



# IMMACULATA UNIVERSITY

## **ACBSP Self Study Report**

(submitted to ACBSP 12-15-21)

**Business Degree Programs**

**Department of Business, Fashion and Leadership**

Immaculata University

Immaculata, PA

Submitted by: Mark McFadden, Ph.D., Department Chair

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# INSTITUTIONAL OVERVIEW

*The contents of the self-study begin with completing and submitting information about the institution in general, and business programs specifically in the ACBSP online reporting portal (request access from ACBSP accreditation staff if access has not already been provided). Following is an outline that may be used to create the overview. The intent of the overview is to address what is most important to the business programs, the key factors that influence how business programs operate, and where the business programs are headed. The information provided here establishes the foundation to evaluate to the standards and criteria.*

## 1. Contact Information

**Name of Institution:**

Immaculata University

**Name of Business School or Program:** Business Programs-Department of Business, Fashion and Leadership

**Name/Title of President/Chancellor:**

Barbara Lettiere, President

**Name/Title of Chief Academic Officer:** Dr. Angela Tekely, Vice President for Academic Affairs & Provost

**Name/Title of Business Unit Head:**

Dr. Mark McFadden, Department Chair

**Academic year covered by the self-study:**

Academic Year 2020-2021

**The institution's self-study coordinator contact information:**

Name: Dr. Mark McFadden  
Title: Chair Department of Business, Fashion and Leadership  
Associate Professor of Business  
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**Date of submission of this self-study:**

December 15, 2021

Proposed date of accreditation site visit: March 2022

**The primary institutional contact information during the accreditation site visit:**

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Associate Professor of Business  
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## 2. Identification of Individuals Who Helped Prepare the Self-study

<u>Name</u>	<u>Title</u>	<u>Role in Self-Study</u>
Dr. Elizabeth Faunce	Professor of Finance	Contributor
Dr. Joseph W. T. Pugh	Associate Professor of Business (Retired)	Contributor
Dr. Elaine Perignat	Assistant Professor of Business	Contributor
Dr. Bernadette Pinamont	Assistant Professor of Finance	Contributor
Mrs. Eileen Raffaele	Instructor of Accounting	Contributor
Mr. Michael Stevens	Instructor of Business and Supply Chain Management	Contributor
Mrs. Sarah Dougherty	Instructor of Human Resource Management	Contributor
Ms. Mary Kate Boland	Dean for Academic Affairs	Contributor /Co-Editor
Mrs. Jeannine Zack	Administrative Support	Contributor
Mrs. <a href="#">Patricia Dudkiewicz</a>	Administrative Support	Contributor

## 3. Review of All Academic Activities

### a. Business Degrees Offered by Business Unit.

*ACBSP accredits degree programs in business and business-related fields. The ACBSP accreditation process considers the traditional specializations in business, including accounting, business administration, finance, marketing, and management. Any of these specialized programs offered by the business unit seeking accreditation must be included in the self-study to be considered for accreditation. The accreditation process includes a review of all academic activities associated with the business programs. In other words, if an institution offers business degrees at the associate, bachelor, master, and doctorate levels, the accreditation process embraces all of these in the self-study.*

### BUSINESS AND ACCOUNTING PROGRAMS OFFERED

## Degrees - Majors

Associate of Science (AS) in Accounting

Associate of Science (AS) in Business Administration

Bachelor of Arts (BA) in Business Administration with Business, Computers, and Information Technology (K-12 certification)

Bachelor of Science (BS) in Accounting

Bachelor of Science (BS) in Business Management

Bachelor of Science (BS) in Business Leadership (degree completion – CAPS students only)

Bachelor of Science (BS) in Finance

+Bachelor of Science (BS) in Financial Planning

Bachelor of Science (BS) in Human Resource Management

Bachelor of Science (BS) in Marketing Management

+Bachelor of Science (BS) in Sport and Business Management

+Bachelor of Science (BS) in Supply Chain Management

+Master of Science in Management and Leadership

*+ Not ACBSP Accredited*

### **b. Adding New Programs**

*When a new degree program in business is added after the programs have been accredited, it must be referred to in the business program's Quality Assurance report to ACBSP. The new degree program needs to be operational, with enrolled students, for at least two years and have graduates before it can be considered for accreditation*

The Business Programs within the Business, Fashion and Leadership (BFL) Department recently added three Bachelor of Science degree programs to the portfolio:

- Financial Planning (fall 2020)
- Sport and Business Management (fall 2021)
- Supply Chain Management (fall 2020)

All three degree programs were built using the traditional business core as a foundation. When each degree produces graduates, the Business Program will seek accreditation.

Additionally, the Master of Science (MS) in Management and Leadership (MML) degree was launched in Spring 2018 and has successfully graduated 24 students. Unfortunately, the department experienced the sudden loss of the program director in fall 2021. As the department secures a new program director for this degree (process is underway), that director will create a new plan for the program and then seek accreditation at that time.

### **c. Business Programs Not Offered by Business Unit.**

*At the institution's written request, other business-related programs may be either included or excluded from the accreditation process. If they are to be excluded, appropriate justification should be set forth in the self-study material,*

*and evidence must be included to ensure that the general public is clearly informed that these programs are not accredited.*

### *Emergency Planning and Management*

For the purposes of this report, the “Business Unit” is the collection of business and accounting programs offered at Immaculata. However, the Business, Fashion, and Leadership Department includes more than just business and accounting programs. Through 2017, the Business and Accounting Department was a stand alone structure that supported only its own programs. During the 2017-18 academic year, the university worked with existing departments to establish dynamic relationships across related programs of study resulting in new departmental structures. In fall 2018, the Business, Leadership and Fashion (BFL) Department was launched, merging all of the current programs affiliated with the Business and Accounting Department with those of other departments, including a degree completion program in Emergency Management and Planning that had previously been part of a Professional Studies Department.

While this merged department provides a fruitful structure from which to manage and support these programs, the majors within the department do not all align with the ACBSP standards. Therefore, the Business Programs within the BFL Department request exclusion of the Emergency Planning and Management degree: While the program falls within the same department as the accredited Business Programs, this degree is separately listed on the BFL Department website as not having ACBSP Accreditation. The program does not fulfill the traditional business program core competencies, is centered more on emergency preparedness, and has a separate set of program outcomes.

### *Management/Administration-Related Programs*

Additional programs offered by the university, while referencing management or administration, are not connected to the Business Programs within the BFL Department. Therefore, the program requests exclusion of the Education Administration, Health Care Management and Organizational Behavior degrees. None of these degrees falls under the same department as the Business Programs: Educational Administration is a K-12 educational leadership program offered through the education division; Health Care Management programs are managed by the health, nutrition, and exercise science department; Organizational Behavior is a degree completion program sponsored by the Psychology and Counseling department. As such, none of these programs fulfills the core business competencies or program goals consistent with the ACBSP-accredited business programs.

#### **d. Branch/Campuses/Extension Centers**

*If an institution has a branch campus or campuses or if there are extension centers or other types of auxiliary operations where business courses are taught, then the accreditation process will include all of these locations in the self-study. On a case-by-case basis, such entities may be excluded.*

*If they are to be excluded, appropriate justification should be set forth in the self-study*

material, and evidence must be included to ensure that the general public is clearly informed that these programs are not accredited. There also must be sufficient distinction between accredited degrees and those degrees offered by excluded segments, to justify their exclusion. An institution may ask in advance of conducting the self-study for a determination of inclusion or exclusion from the self-study.

N/A: Immaculata University has no branch campuses.

**TABLE 1 - Review of all Academic Activities**

<b>A. <u>Business or Business Related Programs &amp; Degree Type</u></b>	<b>B. Program in Business Unit</b>	<b>C. To be Accredited by ACBSP</b>	<b>D. Number of Degrees Conferred During Self-study Year</b>
EXAMPLE ONE: B.S. in Accounting or Accounting, B.S. degree or Accounting, Bachelor of Science Degree	Yes	Yes	17
EXAMPLE TWO: BSBA with concentrations in Accounting, Management, Marketing and Human Relations Management	Yes	Yes	23
<b>PLEASE ENTER YOUR PROGRAMS &amp; DEGREE TYPE BELOW:</b>			
Accounting (AS)	Yes	Yes	0
Business Administration (AS)	Yes	Yes	4
Business Administration with Business, Computers and Information Technology and K-12 Certification (BA)	Yes	Yes	0
Accounting (BS)	Yes	Yes	5
Business Management (BS)	Yes	Yes	22
Business Leadership (BS)	Yes	Yes	1
Financial Planning (BS)	Yes	Yes*	0
Finance (BS)	Yes	Yes	10
Human Resource Management (BS)	Yes	Yes	5
Marketing Management (BS)	Yes	Yes	11
Sport and Business Management (BS)	Yes	Yes*	0
Supply Chain Management (BS)	Yes	Yes*	0
Management and Leadership (MS)	Yes	Yes**	4
Emergency Planning and Management (BS)	No	No	xx

Education Administration (EdD)	No	No	XX
Health Care Management (BS)	No	No	XX
Health Care Management (MS)	No	No	XX
Organizational Behavior (BA)	No	No	XX

\*These three programs have only just launched and have not met the threshold for application to ACBSP for accreditation.

\*\*The MML program is nearly ready for ACBSP accreditation review; however, the BFL Department is currently seeking a new program director to complete final elements before requesting such review.

#### Justification for Accreditation Exclusion

Despite the use of the terms “Management” or “Administration” in the titles of the programs highlighted in yellow in **Table 1**, none are business program majors but exist to support other fields specific structures and leadership schemas. Please see the “Business Programs not Offered by Business Unit” section above (1.c) for more details.

### 4. Organizational Charts

The organizational charts for Immaculata University (University), Academic Affairs (AA) and Business, Fashion and Leadership Department (Department) are included in [Appendix A](#).

### 5. Conditions of Accreditation

#### a. Institutional Accreditation

*Institutions operating in the United States must be accredited by their regional body.*

Reaffirmation of Immaculata University’s accreditation by the Middle States Commission on Higher Education (MSCHE) is included in the Source file for this section. The university’s last site visit and successful reaccreditation took place in Spring 2014, was reaccredited with a progress report required (*Intro - MSCHE Commission - reaccreditation letter June 2014*), was fully reaffirmed in April 2016 after submission of a successful progress report (see *Intro - MSCHE Commission - reaccreditation letter after Progress Report June 2016*) and is maintained through our upcoming self-study period of 2023-24.

#### b. Statement of Mission - Institutional

*Provide the approved statement of mission for the institution and state whether it is listed in the institution’s catalog or program offerings bulletin (see subsection d).*

Founded in 1920 by the Sisters, Servants of the Immaculate Heart of Mary (IHM), Immaculata, in its 101st year, remains grounded in the IHM tradition of academic excellence and service. At its core, this tradition participates in the centuries-old Catholic Intellectual tradition, which espouses commitment to the liberal arts as a foundation for life and for learning. Programs offered at the university marry the liberal arts with professional fields of study to great effect, producing graduates who can think critically, express themselves clearly, approach others with respect and compassion, and do all with a sense of purpose and discovery that make them excellent leaders and members of society.

Immaculata University's mission statement, vision and core values are provided below. The Mission statement and vision appear in the University [Undergraduate catalog](#) (**Appendix B**) on page iv.

*Mission:*

Immaculata University, a Catholic academic community, founded and sponsored by the Sisters, Servants of the Immaculate Heart of Mary, is committed to scholarship, formation of the whole person for leadership and service, and empowerment of all to seek truth, promote justice, and engage in dialogue between faith and culture.

*Vision:*

In the IHM tradition, Immaculata will be a growing community of faith, learning and service.

*Core Values:*

The values underpinning our mission and integral to success of Immaculata's vision are:

- Faith
- Community
- Knowledge
- Virtue
- Service

c. **Statement of Mission - Business and Accounting Programs**

*The business unit will be evaluated to the ACBSP Standards and Criteria within the framework of institutional and business unit mission. Business programs must have a mission consistent with that of ACBSP. State the mission of the business programs and whether the mission is listed in the catalog or program offerings bulletin (see subsection d).*

The Department mission, Business and Accounting Program vision and student learning outcomes, which are shown below, cascade from the mission and vision of the University.

The programs embrace the University's core values. The mission, vision, and student learning outcomes appear in the [undergraduate catalog](#) (page iv, **Appendix B**).

*Program Mission:*

Rooted in academic rigor, ethical integrity, and Christian core values, The Department of Business, Fashion and Leadership encourages a commitment to lifelong learning and professional excellence. Balancing theory and practice in the learning experience, this development of knowledge, skills and capabilities contributes to the preparation of future leaders and the formation of truly educated individuals.

*Program Vision:*

Immaculata University's Business and Accounting Programs will develop value-based, service-oriented business leaders for the global community.

### *Student Learning Outcomes:*

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

- Demonstrate knowledge, skills and capabilities essential to the major.
- Understand the balance between theory and practice as it applies to the various sectors of the world of business, accounting, finance, marketing and economics.
- Exercise effective interpersonal communication and analytical skills.
- Use technology strategically to enhance their productivity and effectiveness on both individual and organizational levels.
- Evidence professionalism, integrity and ethics.

#### d. Public Information

*Note: See standard 1 and standard 7 important public information requirements.*

*Access to the online system will be available once candidacy status has been established. The completed self-study should be submitted to ACBSP using the ACBSP online reporting system.*

*Provide an electronic copy or website link to the catalog or bulletin.*

2020-2021 Immaculata University [Undergraduate Catalog](#) pages for the following are:

1. Listing of business degree programs – page 88-89
2. Academic credentials of all faculty members – page 136-145
3. The academic policies affecting students including tuition and fees charged students – pages 26-56
4. Statement of mission of the institution – page iv
5. Statement of mission of Business and Accounting Degree Programs; statement of Program vision page 89

(See link provided or **Appendix B**)

#### e. Accreditation of Doctoral Programs

Not Applicable: Immaculata offers no doctoral programs in business.

#### f. Please list below all campuses of your institution where a student can earn a business degree.

Not Applicable: Students earn their degrees from Immaculata at the university's main campus in Immaculata, Pennsylvania. The university does not have additional campus sites.

## **6. Business School or Program Organizational Profile**

*The Organizational Profile is a snap-shot of your business school or program, the key influences on how you operate, and the key challenges you face. It consists of two parts: Organizational Description and Organizational Challenges.*

*Importance of Beginning with your Organizational Profile. Your Organizational Profile is critically important because:*

- *It is the most appropriate starting point for self-assessment.*
- *It helps the institution identify potential gaps in key information and focus on key performance requirements and organizational performance results.*
- *It is used by ACBSP in all states of review, including the site visit, to understand your organization and what you consider important.*
- *It also may be used by itself or an initial self-assessment.*
- *If you identify topics for which conflicting, little or no information is available, you can use these topics for goal-setting and action planning.*



Submit your responses to both the *Organizational Description* and the *Organizational Challenges* on documents included within the self-study as an Appendix or immediately following these pages.

Limit the response to the *Organizational Profile* to not more than five pages.

a. Organizational Description

Describe your organization's environment and key relationships with students and other stakeholders.

Within your response, include answers to the following:

1.) Organizational Environment

a.) What are the delivery mechanisms used to provide your education programs, offerings and services to students?

b.) What is your organizational context/culture?

c.) What is your stated vision?

d.) What are your stated values?

e.) What is your faculty and staff profile? Include education levels, workforce and job diversity, organized bargaining units, use of contract employees.

f.) What are your major technologies, equipment and facilities?

a. Organizational Description

Immaculata University is a Catholic comprehensive coeducational institution originally founded as Villa Maria College in 1920, making it the first Catholic college for women in the Philadelphia area (*Intro - Villa Maria College - IU Original Charter*). The college name was changed to Immaculata College to accommodate government regulations for naming the post office in 1929. The Continuing Education program was initiated in 1969 to educate men and women outside of the conventional day format. In 1983, the graduate division opened. The ACCEL<sup>®</sup> program was added in 1996 to serve adults in the labor force by offering courses in an accelerated format; current accelerated degree completion programs at the University may be offered in an accelerated classroom and/or online. In 2002, Immaculata University received approval from the Commonwealth of Pennsylvania to "operate as a university" under its current name (see *Intro - PDE 2002 University Status Approval letter* in Source folder for this section). The current, three-college structure of the University was designed to respond to particular student populations:

- College of Undergraduate Studies (CUS): serves full-time, traditionally enrolled students;
- College of Adult Professional Studies (CAPS): supports part-time learners through a variety delivery modalities including accelerated, off-campus, and online programming;
- College of Graduate Studies (CGS): serves students seeking graduate education at the masters and doctoral levels.

Throughout its 100-year history, Immaculata University remains a community that is growing, as well as a community that nourishes the faith, learning and service of students, faculty and staff alike.

The Business Programs in the Business, Fashion and Leadership (BFL) Department have been an integral part of Immaculata University throughout its history and currently serves students across all three colleges of the institution. Dedicated to educational excellence sustained within an environment of concern for and interest in each individual student, the university's Business Programs build on the capabilities and critical thinking fostered in the liberal arts core with rigorous business content curriculum balancing theory and practice. Furthermore, interpersonal communication skills, technology capabilities, professionalism, integrity and ethics are fostered through experiential learning.

### *Delivery Mechanisms*

The primary mode of delivery for Business Program courses is face to face on the university campus. Specifically, the six accredited Bachelor of Science degree programs are offered in the traditional, semester-based format: Business Management, Accounting, Finance, Human Resource Management, Marketing Management, and Business Administration with Business, Computers and Information Technology with K-12 Certification.

That said, the department has worked collaboratively with the Offices of Curriculum & Instruction and Online Learning to adapt several courses for possible delivery in accelerated classroom or online modalities. The Associate of Science in business administration degree and three of bachelor's programs above (Business Management, Human Resource Management, and Marketing Management) may be completed in an accelerated format either in a classroom or online. There is also an accredited, accelerated degree completion program in Business Leadership offered in the classroom or online. Using what the university calls its "One Shell Model," courses in these programs have fully-developed online content, monitored and controlled by the department and supported by the administrative offices mentioned above, that help ensure consistent delivery of learning regardless of modality. Additionally, the availability of this One Shell Model content (Standard 6) was a boon to the department during the most restrictive days of COVID and the need to adopt quickly learning approaches to support remote synchronous/asynchronous learning.

All of the traditional, semester-based format programs are offered at Immaculata's main campus in Chester County, Pennsylvania. Some of the courses for the traditional program are offered online. Currently, the accelerated program courses are offered on campus and online with potential to be offered at off-site locations (as business-/area-cohorts are developed).

### *Organizational Context/Culture*

The Business programs are housed in the Business, Fashion and Leadership Department, one of eleven departmental units that serve the university's three-college structure. Chairs are elected from among the full-time, tenured/tenure-track faculty in a given department and serve as leaders for their peers. Every three years, the department is given the opportunity to elect a new chair from among their membership by majority vote. The chair is responsible for the effective management of the department, including catalog revisions, program development and review processes, planning, budget oversight, and faculty development. Department chairs receive release time (credit reduction) for taking on this role. The chair's role rotates on a three-year cycle. (**Appendix C-4**, Section 4.6.1.4.3.)

### *Organizational Vision and Values*

As stated above, Immaculata University, while responsive to 21st century demands, finds its roots in the Catholic Intellectual tradition and its foundation in the liberal arts. Coupled with this foundation is a simple, strategic, and forward-thinking vision: "In the IHM tradition, Immaculata will be a growing community of faith, learning and service."

Immaculata accomplishes this vision through the integration of a strong liberal arts core and excellent professional programs. The curriculum stresses the integration of knowledge rather than the fragmentation of learning that results from intense specialization within a narrow subject area. The Liberal Arts Core (or “Core”) is “designed to assist students in their quest to understand themselves, their faith, and their relationships with others and the world around them.” The core curriculum is the unifying element of Immaculata’s undergraduate degrees and stands as the firm basis for the various fields of specialization, helping each student develop a broad vision of life and an awareness of the depth, meaning, and value of that vision.

The core values of the university draw from our mission, vision, and institutional motto - Scientia Floret Virtute (Knowledge Flourishes in Virtue) - and are woven through our courses, our planning, and our daily life on campus. Those values are: Faith, Community, Knowledge, Virtue, and Service. These values guide our programming (curricular and co-curricular), our processes, and our behavior as a community of higher learning.

#### *Faculty and Staff Profile*

A team of outstanding, dedicated full time and adjunct professionals work well together and with the university administration and support staff to deliver integrated, academically rigorous programs, student support and activities. Under the leadership of the Vice President for Academic Affairs & Provost and working also with the college deans, the seven full time faculty oversee department curriculum in their various areas of expertise, coordinate engagement of adjuncts, advise students in the CUS undergraduate and CGS graduate programs, and work collaboratively with professional advisors who guide CAPS students. Of the seven full time faculty, four hold doctorate degrees (Ph.D., D.M., Ed.D.), and a fifth is working toward a doctorate. Also, faculty hold the professional designations such as CFP, CPA, and SHRM-SCP. In addition to their academic credentials, the full time faculty have business and professional experience that enriches what they bring to the classroom. The 57 adjunct faculty have education, expertise and professional experience, demonstrate teaching proficiency and actively engage in the mission of Immaculata. Several of the adjunct faculty hold terminal degrees including doctorates and J.D.s. ([Table 5.1.c](#)). The Department shares the support of a full time (35 hours per week) faculty support secretary. Additional support is available on an as-needed basis from the Vice President for Academic Affairs & Provost office’s support personnel.

For each of the majors and its associated minors, there is a full time faculty member responsible for leading consideration of the curriculum. The Department Chair engages with and is the liaison with adjuncts for the CUS and CAPS courses.

#### *Technology, Equipment, Facilities*

Technology available to the BFL Department includes classrooms equipped with smart podiums fully loaded with software, flexible classrooms where portable computers are available for student use, hard-wired computer labs which are used for courses requiring significant computer work, “virtual live” classrooms set up to maximize efficiency when working with students both in class and online, and a learning management system (Moodle) which facilitates online courses as well as enhances and supports face-to-face courses.

Moodle also provides platforms to support specific groups of students and faculty – usually called “hubs” – that provide quick and easy dissemination of content to those groups. Key among these hubs for business programs and the student hub (for all Immaculata students). The entire University community has access to both Microsoft 365 and the Google Suites of applications through the use of the institutional portal, MyIU, and institutionally – assigned campus email accounts. The Starfish early alert system enables faculty to connect students to academic or personal support services across campus. The Office of Undergraduate Advising monitors Starfish and coordinates efforts to support students across several student learning support areas. The university employs a degree audit tool, called DegreeWorks, which enables both faculty advisors and students to carefully monitor student progress through any given core curriculum, major, minor, and/or certificate requirements. Managed between the Registrar and advising offices, this tool is the primary platform for faculty to support student course advisement each term. The library’s technology resources include an extensive online library with searchable articles and databases and a robust interlibrary loan service.

The BFL Department collaborates with several other campus offices to support program growth and student success, such as the Office of Undergraduate Admissions (undergraduate programs) and College of Graduate Studies Admissions (MML program), in developing recruiting communications, staffing open houses, facilitating accepted student days and arranging class visits.

The office of [Academic Assessment](#) supports the department in developing and implementing SLO assessment plans, as needed, as well as guiding departments through the required five-year program review process. These processes are managed and shared across the university faculty on the Academic Assessment hub in Moodle.

Curriculum Development for accelerated and/or online programming is coordinated by the Office of Curriculum & Instruction. Department faculty work closely with the office in identifying faculty to create and update master shells, used for online or in-class accelerated courses. The Curriculum office meets each semester with the department chair and other faculty to review the status of such classes and plan for needed course revision and development (see [Standard 6](#)). Coordinating support with Career Development and Support ensures student preparation and resources are available for internship and career placement.

The [Institutional Research & Effectiveness \(IRE\)](#) office supports the department in gathering data for its studies and analyses, deploying surveys to graduates, alumni, and for special projects, and coordinates the University’s strategic planning.

In collaboration with the [Center for Undergraduate Advising](#) professionals, the faculty lead advisement for CUS students and support the Center’s professional advisors in advising CAPS students. Learning Support Services includes [disability services](#), peer tutoring, and the Math and [Writing Center](#)s. These services are available to all students who need academic support or accommodation. Personnel in these areas work in tandem with faculty to ensure appropriate

material is covered and expertise is available. The [Gabriele Library](#) supports students in research and supplies a rich collection of business journals, databases and reference materials. The Office of Online Learning provides instructional support to enhance use of technology in academics. [Campus Ministry](#) affords students opportunities for spiritual engagement, service and outreach programs. Counseling and screening is available through the university's Counseling Services (part of the [Wellness Center](#)). Faculty may refer students to any and all of these services directly or by using referral options within the Starfish system.

Each full time faculty member has an assigned campus office, most located in the Faculty Center, which is close to the classrooms in which many business courses are conducted. Offices are equipped with a networked desktop computer and networked phone system and are loaded with the software tools needed to support effective planning and instruction.

2.) *Organizational Relationships*

a.) *What are your key student segments and stakeholder groups? What are their key requirements and expectations for your programs and services? What are the differences in these requirements and expectations among students and stakeholder groups?*

b.) *What are your key partnering relationships and communication mechanisms?*

*Notes: Student segment and stakeholder group requirements might include special accommodation, customized curricula, reduced class size, customized degree requirements, student advising, dropout recovery programs and electronic communication.*

*Communication mechanisms should be two-way and might be in person, electronic, by telephone and/or written. For many organizations, these mechanisms might be changing.*

**Organizational Relationships**

- **Student Segments and Stakeholders**

The majority of students in the undergraduate business programs are 18-23 years of age and come from the five-county region around Philadelphia - notably Chester, Montgomery, Delaware, and Philadelphia counties - as well as from northern Delaware and southern New Jersey ([Standard 3](#)).

The Business Programs in the BFL Department currently serve 240 students pursuing undergraduate business majors and represent 15.2% of all undergraduate enrollments at Immaculata University. For degree seeking students, that percentage increases to 17.6% of undergraduate students across the Colleges of Undergraduate Studies (CUS) and Adult Professional Studies (CAPS). Students in all of the programs expect stimulating academic challenges, development of skills and capabilities required to be successful in the business world, and a strong learning experience. Most students in CUS are traditional (age 18-23 years old) college students; all CUS students are enrolled full time and seek a well-rounded education/ co-educational experience and their classroom experiences assist them in rising to the challenge of experiencing the business world. Students in CAPS are typically working adults - studying mostly part time but often across fall, spring and summer semesters - who bring business and work experience into the classroom and leverage their work experience in their academic pursuits. The CAPS students range in age from 20s to 60s.

In addition to the business students we serve and the faculty who serve them, other key stakeholders for the business programs include non-business students in business courses, program alumni, and local employers.

Students from other majors at Immaculata University often take business courses, not only to meet major requirements but also finding value in business courses when seeking to fulfill core curriculum requirements or complete elective credits. Fashion merchandising, nursing, and nutrition majors are required to take courses such as economics, accounting, business management, statistics, marketing, business law, business ethics, and leadership. Two of the economics courses fulfill a “social consciousness” core requirement and BUS 345 meets a “global society” core requirement. A wide range of Department courses are taken as electives by students in any major. Students may elect to pursue minors in Accounting, Business Administration, Finance, Economics, Entrepreneurship, Human Resource Management, International Business, Leadership, Management Information Systems or Marketing. Since the end of the program study academic year, minors in Financial Planning, Sport Management and Supply Chain Management have been added.

Before commencement ceremonies each year, the office of Institutional Research and Effectiveness (IRE) conducts an exit survey and - as part of their data - collects email contacts for the graduating seniors. Along with LinkedIn accounts, established as a course assignment early in the program and connecting students (and eventually alumni) the department’s page, outreach from Career and Professional Development, Alumni affairs office and - every 5 years - the IRE office (conducting alumni surveys for the program) ensures ongoing relationships with business program graduates.

In conjunction with the office of Career and Professional Development, the Business Programs faculty have developed strong relationships with area businesses, particularly through the creation of internship opportunities, mock interview events, and other such connections. Internship survey results demonstrate the positive impact of Immaculata students at these sites and provide an indicator of the goodwill and ongoing connection with these entities (Standard 3).

- **Communication Mechanisms**

The university has a robust and technology-rich environment for communication. It provides email accounts to the entire community - faculty, staff, students - and uses that system for general communications. The University Communications (UC) office distributes weekly campus updates via email - the *Dome Digest* - with news of upcoming events, important deadlines, and other news. There are distribution lists built within the email system for targeting key populations (such as full faculty, administration, etc.) in broad messages. The institutional portal - MyIU - is a password-protected tool that warehouses applications and resources curated for specific audiences (such as students and faculty/staff). These resources include cloud-based access to the full MS Office and

Google suites, including both MS Teams and Google Meet, which faculty, staff, and students can use for virtual meetings.

For faculty and students, there are also several options within the LMS (Moodle) for sharing information. Every course offered at the university receives a Moodle course shell, so announcement and discussion forum activities are possible at the course level. In addition, there are key information “hubs” for university populations. The largest - the “student” and “faculty” hubs - are automatically populated by the role of campus individuals. Students have access only to their hub; faculty can see both the faculty and student hubs. The hubs contain current semester news as well as academic, institutional, student support, and technology resources.

In case of emergency - weather or other campus event - the university employs an emergency alert system (IU Alert) where campus community members can choose to receive alerts via SMS and/or email.

## **b. Organizational Challenges**

*Describe your organization’s competitive environment, your key strategic challenges and your system for performance improvement.*

*Within your response, include answers to the following questions.*

- 1.) *Competitive Environment*
  - a.) *What is your competitive position? Include your relative size and growth in the number and type of competitors.*
  - b.) *What are the principal factors that determine your success relative to your competitors and other organizations delivering similar services? Include any changes taking place that affect your competitive situation.*
- 2.) *Strategic Challenges*

*What are your key strategic challenges? Include education and learning, operational, human resource and community challenges, as appropriate.*
- 3.) *Performance Improvement System*

*How do you maintain an organizational focus on performance improvement? Include your approach to systematic evaluation and improvement of key processes to fostering organizational learning and knowledge sharing.*

*Notes: Factors might include differentiators such as program leadership, services, e-services, geographic proximity, and program options.*

*Challenges might include electronic communication with key stakeholders, reduced educational program introduction cycle times, student transitions, entry into new markets or segments, changing demographics and competition, student persistence, and faculty/staff retention.*

### ***Competitive Environment***

With a total of 2,585 students in all graduate and undergraduate programs (see Immaculata’s published [Common Data Set from 2020-21](#) for IPEDS), Immaculata is a relatively small, Catholic university in the greater Philadelphia area. Higher education competition in this area is intense, with approximately 85 colleges and universities offering undergraduate education within a 50 mile radius of Immaculata University. The competition includes state and public universities (West Chester University, Temple University and Penn State Great Valley Campus); large private universities (Drexel University and The University of Pennsylvania); other small private universities (some with which we affiliate from the SouthEastern Pennsylvania Consortium for

Higher Education, or SEPCHE - Cabrini University, Eastern University, Holy Family University, and Neumann University), community colleges (Delaware County Community College), satellite campuses of larger universities (Widener University), and growing online programs (Southern New Hampshire University, Wilmington University, Capella University, University of Phoenix, University of Maryland). Thus, there is a very high concentration of competition among colleges and universities serving the greater Philadelphia area.

Immaculata University enrollment in its business programs has remained strong over the last decade despite declining numbers of high school graduates and increased competition. This is particularly true of our college of undergraduate studies programs. Growth in CUS business student enrollment has been strong in the last five years, and the business programs are attractive to male and female students alike. Programs offered in the online, accelerated degree program have seen declining enrollment. Factors impacting this enrollment decline are many: local and regional employers no longer providing subsidies for employee tuition, the increasing number of “corporate” universities that now serve employees’ educational needs, and the greater variety and availability of online programming (market saturation) particularly targeting adult learners. That said, strong numbers in CUS programs have a greater impact on the health of the institution because students in that college pay comprehensive tuition (as opposed to CAPS students, who pay a per credit cost), and those numbers are climbing (Standard 3).

The Business Program degrees of Accounting, Business Management, Finance, Human Resources Management and Marketing Management continue to be among the most popular undergraduate programs at Immaculata University. Since the 2016-2017 academic year, these Business Programs have represented between 15% and 16% of the university’s CUS population. During the same time period, these programs have represented between 15% and 20% of enrollment in CAPS programs. To enhance these offerings, degree programs in Financial Planning and Supply Chain Management were approved in spring 2020 by the full faculty, and Sport and Business Management was added in spring 2021. These newly launched degree programs address substantial unmet demand for trained supply chain management and logistics professionals, graduates prepared to pursue the Certified Financial Planner (CFP) designation, and individuals with concentration in the business of sport, as detailed in the attached (approved) proposals (*Intro - CFP Proposal Sept 2019*, *Intro - SCM Proposal Feb 2020*, and *Intro - SBM Proposal April 2021*).

According to student feedback about the unique and attractive characteristics, the Business and Accounting programs are differentiated by opportunities for learning, small class size and personal learning environment, and corporate experience of faculty in an environment of values and faith. The opportunities for learning include self discovery, gaining experience and knowledge in class and outside of classroom experiences, a feeling of achievement with the opportunity to balance priorities, discussion of real world issues, and a broad range of experiences. The small class sizes allow a personal learning approach and strong mentoring where the student is treated as a person rather than a number. The professional experience of faculty is respected as students value learning from professionals. With a small overall size it is



a comfortable place to learn and the student body forms close ties as a result. Underpinning the entire community are its values and faith including core values, morals, and a faith community and culture, which are strongly character building.

In addition to the observations made by students, the requirement for a practicum experience is also a differentiating factor. Students have great application experiences preparing them for their first career steps, and many students have gotten job opportunities from their internship placements.

### *Strategic Challenges*

Key strategic challenges include attracting and retaining high quality students, delivering value while students face the impact of rising education costs in challenging economic times, maintaining high quality education through growth, building employer knowledge and relationships for ongoing excellent practicum experiences, sponsoring ongoing development for adjunct faculty, and creating appropriate new programs responsive to market needs.

Additionally, the effect of [COVID-19](#) on several of the processes and engagements with students over the course of the last 21 months has impacted approaches to student learning, regular departmental and institutional processes, and faculty development and engagement opportunities (*Intro - COVID-19 Faculty Handbook, Intro - Faculty FAQs - Fall 2020 and COVID, Intro - Student Resources March 2020, and Intro - Fall 2020 Letter to Students from VPAA - COVID*). The business programs and university have been managing to maintain enrollment and student services, the shift to online, hybrid, and hi-flex learning modalities (sometimes more than once within the same semester) in response to the ebb and flow of COVID restrictions from both the CDC and Commonwealth of Pennsylvania mandates. This challenge in adapting pedagogy has been a top priority for the faculty, and, as a result, the department has had to put on hold or delayed plans as faculty double-down on their focus to ensure student learning in the changing educational environment. Specifically, groups like the Business Club and Enactus, as well as frequency and number of internship experiences or opportunities to connect meaningfully with alumni and local business leaders, have been curtailed by restrictions on gatherings, limitations on time, and general online fatigue.

The business programs faculty and the university stand ready to both continue to respond effectively to the current challenges and seek new opportunities to engage with our students and the broader community. In this readiness, we are also mindful of our responsibility to react ethically and appropriately to societal change in light of the pandemic's ongoing effects.

### *Performance Improvement*

Immaculata embraces a culture of assessment and improvement. The Business Programs remain dedicated to healthy processes of self-examination of Business programs and processes.

Most of the work of planning, implementing, evaluating and adjusting the Business programs and processes is coordinated through the Department monthly meetings. The Strategic Planning process, which includes establishing annual objectives, challenges the Department to

identify any areas needing change and to address those areas by taking action in the coming year. The annual planning efforts are tied directly to the institutional strategic plan, and results are reported out to the VPAA at the end of each plan year. Results help inform not only departmental decisions but contribute to institutional strategics. Additionally, the curriculum of each major is examined and adjusted as appropriate every year when the curriculum is revised for the new catalog; work in this area is reported to the office of Academic Assessment. Processes are discussed in part following management by exception, giving attention to things that are not working as they should be.

Outcomes assessment for the Department programs is multifaceted, including:

- the five year program review (report and presentation)
- ongoing student learning outcome (SLO) assessment
- capstone course assessment
- GPA tracking
- course evaluations
- business advisory board
- Multiple survey instruments

For business programs, the goal is to meet learning objectives in an environment consistent with the vision, mission and values of the department. Meanwhile, the business operations aim for fulfillment of all operating process needs with high quality service in a timely manner. These assessment tools help the business programs evaluate progress in these areas.

# S1 - LEADERSHIP

The business unit must have systematic leadership processes that promote performance excellence and continuous improvement. Values and expectations must be integrated into the business unit's leadership process to enable the business unit to address its societal responsibilities and community involvement.

The following information must be provided for this standard to be met:

Leaders must establish performance expectations for some of the listed student achievements identified by the Council for Higher Education Accreditation (CHEA) in the list of examples below.

You do not have to establish performance expectations for every item below.

Use Table 1 in the evidence file to establish measurable performance expectations. The results of these expectations will be reported in Standard 7 and made public on your business program web page.

These are examples of student achievement identified by CHEA.

- Attrition (e.g. Less than 40%)
- Retention (e.g. Greater than 40%)
- Graduation by program and year (e.g. 2019 Accounting 25, Marketing 31)
- Licensure pass rates (e.g. CPA 78%)
- Job placement rates (e.g. Accounting 100%, Marketing 91%)
- Employment advancement (e.g. Accounting 12, Marketing 9)
- Acceptance into graduate programs (e.g. Accounting 12, Marketing 5)
- Successful transfer of credit (e.g. Accounting 14, Marketing 7)
- Other (e.g. Hired after internship: (e.g. Accounting 2, Marketing 11)

Note: Website links must be on the business landing page, clearly identified as public information of/or student achievement and lead directly to information regarding business student achievement. Provide the link in Section III of the online reporting portal.

## ***Criterion 1.1 - Approach - Leadership Processes that Support Continuous Quality Improvement***

### **Criterion 1.1.a - Mission and Values**

*Describe the processes used by the business unit's leadership to establish its stated mission and values (as identified in the overview) with input from the members of its stakeholder groups (as identified in the overview).*

#### **IU Mission**

The current Immaculata University Mission Statement was adopted in fall 2017 and developed by an assigned Mission Committee, composed of faculty and staff, tasked with revising the previous mission statement to more clearly reflect the mission in action at Immaculata. The mission statement is as follows:

Immaculata University, a Catholic academic community, founded and sponsored by the Sisters, Servants of the Immaculate Heart of Mary, is committed to scholarship, formation of the whole person for leadership and service, and empowerment of all to seek truth, promote justice, and engage in dialogue between faith and culture.

Along with the mission statement, Immaculata also revised its core values in this process, identifying the five key concepts below as key to our institutional identity and fulfillment of the mission. These **Core Values** are as follows:

- **Faith:** Immaculata University expresses its Catholic identity by proclaiming the Gospel message and inviting all members of the community to seek truth and meaning.

- **Community:** With respect for diversity, the University seeks to be inclusive while striving to nurture the spiritual, moral, intellectual and social/physical wellbeing of all its members.
- **Knowledge:** Immaculata University points to a knowledge that flourishes in virtue flowing from reflection and a genuine search for truth.
- **Virtue:** The University emphasizes the kind of moral strength that comes from the wisdom earned by reflective study and vigorous application and deepens commitment to ethical integrity.
- **Service:** The University values service because justice demands action in favor of all members of the human family, especially the most vulnerable.

### **Business Programs - Mission**

The mission statement for the Business and Accounting degrees in the Business, Fashion and Leadership Department is purposely aligned with the institutional mission:

Rooted in academic rigor, ethical integrity, and Christian core values, The Department of Business, Fashion and Leadership encourages a commitment to lifelong learning and professional excellence. Balancing theory and practice in the learning experience, this development of knowledge, skills and capabilities contributes to the preparation of future leaders and the formation of truly educated individuals.

Faculty in the Business, Fashion and Leadership Department reviews the program mission on a periodic basis (at minimum annually as the catalog pages are updated). It was last evaluated via discussion in a department meeting conducted virtually in December 2020-January 2021, using the current version as a starting point ([Appendix F](#)). We compared the version to the current IU mission to ensure alignment. After the meeting, department members shared ideas about revisions to the mission with the chair via email. The chair revised the statement based on those responses and invited final comments from the department, resulting in the currently-approved mission.

### **Criterion 1.1.b - Performance Measurements**

*Describe the business unit's key performance measurement processes for monitoring the achievement of its stated mission and values.*

The effectiveness of the department - beyond student success measures - is evaluated using such tools as various faculty evaluation tools (including annual faculty evaluations, peer evaluation, and second year/promotion/tenure/professional development reviews ([Appendix C-4](#): IUPM Volume 4 - sections 4.5, S), the department chair review cycle (4.6.1.4.3.2), and annual plan reports responding to the programmatic mission “rooted in academic rigor, ethical integrity and Christian core values” modeling a “commitment to lifelong learning and professional excellence” ([Standard 2](#), [Table 2.2.a](#)).

### **Student Success Performance Measurements**

The business programs within the Business, Fashion and Leadership department engage in several evaluative measures to ensure the achievement of its mission and goals. As the

department's mission and values align with programmatic learning outcomes, the department uses the ACBSP biennial QAR process, along with the university's annual Student Learning Outcome (SLO) Assessment and 5-Year Program Review processes, to assess student learning achievement (aligning with the programmatic mission commitment to "balancing theory and practice" in the "development of knowledge, skills and capabilities" for the "preparation of future leaders and the formation of truly educated individuals").

Specific measures to monitor student success involve both quantitative and qualitative processes, both of which will be detailed more fully in later sections of this report. Such measures of success (see [Standard 7](#), [Table 1](#)) include:

- Freshman to Sophomore Retention Rates ([S1 - BUS program retention](#) (*Freshman to Sophomore*) *Fall terms 2017-2020*)
- Four-Year Graduation Rates ([S1 - 4 year Graduation Rates](#) - *UG Business Programs*)
- Job placement rates or grad school acceptance (Accounting programs)

Additional measures include:

- SLO Assessment ([Standard 4](#))
- Peregrine Assessment Tool (IU results benchmarked against similar institutions) ([Standard 4](#))
- Capstone assessment (BUS 365) ([Standard 4](#))
- Student Survey Results (Alumni Survey, Graduate Exit Survey) ([Standard 3](#))
- Internship Supervisor Ratings for IU Students (benchmark of 4 out of 5 on Likert scale) ([Standard 3](#))

### **Departmental Achievement Measures**

#### *Faculty Performance*

All full-time faculty members participate in annual faculty profile reviews, documenting how they have participated in the three key areas of responsibility for university faculty: teaching, research/scholarship, and service. These reviews are submitted to the department for comment and then forwarded to the College Dean for final review before going to the VPAA's office and becoming part of the faculty member's official file. Faculty also receive a final copy of the report for their own records. In concert with the course evaluations, the profiles offer the department chair insight into the development of faculty skills in support of the institution. These documents are crucial elements of the promotion, tenure, and professional review processes as well. The IUPM Volume IV (**Appendix C-4**) contains the full promotion, tenure, and professional review process requirements and forms, including the faculty profile template (located in the Source folder for [Standard 4](#)).

#### *Business Programs - Performance*

The institutional structure of the university requires that each department engage actively in the overall achievement of the institutional mission. As the business programs' mission statement aligns with the university mission, the annual planning process - linked to the IU strategic plan (which reflects the IU mission) - allows the department opportunity to track and

evaluate strategic initiatives that connect to such key plan elements as academic programming innovation, student engagement and retention, and enrollment management strategies. Plans are developed at the departmental level, reviewed and approved by the VPAA/Provost, and shared/evaluated, with support from the office of Institutional Research and Effectiveness, by the university's Executive Administration ([Table 2.2, Standard 2](#)).

### **Criterion 1.1.c - Social and Community Responsibility**

*Describe the processes used by the business unit's leadership to create and monitor an environment that fosters social and community responsibility.*

Between 2016-2018, the business department actively participated in a grant, secured through our local consortium (Southeastern Pennsylvania Consortium of Higher Education, or SEPCHE) from the Teagle Foundation, Titled, "Integrating Liberal Arts and Business" (*S1 - SEPCHE Teagle Grant - commitment and timeline*). Pairing instructors within specific liberal arts disciplines (history, psychology, philosophy, sociology, communication) with business faculty, the grant participants worked to identify readings, theories, and examples of both social innovation and corporate social responsibility (CSR) initiatives appropriate to the subject matter and student learning level. The series of courses were designed to support students' ability to analyze and evaluate the impacts of social innovations and CSR through a multi-disciplinary lens, providing both a foundation for understanding those concepts and considering the variety of values, perspectives, trends, biases, and impacts inherent in how social innovation and CSR do and should work within industries. Over the course of the grant period, a few of the planned courses were adjusted, so the courses finally involved in the grant were: BUS 235 (Bus Computer Applications); BUS 315 (Business Law); BUS 338 (Business Ethics); BUS 360 (Business Management); BUS 365 (Strategic Planning - Sr Seminar); BUS 366 (Leadership Dynamics); ECO 202 (Principles of Microeconomics); and MKT 309 (Principles of Marketing).

A few courses, such as ECO 202-Principles of Microeconomics and BUS 345-Global Business, were approved to satisfy components of the university's core curriculum (in the Social Consciousness and Global Society categories, respectively), which means they support the institutional core learning outcomes (along with the business outcomes) for students both within and outside of the business programs. Additionally, department faculty have taught business-oriented courses as part of the First Year Seminar (FYS) required of all incoming first year students in the College of Undergraduate Studies. Approved core courses are listed in the Liberal Arts core section of the [undergraduate catalog](#) (p. 47).

### **Criterion 1.1.d - Impacts on Society**

*Describe the processes used by the business unit's leadership to identify and address the impact on society of its program offerings, services, and operations*

*Evidence might include: job description(s) for the business unit's leaders; applicable policies and procedures; agendas and minutes from meetings where processes are established; performance indicators being tracked, analyzed and met; communications from leaders to stakeholders.*

Immaculata's commitment to service, reflected in the business program's mission as well, comes through in a few specific ways for business programs students. Prior to the pandemic, service to the greater community was measured in a particular way through BUS 338, a

required course for all majors that had a service learning component as part of the learning outcomes, as well as through the ENACTUS club.

In ENACTUS, students volunteer their time to complete projects for area businesses in need of support. The purpose of each project is to identify desired long-term changes and work with individuals, schools, non-profit organizations and companies in seeking to make these positive changes successfully. Many Enactus corporate sponsors award grant funds to aid in completing team projects.

The department will seek to revitalize this element of both the course and club once the ongoing restrictions from COVID have been lifted.

## **Criterion 1.2 - Deployment**

Provide evidence that the above described processes are fully deployed across the business unit

*Complete Table 1.2 in the evidence file.*

*Evidence might include: applicable policies and procedures; deployment schedules; faculty and student handbooks or codes of conduct; financial audit schedules; applicable courses in the curriculum, memos sent on the topics; presentations made on the process deployment.*

Please see [Table 1.2](#) to review details regarding the Deployment of the leadership processes

## **Criterion 1.3 – Results**

Provide evidence of the analysis of data produced by the above described processes.

*Complete Table 1.3 in the evidence file.*

*Evidence might include: applicable policies and procedures; minutes of meetings discussing the data; financial audits; surveys; charts, tables, graphs, etc.*

Please see [Table 1.3](#) for details regarding the results of the processes identified in Criterion 1.1.

## **Criterion 1.4 – Improvements**

Provide evidence of key actions taken by the business unit's leadership to improve the teaching and learning environment based on the above results.

*Complete table 1.4 in the evidence file*

*Evidence might include: A list of process, key results, and actions taken*

Please see [Table 1.4](#) for details regarding the actions taken and next steps relative to the leadership processes identified in Criterion 1.1.

## S2 - STRATEGIC PLANNING

The business unit must have a systematic process for developing a strategic plan that leads to continuous improvement. The strategic plan must include implementation goals and progress measures.

The following information must be provided for this standard to be met:

*A copy of the business unit's documented strategic plan must be provided that includes strategic objectives that are measurable and have a timeline.*

*The following criteria provide evidence of continual improvement of academic quality.*

### Criterion 2.1 - Approach - Strategic Planning

#### Criterion 2.1.a - Institutional-Business Unit Mission & Vision Alignment

*Describe the systematic process for developing the strategic plan and how the business unit's program(s), budget, and strategic plan align with the institution's mission, and vision. A copy of the unit's documented strategic plan must be provided in the evidence file.*

*Evidence items might include: Comparison table of the business unit's mission and values to that of the Institution; meeting minutes referencing mission, vision, budgeting; regional accrediting documentation referencing institutional & units' missions.*

Both the institutional and program mission and vision statements share key concepts. The comparison below helps highlight those connections.

	Institution	Department	Common Themes
<b>Mission</b>	Immaculata University, a Catholic academic community, founded and sponsored by the Sisters, Servants of the Immaculate Heart of Mary, is committed to scholarship, formation of the whole person for leadership and service, and empowerment of all to seek truth, promote justice, and engage in dialogue between faith and culture.	Rooted in academic rigor, ethical integrity, and Christian core values, The Department of Business, Fashion and Leadership encourages a commitment to lifelong learning and professional excellence. Balancing theory and practice in the learning experience, this development of knowledge, skills and capabilities contributes to the preparation of future leaders and the formation of truly educated individuals.	<ul style="list-style-type: none"> <li>● Christian values;</li> <li>● Forming the whole person;</li> <li>● Commitment to learning;</li> <li>● leadership;</li> <li>● truth;</li> <li>● Knowledge/scholarship</li> </ul>
<b>Vision</b>	In the IHM tradition, Immaculata will be a growing community of faith, learning and service.	Immaculata University's Business and Accounting Programs will develop value-based, service-oriented business leaders for the global community.	<ul style="list-style-type: none"> <li>● Value-/faith-based;</li> <li>● Service;</li> <li>● Community focused</li> </ul>

#### Institutional Strategic Plan

The mission and values of the university are reflected and measured through the institutional Strategic Plan, a five-year vision for the institution. The most recent plan was adopted in 2017



with the establishment of the university’s current president and runs through the end of the current fiscal year (June 30, 2022). The [current plan](#) is organized under eight strategic goals supported by 38 institutional objectives:

- I. Academic Programming Innovations
- II. Student Engagement/Retention
- III. Enrollment Management Strategic Plan
- IV. University Visibility Improvements
- V. Facility and Technology Improvements
- VI. Capital Funding
- VII. Financial Control
- VIII. Organizational Culture & Talent Management

*Strategic Planning Process - Institutional and Departmental Engagement*

Managed by the Institutional Research and Effectiveness (IRE) Office, Immaculata’s strategic planning process involves an ongoing dialogue between the leadership (executive administration) and the individual offices/departments involved in planning and evaluating plans (**Appendix C-1**). Annually, each office and academic department produces an annual plan that identifies strategic tactics and measurable objectives that align with the institutional plan and, at the end of the year, reports out results for those tactics. Training for new office managers and department chairs is offered every fall term to review the institutional strategic plan, the planning process, and the results reporting at the end of the academic year (*S2-Annual Plan Training PP - Fall 2019*).

As the current institutional plan is ending in June 2022, Immaculata is working to create a plan to guide the next five years (2022-2027). Individuals from across the campus, including the Strategic Planning and Budget Committee, will be involved in proposing the new plan.

The full 2017-2022 Immaculata University Strategic Plan is detailed in the chart below. The language and spirit of the institutional mission, vision and values are **clearly reflected** in the measurable objectives for the plan (see **bolded** words/phrases below) and, thus, provide a mechanism - both institutionally and at the department/office levels - to ascertain effective fulfillment of those guidelines.

STRATEGIC GOALS	LIST OF OBJECTIVES
<b>I. Academic Program Innovations</b>	1A - Develop new distinctive undergraduate and graduate academic programs <b>consistent with the mission and goals</b> of the university. 1B - Provide students with high quality educational programs by offering effective instruction in a <b>student-centered</b> learning environment using multiple delivery formats and technology. 1C - Develop continuing education programs at all levels, including academic offerings, personal enrichment and professional licensing courses. 1D - Obtain and retain national, regional, state and specialized accreditations.

	<p>1E - Increase opportunities for student participation in research and <b>scholarships</b>.</p> <p>1F - Promote an educational environment that <b>values contributions</b> from all teaching faculty.</p> <p>1G - Cultivate new and expand the scope of current relationships with partnering universities to include opportunities for articulation, learning, <b>research and teaching</b>.</p> <p>1H - Advance the <b>Catholic Identity, Catholic Intellectual Tradition and Catholic Social Teaching</b> across all departments in practical and specific ways.</p>
<p><b>II. Student Engagement/Retention</b></p>	<p>2A - Develop a comprehensive retention plan that ensures academic success by focusing on retention, recruitment and timely graduation.</p> <p>2B - Develop relationships with leading employers in the public and private sectors to provide internships and help graduates achieve gainful and timely employment.</p> <p>2C - Improve retention by targeting proactively our most at-risk constituencies with effective, directed monitoring, leveraging technology and specialized support from pre- matriculation to graduation.</p> <p>2D - Increase <b>student engagement</b> with their residence hall community.</p> <p>2E - Examine, expand and broaden opportunities to ensure a <b>vibrant and engaged student life</b> (campus ministry/student leadership/athletics and recreation).</p> <p>2F - Develop and implement a diversity and inclusion plan.</p> <p>2G - Develop activities, programs and outreach that intentionally relate to the <b>formation of students to develop holistically while being empowered to seek truth and promote justice</b>.</p>
<p><b>III. Enrollment Management Strategic Plan</b></p>	<p>3A - Attract more students to Immaculata University through increased marketing in our region and globally, with an emphasis on raising visibility, building reputation, using and improving on IU’s unique academic programs and approach to the classroom to promote the institution, and extending our marketing “power” through diversified and innovative marketing techniques.</p> <p>3B - Improve admissions processes, from recruitment to registration, to ensure that the Immaculata University experience begins from the first “touch.”</p> <p>3C - Collaborate with educational institutions, government agencies, and businesses to enhance recruitment efforts.</p> <p>3D - <b>Improve Access and Opportunity</b> for Traditional and Non-traditional Students.</p> <p>3E - Ensure that an Immaculata University education remains affordable and accessible.</p> <p>3F - Increase financial aid to achieve optimum enrollment and increase net tuition revenue.</p> <p>3G - Provide <b>mission focused training</b> for Admissions ambassadors and Counselors periodically.</p>
<p><b>IV. University Visibility Improvements</b></p>	<p>4A - Reach and recruit more potential undergraduate and graduate students with improved and cost effective traditional media advertising.</p>

	<p>4B - Reach and recruit more potential undergraduate and graduate students with improved and cost effective online and interactive marketing and advertising activities in support of graduate and undergraduate recruiting and institutional advancement.</p> <p>4C - Expand efforts to promote the University- with an emphasis on faculty, student and alumni achievements - using social media and other electronic media and marketing tools, i.e., advance “public relations.”</p> <p>4D - Increase the exposure of all stakeholders to university educational programs.</p> <p>4E - Launch the Centennial Celebration.</p> <p>4F - Intentionally <b>promote the IHM charism</b> to students, faculty, staff, parents and the greater community.</p>
<b>V. Facility and Technology Improvements</b>	<p>5A - Enhance the physical facilities and technology infrastructure to <b>better support the University’s mission</b>.</p> <p>5B - Improve the student experience through student housing, dining, Counseling Center, Student Health Center, computing lab and classroom resources, and environmental and technological upgrades.</p> <p>5C - Ensure a safe and secure campus environment.</p>
<b>VI. Capital Funding</b>	<p>6A - Increase unrestricted annual giving to \$1M in 3 years.</p> <p>6B - Increase alumni engagement to 1500 donors year over year.</p> <p>6C - Increase new donors to 300 year over year.</p> <p>6D - Build a major gift program in support of the University Strategic Plan and raise \$5M in restricted facility funding.</p> <p>6E - Seek grant funding to supplement donor gifts and for capital, science and scholarship related needs.</p>
<b>VII. Financial Control</b>	<p>7A - Increase the university’s academic and operational efficiency by strategically optimizing the costs to deliver various programs and services.</p> <p>7B - Engage university leadership in optimizing academic offerings and revenue streams to achieve strategic initiatives.</p> <p>7C - Maintain institutional financial stability aligning revenues and costs, improving budgeting and forecasting, ensuring prudent investments, reviewing contractual agreements, completing risk assessments and ensuring best practices for banking, cash flow and fraud prevention.</p>
<b>VIII. Organizational Culture &amp; Talent Management</b>	<p>8A - Promote <b>campus-wide integration of our Catholic mission</b>, supported by the IHM charism, to drive and strengthen the Immaculata community.</p> <p>8B - Support <b>diversity as a campus value</b> through such activities as hiring, professional development and engagement to increase greater overall <b>inclusiveness</b> throughout campus.</p> <p>8C - Attract, engage and retain a dynamic and diverse workforce by targeting the right talent and developing the best performers, while ensuring an exceptional employee experience for everyone.</p> <p>8D - Manage and retain strategies and programs that <b>enhance the health and well-being</b> of all constituents of the Immaculata community.</p>

### *Business, Fashion and Leadership Department Strategic Plan 2020-21*

The department's annual strategic plan and results for the 2020-21 academic year (*S2 - Annual Plan Business, Fashion and Leadership 2020-2021*) along with the current 2021-22 plan document, in process (*S2- Annual Plan Business Fashion and Leadership 2021-2022 -IP*). Note that the plans - as they are departmental (not programmatic) in nature - include strategic tactics and outcomes for programs from the department that are not part of the ACBSP accreditation (i.e. Fashion Merchandising, Emergency Planning and Management).

#### **Criterion 2.1.b - Stakeholder Input**

Describe how faculty, staff, and stakeholders are involved in the development of the business unit's strategic plan.

**Evidence might include:** Meeting minutes; advisory board minutes; linkage to decisions based on the analysis of data from standards 3-7; feedback data from surveys.

The annual plans linked to the institutional strategic plan are developed collaboratively among faculty within each department. In any given year, department members take into account several contributing factors - including student and/or alumni feedback, market demands, advisory board insights - as they determine the focus for the upcoming year's plan. Strategic tactics and measurable objectives may be discussed at a department meeting or shared via email, but it is the responsibility of the department chair (or office manager) to collect the final plan details and submit the plan spreadsheet to the Annual Plan folder.

From there, plans are reviewed by the unit vice president (VP for Academic Affairs/Provost for academic departments). The IRE office collates all submitted plans to provide executive administration with a broader view of strategic processes across the campus community. It also provides this leadership team an opportunity to identify any gaps in plan achievement and brainstorm possible activities that might help enhance achievement of the plan. Vice presidents may reach out to their area managers/department chairs over the course of the year to discuss elements from the plan or discuss new ideas.

At the end of the academic year (May/June), offices/departments reconnect to evaluate the status of the strategic tactics identified for the year and submit a report on the status of each tactic to the annual plan files. Again, these submissions are both reviewed by the area/unit Vice President and then collated into a final annual assessment across the institution for executive administration to review (*S2- Annual Plan Training PP - Fall 2019*).

#### **Criterion 2.1.c - Communication Linkage**

Describe how the business unit communicates the strategic plan throughout the business unit.

**Evidence might include:** Meeting minutes; documentation from web, share point or other collaboration and documentation application.

Once the plan tactics and measurable objectives are created at the department level, the year's plan is shared with the department faculty and then posted to the Annual Plan folder on the institution's shared drive under Academic Affairs. Both the initial plan and - when completed - final status report on the plan are viewable by academic leadership and other department chairs. The VPAA acknowledges plan submission and, depending on the details of each plan,

may request further engagement with the department chair on operational or budgetary matters associated with the plan.

Throughout the year, the strategic tactics proposed in the annual plan are monitored, as needed, in department meetings. A final review of the strategic tactic status is conducted before preparing the End of Year Assessment (EOYA) for the year's plan.

Results from all university units and areas of responsibility are collated into a master plan document by the Institutional Research and Effectiveness (IRE). That document is reviewed regularly by the executive administration to ascertain progress toward achievement of the institutional plan. At the end of each annual plan cycle, the IRE office, in consultation with the VPs of each institutional unit, identifies key innovative strategies completed during the last planning process as part of a longitudinal tracking of the institution's achievement of its plan objectives.

## **2.2 - Criterion 2.2 Deployment - Strategic Implementation**

### **Criterion 2.2.a. - Key Short-Term & Long-Term Strategic Objectives with Timetable**

*Use Table 2.2.a. to describe the business unit's key short-term and long-term strategic objectives to address key student, stakeholder, and program performance requirements and the timetable for implementation and completion, including who, what, when, and how.*

[Table 2.2.a](#) provides a composite and more detailed view of annual planning for business programs than the yearly annual report documents.

Note that the annual planning process at Immaculata University greatly emphasizes the strategic (not operational) planning approach at the department level (not course or student learning assessment levels); therefore, departments are encouraged to develop a select and strategically-focused collection of tactics each year (with the anticipation that, once a tactic has been achieved, its resulting activity is subsumed into the operational practices of the department). There is also no requirement for departments or offices to reply to every goal or strategic initiative in the institutional plan as many may be beyond the purview of a given office/department.

Academic assessment processes for student learning (annual course outcome level - SLO - assessment and periodic program -5-Year review - assessment) occur separately from annual planning processes, although strategic programming direction in a given annual plan may have impact on future SLO or 5-Year review assessment (e.g., the creation and implementation of a new degree program). See [Standard 4](#) for additional information on Immaculata's Academic Assessment processes.

### **Criterion 2.2.b. – Performance measures**

*Describe the performance measures implemented to assess and track each of the business unit's action plans.*

The Annual Plan Assessment for the last three years ([Table 2.2.a](#)) establishes specific steps to gauge success of the strategic tactic and measurable objectives to demonstrate overall implementation benchmarks for each.

## **2.3 - Criterion 2.3 - Results - Performance and Process Effectiveness Results**

### **Criterion 2.3.a. – Performance Effectiveness**

*In review and analysis of standards 1-7, briefly summarize and provide the results of key measures indicating the accomplishment of the business unit's strategy and action plans. Measures of accomplishment should address the business unit's strategic objectives and goals identified in Criterion 2.1 and action plan performance measures and projected performance in Criterion 2.2.*

Please reference both [Table 2.2.a](#) and the Annual Plan documents (in the Source folder for this Standard) for the alignment of the institutional and programmatic plan strategic tactics and measurable outcomes. [Table 2.2.a](#) provides greater detail on the responsible parties associated with these tactics.

### **Criterion 2.3.b. – Process Effectiveness**

*In review and analysis of standards 1-7, briefly summarize the business unit's overall process effectiveness. Process results should relate to key organizational requirements and expectations of each standard.*

Institutionally, the Annual Planning process has been working well, especially since a slight redesign of and retraining for the process that occurred in 2019 (*S2- Annual Plan Training PP - Fall 2019*). As a result of this process, designed in collaboration between the VPAA/Provost, IRE Director, Institutional Accreditation Liaison for Middle States (IU's regional accreditor), and the Dean for Academic Affairs, the template for the annual plan was refined as was the reporting process. The steps currently ensure all planning offices align strategic tactics and objectives with the institution's goals and strategic objectives while also providing a centralized hub for collection of data across the institution.

All active strategic tactics are evaluated officially during the End of Year Assessment (EOYA) process at the conclusion of the academic year and progress to date is categorized using one of the following status types: Completed, Deferred until next year. Deferred until next Strategic Plan, Eliminated (please add note), Other (please add note).

### **Criterion 2.3.c. – Communication of Performance Results**

*Briefly describe how the performance results are communicated to the stakeholders.*

All plan results are shared across the full-time faculty within the BFL department. External to the department, results of the plans are communicated annually, through the vice presidents (unit supervisors) to the full executive administration. At both the start and end of the term, the University President holds a campus-wide meeting to share updates with the entire

community, and the implementation of strategic initiatives across each unit of the institution provides much of the content shared in these oral reports to the campus community. The university's Board of Trustees receive at least annual updates - both in subcommittees and to the full board - from the various VP areas on the status of strategic projects.

## **2.4 - Criterion 2.4 - Continuous Improvement - Strategic Planning**

### **Criterion 2.4.a. – Performance and Process**

*Use Table 2.2.a. in the evidence file to provide evidence of meeting this criterion. Additionally, provide a summary of potential opportunities for improvement (OFI) relative to the strategic plan in review and analysis of Criterion 2.3.a, 2.3.b, and 2.3.c.*

The Annual Plan and [Table 2.2.a](#) offer specifics regarding the progress toward completion of the strategic tactics in the department's annual planning. As noted above, the review process involves several checkpoints - at the department, academic unit, IRE office, and executive leadership levels - throughout the year. As noted in the plan and the table above, the following opportunities for improvement (OFI) have been identified:

#### **Financial Planning Program - Evaluate Effectiveness**

All new programs at Immaculata University complete a New Program Annual Report (S2 - *New Program Annual Report Form*) after the first, second and third years of a program's initial enrollment. In consultation with the Dean for Academic Affairs, the department chair will review updates to the program, as applicable, including such data as: program enrollments (full and part time), curricular changes, courses offered (by term/instructor), evidence of SLO assessment (SLO assessment planning details), faculty supporting program, new faculty (full or part time) hired to support new program (with CVs), administrative or budget changes related to the program, graduation data and alumni connection plans, overall program effectiveness and institutional resource support evaluation. The report will assist both the chair/program director and VPAA with determining health and status of the new program. It is also worth noting that this program has already received official approval from the CFB (S2 - *CFB Board Approval Letter*).

#### **Supply Chain Management Program - Evaluate Effectiveness**

All new programs at Immaculata University complete a New Program Annual Report (S2 - *New Program Annual Report Form*) after the first, second and third years of a program's initial enrollment. In consultation with the Dean for Academic Affairs, the department chair will review updates to the program, as applicable, including such data as: program enrollments (full and part time), curricular changes, courses offered (by term/instructor), evidence of SLO assessment (SLO assessment planning details), faculty supporting program, new faculty (full or part time) hired to support new program (with CVs), administrative or budget changes related to the program, graduation data and alumni connection plans, overall program effectiveness and institutional resource support evaluation. The report will assist both the chair/program director and VPAA with determining health and status of the new program.

In anticipation of the growth in this program, the university granted the department permission to hire a new faculty member with professional experience in this area; Michael Stevens came on board in Fall 2020 in this role.

#### **Sport and Business Management Program - Evaluate Effectiveness/Faculty Hire**

All new programs at Immaculata University complete a New Program Annual Report (*S2 - New Program Annual Report Form*) after the first, second and third years of a program's initial enrollment. In consultation with the Dean for Academic Affairs, the department chair will review updates to the program, as applicable, including such data as: program enrollments (full and part time), curricular changes, courses offered (by term/instructor), evidence of SLO assessment (SLO assessment planning details), faculty supporting program, new faculty (full or part time) hired to support new program (with CVs), administrative or budget changes related to the program, graduation data and alumni connection plans, overall program effectiveness and institutional resource support evaluation. The report will assist both the chair/program director and VPAA with determining health and status of the new program.

As this new program represents a field not well-represented among the current full time faculty, any initial courses offered in the curriculum will rely on qualified adjunct faculty for the short term. The Business department will seek approval for a new full time faculty member to oversee the continued development of this program.

#### **MBA Program - Needs Survey Analysis**

An MBA Needs Assessment Survey (*S2 - MBA Needs Assessment Survey*) was deployed to all business students/alumni this term. Data collection on this survey will continue through the end of the fall 2021 term. After survey results are collected and shared with the chair and VPAA, the department chair will consult with the VPAA as to the best next step for pursuing this program: doing so now (program proposal and institutional approval) under the direct supervision of the chair or delaying next steps until a new program director for the Master's level business curriculum is hired and onboarded.

#### **Technology Usage - Departmental Faculty Evaluation**

While increased technology use (Moodle, Google and MS Suites of tools, live-streaming technologies) are in continued use across the department, there has not been sufficient time to step back and evaluate what the department members find effective and where additional needs might lie. Later in the spring term, likely after the ACBSP visit, the department will devote at least part of a meeting to discussing this topic and identifying opportunities to optimize newly-developed technology skills.

#### **Business Advisory Board (BAB) Mentor Program - Assessment**

Now that nine of our business students have participated in the mentoring program offered by our BAB and in consideration of the data collected from students and the Board members who participated, the department will evaluate the strengths of the program and look for



opportunities, in consultation with the Board, to extend and potentially expand the impact of this experience.

**DECA Regional Business Event - Effectiveness Assessment**

The event, completed in mid-fall 2021, is ready for departmental discussion and evaluation. Ideally, we would seek to bolster and increase similar opportunities to engage high school students with an interest in the business fields we offer to engage with the university in future events.



## S3 - STUDENT AND STAKEHOLDER FOCUS

The business unit must have a systematic process to determine requirements and expectations of current and future students and other key stakeholders. The process must measure stakeholder participation and satisfaction and use the results for continuous improvement.

*The following information must be provided for this standard to be met:*

1. A list of student segments served.
2. A list of other stakeholders beside students.
3. A list of methods used to communicate with students and stakeholders
4. A list of improvements made from knowledge gained from students and stakeholders.
5. Use Table 3.1 Student and Stakeholder Groups to provide this evidence

*The following criteria provide evidence of continual improvement of academic quality.*

### 3.1 - Criterion 3.1 - Approach

#### Criterion 3.1 - Students and Key Stakeholders

*Business programs must determine the student segments its educational programs will address and other key stakeholders of the business programs.*

##### 3.1.a Key Student Segments

*List the business unit's key student segments (e.g. undergraduate, graduate, online, on-ground, traditional, non-traditional, international students, competency-based, etc.).*

As noted in the self-study institutional overview, the majority of students in the undergraduate business programs are enrolled through the College of Undergraduate Studies (CUS), are 18-23 years of age, and come from the five-county region around Philadelphia - notably Chester, Montgomery, Delaware, and Philadelphia counties - as well as from northern Delaware and southern New Jersey ([S3- 2016-2021 Student Residences - by state and area counties](#)). Students generally complete between 15-18 credits each fall and spring semester, and many are also student athletes. Immaculata University's student athletes, as members of the Atlantic East Conference (Division III), are required to maintain [academic standards](#), and the department of athletics works closely with academic departments to ensure athletes are prioritizing coursework.

Students in the College of Adult Professional Studies (CAPS) are typically working adults - studying mostly part time but often across fall, spring and summer semesters - who bring business and work experience into the classroom and leverage their work experience in their academic pursuits. The CAPS students range in age from 20s to 60s. These students study in multiple modalities: on campus (alongside CUS students in day classes), accelerated evening courses, and/or online. These students represent a much smaller segment of the entire business program enrollments, and - while numbers in the CUS programs are rising - the CAPS enrollment numbers have been steadily decreasing since the mid 2010s ([S3 - Business Program Enrollment Percentages](#)). This decrease is across the board (not just in business programs). Adjustments in the management of undergraduate admissions processes as well as

a more highly-competitive adult student market (with strong market influx from online programs - both regional and national) are two likely factors in this enrollment decline.

### **3.1.b Other Key Stakeholders**

*List the business unit's key stakeholders additional key stakeholders (e.g. parents, parent organizations, faculty members, staff, governing boards, alumni, employers, business/industry advisory board, other schools, funding entities, local/professional communities, etc.).*

The business department maintains productive relationships with several key stakeholder groups beyond current students. Internally, the department serves more than just business-degree students. Students pursuing other majors at Immaculata University often require business courses for their majors. Fashion merchandising, nursing, and nutrition majors are required to take courses such as economics, accounting, business management, statistics, marketing, business law, business ethics, and leadership. Two economics courses fulfill the social consciousness core requirement. Additionally, a wide range of business program courses are taken as electives by students in any major. While some of these classes are taken as pure elective credits, students from other majors may also elect to pursue a minor in Accounting, Business Administration, Finance, Economics, Entrepreneurship, Human Resource Management, International Business, Leadership, Management Information Systems or Marketing. Since the end of the program study academic year, minors in Financial Planning, Sport Management and Supply Chain Management have been added. At the graduate level, a course in managing institutional effectiveness is a required element of the master of science in nursing program.

The business department also seeks out opportunities to collaborate with other departments. Recently, after consultation with the Health, Nutrition and Exercise Science department, it was determined that the erstwhile Sports Management track in their Exercise Science degree program was not completely serving the needs of graduates wishing to work in the field. With the full support of that department, Business, Fashion and Leadership proposed a new program in Sport and Business Management that bolstered the business-side skills the previous program had not provided. Launched this fall semester, the program has already garnered interest among new and returning students ([Institutional Overview](#)).

The university Board of Trustees, especially the Academic Affairs subcommittee (which meets with the assistance of the VPAA/Provost) provide input that impacts at the department level. Our recent Supply Chain Management program, launched in Fall 2020 ([Institutional Overview](#)), was developed after the idea had been suggested by a current board member.

Business program alumni are an important stakeholder for the department. To ensure connection with this population, an assignment in the early business technology class, required of all majors, directs students to create a LinkedIn profile and connect to the [department's page](#). These efforts to connect, along with support from Institutional Advancement (Alumni Relations office) and outreach from the [Career and Professional Development](#) office, provide multiple opportunities to engage with our alumni. Additionally, as part of the 5-Year Program review process, the Office of Institutional Research and

Effectiveness assists the department with designing, deploying and analyzing an alumni data survey, allowing the department to maintain a connection with program graduates (Alumni Survey Results).

Externally, the Business Advisory Board (BAB) and our internship providers serve critical roles in both the strengthening of our curriculum and development of our students. The BAB includes eleven local business leaders - many of whom are alumni - and they serve as a resource to the department for program development and revision and as a source of support for students.

This BAB support directly to students manifests in two highly distinctive ways. First in the establishment of a board-funded competitive scholarship, available to a single sophomore or junior business student and renewable by that student for the three or two years (respectively)(mentor program, scholarship (see [Table 3.3](#) and *S3 - 2021-2022 Business Advisory Board Scholarship Application*). More recently, board members have developed and engaged in a Mentor program, providing year long one-to-one mentoring services to selected business students. The program covers a series of topics (one a month) and complements the individual mentor meetings with group meetings of all mentors/mentees every few months. Recently redesigned in October 2020, the program seems a promising and worthwhile effort for both our board members and the students involved (*S3- Mentor List*).

Internship supervisors play an important role in providing the professional development our students seek in their final semesters of academic study. Immaculata is grateful to have a core of dependable internship supervisors at area businesses and welcome their feedback on surveys and in conversations with the department as to ways we can continue improving our students' skill sets for the workplace. With collaborative support from the Career and Professional Services department, intern supervisors provide clear feedback on student skills, identifying areas of most significance, and let the university know if they would welcome back the intern they hosted, allowing the university to determine the overall -preparedness of our students ([S3 - Student Intern Survey results as of Spring 2021](#)).

### **3.1.c - Stakeholder Requirements**

*Use Table 3.1 (Student and Stakeholder Groups), to describe how the business unit determines key student and stakeholder requirements and the processes used to meet those requirements.*

See [Table 3.1](#) for evidence to support this standard.

### **3.1.d Student and Stakeholder Complaint Processes**

*Describe the systematic process the business unit uses to respond to complaints from students and other key stakeholders.*

Students at Immaculata University follow a standard process for student complaints. Student grade appeal processes follow the published Grade Appeals Procedure in the [Undergraduate Catalog](#) (pp. 61-62) which involves the student first approaching the faculty member in question and, if not satisfied at

that level, taking the issue to the department chair, program director, and - if needed - to the college dean.

Other grievance issues for all community stakeholders (students, faculty, administration) are managed via the University Grievance Policy, referenced in the [Undergraduate Catalog](#) (p. 55) and detailed in the IU Policy Manual, Volume II - Community Policies, Section 2.8: Grievances and Complaints, pages 171-173 (**Appendix C-2**). This process outlines mediation and appeals processes to address complaints not sufficiently resolved by informal procedures.

Online learners from states outside of Pennsylvania who have specific complaints are provided [links](#) to the Pennsylvania Department of Education (PDE) as well as all state/US territory complaint offices should there be a desire to file with PA or their home state complaint management entity. This list and links are updated, at minimum, annually when the university reapplies for its membership as a State Authorization Reciprocity Agreement ([SARA institution](#)), a relationship that allows the university to operate across state boundaries via distance education.

Supporting the university's commitment to maintaining a safe and harmonious environment for the all campus stakeholders, the Non-Discrimination and Anti-Harassment and Anti-Retaliation Policy/Complaint Procedures outlined in IUPM Volume II (**Appendix C-2**, 2.1.10) ensure fair and equitable treatment for all campus members and protections for anyone coming forward with such complaints. Issues of Sexual Assault, Harassment and/or Misconduct are managed under institutional Title IX policies designed to manage such issues ethically and responsibly (**Appendix C-2**). [Title IX information](#) is also available on the university website.

## **3.2 - Criterion 3.2 Deployment**

*The business unit must provide evidence that the processes identified in Criterion 3.1.c have been fully deployed across the business unit.*

*Using Table 3.3 (Student and Stakeholder Groups), provide evidence, such as alumni surveys have been deployed and returned in the evidence folder.*

**Table 3.3** demonstrates the most recent evidence of deployment of the criterion in 3.1.c. Evidence includes results from graduate (exit) surveys (*S3- CUS Graduating Student Exit Survey -Spring 2021 FINAL* and *S3 - CAPS Graduating Student Survey Report Spring 2021 - FINAL*), a 2020 alumni survey (*S3- Business Five Year Review (PAR) Alumni Survey Fall 2020 - Final Report*) alumni, and internship employer assessment results (*S3 - Employer Survey results as of Spring 2022*).

Key Assessment criteria are also shared on the business program's website for the [accounting](#) and [business](#) programs.

### **3.3 - Criterion 3.3 - Results**

*The business unit must provide trend data for pertinent criterion for each student segment listed in 3.1.a. (e.g. undergraduate, graduate, online, on-ground, traditional, non-traditional, international students, competency-based, etc.). Examples include course evaluations, student measures, alumni measures, employer measures, other student/stakeholder measures.*

*Using Table 3.3 (Student and Stakeholder Focused Results), report and graph results for the past three to five data cycles (e.g. two years plus the self-study year)*

[Table 3.3](#) demonstrates the most results in support of criterion in 3.1.a. As the current accreditation covers only undergraduate students and all measures for assessment are aligned between those studying in face-to-face classrooms and online, there is no differentiation to report in the results for these populations.

### **3.4 - Criterion 3.4 - Improvement**

*The business unit must have a process to use the information obtained from students and stakeholders for purposes of improving educational processes (e.g. improved curriculum, faculty development, computer lab operating hours, change office hours, etc.).*

*Using Table 3.3 (Student and Stakeholder Focused Results), provide evidence of continuous improvement. This table should include a sample of student segments and other stakeholders listed in 3.1.a. However, results from all student segments and stakeholders should be available to the evaluation team on site.*

[Table 3.3](#) identifies the actions taken and improvements made in evidence of this criterion. In addition, the most recent stakeholder survey analyses are included as further documentation is the Source folder for this standard.

# S4 - STUDENT LEARNING ASSESSMENT

The business unit must have a systematic student learning outcomes assessment process and plan that leads to continuous improvement. Student learning outcomes must be developed and implemented for each accredited program, and the results must be communicated to stakeholders.

*The following information must be provided for this standard to be met:*

1. List each program accredited or to be accredited.
2. List the Program Learning Outcomes for each program See Table 4.2 in the evidence file for Examples.
3. Provide the results for each program learning objectives in a graph or table.
4. Provide a list of improvements made based on what you learned from the results.

Use Table 4.1 in the evidence file to report 1 – 4 above.

**IMPORTANT NOTE:** Do not use subjective grades or GPAs. Assessment instruments must be objective and measure program learning objectives.

**The following criteria provide evidence of continual improvement of academic quality.**

**Definitions:**

- All degree programs include: Associate, Bachelors, Masters or Doctorate in Business
- A minor is defined as 12 credit hours of transcribed course work in one field.
- A concentration or specialization is defined as 12-15 credit hours of transcribed coursework in one field.
- An outcome is what we expect a student will know or be able to do after completing an assignment, a course, or a program of study. A competency is an applied skill or expertise that enables a student to perform work or achieve a result.
- A performance measurement activity is an identified, standardized activity based on a specific learning outcome that is completed by students to determine their degree of proficiency and competency attainment.
- Formative assessment is a way to measure performance achievement during the learning process or at regular intervals to provide timely feedback regarding student progress.
- Summative assessment is a way to measure and evaluate cumulative student performance at the conclusion of a unit of study, a course, or after a specific period of time to determine the achievement of a standard or benchmark.
- Internal assessments are created and deployed within the institution, department, or program, are used as indicators of the educational achievement of students, and which can be used in the decision-making about instruction and to report progress.
- External assessments are designed, selected, provided and/or controlled by another person or group outside the institution (such as licensing bodies, commercial assessment service providers or vendors or publishers) are used as indicators of the educational achievement of students and which can be in the decision-making about instruction and to report progress.

## 4.1 - Criterion 4.1 - Approach

### **Criterion 4.1.a - Business Unit Outcomes Assessment Plan and Process**

*Describe the Business Unit's student learning outcomes assessment process*

The business program student learning outcomes (SLO) assessments are listed in [Table 4.1](#) and the Business Program Learning Outcomes document (*S4 - Business Program Learning Outcomes*).

Accredited business program SLOs two (2) through five (5) (*S4 - Business Program Learning Outcomes*) are assessed in the Business Program capstone course, BUS 365. Course instructors use direct, summative, internal, comparative assessment, employing a detailed rubric on students in the capstone course (*S4 - BUS 365 Program Assessment Rubric*). Collected data are gathered and combined for all sections of BUS 365 during the academic year.



For each Business Program major, SLO 1 is assessed in a series of courses required for that particular major. Only students with the specific declared major in the assessed courses are included in the direct assessment of student performance on the learning objectives. Collected data are gathered and combined for all sections of the assessed courses during the academic year.

All Business Program students are assessed using the [Peregrine Comprehensive Exam](#) assessment. This assessment tool is administered to students at universities throughout the world at both the graduate and undergraduate level. It is designed to examine the knowledge of students in the core professional component areas of marketing, business finance, accounting, management, legal environment of business, economics, business ethics, global dynamics of business, information management systems, quantitative techniques/statistics, business leadership, business integration and strategic leadership.

Students complete the Peregrine two times in their program of study: first during BUS 235 (Business Computer Applications), which is typically a first-year course. Students take the exam again as an outgoing assessment during BUS 365 (Strategic Planning), a senior level course.

The benefits of this external, standardized 120-question tool, which uses both summative and formative assessments, is that its results provide not only longitudinal insight into our students' knowledge development across the core business components from start to end of the program but also a comparative analysis of Immaculata student performance with students at schools with similar programs/program delivery. As the majority of the instruction for these courses is classroom based, results on this assessment are compared to those of students from traditional campus-based institutions.

The Standard 3 narrative and survey data results demonstrate student satisfaction with advising and data on whether students would choose IU again as captured in graduate exit surveys. Results from surveys administered to employers of Business Program interns are also detailed in Standard 3. Additionally, student involvement, as recorded by club rosters and student participation, as well as work done by the Business Advisory Board, is highlighted in Standard 3.

In Standard 5, information on faculty qualifications, scholarship and service is monitored and reported. In Standard 7, data on Business Program enrollment, average class size and Honor Society participation is tracked.

Institutional expectations for SLO assessment require at least annual assessment planning and reporting. Monitored and supported by the Office of Academic Assessment, the institutional SLO Assessment is managed through the Academic Assessment Hub on Moodle (*S4 - Academic Assessment Hub (Moodle)*).

**Criterion 4.1.b - Determination of Outcomes and Performance Measurements**

*Provide evidence that the Business Unit's assessment process addresses how programs determine:*

1. *which student competencies and skill sets are measured*

2. *what data is collected, and why*
3. *that the student performance measurements are appropriate for determining the desired student achievement of the outcomes*

The faculty in the business programs work collaboratively to ensure that the assessment processes for evaluating SLOs and other student achievement factors is ongoing and effective.

Using standardized syllabi and assessment tools in the key assessment courses within the core business courses and in the designated program-specific requirements helps ensure continuity of expectations and greater ease in gathering assessment data.

#### ***Criterion 4.1.c - Key Stakeholder Engagement in the Assessment Process***

*Provide evidence that the faculty and other key stakeholders (as defined in Criterion 3.1.b) are engaged and participate in the assessment process.*

As explored in the narrative and source documents for Standard 3, the business programs have collected and analyzed data from various stakeholders for the purpose of continuous improvement.

Students engage in course evaluation feedback each semester, and the ratings and comments shared in those evaluations help both the course instructor with refining and improving course preparation and delivery and the department chair/program director in assisting faculty with improving their effectiveness in the classroom and - subsequently - their impact on student learning as well.

Key surveys, deployed by the Office of Institutional Research and Effectiveness (IRE) include the Graduate (exit) surveys, which are conducted annually in May each year, prior to university commencement ceremonies, and the Alumni surveys at least every five years for inclusion in the analysis of the 5-year program review process. Other feedback data collected includes surveys distributed to internship employers each year, the process for which is facilitated through the office of Career and Professional Development and regular feedback from the Business Advisory Board.

## **4.2 - Criterion 4.2 - Deployment**

#### ***Criterion 4.2.a - Assessment Process Deployment***

*Provide evidence that the assessment process is fully and systematically deployed. (Evidence might include a process rubric, forms that document the deployment of the process, etc.)*

#### ***Criterion 4.2.b – Assessment Measurement Cycles***

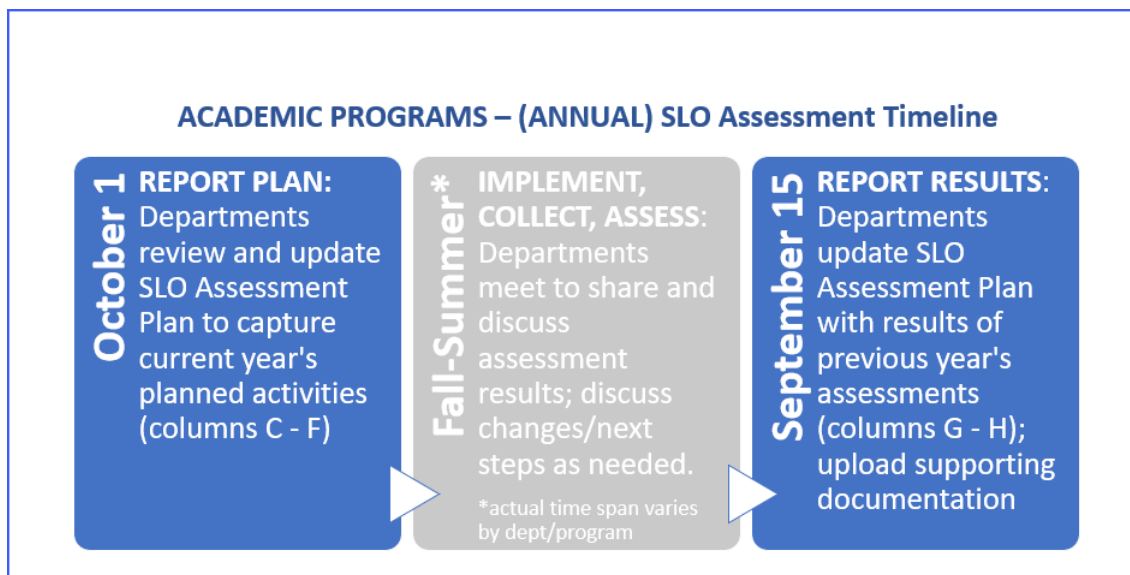
*Provide evidence that all program outcomes established for each program are assessed and measured over 3-5 data measurement cycles. (Evidence might include a copy of your assessment schedule or deployment cycle.)*

Student Learning Outcomes are assessed each semester, depending on the frequency of course rotation. At the maximum data for the SLO is captured every two years. All additional measures of

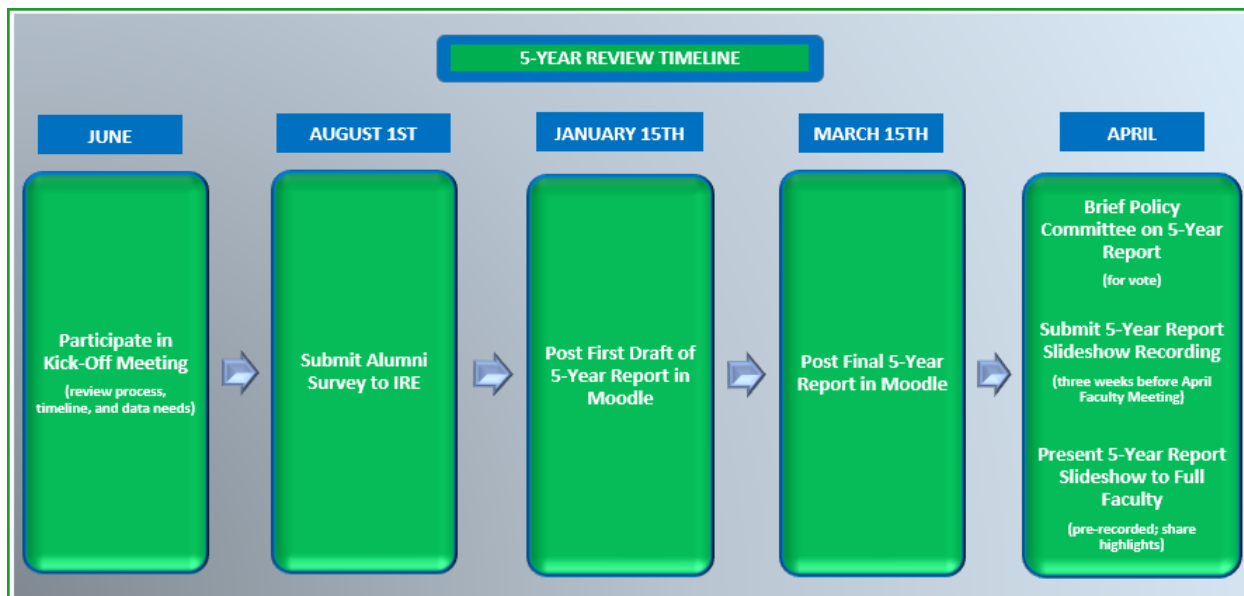
student achievement (as captured in surveys) occur at least annually. See Criterion 4.3.a below for more detail.

In addition to the semester data collection, annual collection/analysis of survey data, and submission of the biennial Quality Assurance Report to ACBSP (*S4 - 2019 Accounting QA Report* and *S4 - 2019 Business QA Report*), the department has an institutional responsibility to report out assessment data through two processes: Annual SLO Assessment Plan and the 5-Year Program Review process. The data for each of these processes is collected and curated on the Academic Assessment Hub in Moodle.

The SLO Assessment Plan for Immaculata follows the process outlined below:



In addition, the 5-Year Program Review Process (involving delivery of both a written report and a highlights presentation) requires departments to examine the last five years of program activity, identifying strengths, challenges and opportunities, evaluate curricular assessment, faculty, facilities and resources, and identify plans for the program moving forward. The schematic below identifies high level timeline deliverables for the program review process:



The process connects the program faculty, led by the department chair (or program director, as appropriate) with the office of academic assessment, which provides the formatting, timeline, and data points required for completing the report. Additionally, the first full draft of the report is shared with the Academic Assessment Committee, which is charged with reviewing and providing initial feedback to program faculty on the draft report.

It should be noted that, as with all programs already responding to an external accreditor, the business programs were required to submit only an abridged version of the full report (*S4 - UG Business program assessment report -Final 2020-2021*) accompanied by the most recent QA Reports for Accounting and Business to meet this institutional requirement.

The business programs completed their last 5-Year Review process in Spring 2021, and the report was shared with the Undergraduate Curriculum and Policy Committee at the June meeting, where it was reviewed and approved by that body. Highlights from that report (and the other programs undergoing the review process for the year) were captured in a brief, [pre-recorded presentations](#) collection and shared with full faculty at the annual assessment day, which occurs at the last faculty meeting of the academic year (April 29, 2021).

**Criterion 4.2.c - Program Student Learning Outcomes, Performance Measurements and Assessment Cycles**

Complete Figure 4.1 - Standard #4 Measurement and Analysis of Student Learning and Performance in the evidence file for each program seeking accreditation or re-affirmation. Include the outcome, the corresponding assessment measurement activity(ies) and the type of assessment: Internal, (I) external (X), formative (F), summative (S), etc.

Note: Each program, concentration, specialization, etc. must have at least one assessment performance measurement. If programs “share” a set of common outcomes, (such as the common business core) you may list those outcomes in one table and label accordingly. However, each program must have unique program outcomes.

[Table 4.1](#) clearly aligns the measurements and analysis for the accredited business programs, demonstrating both the common and program-specific measures assessed.

## **4.3 - Criterion 4.3 - Results**

### **Definitions for Criterion 4.3:**

*Direct assessment is a way of measuring student learning that relies on attainment of competencies rather than credit hours or seat time. It provides tangible and measurable evidence of student learning. Comparative assessment is a way to compare the results of student learning between instructional delivery methods, identified student groups, as well as other peer institutions.*

[Table 4.1](#) captures key direct assessment in the program; namely, the Peregrine and capstone assessment process.

### **Criterion 4.3.a. - Collection, Analysis, and Use of Assessment Data**

*Report assessment performance activities deployed during the self-study year for each program seeking accreditation or re-affirmation. Include the current use of results by identifying the specific improvement actions taken/changes made based on data obtained from the assessment for the program outcome. Graph the actual performance results for 3-5 data collection cycles. Include only direct measures of student learning in Figure 4.1 in the evidence file.*

*If you do not assess all students, indicate your sample size/population. Provide evidence of the selection Criterion you use to ensure a representative sample. For all data reported, show sample size (n=75).*

The business programs use all available data (assessment results) to evaluate student learning, and this data is captured in [Table 4.1](#).

The Peregrine assessment results are managed through the assessment tool website. The Department chair can access the website to download the institutional and comparative results and does so normally at the end of the spring term.

The Capstone experience is generally offered in the spring semester (with occasional fall offerings as needed) and is assessed at the end of the term.

Graduate (exit) surveys are deployed in May each year and internship employee surveys are deployed at the end of each semester (and the completion student's internship experiences).

Performance results are graphed in [Table 4.1](#).

### **Criterion 4.3.b – Comparative Measures**

*Provide evidence of the Business Unit's use of comparative measures (internal and/or external) to improve overall student performance. For example, internal comparative measures may include a comparative data of student performance results by alternative methods of instructional delivery, location, etc. and external comparative measures may include performance on external assessments.*

The Peregrine Assessment results allow the business faculty to monitor the overall performance of IU business students with a cohort of similarly sized and focused business programs at other institutions (traditional campus-based).

**Criterion 4.3.b.1. - Use of Comparative Measures Results**

*Report the actual results and use of the results of comparative measures by completing the Figure 4.1 in the evidence file. Include all programs seeking accreditation or re-affirmation.*

The Peregrine assessment (as noted above and demonstrated in [Table 4.1](#)) provides the business program faculty with their primary comparative data on student performance. The inbound/outbound scores in the table clearly represent the profile of the student cohorts in each class; for instance, the 2017-18 freshman class, in their initial assessment, demonstrated significantly low scores and, therefore, the comparison to the 2017-18 senior class saw a significant increase over the four-year experience. The 2018-19, in contrast, performed well on that initial assessment, so the outbound assessment scores for that year's seniors exhibited a much less dramatic change.

**Criterion 4.3.c - Student Learning Results Communication**

*Provide evidence that student learning performance and assessment results (for each program) are systematically made available to key stakeholders.*

Within the institution, the SLO Assessment process and 5-Year Program Review processes (outlined in Criterion 4.2) provide opportunities to share student learning results with the full academic community, including other departments and academic administration.

The department provides updates to the webmaster to ensure that key achievement results are posted on the university website the accreditation areas for the business programs. Essential elements of this self-study will be posted in the same area in advance of the self-study visit in spring 2022.

## **4.4 - Criterion 4.4 - Continuous Improvement**

**Criterion 4.4.a - Results of the Re-Assessment of Program Outcomes (Closing the Loop)**

*Provide evidence of using the results for continuous improvement (e.g., improve curriculum, improved material, handouts, books, faculty development, change of faculty, improved contract management, records management, improving case studies, improve technology, improve interaction, innovative technology, digital classroom, etc.).*

[Table 4.1](#) captures the key assessment results and planned improvements for the student learning and performance indicators. Generally, results indicate ongoing strength and improvement across programs. That said, several indicators saw a small but noticeable decrease in 2020-2021. However, taking into account the extraordinary challenges that accompanied the COVID pandemic, faculty are hesitant to make significant changes to programs until we can observe student performance as the effects of the pandemic are reduced.

**Criterion 4.4.b - Continuous Improvement of Assessment Process**

*Provide evidence that the Business Unit improves, refines, and/or enhances the assessment process and plan. Include (1) when the plan and process were last reviewed, (2) specific improvements that were deployed and (3) key stakeholder engagement in the review process.*

[Table 4.1](#) continues to be a primary resource for tracking the assessment process and continuous improvement. Plan effectiveness is part of annual discussion among full time faculty and benefits from Business Advisory Board input. Student learning assessment is a progressive enterprise, and as adjustments are made (course content, texts, assignments, evaluative measures, benchmarks), careful consideration of how changes impact student learning are necessarily part of the cycle of continuous improvement.

In addition, SLO assessment results are shared each year with the Office of Academic Assessment for evaluation and institutional understanding of student learning across programs.

# S5 - FACULTY FOCUS

The business unit must have a systematic process to ensure current and qualified faculty members by 1) fostering teaching excellence, 2) aligning faculty credentials and skill sets with current and future program objectives, 3) evaluating faculty members based on defined criteria and objectives, and 4) ensuring faculty development including scholarly and professional activity.

*Synthesis of Manageable Parts - A systematic process to ensure current and qualified faculty members by:*

- *Fostering teaching excellence*
- *Aligning faculty credentials and skill sets with current and future program objectives*
- *Evaluating faculty members based on defined criteria and objectives*
- *Ensuring faculty development including scholarly and professional activities*

*Definitions*

- **Fostering Teaching Excellence** includes a Human Resource Plan, high levels of student learning outcome results, a high level of faculty satisfaction in addition to the processes listed in Standard 5.
- **Dual Credit** enrolls students in college courses while they are still in high school, allowing them to earn credit for both.

## 5.1 - Criterion 5.1 - Approach

### Criterion 5.1.a. - HR Plan

*The business unit must have a human resource plan that supports its strategic plan.*

*Human Resource Plan identifies current and future human resource needs to achieve your goals. The plan must be linked to your strategic plan. Following are some suggested steps:*

- *Assessing Current HR Capacity. Include all skills of each faculty member from volunteer activities, certifications, and educational degrees. This information can help to determine if a person is ready to add more responsibility or to prepare a development plan.*
- *Forecasting HR Requirements. The future needs should be driven by your strategic goals. Questions to ask and answer:*
  1. *Which jobs will need to be filled in the upcoming period?*
  2. *What skill sets will people need?*
  3. *How many faculty will be required to meet your strategic goals?*
  4. *Is the economy affecting our work and who we hire?*
  5. *How are our teaching disciplines evolving or expected to change?*

*Gap Analysis. In this step you will determine where you are currently and where you need to be in the future. Questions to ask and answer:*

- *What new positions will we need?*
- *What new skills will we need?*
- *Do our present faculty have the necessary skills?*
- *Are faculty currently aligned to their strengths?*
- *Are current HR practices adequate to meet our future goals?*

*Developing HR strategies to link with Strategic Plan. Following are possibilities to consider:*

- *Reducing faculty, regrouping tasks between and among faculty, reorganizing faculty.*
- *Providing training and development needs*
- *Recruiting new hires who have skills you will need.*
- *Collaborating with other schools to learn how others do things. \**

*\*Adapted from Human Resource Plan on Google. You may glean more information by Googling that same site.*

*In an appendix in the evidence file, include a copy of your business unit(s) current human resource (HR) plan.*



### **Forecasting HR Requirements**

The department normally identifies faculty needs for the following year in preceding fall. However, there is also the opportunity to request faculty on a more immediate timeline if an urgent need arises.

Once a position request has been approved and the hiring window begins, all postings for faculty positions are posted on the institutional [Employment](#) page; the ad is also posted in appropriate online sources (such as [HigherEdJobs.com](#) and the *Chronicle of Higher Education's* job page). While long-term plans will require the department to hire a full-time faculty member with expertise in the Sport and Business Management area, the department is prepared to staff field-specific courses with appropriately prepared adjuncts until the new program is large enough to warrant a full-time hire.

The Business Fashion and Leadership department currently has seven full-time faculty members dedicated to teaching in the business programs. One additional full time department faculty member, program director for Emergency Planning and Management, assists with business program courses as part of his course load.

### **Gap Analysis**

For undergraduate programs, the current full-time faculty are sufficient to support the business core curriculum and ACBSP-accredited programs.

However, with the sudden loss of our full-time faculty member and program director for the Master of Science in Management and Leadership (MML) program this fall, the department needed to take immediate steps to post for a new faculty member to take on this role. The position was posted on the university's website on October 11 and, as of the submission of this self-study, interviews are being conducted with select candidates (*S5 -MML Faculty and Program Director Job Posting 10-11-21*).

The department is also mindful that the newly launched program in Sport and Business management will eventually require a full time faculty with program-commensurate experience. As the program sequence begins with coursework required of other business majors (with field-specific courses coming in later in the program), the department is able to rely for the short term on current and, as needed, adjunct faculty to support the program.

**HR Strategies linked to Strategic Plan**

Institutionally, the university identifies five institutional objectives associated with human resources (faculty particularly):

<b>Strategic Goal</b>	<b>Institutional Objectives</b>
I. Academic Program Innovations	1F - Promote an educational environment that values contributions from all teaching faculty
	1G - Cultivate new and expand the scope of current relationships with partnering universities to include opportunities for articulation, learning, research and teaching.
VII. Organizational & Talent Management	8B - Support diversity as a campus value through such activities as hiring, professional development and engagement to increase greater overall inclusiveness throughout campus
	8C - Attract, engage and retain a dynamic and diverse workforce by targeting the right talent and developing the best performers, while ensuring an exceptional employee experience for everyone.
	8D - Manage and retain strategies and programs that enhance the health and well-being of all constituents of the Immaculata community.

### **Criterion 5.1.b.**

*Explain how your HR plan is linked to your Key Objectives listed in Criterion 2.4.a; Table 2.2.a.*

[Table 2.2.a](#) and the accompanying narrative in [Standard 2](#) (Criterion 2.4.a) highlights that identified need for faculty hiring is part of the OFIs. Once a perceived need has been identified, the department chair submits a request to the VPAA/Provost for review and approval (*S5 - Planning - Budgetary Requests for 2022-23 (email from A Tekely)* and *S5 - Faculty Request Form*). The VPAA/Provost is charged with reviewing all such requests - across academic departments - and prioritizing needs based on such components as current and anticipated course load, accreditation requirements, program growth, students served, and similar factors.

The review and approval process normally takes place beginning with submitted position requests in mid- to late fall term with decisions to department chairs shared in early Spring. The hiring process requires approval from the executive administration and President.

### **Criterion 5.1.c.**

*Provide evidence of a written system of procedures, policies, and practices for the management and professional growth of faculty members. Information must be available to faculty members concerning the system. These procedures, policies, and practices normally include:*

- *Faculty development*
  - *Tenure and promotion policies*
  - *Evaluation procedures and criteria*
  - *Workload policies*
  - *Service policies*
  - *Professional expectations*
  - *Scholarly expectations*
  - *Termination policies*
1. *Provide evidence that the business unit faculty have access to operational policies and procedures.*
  2. *Provide a copy of the faculty operational policies and procedures to the peer review evaluation team in the resource room or provide instructions to access them.*

**Note: Bachelor's Degree qualifications are only applicable to Associate Degree Program**

The IU Policy Manual, Volume III - Institution Wide Employment Policies (**Appendix C-3**) and (particularly) Volume IV -Faculty Personnel Policies (**Appendix C-4**) delineate the criteria for positions (Vol III, 3.1.1.2; Vol IV, 4.1), Employee selection (Vol III, 3.2; Vol IV,, 4.3), employee records (Vol III, 3.4), Benefits (Vol III, 3.6), General Employee Services (Vol III, 3.7), and Payroll (3.10).

Most of the specific faculty-oriented expectations are outlined in Volume IV. The volume includes such items as: Faculty Orientation (4.3.4) and Expectations (4.5) - which include teaching and advising (4.5.1.1), scholarship/professional expectations (4.5.1.2), and service to institution, profession and to the community at large (4.5.1.3) - annual faculty evaluation processes (4.5.2.2), Second Year Review (4.5.2.3), Promotion and Tenure (4.5.2.4) - including the post-tenure Professional Development Review (4.5.2.5), Faculty Rights and Responsibilities (4.6), and policies regarding Faculty Separation (dismissal, resignation, discontinuation - 4.9).

The policy manuals are posted in the MyIU Portal and on the Faculty Hub in Moodle and are available to the entire university community.

## **5.2 - Criterion 5.2 - Deployment**

### **Criterion 5.2.a. - Faculty Qualification**

*The business unit must provide evidence that faculty are qualified to teach all the required business courses. Faculty qualifications in the business unit are defined as Bachelor's, Master's, or Doctorate Degrees.*

*Note: All faculty qualifications must be validated with original transcripts, certificates, and/or related written documentation that clearly states the qualification.*

*Note: Faculty members should possess a degree higher than the degree program in which they are teaching unless it can be demonstrated that there is proper professional experience at the graduate level.*

*Historically, accredited programs have focused on faculty input as a basis for demonstrating quality. The following levels were considered appropriate:*

- *Ninety percent of the undergraduate credit hours in business are taught by Master's or Doctorate Degreed faculty. (See Glossary of Terms for definitions of master's or doctorate qualified.)*
- *at least 40 percent of the undergraduate credit hours in business and 70 percent of the graduate credit hours in business are taught by Doctorate Degree faculty.*
- *one hundred percent of the doctorate credit hours in business are taught by Doctorate Degree faculty.*

*If your institution does not come within five percent of these historically acceptable faculty-credentialing levels, you must present your rationale for the differences and provide detailed records of student learning outcomes to demonstrate that your faculty composition supports your mission and program objectives. NA*

*All faculty members who are teaching courses that are part of the CPC, business major, or a required business course for a business student to graduate, must be reported in the faculty qualifications table, Table 5.1.c. For example, this would include anyone teaching a section of a course, even if the course has an assigned "master teacher" who developed the course syllabus and supervises the teacher. It also includes faculty members who teach "Dual Credit" courses receiving credits for courses in the business unit. Dual Credit enrolls students in college courses while they are still in high school, allowing them to earn credit for both.*

#### **Doctorate Degree Qualified**

**A Doctorate Degree Qualified faculty member meets at least one of the following criteria:**

1. *Doctorate in teaching field*
2. *Juris Doctorate— qualified to teach law courses*
3. *Out-of-field doctorate degree with 15 semester/22 quarter graduate credit hours or equivalent of courses in field*

#### **Master's Degree Qualified**

**A Master's Degree Qualified faculty member meets at least one of the following criteria:**

1. *Master's Degree in teaching field*
2. *MBA—The MBA is the qualified master's degree in the teaching field for business management and marketing degrees. The MBA is also the master's qualification to teach any introductory or principle level business unit courses (for example, entry level accounting, economics, software applications, finance, intro to computers, etc.).*
3. *MED or MBE —The Master's in Education with a concentration in a business discipline is the master's degree in the teaching field for office administration.*
4. *Out-of-field master's degree with 15 semester/22 quarter graduate credit hours or equivalent of courses in field*
5. *For Associate Degree Programs the requirement is: Related or out-of-field master's or doctorate degree with 18 semester/27 quarter credit hours or equivalent of courses in field beyond the introductory principles level.*

*Out-of-field doctorate or master's degree faculty who do not meet the above criteria must be credentialed with documentation in two or more of the following areas:*

- a. *In-field professional certification (national, regional, or state) – The institution must provide documentation.*

- b. *In-field professional employment*—The institution must provide a minimum of three years of documented experience from the employer; i.e., if teaching a skill, the experience must be with that skill; if teaching marketing, experience must be in marketing; if teaching management, experience must be in a management position, etc.
- c. *High Performing Student Learning Outcome Results*—The institution must provide documentation.
- d. *In-field scholarship*—The institution must provide documentation. See Criterion 5.9 for explanations of scholarly activity.
- e. *Relevant additional training equivalent to 15 semester/22 quarter credit hours of CEU's, military training, vendor training, etc.* The institution must provide documentation.

**Bachelor's Degree Qualified (Associate Degree Programs)**

**In order to teach at the associate degree level, at least 50 percent of the full-time equivalent (FTE) faculty should be Master's or Doctorate Degree Qualified and at least 90 percent of the FTE faculty should be Master's or Doctorate Degree Qualified or be Professionally Qualified.**

**A faculty member possessing a bachelor's degree in the teaching field with documentation in two or more areas meets the teaching qualification:**

1. *In-field professional certification (national, regional, or state)* – The institution must provide documentation.
2. *In-field professional employment*—The institution must provide a minimum of three years of documented experience from the employer; i.e., if teaching a skill, the experience must be with that skill; if teaching marketing, experience must be in marketing; if teaching management, experience must be in a management position, etc.
3. *High Performing Student Learning Outcome Results*—The institution must provide documentation.
4. *In-field scholarship*—The institution must provide documentation. See Criterion 5.3.C for explanations of scholarly activity.
5. *Relevant additional training equivalent to 15 semester/22 quarter credit hours of CEU's, military training, vendor training, etc.* The institution must provide documentation.

**Exceptions**

**The institution must provide an explanation of qualifications for faculty:**

Complete Table 5.1.C – For the self-study year, provide clear evidence that the knowledge and skills of full-time and part-time faculty members match program objectives.

1. Identify all full-time and part-time faculty members who taught during the self-study year in alphabetic order. Use one line in the table for each level of qualification. For example, if Joe Smith is master's qualified in management and bachelor's qualified in accounting, then Joe Smith will be listed on two lines.
2. List courses taught during the self-study year. Do not duplicate if taught in multiple sessions but report the total number of credit hours taught for that course.
3. List the highest qualifying degree earned - state the degree as printed on the transcript, including the major field.
4. List all professional certifications and supporting areas of documentation beyond the academic credentials as defined in Criterion 5.1.C.
5. List the qualification of each faculty member – Doctorate, Master's, Bachelor's, or Exception.
6. When justifying a qualification, use column #4. Provide specific, detailed information.

*Note: In the example above, justification should be given for the low percent of doctorate coverage in the undergraduate level programs.*

Details regarding faculty in the business programs are provided in [Table 5.1.c](#). In summary, the business programs faculty meet the standard criterion in the following manner:

- All undergraduate classes (100%) are taught by faculty with either a Doctorate or Master's degree.
- In 2020-2021, of the 339 total credit hours provided across the business programs, 159 credits (47%) are delivered by master's level faculty and 180 credit hours (53%) are provided by doctorally-prepared faculty. Specifically:
  - Fall 2020 (165 credit hours): 69 (42%) by master's level faculty and 96 (58%) by doctoral level faculty
  - Spring 2021 (135 credit hours): 81 (60%) by master's level faculty and 54 (40%) by doctoral level faculty\*
  - Summer 2021 (39 credit hours): 9 (23%) by master's level faculty and 30 (77%) by doctoral level faculty

\*Note: The large drop off in courses taught by doctoral-level faculty between fall 2020 and spring 2021 was partly a result of losing a full-time faculty with doctoral qualifications (Ted Kim) and needing to employ adjuncts to replace his planned roster. His replacement, who was hired for Fall 2021, holds a Ph.D.

### **Criterion 5.2.a - Credit Hour Production**

*Provide credit-hour production data by faculty member, separating full-time and part-time faculty. (See Table 5.2.a)*

**Complete Table 5.2.a.1** - Table for Faculty Coverage Summary in the evidence file of the online reporting portal provides information on how your faculty are deployed.

Please refer to Criterion 5.2 and [Tables 5.1.c](#) and [5.2.a.2](#) for information regarding the balance of credits and faculty levels for the 2020-2021 academic year. All business full time program faculty members fulfilled the annual credit expectations (12 credits per semester), and no adjunct faculty instructors met or exceeded the full time faculty credit requirement (most teaching about six credits per year). Administrative roles - department chair and program director - receive annual release time from total required credit hours: chair receives 12 credits of release time, and the CAPS coordinator receives three credits.

### **Criterion 5.2.a. - Resource Deployment**

*Each school or program must provide evidence of the deployment of faculty resources among the disciplines, units, courses, departments, and major fields to ensure that every student attending classes (on campus or off campus, day or night, or online) have an opportunity to receive instruction from an appropriate mix of the faculty to ensure consistent quality across programs and student groups.*

**Note:** The following bullet points should be considered when answering the questions that follow:

- The number of course preparations
- Administrative or coordination assignments
- Student advising and/or counseling activities
- Institutional and community program service activities
- Business and industry interaction
- Special research programs and projects, if applicable
- Thesis and dissertation supervision, if applicable
- Travel to off-campus locations and/or non-traditional teaching, if applicable
- Present the business unit's deployment pattern in tables identical to Table 5.2.A.2.
- For the 12-month self-study year, explain the circumstances for any faculty member in Tables 5.2.A.1 who exceeds the institution's maximum teaching load.
- For the 12-month self-study year, provide records of student learning outcomes for any faculty member who exceeds the institution's maximum teaching load.

State and explain your institution's policies for granting released time for faculty members performing any non-teaching duty listed in the bullet points above.

\*Note: See Criterion 5.3.C. for explanations of the following scholarly and professional activities

- Scholarly activities
- Professional activities
- Instructional technology efforts

Present the business unit's deployment pattern in tables in a format identical to Tables 5.2.A.2.

**NOTE:** YOU MAY ADD HEADINGS WITH YOUR DESIGNATED DUTIES TO INCLUDE THE 12-MONTH SELF STUDY YEAR.

The accredited business program courses employ approved syllabi, and, for these programs, the course requirements have not changed significantly in the past few years. Course preparation comes into place, primarily, with the introduction of a new program (such as Financial Planning and Supply Chain Management). New courses developed within the One Shell Model are created under contract, with a stipend (for new courses) of \$2,000 per course. Faculty may also choose to create topical courses - either via the programs' 200-level "special topics" course option or to support other institutional efforts (core curriculum, honors program, first year seminars).

The university also provides release time through the Undergraduate Enhancement Model (U-GEM) program which allows faculty to identify a course development project and receive course release time for that effort (*S5- GEM- Undergrad*). This process is managed by the Center for Advancement in Scholarship, Teaching and Learning Excellence, or CASTLE.

### **Criterion 5.2.b. - Program Leadership (by Major) and Faculty Development**

*For each academic major offered sufficient academic leadership must be provided to ensure effective service to students and other stakeholders.*

*Describe the leadership for each business major. A narrative or tabular format may be used. In doing so, you may address:*

- a. how the composition of your faculty provides for intellectual leadership relative to each program's objectives;*
- b. how the composition of your faculty provides for required depth and breadth of theory and practical knowledge to meet your student learning outcomes.*

*In your institution's use of multiple delivery systems and/or your program's use of part-time (adjunct) faculty, your human resource management process must include policies for recruiting, training, observing, evaluating, and developing faculty for these delivery systems.*

*Explain or describe:*

- a. how you develop qualified full-time and part-time faculty members;*
- b. how you orient new faculty members to the program;*
- c. how you orient new faculty members to assigned course(s);*
- d. how you provide opportunity for part-time and/or full-time faculty members to meet with others teaching the same courses;*
- e. how you provide guidance and assistance for new faculty members in text selection, testing, grading, and teaching methods; and*
- f. how you provide for course monitoring and evaluation.*

### **Program Leadership**

All full-time faculty in the business programs at Immaculata use their specific strengths in support of departmental programs. While the department chair is ultimately responsible for the effectiveness of all business programs, individual faculty act as the lead faculty member for specific programs and are responsible for supporting the department chair in overseeing and coordinating the curriculum, vetting adjunct faculty, and ensuring course revisions as needed for existing degree programs as follows (2020-2021 responsible parties):

- Accounting-Eileen Raffaele, MBA, CPA: 20+ years professional experience; 15+ years excellent teaching record
- Business **Leadership and Business** Management-Joseph Pugh, DM, MBA: 20+ years leadership experience in the US Army; 20+ years teaching experience
- Finance-Elizabeth Faunce, PhD, MBA, CFP: 20+ years teaching experience; 9 years professional experience

- Human Resource Management-Sarah Dougherty, MBE, MEd (expected 2021), SHRM-SCP: 10+ years professional experience, including 5 years as Director of HR for a school district
- Marketing Management-Mark McFadden, EdD, MS in Statistics: 15+ years teaching experience

New Programs with leadership (added in 2020-2021)

- Financial Planning-Elizabeth Faunce (with Ted Kim taking over the Finance degree)
- Supply Chain Management-Michael Stevens, MBA, Black Belt-Six Sigma: 20+ years' experience in Supply Chain Management

### **Faculty Development**

The Business programs HR Plan ([Appendix D](#))- in coordination with the IUPM policy manual (**Appendices C-3 and C-4**) - guides the procedures and criteria used when hiring and orienting new full or part time faculty. Full time faculty receive support and mentorship from their department peers in addition to the official orientation elements provided by the institution. All faculty - full time or adjunct - are guided by the program leads, the department chair, and receive additional support from many offices across campus, including Academic Affairs, Graduate office, Curriculum & Instruction, and Online Learning as well as the various support areas (library, learning centers, etc.).

All faculty have access to the Faculty Hub on Moodle (*S5-Faculty Hub Main Page*). The site collates resources used across the university and provides a single spot from which faculty can navigate to institutional policies (policy manuals), critical documents (syllabi), and instructions for preparing, conducting and completing course requirements through the Faculty Resource Center, a connected Google website, open only to university faculty, that is searchable and filled with institutionally-developed "how to" videos for using key instructional technologies, such as Moodle, Google suite, and the virtual meeting platforms supported by the university (*S5 - Faculty Resource Center (landing page - navigation bar)*).

Full time faculty receive support for development in their academic roles in a variety of ways:

- The [Center for Advancement of Scholarship, Teaching and Learning Excellence](#) (CASTLE) hosts faculty-led lunch and learn sessions where peers share their research, teaching, and/or conference experiences, faculty-led book groups, an ongoing faculty metacognition academy, an annual assessment series, and support for promotion and tenure preparation.

The CASTLE director and Committee meet regularly to identify new opportunities to provide support and engagement for IU faculty members.

- The [Office of Sponsored Research](#) makes available small mini-grants to support collaborative research between faculty and students (poster presentations, small studies, conferences, etc.)
- The Faculty Development fund, managed by the faculty-elected Academic Personnel Committee, provides quarterly funding to faculty who submit requests to subsidize conference presentations and attendance, poster sessions, and the like. (*S5 - Faculty Development Guidelines - Application 2020-2021*).

Faculty receive a firm starting point for their course preparation. Part time faculty teaching day courses receive copies of departmental-approved syllabi to use as a foundation for their courses. For those teaching from One Shell Model (OSM) courses (accelerated and/or online), all courses use standardized



syllabi, and the mastershell content provides weekly overviews, assigned readings, activities, discussion board prompts and assessments designed to meet course outcomes. These mastershell courses are available to faculty once they are (1) assigned to the course in the administrative system and (2) by the time student registration begins for the term in question (whichever comes latest). Since registration occurs months in advance of course start dates, new faculty have several weeks in which to become familiar with the course content and personalize their course shell.

Course evaluations are completed at the end of each part of term/semester and are made available to the college dean, department chair, program director and the faculty members themselves two weeks after final grades have been posted in the administrative system. The chair uses evaluations as an indicator of faculty effectiveness; while the instrument is by nature subjective, the evaluations can still be useful in identifying any positive or negative trends across courses taught and create opportunities for healthy and supportive dialogue between new faculty and their supervisors within the department.

Each January, the university holds a faculty workshop day, which is a required event for all full-time faculty members. In January 2020, the university hosted a keynote speaker to discuss adoption of Online Educational Resources (OER); January 2021's limitation on large gatherings saw the university shifting to several breakout sessions on topics suggested and run by faculty members for their peers (*S5 -Faculty Workshop January 2021*). COVID also prompted the VPAA/Provost to launch virtual Faculty "Coffeehouses." Offered approximately 3-4 times each semester in 2020-2021 and using MS Teams as a platform, the open-ended forums prompted frank and fruitful discussions among the faculty and between faculty and academic administrators. The coffeehouse platform helped identify areas of need and support for faculty during COVID's most trying months. Even though the university has been able to return to regular classroom instruction this fall, the coffeehouses have continued - some virtual and some in person - and continue to serve a vital communication function among faculty colleagues and with academic administrators.

University faculty are also invited to participate in faculty development programming sponsored by the Southeastern Pennsylvania Consortium of Higher Education ([SEPCHE](#)), of which Immaculata is a member. SEPCHE offers an annual conference in May and, during Fall 2020, offered a series of virtual events and provided [accompanying resources](#) to engage with and encourage faculty with managing the challenges of instruction throughout the COVID pandemic (*S5 - SEPCHE Faculty Development Messages 2020*).

## **5.3 - Criterion 5.3 - Results**

### **Criterion 5.3.a. - Faculty Evaluation**

*Provide evidence of a formal system of faculty evaluation, centered primarily on the teaching function, to be used in making personnel decisions such as continuation of contracts, award of tenure, and/or of promotion.*

*Provide evidence by describing:*

- 1. How the business unit evaluates its faculty members. (Include such things as teaching, student advising, scholarly and professional activities (see Criterion 5.B for explanations of scholarly and professional activities), and business and industry relations).*
- 2. How the business unit's compensation and recognition processes promote faculty effectiveness.*

3. *How are the evaluation results shared with individual faculty members?*
4. *How are the evaluation results used in making decisions?*

**Provide evidence in Table 5.3 Faculty Focus** in the evidence file of the online reporting portal demonstrating faculty results such as faculty satisfaction, business and industry relations, development activities, etc.

Full time faculty complete an annual Faculty Profile at the end of each academic year (**Appendix C-4; Annual Ranked Faculty Evaluation Form**). The form requires faculty to reflect on their accomplishment of the year's development goals, identification of goals for the upcoming year, a precis of their teaching and course development projects for the year, as well as updates on their development and participation in the areas of teaching/advising, research/scholarship, and service. Faculty submit forms to the chair, who offers a final comment about the faculty member's contributions before the final document is shared with the faculty member, the college dean and the VPAA/Provost for the faculty member's permanent academic record. For the department chair, the appropriate college dean completes the commentary section usually reserved for the chair.

The university also provides departments with a rubric for providing peer evaluation of full or part time faculty. Such evaluations allow for meaningful discussion between more seasoned faculty and newer instructors to support ongoing improvement.

Promotion and Tenure processes are outlined in the university's IUPM Volume IV (section 4.5). Beginning with the Second Year Review (IUPM Vol IV, 4.5.2.3), faculty are introduced to the expectations of promotion and tenure processes at Immaculata. The Second Year review allows faculty members to engage in a test run evaluation process, with the resulting evaluation, shared with the faculty member, helping to identify areas of excellence as well as areas for improvement. Promotion and Tenure submissions (IUPM Vol IV 4.5.2.4) - as well as the Professional Development Review (every five years - IUPM, Vol IV 4.5.2.5) establish a clear pathway to continuous improvement for all full time faculty members. Each review process allows for healthy dialogue and support to faculty building their professional profiles as well as their Immaculata University careers.

Compensation is an important consideration for meeting the institutional strategic goal VIII: Organizational Culture & Talent Management. The university values all of its faculty. Nonetheless, institutional financial constraints over the last number of years have sidelined any actionable effort to address strategic salary adjustments in a significant way. As announced by President Lettiere to the campus community in Spring 2021, all employees who have been at the university since before fall 2020 (excluding executive administration or those promoted fall 2020 or more recently), will receive an incremental percentage raise as of January 2022. While a small step, this commitment to adjust salary levels is indicative of an institutional awareness and concern about equitable pay.

### **Criterion 5.3.b - HR Processes for Various Modes of Course Delivery**

*Provide evidence that your human resource management process includes policies for recruiting, training, observing, evaluating, and developing faculty for each delivery system your program's e.g., use of multiple delivery systems (face-to-face, online,*

hybrid, etc.) and/or your program's use of part-time (adjunct) faculty, your human resource management process. For each delivery system, provide evidence of the following:

1. recruitment of high-performance faculty members?
2. orientation of new faculty members to the program?

### **All Modalities**

As noted above and in the business program HR Plan, the onboarding process for all full time and adjunct faculty members employs a streamlined process for faculty hiring and support. Regardless of the modality in which the faculty member teaches, all faculty must be trained in the use of the learning management system (Moodle) and online facilitation (*S5 - Required Faculty Training in Online Facilitation and Moodle*). This approach served the university well in 2020, as many faculty who hadn't been teaching online were suddenly required to pivot to remote asynchronous and/or synchronous learning.

The Faculty Hub and Faculty Resource Center website content was developed extensively during COVID, with content created and automatically available to all faculty in response to the technology and pedagogical demands of the new learning environment.

Full time faculty interview evaluation forms (*S5 - Faculty Candidate Evaluation Form*) require interviewers to comment on the potential faculty member's ability to use technology, develop curriculum, and engage in effective communication via technology regardless of what format may be prioritized for the program to which he or she is applying.

### **Hybrid Learning**

While there had not been much call for hybrid technology in the business programs before March 2020, the impact of COVID-19 forced the entire university community to engage with learners in a new way. To support all faculty - full time and part time - in this new method of instruction, the Office of Academic Affairs - in particular, Curriculum & Instruction and Online Learning areas - worked collaboratively with the Office of Technology Services to identify, deploy, and provide training for a "Virtual Live" hybrid classroom model, instituted in fall 2020 and employed throughout the year. Depending on the enrollment of a given class, the physical room space, and the accommodations required by students enrolled in the course, most faculty had at least some engagement with virtual live instruction.

Academic Affairs offered several group training sessions - as well as one-on-one training, scheduled days and evenings - to provide support for faculty learning this new approach to instruction (*S5 - Virtual Live Training Fall 2020*).

### **Online Learning**

As noted earlier, all faculty must be trained in online facilitation (Faculty 101) and an Introduction to Moodle (Faculty 102) before they may teach their first class at Immaculata, regardless of the modality in which they are teaching. The university requires all faculty to use Moodle for deploying their course syllabi; also, Moodle provides a venue through which to deliver course content in the case of a weather emergency or sickness that prevents a faculty member from conducting class in a classroom. In

addition, the Office of Online Learning runs virtual office hours that provide faculty with opportunities for online, live synchronous, or face to face support with any instructional technology needs. The Manager and full time instructional designer - both of whom bring extraordinary skill in their understanding of technology as well as their ability to communicate its use to the non-native user - provide personalized and time-sensitive training to full and part time faculty seeking assistance in online instruction.

One of the COVID challenges in fall 2020 involved the need for the university to respond to amended state guidelines and begin the fall term fully online (instead of starting the hybrid modality we had planned). The university had provided an 11th hour online training for faculty right before going virtual in mid-spring 2020. This experience, along with the required training, served as a foundation for all faculty. However, the university provided a series of training sessions - all of which also had a recorded training video that was posted on the Faculty Resource Center for future review - to support faculty in managing specific key elements of the Moodle LMS, such as discussion boards and grade book setup (S5 - *Online Training Clinics Fall 2020*). When the decision to move online was communicated, these resources were readily available as were handy Q&As to help faculty pivot yet again to online (S5 - *Online Start of Term Fall 2020 - FAQs for faculty*).

### **Criterion 5.3.c - Faculty Engagement - Scholarship-Professional Engagement**

*Provide evidence that All faculty members are involved in activities that enhance depth, scope, and currency of knowledge related to their discipline and instructional effectiveness. The faculty members as a unit must demonstrate balanced participation of scholarly and professional activities.*

1. *For Associate Degree programs, or institutions without graduate programs, "balanced participation" means that the Scholarship of Teaching may be the predominant area of scholarship. For a university with undergraduate and graduate programs, it means that all four areas of scholarship (teaching, discovery, application, and integration) described below must be represented in the activities of the faculty.*
2. *Faculty members who are Doctorate Qualified must be continuously and actively engaged in scholarship and professional activities. Faculty members who are Master's or Bachelors Qualified must be continuously and actively involved in professional activities and may be involved in scholarly activities. These activities are a critical component for increasing the intellectual capital of the faculty members as a whole.*
3. *Scholarship is defined to include four types of intellectual activity (Boyer Model of Scholarship). They are: (A) the scholarship of teaching; (B) the scholarship of discovery; (C) the scholarship of integration; and (D) the scholarship of application. These four types of scholarship are to be equally recognized, accepted, and respected, and the overall performance of each faculty member is to be carefully accessed and held to a high standard of excellence.*

**a. The scholarship of teaching includes:**

- *Developing new teaching materials (syllabi, courses, case studies, curriculum)*
- *Developing new teaching methods*
- *Techniques to evaluate the effectiveness of teaching*
- *Presentations about teaching at professional conferences*
- *Writing textbooks about pedagogy*

*To be considered Scholarship, each of these activities must be documented and critiqued by professional colleagues. Examples of documentation include publications dealing with pedagogy and/or teaching techniques, written evaluations of teaching materials, and the development of outcomes assessment tools.*

**b. The scholarship of discovery is the closest to what is meant by the term "basic research." Freedom of inquiry and freedom of scholarly investigation is an essential part of higher education. The capacity to carry out the scientific method and to conduct meaningful research is an important aspect of learning. Examples include:**

- *Presentations on the results gleaned from basic research*
- *Published or unpublished manuscripts of basic research*
- *Theses and dissertations*

*In institutions whose primary mission is undergraduate teaching, the dissertation or other comparable piece of creative work could suffice for this. Institutions having research missions or graduate programs would be expected to have on-going research activities.*

- c. **The scholarship of integration** seeks to interpret, to draw together, and to bring new insights to bear on original research. The scholarship of integration means fitting one's work into larger intellectual patterns. It is essential to integrate ideas and then apply them to the world in which we live. Examples include:
  - Authoring white papers, articles, and monographs
  - Conducting interdisciplinary seminars
  - Authoring textbooks
  - Grantsmanship (list the awarding agency and funded allocations)
- d. **The scholarship of application** involves the active engagement of the scholar. It focuses on the responsible application of knowledge to consequential problems. In the past, this type of activity has been called applied research and/or development. Note that this is not to be a catch-all category. The scholarship of application must be tied directly to one's field of knowledge and relate to, and flow directly out of, creative professional activity. Examples include:
  - Contract research
  - Consultation
  - Technical assistance
  - Policy analysis
  - Program evaluation

*The scholarship of application requires creativity and critical thought in analyzing real problems. These activities must be documented and must include an evaluation from those receiving these services.*

4. *A minimum of 80 percent of the faculty members providing education to doctoral students should actively participate in the scholarship of teaching, discovery, integration, or application. If an institution deviates significantly (five percent or more) from this research participation level, an explicit rationale must be explained, and performance evaluation results must be provided to demonstrate that the participation level is sufficient, as related to student learning and scholarship program objectives. Explain the balance and degree of faculty involvement in scholarly activities that support fulfillment of the institution's mission.*
5. *Professional activities include routine application of the faculty member's professional expertise in helping solve problems in either the private or public sectors. These may include activities for which the faculty member is paid, as well as voluntary services. The key determination is "professionally-related." Community activities that are not professionally related are not to be included. For instance, general community service, such as coaching a little league soccer team or delivering meals to shut-ins, would not be considered professionally related. The determination of "professionally related" depends upon the nature of the activity. For example, if a CPA conducts a men's bible class, it is not professionally related. However, if the CPA conducts an annual audit of the church's financial affairs and prepares an opinion letter, it would be considered professionally related. Community service that is not professionally related may be reported in Criterion 1.3.*

*Examples include:*

- a. *Activities involving the use of professional expertise in helping solve practical problems in either the private or public sectors (e.g., professionally-related consultation, policy analysis, etc.)*
- b. *Activities in support of professional organizations (e.g., attending and participating in professional meetings, workshops, conferences, symposia; serving as an officer of a professional organization, as program chairperson of a professional meeting; leadership roles in professional organizations, boards, commissions, etc.)*
- c. *Activities directly tied to the academic discipline of the faculty member and consistent with the stated mission of the business programs. (Community and university service activities not directly related to the faculty member's discipline do not satisfy this standard.)*
- d. *Program or institutional committees*
- e. *Guest speakers, internships, partnerships*
- f. *Learning new skills/techniques*
- g. *Involvement in accreditation processes*
- h. *Multicultural and diversity initiatives (on-campus or off-campus)*
- i. *Continuing education (classes, seminars, certifications, etc.)*

Annual faculty profiles for all full time faculty provide regular and consistent opportunity to capture each person's development in the areas of teaching/advising, scholarship/research and service. As Immaculata University's criteria for the faculty role is created on the Ernie Boyer model of scholarship, the template provided to faculty each year is designed to prompt reflection on each of these critical areas in faculty development and growth (See [Tables 5.2.a.2](#) and [5.3.d.1](#)).

#### **Criterion 5.3.d - Faculty Professional and Scholarly Activities**

*Provide evidence that the balance and degree of faculty members' involvement in professional and scholarly activities supports the fulfillment of the institution's mission. Provide each Doctorate Qualified, Master's and Bachelor's Qualified faculty member's scholarly and professional activities for the previous three years in a format identical to Table 5.3.D.1.*

As noted under Criterion 5.2.b and in [Table 5.3.d.1](#), Immaculata University's business faculty are dedicated to professional and academic advancement. Development in these areas are key factors in the expectations outlined in the IUPM Volume IV: Faculty Personnel Policies (**Appendix C-4**), specifically in sections addressing the faculty evaluation criteria (4.5.1), promotion and tenure (4.5.2.4) and professional development review (4.5.2.5).

This emphasis on ongoing advancement of scholarly and professional abilities aligns with the institutional Strategic Goal VIII: Organizational Cultural & Talent Management, specifically as it strives to "[develop] the best performers" and "enhance the health and well-being" of all campus stakeholders (institutional objectives 8C and 8D, respectively). Supported by various campus offices, academic programming, and encouraged through yearly evaluation of progress made across their faculty responsibility areas, full time faculty are nurtured to grow in an environment that seeks their success. As a teaching-focused institution, Immaculata's processes for faculty development are reflective of the commitment to encourage engagement in lifelong learning and professional advancement both in the university and within the faculty member's professional sphere. After the first year as a member of the faculty, all full time faculty members are expected to engage in campus committee work, giving them opportunities to extend their professional participation in the university beyond the confines of their department/programs and helping them gain a greater understanding of the institution at large.

Faculty are positioned to take advantage of faculty development resources, such as funding through faculty development grants (*S5 - Faculty Development Guidelines - Application 2020-2021*) and the Office of Sponsored Research's mini-grants for faculty-student research. The office, along with the institutional grants' office, have supported faculty in seeking/receiving federal and state grant monies when such programs are available. As a recent example (spring/summer 2021), Immaculata received two grants from the [PA GOAL](#) initiative, resulting in the institution's ability to support a move to Open Educational Resources across 20 distinct courses. As such opportunities arise, faculty are encouraged to consider participating in these developmental engagements.

The university's strategic commitment to diversity and inclusion has yielded opportunities for education and engagement with topics of difference. Summer 2021 provided two faculty reading groups reviewing

and discussing books on autism spectrum and race relations. The campus diversity committee continues to seek ways to bring sensitivity to underrepresented groups to the campus community.

### **Criterion 5.3.e. - Faculty Listing**

***Document every full-time and part-time faculty member teaching courses in the business unit. A recent curriculum vitae (not more than two years old) for all business faculty should be provided and included as an appendix in the self-study report.***

*Note: Faculty members who are not a part of the business unit, but teach a course required in the core business curriculum (e.g., Mathematics, Computer Science, Communications, etc.), should not be counted as business faculty because the student credit hours produced by them are not coded as business courses. On the other hand, if a non-business faculty member teaches a required course for the business unit and the course is coded as a business course (and, therefore, part of the total business student credit hours), then that faculty member would be counted in this qualifications standard. The rule here is to "count all faculty members who teach courses that are under the direct administration of the business unit head and coded as business courses."*

Curriculum Vitae for the full- and part-time faculty teaching in the business programs at Immaculata in 2020-2021 are available in **Appendix E**; the department is ensuring that all CVs are updated with current versions in anticipation of the self-study visit. Additionally, the department maintains a list of the LinkedIn profiles for its active faculty (where such accounts exist), and that chart appears below:

Business Program Faculty  
LinkedIn Profiles  
2020-2021 Academic Year

Faculty name (last, first)	FT/PT	Detail (if applicable)	LinkedIn Profile
Bartorillo, Stephen	PT		<a href="https://www.linkedin.com/in/stephen-bartorillo-4a3a31">https://www.linkedin.com/in/stephen-bartorillo-4a3a31</a>
Brown, Gregory	PT		<a href="https://www.linkedin.com/in/greg-brown-leed-%C2%AE">https://www.linkedin.com/in/greg-brown-leed-%C2%AE</a>
Criss, Michael	PT		<a href="https://www.linkedin.com/in/greg-brown-leed-%C2%AE">https://www.linkedin.com/in/greg-brown-leed-%C2%AE</a>
DiSciullo, Robert	PT		<a href="https://www.linkedin.com/in/bob-disciullo-a1a79817/">https://www.linkedin.com/in/bob-disciullo-a1a79817/</a>
Dougherty, Sarah	FT		<a href="https://www.linkedin.com/in/sarah-dougherty-432565b">https://www.linkedin.com/in/sarah-dougherty-432565b</a>
Doyle, Dorothy	PT		<a href="https://www.linkedin.com/in/darcey-doyle-653a1511/">https://www.linkedin.com/in/darcey-doyle-653a1511/</a>
Faunce, Elizabeth	FT	CAPS Coordinator	<a href="https://www.linkedin.com/in/elizabeth-faunce-phd-cfp-4">https://www.linkedin.com/in/elizabeth-faunce-phd-cfp-4</a>
Fitzwater, Charlene	PT	emerita	<a href="https://www.linkedin.com/in/charlene-fitzwater-ph-d-b2">https://www.linkedin.com/in/charlene-fitzwater-ph-d-b2</a>
Friedman, Bruce	PT		<a href="https://www.linkedin.com/in/bruce-friedman-cpa-98990">https://www.linkedin.com/in/bruce-friedman-cpa-98990</a>
Kim, Taek-yul (Ted)	FT	left SP 21	<a href="https://www.linkedin.com/in/ted-taek-yul-kim-3a07265/">https://www.linkedin.com/in/ted-taek-yul-kim-3a07265/</a>
McFadden, Mark	FT	Chair	<a href="https://www.linkedin.com/in/drmarkmcfadden/">https://www.linkedin.com/in/drmarkmcfadden/</a>
McGrath, Christopher	PT		<a href="https://www.linkedin.com/in/dr-christopher-b-mcgrath-j">https://www.linkedin.com/in/dr-christopher-b-mcgrath-j</a>
Petersen, Brian	FT	MML Program Director	<a href="https://www.linkedin.com/in/petersenbrian/">https://www.linkedin.com/in/petersenbrian/</a>
Pugh, Joseph	FT	Retired 2021	<a href="https://www.linkedin.com/in/joseph-pugh-0b0085b/">https://www.linkedin.com/in/joseph-pugh-0b0085b/</a>
Raffaele, Eileen	FT		<a href="https://www.linkedin.com/in/eileen-raffaele-a037b07/">https://www.linkedin.com/in/eileen-raffaele-a037b07/</a>
Raffaele, Mary	PT		<a href="https://www.linkedin.com/in/maryraffaele/">https://www.linkedin.com/in/maryraffaele/</a>
Rothman, Peter	PT		<a href="https://www.linkedin.com/in/peter-rothman-083117102">https://www.linkedin.com/in/peter-rothman-083117102</a>
Schwartz, George	PT*	Program Director, Emergency Plan & Mgmt	<a href="https://www.linkedin.com/in/geoschwartz/">https://www.linkedin.com/in/geoschwartz/</a>
Stevens, Michael	FT		<a href="https://www.linkedin.com/in/mikescottstevens/">https://www.linkedin.com/in/mikescottstevens/</a>
Sullivan, Kevin	PT		<a href="https://www.linkedin.com/in/kevinsullivan27/">https://www.linkedin.com/in/kevinsullivan27/</a>
Wilson, Jane	PT		<a href="https://www.linkedin.com/in/jane-wilson-finance/">https://www.linkedin.com/in/jane-wilson-finance/</a>

\*while a FT faculty member, Dr. Schwartz teaches only part time for the business programs

**Criterion 5.3.F. - Leadership, Advisement and Assessment**

*The business unit must ensure that sufficient human resources are available at each location to provide leadership (including advising and administration) for each program and that assessment processes are in place to ensure that this leadership is being provided.*

*Describe the leadership, advisement and assessment processes for each location at which business unit programs are delivered. A narrative or tabular format*

All instruction for business programs either takes place on the university campus or via the online environment. As such, the leadership of the department - in conjunction with the active support provided by the academic deans, academic support offices (academic assessment, undergraduate advising, disability services, math and writing centers, library, registrar, tutoring services), and academic affairs office is sufficient to provide effective and dynamic leadership for the department and its business programs.



Full time faculty provide advisement for the full time undergraduate student population directly. Advisement duties are distributed by student cohort (entry class), so one-to two faculty advisors follow the same students throughout their academic career at IU. Each semester, students participate in pre-registration meetings with their assigned faculty advisor to review progress in the degree program, discuss interests and possible adjustments to their career/academic goals (adding minors, changing majors, interest in internship or externship opportunities, etc.), and plan the roster for their upcoming academic term. Using the Degreeworks software, both students and faculty advisors can stay on top of a student's progress through major and degree requirements.

Professional advisors in the Undergraduate Advising office are the primary support contacts for the adult learners in the College of Adult Professional Studies (CAPS). Trained to work specifically with the adult, part-time population, these advisors use the criteria and expectations of the department to help these students navigate a reasonable and effective plan for degree completion, recognizing that the CAPS population requires flexibility: in modality, in semesters of study, and the like. Any specific questions regarding program requirements or exceptions are managed with the department, the Director of Undergraduate Advising, and the Undergraduate Dean.

New department chairs receive start of term guidance from the VPAA (*S5 - New Department Chair Training*). The Department chair completes the same faculty profile self-assessment as do his colleagues within the department. However, the response to the evaluation is provided by the appropriate college dean to allow for constructive feedback and suggestions for continued improvement.

## **5.4 - Criterion 5.4 - Improvement**

### **Criterion 5.4.A. - Faculty Development**

*The business unit must provide evidence of active participation in a planned system of faculty and instructional development consistent with the mission of the business unit.*

*Provide evidence by responding to the following:*

- 1. The business unit determine faculty development needs?*
- 2. Orientation and training programs are available to business faculty members.*
- 3. The business unit allocate faculty development resources.*
- 4. The faculty development process provides for training in alternative methods of instructional delivery.*
- 5. The process for approving development requests and evaluating the outcome.*
- 6. Professional development activities have led to improved teaching effectiveness.*

As noted earlier in this section, the university's faculty orientation and development programs provide sufficient support for full time faculty. At the end of each faculty workshop, orientation program, and in the annual faculty profiles, faculty are encouraged to offer feedback and suggestions for areas of improvement or new topics of interest to support ongoing faculty growth. The faculty coffeehouses, hosted by the VPAA, have also proven to be fertile ground for identifying and addressing immediate concerns and faculty needs. Faculty suggestions for future workshop topics, collected from the fall 2021 faculty workshop survey (*S5 - January 2021 Faculty Workshop - suggested future topics (all faculty)*), was the foundation for developing the January 2022 workshop topics. (Note that, as responses are anonymous, there is no way to filter replies to business faculty only.)

Departments may seek additional support from the institution for capital or operational funding, and the VPAA/Provost invites input from departments on such needs in the fall to prepare for the following academic/fiscal year. Along with the faculty request process, these requests are evaluated holistically across all departments to ensure equitable and effective deployment of institutional resources (*S5 - Capital Needs Request Form* and *S5 - Operational Needs Request Form*).

#### **Criterion 5.4.B. Opportunities for Improvement**

*Provide opportunities for improvement that the Business Unit plans to address based on the results presented in Standard 5.*

***Document every full-time and part-time faculty member teaching courses in the business unit. A recent curriculum vitae (not more than two years old) for all business faculty should be provided and included as an appendix in the self-study report.***

*Note: Faculty members who are not a part of the business unit, but teach a course required in the core business curriculum (e.g., Mathematics, Computer Science, Communications, etc.), should not be counted as business faculty because the student credit hours produced by them are not coded as business courses. On the other hand, if a non-business faculty member teaches a required course for the business unit and the course is coded as a business course (and, therefore, part of the total business student credit hours), then that faculty member would be counted in this qualifications standard. The rule here is to "count all faculty members who teach courses that are under the direct administration of the business unit head and coded as business courses."*

After reviewing and discussing the various results and insights gleaned from this section, the business program faculty have identified a few key opportunities for improvement:

#### **Capstone Assessment Revision**

During the course of this self-study review process, it became evident that there was a disconnect in the manner and approach for assessing the capstone project in the last academic year. The previous lead on that course retired in the midst of the COVID pandemic, and the department did not retain detailed information about how documentation had been captured over the previous years. The goal for 2021-22 will be to carefully track this data collection and review and develop from that experience a detailed process document to guide this assessment activity moving forward.

#### **The HR Plan - Augment**

While the university has a comprehensive handbook on employment policies and criteria for faculty employment, there are few distinctive HR processes specific to the business department other than those outlined in [Appendix D](#). Processes such as securing and maintaining up to date resumes for our adjuncts could be codified in a revised version of this document.

# S6 - CURRICULUM

The business unit must have a systematic process to ensure continuous improvement of curriculum and program delivery. The curriculum must be comprised of appropriate business and professional content to prepare graduates for success.

**NOTE TO READERS:**

**Criterion 6.1-6.2 apply to All Institutions.**

Criterion 6.3 applies to Associate Degree Institutions only.

Criterion 6.4 applies to Baccalaureate Institutions only.

Criterion 6.5 applies only to master's degree Institutions only.

Criterion 6.6 applies only to Doctoral Degree Institutions only.

The Online Reporting Portal of these criteria will show only those criteria that pertain to the program.

**The following information must be provided for this standard to be met:**

1. *Provide curriculum summary tables*
  - a. *Table 6.3.b. for associate degree programs.*
  - b. *Table 6.4.d. for baccalaureate/graduate degree programs.*
2. *Program Delivery*

To fulfill this requirement, provide a narrative statement in the online reporting portal and complete Table 6.2.b. from the evidence file.

  - a. *the length of time that it takes for a full-time student to complete the degree (both as cataloged and actually, on-average);*
  - b. *the program delivery methods employed in each program (classroom, competency based, independent study, online, etc.);*
  - c. *the number of contact (coverage hours or equivalent) hours required to earn three (3) semester hours (four (4) quarter hours) of credit or equivalent; and*
  - d. *if your unit confers nontraditional business degrees, such as accelerated, competency based, executive, etc., specially designed to meet the needs of specific stakeholders other than traditional college students, etc., describe how:*
    1. *nontraditional degrees support and/or relate to the business school or program's mission and objectives;*
    2. *credits are earned in these programs;*
    3. *you assess their academic merit; and*
    4. *you provide trend data of results comparing traditional to nontraditional students SLOs as required in Standard 4.*

*Note: Historically, 45 actual classroom contact (or coverage) hours have been considered the minimum acceptable to constitute three (3) semester credit hours. This number is equivalent to 15 weeks of classes at three scheduled classroom hours per week. (In some ACBSP institutions, a "scheduled classroom hour" is somewhat fewer than 60 minutes in duration to allow time for students to go from class to class.) For any program not meeting or exceeding this minimum, the business unit must justify, with course content, learning outcomes, and/or stakeholder satisfaction data, that the courses in its program are equivalent to traditional, semester-long three credit-hour courses.*

**The following criteria provide evidence of continual improvement of academic quality.**

## 6.1 - Criterion 6.1 - Approach

### Criterion 6.1.a

*Describe how the business unit manages key processes for design and delivery of its educational programs and offerings.*

Faculty in the business programs participate in a collaborative process on the issues of program design and delivery. Courses are revised regularly in response to feedback from course instructors, students (via evaluations) and assessment of programmatic outcomes. The Business Advisory Board (BAB) provides a good resource for department faculty seeking new ideas and industry-responsive approaches to the curriculum.

Institutionally, any official updates to current programs or courses require administrative approval, including the college dean, dean for academic affairs (who oversees catalog updates) and the Registrar's office (*S6 - Course Change Request Form* and *S6 - Program Change Request Form*). New majors require initial approval of concept from the VPAA/Provost. Then, the department completes the program proposal document (*S6 - New Major - Concentration Proposal*), which is submitted for initial vetting/institutional alignment to the college dean and dean for academic affairs before the proposal is evaluated and voted on by the appropriate policy committee (Undergraduate Curriculum & Policy Committee or the Graduate Academic Policy Committee) and then full faculty. Approval processes are consistent with the institution's Policy Manual, Volume V, on Academic Policies & Procedures (**Appendix C-5**).

#### **Criterion 6.1.b.**

*Describe how curricular input is secured from the unit's stakeholders.*

As noted in section 6.1.a, new programs are first brought to the VPAA/Provost as a concept. As described in the rubrics for the New Major-Concentration Proposal document (*S6 - New Major - Concentration Proposal*):

Once the program director/chair has given due consideration to the program concept, examined the long-term implications of the new major, and is convinced that it should go forward, he or she should reach out to the VPAA to discuss the concept.

In broad terms, the program director/chair should be able to outline verbally for the VPAA what need(s) the program fulfills, how it is appropriate to the university and its mission, and any significant potential costs associated with the addition of the program (e.g., requirements for new/specialized faculty, equipment, accreditation, etc.).

With initial approval to pursue the new program secured from the VPAA/Provost, the department then completes the proposal document. Business programs are shared/receive feedback from the Business Advisory Board (BAB) as well as full faculty. The completed draft is submitted to the college dean who, in consultation with the dean for academic affairs, reviews the submission to ensure all required elements are present and to offer any suggestions for additional documentation or explanation. The revised document is then presented at the appropriate policy committee for review and approval before going to full faculty for final discussion and vote. Once approved, the VPAA's office ensures that all institutional bodies - registrar's office, office of university communications, admissions - are made aware

of the new program so that associated processes in these areas can include the new program in their planning and activities.

### **Criterion 6.1.c.**

*Describe how the curricular development process links with the unit's strategic plan and mission.*

The new program proposal document requires that submitting departments demonstrate alignment of the proposed program with current programs (Section A.3), mission and strategic goals (section A.4). Institutional mission statement and strategic initiatives (goals) are provided in the introductory section of the template for easy reference to program developers.

## **6.2 - Criterion 6.2 Deployment**

### **Criterion 6.2.a.**

*Provide evidence how the business unit ensures that courses taught by both full-time and part-time faculty are of comparable quality and consistency.*

#### **Course Consistency**

Both full- and part-time faculty employ the same syllabus content (aligned outcomes, texts and major course projects for assessment). Generally, the full time faculty in the department select textbooks or other instructional materials; seasoned adjunct faculty may, especially those with professional expertise in a given area, may be asked for input on these decisions.

All university faculty (full and part time) are required to complete two online training sessions: the LMS Faculty Training 101: Introduction to Online Facilitation and Faculty Training 102: Introduction to Moodle. The Office of Online Learning provides open sessions for training (via virtual office hours), and all faculty are welcome to engage for support using instructional technologies. These services help underscore the importance of following institutional expectations with course delivery across the full and part-time faculty populations.

The online accelerated courses that support both the online iteration of traditional majors and the degree complete program are developed under the content direction of either a fulltime faculty member from the department or an adjunct identified by the department for the project. In coordination with the offices of Curriculum & Instruction (C&I) and Online Learning, the identified course developers create mastershell content that align the course with its department-determined program outcomes and employ common syllabi and assessments. The content is then evaluated for ADA compliance and institutional standards for online learning by the C&I office. The C&I office works collaboratively with the Department chair to ensure that mastershell content is accurate and updated. For any online and/or accelerated courses, full time and part time faculty use the mastershell content for their teaching.

## Criterion 6.2.b. Program Delivery Modes and Completion

The unit must complete [Figure 6.4.b Abbreviated Course Syllabus](#) for each accredited program.

### Program Delivery Modes

[Table 6.2.b](#) provides detail about the delivery mode and completion time for each ACBSP-accredited program at Immaculata. In summary, all but the business leadership degree completion program (see further detail below) are offered on campus and within a typical full semester class. With the exception of the accounting degree courses, all courses within the major programs are also offered in an online, asynchronous modality via the institutional One Shell Model (*S6 - One Shell Model (OSM) PowerPoint Presentation - Fall 2019*).

Specifically, the following programs are delivered in a traditional on-campus, classroom-based setting: Accounting (AS), Accounting (BS), Sport and Business Management (BS) and Management and Leadership (MS). For the undergrad programs, the courses in the major are only offered in a traditional classroom, however some courses in the program can be completed online.

The following programs are offered in a traditional semester or accelerated (half-semester) on-campus, classroom-based setting, as well as in a completely online setting: Business Administration (AS), Business Administration with Business, Computers and Information Technology and K-12 Certification (BA), Business Management (BS), Business Leadership (BS), Financial Planning (BS), Finance (BS), Human Resource Management (BS), Marketing Management (BS) and Supply Chain Management (BS). Students can choose to complete only in the classroom, only online, or take some courses in each modality.

One important note: with the pivot to online learning halfway through the Spring 2020 semester because of COVID, instructors teaching the classroom-based approach until the pivot were able to employ many of the resources housed in the mastershell courses, allowing for a quicker adjustment to online instruction. In fall 2020 and spring 2021, while the university was conducting classes in the classrooms once more, social distancing restrictions required that some classes be offered in what Immaculata termed as “virtual live” format. In essence, such courses split course attendance so that half of the class was physically in the room one day and the other half attended online (using Google Meet); the next class meeting, the population flipped with the former in-class students attending online and vice versa.

### *Accelerated /Online Programs*

The One Shell Model underpins programmatic online/accelerated learning at Immaculata University and is a collaborative effort between academic departments (content experts) and the Offices of Curriculum & Instruction/Online Learning (*S6-One Shell Model (OSM) PowerPoint Presentation - Fall 2019*). Classes developed using this structure embrace the concept of facilitative teaching and learning, employing andragogical theories to undergird the basic design and delivery framework. The C&I office provides course developer onboarding to the department-approved developer, sharing insights into the expectations for the university’s online/accelerated courses and furnishing myriad resources

(development guidelines, resource center access, mastershell templates) to support the process. Course revisions, completed in an organized and cyclic review process, ensure the overall vibrancy of the curriculum and incorporation of emerging pedagogy and technologies. The faculty are committed to active learning as the optimal manner in which the accelerated learner best achieves success, and the OSM courses reflect this commitment.

### **Program Completion**

The traditional semester programs run in 15 week terms (14 weeks of classroom instruction with a finals week at the end). All full-time students in the College of Undergraduate Studies (CUS) must complete a minimum of 128 credit hours for a baccalaureate degree. College of Adult Professional Studies (CAPS) students complete a minimum of 63 credits for an associate's degree or 126 credits for a baccalaureate degree. The full-time CUS students have an additional exercise science (2 credit hour) requirement for graduation not required of the adult, part-time students in CAPS. See [Table 6.2.c](#).

Per the [university catalog](#), the Associate degrees are considered a two year (full time) program and the BA and BS programs are four-year degrees.

Actual times listed in [Table 6.2.b](#) based on graduates from fall 2016 to spring 2021 (*S6 - Average Time for Completion*). Times calculated are based on non-transfer students enrolled in the College of Undergraduate Studies (CUS). Transfer students are not included because their abbreviated time at the institution inaccurately skews the completion rate (suggesting a shorter completion time that is true for the entire degree program). College of Adult Professional Studies (CAPS) students are also not included because many of these students transfer credits in and attend IU on a part time basis. While the institution has federally-mandated limits for part time programs (6 years for part time associate degrees; 12 years for part-time bachelor's degrees), the pace of these programs often do not match traditional students. Students in our CAPS program transferring in a significant number of credits could complete more quickly, while those attempting to complete on a part-time basis (very common) will extended the average completion time. Therefore, including this population could skew actual completion time.

Since the AS degrees and the Business Leadership BS degree are all CAPS programs, these actual completion times are not calculated with the exception.

The business leadership program, a degree-completion, accelerated curriculum, is offered across three terms (fall, spring, summer). While the program is designed to run either in a classroom or online, recent enrollment trends more heavily favor online enrollment in this program's courses.

### **Criterion 6.2.c. Business Topics Coverage**

*Provide evidence how business-related programs include sufficient coverage of business topics to meet the long-term needs of students and other stakeholders. Business-related programs that lead to associate or bachelor's must have a minimum of 25 percent of the total curriculum devoted to business. Master's degree programs must have a minimum of 50% of the total*

curriculum devoted to business. Doctoral level programs must have a minimum of 25% of the total curriculum devoted to business.

Students transferring from an associate institution into a bachelor's level business-related program must meet the 25% bachelor's degree business requirement with a combination of business courses from the associate institution and the bachelor's institution as specified by the bachelor's degree granting institution.

Examples of business-related programs includes majors such as sports management, hotel and tourism management, computer and information systems, health systems, cyber-security etc.

Provide evidence that the unit meets these percentage targets by completing Table 6.2.c. in the evidence file giving information about the curriculum of your business-related programs.

Please refer to [Table 6.2.c](#) for specific information about the credit requirements for each of Immaculata's accredited business programs.

### **Criterion 6.2.d. Articulation and Transfer Relationships**

The business unit must include the policies and procedures for transfer to and from other institutions to programs in the business unit.

For satisfying Criterion 6.2.d, use Table 6.2.d. to explain or describe any articulation and/or course transfer arrangements you have with other institutions, and report on the following areas as appropriate for your institution:

- a. List the principal transfer institutions for which the business unit's institution receives, sends, or transfers students.
- b. Describe the mechanisms in place that avoid requiring students to duplicate coursework completed at another institution.
- c. Describe the student advisement process that informs students as to the transferability of coursework.

Note: Provide a copy of all articulation and/or course transfer agreements in effect, or evidence of attempts to establish such agreements for the peer review evaluation team in the resource room. (Do not include in the self-study)

While the university participates in general transfer agreements with area community colleges, the Business Programs at IU are not currently engaging in any program-specific articulation or transfer agreements. Application for transfer to Immaculata is managed by the transfer coordinator in the undergraduate admissions office. In consultation with the department, transcripts are evaluated on a case by case basis to ascertain applicability of previous coursework to Immaculata's program requirements (core and major). Similarly, adult transfer student records are evaluated by both the admissions office and the professional advisors in the Undergraduate Advising office, who follow the departmental expectations for evaluating which transfer credits will meet program requirements.

## **6.3 - Criterion 6.3 Associate Degree Deployment**

Please see [Table 6.3.b](#) for information on the associate degrees. Note that, since all associate degree program courses are part of the baccalaureate degree programs, assessment is managed at the bachelor degree level.

## **6.4 - Criterion 6.4 - Baccalaureate Degree Deployment**

### **Criterion 6.4.a. - Undergraduate Common Professional Component (CPC)**



Programs that include a B.A. (with a business major), B.S. (with a business major), or B.B.A., or B.S.B.A. degree with a business major that imply general business preparation with or without a functional specialization must include coverage of the Undergraduate Common Professional Component (CPC) at the level prescribed by ACBSP.

**UNDERGRADUATE COMMON PROFESSIONAL COMPONENT**

Functional Areas	a. Marketing b. Business Finance c. Accounting d. Management, including Production and Operations Management, Organizational Behavior, and Human Resources Management
The Business Environment	e. Legal Environment of Business f. Economics g. Business Ethics h. Global Dimensions of Business i. Business Communications
Technical Skills	j. Information Systems k. Quantitative Techniques/Statistics
Integrative Areas	l. Business Policies, or m. A comprehensive or integrating experience that enables a student to demonstrate the capacity to synthesize and apply knowledge and skills from an organizational perspective.

To demonstrate compliance with Criterion 6.4.a, identify where the topical areas of the CPC are covered in the required course offerings. As evidence, complete and supply a [Table 6.4.d Template for CPC Compliance](#).

Required courses in the business core may be taught by an academic department outside of the business unit. In this case, prepare an Abbreviated Syllabus and report it with this criterion. For example, Statistics may be taught by the Math Department.

Please refer to [Table 6](#) for abbreviated syllabi in support of this criterion and [Table 6.4.d](#) for demonstration of the business programs’ CPC Compliance.

**6.5 - Criterion 6.5 Master’s Programs Only Deployment**

NOTE: At the time of this self-study document development, the business program faculty does not have a program director for the Master of Science program in Management and Leadership (MML). While our most recent QA report (2019) and ongoing intent was to present this program for accreditation consideration during this visit, the lack of a dedicated director to complete the documentation and submission of program details has made this plan unattainable at this time.

The department is currently interviewing for a new program director. Upon hiring this individual, the department will instruct the new program director to consider review of draft documents and preparation of accreditation paperwork for the MML program a high priority task.

# S7 - BUSINESS UNIT PERFORMANCE

The business unit must have a systematic process to identify and track key student performance measures for the purpose of continuous improvement. The business unit must ensure adequate resources and services to support its programs.

**The following information must be provided for this standard to be met using Table 7.1 in the evidence file:**

*The results of established performance expectations from Standard 1 Leadership from the list of examples below must be reported and made public on the business units home page. Table 7.1.a in the evidence file of the online reporting portal provides examples. Table 7.1.b is provided as a template for your data and information.*

*These are examples of student achievement identified by CHEA.*

- Attrition (e.g. Less than 40%)
- Retention (e.g. Greater than 40%)
- Graduation by program and year (e.g. 2019 Accounting 25, Marketing 31)
- Licensure pass rates (e.g. CPA 78%)
- Job placement rates (e.g. Accounting 100%, Marketing 91%)
- Employment advancement (e.g. Accounting 12, Marketing 9)
- Acceptance into graduate programs (e.g. Accounting 12, Marketing 5)
- Successful transfer of credit (e.g. Accounting 14, Marketing 7)
- Other (e.g. Hired after internship: (e.g. Accounting 2, Marketing 11))

## 7.1 - Criterion 7.1 - Approach

**The following criteria provide evidence of continual improvement of academic quality:**

- Retention-first to second year (greater than 70%)
- Job placement rates or grad school acceptance (Accounting - 90%)
- Four-year graduation rate (greater than 50%)
- Peregrine Assessment (inbound and outbound scores vs traditional classroom-based programs)
- Internship supervisor ratings (benchmark 4 out of 5 on Likert scale)
- Capstone assessment -BUS 365 (benchmark 4 out of 5 on Likert scale on assessment rubric - overall average across line items for all students)

### Criterion 7.1.a - Student Performance Tracking Processes

*List key Student Performance Tracking Processes on your performance, including business student achievement such as. (e.g. attrition and retention, graduation, licensure pass rates, job placement rates, employment advancement, acceptance into graduate programs, successful transfer of credit, etc.). Table 7.1 provides examples of data to report. Replace the examples with your actual data.*

Please see [Table 7.1a](#) for details on Student Performance Tracking Processes.

### Criterion 7.1.b - Business Operation Processes

*List key Business Operation Processes provided to ensure student success. (e.g. improvements in curriculum, material, handouts, books, case studies; faculty development; improved contract management and records management; enhanced communication processes; innovative technology, digital classroom, other). Use Table 7.1.b. to report.*

Please see [Table 7.1.b](#) for details on Business Operations Processes.

### **Criterion 7.1.c Education Support Services**

*List key Education Support Processes provided to ensure student success (e.g. library, computer lab, tutoring, registration, book store, other). Use Table 7.1.b to report.*

Please see [Table 7.1.c](#) for details on Educational Support Processes.

### **Criterion 7.1.d - Sharing Performance Results with the Public**

*Use Table 7.1. in the evidence file to provide links to the business programs web page.*

Please see [Table 7.1.d](#) for the links provided on the business programs' website.

## **7.2 - Criterion 7.2 - Deployment**

### **Criterion 7.2.a. - Student Achievement Tracking**

*The Business Unit must provide evidence of the deployment of the processes in Criterion 7.1.*

*Use Table 7.1.b. to report deployment of Student Achievement Tracking*

Please see [Table 7.2.a](#) for details on deployment of the Student Performance Processes identified in Criterion 7.1.a.

### **Criterion 7.2.b - Business Operation Processes**

*Using Table 7.1.b., provide evidence that the business unit monitors the business operation processes.*

Please see [Table 7.2.b](#) for details on deployment of the Business Operations Processes identified in Criterion 7.1.b.

### **Criterion 7.2.c - Educational Support Processes**

*Using Table 7.1.b., provide evidence that the business unit monitors the educational support services.*

Please see [Table 7.2.c](#) for details on the Deployment of the Educational Support Processes identified in Criterion 7.1.c.

## **7.3 - Criterion 7.3 Results**

### **Criterion 7.3.a - Student Performance Processes - Data**

*Provide evidence that the key student performance processes identified in 7.1. are tracked for each accredited program using Table 7.1. student Achievement*

Please see [Table 7.3.a](#) for information on results of the Student Performance Processes identified in Criterion 7.1.a.

### **Criterion 7.3.b - Business Support Processes - Data**

*Using Table 7.1.b. provide evidence of data collected to monitor business support processes.*

Please see [Table 7.3.b](#) for information on results of the Business Operations Processes identified in Criterion 7.1.b.

### **Criterion 7.3.c - Business Operation Processes - Data**

*Using Table 7.1.b. provide evidence of data collected to monitor Business Operation Processes.*

Please see [Table 7.3.c](#) for information on results of the Educational Support Processes identified in Criterion 7.1.c.

### **Criterion 7.3.d - Posting of Student Achievement Results**

*Provide the link and directions from the business units home page to student achievement results identified in 7.1. This data must be routinely provided to key stakeholders and the general public for each accredited program. Student Achievement (e.g. attrition, retention, completion, licensure pass rates, job placement, employment advancement, acceptance into graduate programs, successful transfer of credit, other). Use Table 7.1.a to provide the link and directions as well as a copy of the link here.*

Please see [Table 7.1.d](#) for information on the public display of Student Performance Results on the business programs website.

## **7.4 - Criterion 7.4 Continuous Improvements**

### **Criterion 7.4.a - Student Performance Results**

*Using Table 7.1.b., explain how the Student Performance Results identified in Standard 7 are used to improve processes for accredited programs.*

Please see [Table 7.4.a](#) for details on the Improvements made and next steps planned for the business programs' Student Performance Processes.

### **Criterion 7.4.b - Business Operation Processes**

*Describe how the use of Business Operation Processes were improved based on the findings.*

Over the 2020-2021 academic year, the business department accomplished many planned tasks, from completing the 5- Year Review process (required by the university) to developing and having approved a new program in Sport and Business Management (as well as some new minor programs).

Despite fairly consistent measures indicating ongoing success, the year was unquestionably overshadowed by all that COVID introduced into the university community and for the business

programs. Institutionally, gatherings were nearly unheard of. New Student Orientation became a fully-virtual event and commencement ceremonies were either deferred (until November 2020 for May 2020 graduates) or greatly curtailed (with May 2021 graduates dealing with limitations of social distancing for them and the few families and friends permitted to attend. Even planned celebrations to honor the institution's 100th anniversary were deferred until this year in light of such restrictions.

While not limited to business programs alone, it is true that program faculty and students alike suddenly found themselves trying to adapt to an all-online or highly-hybridized learning experience, requiring much more in the way of preparation, execution and evaluation than normal. Despite the many supports provided for each population, the classroom experience often required faculty to make on-the-spot adaptation to accommodate students, spaces, and changing regulations. Many of the conversations at coffeehouses and other virtual meetings focused on the issue of faculty (and student) fatigue. Incoming students, fresh off a truncated senior year in high school, had fewer opportunities to build the natural community experiences that occur from proximity to peers and active engagement in campus events (as many shifted to virtual), clubs and organizations across campus -including Enactus and initially the Business Club - severely curtailed or put on hold engagement as time-intensive adaptation to new learning and living conditions continued (and continued evolving). Utilizing a virtual format, the Business Club became an outlet for student engagement, allowing students access to remote guest speakers, and the club did see an uptick in membership in the spring. Faculty meetings became virtual or email exchange events, and new faculty didn't have the benefit of stopping by their peers' offices as many chose to engage virtually.

The beginning of the fall 2021 term also provided another blow to the department, with the sudden loss of the MS in Management and Leadership program director. Aside from the personal impacts of this event across the faculty, the practicality of moving the program forward of ACBSP accreditation at this time without a director in place was clearly not an option.

Despite these challenges and as 2021-2022 moves forward and is providing renewed on-campus engagement, the business programs faculty are anticipating a resurgence of opportunities to re-engage as peers and with students, connecting them to each other and the profession, in more interpersonal and transformative ways.

#### **Criterion 7.4.c - Educational Support Processes**

*Describe in Table 7.1.b. how the use of Educational Support Processes were improved based on the findings.*

Despite the many restrictions that COVID placed on the university (at large) and the business department faculty and students, we can identify some positive outcomes from 2020-2021.

When it comes to student engagement in extracurricular academic activities, one highlight would be the Business Advisory Board mentor program. Revised just last year, the interim and final assessment from the small cohort of students who participated yielded positive results and suggests that building awareness of this mentoring opportunity among program students could see the program grow.

Looking ahead and in reviewing the final evaluations from participants, it may help to engage previous “mentee” students as ambassadors for the program to underclassmen. As COVID impacts abate, strengthening the number of mentor program participants and resurrecting service projects for BUS 338 will be welcome opportunities for the business faculty and students.

Finally, the upheaval of so many standard engagement and instructional processes during the pandemic have both curtailed significant progress and have identified opportunities for new ways of thinking and doing. Business program faculty members have learned a considerable amount over the last year, adapting to and - for many - embracing elements of online technologies that otherwise might have remained unexplored. While use of technology was not a planned or tracked professional development criterion, it is undeniable that using this new knowledge and taking advantage of learned technology could be critical in keeping the Business Programs relevant.

# TABLES (By Standard)

NOTE: Official ACBSP Tables associated with a Standard, with the exception of “Table 1” below - appear with the following naming convention: S# - Table #.#: Title.



Table 1: Review of All Academic Activities

**Table One - Review of All Academic Activities**

Column A: List all business or business-related programs (including those with designations in the degree or Major title such as "business," "industrial," "administration," "management," or "organizational.")

Column B: Indicate with "yes" or "no" whether the business unit administers the program.

Column C: Indicate with "yes" or "no" whether the program is to be accredited by ACBSP .

If no, provide justification explaining why the program should be excluded from the accreditation process and how you will communicate with the public what is and what is not accredited.

Column D: Indicate number of degrees conferred during self-study year.

A. Business or Business Related Programs & Degree Type	B. Program in Business Unit	C. To be Accredited by ACBSP	D. Number of Degrees Conferred During Self-study Year
PLEASE ENTER YOUR PROGRAMS & DEGREE TYPE BELOW:			
Accounting (AS)	Yes	Yes	0
Business Administration (AS)	Yes	Yes	4
Business Administration with Business, Computers and Information Technology and K-12 Certification (BA)	Yes	Yes	0
Accounting (BS)	Yes	Yes	5
Business Management (BS)	Yes	Yes	22
Business Leadership (BS)	Yes	Yes	1
Financial Planning (BS)	Yes	Yes*	0
Finance (BS)	Yes	Yes	10
Human Resource Management (BS)	Yes	Yes	5
Marketing Management (BS)	Yes	Yes	11
Sport and Business Management (BS)	Yes	Yes*	0
Supply Chain Management (BS)	Yes	Yes*	0
Management and Leadership (MS)	Yes	Yes**	0
Emergency Planning and Management (BS)	No	No	NA
Education Administration (EdD)	No	No	NA
Health Care Management (BS)	No	No	NA
Health Care Management (MS)	No	No	NA
Organizational Behavior (BA)	No	No	NA

## S1-Table 1: Example of Performance Expectations for Student Achievement

**Table 1 Example of Performance Expectations for Student Achievement**

	2019	2020	Benchmarks
Retention-first to second year	90%	72%	Greater than 70%
Job placement rates or grad school acceptance (Accounting)	100%	100%	Accounting 90%
Four-year graduation rate	62%	56%	Greater than 50%
<b>Graduation by program and year</b>	<b>2019</b>	<b>2020</b>	
BS Accounting	6	9	
BS Business Management	23	24	
BS Finance	12	8	
BS Human Resource Management	2	10	
BS Marketing Management	3	6	

## S1-Table 1.1: Leadership Processes – Approach

<b>Table 1.1. – Leadership Processes - Approach</b>		
	<b>Process Description</b>	<b>Person Responsible</b>
<b>Immaculata University Institutional Leadership</b>	Mission and Vision	Mission & Ministry; Executive Administration
	Strategic Planning	Executive Administration, Strategic Planning and Budget Committee, IRE Office
	Enrollment Number Monitoring	Director of Undergraduate Admissions
		Director of Graduate Admissions IRE Office
Faculty/ Administrator Review	Faculty: Dept Chairs, College Deans Administrators: Executive Administration; HR Department	
<b>Business, Fashion &amp; Leadership (BFL) Department</b>	Mission & Vision	Department Chair, Program Leaders, Faculty
	Enrollment	Department Chair, Program Leaders
	Faculty Review	Department Chair
	Student Academic Performance	Department Chair, Program Leaders, Faculty
	Student/Community Feedback	Department Chair, Program Leaders, Faculty
	Social Responsibility and Impacts	Faculty

## S1-Table 1.2: Leadership Processes – Deployment

<b>Table 1.2. – Leadership Process Deployment</b>		
<b>Process type</b>	<b>Process Description</b>	<b>Evidence of Deployment</b>
<b>Mission and Values</b>	Mission & Vision	Department Meeting Minutes (Appendix F) Business Advisory Board Minutes (Appendix G) Annual Graduating Senior Survey (Standard 3) Alumni Survey (Standard 3)
	Enrollment	Weekly Enrollment Reports (Appendix H) Trend Data for previous years (Appendix H) IU Factbook (Institutional Overview) Annual Faculty Evaluation Report (Standard 5)
<b>Performance Measures</b>	Faculty Review	Five-Year Faculty Review (Standard 5) Second-Year Review (Standard 5) Course Evaluations (Standard 5) Annual Graduating Student Survey Results (Standard 3) Student Learning Outcomes Assessment (Standard 4)
	Student Academic Performance	Capstone Assessment (Standard 4) Internship Employer Survey (Standard 3) Five-Year Program Assessment Report (Appendix ) Annual Graduating Student Survey Results (Standard 3)
<b>Social and Community Responsibility</b>	Student/Community Feedback	Alumni Survey Results (Standard 3) Business Advisory Board Minutes (Appendix F) Student Academic Activity Involvement (Standard 3)
<b>Impacts on Society</b>	Social Responsibility and Impacts	Annual Graduating Student Survey Results (Standard 3) Department Meeting Minutes (Appendix F) Student Academic Activity Involvement (Standard 3)

S1-Table 1.3: Leadership Processes – Results

<b>Table 1.3. Leadership Process Results</b>		
<b>Process type</b>	<b>Process Description</b>	<b>Key Data Analysis (Charts/Tables/Etc.)</b>
<b>Mission and Values</b>	Mission & Vision	Business Advisory Board Minutes (Appendix G) * Mentor program pilot successful, expand and offer on larger scale
	Enrollment	Weekly Enrollment Reports (Appendix H) Trend Data for previous years (Appendix H) * Slow enrollment in new Supply Chain Management, Financial Planning programs
	Faculty Review	Annual Graduating Student Survey Results (Standard 3) * Noticeable decline in Satisfaction with Academic Advising
<b>Performance Measures</b>	Student Academic Performance	Capstone Assessment (Standard 4) * Insufficient data collection on capstone assessment due to lack of procedure
<b>Social and Community Resp</b>	Student/Community Feedback	Student Academic Activity Involvement (Standard 3) * Enactus on hold (COVID 19)
<b>Impacts on Society</b>	Social Responsibility and Impacts	Student Academic Activity Involvement (Standard 3) * Enactus on hold (COVID 19)

## S1-Table 1.4: Leadership Process Improvement Implemented

<b>Table 1.4. Leadership Process Improvements Implemented</b>			
<b>Process type</b>	<b>Process Description</b>	<b>Key Results</b>	<b>Description of the Actions Taken</b>
<b>Mission and Values</b>	Mission & Vision	Identified Issue: * Mentor program is ready to expand	In conjunction with the Office of Career and Professional Development and the Business Advisory Board, the mentor program will be open to as many students as available mentors.
	Enrollment	Identified Issue: * Low enrollment in new Financial Planning, Supply Chain Management, degree programs	Promotion of program courses and minors for current students Increased presence and promotion at Open Houses
	Faculty Review	Identified Issue: * Student Satisfaction in Advising, while above target, on downward trend	Departmental review of advising requirements Design an advising guideline sheet with department input
<b>Performance Measures</b>	Student Academic Performance	Identified Issue: * Improvised results, possibly due to pandemic	Downward trend in some SLO reports, but in conjunction with the pandemic the results may be skewed.
<b>Social and Community Responsibility</b>	Student/Community Feedback	Identified Issue: * Projects on hold due to pandemic	Department needs to assess how to relaunch Enactus activities as the pandemic restrictions lift
<b>Impacts on Society</b>	Social Responsibility and Impacts	Identified Issue: * Projects on hold due to pandemic	Department needs to assess how to relaunch Enactus activities as the pandemic restrictions lift

## S2 – Table 2.2.a: Business Programs – Annual Plan Assessment 2019-2022

Table 2.2.a  
Business Programs (within Business, Fashion and Leadership Department)

IU Strategic Goal	Institutional Objective	Strategic Tactic (Strategic Objectives)	Measurable Objectives (Action Plans)	Short/Long Term Year	Timeline (Objectives)	Responsible Parties	Key Steps, and Status 2019-2022	Status of Tactic (current)	Notes	Source evidence and Next Steps (OIs)
I. Academic Innovations	1A - Develop new distinctive undergraduate and graduate academic programs consistent with the mission and goals of the university.	Develop innovative new degree programs, certificates, and minors to attract students in the BFL majors. (LT)	Implement a new Financial Planning program.	2019-2020	Spring 2020 Development Fall 2020 Approval Fall 2021 Launch	Department Chair in collaboration with select BFL faculty	Complete Program Proposal Document  Receive approval from Academic Leadership to Present to Policy Committee  Secure approval from Policy Committee/Full Faculty	Completed	While not completed at end of 2019-2020 academic year, the proposal was submitted for review in late summer, approved by policy committee and faculty in the fall, and implemented in effective Fall 2021.	CFP Program Proposal CFB Program approval (letter)  Evaluate effectiveness of program
			Create a Sport & Business Management (SBM) program which will fit to ACBSP accreditation standards.  Develop minors, such as Business Analytics, Sport Management and Supply Chain Management, which will enhance the BFL department offerings and leverage our current strengths.	2020-2021	Fall 2020 Proposal Spring 2021 Approval Fall 2021 Launch  Spring/ Summer 2021 Proposal Fall 2021 Launch	Department Chair in Collaboration with Chair of Health, Nutrition, & Exercise Sciences (HNES) Program    Department Chair in collaboration with select BFL faculty.	Complete New Program document (replacing erstwhile "sport management" program offered by HNES department)  Submit for review by academic leadership and approval by policy and full faculty  Complete New Minor Paperwork for review/approval by academic leadership	Completed	SBM program approved by full faculty in April 2021. Several students enrolled for fall 2021.  Sport Mgt. Supply Chain and Financial Planning minors approved in summer 2021 for start of fall 2021 semester.  The MML program developed two graduate certificates.	SBM new program doc SBM minor proposal FP minor proposal Leadership Grad Certificate Management Grad Certificate  Evaluate effectiveness of new programs
			Research opportunities to bring an MBA to IU, including IU community surveys.  Along with a core MBA program, exploration of potential tracks and certificates. Department faculty, in conjunction with IU administration, will prepare proposals.	2021-2022	Survey deployed fall 2021  Prepare proposal Spring-Fall 2022	MML Program Director in collaboration with Department Chair	Complete Needs assessment survey  Develop New Program document  Submit for review by academic leadership and approval by policy committee and full faculty	In Progress	Progress on this tactic may be deferred until new MML Program Director is hired.	Survey instrument (Survey Monkey)  Analyze survey results with Deans/VPAA
	1B - Provide students with high quality educational programs by offering effective instruction in a student-centered learning environment using multiple delivery formats and technology.	Actively utilize technology platforms for integration into courses. (ST)	Increased number of classes utilizing technology platforms.	2019-2020	spring 2020 - evaluate use of instructional technologies  summer/fall 2020 identify courses/instructors for tech use	Department chair and full-time/adjunct business faculty	Evaluate use of instructional technologies	Completed	Planning and implementation of this process was truncated with the arrival of March 2020 and the advent of COVID . Restrictions on live instruction necessitated that all faculty pivot to online synchronous/ asynchronous instruction employing the LMS, Moodle, as well as streaming platforms (primarily Google Meet and MS Teams)	Devote a faculty meeting to sharing lessons learned on use of technology

Table 2.2.a

Business Programs (within Business, Fashion and Leadership Department)

IU Strategic Goal	Institutional Objective	Strategic Tactic (Strategic Objectives)	Measurable Objectives (Action Plans)	Long-Term Timeline (Year)	Short-Term Timeline (Objectives)	Responsible Parties (Steps), and	Status 2019-2020 Objectives	Status of Tactic (current)	Notes	Source evidence and Next Steps (OFls)
	1D - Obtain and retain national, regional, state and specialized accreditations.	Complete the ACBSP Self-Study and Site Visit (ST)	Submit ACBSP Self-Study documentation, due Dec 15, 2021.  Complete Site Visit in spring 2022.	2021-2022	Meet with Dept faculty - Sp/Summer 2021  Compile/Submit Report Fall 2021	Department Chair, full-time faculty, Dean for Academic Affairs	Compile institutional and department data for each standard (summer/early fall 2021) for 2020-21 academic year  Draft, review, and finalize narrative and appendices/source materials for self-study (fall 2021)	In Progress		
	1E - Increase opportunities for student participation in research and scholarships.	Link students to industry by connecting student with mentors and research opportunities available regionally and beyond. (LT)	Successful competition of student completions across the disciplines in the BFL department.	2020-2021	Fall 2020, faculty form a student team and prepare for competition  Spring 2021, regional competition	Department full-time faculty, with students	Assemble team  Prepare for competition  Compete in FDIC Community Bank Case Study	Completed; team assembled and preparation begun, but competition cancelled due to pandemic	Department plans to enter Community Bank Case Study competition when program is resumed.	
II. Student Engagement /Retention	2B - Develop relationships with leading employers in the public and private sectors to provide internships and help graduates achieve gainful and timely employment.	Each department faculty member will meet with local business professionals to develop relationships for possible internships/career placement. (ST)	Identify the number of meetings with business professionals over the academic year.	2019-2020	Spring 2020, host Exton Chamber of Commerce for networking event	Department full-time faculty, Office of Career and Professional Development, Business Advisory Board	Invite Exton Chamber to host event at IU.  Conduct Networking 101 session with students to prepare for event in early March.  Host event in late March.	Completed; Networking 101 was a success, but final event cancelled due to pandemic	Will need to be a focus in future semesters. Networking event scheduled for March 2020 canceled due to pandemic. Exton Chamber of Commerce was going to hold a networking event on the IU campus, with IU community, particularly students, invited.	
IV. University Visibility Improvements	3A - Attract more students to Immaculata University through increased marketing in our region and globally, with an emphasis on raising visibility, building reputation, using and improving on IU's unique academic programs and approach to the classroom to promote the institution, and extending our marketing "power" through diversified and innovative marketing techniques.	Host events to bring high school students on campus (ST)	DECA, a career and technical high school student organization (i.e., business club) will conduct a regional event on the IU campus in October 2022.	2021-2022	Fall 2021, DECA competition will take place at IU (October 15)	Department full-time faculty, with students	Contact local DECA organization and invite high schools to IU campus  Arrange for meeting space on campus  Secure faculty, administrators, students to facilitate  Host DECA event	Completed	Successful event, DECA representatives have already inquired about IU hosting another event on campus in 2022.	Assess effectiveness of event

### S3 – Table 3.1: Student and Stakeholder Groups

**Table 3.1 Student and Stakeholder Groups**  
**Example Table for Student and Stakeholder Groups**



List your key student and stakeholder groups identified above and/or in the Organizational Profile, their requirements, and the processes of your educational program that meet their requirements (a table is the most effective way to display this information as in the example below). This table provides example evidence of Approach.

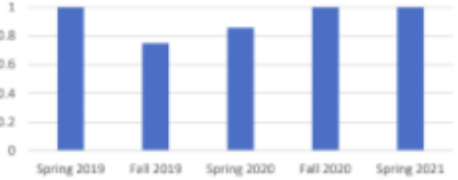

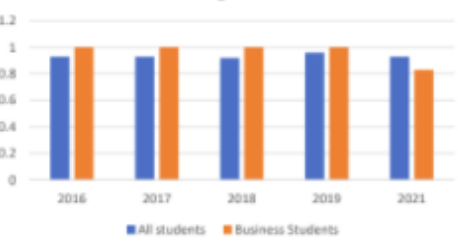
Student/Stakeholder Groups	Student/Stakeholder Requirements	Process
Prospective students and parents	Information about majors, career opportunities, internship experiences, and extracurricular involvement	Open houses and accepted students days, campus visits, major/minor fair, emails to interested students, social media, website
Current students	Quality curriculum and instruction	Qualified faculty, student surveys and evaluations, Student Advisory
Current students	Academic direction	Advising, major/minor fair, academic counseling office, Office of Career and Professional Development
Current students and alumni	Employment assistance	Office of Career and Professional Development, interviewing/ resume writing and career preparation workshops, ENACTUS participation, career fair(s)
Employers	Qualified candidates	Office of Career and Professional Development, Business Advisory Board, internships, ENACTUS, Business Club



### S3 – Table 3.3: Student and Stakeholder-Focused Results

Figure 3.3 - Standard Three: Student- and Stakeholder-Focused Results - Criterion 3.3																																																					
Use this format to respond to Criterion 3.3. If you are submitting a self-study for reaffirmation, this is the same table used in your QA report.																																																					
Student- and stakeholder-focused results examine how well your organization satisfies students and stakeholders key needs and expectations.																																																					
Performance measures may include: satisfaction and dissatisfaction of current and past students and key stakeholders, perceived value, loyalty, persistence, or other aspects of																																																					
Measurement instrument or processes may include: end of course surveys, alumni surveys, Internship feedback, etc.																																																					
Each academic unit must demonstrate linkages to business practitioners and organizations which are current and significant, including an advisory board.																																																					
Periodic surveys should be made of graduates, transfer institutions, and/or employers of graduates to obtain data on the success of business programs in preparing students to compete successfully for entry-level positions.																																																					
Performance Measure: What is your goal? The goal should be measurable.	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 your results?	Action Taken or Improvement made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)																																																
<p>Student satisfaction with advising support and academic support services will be above 3.2 on 5.0 point scale and at or above the university average.</p> <p>Trend analysis will show continuous results or improvement.</p> <p>Overall performance will be at least on par with the National Survey of Student Engagement (NSSE) peer group averages.</p>	<p>CUS and CAPS Senior Exit surveys allow a comparison of students in the department to all IU students and NSSE data.</p>	<p>Satisfaction with academic advising for CUS have remain above the 3.2 minimum benchmark established by the department over the past five years, with the exception of 2021 with 3.18. Survey results for the Business Program for 2018 and 2019 were 3.7 and 3.6, respectively. *Student Satisfaction surveys were not conducted at IU during 2020 due to the pandemic.</p> <p>Satisfaction with academic advising for CAPS continues to exceed the department benchmark of 3.2. Survey results for CAPS for 2017 through 2021 were 4.6, 4.7, 4.8 and 3.8, respectively. *Student Satisfaction surveys were not conducted at IU during 2020 due to the pandemic.</p> <p>Student satisfaction with</p>	<p>CUS and CAPS Senior Exit Surveys indicate an overall satisfaction in the academic advisement process, with a noticeable decline in 2021. While the department feels this is likely an effect of the pandemic, satisfaction in advising will be more closely monitored in the upcoming semesters.</p>	<p>CUS and CAPS Senior Satisfaction surveys continue to display overall satisfaction with the business department advising, with a slight drop in 2021. In an effort for continuous improvement, the business faculty will review the overall advising process during the Spring 2022 semester and seek areas for improvement. Additionally, the Student Advisory Board (SAB) will be surveyed for their feedback on improving the overall advising process.</p>	<div style="text-align: center;"> <h4>CUS Student Satisfaction with Academic Advising</h4> <table border="1"> <caption>CUS Student Satisfaction with Academic Advising</caption> <thead> <tr> <th>Year</th> <th>NSSE</th> <th>All students</th> <th>Business Students</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>3.2</td> <td>3.8</td> <td>4.6</td> </tr> <tr> <td>2017</td> <td>3.0</td> <td>3.7</td> <td>4.7</td> </tr> <tr> <td>2018</td> <td>3.7</td> <td>3.6</td> <td>4.8</td> </tr> <tr> <td>2019</td> <td>3.7</td> <td>3.6</td> <td>4.8</td> </tr> <tr> <td>2021</td> <td>3.18</td> <td>3.8</td> <td>3.8</td> </tr> </tbody> </table> </div> <div style="text-align: center;"> <h4>CAPS Student Satisfaction with Academic Advising</h4> <table border="1"> <caption>CAPS Student Satisfaction with Academic Advising</caption> <thead> <tr> <th>Year</th> <th>NSSE</th> <th>All students</th> <th>Business Students</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>3.2</td> <td>3.8</td> <td>4.6</td> </tr> <tr> <td>2017</td> <td>3.0</td> <td>3.7</td> <td>4.7</td> </tr> <tr> <td>2018</td> <td>3.7</td> <td>3.6</td> <td>4.8</td> </tr> <tr> <td>2019</td> <td>3.7</td> <td>3.6</td> <td>4.8</td> </tr> <tr> <td>2021</td> <td>3.18</td> <td>3.8</td> <td>3.8</td> </tr> </tbody> </table> </div>	Year	NSSE	All students	Business Students	2016	3.2	3.8	4.6	2017	3.0	3.7	4.7	2018	3.7	3.6	4.8	2019	3.7	3.6	4.8	2021	3.18	3.8	3.8	Year	NSSE	All students	Business Students	2016	3.2	3.8	4.6	2017	3.0	3.7	4.7	2018	3.7	3.6	4.8	2019	3.7	3.6	4.8	2021	3.18	3.8	3.8
Year	NSSE	All students	Business Students																																																		
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		academic advising for LUs and CAPS exceeded or was on par with NSSE averages. Prior to 2018, IU does not have access																											
<p>Internship employer surveys reflecting satisfaction with preparedness of students on average will be 3.2 or above on a 5.0 point scale.</p> <p>Moreover, employer surveys will reflect satisfaction with student initiative and leadership with an average of 3.2 or higher on a 5.0 scale.</p>	<p>Survey of internship employers.</p>	<p>Employer satisfaction ratings for student preparedness for the past four semesters averaged 4.5 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 for internships over the past four semesters averaged 3.9 on a 5.0 point scale, with the score at or above 3.5 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 100% of the time for the past two semesters and averaged 93% of the time since 2009.</p>	<p>While student initiative and leadership was a lagging skill for IU students prior to 2011, student initiative rating continues stay above 3.5, and 4.0 or higher in most semester.. This improved statistic is likely a result of the Leadership Dynamics course which most students in business program take.</p> <p>The likelihood for employers to rehire IU students may be a direct result of the high scores given to the interns in the areas of oral communication and professional demeanor, 4.4 and 4.6, respectively, on a 5.0 point scale in our most recent data set.</p>	<p>The department intentionally created assignments and activities in the practicum course and dialogue in one-on-one didactic meetings to address specific skills such as student initiatives, communications styles, and problem solving skills that lagged in prior years. The increased focus on these areas has yielded impressive results from IU business students during their internships.</p> <p>Students have, for the most part, been pretty successfully in finding and completing internships in our current pandemic environment. Experiences have been in person, remote and</p>	<div data-bbox="1373 310 1688 407" style="text-align: center;"> <h3>Employer Satisfaction with Student Preparedness for Internships</h3> </div>  <table border="1" data-bbox="1297 423 1759 570"> <caption>Employer Satisfaction with Student Preparedness for Internships</caption> <thead> <tr> <th>Semester</th> <th>Satisfaction Score</th> </tr> </thead> <tbody> <tr> <td>Spring 2019</td> <td>4.5</td> </tr> <tr> <td>Fall 2019</td> <td>4.2</td> </tr> <tr> <td>Spring 2020</td> <td>4.2</td> </tr> <tr> <td>Fall 2020</td> <td>4.2</td> </tr> <tr> <td>Spring 2021</td> <td>4.5</td> </tr> </tbody> </table> <div data-bbox="1373 591 1688 656" style="text-align: center;"> <h3>Employer Satisfaction with Student Leadership</h3> </div>  <table border="1" data-bbox="1297 672 1759 818"> <caption>Employer Satisfaction with Student Leadership</caption> <thead> <tr> <th>Semester</th> <th>Satisfaction Score</th> </tr> </thead> <tbody> <tr> <td>Spring 2019</td> <td>4.2</td> </tr> <tr> <td>Fall 2019</td> <td>4.0</td> </tr> <tr> <td>Spring 2020</td> <td>3.5</td> </tr> <tr> <td>Fall 2020</td> <td>4.0</td> </tr> <tr> <td>Spring 2021</td> <td>4.0</td> </tr> </tbody> </table>	Semester	Satisfaction Score	Spring 2019	4.5	Fall 2019	4.2	Spring 2020	4.2	Fall 2020	4.2	Spring 2021	4.5	Semester	Satisfaction Score	Spring 2019	4.2	Fall 2019	4.0	Spring 2020	3.5	Fall 2020	4.0	Spring 2021	4.0
Semester	Satisfaction Score																												
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					<p style="text-align: center;"><b>Employers that would Hire the Intern Again</b></p> 
<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 (CAPS).</p>	<p>Surveys of graduating students.</p>	<p>The number of CUS business students that would choose IU again was 57% and 100% for 2018 and 2019, respectively. The 2018 figure was slightly above the department benchmark while 2019 surpassed expectations.</p> <p>CAPS business student responses indicated that 100% of 2018 graduating seniors and 100% of 2019 seniors would recommend IU again.</p>	<p>The percent of CUS students that would recommend Immaculata again has hovered just above the benchmark of 50% for the past four years, with the exception of the spike in 2019.</p> <p>While there always exists room for improvement in the level of student satisfaction, it is apparent that efforts taken by the Business Program during the 2018/2019 academic year were viewed favorably by the students.</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 Program has also actively engaged in social activities during the 2018 and 2019 academic years to improve student satisfaction by continuing to offer student driven field trips such as a local entertainment venue (the Bates Motel) and QVC, as well as participation in The Philadelphia Phillies College Night. The Business Club, with the full support of the BAB, co-sponsored various events, such as the Social Media Mashup and a mobile Escape Room on campus.</p>	<p style="text-align: center;"><b>CUS students that would choose IU again</b></p>  <p style="text-align: center;"><b>CAPS students who would recommend IU again</b></p> 

				The business Program also began offering a speaker series each semester on topics such as entrepreneurship, global sustainability, and cybersecurity.																									
Student engagement in academically related extracurricular activities remains the same or increases.	Number of participants in Enactus, Business Club, and Student Advisory Board.	<p>The IU Enactus Team was recognized as champions in their league at the Regional Competition in 2018 and competed on a National Level for both 2018 and 2019. Because of the pandemic, and associated social distancing requirements, the IU Enactus team has suspended activities.</p> <p>The IU Business Club hosted a couple of online events during the 2020-2021 academic year, including, "Learn to Manage Your Finances" hosted by an IU alum, and "Q&amp;A Panel of Local Job Recruiters."</p> <p>Due to the pandemic, activities of the SAB were put on hold.</p>	<p>Participation in extracurricular activities in 2021 were severely limited due to the pandemic. Despite this, the Business Club was able to host remote online talks and panels, and is seeing membership grow. Membership in 2020 was up about 74% from the previous year, and nearly doubled from 2019 to 2021.</p>	<p>Immaculata University's Enactus team will attempt to reconvene in the upcoming academic year.</p> <p>The Business Club will continue to offer informative and engaging field trips and, with the support of the BAB, offer alumni networking and speaking events.</p> <p>The department will look to relaunch the SAB for the upcoming academic year.</p>	<p><b>Number of Academic Activity Involvement Students</b></p> <table border="1"> <caption>Number of Academic Activity Involvement Students</caption> <thead> <tr> <th>Year</th> <th>Student Advisory Board</th> <th>Enactus</th> <th>Business Club</th> </tr> </thead> <tbody> <tr> <td>2017</td> <td>5</td> <td>25</td> <td>15</td> </tr> <tr> <td>2018</td> <td>5</td> <td>28</td> <td>15</td> </tr> <tr> <td>2019</td> <td>5</td> <td>25</td> <td>20</td> </tr> <tr> <td>2020</td> <td>5</td> <td>25</td> <td>35</td> </tr> <tr> <td>2021</td> <td>2</td> <td>2</td> <td>36</td> </tr> </tbody> </table>	Year	Student Advisory Board	Enactus	Business Club	2017	5	25	15	2018	5	28	15	2019	5	25	20	2020	5	25	35	2021	2	2	36
Year	Student Advisory Board	Enactus	Business Club																										
2017	5	25	15																										
2018	5	28	15																										
2019	5	25	20																										
2020	5	25	35																										
2021	2	2	36																										

<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, attendance at IU extracurricular activities and presentations, contributing to the scholarship fund, etc.</p>	<p>Highlights of BAB activities are summarized in the right column. Continued 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 its outreach efforts.</p>	<p>The Business Program continues to develop the relationship with BAB members and leverage their ideas.</p>	<p><u>2019/2020</u></p> <ul style="list-style-type: none"> <li>•\$6,040 scholarship funds raised by the BAB, awarded scholarships to five students, \$1,200 each</li> <li>•All 11 members of the BAB contributed to the scholarship fund</li> <li>•BAB worked with students in the Business Programs and Fashion Program on the Industry Challenge program, offering assistance and helped in judging the event</li> <li>•BAB assisted in planning the Networking Event, scheduled for Spring 2020, which was canceled due to the pandemic</li> </ul> <p><u>2020/2021</u></p> <ul style="list-style-type: none"> <li>•\$4,350 scholarship funds raised by the BAB</li> <li>•A change in the scholarship program will make this a single \$2,000 competitive scholarship, awarded annually, and renewable annually until the recipient graduates</li> <li>•All 11 members of the BAB contributed to the scholarship fund</li> <li>•BAB worked with students in the Business Programs and Fashion Program on the Industry Challenge program, making introductions between students and faculty with industry brand owner, offering assistance and helped in judging the event</li> </ul>
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## S4 - Table 4.1: Measurement/Analysis of Student Learning/Performance

**Figure 4.1 - Standard #4 Measurement and Analysis of Student Learning and Performance**

**Use this table to supply data for Criterion 4.1.**

Performance Indicator	You must provide assessments results for each program, concentration, specialization, etc. accredited or to be accredited. You must have direct, summative, formative and comparative results.																			
<b>1. Student Learning Results</b>	<p>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> Add these to the description of the measurement instrument in column two:</p> <p><b>Direct</b> - Assessing student performance by examining samples of student work  <b>Indirect</b> - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information.  <b>Formative</b> - An assessment conducted during the student's education.  <b>Summative</b> - An assessment conducted at the end of the student's education.  <b>Internal</b> - An assessment instrument that was developed within the business unit.  <b>External</b> - An assessment instrument that was developed outside the business unit.  <b>Comparative</b> - Compare results to external students using data from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data. Internal comparative data may be between classes, online and on ground classes, professors, programs, campuses, etc.</p>																			
Identified in Criterion 4.2		Identified in Criterion 4.1		Analysis of Results																
Approach	Deployment (Do not use grades or GPA)	Results	Analysis of Results	Improvement Action Taken or Improvement made	Identified in Criterion 4.3															
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 has stayed within a few points of the Traditional Campus Based scores over the last four years. It should be noted that the TCB outbound scores have increased by about three points over the last two years. This indicates that while our students have stayed relatively consistent, with outbound scores of 49.77, 44.77, 50.09 and 47.70, the schools with which IU compares have become stronger. Inbound scores range from sample size of 49 to 73, and outbound scores from 36 to 47.	In the recent past, IU has consistently underperformed, compared to TCB institutions, in outbound score results by a few points. Faculty feel analysis is a bit inconclusive. For instance, in 19/20 IU outsourced TCB by over 5% in HR, but the following year was about 9% below TCB. Faculty question the impact the pandemic has on these results.	Department faculty are hesitant to make significant changes to the program until the effects of the pandemic are reduced. Faculty suspect there could be some deficiencies for incoming students and will monitor incoming tests over the next few semesters.	<p><b>Insert Graphs or Tables of Trends (3-5 data points)</b>  <b>Report sample or population size n = #</b></p> <p style="text-align: center;">Outbound Scores</p> <table border="1"> <caption>Outbound Scores Data</caption> <thead> <tr> <th>Year</th> <th>IU</th> <th>Traditional Campus Based</th> </tr> </thead> <tbody> <tr> <td>17/18</td> <td>49.77</td> <td>52</td> </tr> <tr> <td>18/19</td> <td>44.77</td> <td>55</td> </tr> <tr> <td>19/20</td> <td>50.09</td> <td>58</td> </tr> <tr> <td>20/21</td> <td>47.70</td> <td>55</td> </tr> </tbody> </table>	Year	IU	Traditional Campus Based	17/18	49.77	52	18/19	44.77	55	19/20	50.09	58	20/21	47.70	55
Year	IU	Traditional Campus Based																		
17/18	49.77	52																		
18/19	44.77	55																		
19/20	50.09	58																		
20/21	47.70	55																		

<p>IU Inbound/ Outbound test difference scores on Peregrine will be on par with Peregrine peer institutions</p>	<p>External comparative formative and summative assessment, along with test score comparison of Peregrine testing performed in IU cornerstone and capstone courses.</p>	<p>As demonstrated by the graph, the difference between IU inbound and outbound tests changed from year to year in comparison to peer institutions. There is a distinctive pattern of scoring significantly higher, then significantly lower in consecutive years.</p>	<p>Aggregate scores benchmarked show inconsistent results over the last four years.</p>	<p>Department faculty are hesitant to make significant changes to the program until the effects of the pandemic are reduced. Faculty suspect there could be some deficiencies for incoming students and will monitor incoming tests over the next few semesters.</p>	<p><b>Inbound/Outbound Percent Change</b></p> <table border="1"> <caption>Inbound/Outbound Percent Change</caption> <thead> <tr> <th>Year</th> <th>IU</th> <th>Traditional Campus Based</th> </tr> </thead> <tbody> <tr> <td>17/18</td> <td>50</td> <td>40</td> </tr> <tr> <td>18/19</td> <td>20</td> <td>40</td> </tr> <tr> <td>19/20</td> <td>35</td> <td>45</td> </tr> <tr> <td>20/21</td> <td>25</td> <td>45</td> </tr> </tbody> </table>	Year	IU	Traditional Campus Based	17/18	50	40	18/19	20	40	19/20	35	45	20/21	25	45
Year	IU	Traditional Campus Based																		
17/18	50	40																		
18/19	20	40																		
19/20	35	45																		
20/21	25	45																		
<p>Target overall average scores on Capstone Assessment of 4.0 (good) or higher on a 5.0 point scale for Bus 365 (capstone for all Business Programs).</p>	<p>Direct, summative, internal, comparative assessment. Capstone assessment performed by instructors on all students in all capstone courses following detailed rubric</p>	<p>Average scores for students continue to be above 4.0. A total of 27 students were assessed in the 19/20 academic year.</p>	<p>Student results continue to meet the benchmark required.</p>	<p>Spring 2019 was the first semester in which Accounting majors are included in the capstone assessment. Data for 20/21 was improperly collected because of faculty turnover and the pandemic. A new process will be implemented to ensure the integrity of the data collection process going forward</p>	<p><b>Average Capstone Scores in BUS 365</b></p> <table border="1"> <caption>Average Capstone Scores in BUS 365</caption> <thead> <tr> <th>Year</th> <th>Average Score</th> </tr> </thead> <tbody> <tr> <td>16/17</td> <td>4.2</td> </tr> <tr> <td>17/18</td> <td>4.1</td> </tr> <tr> <td>18/19</td> <td>4.2</td> </tr> <tr> <td>19/20</td> <td>4.3</td> </tr> <tr> <td>20/21</td> <td>4.1</td> </tr> </tbody> </table>	Year	Average Score	16/17	4.2	17/18	4.1	18/19	4.2	19/20	4.3	20/21	4.1			
Year	Average Score																			
16/17	4.2																			
17/18	4.1																			
18/19	4.2																			
19/20	4.3																			
20/21	4.1																			
<p>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.</p>	<p>Direct assessment of student performance on learning objectives for the 2019/2020 and 2020/2021 academic years. (Learning Objectives listed above)</p>	<p>Accounting majors' scores on all five learning objectives are above our benchmark of 4. The LO assessments were based on samples of size 10, 13, 13, 10 and 18.</p>	<p>Accounting majors are reporting strong results, and while the department reached its objective, we also increased our score on 2 of the 5 objectives from the previous two years.</p>	<p>The department will strive to maintain high achievement for Accounting students across all objectives.</p>	<p><b>Accounting - Mean Score by Learning Objectives Over Two Years</b></p> <table border="1"> <caption>Accounting - Mean Score by Learning Objectives Over Two Years</caption> <thead> <tr> <th>Learning Objective</th> <th>Mean Score</th> </tr> </thead> <tbody> <tr> <td>A-LO1</td> <td>4.0</td> </tr> <tr> <td>A-LO2</td> <td>4.0</td> </tr> <tr> <td>A-LO3</td> <td>4.0</td> </tr> <tr> <td>A-LO4</td> <td>4.0</td> </tr> <tr> <td>A-LO5</td> <td>4.2</td> </tr> </tbody> </table>	Learning Objective	Mean Score	A-LO1	4.0	A-LO2	4.0	A-LO3	4.0	A-LO4	4.0	A-LO5	4.2			
Learning Objective	Mean Score																			
A-LO1	4.0																			
A-LO2	4.0																			
A-LO3	4.0																			
A-LO4	4.0																			
A-LO5	4.2																			
<p>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.</p>	<p>Direct assessment of student performance on learning objectives for the 2019/2020 and 2020/2021 academic years. (Learning Objectives listed above)</p>	<p>Business Management majors' scores on all five learning objectives are above our benchmark of 4. The LO assessments were based on samples of size 40, 42, 41, 40 and 41.</p>	<p>Business Management majors are reporting strong results, and while the department reached its objective, we also increased our score on 1 of the 5 objectives from the previous two years, with other scores falling slightly.</p>	<p>The department will strive to maintain high achievement for Business Management students across all objectives.</p>	<p><b>Business Management - Mean Score by Learning Objectives Over Two Years</b></p> <table border="1"> <caption>Business Management - Mean Score by Learning Objectives Over Two Years</caption> <thead> <tr> <th>Learning Objective</th> <th>Mean Score</th> </tr> </thead> <tbody> <tr> <td>BM-LO1</td> <td>4.2</td> </tr> <tr> <td>BM-LO2</td> <td>4.0</td> </tr> <tr> <td>BM-LO3</td> <td>4.2</td> </tr> <tr> <td>BM-LO4</td> <td>4.4</td> </tr> <tr> <td>BM-LO5</td> <td>4.2</td> </tr> </tbody> </table>	Learning Objective	Mean Score	BM-LO1	4.2	BM-LO2	4.0	BM-LO3	4.2	BM-LO4	4.4	BM-LO5	4.2			
Learning Objective	Mean Score																			
BM-LO1	4.2																			
BM-LO2	4.0																			
BM-LO3	4.2																			
BM-LO4	4.4																			
BM-LO5	4.2																			

<p>Business Leadership 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.</p>	<p>Direct assessment of student performance on learning objectives for the 2019/2020 and 2020/2021 academic years. (Learning Objectives listed above)</p>	<p>Business Leadership majors' scores on four of the five learning objectives are above our benchmark of 4. The LO assessments were based on samples of size 5, 10, 13, 8 and 14.</p>	<p>This is the first time enough Business Leadership students were in the program to report assessment data.</p>	<p>The department will strive to maintain high achievement for Business Leadership students across all objectives. BL-LOS will be monitored to ensure the benchmark is met</p>	<p>Business Leadership - Mean Score by Learning Objectives Over Two Years</p> <table border="1"> <caption>Business Leadership - Mean Score by Learning Objectives Over Two Years</caption> <thead> <tr> <th>Learning Objective</th> <th>Mean Score</th> </tr> </thead> <tbody> <tr> <td>BL-LO1</td> <td>4.8</td> </tr> <tr> <td>BL-LO2</td> <td>4.2</td> </tr> <tr> <td>BL-LO3</td> <td>4.5</td> </tr> <tr> <td>BL-LO4</td> <td>4.0</td> </tr> <tr> <td>BL-LO5</td> <td>3.8</td> </tr> </tbody> </table>	Learning Objective	Mean Score	BL-LO1	4.8	BL-LO2	4.2	BL-LO3	4.5	BL-LO4	4.0	BL-LO5	3.8
Learning Objective	Mean Score																
BL-LO1	4.8																
BL-LO2	4.2																
BL-LO3	4.5																
BL-LO4	4.0																
BL-LO5	3.8																
<p>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.</p>	<p>Direct assessment of student performance on learning objectives for the 2019/2020 and 2020/2021 academic years. (Learning Objectives listed above)</p>	<p>Finance majors' scores on four of the five learning objectives are above our benchmark of 4. The LO assessments were based on samples of size 19, 13, 20, 13 and 21.</p>	<p>Finance majors' results are acceptable, and while there was a significant increase in LO4, all other outcomes had a decrease.</p>	<p>The department will strive to maintain having high achievement for Finance students across all objectives. LO2 will be monitored to ensure students again reach the 4 benchmark.</p>	<p>Finance- Mean Score by Learning Objectives Over Two Years</p> <table border="1"> <caption>Finance- Mean Score by Learning Objectives Over Two Years</caption> <thead> <tr> <th>Learning Objective</th> <th>Mean Score</th> </tr> </thead> <tbody> <tr> <td>F-LO1</td> <td>4.0</td> </tr> <tr> <td>F-LO2</td> <td>3.8</td> </tr> <tr> <td>F-LO3</td> <td>4.2</td> </tr> <tr> <td>F-LO4</td> <td>4.8</td> </tr> <tr> <td>F-LO5</td> <td>4.2</td> </tr> </tbody> </table>	Learning Objective	Mean Score	F-LO1	4.0	F-LO2	3.8	F-LO3	4.2	F-LO4	4.8	F-LO5	4.2
Learning Objective	Mean Score																
F-LO1	4.0																
F-LO2	3.8																
F-LO3	4.2																
F-LO4	4.8																
F-LO5	4.2																
<p>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.</p>	<p>Direct assessment of student performance on learning objectives for the 2019/2020 and 2020/2021 academic years. (Learning Objectives listed above)</p>	<p>Human Resource Management majors' scores on four of the five learning objectives are above our benchmark of 4. The LO assessments were based on samples of size 7, 7, 0, 13 and 7.</p>	<p>Human Resource Management majors' are acceptable, however each outcome saw a reduction compared to two years ago. HR-LO3 was not assessed during this period</p>	<p>The department will strive to maintain having high achievement for Human Resources Management students across all objectives. LO4 will be monitored to ensure students again reach the 4 benchmark.</p>	<p>Human Resource Management - Mean Score by Learning Objectives Over Two Years</p> <table border="1"> <caption>Human Resource Management - Mean Score by Learning Objectives Over Two Years</caption> <thead> <tr> <th>Learning Objective</th> <th>Mean Score</th> </tr> </thead> <tbody> <tr> <td>HR-LO1</td> <td>4.2</td> </tr> <tr> <td>HR-LO2</td> <td>4.0</td> </tr> <tr> <td>HR-LO3</td> <td>0.0</td> </tr> <tr> <td>HR-LO4</td> <td>3.8</td> </tr> <tr> <td>HR-LO5</td> <td>4.2</td> </tr> </tbody> </table>	Learning Objective	Mean Score	HR-LO1	4.2	HR-LO2	4.0	HR-LO3	0.0	HR-LO4	3.8	HR-LO5	4.2
Learning Objective	Mean Score																
HR-LO1	4.2																
HR-LO2	4.0																
HR-LO3	0.0																
HR-LO4	3.8																
HR-LO5	4.2																
<p>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.</p>	<p>Direct assessment of student performance on learning objectives for the 2019/2020 and 2020/2021 academic years. (Learning Objectives listed above)</p>	<p>IU Marketing Management majors' scores on all five learning objectives are above our benchmark of 4. The LO assessments were based on samples of size 16, 16, 7, 16 and 22.</p>	<p>Marketing Management majors are reporting strong results, and while the department reached its objective, we also increased our score on 3 of the 5 objectives from the previous two years.</p>	<p>The department will strive to maintain having high achievement for Marketing Management students across all objectives. Learning Outcome 3 was an area that showed great improvement, for two cycles in a row, and we will continue to monitor going forward.</p>	<p>Marketing Management - Mean Score by Learning Objectives Over Two Years</p> <table border="1"> <caption>Marketing Management - Mean Score by Learning Objectives Over Two Years</caption> <thead> <tr> <th>Learning Objective</th> <th>Mean Score</th> </tr> </thead> <tbody> <tr> <td>M-LO1</td> <td>4.2</td> </tr> <tr> <td>M-LO2</td> <td>4.0</td> </tr> <tr> <td>M-LO3</td> <td>4.5</td> </tr> <tr> <td>M-LO4</td> <td>4.0</td> </tr> <tr> <td>M-LO5</td> <td>4.5</td> </tr> </tbody> </table>	Learning Objective	Mean Score	M-LO1	4.2	M-LO2	4.0	M-LO3	4.5	M-LO4	4.0	M-LO5	4.5
Learning Objective	Mean Score																
M-LO1	4.2																
M-LO2	4.0																
M-LO3	4.5																
M-LO4	4.0																
M-LO5	4.5																



## S5 – Table 5.1.c: Faculty

### Standard Five: Faculty Focus - Table 5.1.c.

**Table 5.1.c.** The composition of faculty must include sufficient academic credentials and business or professional experience to ensure appropriate emphasis on both business theory and practice to meet program objectives.

When providing faculty information for Figure 5.1, be sure to any relevant notes or explanations for individual faculty as to why he or she is academically qualified or professionally qualified and provide necessary documentation.

Use a line in the table for each level of qualification. For example, if Joe Smith is Masters qualified to teach management and professionally qualified to teach accounting then Joe Smith will be on two lines justifying each level of qualification.

When justifying a qualification using column #4, provide specific and detailed information responding to the criteria in the glossary of terms for academically and professionally qualified.

<b>Table 5.1.c.</b> <b>Full- and Part-Time Table for Faculty Qualifications</b> <b>Present your faculty qualifications in a table similar to this:</b>				
<b>List faculty alphabetically by Last name</b>	<b>Courses Taught (List the courses taught during the reporting period. Include number of credit hours.)</b>	<b>LIST ALL EARNED DEGREES (state Degree as documented on Transcript, must include Major Field)</b>	<b>DOCUMENT AT LEAST TWO OTHER SPECIFIC PROFESSIONAL QUALIFICATIONS:</b> - Three Years Work Experience - Teaching Excellence - Professional Certifications - Research and/or Publication - Additional Coursework	<b>ACBSP QUALIFICATION</b> 1. Doctor 2. Masters 3. Bachelors 4. Exception
Bartorillo, Stephen	FIN 325-Securities Analysis (three credit hours, Spring 2021) FIN 362-Introduction to Finance (three credit hours, Spring 2021)	Master in Business Administration-Finance, Villanova University	20+ years professional work experience in Finance 10 years teaching experience	2. Masters
Brown, Gregory	BUS 345-Global Business (three credit hours, Spring 2021) FIN 367-Fundamentals of Financial Planning (three credit hours, Spring 2021)	Master in Business Administration-Finance, West Chester University	20+ years professional work experience in Finance 20+ years teaching experience	2. Masters
Criss, Michael	BUS 345-Global Business (three credit hours, Spring 2021) BUSL 394-Project Planning and Implementation (three credit hours, Spring 2021)	Master in Business Administration-Business Management, Duke University	20+ years professional work experience in management 3 years teaching experience	2. Masters
DiSciullo, Robert	ACC 313-Income Tax Planning (three credit hours, Fall 2020)	Master of Science in Taxation, Villanova University	Certified Public Accountant (CPA)	2. Masters

	<p>BUS 235-Business Computer Applications (three credit hours, Fall 2020)  BUS 338-Business Ethics (three credit hours, Fall 2020)  HRM 311-Human Resources Management (six credit hours, Fall 2020)  BUS 324-Entrepreneurship (three credit hours, Spring 2021)  BUS 338-Business Ethics (three credit hours, Spring 2021)  HRM 311-Human Resources Management (six credit hours, Spring 2021)  HRM 344-Recruitment and Selection (three credit hours, Spring 2021)  BUS 338-Business Ethics (three credit hours, Summer 2021)  HRM 311-Human Resources Management (three credit hours, Summer 2021)</p>	<p>Master of Education, Immaculata University  Master of Business Administration-Human Resource Management, Penn State University</p>	<p>9 years professional work experience in HR and corporate training  SHRM Senior Certified Professional (SHRM-SCP)</p>	<p>2. Masters</p>
<p>Dougherty, Sarah</p>	<p>ECO 307-Statistics (three credit hours, Fall 2020)</p>	<p>Master in Business Administration-Finance, St. Joseph's University</p>	<p>20+ years professional work experience in Finance  20+ years working in Instructional Design and Teaching</p>	<p>2. Masters</p>
	<p>ECO 202-Principles of Microeconomics (six credit hours, Fall 2020)  ECO 323-Global Economics (three credit</p>			

	<p>hours, Fall 2020)  FIN 365-Security Industry Essentials (three credit hours, Fall 2020)  ACC 399-Accounting Practicum (three credit hours, Spring 2021)  BUS 399-Business Practicum (three credit hours, Spring 2021)  FIN 399-Finance Practicum (three credit hours, Spring 2021)  HRM 399-Human Resources Management Practicum (three credit hours, Spring 2021)  MKT 399-Marketing Practicum (three credit hours, Spring 2021)  ECO 201-Principles of Macroeconomics (six credit hours, Spring 2021)  ECO 327-Intermediate Microeconomics (three credit hours, Spring 2021)  FIN 372-Current Issues in Finance (three credit hours, Spring 2021)  FIN 362 Introduction to Finance (three credit hours, Summer 2021)  FIN 367-Fundamentals of Financial Planning (three credit hours, Summer 2021)  FIN 399-Finance Practicum (three credit hours, Summer 2021)</p>	<p>Doctor of Philosophy in Organizational Management, Capella University  Master in Business Administration-Finance, University of Kansas</p>	<p>Certified Financial Planner (CFP), College for Financial Planning  20+ years teaching experience</p>	<p>1. Doctor</p>
Faunce, Elizabeth				
	<p>HRM 376-Managing Human Capital (three credit hours, Spring 2021)</p>	<p>Doctor of Philosophy in Organizational Management, Capella University  Master in Business Administration-Finance, DeSales University</p>	<p>20+ years professional work experience in Finance and Management  19 years teaching experience</p>	<p>1. Doctor</p>
Fitzwater, Charlene				
	<p>ACC 203-Accounting Principles I (three credit hours, Fall 2020)  ACC 204-Accounting Principles II (three credit hours, Spring 2021)</p>	<p>Master of Science in Organizational Dynamics, University of Pennsylvania  Master of Business Administration-Accounting and Finance, Drexel University  Bachelor of Science in Accounting and Finance</p>	<p>Certified Public Accountant (CPA)  20+ years work experience in Accounting and Finance</p>	<p>2. Masters</p>
Friedman, Bruce				
	<p>BUS 345-Global Business (three credit hours, Fall 2020)  FIN 362-Introduction to Finance (three credit hours, Fall 2020)</p>	<p>Doctor of Philosophy in Finance, Drexel University  Master of Science in Statistics, University of Illinois at Urbana-Champaign  Master of Science in Finance, University of Illinois at Urbana-Champaign</p>	<p>7 years teaching experience</p>	<p>1. Doctor</p>
Kim, Taek-yul (Ted)				
	<p>HRM 347-Employee Relations (three credit hours, Fall 2020)  HRM 318-Compensation and Benefits (three credit hours, Spring 2021)</p>	<p>Master of Business Administration-Marketing, The Pennsylvania State University  Master of Science, Human Resources Development, Villanova University</p>	<p>18 years work experience in Human Resource Management  7 years teaching experience</p>	<p>2. Masters</p>
LaBuda, Laura				

McFadden, Mark	ECO 307-Statistics (six credit hours, Fall 2020) MKT 351-Retail Marketing (three credit hours, Fall 2020) MKT 309-Marketing Principles and Practices (six credit hours, Spring 2021) MKT 354-Social Media Marketing (three credit hours, Spring 2021) MKT 359-Marketing Research (three credit hours, Spring 2021)	Doctor of Education in Higher Education, Immaculata University Master of Science in Applied Statistics, Villanova University	18 years teaching experience	1. Doctor
McGrath, Christopher	MKT 309-Marketing Principles and Practices (three credit hours, Fall 2020) MKT 355-Brand Marketing (three credit hours, Fall 2020) BUS 327-Managing Business Information (three credit hours, Spring 2021) MKT 331-Advertising Principles (Three credit hours, Spring 2021) MKT 309-Marketing Principles and Practices (three credit hours, Summer 2021)	Doctor of Philosophy in Business Organization and Management, Capella University Master of Business Administration-Marketing, University of Phoenix	14+ years teaching experience 15+ years professional experience in Management	1. Doctor
Petersen, Brian	FIN 306-Money and Banking (three credit hours, Fall 2020) BUS 366-Leadership Dynamics (three credit hours, Spring 2021) BUS 360-Business Management (three credit hours, Summer 2021) BUS 366-Leadership Dynamics (three credit hours, Summer 2021)	Doctor of Philosophy in Leadership, Alvernia University Master of Arts in Organization Leadership, Immaculata University Bachelor of Arts in Financial Management and Human Performance Management, Immaculata University	7+ years teaching experience Protecting Human Research Participants, National Institute of Health	1. Doctor
Pugh, Joseph	BUS 315-Business Law (six credit hours, Fall 2020) BUS 366-Leadership Dynamics (three credit hours, Fall 2020) MKT 309-Marketing Principles and Practices (three credit hours, Fall 2020) BUS 360-Business Management (six credit hours, Spring 2021) BUS 366-Leadership Dynamics (three credit hours, Spring 2021) MKT 331-Advertising Principles (Three credit hours, Spring 2021)	Doctor of Management in Organizational Leadership, University of Phoenix Master of Business Administration-Business, Averett University Master of Arts in Management and Human Relations, Webster University	20+ years teaching experience 20+ years Leadership experience, U.S. Army	1. Doctor

Raffaele, Eileen	ACC 203-Accounting Principles I (six credit hours, Fall 2020) ACC 421-Advanced Accounting (three credit hours, Fall 2020) FIN 362-Introduction to Finance (three credit hours, Fall 2020) ACC 204-Accounting Principles II (six credit hours, Spring 2021)	A.B.D.-Doctor of Philosophy in Organization Management, Capella University Master of Business Administration, St. Joseph's University	Certified Public Accountant (CPA) 15+ years teaching experience 20+ years professional experience in Accounting	2. Masters
Raffaele, Mary	BUS 315-Business Law (three credit hours, Spring 2021) BUSL 377-Corporate Law and Social Responsibility (three credit hours, Spring 2021) BUS 315-Business Law (three credit hours, Summer 2021)	Juris Doctor, Villanova University	6+ years professional experience in Tax Law, Corporate Law 2+ years teaching experience	1. Doctor
Rothman, Peter	ACC 203-Accounting Principles I (three credit hours, Fall 2020) ACC 303-Intermediate Accounting I (three credit hours, Fall 2020) ACC 204-Accounting Principles II (three credit hours, Spring 2021) ACC 304-Intermediate Accounting II (three credit hours, Spring 2021) ACC 314-Advanced Taxes (three credit hours, Spring 2021)	Master of Science in Taxation, Widener University	Certified Public Accountant (CPA) 10 years teaching experience 30+ years professional experience in Accounting	2. Masters
Ryan, Julie	ACC 399-Accounting Practicum (three credit hours, Fall 2020) BUS 399-Business Practicum (three credit hours, Fall 2020) HRM 399-Human Resources Management Practicum (three credit hours, Fall 2020) MKT 399-Marketing Practicum (three credit hours, Fall 2020) ECO 201-Principles of Macroeconomics (three credit hours, Spring 2021) ECO 201-Principles of Macroeconomics (three credit hours, Summer 2021) ECO 202-Principles of Microeconomics (three credit hours, Summer 2021)	Doctor of Philosophy in Organizational Management, Capella University Master in Business Administration-Finance and Economics, St. Mary's College	20+ years teaching experience 20+ years professional experience in Finance	1. Doctor

Schwartz, George	BUSL 375-Practices in Management and Leadership (three credit hours, Fall 2020) BUSL 378-Team Leadership and Coaching (six credit hours, Fall 2020) BUS 366-Leadership Dynamics (three credit hours, Spring 2021) BUSL 378-Team Leadership and Coaching (six credit hours, Spring 2021) BUSL 378-Team Leadership and Coaching (six credit hours, Summer 2021) BUSL 393-Global Leadership (three credit hours, Summer 2021)	Doctor of Education in Higher Education, Immaculata University Master of Science in Strategic Studies, The United States Army War College Master of Science in Human Resource Development, Villanova University	7+ years teaching experience 15+ years professional experience in Leadership (Army National Guard), HR and Management	1. Doctor
Stevens, Michael	BUS 235-Business Computer Applications (six credit hours, Fall 2020) BUS 338-Business Ethics (three credit hours, Fall 2020) MKT 364-Marketing Management (three credit hours, Fall 2020) BUS 327-Managing Business Information (six credit hours, Spring 2021) BUS 338-Business Ethics (three credit hours, Spring 2021) BUS 365-Strategic Planning (three credit hours, Spring 2021) BUS 365-Strategic Planning (three credit hours, Summer 2021)	Master of Business Administration-Strategic Management and Marketing, University of Pennsylvania	20+ years professional experience in Supply Chain Management Six Sigma Blackbelt	2. Masters
Sullivan, Kevin	ECO 202-Principles of Microeconomics (three credit hours, Fall 2020) ECO 201-Principles of Macroeconomics (three credit hours, Spring 2021)	Master of Business Administration, West Chester University	5 years professional experience in Finance	2. Masters
Walker, Matthew	BUS 365-Strategic Planning (three credit hours, Fall 2020) BUSL 396-Leading Strategy and Change in Business (three credit hours, Fall 2020) FIN 363-International Finance (three credit hours, Fall 2020) BUS 360-Business Management (three credit hours, Spring 2021) BUS 365-Strategic Planning (three credit hours, Spring 2021) BUS 366-Leadership Dynamics (three credit hours, Spring 2021)	Master of Business Administration, Villanova University	Chartered Financial Analyst (CFA) 20+ years professional experience in Finance	2. Masters
Wilson, Jane	BUS 235-Business Computer Applications (three credit hours, Fall 2020) BUS 235-Business Computer Applications (three credit hours, Spring 2021)	Master of Arts in Organizational Leadership, Immaculata University	8+ years professional experience in Management	2. Masters

S5 – Table 5.2.a.1: Faculty Coverage Summary

**Table 5.2.A.1.**  
**Table for Faculty Coverage Summary**

During the Self-Study Year:	Undergrad Level
Total Student Credit Hours in Business Program Taught by Faculty Members in the Business Unit	339
Total Credit Hours Taught by Masters and Doctorate -Qualified Faculty Members (include Bachelor Degree Qualified Faculty for Associate Degree programs)	339
Percent Credit Hours Taught by Masters and Doctorate -Qualified Faculty Members (include Bachelor Degree Qualified Faculty for Associate Degree programs)	100%
Percent of Total Credit Hours Taught by Doctorate -Qualified Faculty Members	53%

S5 – Table 5.2.a.2: Faculty and Staff Focus

Standard Five: Faculty and Staff Focus - Figure 5.2.A.1														
Criterion 5.5. The number of faculty members in the business school or program should be sufficient to effectively fulfill its mission of excellence in educating business students.														
Figure 5.2.A.2 Example – Faculty Load														
FACULTY LOAD, FULL-TIME FACULTY MEMBERS														
Full time Faculty members	Semester (Quarter) Hours taught/Academic Years	Number of Preps./Year	Number of Disciplines/Semester (QTR)		Number of advisees	Scholarly Activity	Professional Activities	Number of Committees	Community Service	Administrative Duties	Business and Industry Interaction	Special Projects	Travel to Off Campus Locations	Number Theses Supervised
			Fall	Spring										
Dougherty, Sarah	24	5	2	2	7	yes	yes	0	yes	no	yes	no	no	0
Faunce, Elizabeth	24	2	2	2	26	yes	yes	3	yes	Caps Coordinator	yes	yes	no	0
Kim, Taek-yul (Ted)	12	4	4	0	20	no	no	0	yes	no	no	no	No	0
McFadden, Mark	21	5	2	1	54	yes	yes	3	yes	Department Chair	yes	yes	No	0
Petersen, Brian	21	6	2	2	26	yes	yes	1	yes	Program Director	no	no	No	0
Pugh, Joseph	24	5	2	2	11	yes	yes	1	yes	no	no	no	No	0
Roffaele, Eileen	24	6	2	1	33	yes	yes	2	yes	no	yes	no	No	0
Stevens, Michael	24	5	2	1	9	yes	yes	0	yes	no	yes	no	No	0



## S5 – Table 5.3: Faculty Focus Results

**Note 1. This Table is a sample of one Key Performance Measure (Faculty Satisfaction). Expand the table to include a few of your most important Key F If you have additional measures, please have those available for the evaluation team to review on site.**

TABLE 5.3: Faculty Focus Results (Standard 5)																	
Complete the following table. Provide three or four examples, reporting what you consider to be the most important data.																	
<b>Faculty and Staff Focused Results</b>		Faculty focused results examine how well the organization creates and maintains a positive, productive, learning-centered work environment for business faculty and staff.															
- If for any given performance measure your goal is being exceeded repeatedly, consider either increasing the goal or changing the performance measure so																	
- For all data reported, show sample size (n=75).																	
Analysis of Results																	
Performance Measure: What is your performance measure? What is your goal? (The goal should be measurable.)	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 your results?	Action Taken or Improvement Made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)												
Maintain 80% of undergraduate credit hours taught by academically and/or professionally qualified faculty.	A Business Course Data Spreadsheet is generated after each academic year and maintained by the department.	100% of all undergraduate credit hours are taught by academically or professionally qualified faculty. In addition in the last four years, over 55% of undergraduate credit hours have been 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>Percent of Courses Taught by Academically or Professionally Qualified Faculty</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>16/17</td> <td>100%</td> </tr> <tr> <td>17/18</td> <td>100%</td> </tr> <tr> <td>18/19</td> <td>100%</td> </tr> <tr> <td>19/20</td> <td>100%</td> </tr> <tr> <td>20/21</td> <td>100%</td> </tr> </tbody> </table>	Year	Percentage	16/17	100%	17/18	100%	18/19	100%	19/20	100%	20/21	100%
Year	Percentage																
16/17	100%																
17/18	100%																
18/19	100%																
19/20	100%																
20/21	100%																
Maintain full time faculty as 80% academically qualified or higher.	Count of faculty incorporating consideration of doctoral status.	The number of full time department faculty has changed over the last few academic years. In 2017 and 2018, 5 out of 6 faculty members had a doctorate. One faculty member retired and was not replaced in 2019, leaving 4 out of 5 doctorally qualified. One doctoral faculty was added in 2019/2020, and three more faculty, one with a doctorate, were added in 2020/2021	The goal of 80% doctorally qualified full time faculty is not currently being met. Fortunately, several of the department's part time faculty have a doctorate.	The department decided to reduce the number of doctoral faculty in our recent hires in an effort to increase the professional experience. Specifically, with the new Supply Chain Management program, faculty with recent experience and expertise in that field were considered more important than an academic credential to guide the launch of the program. Additionally, current full time faculty without a doctorate are encouraged to consider completing a degree.	<p>Percent of Full Time Faculty Doctorally Qualified</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>16/17</td> <td>80%</td> </tr> <tr> <td>17/18</td> <td>80%</td> </tr> <tr> <td>18/19</td> <td>80%</td> </tr> <tr> <td>19/20</td> <td>80%</td> </tr> <tr> <td>20/21</td> <td>60%</td> </tr> </tbody> </table>	Year	Percentage	16/17	80%	17/18	80%	18/19	80%	19/20	80%	20/21	60%
Year	Percentage																
16/17	80%																
17/18	80%																
18/19	80%																
19/20	80%																
20/21	60%																

<p>Maintain involvement of all full time faculty in an average of four scholarly/professional activities.</p>	<p>Annual faculty profile report of scholarly activities.</p>	<p>Faculty members have consistently maintained scholarly/ professional involvement in four or more activities each year.</p>	<p>Faculty involvement remains strong in scholarly/ professional activities.</p>	<p>Continuing to encourage faculty scholarly activities including leveraging grants and faculty development funds.</p>	<p>Average Scholarship/Professional Activities for Full Time Faculty</p> <table border="1"> <caption>Average Scholarship/Professional Activities for Full Time Faculty</caption> <thead> <tr> <th>Year</th> <th>Average</th> </tr> </thead> <tbody> <tr> <td>16/17</td> <td>16</td> </tr> <tr> <td>17/18</td> <td>9</td> </tr> <tr> <td>18/19</td> <td>12</td> </tr> <tr> <td>19/20</td> <td>10</td> </tr> <tr> <td>20/21</td> <td>9</td> </tr> </tbody> </table>	Year	Average	16/17	16	17/18	9	18/19	12	19/20	10	20/21	9
Year	Average																
16/17	16																
17/18	9																
18/19	12																
19/20	10																
20/21	9																



# S5 – Table 5.3.d.1: Faculty Scholarly and Professional Activities

Table 5.3.d.1  
Scholarly and Professional Activities of Masters and Doctorate Qualified Faculty Members

Faculty Member	Highest Degree Earned	Professional Certification	Scholarly Activities				Professional Activities				Other		
			Papers Presented	Published Articles/ Manuscripts/ Books	Unpublished Articles/ Manuscripts/ Books	Consulting	Professional Related Service	Professional Conferences/ Workshops	Professional Meetings	Professional Memberships			
Dougherty, Sarah	MBA	SHRM-SCP	1		4		D=4		2	5	1	Due to Covid and the cancelation of many events, scholarly and professional activites have been limited.	
2020/2021													
2019/2020												Not with the univeristy	
Faunce, Elizabeth	Ph.D.	CFP	A=1			D=2	C=2		1	2	2	Due to Covid and the cancelation of many events, scholarly and professional activites have been limited.	
2020/2021													
2019/2020			A=2				3	C=3	3	4	2		
Kim, Taek-Yul (Ted)	Ph.D.							2			1	1	Ted resigned at the end of the Fall 2020 semester
2020/2021													
2019/2020												Not with the univeristy	
McFadden, Mark	Ed.D.				1		6	A=1		2	4	1	Due to Covid and the cancelation of many events, scholarly and professional activites have been limited.
2020/2021													
2019/2020							4	A=1		2	4	1	
Petersen, Brian	Ph.D.		1		4	A=5				4			Due to Covid and the cancelation of many events, scholarly and professional activites have been limited.
2020/2021													
2019/2020			2			A=6		2	2	2		1	
Pugh, Joseph	D.M.							2		2	1	1	Due to Covid and the cancelation of many events, scholarly and professional activites have been limited.
2020/2021													
2019/2020							1		2	1		1	
Raffaele, Eileen	M.B.A. (and A.B.D.)	CPA					1				2	1	Due to Covid and the cancelation of many events, scholarly and professional activites have been limited.
2020/2021													
2019/2020							1				2	1	
Stevens, Michael	M.B.A.	Penn State Supply Chain Management Graduate School Certificate					2				2	2	Due to Covid and the cancelation of many events, scholarly and professional activites have been limited.
2020/2021													
2019/2020													Not with the univeristy

Codes to Use for Scholarly Activities:

- A = Scholarship of Teaching
- B = Scholarship of Discovery

- C = Scholarship of Integration
- D = Scholarship of Application

Note: Professional certificates must be the result of a written test monitored and graded by a professional organization (e.g., a Certified Public Accounting examination).

## S6 – Table 6: Abbreviated Syllabi

**Table 6 -Abbreviated Course Syllabus**

Course Number: ACC 203      Course Title: Accounting Principles I

List all faculty who taught this course during the self-study year (Fall 2020):

1. Eileen Raffaele
2. Peter Rothman
3. Bruce Friedman

List all textbooks and required supplementary reading used:

Author(s): Wild & Shaw

Title: Principles of Accounting, 24th Ed

Publisher: McGraw-Hill

Provide a brief course description (Relate course description to UG CPC topics where appropriate):

Develops an understanding of basic principles and procedures of accounting including account definition, classification, worksheet preparation, and generation of financial statements.

List the course outline (topics/chapters) and class sessions

<b>Topic Outline: Contact Hours</b>	
Course Overview; Accounting in Business	3
Analyzing and Recording Transactions	9
Accounting Software IN CLASS OVERVIEW	2
Adjusting Accounts and Preparing Financial Statements	6
Completing the Accounting Cycle	5
Accounting for Merchandise Operations	6
Inventories and Cost of Sales	6
Cash and Internal Controls	8
<b>Total Coverage Hours</b>	<b>45</b>

Summarize the UG CPC Coverage in terms of hours:

Marketing	1
Business Finance	1
Accounting	45
Management	2
Legal Environment of Business	1

Economics	1
Business Communications	0
Business Ethics	1
Global Dimensions of Business	1
Information Systems	2
Quantitative Techniques/Statistics	0
Comprehensive or Integrating Experience	2
<b>Total Estimated CPCs Coverage Hours</b>	<b>57</b>

Course Number: ACC 204      Course Title: Accounting Principles II

List all faculty who taught this course during the self-study year (Spring 2021):

1. Eileen Raffaele
2. Peter Rothman
3. Bruce Friedman

List all textbooks and required supplementary reading used:

Author(s): Wild & Shaw

Title: Principles of Accounting, 24th Ed

Publisher: McGraw-Hill

Provide a brief course description (Relate course description to UG CPC topics where appropriate):

Develops an understanding of basic principles and procedures of accounting including account definition, classification, worksheet preparation, and generation of financial statements. This is a continuation of AC C 203. (Prerequisite: AC C 203)

List the course outline (topics/chapters) and class sessions

Summarize the UG CPC Coverage in terms of hours:

Marketing	1
Business Finance	1
Accounting	45
Management	2
Legal Environment of Business	1
Economics	1
Business Communications	0
Business Ethics	1
Global Dimensions of Business	1
Information Systems	2
Quantitative Techniques/Statistics	0
Comprehensive or Integrating Experience	2
<b>Total Estimated CPCs Coverage Hours</b>	<b>57</b>

Course Number: BUS 235      Course Title: Business Computer Applications

List all faculty who taught this course during the self-study year (Fall 2020 and Spring 2021):

1. Michael Stevens
2. Sarah Dougherty
3. Jane Wilson

List all textbooks and required supplementary reading used:

Office 2016 SIMnet Online required for this course.

Provide a brief course description (Relate course description to UG CPC topics where appropriate):

Designed for exploration and development of computer application skills in a practical business context. Computer applications covered include Microsoft Excel, Word and PowerPoint. Cloud computing and professional social networking are examined. These applications are applied to presentations, project planning, information display and research (Fee applies)

List the course outline (topics/chapters) and class sessions

<b>Topic Outline: Contact Hours</b>	
1. Introduction to Business	
Introduction to business functions in an organization	
Introduction to business applications	2.5
II. Computer Application	2.5
Microsoft word	
Microsoft Excel	5
Microsoft PowerPoint	15
Microsoft Access and introduction to databases	5
2. Applied Business Research	5
Using web sites to find company information	2.5
Finding and using annual reports to collect data	2.5
Presenting applied business research	5
<b>Total Coverage Hours</b>	<b>45</b>

Summarize the UG CPC Coverage in terms of hours:

Marketing	2
Business Finance	2
Accounting	2
Management	2
Legal Environment of Business	0
Economics	1
Business Communications	2
Business Ethics	1



Global Dimensions of Business	4
Information Systems	35
Quantitative Techniques/Statistics	2
Comprehensive or Integrating Experience	1
<b>Total Estimated CPCs Coverage Hours</b>	<b>54</b>

Course Number: BUS 315      Course Title: Business Law I

List all faculty who taught this course during the self-study year (Fall 2020 and Spring 2021):

1. Joseph Pugh
2. Mary Raffaele

List all textbooks and required supplementary reading used:

Author(s): Emerson, R.

Title: Business Law 6<sup>th</sup> ed.

Publisher: Barrons Educational Series

Provide a brief course description (Relate course description to UG CPC topics where appropriate):

Develops an understanding of the principles and doctrines of law as they relate to commercial transactions. Explores the impacts of judicial decisions (Case Law) and government regulation (Administrative Law) on business decisions and management. Discussions include: major classifications of law, types of business organizations, contract law as the foundation of all business transactions, and tort law and the operation of government regulatory agencies.

List the course outline (topics/chapters) and class sessions

Summarize the UG CPC Coverage in terms of hours:

Marketing	2
Business Finance	0
Accounting	0
Management	5
Legal Environment of Business	45
Economics	0
Business Communications	2
Business Ethics	1
Global Dimensions of Business	1
Information Systems	1
Quantitative Techniques/Statistics	0
Comprehensive or Integrating Experience	3
<b>Total Estimated CPCs Coverage Hours</b>	<b>60</b>

Course Number: BUS 365      Course Title: Strategic Planning

List all faculty who taught this course during the self-study year (Fall 2020 and Spring 2021):

1. Matthew Walker
2. Michael Stevens

List all textbooks and required supplementary reading used:

Author(s): Gamble, Peteraf & Thompson

Title: Essentials of Strategic Mgmt.

Publisher: McGraw-Hill

Provide a brief course description (Relate course description to UG CPC topics where appropriate):

A survey of current concepts, models, and practices of strategic planning and resource allocation in a business organization. Discussions, exercises, and projects will provide practical experience with the development of organizational mission, vision and values statements, external and internal environmental analyses, long range goals and objectives, and implementation plans. (Students must hold senior status [90 credits] as department majors.) (Fee applies)

List the course outline (topics/chapters) and class sessions

<b>Topic Outline: Contact Hours</b>	
1. Strategy Formulation and Theories	
Strategy and Competitive Advantage	3
Strategy Formulation	4
Range of Strategy Theories	4
2. Macroeconomic Environment and External Factors	
Macroeconomic Factors and Strategy	3
Industry Dynamics	3
3. Competitive Strength Analysis	
Case and SWOT Analysis	3
Operations and Cost Structure	3
Key Capabilities	1
Strategic Positioning and Operating Alignment	7
4. Strategic Choices and Alternatives	
Strategic Choices	3
International Strategies	4
Multibusiness Strategies	2
5. Executing Strategy	
Capable Corporation Structure and Operations	2
Leading Change	2
Social Responsibility	1
<b>Total Coverage Hours</b>	<b>45</b>

Summarize the UG CPC Coverage in terms of hours:

Marketing	10
Business Finance	4
Accounting	2
Management	10
Legal Environment of Business	2
Economics	5
Business Communications	5
Business Ethics	5
Global Dimensions of Business	5
Information Systems	3
Quantitative Techniques/Statistics	2
Comprehensive or Integrating Experience	32
<b>Total Estimated CPCs Coverage Hours</b>	<b>85</b>

Course Number: BUS 338 Course Title: Business Ethics

List all faculty who taught this course during the self-study year (Fall 2020 and Spring 2021):

1. Michael Stevens
2. Sarah Dougherty

List all textbooks and required supplementary reading used:

Author(s): Jennings, Marianne

Title: Business Ethics: Case Studies and Selected Readings, Ninth Edition

Publisher: Thomson/SouthWestern

Provide a brief course description (Relate course description to UG CPC topics where appropriate):

Provides students with insights into an organization's responsibilities to its stakeholders: employees, customers, shareholders, competitors, and the community at large. Moral principles and codes of ethics will be examined as the basis for the standards of leading and managing a commercial enterprise.

List the course outline (topics/chapters) and class sessions

<b>Topic Outline: Contact Hours</b>	
1. Foundations of Ethics & Business Ethics: Virtues, Values and Business	
Personal Meaning	3
Resolving Dilemmas	2
Defining Business Ethics	3
Corporate Social Responsibility	4
Team Success and Making a Difference	6
2. Business Ethics Issues	
Individuals and the Business Organization	5
Business Operations	6
Business and Its Competition	6
Business and Its Products	4
3. Culture, Leadership and Ethics	
Culture, Executive Compensation, Leadership	6
<b>Total Coverage Hours</b>	<b>45</b>

Summarize the UG CPC Coverage in terms of hours:

Marketing	6
Business Finance	1
Accounting	1
Management	6
Legal Environment of Business	3
Economics	2
Business Communications	5

Business Ethics	30
Global Dimensions of Business	5
Information Systems	1
Quantitative Techniques/Statistics	0
Comprehensive or Integrating Experience	4
<b>Total Estimated CPCs Coverage Hours</b>	<b>64</b>

Course Number: COM 200 Course Title: Business and Technical Writing

List all faculty who taught this course during the self-study year (Fall 2020 and Spring 2021)::

1. Melanie Kisthardt (Department of Arts, Languages and Letters)
2. Kelly George (Department of Arts, Languages and Letters)

List all textbooks and required supplementary reading used:

Author(s): Bovee & Thill

Title: Business Communication Today

Publisher: Pearson

Provide a brief course description (Relate course description to UG CPC topics where appropriate):

An introduction to style and forms in business and technical writing with emphasis on an understanding of global communication in the modern workforce and the importance of purpose and audience, using direct writing and clear language.

**List the course outline (topics/chapters) and class sessions**

Summarize the UG CPC Coverage in terms of hours:

Marketing	0
Business Finance	0
Accounting	0
Management	0
Legal Environment of Business	0
Economics	0
Business Communications	45
Business Ethics	2
Global Dimensions of Business	0
Information Systems	0
Quantitative Techniques/Statistics	0
Comprehensive or Integrating Experience	0
<b>Total Estimated CPCs Coverage Hours</b>	<b>47</b>

Course Number: COM 350      Course Title: Business and Professional Speaking

List all faculty who taught this course during the self-study year:

1. Melissa Rice (Department of Arts, Languages and Letters)

List all textbooks and required supplementary reading used:

Author(s): DiSanza & Legge

Title: Business & Professional Communication: Plans, Process, & Performance

Publisher: Pearson

Provide a brief course description (Relate course description to UG CPC topics where appropriate):

An advanced review of communication principles, communication skills, and leadership. Thus, the individual student gains much practice in public speaking. The best way to improve in this area is to repeat the process for understanding and confidence. The techniques of public speaking, such as eye contact, gaining audience interest, and organizing the presentation will be addressed.

**List the course outline (topics/chapters) and class sessions**

Summarize the UG CPC Coverage in terms of hours:

Marketing	0
Business Finance	0
Accounting	0
Management	0
Legal Environment of Business	0
Economics	0
Business Communications	45
Business Ethics	2
Global Dimensions of Business	0
Information Systems	0
Quantitative Techniques/Statistics	0
Comprehensive or Integrating Experience	0
<b>Total Estimated CPCs Coverage Hours</b>	<b>47</b>



Course Number: ECO 201      Course Title: Macroeconomics

List all faculty who taught this course during the self-study year (Spring 2021):

1. Elizabeth Faunce
2. Kevin Sullivan
3. Julie Ryan

List all textbooks and required supplementary reading used:

Author(s): McConnell, Brue, Flynn

Title: Macroeconomics Brief Edition 3rd Ed

Publisher: McGraw-Hill

Provide a brief course description (Relate course description to UG CPC topics where appropriate):

A study of the overall economy with emphasis on inflation, unemployment, government policies and their effect on both long- and short-term economic growth.

List the course outline (topics/chapters) and class sessions

<b>Topic Outline: Contact Hours</b>	
I. Introduction to Economics and the Economy	
Limits, Alternatives, and Choices	2.5
Introduction to Macroeconomics	2.5
II. GDP, Growth, and Instability	
Measuring Domestic Output and National Income	6
Economic Growth	2.5
Business cycles, Unemployment, and Inflation	4
2. Macroeconomic Models and Fiscal Policy	
Basic Macro Relationships (C+I)	2.5
Keynesian Multiplier	2.5
Government and Taxes	2.5
Fiscal Policy, Deficits, and Debt	5
3. Money, Banking, and Monetary Policy	
Money and Banking	2.5
Monetary Policy	4
The Federal Reserve and Interest Rates	2.5
Money Supply and Money Demand	4
VI. Current Issues in Macro Theory and Policy	2
<b>Total Coverage Hours</b>	<b>45</b>

Summarize the UG CPC Coverage in terms of hours:

Marketing	3
-----------	---

Business Finance	2
Accounting	2
Management	3
Legal Environment of Business	2
Economics	38
Business Communications	2
Business Ethics	2
Global Dimensions of Business	5
Information Systems	1
Quantitative Techniques/Statistics	1
Comprehensive or Integrating Experience	0
<b>Total Estimated CPCs Coverage Hours</b>	<b>61</b>

Course Number: ECO 202      Course Title: Microeconomics

List all faculty who taught this course during the self-study year (Fall 2020):

1. Elizabeth Faunce
2. Kevin Sullivan

List all textbooks and required supplementary reading used:

Author(s): McConnell, C.R., Brue, S.L., & Flynn, S.M.

Title: Microeconomics Brief Edition 2<sup>nd</sup> ed

Publisher: McGraw-Hill

Provide a brief course description (Relate course description to UG CPC topics where appropriate):

A study of the economic behavior of industries, firms, and individuals. It investigates the dynamics of the market system.

List the course outline (topics/chapters) and class sessions

Summarize the UG CPC Coverage in terms of hours:

Marketing	3
Business Finance	2
Accounting	2
Management	3
Legal Environment of Business	2
Economics	38
Business Communications	2
Business Ethics	2
Global Dimensions of Business	5
Information Systems	1
Quantitative Techniques/Statistics	1
Comprehensive or Integrating Experience	0
<b>Total Estimated CPCs Coverage Hours</b>	<b>61</b>

Course Number: ECO 307      Course Title: Statistics

List all faculty who taught this course during the self-study year (Fall 2020):

1. Mark McFadden
2. Dorothy Doyle

List all textbooks and required supplementary reading used:

Author(s): Bennett, J., Briggs, W. L., & Triola, M. F.

Title: Statistical Reasoning for Everyday Life 5th ed.

Publisher: Pearson

Provide a brief course description (Relate course description to UG CPC topics where appropriate):

Fundamental concepts of descriptive and inferential statistics with business and economic applications: measures of central tendency and dispersion, techniques for data reduction and summarization, hypothesis testing, tests of significance, confidence intervals, correlation, regression, and variance analysis. Instruction integrates personal computer and software for business and economics. (Prerequisites: EC O 202 or 203; and Math 203, 207 or 217)

**List the course outline (topics/chapters) and class sessions**

Summarize the UG CPC Coverage in terms of hours:

Marketing	0
Business Finance	2
Accounting	0
Management	0
Legal Environment of Business	0
Economics	2
Business Communications	1
Business Ethics	2
Global Dimensions of Business	0
Information Systems	5
Quantitative Techniques/Statistics	45
Comprehensive or Integrating Experience	0
<b>Total Estimated CPCs Coverage Hours</b>	<b>57</b>

Course Number: FIN 362 Course Title: Introduction to Finance

List all faculty who taught this course during the self-study year (Fall 2020 and Spring 2021):

1. Take-Yul Kim
2. Eileen Raffaele
3. Stephen Bartorillo

List all textbooks and required supplementary reading used:

Author(s): Stanley Block

Title: Foundations of Financial Mgmt. 17th Ed

Publisher: McGraw-Hill

Provide a brief course description (Relate course description to UG CPC topics where appropriate):

Introduction to financial decision-making: institutions, markets, essential concepts, analysis, planning, strategies, and methods. (Prerequisites: AC C 201 or 203-204 or AC C 205 & 206; MATH 203, 207 or 217 may be taken concurrently)

List the course outline (topics/chapters) and class sessions

<b>Topic Outline: Contact Hours</b>	
1. Introduction	2
The field of finance, roles and functions of Financial management	
2. Financial Analysis and Planning	18
Review of accounting	
Financial analysis and ratios	
Financial forecasting	
Operating and financial leverage	
3. Working Capital Management	8
Working capital and financing decisions	
Current asset management	
Sources of short-term financing	
4. Capital Budgeting Decisions	13
Time value of money	
Valuation of stocks and bonds and rates of return	
Capital budgeting decision	
Risk and capital budgeting	
Long-term Financing	
5. Capital markets	4
Debt and lease financing	
<b>Total Coverage Hours</b>	<b>45</b>

Summarize the UG CPC Coverage in terms of hours:

Marketing	1
Business Finance	40
Accounting	5
Management	2
Legal Environment of Business	0
Economics	1
Business Communications	0
Business Ethics	1
Global Dimensions of Business	1
Information Systems	0
Quantitative Techniques/Statistics	5
Comprehensive or Integrating Experience	3
<b>Total Estimated CPCs Coverage Hours</b>	<b>59</b>

Course Number: MATH 203 Course Title: Precalculus I

List all faculty who taught this course during the self-study year (Fall 2020):

1. Susan Poppiti
2. William Wagner
3. Delbert Ferster

List all textbooks and required supplementary reading used:

Author(s): Lial, Hornsby, Schneider & Daniels

Title: Precalculus 6th Ed

Publisher: Pearson

Provide a brief course description (Relate course description to UG CPC topics where appropriate):

Focus on the study and analysis of data and functions through the interpretation of real-world examples. Course content includes reading, displaying, and interpreting data; gaining a graphic, symbolic, and numeric understanding of the algebra of functions including compositions, transformations, and inverses; understanding the differences between the basic functions including linear, polynomial, exponential, logarithmic, and trigonometric functions; and transforming data into equations through regression analysis. Use of spreadsheet technology will be integrated. (Requires competency in content covered in MATH 106.)

List the course outline (topics/chapters) and class sessions

<b>Topic Outline: Contact Hours</b>	
I. Introduction to Data and Functions	
Describing One- and Two-Variable Data	4
Understanding Functional Relationships	4
Visualizing and Describing Functions	4
2. Rates of Change and Linear Functions	
Average Rates of Change	4
Working with Linear Equations	4
Modeling Data with Linear Functions	4
III. Systems of Equations and Inequalities	
Visualizing and Solving Systems of Equations	3
Visualizing and Solving Inequalities	3
Creating Systems to Model Real-World Situations	3
IV. Exponents and Logarithms	
Working with Exponents	2
Converting Units and Understanding Orders of Magnitude	2
Logarithms as Numbers	2
V. Application of Knowledge to the Analysis of Data Using Spreadsheets	6
<b>Total Coverage Hours</b>	<b>45</b>

Summarize the UG CPC Coverage in terms of hours:

Marketing	0
Business Finance	0
Accounting	0
Management	0
Legal Environment of Business	0
Economics	0
Business Communications	0
Business Ethics	0
Global Dimensions of Business	0
Information Systems	6
Quantitative Techniques/Statistics	30
Comprehensive or Integrating Experience	6
<b>Total Estimated CPCs Coverage Hours</b>	<b>42</b>



Course Number: MATH 204 Course Title: Precalculus II

List all faculty who taught this course during the self-study year (Spring 2021):

1. Susan Poppiti
2. Delbert Ferster

List all textbooks and required supplementary reading used:

Author(s): Lial, Hornsby, Schneider & Daniels

Title: Precalculus 6th Ed

Publisher: Pearson

Provide a brief course description (Relate course description to UG CPC topics where appropriate):

Continues the content of MATH 203 with an emphasis on developing, using, and interpreting mathematical models. Course content includes: solving systems of equations and inequalities including the use of matrices and linear programming; developing a deeper understanding of the basic functions including linear, polynomial, exponential, logarithmic, and trigonometric functions; and applying arithmetic and geometric sequences and series to real-world examples. Use of spreadsheets and other technology will be integrated. (Prerequisite: MATH 203 or equivalent)

List the course outline (topics/chapters) and class sessions

<b>Topic Outline: Contact Hours</b>	
I. Exponential Growth and Decay	
Understanding Growth and Decay Models	3
Comparison of Linear and Exponential Models	3
Working with Exponential Equations	5
Modeling Data with Exponential Functions	3
2. Non-Linear Functions	
Logarithmic Functions	4
Direct Proportionality and Positive Power Functions	4
Inverse Proportionality and Negative Power Functions	5
Polynomial and Rational Functions	6
III. Algebra of Functions	
Transformations of Functions	3
Composition and Inverse Functions	3
IV. Application of Knowledge to the Analysis of Data Using Spreadsheets	6
<b>Total Coverage Hours</b>	<b>45</b>

Summarize the UG CPC Coverage in terms of hours:

Marketing	0
Business Finance	0
Accounting	0

Management	0
Legal Environment of Business	0
Economics	0
Business Communications	0
Business Ethics	0
Global Dimensions of Business	0
Information Systems	6
Quantitative Techniques/Statistics	30
Comprehensive or Integrating Experience	6
<b>Total Estimated CPCs Coverage Hours</b>	<b>42</b>

Course Number: MKT 309 Course Title: Marketing Principles and Practices

List all faculty who taught this course during the self-study year (Fall 2020 and Spring 2021):

1. Joseph Pugh
2. Christopher McGrath
3. Mark McFadden

List all textbooks and required supplementary reading used:

Author(s): Grewal, & Levy

Title: Marketing 7th Ed

Publisher: McGraw-Hill

Provide a brief course description (Relate course description to UG CPC topics where appropriate):

Marketing operations, functions, and institutions with particular emphasis on consumer goods. Basic considerations of consumer motivation and behavior; retailing and wholesaling; product planning; distribution; pricing policies; marketing research; advertising and sales promotion.

List the course outline (topics/chapters) and class sessions

<b>Topic Outline: Contact Hours</b>	
1. Introduction to Marketing	
Contemporary marketing environment	5
Global marketing environment	5
2. Consumer Behavior	
Consumer behavior	2.5
Consumer decision making process	2.5
III. Market Segmentation	
Segmentation strategies	2.5
Development of target markets	2.5
IV. Marketing Mix	
Product strategies	5
Pricing strategies	5
Distribution channels management	2.5
Promotion and advertising	5
Designing marketing plans	5
Presenting marketing plans	2.5
<b>Total Coverage Hours</b>	<b>45</b>

Summarize the UG CPC Coverage in terms of hours:

Marketing	38
Business Finance	1

Accounting	1
Management	2
Legal Environment of Business	0
Economics	2
Business Communications	5
Business Ethics	2
Global Dimensions of Business	6
Information Systems	0
Quantitative Techniques/Statistics	0
Comprehensive or Integrating Experience	3
<b>Total Estimated CPCs Coverage Hours</b>	<b>60</b>

Course Number: BUS 345      Course Title: Global Business

List all faculty who taught this course during the self-study year (Fall 2020 and Spring 2021):

1. Take-Yul Kim
2. Michael Criss
3. Gregory Brown

List all textbooks and required supplementary reading used:

Author(s): Hill & Hult

Title: Global Business Today 11th Ed

Publisher: McGraw-Hill

Provide a brief course description (Relate course description to UG CPC topics where appropriate):

This integrative course examines the challenges facing multinational companies in today's global economy. The course examines international political, legal, and economic differences, as well as cultural dimensions and foreign investment activities that companies must consider to compete in the global market place.

**List the course outline (topics/chapters) and class sessions**

Summarize the UG CPC Coverage in terms of hours:

Marketing	0
Business Finance	0
Accounting	0
Management	0
Legal Environment of Business	0
Economics	0
Business Communications	0
Business Ethics	0
Global Dimensions of Business	42
Information Systems	0
Quantitative Techniques/Statistics	0
Comprehensive or Integrating Experience	0
<b>Total Estimated CPCs Coverage Hours</b>	<b>42</b>

Course Number: ACC\* 398/399 Course Title: Business Practicum

\*Cross listed with BUS, FIN, HRM, MKT 398/399

List all faculty who taught this course during the self-study year (Fall 2020 and Spring 2021):

1. Julie Ryan
2. Elizabeth Faunce

No text required for this Practicum.

Provide a brief course description (Relate course description to UG CPC topics where appropriate):

This culminating course prepares students for the real challenges of working in the field of accounting\*\*. An internship experience will provide an opportunity to combine actual field experience with classroom knowledge in an area of special interest. The course also provides the opportunity to re-examine learning objectives at the program level. (Instructor permission required)

\*\*Field of study based on student major (business management, finance, human resource management, or marketing could apply)

List the course outline (topics/chapters) and class sessions

<b>Topic Outline: Contact Hours</b>	
I. Didactic Meetings	10
2. Portfolio and Instructor Meetings	
Comprehensive journal of field experience	31
III. Oral Presentation	
Final Presentation of Field Experience	1
<b>Total Coverage Hours</b>	<b>42</b>

Summarize the UG CPC Coverage in terms of hours:

Marketing	0
Business Finance	0
Accounting	0
Management	10
Legal Environment of Business	0
Economics	0
Business Communications	0
Business Ethics	2
Global Dimensions of Business	0
Information Systems	0
Quantitative Techniques/Statistics	0
Comprehensive or Integrating Experience	45
<b>Total Estimated CPCs Coverage Hours</b>	<b>57</b>

Course Number: COM 355 Course Title: Effective Business Communication in the Digital Age

List all faculty who taught this course during the self-study year (Fall 2020 and Spring 2021):

1. Chanda Gilmore (Department of Arts, Languages and Letters)

List all textbooks and required supplementary reading used:

Author(s): Boyee & Thill

Title: Business Communication Today

Publisher: Pearson

Provide a brief course description (Relate course description to UG CPC topics where appropriate):

Emerging communication technologies are drastically changing the current representations of the organizational environment. Constructs of identity, community, physical space, transparency, expediency of information dissemination, and the means through which it is expressed have all been altered reflecting the impact of the digital age and its processes. This course will explore the role of effective communication in the organization with an emphasis on learning current best communication practices, anticipating future communication developments in the digital age, and bridging the communication gap between younger generations inured in technology and those continuing to adapt to the frenetic changes such technologies inspire for organizations. The course will assess and practice implementing how new communication technologies affect the organization, its evolving culture, processes, and decision-making choices in light of this ever mutable digital age.

**List the course outline (topics/chapters) and class sessions**

Summarize the UG CPC Coverage in terms of hours:

Marketing	1
Business Finance	0
Accounting	0
Management	8
Legal Environment of Business	2
Economics	0
Business Communications	30
Business Ethics	5
Global Dimensions of Business	8
Information Systems	18
Quantitative Techniques/Statistics	0
Comprehensive or Integrating Experience	3
<b>Total Estimated CPCs Coverage Hours</b>	<b>75</b>

Course Number: BUSL 308 Course Title: Technology in Decision Making

BUSL 308 did not run during the self-study year

List all textbooks and required supplementary reading used:

Author(s): Curtis Frye

Title: Microsoft 2016 Step by Step

Publisher: Microsoft Press

Provide a brief course description (Relate course description to UG CPC topics where appropriate):

Technology is integrated throughout all areas of an organization. This course will focus on some of the major technology used in organizations, such as Microsoft Office products (Excel), SAP technology (such as Enterprise Resource Planning, through the SAP University Alliance) and Social Networking applications. These and/or other technology components, which are embedded throughout the curricular program, will be studied.

List the course outline (topics/chapters) and class sessions

<b>Topic Outline: Contact Hours</b>	
1. Introduction to Business	
Introduction to business functions in an organization	
Introduction to business applications	2.5
II. Computer Application	2.5
Microsoft word	
Microsoft Excel	5
Microsoft PowerPoint	15
Microsoft Access and introduction to databases	5
2. Applied Business Research	5
Using web sites to find company information	2.5
Finding and using annual reports to collect data	2.5
Presenting applied business research	5
<b>Total Coverage Hours</b>	<b>45</b>

Summarize the UG CPC Coverage in terms of hours:

Marketing	0
Business Finance	0
Accounting	0
Management	22
Legal Environment of Business	0
Economics	2
Business Communications	0
Business Ethics	1
Global Dimensions of Business	2



Information Systems	25
Quantitative Techniques/Statistics	0
Comprehensive or Integrating Experience	3
<b>Total Estimated CPCs Coverage Hours</b>	<b>55</b>

Course Number: MKT 310 Course Title: Innovative Marketing Strategies

MKT 310 did not run during the self-study year

List all textbooks and required supplementary reading used:

Author(s): M.B. Wood

Title: The Marketing Plan Handbook

Publisher: Pearson

Provide a brief course description (Relate course description to UG CPC topics where appropriate):

Creating value in any organization is a key to success. This course will focus on ways leaders create and leverage value in the marketplace. Students will examine ways in which organizations communicate this value in today's environment. Social and mobile media, as well as other emerging platforms, will be analyzed.

**List the course outline (topics/chapters) and class sessions**

Summarize the UG CPC Coverage in terms of hours:

Marketing	32
Business Finance	1
Accounting	1
Management	2
Legal Environment of Business	2
Economics	0
Business Communications	10
Business Ethics	5
Global Dimensions of Business	1
Information Systems	0
Quantitative Techniques/Statistics	1
Comprehensive or Integrating Experience	3
<b>Total Estimated CPCs Coverage Hours</b>	<b>58</b>

Course Number: ECO 323      Course Title: Global Economics

List all faculty who taught this course during the self-study year (Fall 2020):

1. Elizabeth Faunce

List all textbooks and required supplementary reading used:

Author(s): Krugman, Obstfeld, Melitz

Title: International Economics Theory & Policy 11th Ed

Publisher: Pearson

Provide a brief course description (Relate course description to UG CPC topics where appropriate):

Given the advancement in global economic integration in today's world, this course will analyze the cause and effect associated with global economic issues. The class will focus on current microeconomic and macroeconomic debates and public policy responses to these global economic concerns. Topics addressed will include international trade, economic development, labor markets, poverty and inequality, and population changes.

**List the course outline (topics/chapters) and class sessions**

Summarize the UG CPC Coverage in terms of hours:

Marketing	1
Business Finance	2
Accounting	2
Management	3
Legal Environment of Business	1
Economics	28
Business Communications	0
Business Ethics	1
Global Dimensions of Business	24
Information Systems	2
Quantitative Techniques/Statistics	2
Comprehensive or Integrating Experience	1
<b>Total Estimated CPCs Coverage Hours</b>	<b>67</b>

Course Number: ECO 344      Course Title: Business Analytics

ECO 344 did not run during the self-study year

List all textbooks and required supplementary reading used:

Author(s): J.B. Evans

Title: Business Analytics: Methods, Models & Decisions 2nd Ed

Publisher: Pearson

Provide a brief course description (Relate course description to UG CPC topics where appropriate):

Analytics and statistics are key for any decision maker. This course will introduce the descriptive and inferential statistics used by organizations. This course will integrate technology, such as Microsoft Excel, to explore statistical data analysis. Students will learn to think critically and apply creative techniques to solve problems.

**List the course outline (topics/chapters) and class sessions**

Summarize the UG CPC Coverage in terms of hours:

Marketing	5
Business Finance	1
Accounting	1
Management	2
Legal Environment of Business	0
Economics	0
Business Communications	2
Business Ethics	1
Global Dimensions of Business	5
Information Systems	5
Quantitative Techniques/Statistics	24
Comprehensive or Integrating Experience	4
<b>Total Estimated CPCs Coverage Hours</b>	<b>50</b>

Course Number: FIN 373      Course Title: Finance for Decision Making

FIN 373 did not run during the self-study year

List all textbooks and required supplementary reading used:

Author(s): Marshall, McManus & Viele

Title: Accounting: What the Numbers Mean 11th Ed

Publisher: McGraw-Hill/Irwin

Provide a brief course description (Relate course description to UG CPC topics where appropriate):

Management level analysis and discussions of the techniques of accounting for business transactions and reporting will be studied. This course will have an emphasis on interpretation of financial statements for both planning and controlling functions of management for use in making sound business decisions.

**List the course outline (topics/chapters) and class sessions**

Summarize the UG CPC Coverage in terms of hours:

Marketing	1
Business Finance	25
Accounting	25
Management	2
Legal Environment of Business	2
Economics	1
Business Communications	2
Business Ethics	1
Global Dimensions of Business	1
Information Systems	1
Quantitative Techniques/Statistics	4
Comprehensive or Integrating Experience	3
<b>Total Estimated CPCs Coverage Hours</b>	<b>68</b>

Course Number: BUSL 375      Course Title: Practices in Management and Leadership

List all faculty who taught this course during the self-study year (Fall 2020):

1. George Schwartz

List all textbooks and required supplementary reading used:

Author(s): Rosenbach, Taylor & Youndt

Title: Contemporary Issues in Leadership

Publisher: Westview

Provide a brief course description (Relate course description to UG CPC topics where appropriate):

Management and Leadership theories and applications are examined. Relating planning, organizing, leading and controlling with many leadership styles focusing on the organization and its employees are necessary challenging skills in the 21st century.

List the course outline (topics/chapters) and class sessions

Summarize the UG CPC Coverage in terms of hours:

Marketing	2
Business Finance	2
Accounting	2
Management	18
Legal Environment of Business	2
Economics	3
Business Communications	2
Business Ethics	5
Global Dimensions of Business	5
Information Systems	3
Quantitative Techniques/Statistics	2
Comprehensive or Integrating Experience	4
<b>Total Estimated CPCs Coverage Hours</b>	<b>50</b>

Course Number: BUSL 377 Course Title: Corporate Law and Social Responsibility

List all faculty who taught this course during the self-study year (Spring 2021):

1. Mary Raffaele

List all textbooks and required supplementary reading used:

Author(s): M. Pagnattaro

Title: The Legal & Regulatory Environment of Business 18th Ed

Publisher: McGraw-Hill

Provide a brief course description (Relate course description to UG CPC topics where appropriate):

Develops an understanding of the principles and doctrines of law that govern the establishment and operation of business organizations. Explores the impacts of legislation (statutory law), judicial decisions (Case Law), and government regulation (Administrative Law) on business decisions and management. Discussions include: major classifications of law, types of business organizations, contract law as the foundation of all business transactions, tort law, and the operation of government regulatory agencies. Current trends in Corporate Social Responsibility that impact organizational governance and management are considered in light of their benefits to society.

List the course outline (topics/chapters) and class sessions

Summarize the UG CPC Coverage in terms of hours:

Marketing	1
Business Finance	0
Accounting	0
Management	8
Legal Environment of Business	32
Economics	0
Business Communications	2
Business Ethics	8
Global Dimensions of Business	2
Information Systems	1
Quantitative Techniques/Statistics	0
Comprehensive or Integrating Experience	3
<b>Total Estimated CPCs Coverage Hours</b>	<b>57</b>

Course Number: BUSL 396 Course Title: Leading Strategy and Change in Business

List all faculty who taught this course during the self-study year (Fall 2020):

1. Matthew Walker

List all textbooks and required supplementary reading used:

Author:	Evans	Kotter	Morrison, Hutcheson, Nilsen, & Fadden
Title:	Strategy Plain & Simple	Leading Change	Strategic Doing
Publisher:	Pearson	Harvard Business	Wiley

Provide a brief course description (Relate course description to UG CPC topics where appropriate):

Theories and practices of strategy development and execution are examined in business case scenarios. Key topics covered include vision-driven innovation, pursuit of differentiated competitive advantage, and deployment of distinctive capabilities. Although a plan is required to enact a strategy, often the most significant lever for success is establishing effective change. (Prerequisite: completion of 90 credit hours).

List the course outline (topics/chapters) and class sessions

Summarize the UG CPC Coverage in terms of hours:

Marketing	2
Business Finance	1
Accounting	1
Management	8
Legal Environment of Business	2
Economics	1
Business Communications	5
Business Ethics	5
Global Dimensions of Business	5
Information Systems	3
Quantitative Techniques/Statistics	1
Comprehensive or Integrating Experience	32
<b>Total Estimated CPCs Coverage Hours</b>	<b>66</b>



S6 – Table 6.2.b: Program Information

**6.2.b. Program Information**

<b>Program Name</b>	<b>Delivery Modality(ies)</b>	<b>Average Time for Degree Completion*</b>
Accounting (AS)	On-campus	Expected: 2 years; Actual:
Business Administration (AS)	On-campus; Online	Expected: 2 years; Actual:
Business Administration with Business, Computers and Information Technology and K-12 Certification (BA)	On-campus	Expected: 4 years; Actual:
Accounting (BS)	On-campus	Expected: 4 years; Actual:
Business Management (BS)	On-campus; Online	Expected: 4 years; Actual:
Business Leadership (BS)	On-campus; Online	Expected: 4 years; Actual:
Financial Planning (BS)	On-campus; Online	Expected: 4 years; Actual:
Finance (BS)	On-campus; Online	Expected: 4 years; Actual:
Human Resource Management (BS)	On-campus; Online	Expected: 4 years; Actual:
Marketing Management (BS)	On-campus; Online	Expected: 4 years; Actual:
Sport and Business Management (BS)	On-campus	Expected: 4 years; Actual:
Supply Chain Management (BS)	On-campus; Online	Expected: 4 years; Actual:
Management and Leadership (MS)	On-campus	Expected: 2 years; Actual:

\*Actual completion times based on data from Fall 2016-Spring 2021

S6 - Table 6.2.c. Program Requirements - Degree Total Credits

**Table 6.2.c. Program Requirements - Degree Total Credits**

<b>Program</b>	<b>Business Requirements</b>	<b>Total Credit Hours Required for Graduation*</b>
Accounting (AS)	33	63
Business Administration (AS)	30	63
Business Administration with Business, Computers and Information Technology and K-12 Certification (BA)	39	128
Accounting (BS)	57	128
Business Management (BS)	54	128
Business Leadership (BS)	40	126
Financial Planning (BS)	57	128
Finance (BS)	57	128
Human Resource Management (BS)	57	128
Marketing Management (BS)	57	128
Sport and Business Management (BS)	63	128
Supply Chain Management (BS)	60	128
Management and Leadership (MS)	30	30

\*Students in CAPS are required to complete 126 credits to graduate

S6 - Table 6.3.b: Curriculum Summary Template

**Table 6.3.b. Curriculum Summary Template**

Name of Major/Program:

Accounting (AS)

Total Number of Credit Hours in Degree

63

**Professional Component**

Course Number	Course Title	Area of Study	Credit Hours
ACC 203	Acct. Princ. I	C	3
ACC 204	Acct. Princ. II	C	3
BUS 235	Business Comp. ApJ		3
BUS 315	Business Law	E	3
BUS 360	Business Mgt	D	3
MATH 203/207/217	Mathematics I	K	3
MATH 204/208/219	Mathematics II	K	3
MKT 309	Marketing Princ&Prz	A	3
Total Credit Hours			24
Percent of Total Hours			38%

**Business Major Component**

Course Number	Course Title	Area of Study	Credit Hours
ACC 303*	Intermediate Acct I	C	3
ACC 304*	Intermediate Acct I	C	3
ACC 313*	Income Tax	C	3
ACC 317*	Cost Acct I	C	3
Department Elective			3
Total Credit Hours			15
Percent of Total Hours			24%

\*Choose 2 of these courses

Name of Major/Program:

Business Administration (AS)

Total Number of Credit Hours in Degree

**Professional Component**

Course Number	Course Title	Area of Study	Credit Hours
ACC 203*	Acct. Princ. I	C	3
ACC 204*	Acct. Princ. II	C	3
BUS 235	Business Comp. Ap J		3
BUS 360	Business Mgt	D	3
ECO 201	Macroeconomics	F	3
ECO 202	Microeconomics	F	3
MATH 203/207/217**	Mathematics I	K	3
MATH 204/208/219**	Mathematics II	K	3
Total Credit Hours			24
Percent of Total Hours			38%

\*Students may take the ACC 204/205 sequence of Financial and Managerial Accounting

\*\* Students must take one sequence of mathematics courses, 203/204, 207/208 or 217/219

**Business Major Component**

Course Number	Course Title	Area of Study	Credit Hours
Four Department Electives		ALL	12
COM 200*	Bus&Tech Writing	I	3
COM 350*	Bus&Prof Speaking	I	3
Total Credit Hours			15
Percent of Total Hours			24%

\*Choose one of these courses

S6 – Table 6.4.d: CPC Compliance

**Table 6.4.d. Template for CPC Compliance**

CPC Compliance Table for Traditional BS Degrees													
Core Courses	Coverage Hours by Class Session by CPC Topic												Totals
	MKT	FIN	ACC	MGT	LAW	ECON	BUS COM	ETH	GLO	IS	QT/ST T	POL/CO MP	
ACC 203	1	1	40	2	1	1	0	1	1	2	0	6	56
ACC 204	1	1	40	2	1	1	0	1	1	2	0	6	56
BUS 235	2	2	2	2	0	1	2	1	4	35	2	1	54
BUS 315	2	0	0	5	45	0	2	1	1	1	0	3	60
BUS 365	10	4	2	10	2	5	5	5	5	3	2	32	85
BUS 338	6	1	1	6	3	2	5	30	5	1	0	4	64
COM 200/350*	0	0	0	0	0	0	45	2	0	0	0	0	47
ECO 201	3	2	2	3	2	38	2	2	5	1	1	0	61
ECO 202	3	2	2	3	2	38	2	2	5	1	1	0	61
ECO 307	0	2	0	0	0	2	1	2	0	5	45	0	57
FIN 362	1	40	5	2	0	1	0	1	1	0	5	3	59
MATH 203	0	0	0	0	0	0	0	0	0	6	30	6	42
MATH 204	0	0	0	0	0	0	0	0	0	6	30	6	42
MKT 309	38	1	1	2	0	2	5	2	6	0	0	3	60
BUS 345**	0	0	0	0	0	0	0	0	42	0	0	0	42
Practicum	0	0	0	10	0	0	0	2	0	0	0	45	57
<b>Totals</b>	67	56	95	37	56	91	69	50	34	63	116	70	

\*Least common number shown from these two courses for CPC elements. Each program must take one or the other of these two courses.

\*\*Not all business BS programs require BUS 345, but all students are required to take a Global Core course, all are encouraged to take this course, and just about all do

S7 – Table 7.1.a: Performance Results of Student Achievement

**Example Table 7.1.a Performance Results of Student Achievement**

	2019	2020	Benchmarks
Retention-first to second year	90%	72%	Greater than 70%
Job placement rates or grad school acceptance (Accounting)	100%	100%	Accounting 90%
Four-year graduation rate	62%	56%	Greater than 50%
<b>Graduation by program and year</b>	<b>2019</b>	<b>2020</b>	
BS Accounting	6	9	
BS Business Management	23	24	
BS Finance	12	8	
BS Human Resource Management	2	10	
BS Marketing Management	3	6	

## S7 – Table 7.1.b: Business Operations Processes

**Table 7.1.b - Business Operations Processes**

Business Operations Performance Measurement	2020 Target	2021 Target	Current Results
Student Satisfaction with Academic Advising	Score > 3.2 on a 5 point scale	Score > 3.2 on a 5 point scale	2020 - no graduate survey conducted due to pandemic 2021 - satisfaction, on a 5 point scale, is 3.18 for CUS, 3.8 for CAPS
Student Egnagement in Academically-Related Extracurricular Activities	Increase from 2019	Increase from 2020	2020 - Student involvement up nearly 74% from 2019 2021 - Enactus on hold due to pandemic; Business Club involvement up 12%
Student Preparedness for Internship	Score > 3.2 on a 5 point scale	Score > 3.2 on a 5 point scale	2020 - Employers rated students 4.42 2021 - Employers rated students 4.69
Full-time Faculty Scholarship and Professional Activities	Average professional activities per full-time faculty > 4	Average professional activities per full-time faculty > 4	2020 - Faculty average just over 10 scholarly or professional activities 2021 - Faculty average just under 10 scholarly or professional activities

S7 – Table 7.1.c Education Support Processes

**Table 7.2.c. Educational Support Processes**

<p><b>Educational Support Services</b> (Provide 3-5 examples of your most important educational support services.)</p>	<p><b>How do you monitor the performance of the educational support service?</b> (What tools are used to evaluate the service? Examples include: feedback from students, stakeholders, faculty members and staff; benchmarking; peer evaluations; data from observations, etc.)</p>
<p>Student Satisfaction with the University</p>	<p>Annual graduate survey</p>
<p>Faculty Qualification</p>	<p>Annual faculty profile</p>
<p>Average Class Size</p>	<p>Data provided by Institutional Research</p>

S7 – Table 7.1.d : Student Achievement Links

**Table 7.1.d Link to Student achievement**

Your School	Your Link	Direction to find and use link
<p>Immaculata University (Business Accreditation)</p>	<p><a href="https://www.immaculata.edu/academics/departments/business-fashion-leadership/acbsp-business-accreditation/">https://www.immaculata.edu/academics/departments/business-fashion-leadership/acbsp-business-accreditation/</a></p>	<p>Student Achievement data listed on this page and posted in the biennial QA reports</p>
<p>Immaculata University (Accounting Accreditation)</p>	<p><a href="https://www.immaculata.edu/academics/departments/business-fashion-leadership/acbsp-accounting-accreditation/">https://www.immaculata.edu/academics/departments/business-fashion-leadership/acbsp-accounting-accreditation/</a></p>	<p>Student Achievement data listed on this page and posted in the biennial QA reports</p>



## S7 – Table 7.2.a: Student Performance Tracking Process

**Table 7.2.a - Student Performance Tracking Processes**

Student Performance Tracking Process <i>(Provide 3-5 examples of your most important business support processes.)</i>	How do you monitor the performance of the student performance tracking process? <i>(What tools are used to evaluate the process? Examples include: feedback from students, stakeholders, faculty members and staff; benchmarking; peer evaluations; data from observations, etc.)</i>
<b>Key Student Performance Indicators (shared on program website)</b>	
Retention first to second year	Data is collected annually by Office of Institutional Research and Effectiveness
Job Placement rates/grad school acceptance	Data is collected by Department Chair
Four year graduation rate	Data is collected annually by Office of Institutional Research and Effectiveness
<b>Other Student Performance Indicators</b>	
Peregrine Assessment	Peregrine Assessment embedded in two required core business courses - Inbound (BUS 235) testing -Outbound (BUS 365) testing  Data is collected each spring from testing website, where downloadable institutional and comparative results can be accessed
Employer Internship Surveys	Data is collected at the end of each semester by the Office of Career and Professional Development and shared with Department chair.

Table 7.2.b - Business Operations Support Processes

S7 – Table 7.2.b: Business Operations Processes

<b>Business Support Process</b> (Provide 3-5 examples of your most important business support processes.)	<b>How do you monitor the performance of the business support process?</b> (What tools are used to evaluate the process? Examples include: feedback from students, stakeholders, faculty members and staff; benchmarking; peer evaluations; data from observations, etc.)
Student Satisfaction with Academic Advising	Annual graduate survey
Student Engagement in Academically Related Extracurricular Activities	Student participation in Business Program related activities such as Enactus, Business Club and Student Advisory Board
Student Preparedness for Internship	Employer Survey
Full-time Faculty Scholarship and Professional Activities	Annual faculty profile

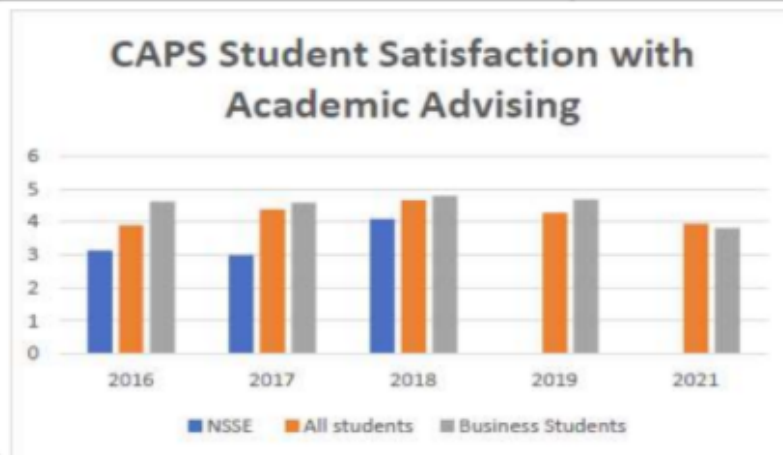
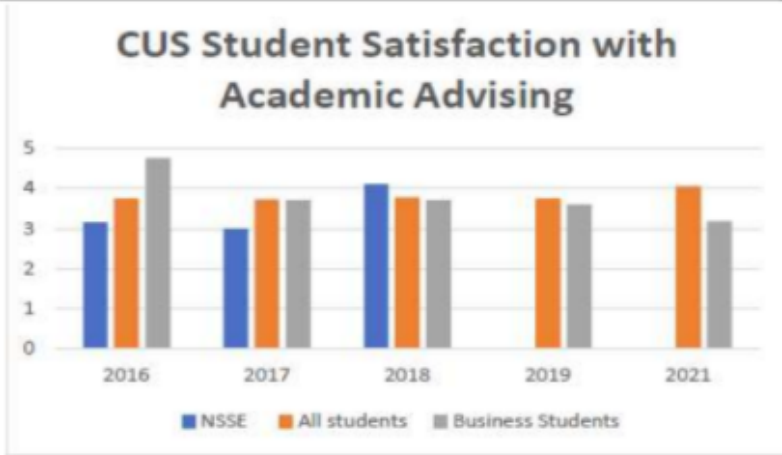
S7 – Table 7.2.c Education Support Processes

<b>Educational Support Services</b> (Provide 3-5 examples of your most important educational support services.)	<b>How do you monitor the performance of the educational support service?</b> (What tools are used to evaluate the service? Examples include: feedback from students, stakeholders, faculty members and staff; benchmarking; peer evaluations; data from observations, etc.)
Student Satisfaction with the University	Annual graduate survey
Faculty Qualification	Annual faculty profile
Average Class Size	Data provided by Institutional Research

S7 – Table 7.3.a Business Support Process Results

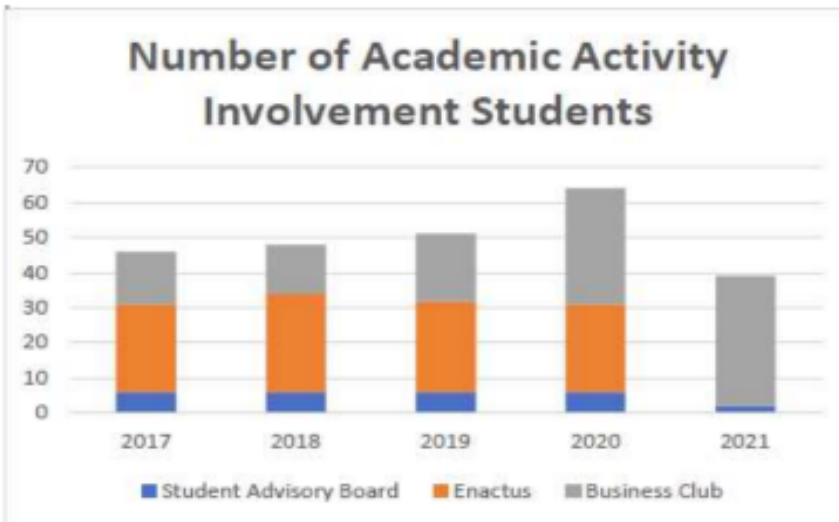
**Table 7.3.a. Business Support Process Results**

Business Support Process	How do you monitor the performance of the business support process?	Monitoring Results
Student Satisfaction with Academic Advising	Annual graduate survey	Students continue to report satisfaction with Academic Advising, with scores above 3.2 on a 5 point scale



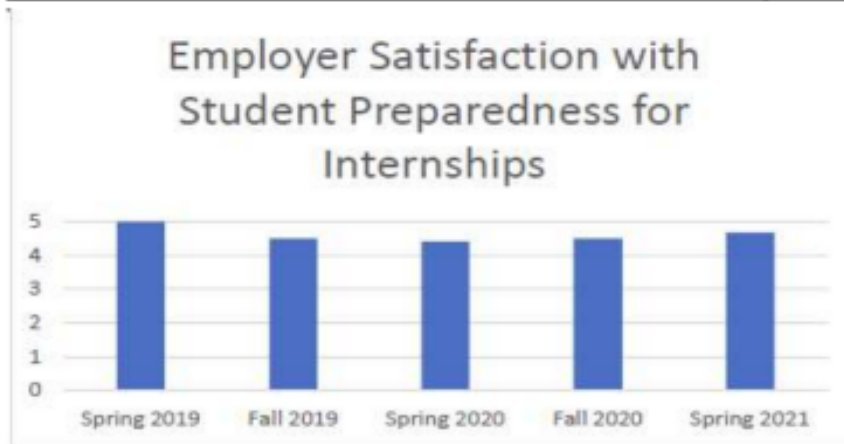
**Table 7.3.a. Business Support Process Results**

Business Support Process	How do you monitor the performance of the business support process?	Monitoring Results
Student Engagement in Academically Related Extracurricular Activities	Student participation in Business Program related activities such as Enactus, Business Club and Student Advisory Board	Despite the effects of the pandemic, student involvement in the Business Club has increased, while Enactus has stepped back during this time.



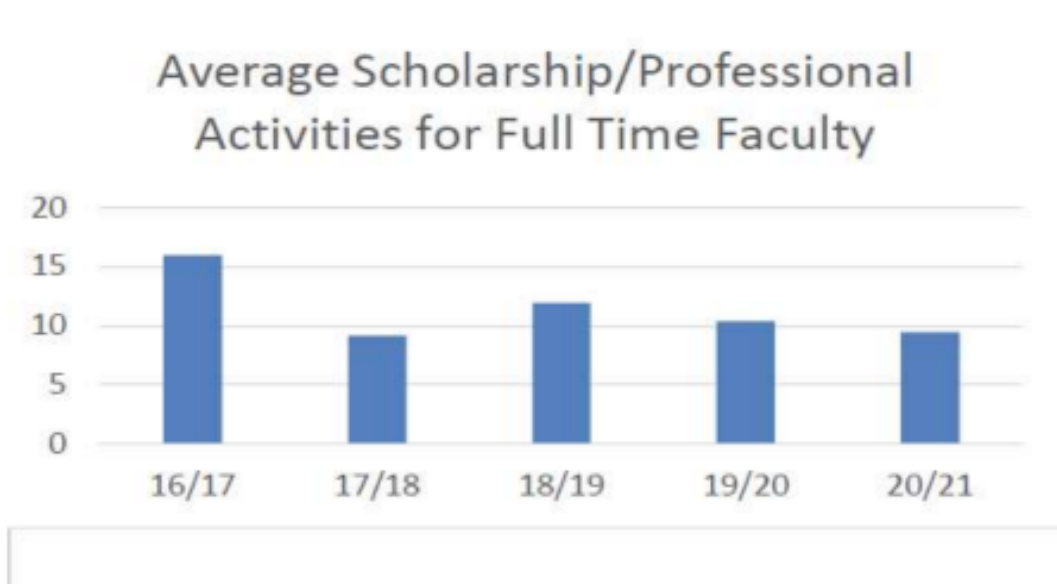
**Table 7.3.a. Business Support Process Results**

<b>Business Support Process</b>	<b>How do you monitor the performance of the business support process?</b>	<b>Monitoring Results</b>
Student Preparedness for Internship	Employer Survey	Employer satisfaction with student preparedness for internships surpasses the benchmark of 3.2 on a 5 point scale.



**Table 7.3.a. Business Support Process Results**

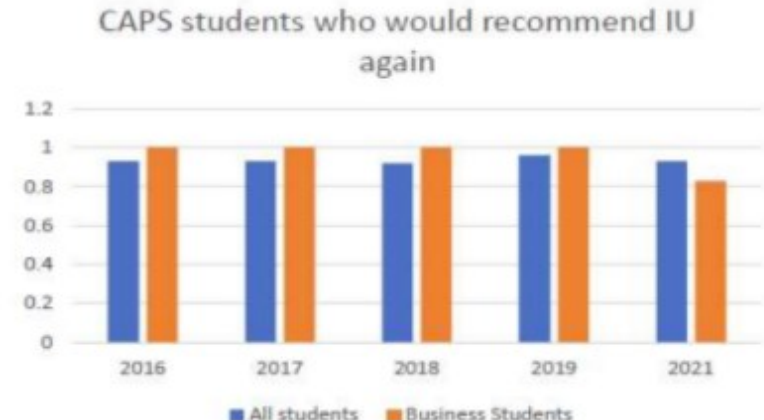
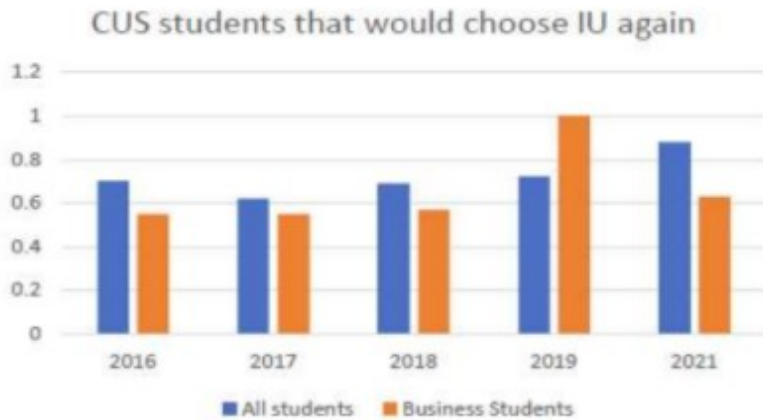
Business Support Process	How do you monitor the performance of the business support process?	Monitoring Results
Full-time Faculty Scholarship and Professional Activities	Annual faculty profile	Faculty continue to be active in scholarly and professional activities, surpassing the benchmark of four activities on average.



S7 – Table 7.3.b: Business Operations Processes

**Table 7.3.b. Educational Support Services Monitoring Results**

Educational Support Services	How do you monitor the performance of the business support process?	Monitoring Results
Student Satisfaction with the University	Annual graduate survey	Students remain satisfied, above a benchmark 50% level, in the university, saying that given the opportunity they would choose again, or recommend IU.



**Table 7.3.b. Educational Support Services Monitoring Results**

Educational Support Services	How do you monitor the performance of the business support process?	Monitoring Results
Faculty Qualification	Annual faculty profile	Full time faculty who are doctorally qualified dipped below the benchmark of 80%, however 100% of courses are staffed by faculty who are either Academically or Professionally Qualified.





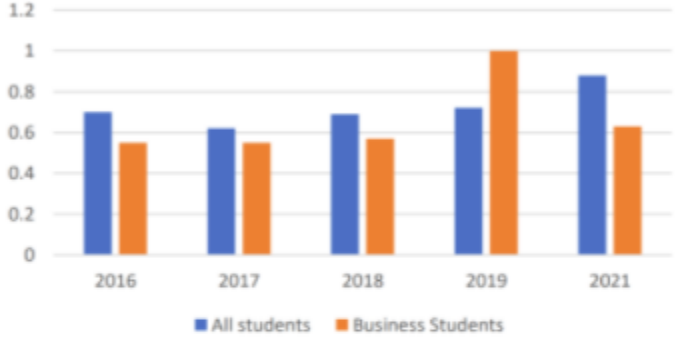
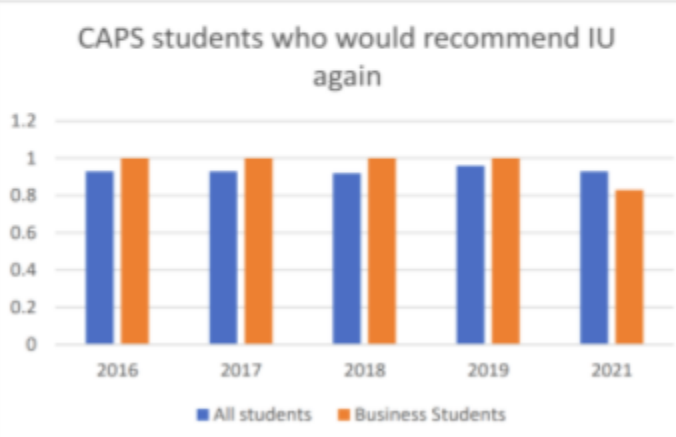
**Table 7.3.b. Educational Support Services Monitoring Results**

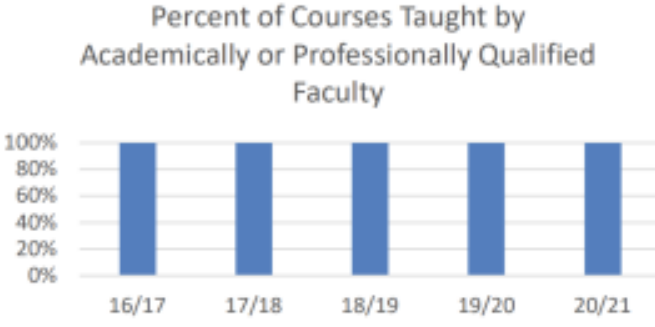
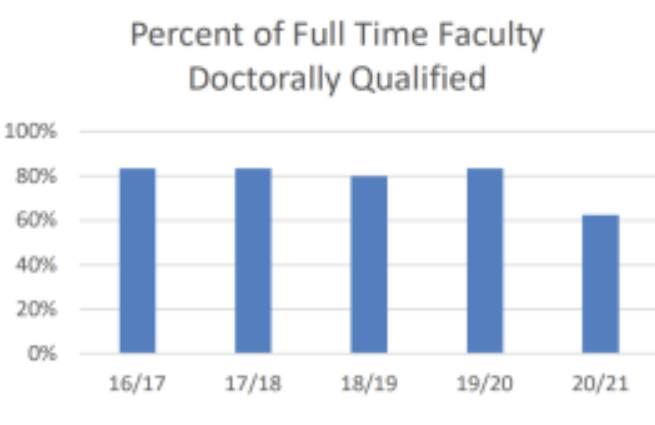
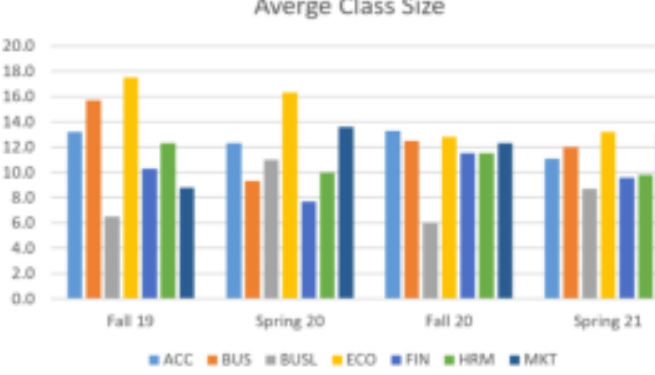
Educational Support Services	How do you monitor the performance of the business support process?	Monitoring Results
Average Class Size	Data provided by Institutional Research	Average class size remains below the benchmark of 20 students per class in each discipline.



S7 – Table 7.3.c Education Support Processes

**Table 7.3.c - Performance Results for Education Support Processes**

Education Support Criterion	Instrument	Target	2020-2021 Results																																				
Student Satisfaction Survey	Student Satisfaction Survey (annual - Spring)	At least 50% would choose/recommend IU	<p><b>CUS students that would choose IU again</b></p>  <table border="1"> <caption>CUS students that would choose IU again</caption> <thead> <tr> <th>Year</th> <th>All students</th> <th>Business Students</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>0.7</td> <td>0.55</td> </tr> <tr> <td>2017</td> <td>0.6</td> <td>0.55</td> </tr> <tr> <td>2018</td> <td>0.7</td> <td>0.55</td> </tr> <tr> <td>2019</td> <td>0.7</td> <td>1.0</td> </tr> <tr> <td>2021</td> <td>0.9</td> <td>0.65</td> </tr> </tbody> </table> <p><b>CAPS students who would recommend IU again</b></p>  <table border="1"> <caption>CAPS students who would recommend IU again</caption> <thead> <tr> <th>Year</th> <th>All students</th> <th>Business Students</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>0.95</td> <td>1.0</td> </tr> <tr> <td>2017</td> <td>0.95</td> <td>1.0</td> </tr> <tr> <td>2018</td> <td>0.95</td> <td>1.0</td> </tr> <tr> <td>2019</td> <td>0.95</td> <td>1.0</td> </tr> <tr> <td>2021</td> <td>0.95</td> <td>0.85</td> </tr> </tbody> </table>	Year	All students	Business Students	2016	0.7	0.55	2017	0.6	0.55	2018	0.7	0.55	2019	0.7	1.0	2021	0.9	0.65	Year	All students	Business Students	2016	0.95	1.0	2017	0.95	1.0	2018	0.95	1.0	2019	0.95	1.0	2021	0.95	0.85
Year	All students	Business Students																																					
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2021	0.95	0.85																																					

<p>Faculty Qualifications</p>	<p>Annual Faculty Profile</p>	<p>At least 80% of faculty academically or professionally qualified</p> <p>At least 80% of full-time faculty academically qualified</p>	<p>Percent of Courses Taught by Academically or Professionally Qualified Faculty</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>16/17</td> <td>100%</td> </tr> <tr> <td>17/18</td> <td>100%</td> </tr> <tr> <td>18/19</td> <td>100%</td> </tr> <tr> <td>19/20</td> <td>100%</td> </tr> <tr> <td>20/21</td> <td>100%</td> </tr> </tbody> </table> <p>Percent of Full Time Faculty Doctorally Qualified</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>16/17</td> <td>82%</td> </tr> <tr> <td>17/18</td> <td>82%</td> </tr> <tr> <td>18/19</td> <td>78%</td> </tr> <tr> <td>19/20</td> <td>82%</td> </tr> <tr> <td>20/21</td> <td>60%</td> </tr> </tbody> </table>	Year	Percentage	16/17	100%	17/18	100%	18/19	100%	19/20	100%	20/21	100%	Year	Percentage	16/17	82%	17/18	82%	18/19	78%	19/20	82%	20/21	60%																
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<p>Average Class Size</p>	<p>Data provided by Institutional Research</p>	<p>Maitian average class size of no more than 20</p>	<p>Average Class Size</p>  <table border="1"> <caption>Average Class Size by Department and Semester</caption> <thead> <tr> <th>Semester</th> <th>ACC</th> <th>BUS</th> <th>BUSL</th> <th>ECO</th> <th>FIN</th> <th>HRM</th> <th>MKT</th> </tr> </thead> <tbody> <tr> <td>Fall 19</td> <td>13.5</td> <td>15.5</td> <td>6.5</td> <td>17.5</td> <td>10.5</td> <td>12.5</td> <td>9.5</td> </tr> <tr> <td>Spring 20</td> <td>12.5</td> <td>9.5</td> <td>11.5</td> <td>16.5</td> <td>8.5</td> <td>10.5</td> <td>13.5</td> </tr> <tr> <td>Fall 20</td> <td>13.5</td> <td>12.5</td> <td>6.5</td> <td>13.5</td> <td>11.5</td> <td>11.5</td> <td>12.5</td> </tr> <tr> <td>Spring 21</td> <td>11.5</td> <td>12.5</td> <td>9.5</td> <td>13.5</td> <td>10.5</td> <td>10.5</td> <td>13.5</td> </tr> </tbody> </table>	Semester	ACC	BUS	BUSL	ECO	FIN	HRM	MKT	Fall 19	13.5	15.5	6.5	17.5	10.5	12.5	9.5	Spring 20	12.5	9.5	11.5	16.5	8.5	10.5	13.5	Fall 20	13.5	12.5	6.5	13.5	11.5	11.5	12.5	Spring 21	11.5	12.5	9.5	13.5	10.5	10.5	13.5
Semester	ACC	BUS	BUSL	ECO	FIN	HRM	MKT																																				
Fall 19	13.5	15.5	6.5	17.5	10.5	12.5	9.5																																				
Spring 20	12.5	9.5	11.5	16.5	8.5	10.5	13.5																																				
Fall 20	13.5	12.5	6.5	13.5	11.5	11.5	12.5																																				
Spring 21	11.5	12.5	9.5	13.5	10.5	10.5	13.5																																				

S7 – Table 7.4.a Performance Results of Student Achievement

**Table 7.4.a - Student Performance Improvements**

Performance Measurement	Instrument	Actual Results	How are results used?
First to Second Year Retention	Data provided by Institutional Research	Fall 2018 to Fall 2019 - 90% Fall 2019 to Fall 2020 - 72%	Faculty will monitor this drop in retention, however this could be related to the pandemic
Job Placement Rate/Grad School Acceptance	Data collected by Department Chair	Spring 2020 - 100% in Accounting Spring 2021 - 100% in Accounting	No changes needed, this data is used as a recruiting tool
Four Year Graduation Rate	Data provided by Institutional Research	Spring 2020 - 62% Spring 2021 - 56%	These data show students in Business Programs are on track and hitting targets
Peregrine Assessment	Inbound test administered in BUS 235 (first year) Outbound test administered in BUS 365 (last year)	Recent results show that overall IU students underperform compared to students from similar institutions	Drill down data allow department faculty to review areas of struggle for our students
Employer Internship Survey	Data is collected at the end of each semester by the Office of Career and Professional Development and shared with Department chair.	2020 - 82% of employers would hire their intern full time 2020 - 100% of employers would hire their intern full time	Theses positive results prove that Business Programs successfully prepare students with skills needed for the workplace

## ADDITIONAL DATA/REPORTS (Selected)

Note: this section includes SELECTED institutional reports, documentation, and other data referenced in the document; this data is separated by Section/Standards. This section only includes reports/data compiled to support this self-study. Other institutional documents (handbooks, program proposals, etc.) are not included.

## Introduction: Business Advisory Board Member Directory (4/21)

<b>Business Advisory Board Member Directory April 2021</b>							
Board Member	Address	Phone Number - Work	Email Address	1 <sup>st</sup> Meeting	Current Term End Date	Committee	Area of Expertise
Jeannette Barr	Formerly with PMI Educational Foundation 787 Bradford Terrace (Home address) West Chester, PA 19382	484-368-6479 (c)	jbuwcc@hotmail.com	Nov 2010	Nov 2020		
Gwen Cantarera, CMP	Nordic, Senior Manager, Client Operations 202 Weldin Road (Home address) Wilmington, DE 19803	484-678-0264	gwen.cantarera@gmail.com	Nov 2015	Nov 2020		
Anne Marie DeCarolis	LifeScan Global Learning & Development Leader 20 Valley Stream Pkwy Malvern, PA 19355	717-606-7373 (c)	anne.marie.decarolis@gmail.com	June 2021		Curriculum	
Linda DeSantis	Berkshire Hathaway Specialty Insurance Senior Vice President, Global Strategic Operations 713 Whiffletree Lane West Chester, PA 19382	610-322-6423 (c)	<a href="mailto:lindacr21@gmail.com">lindacr21@gmail.com</a>	Mar 2020	Oct. 2021		
Lorianne DeVita	LD Commerce, President 456 Red Fox Road Wayne, PA 19087	484-802-0494	lorianne@ldcommerce.com	Feb 2020			
Judy Hoffman	SAP, Delegate Approver Newtown Square, PA	215-353-3362	<a href="mailto:Jahoffman216@gmail.com">Jahoffman216@gmail.com</a>	Sept 2021			
Dianne Manges, FCA	Truist Foundations & Endowments Director, Senior Investment Advisor 4012 Fairway Road Lafayette Hill, PA	610-220-3967	dmanges@truist.com	Sept 2021		Mentoring	
Marilyn Montross	Montross Marketing, Principal 100 Highfield Rd. Villanova, PA 19085	610-733-4598	MarilynMontross@gmail.com	Apr 2011	Apr 2020	Chairperson & Nominating	
Julie Hearn-Nicely	Firsttrust Bank Title: VP- BSA/AML Compliance 1 Walnut Grove Drive Horsham, PA 19044	215-214-2758 484-354-0944 (c)	<a href="mailto:jhearn-nicely@firsttrust.com">jhearn-nicely@firsttrust.com</a> <a href="mailto:nicely.julie@gmail.com">nicely.julie@gmail.com</a>	Oct 2019	Oct. 2021		

9/30/21

**Business Advisory Board Member Directory April 2021**

Clint Rider	RKL, LLP 1800 Fruitville Pike, PO Box 8408 Lancaster, PA 17604	717-291-0659 (w) 717-598-9034	crider@rkicpa.com	Nov 2010	Nov 2020		
Krista Showers	Trout CPA, Partner 1705 Oregon Pike Lancaster, PA 17601	717-358-9104 (w) 717-314-3900 (c)	kshowers@troutcpa.com	Nov 2010	Nov 2020		

9/30/21



## S1: Business Program Retention FA 2017-Fall 2020

Retention Rates (Freshman to Sophomore)- Undergraduate Business Students - Fall				
FALL 2017	FALL 2018	FALL 2019	FALL 2020	FOUR -YR AVG
76%	78.30%	89.70%	72.40%	79%

# S1: 4 Year Graduation Rate Table



4-year Graduation Rates for Undergraduate Business Program Students

Year	Term	ECO 202 Enrollment by Business Program Students <sup>3,4</sup>	4-Year Graduates <sup>1,2</sup>			4-Yr Graduation Rate
			AS	BA/BS	Total Business Grads	
2014-2015 Rate	Summer II 2010	0	7	38	45	Grads through Spring 2015 <b>70.3%</b>
	Fall 2010	46				
	Spring 2011	5				
	Summer I and Fall 2011	13				
	<b>Total 2010-2011 Cohort</b>	<b>64</b>				
2015-2016 Rate	Summer II 2011	0	10	25	35	Grads through Spring 2016 <b>60.3%</b>
	Fall 2011	42				
	Spring 2012	2				
	Summer I and Fall 2012	14				
	<b>Total 2011-2012 Cohort</b>	<b>58</b>				
2016-2017 Rate	Summer II 2012	0	2	22	24	Grads through Spring 2017 <b>72.7%</b>
	Fall 2012	33				
	Spring 2013	0				
	Summer I and Fall 2013	0				
	<b>Total 2012-2013 Cohort</b>	<b>33</b>				
2017-2018 Rate	Summer II 2013	0	5	57	63	Grads through Spring 2018 <b>64.8%</b>
	Fall 2013	73				
	Spring 2014	6				
	Summer I and Fall 2014	19				
	<b>Total 2013-2014 Cohort</b>	<b>98</b>				
2018-2019 Rate	Summer II 2014	0	1	40	41	Grads through Spring 2019 <b>62.1%</b>
	Fall 2014	53				
	Spring 2015	6				
	Summer I and Fall 2015	7				
	<b>Total 2014-2015 Cohort</b>	<b>66</b>				
2019-2020 Rate	Summer II 2015	0	0	29	29	Grads through Spring 2020 <b>55.8%</b>
	Fall 2015	42				
	Spring 2016	10				
	Summer I and Fall 2016	0				
	<b>Total 2015-2016 Cohort</b>	<b>52</b>				
2020-2021 Rate	Summer II 2016	0	3	26	29	Grads through Spring 2021 <b>67.4%</b>
	Fall 2016	43				
	Spring 2017	0				
	Summer I and Fall 2017	0				
	<b>Total 2016-2017 Cohort</b>	<b>43</b>				

<sup>1</sup> 4-Year graduation Rates are based on completion of a Business Degree by the end of the spring term of the 4th year.

For students earning multiple degrees within four years, the higher level degree is reported in the table.

<sup>2</sup> Business majors included in this analysis: ACC, BCED, BUSA, BUSM, FIN, FINM, HRMG, IFTB, MKMT, ORDM, ORDY, BUSL.

<sup>3</sup> Course Enrollment information is based on end-of-term information current available from Argos.

<sup>3</sup> Business program students are defined as those students who had:

- a) enrolled in ECO 202 (Principles of Microeconomics) and declared a business major while taking ECO 202;
- b) were UND (undecided) at time of ECO 202 enrollment and later declared a business major; or
- c) took ECO 202 as a different major but later declared a business major in a subsequent term.

<sup>4</sup> Some students enrolled in ECO 202 were not business majors, as this course fulfills a portion of the Social Sciences core requirement. These students have been omitted from this analysis.

### S3: Business Program Enrollments 2017-2021

Summary of Business Program Enrollments 2017-2021					
<b>College of Undergraduate Studies (CUS)</b>					
	2017	2018	2019	2020	2021
Total CUS Enrollment	826	788	855	894	948
<b>CUS Business Program Enrollment</b>	<b>92</b>	<b>102</b>	<b>129</b>	<b>143</b>	<b>138</b>
% CUS in Business Programs	11%	13%	15%	16%	15%
<b>College of Adult Professional Studies (CAPS)</b>					
	2017	2018	2019	2020	2021
Total CAPS Enrollment	557	497	449	486	415
CAPS Business Program Enrollment	111	100	79	71	67
% CAPS in Business Programs	20%	20%	18%	15%	16%
<b>CUS and CAPS</b>					
	2017	2018	2019	2020	2021
Total Undergraduate Enrollment	1383	1285	1304	1380	1363
Total Business Program Enrollment	203	202	208	214	205
Total % Undergrad Business Enrollment	15%	16%	16%	16%	15%

### S3: Home Residence – Business program graduates 2016-2021

#### Home Residence - Graduates from BUS programs, Fall 2016-Summer 2021 (Summary)

Total-384

##### By State

STATE	Students
CA	2
CT	1
DC	1
DE	14
FL	5
MA	1
MD	2
NC	1
NJ	43
NV	2
NY	1
PA	308
SC	1
VA	1
(not listed)	1
	384

##### Tri-State Region (by County)

Delaware	Students	Pennsylvania	Students
Kent	1	Adams	2
New Castle	1	Berks	12
	2	Bucks	17
		Carbon	1
<b>New Jersey</b>	<b>Students</b>	Chester	125
Atlantic	2	Columbia	1
Bergen	1	Dauphin	4
Burlington	8	Delaware	37
Camden	6	Lancaster	14
Cape May	1	Lebanon	3
Cumberland	2	Lehigh	1
Gloucester	12	Montgomery	48
Mercer	3	Northampton	3
Monmouth	1	Perry	1
Morris	2	Philadelphia	36
Ocean	1	Schuylkill	1
Salem	1	York	2
Union	3		308
	43		

### S3: Student Intern Survey Results (through SP 2021)

Student Likert Scale Survey Results. 5 = strongly agree, 1 = strongly disagree

	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Weighted Average
	n=10	n=24	n=8	n=18	n=13	n=18	n=15	n=20	n=18	n=15	n=8	n=12	n=12	n=23	n=13	n=7	n=3	n=8	n=5	n=10	n=8	n=6	n=14			n = 286	
<b>The following were important in preparation for the internship:</b>																											
Technology skills	4.80	4.50	4.83	4.58	4.87	4.58	4.80	4.75	4.47	4.87	4.57	4.71	4.25	4.53	4.38	4.29	4.87	4.50	4.40	4.80	4.33	4.60	4.84	4.54	4.56	4.36	
Research skills	4.30	4.00	4.38	3.88	4.27	4.60	3.87	4.30	4.00	4.67	4.29	4.27	4.06	4.47	4.15	4.14	4.00	4.25	4.80	4.70	3.66	4.20	3.42	4.20	4.20	4.20	
Quantitative skills	4.60	4.00	4.38	3.88	4.42	4.26	4.20	4.55	4.20	4.17	4.57	4.71	4.17	4.53	4.38	4.29	4.00	4.12	5.00	4.60	4.00	4.60	3.85	4.60	4.78	4.33	
Oral communication skills	4.70	4.67	4.75	4.72	4.83	4.94	4.80	4.60	4.67	5.00	4.86	4.86	4.75	4.90	4.53	4.43	4.33	4.75	4.80	4.70	5.00	4.80	4.78	4.80	4.78	4.75	
Written communication skills	4.60	4.43	4.50	4.17	4.25	4.47	4.53	4.30	4.27	4.83	4.71	4.71	4.17	4.71	4.53	4.29	4.33	4.25	4.80	4.70	3.83	5.00	4.35	4.47	4.47	4.47	
Leadership skills	4.20	4.25	4.25	3.78	4.38	4.33	4.20	4.55	4.47	4.83	4.57	4.57	4.50	4.59	4.53	4.00	4.33	4.25	3.40	4.70	3.88	4.60	3.85	4.29	4.29	4.29	
Broad understanding of business essentials	4.80	4.29	4.63	4.56	4.83	4.38	4.67	4.60	4.78	4.67	4.71	4.57	4.58	4.82	4.15	4.00	4.67	4.50	4.60	4.90	3.66	4.80	4.71	4.56	4.56	4.56	
Team building and working as part of a group	4.60	4.36	4.63	4.06	4.08	4.44	3.87	4.25	4.27	4.67	4.71	4.86	4.58	4.71	4.61	4.57	4.67	4.67	4.60	4.80	4.00	5.00	3.47	4.50	4.50	4.50	
Problem solving skills	4.60	4.50	4.50	4.11	4.25	4.61	4.60	4.55	4.53	4.67	4.86	4.57	4.67	4.77	4.38	4.29	4.33	4.50	5.00	4.70	3.83	4.80	4.64	4.64	4.64	4.53	
Professional demeanor	4.80	4.71	4.88	4.33	4.50	4.83	4.53	4.80	4.53	5.00	4.88	4.94	4.67	4.82	4.81	4.71	5.00	4.82	4.80	4.80	4.90	4.60	4.71	4.71	4.71	4.72	
Knowledge in content specific areas	4.80	4.17	4.38	4.28	4.87	4.81	4.73	4.85	4.13	4.83	4.57	4.57	4.50	4.53	4.81	4.43	4.33	4.37	4.40	4.70	4.00	4.40	4.07	4.07	4.07	4.47	
Overall, this internship was a valuable experience	4.70	4.71	4.75	4.78	5.00	4.86	4.85	4.85	4.67	4.83	4.86	4.86	4.67	4.84	4.61	4.57	4.67	4.75	5.00	4.50	4.66	4.80	4.50	4.50	4.50	4.76	
<b>My courses and curriculum prepared me for my internship in the following:</b>																											
Technology skills	4.50	4.13	4.50	4.28	4.87	4.35	4.27	4.15	4.40	4.87	4.14	4.11	4.25	4.18	4.81	4.29	4.33	4.82	4.20	4.10	3.90	4.80	4.50	4.50	4.50	4.33	
Research skills	4.44	4.00	4.38	4.00	4.87	4.11	4.20	4.28	4.43	4.87	4.43	4.57	4.08	4.59	4.15	4.29	4.00	4.75	4.00	4.30	3.33	4.80	3.57	4.26	4.26	4.26	
Quantitative skills	4.70	3.98	4.25	3.89	4.58	4.28	4.47	4.20	4.33	4.90	4.57	4.67	4.25	4.53	4.38	4.43	4.33	4.12	4.80	4.20	3.18	4.80	3.57	4.30	4.30	4.30	
Oral communication skills	4.80	4.13	4.50	4.33	4.50	4.67	4.53	4.11	4.53	4.83	4.71	4.71	4.50	4.76	4.54	4.43	4.67	4.67	4.40	4.40	4.16	5.00	4.14	4.57	4.57	4.57	
Written communication skills	4.70	4.21	4.50	4.38	4.33	4.53	4.67	4.05	4.40	4.83	4.71	4.71	4.33	4.71	4.15	4.14	4.33	4.37	4.60	4.50	4.00	5.00	4.35	4.46	4.46	4.46	
Leadership skills	4.67	3.79	4.38	3.83	4.42	4.11	4.33	4.25	4.47	4.67	4.57	4.71	4.25	4.58	4.31	4.29	4.33	4.67	3.79	4.70	4.00	4.80	3.82	4.31	4.31	4.31	
Broad understanding of business essentials	4.80	4.42	4.75	4.50	4.87	4.30	4.87	4.35	4.53	4.83	4.57	4.58	4.71	4.31	4.00	4.33	4.82	4.40	4.98	4.18	4.80	4.35	4.42	4.42	4.42	4.52	
Team building and working as part of a group	4.70	4.09	4.83	4.11	4.17	4.33	4.07	4.47	4.40	4.83	4.57	4.86	4.42	4.71	4.81	4.43	4.87	4.82	4.20	4.20	4.18	5.00	3.14	4.41	4.41	4.41	
Problem solving skills	4.60	4.13	4.38	3.88	4.50	4.00	4.33	4.35	4.53	4.83	4.43	4.71	4.42	4.71	4.31	4.43	4.67	4.67	4.80	4.44	3.83	4.80	4.00	4.00	4.00	4.00	
Professional demeanor	4.70	4.38	4.63	4.33	4.50	4.56	4.53	4.45	4.60	4.83	4.86	4.71	4.58	4.76	4.61	4.43	4.67	4.37	4.80	4.50	4.16	5.00	4.57	4.57	4.57	4.59	
Knowledge in content specific areas	4.70	4.13	4.38	4.44	4.50	4.56	4.60	4.40	4.53	4.83	4.71	4.86	4.47	4.65	4.54	4.57	4.33	4.75	4.40	4.56	3.66	4.80	4.00	4.00	4.00	4.48	
<b>Overall, I was prepared for this internship</b>	4.50	4.50	4.75	4.17	4.83	4.78	4.87	4.85	4.73	4.90	4.57	4.71	4.58	4.52	4.54	4.57	4.67	4.82	4.80	4.20	4.18	4.60	4.42	4.42	4.42	4.57	
Average number of hours in field	18.8	23.08	19.63	25.53	15.25	28.56	20.50	25.70	19.50	16.75	18.92	28.30	20.13	25.97	22.00	29.20	26.00	29.43	33.00	29.80	33.60	41.40	22.00	22.00	22.00	24.22%	
paid internships	4	14	3	8	10	12	8	14	10	8	6	10	7	20	11	5	2	7	2	9	6	5	11	11	11	67.1%	
unpaid internships	6	10	5	10	3	6	7	6	8	7	2	2	5	3	2	2	1	1	3	1	0	1	3	3	3	32.8%	

Please note that prior to Fall, 2014, surveys were completed during in-class presentations, thus ensuring a 100% response rate.

## S6: Average Time to Completion

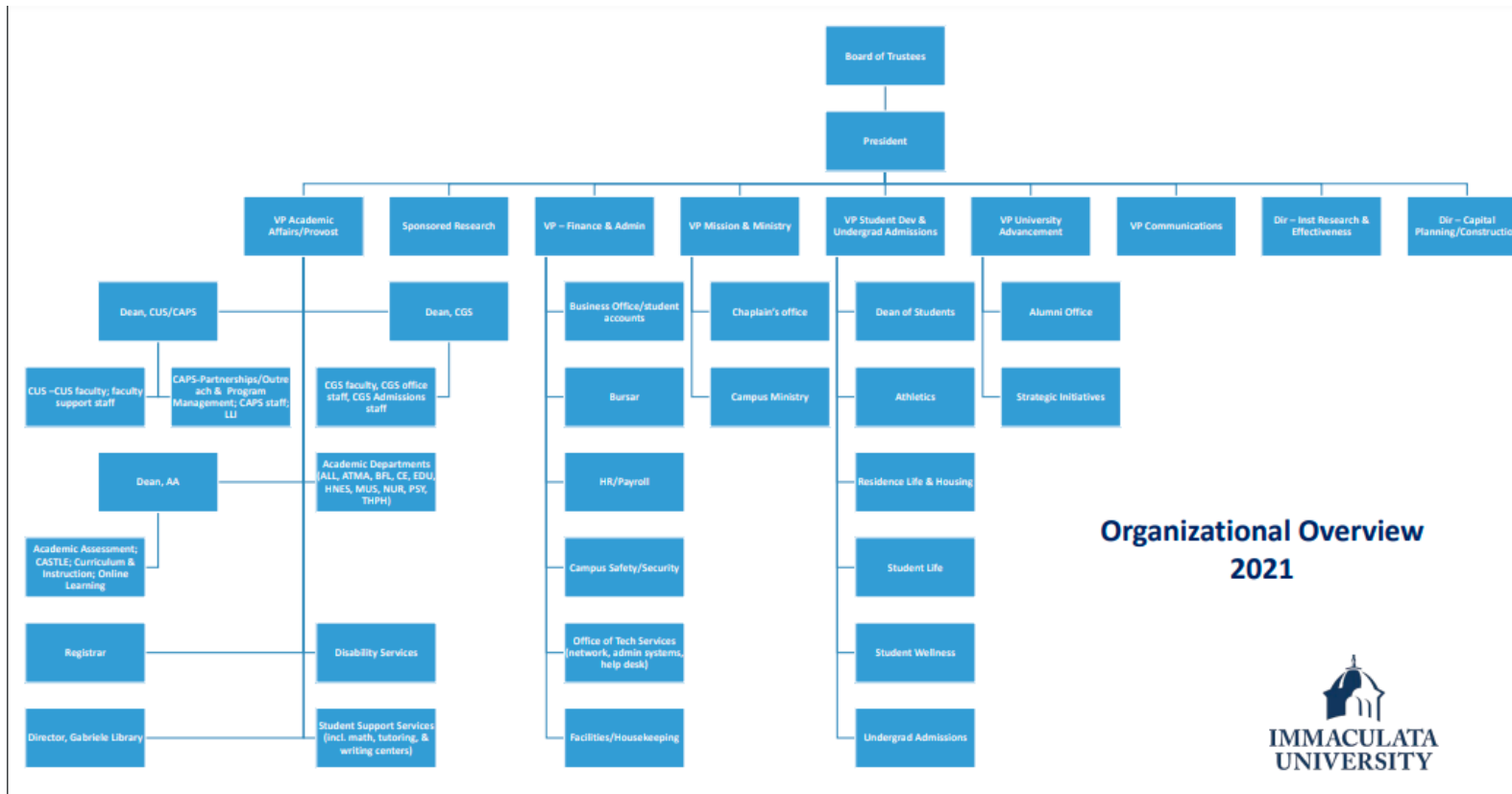
Row Labels	Average of Time to Completion for CUS ACBSP Program Students (years)	Count of ID
<b>ACC</b>	<b>3.72</b>	<b>16</b>
CUS N	3.9	14
CUS T	2.8	2
<b>BCED</b>	<b>3.5</b>	<b>2</b>
CUS N	4	1
CUS T	3	1
<b>BUSM</b>	<b>3.8</b>	<b>73</b>
CUS N	4	58
CUS T	3	15
<b>FIN</b>	<b>3.4</b>	<b>20</b>
CUS N	3.8	13
CUS T	2.7	7
<b>HRMG</b>	<b>3.9</b>	<b>5</b>
CUS N	4.4	4
CUS T	2	1
<b>MKMT</b>	<b>3.8</b>	<b>24</b>
CUS N	4.2	16
CUS T	3	8
<b>Grand Total</b>	<b>3.7</b>	<b>140</b>

# APPENDICES

NOTE: Only those documents not available to IU community are attached. Full list of appendices, links provided where possible, appear below:

- Appendix A: Organizational Charts (see below)
- Appendix B: [Course Descriptions](#) (2020-21)
- Appendix B1: [Undergraduate Catalog](#) (2020-21)
- Appendix C1-5 - IUPM Volumes available on [IU Portal/Documents/University Documents/Plans and Policy/IU Policy Manual](#) folder.
  - Appendix C1: IUPM Volume I – Governance and Administration
  - Appendix C2: IUPM Volume II – Community Policies
  - Appendix C3: IUPM Volume III – Institution Wide Employment Policies
  - Appendix C4: IUPM Volume IV – Faculty Personnel Policies
  - Appendix C5: IUPM Volume V – Academic Policies and Procedures
- Appendix D: Business Programs – HR Plan (see below)
- Appendix E Business Faculty CVs (on file in the AA office)
- Appendix F: BFL Department Minutes 2020-2021
- Appendix G: Business Advisory Board (BAB) Minutes 2020-21
- Appendix H: Slate Fall 2021 Admissions Reports (CUS and CAPS)

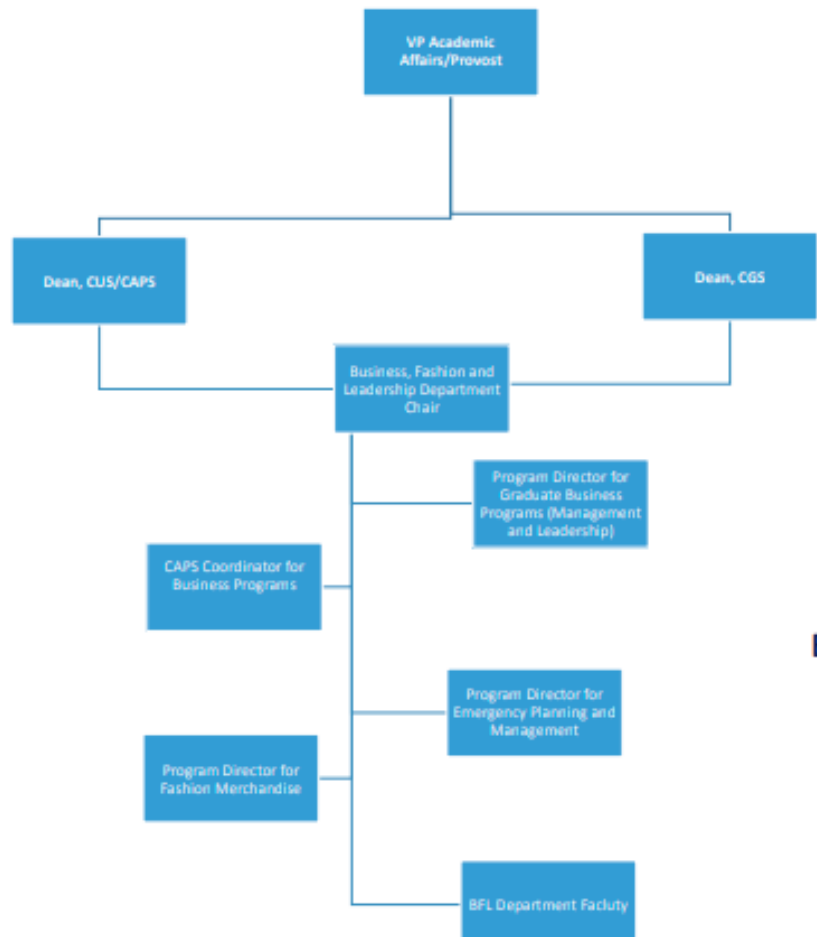
# Appendix A: Organizational Charts



**Organizational Overview  
2021**







**BFL Department Overview 2021**



## Appendix D: Business Programs – HR Plan



### **Business Programs - Human Resources - Hiring and Onboarding**

#### **OVERVIEW**

Every department at Immaculata University follows the process for identifying, requesting, recruiting, hiring and onboarding new faculty, and the specific elements of this plan rely heavily on compliance with institutional requirements and align with the criteria outlined in the Immaculata University Policy Manual (IUPM), Volume III: Institution Wide Employment Policies and IUPM Volume IV - Faculty Personnel Policies.

All faculty must meet the standards for the department and demonstrate strengths in teaching and/or appropriate professional experience to be considered for a teaching role in the business programs. These processes are consistent regardless of department and are outlined in the IUPM volumes (particularly Volume IV).

While similar in some ways, the processes for hiring full time versus part time faculty vary slightly. Therefore, what follows is a high-level overview of the hiring and faculty onboarding processes employed by the department but is highly reflective of institutional practice.

#### **FULL TIME FACULTY**

The IUPM Volumes III and IV (specifically) provide the guidelines by which the department sets criteria for faculty selection, development, promotion, tenure, and separation. Below are general process descriptions for how such components are operationalized.

##### *Hiring*

Offices involved include:

- Academic Department
- Office of VP for Academic Affairs ( including academic deans and academic support personnel)
- Executive Administration/President
- Human Resources

Generally, hiring for full time faculty positions occurs during the spring semester; exceptions can be made, upon approval, if a critical position is vacated during the academic year.

- Position approval

Normally, departments are responsible for submitting full time faculty requests to the VPAA/Provost in the fall term for the upcoming year. All requests are reviewed institutionally, first by the VPAA/academic leadership team (academic deans), with recommendations made to the executive administration and president by January. Final decisions about positions are communicated to departments near the start of the spring term.

- **Position posting**

Once approved, a job posting is created (consultation between department chair, VPAA/Provost and HR office) and is posted on the university's employment page as well as on appropriate trade job posting sites. Using the Interview Exchange management software, applicants submit required documentation,, which is made available to the search committee (generally the department faculty).

- **Interviewing**

The interview process normally involves two parts:

1. **Phone interviews:** the committee identifies top candidates for position consideration. The committee then schedules brief phone interviews with the selected candidates. After this round of interviews, the committee identifies between 2-4 top applicants for a campus interview.
2. **Campus interviews:** The top candidate names are identified and shared with academic affairs office support personnel, who reach out to the candidates to set up the campus interviews. Campus interviews may be conducted live (at Immaculata's campus) or virtually (using a meeting platform such as Zoom or MS Teams).

Interviews generally involve the following components:

- Meeting with the academic deans
- Brief Teaching presentation
- Meeting with the committee/department members (usually the same group)
- Meeting with the VPAA/Provost

Participants complete interview evaluations, which are submitted to and tabulated by the academic affairs support personnel.

- **Selection and Onboarding**

After meeting with all candidates and evaluating interview results, the committee will make a recommendation for a preferred candidate (and may also rank others if there is more than one acceptable candidate). The VPAA will reach out to the top candidate to make the position offer. If the candidate accepts, the VPAA confirms with the department chair and alerts the HR department, which will reach out to the candidate to review onboarding processes. Should the candidate decline and there are other

possible candidates, outreach continues until a candidate is confirmed or until it becomes clear that the search must either continue or be deferred.

Regardless of when a new, full-time faculty member is identified, the normal start date of their association with the university begins in July or August (in advance of the fall term/new academic year). At that time, the academic affairs office reaches out to the new faculty with details about their office location, securing office keys and ID badges, and details about orientation.

Upon being "flagged" as faculty in the administrative system, the new faculty member receives access to the institution's portal and faculty hub, where significant resources on teaching and institutional policy are made available. Finally, all new faculty - full-time and adjuncts - must complete two online training programs (facilitation and use of the learning management system, Moodle) before starting their first course.

- **Orientation**

All new full-time faculty are invited to three orientation events in August, scheduled for the week before classes begin:

- **New Faculty Orientation:** conducted by the office of Academic Affairs, this program introduces new faculty to their fellow cohort from across the campus, provides an overview of the institutional and academic structures, reviews the role and responsibilities of faculty, identifies essential campus resources, provides a brief campus tour, and introduces faculty to key resource people in and beyond academics who will support them and their students.
- **Technology Orientation:** coordinated by the office of Academic Affairs and conducted with collaboration from Online Learning and Office of Technology Services, this program provides new faculty with hands-on experience with campus technology (MyIU Portal, Starfish early alert system, SSIU, Degree Works, and Moodle, specifically).
- **Mission Orientation:** conducted by the office of Mission and Ministry with support from the office of Academic Affairs, faculty are invited to participate in a program that introduces them to the institution's history, heritage, mission and core values, particularly as they relate to the IHM sister's charism and impact as the founding congregation for the university.

**First Year Programming:** In coordination with the Center for Advancement of Scholarship, Teaching and Learning (CASTLE), the academic affairs office supports a series of collegial breakfasts/lunches for new faculty on topics of importance in their first year (such as academic advising, assessment, faculty development, research). These events are also attended by more seasoned faculty with insights into the given topic being discussed as well as office personnel whose areas support faculty with the topic at hand (such as representatives from the Academic Personnel committee or the Director of Sponsored Research).



## **PART TIME FACULTY**

Similar to full time faculty hiring, the guidelines in IUPM Volumes III and (particularly) IV provide the framework for selection, onboarding and retention of adjunct faculty. Below are general process descriptions for how such components are operationalized.

### *Hiring*

Offices involved include:

- Academic Department
- Office of VP for Academic Affairs (academic support personnel)
- Human Resources

Generally, hiring for adjunct faculty positions may occur through the year but usually in anticipation of staffing needs for an upcoming semester. Often, adjunct postings may be broad based - seeking individuals across various departments/programs - but can be targeted specifically if there is a determined need to identify faculty with a field-specific skill set.

- **Position approval**  
Postings for adjunct faculty are supported by the college dean for the faculty being sought and approved by the VPAA/Provost.
- **Position posting**  
Once approved, a job posting is created (in consultation with the department chair if seeking specific skills). Then, the job announcement is posted on the university employment website as well as appropriate (and local) trade job sites.
- **Interviewing**  
The interview process may be managed by the department chair or, if appropriate, a program director. Such interviews may be conducted in person, by phone, or virtually at the department's discretion.
- **Selection and Onboarding**  
After meeting with candidates, the department chair/program director identifies candidates and requests that they submit required paperwork for hiring. In coordination with the office of academic affairs support personnel, documentation is compiled and submitted, employment paperwork and background checks facilitated by the HR department. With all paperwork and clearances in place, the new adjunct is entered into the university system and may - from that point forward - be considered eligible for class assignment. Upon being "flagged" as faculty in the administrative system, the new adjunct receives access to the institution's portal and faculty hub, where significant resources on teaching and institutional policy are made available. Finally, all new faculty must complete two online training programs (facilitation and use of the learning management system, Moodle) before starting their first course.

- Orientation

Adjunct faculty scheduled to teach in the fall or spring terms are invited to attend an orientation event the week before term begins. Additionally, the department chair/program director provide the new faculty with the course syllabi, directions for securing textbooks, information about the program/expectations. Adjunct faculty are encouraged to connect with the chair and/or program director with any questions.

## Appendix F: BFL Department Minutes (2020-21)

### **Business, Fashion and Leadership Department Meeting**

**Wednesday, September 23, 2020**

**3 PM**

**Microsoft Teams**

**Attendance:** Lina Castro, Sarah Dougherty, Elizabeth Faunce, Ted Kim, Mark McFadden, Sister Denise Mollica, Brian Petersen, Joe Pugh, Eileen Raffaele and Mike Stevens

**Excused:** George Schwartz

**Opening Prayer:** Elizabeth started the meeting with a prayer.

**Approval of Meeting Minutes** – May 6, 2020 meeting minutes were approved.

#### **Introduction/Welcome – New Department Members**

1. The new department members and current members gave brief introductions of themselves and provided any background history.

#### **Program Highlights**

##### **1. Brian**

- The graduate office didn't see an increase in students this semester like we are used to.
- Masters of Management and Leadership was not included in the current course offerings.
- Bringing back Dr. Brenner to redesign the behavior and effectiveness class.
- Redesigning the research course.
- Program outcomes are being rewritten and course names renamed.

##### **2. Lina**

- Working hard to make classes virtual.
- Contacting professionals in the industry to talk to the students. 7 are scheduled and need about 20 more.
- Working on a grant with Sister Denise.
- Working with M.E. Jones on a certificate in Data Analytics which would include retail Math.

#### **Business Program**

##### **1. ACBSP Report**

- The 10-year ASBSP report is due July 2021.
- Some pieces of the report can be done ahead of time but will be beginning to prepare.
- There will be an on campus visit but not sure when that will be – most likely in October 2021.

##### **2. University Assessment**

- There will be a university assessment of all business programs and MML program. It does not include Fashion and Emergency Preparedness at this time.
- The 1<sup>st</sup> part is due in January.

### **3. Curriculum Review with Darcey**

- Darcey wanted to review the CAPS courses, Supply Chain Management and financial planning to map the programs out.

### **Department Announcements**

#### **1. Spring Schedule Due Friday**

- Linda and Sister Denise have a draft and need to review it before sending it to Mark (It has been sent).

#### **2. Faculty Profiles/Rosters to Jean**

- For fall 2020. If you need a blank form, Mark can send it to you.

#### **3. Return to Campus Plan**

- Meeting Thursday, September 24 with Angela and the department chairs.
- There are students who are choosing to stay virtual. Please refer to your emails as to who to contact if a student should ask.

#### **4. ENACTUS**

- Members of the ENACTUS club will be going to a few classes to recruit students and to present what ENACTUS is/does.
- Not enough sophomores/juniors.

#### **5. FDIC Academic Challenge (Federal Deposit Insurance Corporation)**

- 1<sup>st</sup> Annual challenge hosted by the FDIC.
- 5 IU students are participating in the competition.
  - Joseph Lounsberry (team leader & senior finance/bus mgt major & econ minor)
  - Olive Monye (junior accounting/finance major, cyber security minor)
  - Michael Chartier (junior finance/business mgt major)
  - Jared Folsom (sophomore accounting major)
  - Michael Leshko (sophomore accounting major)
- Link to challenge: <https://www.fdic.gov/analysis/academic-challenge/>

### **Next Meeting Date:**

- Thursday, October 22 at 3 PM via Microsoft Teams



## **Business, Fashion and Leadership Department Meeting**

**Monday, November 2, 2020**

3 PM

Microsoft Teams

**Attendance:** Sarah Dougherty, Elizabeth Faunce, Ted Kim, Mark McFadden, Sister Denise Mollica, Brian Petersen, Joe Pugh, Eileen Raffaele, George Schwartz

**Excused:** Lina Castro, Mike Stevens

**Opening Prayer:** Mark started the meeting with a prayer.

**Approval of Meeting Minutes** – September 23, 2020 meeting minutes were approved.

### **Program Highlights**

#### **3. Brian - Masters in Management and Leadership**

- There has not been any advertising for the program over the last couple of months. Went to an advertising company that St. Joe's and Rutgers use to get some ideas on how to promote the program but it comes down to the money.
- Acceptance for spring 2021 is coming in and interviews are happening.
- Website is updated.

#### **4. George - Emergency Planning**

- Started to accept CUS students into the Emergency Planning program.
- Enrollment for Fall 2021 looks promising.
- A little bit concerned with the CAPS enrollment. There needs to be a dedicated recruiter. However, since Joyce/Brandy left there needs to be communication as to who recruits CAPS students and how to recruit.
- 

#### **5. Lina – Fashion (Update from Sister Denise)**

- November 11 – The fashion students are taking a virtual tour of Gerber which is a fashion software program.
- Nov. 17 – A speaker will talk to the students on beauty. This is also in conjunction with Student Development and Engagement. Open to everyone.

### **Business Program**

#### **4. Alumni Survey**

- The university assessment provided us the opportunity to send an alumni survey via email. Mark has been working with Cecilia Oswald to prepare the survey. Mark sent the department a copy of the survey. Please let him know if any changes need to be made. The survey is only for CUS alums.

#### **5. Annual Plan**

- Mark sent the department the annual plan from last year to plan for our goals for this year. It is OK to say that we did not accomplish a goal especially due to covid-19.
- The Technology platform we met especially with virtual learning. However, we did not continue to use SAP. Learning with Technology looks great for ACBSP.
- Events hosted by the business department were cancelled due to Covid but there was a small networking event hosted by a member of the Business Advisory board teaching the students how to network.
- Any feedback on the annual plan, please let Mark know. This has to be submitted to Angela by Nov. 9. This years' report us due Nov. 13.

#### **6. Advising**

- Sue Osborn sent out student pins for advising. If any advisor need them resent please reach out to Sue Osborne.
- Thank you to Ted for taking some of the Freshmen advisees. Sarah and Mike will take some students in the near future.

#### **7. CUS Open House – Nov. 14**

- If you are able to attend, please let Mark know.

#### **Important Department Dates**

- Business Club - Q& A Panel of Job recruiters - 11/11/20 at 4 PM.

#### **Next Meeting Date:**

- Monday, December 7 at 3 PM via Microsoft Teams

## **Business, Fashion and Leadership Department Meeting**

**Monday, December 7, 2020**

3 PM

Microsoft Teams

**Attendance:** Lina Castro, Sarah Dougherty, Elizabeth Faunce, Mark McFadden, Sister Denise Mollica, Brian Petersen, Joe Pugh, Eileen Raffaele, George Schwartz, Mike Stevens

**Excused:**

**Opening Prayer:** Eileen started the meeting with a prayer.

**Approval of Meeting Minutes** – November 2, 2020 meeting minutes were approved.

### **Program Highlights**

#### **6. Brian - Masters in Management and Leadership**

- Website updates are almost finished and now working on updating program brochures.
- 4 accounting major students are enrolled in the spring and possibly 1 more student for the summer.
- Working on a bigger marketing plan for 4+1 and recent graduates. There does seem to be a growing interest for graduates.
- Working on Program Review/Focusing on University Assessments.

#### **7. George - Emergency Planning**

- New cohort for fall 2021 which will include both CUS and CAPS.
- Admission Interest is still strong.

#### **8. Lina – Fashion**

- Industry challenge – December 8.
- January 2021 – working on marketing the program as well as different events to replace the Fashion Show this year.

### **Business Program**

#### **8. Sports and Business Management Major**

- Sports Management is being moved from Exercise Science to Business. This will be based off of the Business Management Course program. It will be a good program and an attraction to potential students.
- The major should be live for fall 2021.

#### **9. Data Analytics Minor**

- “M.E. Jones is working with Mark to *make sure the analytics minor is appropriate for business students*. Hope to have this live in the fall of 2021. May change the title to Business Analytics.

- Lina wants to make sure it stays similar to Data analytics because there are a lot of Fashion students who need those courses. Mark will reach out to M.E. for clarification and will get back to Lina.

#### **10. University Assessment**

- Brian is working on Management and Leadership and the Business related programs are also working on theirs. The survey that was sent to students as part of the assessment was not completed by many students.
- Draft of the assessment is due on January and the final assessment is due at the end of the spring 2021 semester.

#### **11. ACBSP Review**

- 10-year review is due in July.
- Mark will be reaching out to faculty in reference to any data needed for the review.

#### **12. Summer-Fall 2021 Schedule/Meeting Date**

- Mark would like to meet with the Business faculty to discuss the Summer-Fall Schedule sometime in January 2021. It is due in February. Lina creates hers and sends the schedule to Mark.
- Elizabeth mentioned to Mark she used to send the schedule out for the previous fall for faculty to review and then let her know what they would like to teach.
- Mark will send out dates for a meeting.

#### **Important Department Dates**

- Tuesday, December 15 – Deadline for Semester Grades (Undergrad)

#### **Next Meeting Date:**

- January 2021 via Microsoft Teams

# **Business, Fashion and Leadership Department Meeting**

**Thursday, February 11, 2021**

3 PM

Microsoft Teams

**Attendance:** Lina Castro, Sarah Dougherty, Elizabeth Faunce, Mark McFadden, Sister Denise Mollica, Brian Petersen, Joe Pugh, Eileen Raffaele, Mike Stevens

**Excused:** George Schwartz

**Opening Prayer:** Sister Denise started the meeting with a prayer.

**Approval of Meeting Minutes** – December 7, 2020 meeting minutes were approved.

## **Program Highlights**

### **1. Lina - Fashion**

- Working on a video with different styles and looks in replace of the spring 2021 fashion show which can also be used to promote the program.
- Hosting a Q & A Conference for high school students to promote the program. It will be run by marketing for the Fashion program.
- New computer software will be installed in the coming week.

### **2. Brian - MML**

- Met with Angela about making the program a “stackable” degree where students can take 4 classes at a time. Saint Joseph has a similar schedule with their MBA program.
- Marketing – The grad office has made it a priority to market the MML program. It seems as though targeting internally has helped increase numbers as well as Alums.

## **Business Program**

### **1. Faculty Searches**

- 2 Positions are open.
- Mark has reviewed CV's in interview exchange and separated candidates he thought would be ideal to interview.
- Please log on to interview exchange and review the yes' but feel free to look at the no's as well. Please try to pick those with a Ph.D. so that way the department meets requirements for ASBSP.
- A separate meeting will be needed to finalize those candidates to interview soon.
- A list will then need to be given to Angela's office.
- Mark recommended interview 3-5 candidates and then move to others if needed.

### **2. University Assessment Update**

- A separate meeting is needed to review the assessment with business faculty before it is finalized and submitted. Jeannine will look at calendars to schedule the meeting.

### **3. ACBSP Self Study**

- Mark will have more information in the near future.
4. **Sport and Business Management New Degree Program**
    - Hopefully approved by the end of the semester to begin Fall 2021.
  5. **TurnitIn Moodle**
    - Mark mentioned to faculty that they have access to TurnitIN in Moodle. The program just needs to be turned on like activating your class. It is available under faculty resources.
  6. **Accepted Students Day**
    - **March 26- Virtual**
    - **March 27 – “Live”**
      - Mark will follow up with Alexa as to how the schedule is written.
      - Communications will take care of recording the department video.
      - Mark will ask Alexa/marketing if presentations from last year are OK if they do not need to be redone and “CC” Lina on his email.
  7. **Supply Chain Management Beer Game**
    - Michael provided an explanation of an activity/program he would like to use for the first supply chain class in the fall. He has used it previously and students respond very well to it since it different than regular class work.
    - The students split up into teams and look at what they need to order and how to meet the demand.
    - \$500 the software but it allows you to change the name, choose multiple teams and access for multiple classes to use.
    - Faculty mentioned that programs need to be budgeted but Lina informed Michael that he can apply for a mini grant.
    - Michael will research the mini grant.
    - The other option would be to add a technology fee to the course.
  8. **Other**
    - ENACTUS – The department agreed to investigate the ENACTUS program and see if there are ways to increase participation.

#### **Important Department Dates**

- March 18 – Business Advisory Board – 8 AM
- March 18 - Faculty Meeting – 2 PM
- April 29 – Faculty Meeting – 2 PM

**Next Meeting Date:** March 2021

## **Business, Fashion and Leadership Department Meeting**

**Thursday, April 22, 2021**

3 PM

Microsoft Teams

**Attendance:** Lina Castro, Sarah Dougherty, Elizabeth Faunce, Mark McFadden, Sister Denise Mollica, Brian Petersen, Joe Pugh, Eileen Raffaele, George Schwartz, Mike Stevens

**Opening Prayer:** Mark started the meeting with a prayer.

**Approval of Meeting Minutes** – February 11, 2021 meeting minutes were approved.

### **Program Highlights**

#### **3. Lina - Fashion**

- April 29 at 9:30 AM the fashion program marketing video will premier. 2 high schools are running the video. The video turned out very well the fashion program is very excited to share it to promote the program.

#### **4. George - Emergency Preparedness and Management**

- A few students will be inducted into the honor society this spring.
- Partnering with the Malvern fire department to have them sponsor a student with a volunteer firefighter as long as the student meets the qualifications. They would be allowed to take an overnight shift as well as drive a fire truck.
- Exploring the idea of changing the capstone course from 7 weeks to 15 weeks.
- Working with John Hill to create a new major on Military Leadership in conjunction with the ROTC. It would include labs, physical training and sometimes classes. There is also a possibility of introducing it at a minor first.

#### **5. Brian - MML**

- New marketing materials are complete.
- The website site is updated.
- Looking into offering graduate courses during the day for CUS students in the 4 + 1 program. There is more follow up that needs to happen with administrators. Brian would like to start this in spring 2022.

### **Business Program**

#### **9. Senior Student Celebration**

- It was recommended to host a senior student celebration to help lift their spirits and not feel so disconnected due to the nature of the year.
- Mark said he would reach out to Zena to see what the graduation practice schedule is.

#### **10. Supply Chain Courses**

- Market SCM 310 to spring classes.
- Michael will reach out to CAPS as well.
- Looking into starting a Supply Chain minor.

**11. Fall Enrollment**

- Fall enrollment information is attached to the calendar invite.
- 24 new students who are mostly business majors, a few accounting and 1 finance.
- As of April 15 there were 21 deposits. May 1 is the deadline.

**12. Assessment Report**

- Mark completed the Business assessment and Brian completed the MML.
- On April 21 the assessment videos for the faculty meeting were submitted.

**13. Sports Management Major**

- Hope to begin in Fall 2021. It is being presented to full-faculty at the next faculty meeting.

**14. Double Dipping on Classes.**

- A single course can only be counted three times if it is needed for a student's major and/or minor. If it is used more than three times than it will not count.

**Next Meeting Date: TBD**



## Appendix G: BAB Minutes (2020-21)



### *Business Advisory Board Meeting October 29, 2020*

#### Minutes

- I. Call to Order
  - A. Marilyn Montross, the Board Chairperson, called the meeting to order.
  
- II. Approval of Minutes
  - A. The Board approved the minutes from the BAB Meeting on March 5 and June 29 2020.
  
- III. Update from President Lettiere
  - A. Ended the fiscal year in great shape despite Covid-19.
  - B. Enrollment – Fall graduate enrollment low but undergraduate broke records.
  - C. The students returned on Oct. 19. Last semester it was a 94% fill rate in the dorms and returning this fall it was a 74% fill rate. Less than 10% students are fully online but more than half are face to face.
  - D. Covid-19 Dashboard on the website keeps faculty, students and staff informed.
  
- V. Introduction of Faculty/Business Advisory Members.
  - A. Mark and Marilyn asked the faculty and members introduce themselves and give a background of their work history.
  
- V. Introduction of scholarship Winners
  - A. Gwen and Marilyn introduced to the board the scholarship winners for 2020-2021.
  
- VI. Department Updates
  - A. Business and Accounting Program
    1. Enrollment Data
      - i. Increased enrollment over the last two years.
      - ii. With Supply Chain and Financial Planning being added on enrollment should continue to increase.
      - iii. 52 new students came in this fall and 44 are first time freshmen.
    2. Student Advisory Board
      - i. AJ mentioned to the board that the student advisory board was on hiatus due to covid19. The plan for fall is to recruit by possibly speaking during classes.
      - ii. Working on a more diverse board to include Fashion students.
    3. University Assessment
      - i. The first draft of the university assessment is due in January which will help with the 10-year ACBSP accreditation due next spring.

4. Industry Challenge

- i. Elizabeth started a student business industry challenge. She reached out to 5 students who were interested. A finished product is due in 3 weeks. Up against very large schools which is exciting. The students get to present at the FDIC board meeting in DC if the group makes it to the top 5.

B. Fashion Program

1. Gerber, a fashion software program, is offering a free virtual tour of the facilities to our students.
2. Enrollment – Working on ways to increase the programs enrollment since the Fashion Show is a big recruitment event and due to Covid-19 we were unable to host it in the spring.

C. Management and Leadership Program

1. Covid-19 hit the MML program hard as enrollment was low and many students opted to pause their education to focus on their full-time job.
2. Program changes – Courses and Program objectives have been updated, now accepting a full-range of students, updated the course catalog and website, etc.

VII. **Scholarship Committee**

A. Scholarship Money Raised

1. Gwen mentioned that normally the scholarship money given out comes from money raised but while speaking to Sue Arnold we have the option to start an endowment scholarship up to \$25,000. Gwen wanted the boards thought on this as it will eventually allow more scholarship money to be given to students. The board and faculty decided it would be a great idea to have both scholarships especially as the endowed scholarship increases. Sue Arnold seemed very optimistic that the funds could be raised. Gwen and Marilyn will chat with Institutional advancement for more details.
2. Angela mentioned a great way to get donations is to host alumni events (Justin said he would be interested in helping with this on the marketing end of the advisory board).
3. Gwen would like to advertise the scholarship winners each year (LinkedIn, etc.).

VIII. **Mentoring Committee**

A. Update

1. Linda and Julie will be overseeing the mentoring committee for the time being.
2. Heidi (Career and Professional Development) is working with Linda and Julie on a more structured plan for the mentee/mentors. Ex. They would meet every month and each month there would be different tasks (LinkedIn, Resume, networking, etc.).
3. The committee would like to survey prior and current mentees to review success.
4. A kick-off meeting is being planned. Tentatively scheduled for November.

IX. **Marketing Committee**

- A. Justin said he would work on marketing any alumni events held to help raise scholarships and to market the Business, Fashion and Leadership Program.

X. **Next Meeting Date**

- A. March 2021- Jeannine will determine the best date via email.

XI. **Adjourn**

**Attendance**

**Business Advisory Board Members**

<b>Attendees</b>			
Jeannette Barr	Gwen Cantarera	Linda DeSantis	Julie Hearn-Nicely
Marilyn Montross	Clint Rider	Krista Showers	
Justin Cusick	Lorianne DeVita		
<b>Unable to Attend</b>			
Dwight Wilson			

**Immaculata University Attendees**

<b>Attendees</b>			
Barbara Lettiere	Angela Tekely	Jean Shingle	Heidi Harrison
Elizabeth Faunce	Lina Castro	Mark McFadden	Brian Peterson
George Schwartz	Ted Kim	Sarah Dougherty	Michael Stevens
<b>Unable to Attend</b>			
Joe Pugh	George Schwartz	Eileen Raffaele	Sister Denise Mollica

**Student Advisory Board Attendee**

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*Business Advisory Board Meeting*  
*March 18, 2021*  
**Minutes**

**XII. Call to Order**

B. Marilyn Montross, the Board Chairperson, called the meeting to order.

**XIII. Approval of Minutes**

B. The Board approved the minutes from the BAB Meeting on October 29, 2020.

**XIV. Update from President Lettiere**

- E. Enrollment for Fall – Undergraduate and Doctoral enrollment is doing well. Masters is lower than last fall but is increasing. The two highest enrollment programs are Nursing and Business for the fall.
- F. Fiscal 2020 audit - Complete with no findings with statements nor bank information.
- G. Parson’s Science Pavilion – Groundbreaking on April 21. All funds have been raised which is impressive since fundraising took place during a pandemic.
- H. University Task Force – A task force has been formed to look at the structure of the university and to determine if the current structure is relevant to today’s market. Ex. There are a lot of blurred lines between CAPS and CUS since professors teach the same courses. The only difference is the age between the students. There is a very aggressive timeline in order to make any changes by June.

**XV. Department Updates - Marc McFadden**

- D. Business and Accounting Program
  - 5. Enrollment Data
    - iv. Enrollment for the current year was high. Next year continues to increase.
  - 6. Student Advisory Board
    - iii. The Student Advisory Board has not met face to face due to Covid.
    - iv. They did have a recruitment effort to engage more students.
    - v. Mark thanked AJ for being on the student advisory board and the Business advisory board as he will be graduating in May.
  - 7. University Assessment
    - ii. The 5-year assessment was submitted and will be reviewed.
  - 8. Faculty Search
    - ii. The Business department is currently in the search for two new faculty members to replace Ted Kim who left in January and Joe Pugh who will be retiring.
  - 9. ACBSP
    - i. Due this summer. The site visit is planned for next semester.



- E. Fashion Program
  - 3. The Fashion program is working on a promotional video for a conference in April. It will be a Q & A with middle school/high school students. Lina is hoping that this will provide more participation than the Fashion show and that it will really market the program.
  - 4. The Business Advisory Board members asked that video be sent when it is released.
- F. Emergency Preparedness Program
  - 1. A CUS track for Emergency Preparedness will begin this fall for those who want a full college experience. Right now it is a mix of CUS and CAPS students. Two students have applied and were accepted.
  - 2. Currently working on enrollment and different ways to market the program.
- G. Management and Leadership Program
  - 3. Enrollment is increasing and getting back to "Pre-covid" numbers.
  - 4. Currently working on different certificates. One of which will be stackable allowing the students to update their resume on a more frequent basis. It will also allow companies to have their employees receive a particular certificate.
  - 5. Initiating recruitment efforts to offer MML classes off-site.

**XVI. Scholarship Committee – Gwen Cantarera**

- B. Endowed Scholarship
  - 4. The scholarship committee met and decided to continue to raise the funds using the same process while reevaluating the process before starting the endowed scholarship (mostly likely in another year).
- B. Scholarship Interviews
  - 1. The two areas that need to be reevaluated are 1) making it more merit based and 2) formalizing the interview process.
  - 5. The 5 key components for the interview process will be GPA, Extra Curricular Activities (both on and off campus), Commitment to IU, references, provide a review of the interview.
  - 6. The strength of the essay is what gets students the interview.
  - 7. Prior recipients are not eligible but if they applied and they did not get it they are invited again to reapply.
  - 8. Jeannette, Marilyn & Gwen will meet to finalize a scoring matrix for the interview.
- C. Scholarship Funds/Recipients.
  - 1. The scholarship committee has also discussed the idea of having one recipient receive more money. Example: A rising sophomore could receive \$1,000 each year. However, they would have to meet requirements such as maintaining a certain GPA each year, participation in the mentor program, etc.
  - 2. We are below the fundraising target of \$5,000. To date we are at \$3,400. Please remember to donate if you are able.
  - 3. Gwen mentioned that the application is almost finalized for 2021-2022 year and the committee hopes to send it to students soon and to interview in late April/early May.

**XVII. Mentoring Committee - Marilyn Montross**

- B. Update
  - 5. Julie, Linda and Heidi have been working to improve the mentor/mentee program.
  - 6. One of the major changes is to provide more structure to the program. This includes a plan for the academic year with different topics/supporting materials each month to

discuss with the mentee including a kick off meeting, interviewing, resumes, and monthly check in's, etc. There has been lots of positive feedback with the new structure.

7. Working on an "end of the year" wrap up meeting so mentees and mentors know the program is finished for the academic year.

**XVIII. Marketing Committee – Justin Cusick**

- B. Justin said one of the major marketing strategies over the last year is how to engage a virtual audience.
- C. Justin and Lorianne will meet to discuss the possibility of a video (similar to Lina) that can help promote the Business department and can be used anywhere (accepted student's day, open houses, etc). The video can include the mentee/mentor program and highlight the different ways it is more structured.

**XIX. Business Advisory Board Recruitment – Marilyn Montross**

- A. Glenn has officially announced his resignation from the board.
- B. Please let Marilyn know if there are any alums or anyone from your business networking team that may be interesting in joining.
- C. Gwen mentioned the idea of opening it up on Linked-In.
- D. Marilyn also mentioned the idea of implementing terms to allow responsibilities to rotate or adding new members.
- E. Mark mentioned that in May there is a Business Alumni event and that may be a great place to advertise for new board members.

**XX. Next Meeting Date**

- B. Summer 2021- Jeannine will determine the best date via email.

**XXI. Adjourn**

**Attendance**

**Business Advisory Board Members**

<b>Attendees</b>			
Jeannette Barr	Gwen Cantarera	Linda DeSantis	Justin Cusick
Marilyn Montross	Clint Rider	Krista Showers	Lorianne DeVita
<b>Unable to Attend</b>			
Dwight Wilson	Julie Hearn-Nicely		

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<b>Unable to Attend</b>			
Joe Pugh	Sister Denise Mollica	Lina Castro	

**Student Advisory Board Attendee**

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