

# **IMMACULATA UNIVERSITY**

## **BUSINESS, FASHION, and LEADERSHIP DEPARTMENT**



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

**September 2017**

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

**Table of Contents**

	Title	Page
I	Institutional Information	3
II	Status Report on Conditions and Notes	4
III	Public Information	4
1	Standard 1 Leadership	6
2	Standard 2 Strategic Planning	7
3	Standard 3 Student and Stakeholder Focus	12
4	Standard 4 Measurement and Analysis of Student Learning and Performance	18
5	Standard 5 Faculty and Staff Focus	35
6	Standard 6 Educational and Business Process Management	40

**Accreditation Council for Business Schools and Programs (ACBSP)  
Quality Assurance (QA) Report & Accounting Quality Assurance (QA) Report  
for  
Baccalaureate/Graduate Degree Programs**

**Overview (O) 1. Complete all information requested.**

Submit your report as an attachment to reports@acbsp.org on or before February 15th or September 15th.

O 2. Institution Name:                    Immaculata University                    Date:                    September, 2017

Address:                    1145 King Road  
                                         P.O. Box 724  
                                         Immaculata, Pennsylvania 19345-0724

O 3. Year Accredited/Reaffirmed:    2011                    This Report Covers Years:                    2015-2017

O 4. List All Accredited Programs (as they appear in your catalog):

- Accounting (BS)
- Business Management (BS)
- Finance (BS)
- Human Resource Management (BS)
- Marketing Management (BS)
- Business Administration with Business, Computers and Information Technology and K-12 Certification (BA)
- Accounting (AS)
- Business Administration (AS)

O 5. List all programs that are in your business unit that are not accredited by ACBSP and how you distinguish accurately to the public between programs that have achieved accredited status and those that have not.

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

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

Immaculata University – Immaculata, Pennsylvania campus

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

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

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

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

**Condition on Overview Item O 9**

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

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

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

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

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

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

**Removal of this Condition is Requested.**

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

## Standard #1 Leadership

### Organization

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

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

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

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

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

There are no new sites.

## Standard #2 Strategic Planning

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

New strategic goals and objectives adopted include the following:

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

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

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



		<p>and Accounting faculty, undertook a degree and curriculum review during the fall 2016 semester. The major outcomes of that endeavor were identification of three new program initiatives. Following is a summary of those initiatives and the status of each.</p> <ul style="list-style-type: none"> <li>• MS in Management and Leadership: A competitive MS program was developed and received University approval in May 2017. Marketing and recruiting for Fall 2017 was initiated in July 2017. In addition, a 5<sup>th</sup> year MS in Management and Leadership will be offered to current traditional students starting in Spring of 2018. Upon successful execution of graduates, the program will be documented in the Fall 2021 QA report and Immaculata will pursue ACBSP accreditation of the program.</li> <li>• BS in Business Leadership: A BS Leadership competitive program was developed and received full approval at IU in May 2017. Marketing and recruiting for Fall 2017 was initiated in July 2017. Upon successful execution of graduates, the program will be documented in the Fall 2021 QA report and Immaculata will pursue ACBSP accreditation of the program.</li> <li>• Project management certification: A pilot course in project management is being executed in the Spring 2018 semester to research the feasibility of implementing a Project Management certification course at the University. It is anticipated that the student will prepare for and complete the CAPM examination towards certification as part of the pilot.</li> </ul>
<p>Deliver an undergraduate education infused with the combination of liberal arts and career</p>	<ul style="list-style-type: none"> <li>• Programs implemented</li> </ul>	<p>The University identified a need to integrate a greater breadth of liberal arts offering within the Business and Accounting Professions studies</p>

preparation

curriculum.

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

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

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

Increase the overall accounting knowledge for all business majors

- Accounting knowledge as measured by the Peregrine assessment for all business majors

Baseline 2014-year assessment for IU Total Accounting Out Bound scores was 46.98 that was below the ACBSP benchmark of 51.51. For 2016 IU results were 51.20 showing

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

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

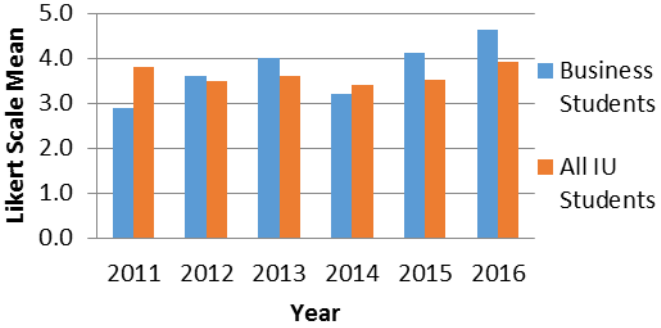
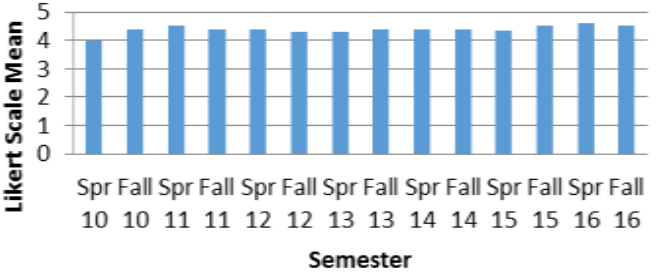
<p>Strategic Planning Process Changes Summary</p>
<p>NO CHANGES</p>

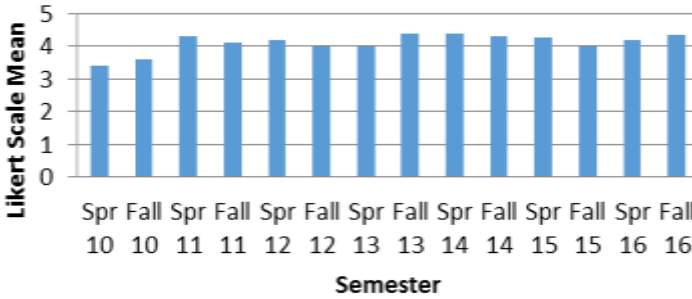

### Standard #3 Student and Stakeholder Focus

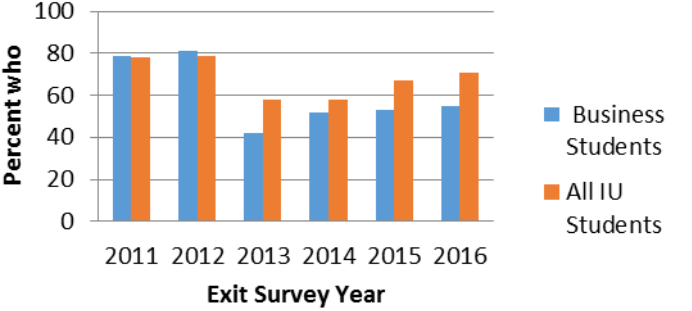
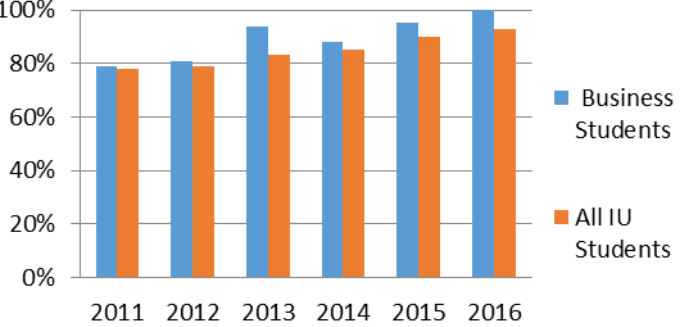
Complete the following table. Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

#### 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>CUS and CLL exit surveys allow a comparison of students in the department to all IU students.</p>	<p>Satisfaction with academic advising for CUS has fluctuated since 2010; however, these figures remain well above the 3.2 minimum benchmark established by the department. Survey results for 2013 and 2014 were 4.0 and 4.75, respectively, which is slightly higher than the 2013 and 2014 findings of 3.5 and 4.1.</p> <p>Satisfaction with academic advising for CLL continues to meet the department benchmark, spiking to 4.11 in 2015 and then</p>	<p>CUS exit surveys indicate an overall satisfaction in the academic advisement process.</p> <p>While The College of Life Long Learning underwent an advisement shift during the 2013/ 2014 academic year, the stability of the academic advisement services may account for the recent surge in satisfaction.</p>	<p>Immaculata University incorporated Ellucian's Degree Works into the 2015/2016 advising process. This comprehensive academic advising and degree audit program has been critical to providing the highest possible advising process to our students. Both CUS and CLL students have benefit greatly from this new service.</p> <p>CUS and CLL Senior Satisfaction surveys continue</p>	<p style="text-align: center;"><b>CUS Student Satisfaction with Academic Advising</b></p> <table border="1"> <caption>CUS Student Satisfaction with Academic Advising Data</caption> <thead> <tr> <th>Year</th> <th>Business Students</th> <th>All IU Students</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>4.2</td> <td>3.8</td> </tr> <tr> <td>2013</td> <td>3.5</td> <td>3.7</td> </tr> <tr> <td>2014</td> <td>4.0</td> <td>3.9</td> </tr> <tr> <td>2015</td> <td>4.0</td> <td>3.5</td> </tr> <tr> <td>2016</td> <td>4.7</td> <td>3.7</td> </tr> </tbody> </table>	Year	Business Students	All IU Students	2012	4.2	3.8	2013	3.5	3.7	2014	4.0	3.9	2015	4.0	3.5	2016	4.7	3.7
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		spiking to 4.63 in 2016.		to highlight overall satisfaction with the business department advising. The advising process continues to include developing course schedules, reviewing grade performance, monitoring early warning information on student progress, and encouragement to use math and writing centers and tutoring services.	<p style="text-align: center;"><b>CLL Student Satisfaction with Academic Advising</b></p>  <table border="1" data-bbox="1339 321 1995 646"> <caption>CLL Student Satisfaction with Academic Advising</caption> <thead> <tr> <th>Year</th> <th>Business Students</th> <th>All IU Students</th> </tr> </thead> <tbody> <tr> <td>2011</td> <td>2.9</td> <td>3.8</td> </tr> <tr> <td>2012</td> <td>3.6</td> <td>3.5</td> </tr> <tr> <td>2013</td> <td>4.0</td> <td>3.6</td> </tr> <tr> <td>2014</td> <td>3.2</td> <td>3.4</td> </tr> <tr> <td>2015</td> <td>4.1</td> <td>3.5</td> </tr> <tr> <td>2016</td> <td>4.6</td> <td>3.9</td> </tr> </tbody> </table>	Year	Business Students	All IU Students	2011	2.9	3.8	2012	3.6	3.5	2013	4.0	3.6	2014	3.2	3.4	2015	4.1	3.5	2016	4.6	3.9									
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<p>Internship employer survey reflecting satisfaction with preparedness of students on average will be 3.2 or above on a 5.0 point scale.</p> <p>Moreover, employer surveys will reflect satisfaction with student initiative and leadership with an average of 3.2 or higher on a 5.0 scale.</p>	Survey of internship employers	<p>Employer Satisfaction rating for student preparedness averaged 4.49 on a 5.0 point scale, with the score at or above 4.0 for all semesters since 2011.</p> <p>Employer satisfaction of student initiative and leadership averaged 4.21 on a 5.0 point scale, with the score at</p>	While student initiative and leadership was a lagging skill for IU students prior to 2011, student initiative rating continues to hovers at approximately 4.4. This improved statistic is likely a result of the Leadership Dynamics course that is	The department intentionally 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 that lagged	<p style="text-align: center;"><b>Employer Satisfaction with Student Preparedness for Internships</b></p>  <table border="1" data-bbox="1339 1052 1995 1328"> <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>4.3</td> </tr> <tr> <td>Spr 11</td> <td>4.4</td> </tr> <tr> <td>Fall 11</td> <td>4.3</td> </tr> <tr> <td>Spr 12</td> <td>4.3</td> </tr> <tr> <td>Fall 12</td> <td>4.2</td> </tr> <tr> <td>Spr 13</td> <td>4.3</td> </tr> <tr> <td>Fall 13</td> <td>4.3</td> </tr> <tr> <td>Spr 14</td> <td>4.3</td> </tr> <tr> <td>Fall 14</td> <td>4.3</td> </tr> <tr> <td>Spr 15</td> <td>4.4</td> </tr> <tr> <td>Fall 15</td> <td>4.5</td> </tr> <tr> <td>Spr 16</td> <td>4.4</td> </tr> <tr> <td>Fall 16</td> <td>4.4</td> </tr> </tbody> </table>	Semester	Likert Scale Mean	Spr 10	4.0	Fall 10	4.3	Spr 11	4.4	Fall 11	4.3	Spr 12	4.3	Fall 12	4.2	Spr 13	4.3	Fall 13	4.3	Spr 14	4.3	Fall 14	4.3	Spr 15	4.4	Fall 15	4.5	Spr 16	4.4	Fall 16	4.4
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		<p>or above 4.0 for all semesters since 2011.</p> <p>It should also be noted that when asked if the employer would hire the IU intern again, the answer was yes 94.7% of the time since 2009.</p>	<p>offered during a student's senior year.</p> <p>In addition, employer satisfaction with student preparedness for internships has a weighted average of 4.49 since 2009.</p>	<p>in prior years. The increased focus on these areas has yielded impressive results from IU business students during their internships.</p>	<p style="text-align: center;"><b>Employer Satisfaction with Student Initiative</b></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>4.2</td></tr> <tr><td>Fall 11</td><td>4.0</td></tr> <tr><td>Spr 12</td><td>4.1</td></tr> <tr><td>Fall 12</td><td>3.9</td></tr> <tr><td>Spr 13</td><td>3.9</td></tr> <tr><td>Fall 13</td><td>4.3</td></tr> <tr><td>Spr 14</td><td>4.3</td></tr> <tr><td>Fall 14</td><td>4.2</td></tr> <tr><td>Spr 15</td><td>4.2</td></tr> <tr><td>Fall 15</td><td>3.9</td></tr> <tr><td>Spr 16</td><td>4.1</td></tr> <tr><td>Fall 16</td><td>4.2</td></tr> </tbody> </table> <p style="text-align: center;"><b>Employers that Would Hire the Intern Again</b></p>  <table border="1"> <caption>Employers that Would Hire the Intern Again</caption> <thead> <tr> <th>Year</th> <th>Percent who responded "yes"</th> </tr> </thead> <tbody> <tr><td>2012</td><td>90%</td></tr> <tr><td>2013</td><td>100%</td></tr> <tr><td>2014</td><td>100%</td></tr> <tr><td>2015</td><td>88%</td></tr> <tr><td>2016</td><td>100%</td></tr> </tbody> </table>	Semester	Likert Scale Mean	Spr 10	3.4	Fall 10	3.6	Spr 11	4.2	Fall 11	4.0	Spr 12	4.1	Fall 12	3.9	Spr 13	3.9	Fall 13	4.3	Spr 14	4.3	Fall 14	4.2	Spr 15	4.2	Fall 15	3.9	Spr 16	4.1	Fall 16	4.2	Year	Percent who responded "yes"	2012	90%	2013	100%	2014	100%	2015	88%	2016	100%
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<p>Over 50% of Immaculata University Business students will indicate on exit surveys that they would “definitely” or “probable” choose Immaculata again (CUS) or would recommend Immaculata to others (CLL).</p> <p>Overall performance will be at least on par with the NSSE peer group averages. NSSE data were collected for 2014 and will be again in 2017.</p>	<p>Surveys of graduating students.</p> <p>National Survey of Student Engagement (NSSE) data is used to compare IU to small and large peer groups as well as Catholic Colleges and Universities. This transitional approach provides benchmarking with other universities regarding student satisfaction in the Department of Business and Accounting.</p>	<p>The number of CUS business students that would choose IU again was 53% and 55% for 2015 and 2016, respectfully, slightly above the department benchmark and just slightly below the 2014 NSSE comparison school data of 74%.</p> <p>CLL responses indicated that 95% of 2015 graduating seniors and 100% of 2016 seniors would recommend IU again.</p>	<p>The percent for CUS students that would recommend Immaculata again has hovered just above the benchmark of 50% for the past four years. However, these figures fall considerably below the 2011 and 2012 percentages. Clearly, there exists room for improvement in the level of student satisfaction.</p>	<p>Immaculata University recognizes the need to improve student retention and satisfaction and continues to work on areas to improve social activities.</p> <p>The Business Department has also actively engaged in social activities during 2015 and 2016 to improve student satisfaction by increasing student driven field trips such as: the Constitution Center, Philadelphia, PA, to hear a debate on the Constitutionality of President Obama’s Immigration Policy, and The Philadelphia Flyers College Night. The Business Club, with the full support of the BAB, co-sponsored</p>	<p style="text-align: center;"><b>Resulting Trend (s)</b></p> <div style="text-align: center;"> <p><b>CUS Students who would recommend Immaculata again</b></p>  <table border="1" style="display: none;"> <caption>CUS 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>42</td> <td>58</td> </tr> <tr> <td>2014</td> <td>52</td> <td>58</td> </tr> <tr> <td>2015</td> <td>55</td> <td>68</td> </tr> <tr> <td>2016</td> <td>55</td> <td>72</td> </tr> </tbody> </table> </div> <div style="text-align: center; margin-top: 20px;"> <p><b>CLL Students who would recommend Immaculata again</b></p>  <table border="1" style="display: none;"> <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>95</td> <td>82</td> </tr> <tr> <td>2014</td> <td>88</td> <td>85</td> </tr> <tr> <td>2015</td> <td>95</td> <td>90</td> </tr> <tr> <td>2016</td> <td>100</td> <td>92</td> </tr> </tbody> </table> </div>	Exit Survey Year	Business Students (%)	All IU Students (%)	2011	78	78	2012	80	78	2013	42	58	2014	52	58	2015	55	68	2016	55	72	Exit Survey Year	Business Students (%)	All IU Students (%)	2011	78	78	2012	80	78	2013	95	82	2014	88	85	2015	95	90	2016	100	92
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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>various events such as Pizza, Pitch, and a Panel, a transition to the work force event, and the Mocktail Social Networking Event.</p> <p>The Business Department also began offering a speaker series on global sustainability in 2015 and 2016.</p>																									
<p>Student engagement in academically related extra curricular activities stays the same or increases.</p>	<p>Number of participants in Enactus, Business Club, and Student Advisory Board.</p> <p>Enactus: 2015 – 26 2016- 31</p> <p>Business Club: 2015 – 18 2016 - 22</p> <p>SAB: 2015- 6 2016- 6</p>	<p>Participation in extracurricular activities in 2015 and 2016 remains at the highest level since 2008. Furthermore, the unique experiences have significantly improved the student’s ability to obtain quality internships and jobs upon graduation.</p>	<p>The IU Enactus Team was recognized as champions in their league at the Regional Competition in 2015 and 2016 and competed on a National Level for both years.</p> <p>The Business Club has retained high levels of involvement as a result of the engaging activities, presentations, and field trips</p>	<p>While the IU Enactus team has 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 2016/2017 academic year.</p> <p>The Business Club will</p>	<table border="1"> <caption>Number of Academic Activity Involvement Students</caption> <thead> <tr> <th>Year</th> <th>Enactus</th> <th>Business Club</th> <th>Student Advisory Board</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>25</td> <td>18</td> <td>6</td> </tr> <tr> <td>2013</td> <td>28</td> <td>22</td> <td>6</td> </tr> <tr> <td>2014</td> <td>29</td> <td>25</td> <td>6</td> </tr> <tr> <td>2015</td> <td>26</td> <td>18</td> <td>6</td> </tr> <tr> <td>2016</td> <td>31</td> <td>15</td> <td>6</td> </tr> </tbody> </table>	Year	Enactus	Business Club	Student Advisory Board	2012	25	18	6	2013	28	22	6	2014	29	25	6	2015	26	18	6	2016	31	15	6
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			<p>that are taken each year.</p> <p>The SAB maintains a membership of 6 students (min) seeking various business degrees.</p>	<p>continue to offer informative and engaging field trips and, with the support of the BAB, offer alumni networking and speaking events.</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>2015/2016</p> <ul style="list-style-type: none"> <li>• \$7,000 scholarship funded by the BAB and given to four freshman and/or sophomore students.</li> <li>• BAB supported the community outreach program with East Goshen Township – IU/East Goshen Entrepreneurial Academy summer camp.</li> </ul> <p>2016/2017</p> <ul style="list-style-type: none"> <li>• \$5,000 scholarship funded by the BAB and given to three freshman and/or sophomore students.</li> <li>• Funded 3 scholarships for low-income high school students to attend the IU/East Goshen Entrepreneurial Academy summer camp.</li> <li>• BAB members initiated a mentoring program for IU business students.</li> <li>• Recommended and participated in the Business Department Curriculum Review</li> </ul>

## **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**

##### **Demonstrate knowledge, skills and capabilities essential to Accounting**

- 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.

##### **Understand the balance of theory and practice as it applies to the various sectors of the world of business, accounting, finance, marketing and economics**

###### **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

**Global Awareness**

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

**Exercise effective interpersonal, communication, and analytical skills**

**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

**Effective Interpersonal Skills**

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

**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

**Use technology effectively to enhance productivity and efficiency on both individual and organizational levels**

**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

**Use your business skills to make a difference in the world with the highest level of integrity and ethics**

**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**

**Demonstrate knowledge, skills and capabilities essential to Business Management**

Assess and identify effective organizational management, including planning, organizing, staffing, leading and establishing policies and procedures.

Understand accounting processes and analyze financial statements to evaluate a firm's performance, strengths and weaknesses.

Make operational recommendations integrating consideration of management, marketing, financial, human resource, legal, ethical, and global factors.

Generate results by exercising goal-oriented personal leadership, initiative and teamwork evidencing understanding interpersonal dynamics and motivation.

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**

#### **Demonstrate knowledge, skills and capabilities essential to Finance**

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.

#### **Understand the balance of theory and practice as it applies to the various sectors of the world of business, accounting, finance, marketing and economics**

##### **Theory & Practice in Sectors**

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**Human Resource Management Major Student Learning Outcomes**

**Demonstrate knowledge, skills and capabilities essential to Human Resource Management**

Decode and describe jobs, positions and structure in the context of the strategy of an organization including specifying skills inventory required.  
Develop recruitment strategy and approach for specific organizational positions based on assessment of alternative recruitment methods, interview techniques, and selection process styles.  
Complete a needs assessment and develop training programs for specific positions within an organization.

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.

Understand the impact of human resource management on effective leadership, strategy execution and change management.

**Understand the balance of theory and practice as it applies to the various sectors of the world of business, accounting, finance, marketing and economics**

**Theory & Practice in Sectors**

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**Professionalism, Integrity & Ethics**

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Exercises professional demeanor in all modes of communication  
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Is prepared

**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
- 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
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- 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
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### **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
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## **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

**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			
<b>1. Student Learning Results</b>		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  What are your current results?	Analysis of Results  What did you learn from the results?	Action Taken or Improvement made  What did you improve or what is your next step?	Insert Graphs or Tables of Resulting Trends  (3-5 data points preferred)
Measurable goal	What is your goal?				

<b>Performance Measure</b>  <b>Measurable goal</b>  <b>What is your goal?</b>	<b>What is your measurement instrument or process?</b> <b>Do not use grades.</b> <b>(Indicate length of cycle)</b>	<b>Current Results</b>  <b>What are your current results?</b>	<b>Analysis of Results</b>  <b>What did you learn from the results?</b>	<b>Action Taken or Improvement made</b> <b>What did you improve or what is your next step?</b>	<b>Insert Graphs or Tables of Resulting Trends</b>  <b>(3-5 data points preferred)</b>															
IU Outbound test scores on Peregrine will be on par with Peregrine outbound test scores for peer institutions.	External comparative formative and summative assessment. Test score comparison of Peregrine outbound testing is performed in capstone courses.	As shown in the chart, IU outbound average score had remained in line with peer institutions. There was a dip in the 2016/2017 results which are being investigated and action plans are being developed and implemented.	In the recent past, IU was close or slightly above peer institutions in outbound score results. There was a dip in the most recent year that will be examined in the upcoming year, noticeably in the areas of Operations and Production Management, Information Management, and Quantitative Research.	Faculty responsible for specific business programs are reviewing the results by functional area and developing appropriate action plans to improve scores. IU's new membership in the SAP University Alliance will better prepare students for topics in Operations and Production Management, Information Management, and Quantitative Research by giving students hands-on and real life data, used to make decisions.	<div style="text-align: center;"> <h3>Outbound Score</h3> <table border="1" style="margin: auto;"> <caption>Outbound Score Data</caption> <thead> <tr> <th>Year</th> <th>IU</th> <th>Traditional Campus Based</th> </tr> </thead> <tbody> <tr> <td>13/14</td> <td>48.02</td> <td>48.9</td> </tr> <tr> <td>14/15</td> <td>50.77</td> <td>48.9</td> </tr> <tr> <td>15/16</td> <td>49.79</td> <td>48.9</td> </tr> <tr> <td>16/17</td> <td>43.42</td> <td>48.9</td> </tr> </tbody> </table> </div>	Year	IU	Traditional Campus Based	13/14	48.02	48.9	14/15	50.77	48.9	15/16	49.79	48.9	16/17	43.42	48.9
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<b>Performance Measure</b>  <b>Measurable goal</b>  <b>What is your goal?</b>	<b>What is your measurement instrument or process?</b> <b>Do not use grades.</b> <b>(Indicate length of cycle)</b>	<b>Current Results</b>  <b>What are your current results?</b>	<b>Analysis of Results</b>  <b>What did you learn from the results?</b>	<b>Action Taken or Improvement made</b> <b>What did you improve or what is your next step?</b>	<b>Insert Graphs or Tables of Resulting Trends</b>  <b>(3-5 data points preferred)</b>															
IU Inbound/ Outbound test difference scores on Peregrine will be on par with Peregrine peer institutions	External comparative formative and summative assessment, along with test score comparison of Peregrine testing performed in IU cornerstone and capstone courses.	As demonstrated by the graph, the difference between IU inbound and outbound tests have generally remained on par for three of the last four years. There was a dip in the 2016/2017 results which are being investigated and action plans are being developed and implemented.	Aggregate scores benchmarked show positive results in three of the last four years. Students displayed low scores in the areas of Operations and Production Management, Information Management, and Quantitative Research.	Faculty responsible for specific business programs are reviewing the results by functional area and developing appropriate action plans to improve scores. IU's new membership in the SAP University Alliance will better prepare students for topics in Operations and Production Management, Information Management, and Quantitative Research by giving students hands-on and real life data, used to make decisions.	<div data-bbox="1293 350 2016 776"> <p style="text-align: center;"><b>Inbound/Outbound Percent Change</b></p> <table border="1"> <caption>Inbound/Outbound Percent Change Data</caption> <thead> <tr> <th>Year</th> <th>IU</th> <th>Traditional Campus Based</th> </tr> </thead> <tbody> <tr> <td>13/14</td> <td>30.07</td> <td>34.31</td> </tr> <tr> <td>14/15</td> <td>57.33</td> <td>34.31</td> </tr> <tr> <td>15/16</td> <td>44.91</td> <td>34.31</td> </tr> <tr> <td>16/17</td> <td>25.17</td> <td>34.31</td> </tr> </tbody> </table> </div>	Year	IU	Traditional Campus Based	13/14	30.07	34.31	14/15	57.33	34.31	15/16	44.91	34.31	16/17	25.17	34.31
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Accounting major content area learning objectives as assessed in the program will be 4 (good) or higher on a 5 point scale for all accounting majors.	Direct assessment of student performance on learning objectives for the 2015/2016 and 2016/2017 academic years. (Learning Objectives listed above)	As shown in the chart, IU scores on all five learning objectives are above the goal of 4.0 for all majors. (Learning Objectives listed above)	Accounting majors excelled in Learning Objective 5, scoring 4.82 out of 5.00.	IU will continue to maintain high scores across all of these learning objectives.	<p>Accounting - Mean Score by Learning Objectives-Over Two years</p> <table border="1"> <thead> <tr> <th>Learning Objective</th> <th>Mean Score</th> </tr> </thead> <tbody> <tr> <td>A-LO1</td> <td>4.20</td> </tr> <tr> <td>A-LO2</td> <td>4.19</td> </tr> <tr> <td>A-LO3</td> <td>4.60</td> </tr> <tr> <td>A-LO4</td> <td>4.20</td> </tr> <tr> <td>A-LO5</td> <td>4.82</td> </tr> </tbody> </table>	Learning Objective	Mean Score	A-LO1	4.20	A-LO2	4.19	A-LO3	4.60	A-LO4	4.20	A-LO5	4.82
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Target overall scores on Accounting Capstone Assessment of 4.0 (good) or higher on a 5.0 scale for ACC 422 (Capstone course for Accounting)	Direct, summative, internal, comparative assessment. Capstone assessment performed by instructors on students in capstone courses following a detailed rubric	Average scores for all Accounting majors have strengthened in the last five years. The Accounting major is very strong and the 2017 class was exceptional.	Global awareness has been strengthened with concurrent strengthening in several other areas.	The academic focus areas are getting emphasis aligned with the learning outcomes targeted.	<p>Learning Outcomes Average in ACC 422</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Average Score</th> </tr> </thead> <tbody> <tr> <td>2013</td> <td>4.27</td> </tr> <tr> <td>2014</td> <td>4.69</td> </tr> <tr> <td>2015</td> <td>4.77</td> </tr> <tr> <td>2016</td> <td>4.52</td> </tr> <tr> <td>2017</td> <td>4.96</td> </tr> </tbody> </table>	Year	Average Score	2013	4.27	2014	4.69	2015	4.77	2016	4.52	2017	4.96
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					<p style="text-align: center;"><b>ACC 422 Capstone Assessment</b></p> <table border="1"> <caption>ACC 422 Capstone Assessment - Average Scores</caption> <thead> <tr> <th>Category</th> <th>2017</th> <th>2016</th> <th>2015</th> <th>2014</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>Average score</td> <td>4.7</td> <td>4.6</td> <td>4.5</td> <td>4.4</td> <td>4.3</td> </tr> <tr> <td>Professionalism, Integrity &amp;...</td> <td>4.6</td> <td>4.5</td> <td>4.4</td> <td>4.3</td> <td>4.2</td> </tr> <tr> <td>Effective Use of Technology</td> <td>4.5</td> <td>4.4</td> <td>4.3</td> <td>4.2</td> <td>4.1</td> </tr> <tr> <td>Effective Analytical Skills</td> <td>4.4</td> <td>4.3</td> <td>4.2</td> <td>4.1</td> <td>4.0</td> </tr> <tr> <td>Effective Interpersonal Skills</td> <td>4.3</td> <td>4.2</td> <td>4.1</td> <td>4.0</td> <td>3.9</td> </tr> <tr> <td>Effective Communication</td> <td>4.2</td> <td>4.1</td> <td>4.0</td> <td>3.9</td> <td>3.8</td> </tr> <tr> <td>Global Awareness</td> <td>4.1</td> <td>4.0</td> <td>3.9</td> <td>3.8</td> <td>3.7</td> </tr> <tr> <td>Theory &amp; Practice in Sectors</td> <td>4.0</td> <td>3.9</td> <td>3.8</td> <td>3.7</td> <td>3.6</td> </tr> </tbody> </table>	Category	2017	2016	2015	2014	2013	Average score	4.7	4.6	4.5	4.4	4.3	Professionalism, Integrity &...	4.6	4.5	4.4	4.3	4.2	Effective Use of Technology	4.5	4.4	4.3	4.2	4.1	Effective Analytical Skills	4.4	4.3	4.2	4.1	4.0	Effective Interpersonal Skills	4.3	4.2	4.1	4.0	3.9	Effective Communication	4.2	4.1	4.0	3.9	3.8	Global Awareness	4.1	4.0	3.9	3.8	3.7	Theory & Practice in Sectors	4.0	3.9	3.8	3.7	3.6
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Business management major content area learning objectives as assessed in the program will be 4 (good) or higher on a 5 point scale for all business management majors.	Direct assessment of student performance on learning objectives for the 2015/2016 and 2016/2017 academic years. (Learning Objectives listed above)	IU scores on all five learning objectives are above our benchmark of 4.	Business Management student majors are meeting expectations for all Learning Outcomes.	The SAP University Alliance program should help to strengthen IU's Business Management program by allowing students to make real, data driven business decisions.	<p style="text-align: center;"><b>Business Management-Mean Score by Learning Outcome</b></p> <table border="1"> <caption>Business Management-Mean Score by Learning Outcome</caption> <thead> <tr> <th>Learning Outcome</th> <th>Mean Score</th> </tr> </thead> <tbody> <tr> <td>BM-LO1</td> <td>4.37</td> </tr> <tr> <td>BM-LO2</td> <td>4.15</td> </tr> <tr> <td>BM-LO3</td> <td>4.35</td> </tr> <tr> <td>BM-LO4</td> <td>4.29</td> </tr> <tr> <td>BM-LO5</td> <td>4.22</td> </tr> </tbody> </table>	Learning Outcome	Mean Score	BM-LO1	4.37	BM-LO2	4.15	BM-LO3	4.35	BM-LO4	4.29	BM-LO5	4.22																																										
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(good) or higher on a 5.0 point scale for Bus 365 (capstone for Business Administration, Finance, Human Resources Management and Marketing Management majors).	Capstone assessment performed by instructors on all students in all capstone courses following detailed rubric		analysis by key areas indicates an area of continued strength includes Professionalism and Ethics, a topic area aligned with our university mission.	overall scores, membership in the SAP University Alliance should help to keep these majors performing at strong levels.	<div data-bbox="1302 365 1995 763"> <p style="text-align: center;"><b>Learning Outcomes Average in BUS 365</b></p> <table border="1"> <caption>Learning Outcomes Average in BUS 365</caption> <thead> <tr> <th>Year</th> <th>Average Score</th> </tr> </thead> <tbody> <tr> <td>2013</td> <td>4.3</td> </tr> <tr> <td>2014</td> <td>4.3</td> </tr> <tr> <td>2015</td> <td>4.3</td> </tr> <tr> <td>2016</td> <td>4.3</td> </tr> <tr> <td>2017</td> <td>4.3</td> </tr> </tbody> </table> </div> <div data-bbox="1302 779 1995 1323"> <p style="text-align: center;"><b>BUS 365 Strategic Planning Student Learning Outcomes Assessment</b></p> <table border="1"> <caption>BUS 365 Strategic Planning Student Learning Outcomes Assessment</caption> <thead> <tr> <th>Outcome</th> <th>2017</th> <th>2016</th> <th>2015</th> <th>2014</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>Average score</td> <td>4.8</td> <td>4.7</td> <td>4.6</td> <td>4.5</td> <td>4.4</td> </tr> <tr> <td>Professionalism, Integrity &amp; 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>4.6</td> <td>4.5</td> <td>4.4</td> <td>4.3</td> <td>4.2</td> </tr> <tr> <td>Effective Analytical Skills</td> <td>4.5</td> <td>4.4</td> <td>4.3</td> <td>4.2</td> <td>4.1</td> </tr> <tr> <td>Effective Interpersonal Skills</td> <td>4.4</td> <td>4.3</td> <td>4.2</td> <td>4.1</td> <td>4.0</td> </tr> <tr> <td>Effective Communication</td> <td>4.5</td> <td>4.4</td> <td>4.3</td> <td>4.2</td> <td>4.1</td> </tr> <tr> <td>Global Awareness</td> <td>4.4</td> <td>4.3</td> <td>4.2</td> <td>4.1</td> <td>4.0</td> </tr> <tr> <td>Theory &amp; Practice in Sectors</td> <td>4.5</td> <td>4.4</td> <td>4.3</td> <td>4.2</td> <td>4.1</td> </tr> </tbody> </table> </div>	Year	Average Score	2013	4.3	2014	4.3	2015	4.3	2016	4.3	2017	4.3	Outcome	2017	2016	2015	2014	2013	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	4.6	4.5	4.4	4.3	4.2	Effective Analytical Skills	4.5	4.4	4.3	4.2	4.1	Effective Interpersonal Skills	4.4	4.3	4.2	4.1	4.0	Effective Communication	4.5	4.4	4.3	4.2	4.1	Global Awareness	4.4	4.3	4.2	4.1	4.0	Theory & Practice in Sectors	4.5	4.4	4.3	4.2	4.1
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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 for the 2015/2016 and 2016/2017 academic years. (Learning Objectives listed above)	IU scores on all five learning objectives are above our benchmark of 4.	Finance majors at IU continue to score well on this assessment.	Emphasis on these learning objectives will be added to student academic experiences to highlight important capabilities for students to master.	<div style="text-align: center;"> <b>Finance-Mean Score by Learning Outcome</b> </div> <table border="1"> <caption>Finance-Mean Score by Learning Outcome</caption> <thead> <tr> <th>Learning Outcome</th> <th>Mean Score</th> </tr> </thead> <tbody> <tr> <td>F-LO1</td> <td>4.42</td> </tr> <tr> <td>F-LO2</td> <td>4.50</td> </tr> <tr> <td>F-LO3</td> <td>4.19</td> </tr> <tr> <td>F-LO4</td> <td>4.50</td> </tr> <tr> <td>F-LO5</td> <td>4.46</td> </tr> </tbody> </table>	Learning Outcome	Mean Score	F-LO1	4.42	F-LO2	4.50	F-LO3	4.19	F-LO4	4.50	F-LO5	4.46
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Human Resource 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 for the 2015/2016 and 2016/2017 academic years. (Learning Objectives listed above)	Human Resource Management scores on all four of the five learning objectives are above our benchmark of 4. No majors took classes associated with Learning Object 3 in the past two years, so no scores are reported.	Human Resource Management majors are exceeding expectations in the assessed learning outcomes.	Courses associated with Learning Objective 3 are scheduled to run in Fall 2017, so data will be available later this year.	<div style="text-align: center;"> <b>Human Resource Management-Mean Score by Learning Outcome</b> </div> <table border="1"> <caption>Human Resource Management-Mean Score by Learning Outcome</caption> <thead> <tr> <th>Learning Outcome</th> <th>Mean Score</th> </tr> </thead> <tbody> <tr> <td>HR-LO1</td> <td>4.62</td> </tr> <tr> <td>HR-LO2</td> <td>4.62</td> </tr> <tr> <td>HR-LO3</td> <td>0.00</td> </tr> <tr> <td>HR-LO4</td> <td>4.13</td> </tr> <tr> <td>HR-LO5</td> <td>4.67</td> </tr> </tbody> </table>	Learning Outcome	Mean Score	HR-LO1	4.62	HR-LO2	4.62	HR-LO3	0.00	HR-LO4	4.13	HR-LO5	4.67
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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 for the 2015/2016 and 2016/2017 academic years. (Learning Objectives listed above)	Marketing Management majors score above 4 on all Learning Objectives except the third.	Marketing Management majors are reporting strong results, but careful attention will need to be paid to Learning Objective 3.	Learning Objective 3 is a potential area of improvement. Action items will be discussed during the first department meeting in Fall 2017.	<div data-bbox="1302 365 1995 755"> <p style="text-align: center;"><b>Marketing Management-Mean Score by Learning Outcome</b></p> <table border="1"> <caption>Marketing Management-Mean Score by Learning Outcome</caption> <thead> <tr> <th>Learning Outcome</th> <th>Mean Score</th> </tr> </thead> <tbody> <tr> <td>M-LO1</td> <td>4.61</td> </tr> <tr> <td>M-LO2</td> <td>4.08</td> </tr> <tr> <td>M-LO3</td> <td>3.88</td> </tr> <tr> <td>M-LO4</td> <td>4.50</td> </tr> <tr> <td>M-LO5</td> <td>4.38</td> </tr> </tbody> </table> </div>	Learning Outcome	Mean Score	M-LO1	4.61	M-LO2	4.08	M-LO3	3.88	M-LO4	4.50	M-LO5	4.38																		
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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 4.39 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 4.27 on a 5.0 scale since Fall 2013. Although this number was	Student initiative in the internship continues to be a strength for IU students. This is a primary reason for high levels of employer satisfaction with IU interns.	The Business Department Practicum continues to be a high quality part of the curriculum and leads to the success of the department majors.	<div data-bbox="1302 787 1995 1226"> <p style="text-align: center;"><b>Employer Satisfaction with Student Preparedness for Internships</b></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>3.8</td></tr> <tr><td>Fall 10</td><td>4.2</td></tr> <tr><td>Spr 11</td><td>4.4</td></tr> <tr><td>Fall 11</td><td>4.2</td></tr> <tr><td>Spr 12</td><td>4.2</td></tr> <tr><td>Fall 12</td><td>4.1</td></tr> <tr><td>Spr 13</td><td>4.2</td></tr> <tr><td>Fall 13</td><td>4.2</td></tr> <tr><td>Spr 14</td><td>4.2</td></tr> <tr><td>Fall 14</td><td>4.2</td></tr> <tr><td>Spr 15</td><td>4.1</td></tr> <tr><td>Fall 15</td><td>4.4</td></tr> <tr><td>Spr 16</td><td>4.5</td></tr> <tr><td>Fall 16</td><td>4.4</td></tr> </tbody> </table> </div>	Semester	Likert Scale Mean	Spr 10	3.8	Fall 10	4.2	Spr 11	4.4	Fall 11	4.2	Spr 12	4.2	Fall 12	4.1	Spr 13	4.2	Fall 13	4.2	Spr 14	4.2	Fall 14	4.2	Spr 15	4.1	Fall 15	4.4	Spr 16	4.5	Fall 16	4.4
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<b>Performance Measure</b>  <b>Measurable goal</b>  <b>What is your goal?</b>	<b>What is your measurement instrument or process?</b> <b>Do not use grades.</b> <b>(Indicate length of cycle)</b>	<b>Current Results</b>  <b>What are your current results?</b>	<b>Analysis of Results</b>  <b>What did you learn from the results?</b>	<b>Action Taken or Improvement made</b> <b>What did you improve or what is your next step?</b>	<b>Insert Graphs or Tables of Resulting Trends</b>  <b>(3-5 data points preferred)</b>																																										
		<p>lower in the past, survey data indicates a score above 4.0 since 2011.</p> <p>When asked, employers routinely say they would hire an IU intern again. In some years, ALL responders would like to rehire IU interns.</p>			<div data-bbox="1291 349 2016 779"> <p style="text-align: center;"><b>Employer Satisfaction with Student Initiative</b></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</td></tr> <tr><td>Spr 13</td><td>4</td></tr> <tr><td>Fall 13</td><td>4.4</td></tr> <tr><td>Spr 14</td><td>4.4</td></tr> <tr><td>Fall 14</td><td>4.3</td></tr> <tr><td>Spr 15</td><td>4.25</td></tr> <tr><td>Fall 15</td><td>4</td></tr> <tr><td>Spr 16</td><td>4.2</td></tr> <tr><td>Fall 16</td><td>4.33</td></tr> </tbody> </table> </div> <div data-bbox="1291 795 2016 1218"> <p style="text-align: center;"><b>Employers that Would Hire the Intern Again</b></p> <table border="1"> <caption>Employers that Would Hire the Intern Again</caption> <thead> <tr> <th>Year</th> <th>Percent who responded "yes"</th> </tr> </thead> <tbody> <tr><td>2012</td><td>91%</td></tr> <tr><td>2013</td><td>100%</td></tr> <tr><td>2014</td><td>100%</td></tr> <tr><td>2015</td><td>88%</td></tr> <tr><td>2016</td><td>100%</td></tr> </tbody> </table> </div>	Semester	Likert Scale Mean	Spr 10	3.4	Fall 10	3.6	Spr 11	4.3	Fall 11	4.1	Spr 12	4.2	Fall 12	4	Spr 13	4	Fall 13	4.4	Spr 14	4.4	Fall 14	4.3	Spr 15	4.25	Fall 15	4	Spr 16	4.2	Fall 16	4.33	Year	Percent who responded "yes"	2012	91%	2013	100%	2014	100%	2015	88%	2016	100%
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Spr 10	3.4																																														
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Fall 11	4.1																																														
Spr 12	4.2																																														
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Fall 13	4.4																																														
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## Standard #5 Faculty and Staff Focus

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

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

<b>Faculty and Staff Focused Results</b>	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													
Performance Measure	What is your measurement instrument or process? (Indicate length of cycle)	Current Results What are your current results?	Analysis of Results What did you learn from the results?	Action Taken or Improvement made What did you improve or what is your next step?	Insert Graphs or Tables of Resulting Trends  (3-5 data points preferred)										
Maintain 80% of undergraduate credit hours taught by academically and/or professionally qualified faculty.  What is your goal?	A Business Course Data Spreadsheet is generated after each academic year and maintained by the department.	100% of all undergraduate credit hours are taught by academically or professionally qualified faculty. In addition, 44% of all undergraduate credit hours are taught by academically qualified faculty.	The current use of academically and professionally qualified full time and adjunct faculty is allowing our department to meet its goals.	All new full time and adjunct faculty hired will meet the academically and or professionally qualified standards set forth by ACBSP.	<p style="text-align: center;"><b>Percent of Courses Taught by Academically or Professionally Qualified Faculty</b></p> <table border="1"> <caption>Percent of Courses Taught by Academically or Professionally Qualified Faculty</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>13-14</td> <td>100%</td> </tr> <tr> <td>14-15</td> <td>100%</td> </tr> <tr> <td>15-16</td> <td>100%</td> </tr> <tr> <td>16-17</td> <td>100%</td> </tr> </tbody> </table>	Year	Percentage	13-14	100%	14-15	100%	15-16	100%	16-17	100%
Year	Percentage														
13-14	100%														
14-15	100%														
15-16	100%														
16-17	100%														
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.		Department member hired in fall of 2016 is academically qualified. The	Academically-qualified full time faculty consistently exceeded 80%.										

		Analysis of Results													
Performance Measure	What is your measurement instrument or process? (Indicate length of cycle)	Current Results What are your current results?	Analysis of Results What did you learn from the results?	Action Taken or Improvement made What did you improve or what is your next step?	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)										
				faculty member that is ABD is in the process of completing dissertation with the full support and encouragement from the department.	<p style="text-align: center;"><b>Percent of Full Time Faculty Doctorally Qualified</b></p> <table border="1"> <caption>Percent of Full Time Faculty Doctorally Qualified</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>13-14</td> <td>80%</td> </tr> <tr> <td>14-15</td> <td>80%</td> </tr> <tr> <td>15-16</td> <td>80%</td> </tr> <tr> <td>16-17</td> <td>80%</td> </tr> </tbody> </table>	Year	Percentage	13-14	80%	14-15	80%	15-16	80%	16-17	80%
Year	Percentage														
13-14	80%														
14-15	80%														
15-16	80%														
16-17	80%														
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.	Continuing to encourage faculty scholarly activities including leveraging grants and faculty development funds.	<p style="text-align: center;"><b>Average Scholarship/Professional Activities</b></p> <table border="1"> <caption>Average Scholarship/Professional Activities</caption> <thead> <tr> <th>Year</th> <th>Average</th> </tr> </thead> <tbody> <tr> <td>13-14</td> <td>4</td> </tr> <tr> <td>14-15</td> <td>5</td> </tr> <tr> <td>15-16</td> <td>10</td> </tr> <tr> <td>16-17</td> <td>16</td> </tr> </tbody> </table>	Year	Average	13-14	4	14-15	5	15-16	10	16-17	16
Year	Average														
13-14	4														
14-15	5														
15-16	10														
16-17	16														

		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?															
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;"><b>Average Service Activities</b></p> <table border="1"> <caption>Average Service Activities</caption> <thead> <tr> <th>Year</th> <th>Average Service Activities</th> </tr> </thead> <tbody> <tr> <td>13-14</td> <td>7.2</td> </tr> <tr> <td>14-15</td> <td>7.5</td> </tr> <tr> <td>15-16</td> <td>9.0</td> </tr> <tr> <td>16-17</td> <td>8.0</td> </tr> </tbody> </table>	Year	Average Service Activities	13-14	7.2	14-15	7.5	15-16	9.0	16-17	8.0
Year	Average Service Activities														
13-14	7.2														
14-15	7.5														
15-16	9.0														
16-17	8.0														

## 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
Gimpel, Donald	Marketing	MKT 309 Marketing Principles and Practices	JD MBA BS	Licensed attorney in PA and NJ	Professionally
McFadden, Mark	Marketing/Statics	ECO 307 Statistics MKT 309 Marketing Principles and Practices MKT 351 Retail Marketing MKT 354 Social Media Marketing MKT 359 Marketing Research MKT 364 Marketing Management BUS 200 Excel for Business	Ed.D. MS BS BS	Taught eleven plus years at college level	Academically
Pelzer, Richonda	Accounting/Finance/Economics	ACC317 Cost Accounting	MBA BA	15 plus years of professional experiences	Professionally
Trofe, Charles	Accounting	ACC 201 Accounting and Budgeting	MBA BA AA	25 plus years of accounting professional experiences	Professionally
Stockton, Mary Lou	Accounting	Tax accounting	MBA BA	CPA Personal Finance Specialist	Professionally

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

**Codes for Scholarly Activities:**

**A = Scholarship of Teaching**

**B = Scholarship of Discovery**

**C = Scholarship of Integration**

**D = Scholarship of Application**

Faculty Member	Highest Degree Earned	Professional Certification	Scholarly Activities				Professional Activities			
			Papers Presented	Published Articles/ Manuscripts/ Books	Consulting	Professional Related Service	Professional Conferences/ Workshops	Professional Meetings	Professional Memberships	Other
Gimpel Donald	JD	C-2			D-1	C-1	B-6		C-1	
McFadden Mark	Ed.D				D-1	D-1	B-1	C-3	C-1	
Pelzer Richonda	MBA									
Stockton Mary Lou	MBA	D-1						C-1	D-3	
Trofe Charles	MBA					C-2		C-3		



## Standard #6 Educational and Business Process Management

### a. Curriculum

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

None of the existing degree programs have been substantially revised. However, please note:

- A Bachelor of Science in Human Resource Management was launched in 2014 and preliminary data was provided in the 2015 QA Report. The program has been in effect for at least two years and has graduates. As a result, the Department is seeking approval for accreditation of this program.
- A Bachelor of Science in Business Leadership degree will be launched in the fall of 2017. 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.
- A Master of Science in Management and Leadership will be launched in the fall of 2017. 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.

### Bachelor of Science in Human Resource Management

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
<b>Totals</b>	<b>65</b>	<b>53</b>	<b>53</b>	<b>47</b>	<b>55</b>	<b>52</b>	<b>46</b>	<b>63</b>	<b>56</b>	<b>70</b>	<b>107</b>	

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

**Student Enrollment:**

2014 - 4 students  
2015 – 5 students  
2016 – 9 students  
2017 – 25 students

**Graduation Statistics:**

2015 – 0 students  
2016 – 2 students  
2017 – 3 students

## **Program Objectives:**

### **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

## **Instructional Resources:**

**Academic Advising** – an ongoing process that assists students in the attainment of their educational goals through the development and evaluation of their educational plans.

**Academic Success Services** – a Study Skills Program, Academic Coaching and Tutoring Program are core elements of ensuring academic success for students.

**Library** - resources, including books, periodicals, reference materials, online databases, online books, academic writing resources, are available at Gabriele Library and from the Gabriele Library Online.

**Math Center** - provides tutors available for free one-on-one tutoring. Students may also access Math Center assistance by asking questions by e-mail. Additionally, the center is equipped with computers, tutorial software, video tapes, reference textbooks, and review packets.

**Technology Services** - is provided by the Office of Technology Services (OTS). OTS provides and maintains the computing and communication equipment used for academic purposes. Computer equipment and software are updated on a regular basis. The resources of OTS including specific instructional resource support ensure strong technology services. Additionally, help desk support is provided to ensure access and functionality of systems are readily available throughout the University.

**Writing Center** - peer and professional writing assistants are available through the writing center to support student writers from every discipline. All students are offered one-on-one or group writing sessions in the center. Online Program learners are eligible to participate in our IU OWL email sessions.

## **Facilities and Equipment:**

### **Faculty Qualifications:**

Consistent with the vision of the University and of the Department, Immaculata seeks Department faculty who are lifelong learners with a combination of academic credentials and business experience. A minimum of a masters degree and some teaching experience, whether formal or informal, is required for adjuncts and full time faculty. The Department particularly seeks candidates with the ability to bring business world expertise and experience to life integrated with business theory and curriculum. All candidates for full time positions are expected to bring or pursue a terminal degree in their area of expertise.

Five of the six full time faculty in the Department possess terminal degrees, the sixth is pursuing her, and all have strong credentials and business experience appropriate for the areas in which they teach and oversee curriculum. Through this combination of talent and capabilities, the faculty provide outstanding leadership for the Department programs and support other University majors that take Department courses.

The Department set a goal to maintain 80% of undergraduate credit hours taught by academically and/or professionally qualified faculty, per the standards set by ACBSP. For the 2015 and 2016 academic years, academically and/or professionally qualified faculty taught 100% of undergraduate credit hours. The Department also set a goal to maintain 40% of undergraduate credit hours taught by academically qualified faculty, per the standards set by ACBSP. For the 2015 and 2016 academic years, academically qualified faculty taught 44% of undergraduate credit hours.

### **Admissions Requirements:**

Student acceptance policies and processes for admission to Immaculata University are set by the University. The Immaculata University application procedures are stated on pages 15 through 19 in the 2016- 2018 Immaculata University Undergraduate Catalog including excerpts as follow:

Application can be made as early as August 1st prior to the student's senior year. A completed application packet will include:

1. A completed application form. There is no application fee if a student applies online through [www.immaculata.edu/admissions/apply](http://www.immaculata.edu/admissions/apply). Immaculata University is also a member of The Common Application and students may apply for free online at [www.commonapp.org](http://www.commonapp.org). No preference is given between the IU and Common Application. The only time a student would incur an application fee is if the student sends in a paper application. The fee is waived if a student completes the application while

visiting campus. An official copy of the high school transcript indicating rank in class, high school cumulative grade point average (GPA), and a list of senior year courses.

2. An official copy of the secondary school transcript indicating rank in class, secondary school cumulative grade point average (GPA), and a list of senior year courses. If applicable, a transcript of any college-level courses completed should also be included. Essay of 250 words. The essay topics are listed on the IU website under Admission Requirements or on The Common Application website at [www.commonapp.org](http://www.commonapp.org).
3. SAT or ACT test scores
4. Essay of 250 words. The essay topics are listed on the IU website under Admission Requirements or on The Common Application website at [www.commonapp.org](http://www.commonapp.org)
5. One (1) letter of recommendation, one of which must be a teacher or counselor. Two (2) letters of recommendation, if the student is applying to the Nursing program.”

#### Home-Schooled

Immaculata University welcomes home-schooled students to apply for admission to the College of Undergraduate Studies. As stated in the preceding section, an admission decision will be issued once the following credentials have been received and requirements met:

1. “A completed application form. There is no application fee if a student applies online through [www.immaculata.edu/admissions/](http://www.immaculata.edu/admissions/) apply. Immaculata University is also a member of The Common Application and students may apply for free online at [www.commonapp.org](http://www.commonapp.org). There is no preference between the IU and Common Application. The only time a student has to pay the \$35 application fee is if he/she sends in a paper application. The fee is also waived if a student completes the application while visiting campus..
2. An official copy of the secondary school transcript with the documentation listed above. If an official transcript is unavailable from the secondary school or an accredited agency, a record of work completed either by course title, descriptive essay, or portfolio is required
3. Official transcript of any college level work completed.
4. SAT or ACT test scores.
5. Proof of secondary school graduation or GED completion.
6. A campus visit is strongly recommended.

For admission to the College of LifeLong Learning, admission requirements and process are articulated in the Undergraduate Catalog. This includes:

“Applications to the College of LifeLong Learning include:

1. Completed and signed application form;
2. Official transcript from an accredited high school or the GED; A secondary school transcript must be submitted only if a student has earned fewer than 24 college credits at previous accredited institutions;
3. Official transcripts of previously attended college;
4. If the applicant graduated from secondary school within the past three years, the applicant must submit scores on the SAT or on the ACT.

In addition, students whose primary language is not English must submit results of the TOEFL or IELTS. This requirement is waived if applicants have documentation that they graduated from an English language academic institution.”

Students may transfer from one major to another in the University. An enrolled Immaculata student may transfer from one degree program to become enrolled in Business, Fashion and Leadership Department program major by completing a transfer of major form, which is obtained from the Director of Academic Advisement. Each student meets and talks with the Department Chair, whereby clarity of the interest and abilities of the student is reviewed and the student is told about the minimum GPA requirement.

**Outcomes Assessment Processes and Results: (Standard 4)**

**Approval of accreditation for the Bachelor of Science in Human Resource Management is requested.**

**Bachelor of Science in Business Leadership**

The Business, Fashion, and Leadership Department will launch a Bachelor of Science Degree in Business Leadership in the fall of 2017. The program was developed consistent with ACBSP requirements and meets CPC Coverage requirements.

Table 6.5 Undergraduate CPC Coverage for Bachelor of Science in Business Leadership is provided below.

**Table 6.5 Undergraduate CPC Coverage for Bachelor of Science in Business Leadership**

<b>Common Professional Component (CPC) for BS Degree in Business Leadership</b>												
<b>Core Courses</b>	1A	1B	1C	1D	2A	2B	2C	2D	3A	3B	4 (AorB)	<b>Total</b>
	MKT	FIN	ACC	MGT	LAW	ECO	ETH	GLO	IS	STAT	COMP	
CCS 341 Cultural Modes of Expression	5	0	0	8	4	0	4	30	0	0	2	53
PHI 384 Organizational Ethics	0	0	0	5	5	0	45	3	0	0	5	63

BUS 308 Technology in Decision making	3	5	2	10	0	0	1	2	30	15	0	68
MKT 310 Innovative Marketing Strategies	40	1	1	2	2	0	1	4	0	0	0	51
ECO 323 Global Economics	1	2	2	3	1	38	2	15	2	2	1	69
ECO 344 Business Analytics	0	1	1	2	0	0	1	5	20	25	4	59
FIN 373 Finance for Decision Making	1	32	30	2	2	1	1	1	1	4	3	78
BUSL 375 Practices in Management & Leadership	2	2	1	32	2	1	3	5	1	2	10	61
HRM 376 Managing Human Capital	0	0	0	35	5	0	7	2	0	0	8	57
BUSL 377 Corporate Law and Social Responsibility	1	0	0	10	45	0	2	2	1	0	3	64
BUSL 396 Leading Strategy and Change in Business	10	2	2	8	2	2	2	3	1	1	32	65
<b>Totals</b>	<b>63</b>	<b>45</b>	<b>39</b>	<b>117</b>	<b>68</b>	<b>42</b>	<b>69</b>	<b>72</b>	<b>56</b>	<b>49</b>	<b>68</b>	

Additional information regarding the Bachelor of Science in Business Leadership includes:

- Bachelor of Science in Business Leadership will be launched in the fall of 2017.



- As of August 2017, 3 students were pursuing the major.
- Graduates are anticipated from the program as early as May of 2020.
- Faculty teaching in the Business Leadership program have both academic and field expertise in business and leadership. Full and part time faculty are included in the screening, qualification and hiring procedures of the department. Their data are 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 Business Leadership follow.

### **Business Leadership Student Learning Outcomes**

#### **1. Demonstrate knowledge, skills and capabilities essential to Business Leadership**

- 1.1. Demonstrate leadership skills, including motivating others, leading groups, leading change, and resolving conflict
- 1.2. Cultivate a sense of self-awareness by identifying a leadership vision, mission, style and values
- 1.3. Exhibit knowledge and awareness of how to interact with people of diverse identities, cultures and societies
- 1.4. Develop foundational management skills, including delegation and project management
- 1.5. Enhance awareness of and commitment to social and corporate responsibility

#### **2. Understand the balance of theory and practice as it applies to the various sectors of the world of business, leadership, accounting, finance, marketing and economics**

##### **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

##### **Global Awareness**

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

#### **3. Exercise effective interpersonal, communication, and analytical skills**

##### **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

**Effective Interpersonal Skills**

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

**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**

**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**

**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

**Master of Science in Management and Leadership**

The Business, Fashion, and Leadership Department will launch a Master of Science Degree in Management and Leadership in the fall of 2017. The program was developed consistent with ACBSP requirements and meets CPC Coverage requirements.

Table 6.5 Graduate CPC Coverage for Master of Science in Management and Leadership is provided below.

**Figure 6.5 Demonstrating Portion of Credits in each Core Professional Component**

<b>Common Professional Component (CPC) Coverage in MS Management and Leadership</b>													
<b>Credits in All Required Courses</b>	1A	1B	1C	1D	2A	2B	2C	2D	3A	3B	4 (AorB)	<b>CPC</b>	<b>Course</b>
	MKT	FIN	ACC	MGT	LAW	ECO	ETH	GLO	IS	STAT	COMP	<b>Total</b>	<b>Credits</b>
MML 600 Leadership Foundations				2								2	3
MML 603 Managing Organizational Effectiveness		1		1						1		3	3
MML 606 Leading Global High Performance Teams								2				2	3
MML 609 Economic Foundations of Finance		1	1			1						3	3
MML 612 Leadership Ethics: Sustainability and Transparency in Organizations					1.5	0.5	1					3	3
MML 615 Leveraging Emerging Technologies & Cyber Security	1								2			3	3

MML 618 Research Methods and Data Analytics									1	2		3	3
MML 621 Strategic Management	1			1							1	3	3
MML 624 Innovation and Project Management				1								1	3
MML 627 Leading Change Capstone				1							1	2	3
<b>Totals</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>6</b>	<b>1.5</b>	<b>1.5</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>25</b>	<b>30</b>

Percent of Program addressing CPCs

83%

Additional information regarding the Bachelor of Science in Business Leadership includes:

- Bachelor of Science in Business Leadership will be launched in the fall of 2017.
- As of August 2017, 7 students were pursuing the degree.
- Graduates are anticipated from the program as early as May of 2019.
- Full and part time faculty teaching in the Management and Leadership program have both academic and field expertise in business and leadership and will conform to Standard 5.3.2.b. Any new full or part time faculty hired will be screened for appropriate qualification, in keeping with the hiring procedures of the department.
- 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 Master of Science in Management and Leadership follow.

**Management and Leadership Student Learning Outcomes**

1. Understand the systems (social, cultural, political, economic, environmental, technological) impacting organizations and leveraging them as needed.
2. Exercise effective leadership communication strategies capable of inspiring people to action, utilizing conflict in constructive ways and delegating.
3. Develop data-driven, analytic intelligence, business knowledge and skills (basic skills in finance, project management, continuous improvement, information literacy), to make better decisions and solve problems in an environment characterized by complexity and ambiguity.

4. Expand innovative and creative management strategies to lead diverse and distant groups and teams to greater performance.
5. Deepen ethical integrity to make better decisions sustaining the organization, its people, its customers and our world.
6. Demonstrate mastery of foundational management and leadership principles through an applied change management project.

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

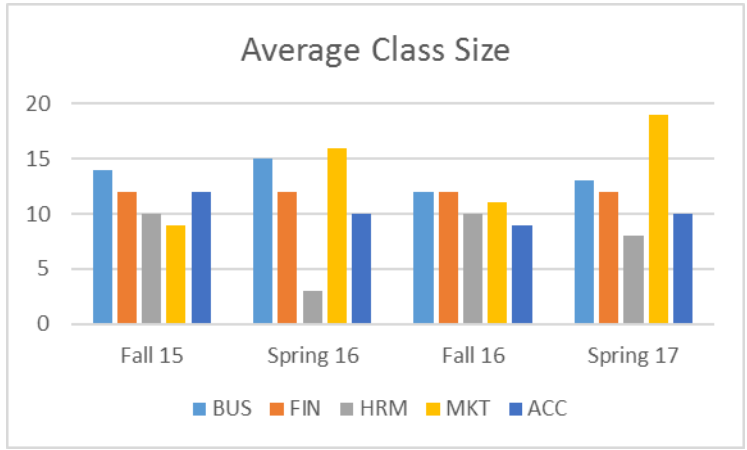
None.

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><b>5. Organizational Effectiveness Results</b></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>Fall enrollment in the all business programs continues to remain flat or decline slightly. Traditional undergraduate enrollment has fluctuated slightly between 118 and 130 students over the past three years. While the CE program did experience a spike in 2014,</p>	<p>Due to the highly competitive environment for adult learners in the South Eastern Pennsylvania area and the decreased financial support for tuition reimbursement from businesses, enrollment in ACCEL has steadily declined.</p>	<ul style="list-style-type: none"> <li>• Developed a flexible online delivery format for College of Lifelong Learning in 2015.</li> <li>• Increased department program marketing including radio, print, billboard, and electronic.</li> <li>• Created plethora of tangible hand-outs evidencing the depth of learning experiences in the curriculum.</li> <li>• E-Blast messages developed to promote programs.</li> <li>• Based on feedback from the BAB and local community, the department is launching a new</li> </ul>	<div data-bbox="1266 776 2030 1221" data-label="Figure"> <table border="1"> <caption>Fall Enrollment in Business Programs</caption> <thead> <tr> <th>Year</th> <th>MKT</th> <th>FIN</th> <th>BUS</th> <th>ACC</th> <th>HRM</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>13-14</td> <td>23</td> <td>54</td> <td>136</td> <td>29</td> <td>0</td> <td>229</td> </tr> <tr> <td>14-15</td> <td>24</td> <td>38</td> <td>130</td> <td>33</td> <td>4</td> <td>233</td> </tr> <tr> <td>15-16</td> <td>29</td> <td>32</td> <td>164</td> <td>30</td> <td>5</td> <td>264</td> </tr> <tr> <td>16-17</td> <td>21</td> <td>24</td> <td>145</td> <td>24</td> <td>9</td> <td>224</td> </tr> </tbody> </table> </div> <p data-bbox="1266 1253 2030 1404">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	MKT	FIN	BUS	ACC	HRM	Total	13-14	23	54	136	29	0	229	14-15	24	38	130	33	4	233	15-16	29	32	164	30	5	264	16-17	21	24	145	24	9	224
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		Analysis of Results																																	
Performance Measure	Measurement Instrument/ Process	Current Results	Analysis of Results	Action or Improvement Made																															
		fall enrollment numbers returned to a stable level in 2015 and 2016. While ACCEL enrolment numbers continues to decline, 2015 and 2016 saw the addition of 43 and 37 new online students.		Business Leadership program for College of Lifelong Learning in fall 2017.																															
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>Average Class Size</caption> <thead> <tr> <th>Term</th> <th>BUS</th> <th>FIN</th> <th>HRM</th> <th>MKT</th> <th>ACC</th> </tr> </thead> <tbody> <tr> <td>Fall 15</td> <td>14</td> <td>12</td> <td>10</td> <td>9</td> <td>12</td> </tr> <tr> <td>Spring 16</td> <td>15</td> <td>12</td> <td>3</td> <td>16</td> <td>10</td> </tr> <tr> <td>Fall 16</td> <td>12</td> <td>12</td> <td>10</td> <td>11</td> <td>9</td> </tr> <tr> <td>Spring 17</td> <td>13</td> <td>12</td> <td>8</td> <td>19</td> <td>10</td> </tr> </tbody> </table>	Term	BUS	FIN	HRM	MKT	ACC	Fall 15	14	12	10	9	12	Spring 16	15	12	3	16	10	Fall 16	12	12	10	11	9	Spring 17	13	12	8	19	10
Term	BUS	FIN	HRM	MKT	ACC																														
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Spring 16	15	12	3	16	10																														
Fall 16	12	12	10	11	9																														
Spring 17	13	12	8	19	10																														
Maintain student engagement	Count of students inducted and	Students continue to accept	The university continues to invite the top	Upon accreditation, Immaculata joined Delta Mu Delta Honor Society.																															

**Analysis of Results**

Performance Measure	Measurement Instrument/ Process	Current Results	Analysis of Results	Action or Improvement Made
in business academic honors.	invited.	invitations to academic honor societies and appreciate the professional recognition.	20% of junior and senior students to be honored as members of its business honor society.	Sigma Beta Delta honor recognitions preceded this. Students continue to accept invitations relative to total eligible. Over the past four years, the number of student inductees have averaged approximately 25% of those invited. The students indicated that the cost of membership is the primary reason for not joining the honor society.

