agreements.
- 1.5. Understand the impact of human resource management on effective leadership, strategy execution and change management.

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

2.1. Theory & Practice in Sectors

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Marketing Management Major Student Learning Outcomes

1. Demonstrate knowledge, skills and capabilities essential to Marketing Management

- 1.1. Assess the affect of marketing on customer value in general and as applied to specific products and services.
- 1.2. Design, execute and analyze targeted marketing research applying appropriate research method, as well as qualitative and quantitative data analysis.
- 1.3. Understand, assess and evaluate product and service brand positioning, market segmentation strategies, alternative advertising strategies, effects of media messages, and sales processes in a global context.
- 1.4. Develop a complete marketing plan that integrates consideration of distribution channels, alternative marketing strategies, pricing, competitive environment, brand messages, and strategic positioning.
- 1.5. Understand and evaluate the design, management and importance of promotional activities in integrated marketing channels.

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

2.1. Theory & Practice in Sectors

- Uses appropriate vocabulary
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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.

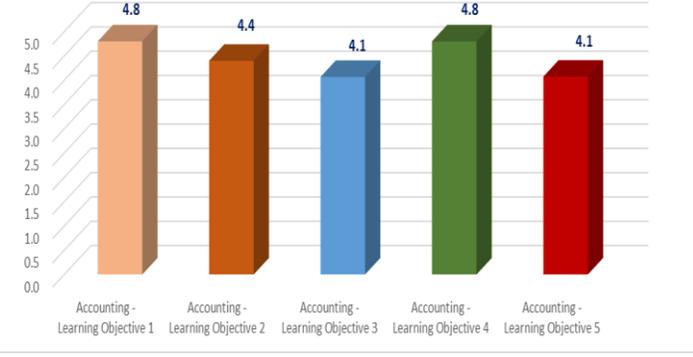
Assessment of student learning outcomes is presented below incorporating assessment from Peregrine and Capstone Assessments for our programs.

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	What is your measurement instrument or process? Do not use grades. (Indicate length of cycle)	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends
Measurable goal		What are your current results?	What did you learn from the results?	What did you improve or what is your next step?	(3-5 data points preferred)
What is your goal?					

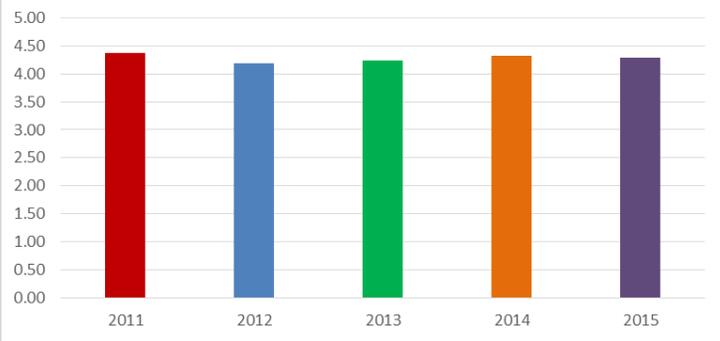
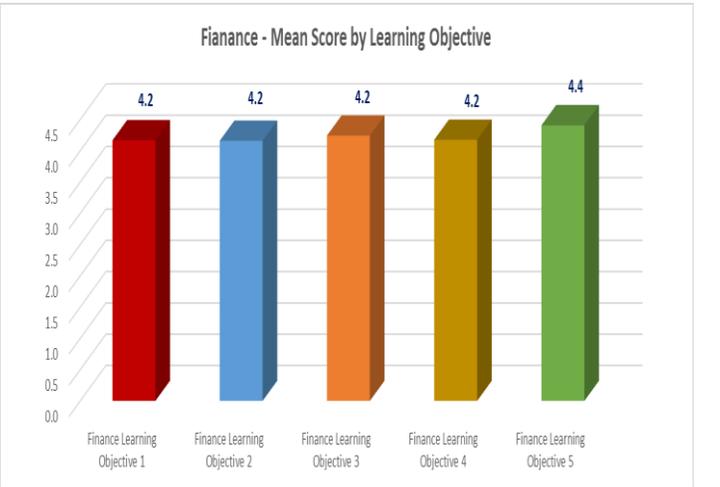
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IU Outbound test scores on Peregrine will be on par with Peregrine outbound test scores for peer institutions.	External comparative formative and summative assessment. Test score comparison of Peregrine outbound testing is performed in capstone courses.	As shown in the chart, IU outbound average score is and has remained in line with and strengthened relative to peer institutions.	Aggregate scores show positive results relative to peer institutions and have remained strong.	Next step is continuing to enhance understanding by students of the learning objectives and important knowledge they are acquiring.	<p style="text-align: center;">Inbound Outbound Score Difference</p> <table border="1"> <caption>Inbound Outbound Score Difference (Approximate Values)</caption> <thead> <tr> <th>Year</th> <th>Immaculata</th> <th>Traditional Campus-based Programs</th> </tr> </thead> <tbody> <tr> <td>2013</td> <td>52</td> <td>50</td> </tr> <tr> <td>2014</td> <td>51</td> <td>50</td> </tr> <tr> <td>2015</td> <td>54</td> <td>52</td> </tr> </tbody> </table>	Year	Immaculata	Traditional Campus-based Programs	2013	52	50	2014	51	50	2015	54	52
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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 has trended upward and compares favorably with the overall programs.	Aggregate scores benchmarked show positive results and the trend shows strengthening. Furthermore, the individual scores in quantitative areas demonstrate positive results from enhancements implemented.	Continued emphasis on quantitative techniques, finance and accounting with integration across the curriculum are targeted.	<p style="text-align: center;">Inbound Outbound Score Difference</p> <table border="1"> <caption>Inbound Outbound Score Difference (Approximate Values)</caption> <thead> <tr> <th>Year</th> <th>Immaculata</th> <th>Traditional Campus-based Programs</th> </tr> </thead> <tbody> <tr> <td>2013</td> <td>8</td> <td>11</td> </tr> <tr> <td>2014</td> <td>11</td> <td>11</td> </tr> <tr> <td>2015</td> <td>20</td> <td>11</td> </tr> </tbody> </table>	Year	Immaculata	Traditional Campus-based Programs	2013	8	11	2014	11	11	2015	20	11
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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.	As shown in the chart, IU scores on all five learning objectives are above the goal of 4.0 for all majors.	In Learning Objective one (Create, analyze and evaluate the four basic financial statements) and Learning objective three (Prepare transactions and analyze accounts applying financial and managerial accounting standards and utilizing appropriate terminology), our students scored 4.8.	IU will continue to maintain high scores across all of these learning objectives. Accounting learning objectives 3 and 5 will get added attention across the curriculum.	<div style="text-align: center;"> <p>Accounting - Mean Score by Learning Objective</p>  <table border="1" style="margin: 0 auto;"> <caption>Accounting - Mean Score by Learning Objective</caption> <thead> <tr> <th>Learning Objective</th> <th>Mean Score</th> </tr> </thead> <tbody> <tr> <td>Accounting - Learning Objective 1</td> <td>4.8</td> </tr> <tr> <td>Accounting - Learning Objective 2</td> <td>4.4</td> </tr> <tr> <td>Accounting - Learning Objective 3</td> <td>4.1</td> </tr> <tr> <td>Accounting - Learning Objective 4</td> <td>4.8</td> </tr> <tr> <td>Accounting - Learning Objective 5</td> <td>4.1</td> </tr> </tbody> </table> </div> <p>Demonstrate knowledge, skills and capabilities essential to Accounting</p> <ol style="list-style-type: none"> 1. Create, analyze and evaluate the four basic financial statements (Balance Sheet, Income Statement, Statement of Cash Flows and Statement of Owners Equity). 2. 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. 3. Prepare transactions and analyze accounts applying financial and managerial accounting standards and utilizing appropriate terminology. 4. Understand and apply accounting transactions for advanced accounting topics including corporate consolidations, partnership accounting, governmental accounting and international considerations. 5. Prepare individual and corporate tax returns including the appropriate research and application of current tax code regulations. 	Learning Objective	Mean Score	Accounting - Learning Objective 1	4.8	Accounting - Learning Objective 2	4.4	Accounting - Learning Objective 3	4.1	Accounting - Learning Objective 4	4.8	Accounting - Learning Objective 5	4.1
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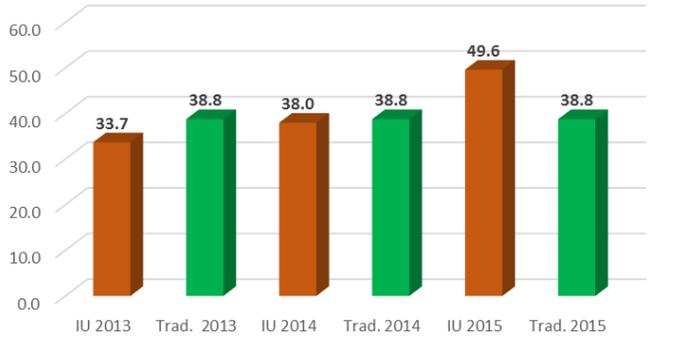
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Target overall scores on Accounting Capstone Assessment of 4.0 (good) or higher on a 5.0 scale for ACC 422 (Capstone course for Accounting)	Direct, summative, internal, comparative assessment. Capstone assessment performed by instructors on students in capstone courses following a detailed rubric	Average scores for all Accounting majors have strengthened in the last five years. The use of technology, analytical skills and communication were particularly strong for 2015 graduates.	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="1285 344 2024 714"> <p style="text-align: center;">Student Learning Outcomes Average Capstone Scores in ACC422</p> <table border="1"> <caption>Student Learning Outcomes Average Capstone Scores in ACC422</caption> <thead> <tr> <th>Year</th> <th>Average Score</th> </tr> </thead> <tbody> <tr> <td>2011</td> <td>3.9</td> </tr> <tr> <td>2012</td> <td>4.4</td> </tr> <tr> <td>2013</td> <td>4.3</td> </tr> <tr> <td>2014</td> <td>4.7</td> </tr> <tr> <td>2015</td> <td>4.8</td> </tr> </tbody> </table> </div> <div data-bbox="1285 730 2024 1344"> <p style="text-align: center;">ACC 422 Capstone Student Learning Outcomes Assessment</p> <table border="1"> <caption>ACC 422 Capstone Student Learning Outcomes Assessment</caption> <thead> <tr> <th>Learning Outcome</th> <th>2015</th> <th>2014</th> <th>2013</th> <th>2012</th> <th>2011</th> </tr> </thead> <tbody> <tr> <td>Average score</td> <td>4.8</td> <td>4.7</td> <td>4.6</td> <td>4.5</td> <td>4.4</td> </tr> <tr> <td>Professionalism, Integrity & Ethics</td> <td>4.7</td> <td>4.6</td> <td>4.5</td> <td>4.4</td> <td>4.3</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>4.9</td> <td>4.8</td> <td>4.7</td> <td>4.6</td> <td>4.5</td> </tr> <tr> <td>Effective Interpersonal Skills</td> <td>4.7</td> <td>4.6</td> <td>4.5</td> <td>4.4</td> <td>4.3</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>4.5</td> <td>4.4</td> <td>4.3</td> <td>4.2</td> <td>4.1</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	2011	3.9	2012	4.4	2013	4.3	2014	4.7	2015	4.8	Learning Outcome	2015	2014	2013	2012	2011	Average score	4.8	4.7	4.6	4.5	4.4	Professionalism, Integrity & Ethics	4.7	4.6	4.5	4.4	4.3	Effective Use of Technology	4.8	4.7	4.6	4.5	4.4	Effective Analytical Skills	4.9	4.8	4.7	4.6	4.5	Effective Interpersonal Skills	4.7	4.6	4.5	4.4	4.3	Effective Communication	4.8	4.7	4.6	4.5	4.4	Global Awareness	4.5	4.4	4.3	4.2	4.1	Theory & Practice in Sectors	4.8	4.7	4.6	4.5	4.4
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<p>learning objectives as assessed in the program will be 4 (good) or higher on a 5 point scale for all business management majors.</p>	<p>learning objectives.</p>	<p>approaching our benchmark of 4.</p>	<p>recommendations integrating consideration of management, marketing, financial, human resource, legal, ethical, and global factors) and learning objective five (Evaluate current global macroeconomic and competitive dynamics, assess the implications for business operations and strategy), students scored 4.4 and 4.3 respectively.</p>	<p>focus on reinforcing accounting and financial analysis in more courses in the curriculum. For Learning Objective 4, a shared focus across the curriculum on personal leadership, initiative and teamwork is being re-emphasized. Both topics will remain a focus in department meetings.</p>	<div data-bbox="1291 349 2018 722" data-label="Figure"> <p>The bar chart displays the mean scores for five learning objectives in Business Management. The y-axis represents the mean score, ranging from 0.0 to 4.5 in increments of 0.5. The x-axis lists the five learning objectives. The scores are: BM-Learning Objective 1 (3.9), BM-Learning Objective 2 (3.9), BM-Learning Objective 3 (4.4), BM-Learning Objective 4 (3.8), and BM-Learning Objective 5 (4.3).</p> <table border="1"> <caption>Business Management - Mean Score by Learning Objective</caption> <thead> <tr> <th>Learning Objective</th> <th>Mean Score</th> </tr> </thead> <tbody> <tr> <td>BM-Learning Objective 1</td> <td>3.9</td> </tr> <tr> <td>BM-Learning Objective 2</td> <td>3.9</td> </tr> <tr> <td>BM-Learning Objective 3</td> <td>4.4</td> </tr> <tr> <td>BM-Learning Objective 4</td> <td>3.8</td> </tr> <tr> <td>BM-Learning Objective 5</td> <td>4.3</td> </tr> </tbody> </table> </div> <p>Demonstrate knowledge, skills and capabilities essential to Business Management</p> <ol style="list-style-type: none"> 1. Assess and identify effective organizational management, including planning, organizing, staffing, leading and establishing policies and procedures. 2. Understand accounting processes and analyze financial statements to evaluate a firm's performance, strengths and weaknesses. 3. Make operational recommendations integrating consideration of management, marketing, financial, human resource, legal, ethical, and global factors. 4. Generate results by exercising goal-oriented personal leadership, initiative and teamwork evidencing understanding interpersonal dynamics and motivation. 5. Evaluate current global macroeconomic and competitive dynamics, assess the implications for business operations and strategy, and recommend strategic alternatives for organizations. 	Learning Objective	Mean Score	BM-Learning Objective 1	3.9	BM-Learning Objective 2	3.9	BM-Learning Objective 3	4.4	BM-Learning Objective 4	3.8	BM-Learning Objective 5	4.3
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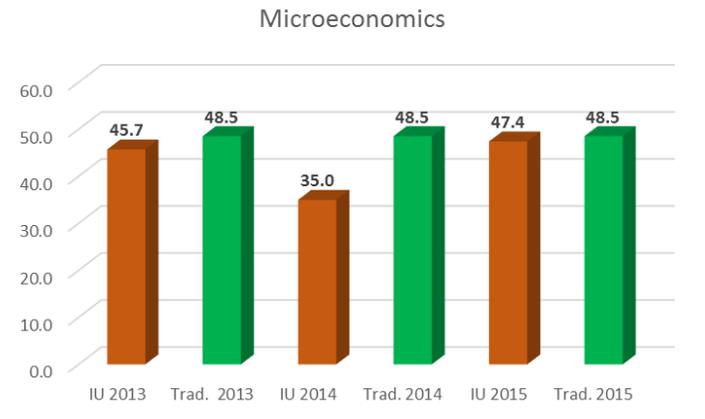
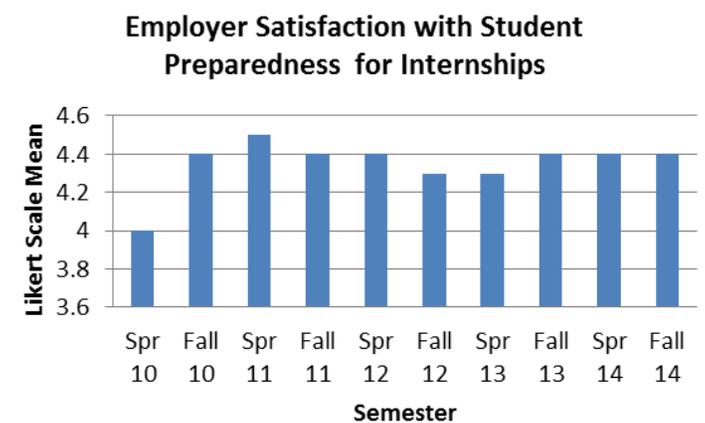
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Target overall average scores on Capstone Assessment of 4.0 (good) or higher on a 5.0 point scale for Bus 365 (capstone for Business Administration, Finance, Human Resources Management and Marketing Management majors).	Direct, summative, internal, comparative assessment. Capstone assessment performed by instructors on all students in all capstone courses following detailed rubric	Average scores for students continue to be above 4.0.	Student results continue to meet the benchmark required. Further analysis by key areas indicates an area of particular strength includes Professionalism and Ethics, a topic area aligned with our university mission.	While pleased with continuing strength in overall scores, changes were made to increase individual writing assignments in the curriculum in response to weaker communication skills scores.	<p style="text-align: center;">BUS 365 Strategic Planning Student Learning Outcomes Assessment</p> <table border="1"> <caption>BUS 365 Strategic Planning Student Learning Outcomes Assessment Data</caption> <thead> <tr> <th>Category</th> <th>2011</th> <th>2012</th> <th>2013</th> <th>2014</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>Average score</td> <td>4.2</td> <td>4.1</td> <td>4.2</td> <td>4.3</td> <td>4.4</td> </tr> <tr> <td>Professionalism, Integrity & Ethics</td> <td>4.4</td> <td>4.3</td> <td>4.4</td> <td>4.5</td> <td>4.5</td> </tr> <tr> <td>Effective Use of Technology</td> <td>4.2</td> <td>4.1</td> <td>4.2</td> <td>4.3</td> <td>4.4</td> </tr> <tr> <td>Effective Analytical Skills</td> <td>4.1</td> <td>4.0</td> <td>4.1</td> <td>4.2</td> <td>4.3</td> </tr> <tr> <td>Effective Interpersonal Skills</td> <td>4.2</td> <td>4.1</td> <td>4.2</td> <td>4.3</td> <td>4.4</td> </tr> <tr> <td>Effective Communication</td> <td>4.3</td> <td>4.2</td> <td>4.3</td> <td>4.4</td> <td>4.4</td> </tr> <tr> <td>Global Awareness</td> <td>4.1</td> <td>4.0</td> <td>4.1</td> <td>4.2</td> <td>4.3</td> </tr> <tr> <td>Theory & Practice in Sectors</td> <td>4.2</td> <td>4.1</td> <td>4.2</td> <td>4.3</td> <td>4.4</td> </tr> </tbody> </table>	Category	2011	2012	2013	2014	2015	Average score	4.2	4.1	4.2	4.3	4.4	Professionalism, Integrity & Ethics	4.4	4.3	4.4	4.5	4.5	Effective Use of Technology	4.2	4.1	4.2	4.3	4.4	Effective Analytical Skills	4.1	4.0	4.1	4.2	4.3	Effective Interpersonal Skills	4.2	4.1	4.2	4.3	4.4	Effective Communication	4.3	4.2	4.3	4.4	4.4	Global Awareness	4.1	4.0	4.1	4.2	4.3	Theory & Practice in Sectors	4.2	4.1	4.2	4.3	4.4
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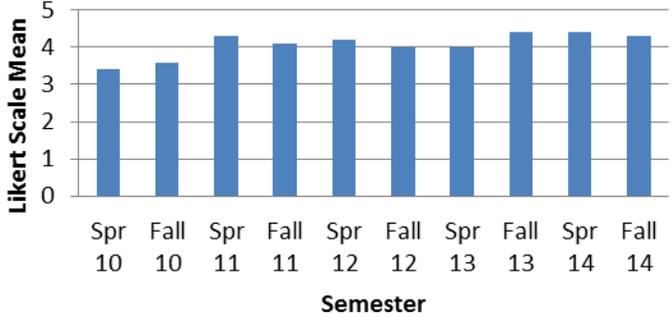
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Finance major content area learning objectives as assessed in the program will be 4 (good) or higher on a 5 point scale for all finance majors.	Direct assessment of student performance on learning objectives.	IU scores on all five learning objectives are above our benchmark of 4.	In learning objective five (Apply finance and risk management concepts in developing recommended budgets and financial plans). Students in our finance program scored 4.2 in the remaining learning objectives.	Emphasis on these learning objectives will be added to student academic experiences to highlight important capabilities for students to master.	<p style="text-align: center;">Finance - Mean Score by Learning Objective</p>  <table border="1"> <caption>Finance - Mean Score by Learning Objective</caption> <thead> <tr> <th>Learning Objective</th> <th>Mean Score</th> </tr> </thead> <tbody> <tr> <td>Finance Learning Objective 1</td> <td>4.2</td> </tr> <tr> <td>Finance Learning Objective 2</td> <td>4.2</td> </tr> <tr> <td>Finance Learning Objective 3</td> <td>4.2</td> </tr> <tr> <td>Finance Learning Objective 4</td> <td>4.2</td> </tr> <tr> <td>Finance Learning Objective 5</td> <td>4.4</td> </tr> </tbody> </table> <p>Demonstrate knowledge, skills and capabilities essential to Finance</p>	Learning Objective	Mean Score	Finance Learning Objective 1	4.2	Finance Learning Objective 2	4.2	Finance Learning Objective 3	4.2	Finance Learning Objective 4	4.2	Finance Learning Objective 5	4.4
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					<ol style="list-style-type: none"> Analyze financial statements to evaluate a firm's performance using key financial ratios of profitability, asset utilization, debt, liquidity, and market value. Based on this analysis, determine the firm's strengths and weaknesses. Effectively apply and analyze required rate of return, and time value of money for applications including managing investments, capital budgeting, and cost of capital assessment. Understand and assess the operation, mechanisms and structure of the United States banking system including the regulatory and policy role of the Federal Reserve. Assess and develop investment objectives for a well-diversified investment portfolio, specifically regarding the relationship between risk and return. Apply finance and risk management concepts in developing recommended budgets and financial plans. 												
Marketing Management major content area learning objectives as assessed in the program will be 4 (good) or higher on a 5 point scale for all marketing management majors.	Direct assessment of student performance on learning objectives.	As shown in Exhibit 4.4, IU scores on all five learning objectives average above our benchmark of 4. For Learning Objective 5, the score is slightly below the target.	In learning objective two (Design, execute and analyze targeted marketing research applying appropriate research method, as well as qualitative and quantitative data analysis) and learning objective three (Understand, assess and evaluate product and service brand positioning,	Learning objective five (Understand and evaluate the design, management and importance of promotional activities in integrated marketing channels.) is a potential area of improvement.	<div style="text-align: center;"> <p>Marketing - Mean Score by Learning Objective</p> <table border="1" style="margin: auto;"> <caption>Marketing - Mean Score by Learning Objective</caption> <thead> <tr> <th>Learning Objective</th> <th>Mean Score</th> </tr> </thead> <tbody> <tr> <td>Marketing Learning Objective 1</td> <td>4.3</td> </tr> <tr> <td>Marketing Learning Objective 2</td> <td>4.5</td> </tr> <tr> <td>Marketing Learning Objective 3</td> <td>4.5</td> </tr> <tr> <td>Marketing Learning Objective 4</td> <td>4.4</td> </tr> <tr> <td>Marketing Learning Objective 5</td> <td>3.8</td> </tr> </tbody> </table> </div> <p>Demonstrate knowledge, skills and capabilities essential to Marketing Management</p> <ol style="list-style-type: none"> Assess the effect of marketing on customer value in general and as applied to specific products and services. 	Learning Objective	Mean Score	Marketing Learning Objective 1	4.3	Marketing Learning Objective 2	4.5	Marketing Learning Objective 3	4.5	Marketing Learning Objective 4	4.4	Marketing Learning Objective 5	3.8
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			market segmentation strategies, alternative advertising strategies, effects of media messages, and sales processes in a global context) our students scored 4.5.		<ol style="list-style-type: none"> 2. Design, execute and analyze targeted marketing research applying appropriate research method, as well as qualitative and quantitative data analysis. 3. Understand, assess and evaluate product and service brand positioning, market segmentation strategies, alternative advertising strategies, effects of media messages, and sales processes in a global context. 4. Develop a complete marketing plan that integrates consideration of distribution channels, alternative marketing strategies, pricing, competitive environment, brand messages, and strategic positioning. 5. Understand and evaluate the design, management and importance of promotional activities in integrated marketing channels. 												
Improve quantitative techniques Peregrine test scores for IU students relative to peer institutions..	External comparative summative assessment. Test score comparison of Peregrine outbound testing in comparison with peer institutions	IU scores were lower than the non-IU institutions in 2013, at par in 2014 and considerably above in 2015.	The curriculum emphasis in quantitative techniques and statistics was successful in improving outbound test scores of students.	Continue the emphasis and monitor scores on a trend basis.	<div style="text-align: center;"> <p>Quantitative Techniques</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Year</th> <th>IU Score</th> <th>Trad. Score</th> </tr> </thead> <tbody> <tr> <td>2013</td> <td>33.7</td> <td>38.8</td> </tr> <tr> <td>2014</td> <td>38.8</td> <td>38.0</td> </tr> <tr> <td>2015</td> <td>49.6</td> <td>38.8</td> </tr> </tbody> </table> </div>	Year	IU Score	Trad. Score	2013	33.7	38.8	2014	38.8	38.0	2015	49.6	38.8
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Confirm students are effectively developing their understanding of global business based on Peregrine outbound test scores of knowledge in this area.	External comparative summative assessment. Test score comparison of Peregrine outbound testing by comparison with peer institutions	IU scores have remained higher than the peer institutions in this subject area.	Scores confirmed that IU's strong focus on global aspects of business.	Will continue to require strong focus on global business.	<div data-bbox="1289 370 2007 802" data-label="Figure"> <table border="1"> <caption>Global Business</caption> <thead> <tr> <th>Year</th> <th>IU Score</th> <th>Trad. Score</th> </tr> </thead> <tbody> <tr> <td>2013</td> <td>53.1</td> <td>45.6</td> </tr> <tr> <td>2014</td> <td>51.3</td> <td>45.6</td> </tr> <tr> <td>2015</td> <td>46.7</td> <td>45.6</td> </tr> </tbody> </table> </div>	Year	IU Score	Trad. Score	2013	53.1	45.6	2014	51.3	45.6	2015	46.7	45.6
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Improve microeconomics test scores after a dip in 2014 to be on par with peer institutions.	External comparative summative assessment. Test score comparison of Peregrine outbound test scores by comparison with peer institutions	IU scores are lower than the non-IU institutions in 2014 in this subject area with strengthening in 2015.	Microeconomics is an area of opportunity for improvement.	The curriculum in microeconomics will get increased emphasis across our curriculum to ensure standard content is given adequate focus.	 <table border="1"> <caption>Microeconomics Test Scores</caption> <thead> <tr> <th>Year</th> <th>IU Score</th> <th>Trad. Score</th> </tr> </thead> <tbody> <tr> <td>2013</td> <td>45.7</td> <td>48.5</td> </tr> <tr> <td>2014</td> <td>35.0</td> <td>48.5</td> </tr> <tr> <td>2015</td> <td>47.4</td> <td>48.5</td> </tr> </tbody> </table>	Year	IU Score	Trad. Score	2013	45.7	48.5	2014	35.0	48.5	2015	47.4	48.5										
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Internship employer survey reflecting satisfaction with preparedness of students on average will be 3.2 or above on a 5.0 point scale. Moreover, employer surveys will reflect satisfaction with student initiative and leadership with an average of 3.2 or higher on a 5.0 scale.	Survey of internship employers	Employer Satisfaction rating for student preparedness averaged 4.35 on a 5.0 point scale, with the score at or above 4.0 for all semesters since 2009. Employer satisfaction of student initiative and leadership averaged 4.28 on a 5.0 scale	While student initiative and leadership was a lagging skill for IU students in the past student initiative now hovers at approximately 4.35. In addition, employer satisfaction with student preparedness for internships has a weighted average of 4.35 since	In 2013, the department created assignments and activities in the practicum course and dialogue in didactic meetings to address specific skills such as student initiatives and leadership, communications styles, and problem	 <table border="1"> <caption>Employer Satisfaction with Student Preparedness for Internships</caption> <thead> <tr> <th>Semester</th> <th>Likert Scale Mean</th> </tr> </thead> <tbody> <tr> <td>Spr 10</td> <td>4.0</td> </tr> <tr> <td>Fall 10</td> <td>4.4</td> </tr> <tr> <td>Spr 11</td> <td>4.5</td> </tr> <tr> <td>Fall 11</td> <td>4.4</td> </tr> <tr> <td>Spr 12</td> <td>4.4</td> </tr> <tr> <td>Fall 12</td> <td>4.3</td> </tr> <tr> <td>Spr 13</td> <td>4.3</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>4.4</td> </tr> </tbody> </table>	Semester	Likert Scale Mean	Spr 10	4.0	Fall 10	4.4	Spr 11	4.5	Fall 11	4.4	Spr 12	4.4	Fall 12	4.3	Spr 13	4.3	Fall 13	4.4	Spr 14	4.4	Fall 14	4.4
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Spr 13	4.3																										
Fall 13	4.4																										
Spr 14	4.4																										
Fall 14	4.4																										

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)																						
		<p>during 2013 and 2014. Although this number was lower in the past, survey data indicates a score above 4.0 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 for every student since 2012 and 91% of the time since 2009.</p>	<p>2009.</p>	<p>solving skills which lagged in prior years. The increased focus on these areas has yielded impressive results from IU business students.</p>	<p style="text-align: center;">Employer Satisfaction with Student Initiative</p>  <table border="1" data-bbox="1325 464 1997 781"> <caption>Employer Satisfaction with Student Initiative Data</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>4.0</td></tr> <tr><td>Spr 13</td><td>4.0</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> </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	4.0	Spr 13	4.0	Fall 13	4.4	Spr 14	4.4	Fall 14	4.3
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Spr 14	4.4																										
Fall 14	4.3																										

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.
--	--

		Analysis of Results			Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)												
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?													
Measurable goal What is your goal? Maintain full time faculty as 80% academically - qualified or higher.	Count of faculty incorporating consideration of doctoral status.	Five of six full time faculty members hold doctoral degrees.	Academically-qualified full time faculty has been maintained above 80% and the fifth faculty member is currently ABD.	<ul style="list-style-type: none"> Department member hired in fall of 2012 is ABD. Currently completing dissertation with support and encouragement from the department. 	<div style="text-align: center;"> Full Time Faculty Doctorally Qualified </div> <table border="1" style="display: none;"> <caption>Full Time Faculty Doctorally Qualified Data</caption> <thead> <tr> <th>Fiscal Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>FY10-11</td> <td>~82%</td> </tr> <tr> <td>FY11-12</td> <td>~85%</td> </tr> <tr> <td>FY12-13</td> <td>~85%</td> </tr> <tr> <td>FY13-14</td> <td>~85%</td> </tr> <tr> <td>FY14-15</td> <td>~82%</td> </tr> </tbody> </table> <p>Academically-qualified full time faculty consistently exceeded 80%.</p>	Fiscal Year	Percentage	FY10-11	~82%	FY11-12	~85%	FY12-13	~85%	FY13-14	~85%	FY14-15	~82%
Fiscal Year	Percentage																
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Performance Measure	What is your measurement instrument or process? (Indicate length of cycle)	Analysis of Results			Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)												
		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?													
Measurable goal What is your goal? Maintain involvement of all full time faculty in an average of four scholarly/professional activities	Annual faculty profile report of scholarly activities	Faculty members have consistently maintained scholarly/professional involvement in four or more activities each year	Faculty involvement remains strong in scholarly/professional activities	<ul style="list-style-type: none"> Continuing to encourage faculty scholarly activities including leveraging grants and faculty development funds. One full time faculty member is taking a sabbatical in the fall of 2015 pursuing publishing. 	<p style="text-align: center;">Average Scholarship/ Professional Activities</p> <table border="1"> <caption>Average Scholarship/ Professional Activities</caption> <thead> <tr> <th>Fiscal Year</th> <th>Average</th> </tr> </thead> <tbody> <tr> <td>FY10-11</td> <td>5.0</td> </tr> <tr> <td>FY11-12</td> <td>4.5</td> </tr> <tr> <td>FY12-13</td> <td>5.0</td> </tr> <tr> <td>FY13-14</td> <td>4.8</td> </tr> <tr> <td>FY14-15</td> <td>4.0</td> </tr> </tbody> </table>	Fiscal Year	Average	FY10-11	5.0	FY11-12	4.5	FY12-13	5.0	FY13-14	4.8	FY14-15	4.0
Fiscal Year	Average																
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FY11-12	4.5																
FY12-13	5.0																
FY13-14	4.8																
FY14-15	4.0																
Consistent with the service values of our university, maintain involvement of all full time faculty in an average of five service activities.	Annual faculty profile report of service activities.	Faculty members have consistently maintained service involvement above five activities per year.	Faculty involvement remains strong in service activities.	Continuing to encourage faculty service activities including celebrating involvement to the university and to the community	<p style="text-align: center;">Average Service Activities</p> <table border="1"> <caption>Average Service Activities</caption> <thead> <tr> <th>Fiscal Year</th> <th>Average</th> </tr> </thead> <tbody> <tr> <td>FY10-11</td> <td>7.0</td> </tr> <tr> <td>FY11-12</td> <td>5.5</td> </tr> <tr> <td>FY12-13</td> <td>7.0</td> </tr> <tr> <td>FY13-14</td> <td>7.1</td> </tr> <tr> <td>FY14-15</td> <td>7.5</td> </tr> </tbody> </table>	Fiscal Year	Average	FY10-11	7.0	FY11-12	5.5	FY12-13	7.0	FY13-14	7.1	FY14-15	7.5
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FY13-14	7.1																
FY14-15	7.5																

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
Calderin Linda	Business Technology	BUS 235 Computer Application	M.B.A. Information Systems B.A. Computer Science	Teaching Consultant 10+ years Work experience 10+ years	Professional
Christiansen David		BUS 315 Business Law I	Juris Doctor B.A. Politics	Work Experience 20+ years	Academically
Cook-Altonji Debroah	Human Resource	BUS 311 Human Resource Management ORG 382 Human Resource Issues	M.S. Nursing Administration	Work experience	Professional
Davenport Cynthia	Business	MKT 309 Marketing Principles and Policies ORG 343 Marketing in a Global Economy	M.A. Organizational Management M.A. Business Administration B.S. Special Education	Certificate in Corporate Community Involvement Business experience	Professional
Donoghue Moria	Human Resource Law	BUS 200 Project Management	J.D. Law Degree B.A. Economics	Certificate in Corporate Community Involvement Certification in HR Strategy and Practice from HR Planning Society	Professional
Elortegui Napoleon	Business and Language	BUS 345 Global Marketing	M.B.A		Professional
Franz Mary	Accounting Finance	FIN 363 International Finance Fin 311 International Financial Markets ORG 344 Accounting and Finance for Managers	M.S. Finance B.S. Business Administration	Working Experience 12+ years	Professional
Kenna Joseph	Law	BUS 315 Business Law I	J.D. Law M.B. A. B.S.	Working Experience 25+ years	Academically

NAME	MAJOR TEACHING FIELD	COURSES TAUGHT	EARNED DEGREES	PROFESSIONAL CERTIFICATION CRITERIA	ACBSP QUALIFICATION
LaBuda Laura	Business Human Resources	HRM 311 Human Resource Management	M.B.A.	Human Resources work experience	Professional
Murphy Dennis	Business Marketing	ORG 343 Marketing in a Global Economy	M.B.A. Integrating Finance and Marketing M.S. B.A.	Working Experience 38+ years Series 63 and 6 in Finance	Professional
Neumann Hillar	Economics Statistics Finance	BUS 301 International Business ECO 201 Macroeconomics ECO 202 Microeconomics ECO 307 Statistics FIN 303 Corporate Finance FIN 362 Introduction to Finance	Ph.D. Economics M.A. Economics B.A. Mathematics	Teaching Experience 20+ years Working Experience 5+ years	Academically
Peterson Brian	Business	BUS 325 Business Computer Application BUS 360/ORG 345 Business Management/ Issues In Management	M.A. Organization Leadership B.A. Financial Management & Human Performance Management	Teaching Experience 8+Years	Professional
Phillips Tracey	Business	BUS 360 Business Management ORG 345 Issues In Management	M.S. Training and Organizational Development	Work experience	Professionally
Poli Lawrence	Business	BUS 365 Strategic Planning MKT 355 Brand Marketing MKT Marketing Sales	Ph.D. Pharmacoeconomics M.B.A. Finance & Economics B.S. Biology	Teaching Experience 8+ years Working Experience 32+ Years	Professional Professional Professional
Rimkis Robert	Business	BUS 320 Business of Health Care	D.H.S Doctor of Health Sciences DC. Doctor of Chiropractic B.S. Life Science/Human Biology B.A. Health and Physical Education	Certified Chiropractic Sports Physician Teaching Experience 8 + years Working Experience 30+ years	Academically
Shores Dennis	Business	BUS 366 Leadership	E.M.B.A. B.A. Organization Dynamics & Human Performance Management	EPA Type I and II Refrigeration Recovery License Building Leadership Skills (BLS) Aramark	Professional

NAME	MAJOR TEACHING FIELD	COURSES TAUGHT	EARNED DEGREES	PROFESSIONAL CERTIFICATION CRITERIA	ACBSP QUALIFICATION
				sponsored Leadership Development Program (LDP) Aramark sponsored Accelerated Development Program (ADP) Aramark and Leman Group sponsored Certified Plant Maintenance Manager (CPMM) through the Association for Facilities Engineering TECH Week Custodial Certification CPR certification Working Experience 17+ Years	
Snover Carol	Accounting	ACC 205 Financial Accounting	M.B.A. Finance	Business experience	Professionally
Voss Kenneth	Economics Statistics	ECO 201 Macroeconomics ECO 202 Microeconomics ORG 311 Methods Research ORG 320 Research I Analysis Using Statistics	Ed.D. Educational Leadership M.A. Education Administration M.A. Economics B.S. Accounting	Teaching Experience 21+ Years	Professional
Wagg Steven	Marketing	MKT 331 Advertising Principles	M.B.A Marketing B.A Sociology	Teaching Experience 13+ years Working Experience 20+ years	Professional

**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
Calderin Linda	M.B.A..					A-3				
Christiansen David	J.D.					A-1 C-1	B-1			
Cook-Altonji Deborah	M.S.					A-3				
Davenport Cynthia	M.A.	C-1				A-4			C-2	
Donoghue Moria	J.D.	C-1				A-1			C-8	
Elortegui Napoleon	M.B.A.					A-1				
Franz Mary	M.S.					A-4			C-1	
Kenna Joseph	J.D.					A-3				
LaBuda Laura	M.B.A. M.S.A.					A-1				
Murphy Dennis	M.B.A.	C-1				A-2				
Neumann Hiller	Ph.D.			B-1		A-8				
Peterson Brian	M.A.		B-1			A-8	Doctoral program	D-5		B-1
Phillips Tracey	M.S.					A-2				
Poli Lawrence	Ph.D.					A-3				
Rimkis Robert	D.H.S.	C-1				A-2				
Shores Dennis	E.M.B.A.	C-7				A-3	C-2	C-3	D-1	

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
Snover Carol	M.B.A.					A-1				
Voss Kenneth	Ed.D.	C-3				A-9			D-8	
Wagg Steven	M.B.A.					A-1				

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. However, please note

- A Human Resource Management degree was launched. Although the program meets CPC coverage requirements, it has not been submitted for consideration for accreditation by ACBSP, because we do not as yet have program graduates.

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.

The Business and Accounting Department launched a Bachelor of Science Degree in Human Resources Management in the fall of 2014. The program was developed consistent with ACBSP requirements and meets CPC Coverage requirements. It also was developed consistent with the Society of Human Resource Management guidelines.

Table 6.1.3 Undergraduate CPC Coverage for Bachelor of Science in Human Resource Management is provided below.

Table 6.1.3 Undergraduate CPC Coverage for Bachelor of Science in Human Resource Management

Common Professional Component (CPC) for Traditional BS Degree												
Core Courses	1A	1B	1C	1D	2A	2B	2C	2D	3A	3B	4 (AorB)	Total
	MKT	FIN	ACC	MGT	LAW	ECO	ETH	GLO	IS	STAT	COMP	
MATH203 or 217	0	0	0	0	0	0	0	0	6	30	6	42
MATH204 or 219	0	0	0	0	0	0	0	0	6	30	6	42
ACC203 or 205 Accounting	1	1	40	2	1	1	1	1	2	0	2	52
BUS235 - Business Computer Applications	2	2	2	2	0	1	1	4	35	2	1	52
BUS338 - Business Ethics	6	1	1	6	3	2	30	5	1	0	4	59
BUS315 - Business Law	2	0	0	5	45	0	0.5	0.5	1.5	0	3	57.5

BUS345 - Global Business	2	2	1	5	2	2	2	35	0	0	2	53
BUS365 - Strategic Planning	10	4	2	10	2	5	5	5	3	2	32	80
HRM 398/399 Practicum	0	0	0	10	0	0	2	0	0	0	45	57
ECO201 - Macroeconomics	3	2	1.5	3	1.5	38	1.5	5	1	1	0	57.5
FIN362 - Intro to Finance	1	40	5	2	0	1	1	1	0	5	3	59
MKT309 - Marketing Principles and Practices	38	1	0.5	2	0	2	2	6	0	0	3	54.5
Totals	65	53	53	47	55	52	46	63	56	70	107	

Additional information about the Bachelor of Science in Human Resource Management includes:

- Bachelor of Science in Human Resource Management was launched in the fall of 2014.
- As of Spring 2015, 7 students were pursuing the major.
- Graduates are anticipated from the program as early as May of 2016.
- Faculty teaching in the Human Resource Management program have both academic expertise in business and business experience in Human Resource Management. Full and part time faculty are included in the screening, qualification and hiring procedures of the department. Their data is included in Standard 5 (Faculty and Staff Focus) data.
- Outcomes assessment processes are being managed consistent with the descriptions in Standard 4 (Measurement and Monitoring of Student Learning Outcomes).
- Student Learning Outcomes for the Bachelor of Science in Human Resource Management follow.

Human Resource Management B.S. Student Learning Outcomes

1. Demonstrate knowledge, skills and capabilities essential to Human Resource Management

- 1.1. Decode and describe jobs, positions and structure in the context of the strategy of an organization including specifying skills inventory required.
- 1.2. Develop recruitment strategy and approach for specific organizational positions based on assessment of alternative recruitment methods, interview techniques, and selection process styles.
- 1.3. Complete a needs assessment and develop training programs for specific positions within an organization.
- 1.4. Analyze employee benefits alternatives and operating dynamics based on core decision-making rationale, including costs, motivational impact, operational considerations, market trends and collective bargaining agreements.
- 1.5. Understand the impact of human resource management on effective leadership, strategy execution and change management.

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**
 - 2.1. **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
 - 2.2. **Global Awareness**
 - Knows about relevant current events
 - Demonstrates cultural awareness
 - Integrates international perspective
3. **Exercise effective interpersonal, communication, and analytical skills**
 - 3.1. **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
 - 3.2. **Effective Interpersonal Skills**
 - Demonstrates initiative
 - Employs active listening and listens critically
 - Engages in discussion and dialog
 - Contributes to team
 - Demonstrates leadership
 - 3.3. **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**
- 4.1. 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**
- 5.1. 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

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

None.

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																																																			
<p>Double fall 2014 enrollment by 2020</p>	<p>Actual student enrollment tracked by program by semester.</p>	<p>While traditional and continuing education students have been relatively stable, ACCEL® enrollment dropped precipitously and rationalization of the programs led to combining and synthesizing the</p>	<p>Due to the recession, business support for students declined. Also, several major corporations discontinued on-site programs. While the traditional and continuing education programs remain strong, marketing of programs has been heightened in an intense competitive environment.</p>	<ul style="list-style-type: none"> Discontinued ACCEL® programs Developed flexible and online delivery format for College of Lifelong Learning 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. New offsite location identified in 2015 at Manor College (2 year school) which has great potential. 	<div data-bbox="1264 727 2030 1166" data-label="Figure"> <table border="1"> <caption>Fall Enrollment Business Programs</caption> <thead> <tr> <th>Year</th> <th>CUS</th> <th>CE</th> <th>ACCEL</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>2006</td> <td>93</td> <td>43</td> <td>658</td> <td>794</td> </tr> <tr> <td>2007</td> <td>129</td> <td>36</td> <td>570</td> <td>735</td> </tr> <tr> <td>2008</td> <td>134</td> <td>43</td> <td>544</td> <td>721</td> </tr> <tr> <td>2009</td> <td>130</td> <td>32</td> <td>463</td> <td>625</td> </tr> <tr> <td>2010</td> <td>113</td> <td>40</td> <td>374</td> <td>527</td> </tr> <tr> <td>2011</td> <td>122</td> <td>49</td> <td>318</td> <td>489</td> </tr> <tr> <td>2012</td> <td>105</td> <td>47</td> <td>185</td> <td>337</td> </tr> <tr> <td>2013</td> <td>128</td> <td>59</td> <td>142</td> <td>329</td> </tr> <tr> <td>2014</td> <td>118</td> <td>99</td> <td>63</td> <td>280</td> </tr> </tbody> </table> </div> <p>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.</p>	Year	CUS	CE	ACCEL	Total	2006	93	43	658	794	2007	129	36	570	735	2008	134	43	544	721	2009	130	32	463	625	2010	113	40	374	527	2011	122	49	318	489	2012	105	47	185	337	2013	128	59	142	329	2014	118	99	63	280
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Performance Measure	Measurement Instrument/ Process	Current Results	Analysis of Results	Action or Improvement Made																									
Maintain small class averaging 20 or fewer students.	Actual student enrollment in classes tracked by academic year.	Class sizes have remained small, continuing to meet the performance goal.	Maximum class sizes have remained at 27 or lower, and the average class size has stayed in the range of 11-12 students.	Monitor class sizes and offer additional sections of courses when enrollments grow. Monitor student satisfaction associated with class size.	<table border="1"> <caption>Class Sizes Data</caption> <thead> <tr> <th>Year</th> <th>Maximum</th> <th>Average</th> <th>Minimum</th> </tr> </thead> <tbody> <tr> <td>2010-11</td> <td>27</td> <td>11</td> <td>4</td> </tr> <tr> <td>2011-12</td> <td>27</td> <td>12</td> <td>3</td> </tr> <tr> <td>2012-13</td> <td>27</td> <td>10</td> <td>4</td> </tr> <tr> <td>2013-14</td> <td>27</td> <td>12</td> <td>3</td> </tr> <tr> <td>2014-15</td> <td>26</td> <td>12</td> <td>3</td> </tr> </tbody> </table>	Year	Maximum	Average	Minimum	2010-11	27	11	4	2011-12	27	12	3	2012-13	27	10	4	2013-14	27	12	3	2014-15	26	12	3
Year	Maximum	Average	Minimum																										
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2011-12	27	12	3																										
2012-13	27	10	4																										
2013-14	27	12	3																										
2014-15	26	12	3																										
Maintain student engagement in business academic honors.	Count of students inducted and invited.	Students continue to accept invitations to academic honor societies and appreciate the professional recognition.	The university continues to invite the top 20% of 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. Interest in honor society induction surged with DMD recognition. Students continue to accept invitations relative to total eligible.	<table border="1"> <caption>Honor Society Inductees Data</caption> <thead> <tr> <th>Year</th> <th>Inductees</th> </tr> </thead> <tbody> <tr> <td>2011</td> <td>3</td> </tr> <tr> <td>2012</td> <td>13</td> </tr> <tr> <td>2013</td> <td>12</td> </tr> <tr> <td>2014</td> <td>5</td> </tr> <tr> <td>2015</td> <td>4</td> </tr> </tbody> </table>	Year	Inductees	2011	3	2012	13	2013	12	2014	5	2015	4												
Year	Inductees																												
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