

IMMACULATA UNIVERSITY

BUSINESS PROGRAM



**IMMACULATA
UNIVERSITY**



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

September 2019

Immaculata University 2019 Quality Assurance Report

Accreditation Council for Business Schools and Programs

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

All programs in the undergraduate business unit are accredited by ACBSP.

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

Immaculata University – Immaculata, Pennsylvania campus

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

II - Status Report on Conditions and Notes

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

There are no Conditions or Notes to be addresses as a result of the 2017 QAR.

III - Public Information

The Immaculata University Business Programs routinely provide reliable information to the public on its performance through the Department web page (<https://www.immaculata.edu/academics/departments/business-fashion-leadership/acbsp-business-accreditation/>). Additionally, information regarding Immaculata University's ACBSP Accreditation and links to the Quality Assurance Reports are provided on the department's page.

Undergraduate Business Student Achievements and Outcomes

Supervisors Give High Ratings to IU Interns

All Immaculata traditional undergraduate students in the business, accounting, finance, HR management, and marketing management majors are required to complete one or more internships as part of their programs, of which approximately 80 percent were paid internships. According to surveys of internship employers, created and administered by Immaculata's business faculty, 100 percent of employers, since 2016, said they would hire their intern again, with an average of 91% since 2009.

- Employers rated students very well (average of 4.5 on a scale of 1-5, with 5 being the highest) in their overall preparation for the internship.
- Employers gave students high ratings for professional demeanor (4.8 out of 5 on average).
- Employers said students had leadership skills (4.3 out of 5 on average).

Retention, Graduation, and Job/Graduate School Placement Rates

When traditional undergraduates in College of Undergraduate Studies major in business, accounting, finance, HR management, or marketing management, they tend to stay in that program, graduate on time, and quickly find jobs or enter graduate school.

Job or graduate school placement rates within six months of graduation, as self-reported by accounting alumni:

- 2018—100%
- 2017—100%
- 2016—90%
- 2015—100%

Freshman-to- sophomore retention rates:

- 2018—83%
- 2017—76%
- 2016—63%
- 2015—84%

Four-year graduation rates:

- 2018—64%
- 2017—73%
- 2016—60%
- 2015—70%

Standard #1 Leadership

Organization

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

There have been no organizational or administrative personnel changes within the business unit since the 2017 QAR.

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

There are no new sites.

Standard #2 Strategic Planning

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

New strategic goals and objectives adopted include the following:

Key Strategic Goals/Objectives	Any Major Changes
<p>Immaculata University developed a Seven Point Strategic Plan for the 2017-2021 academic years. The Business and Accounting Program's goals and objectives are aligned to those points as follows:</p> <ul style="list-style-type: none"> • Academic Programming Innovations • Student Engagement/Retention • Enrollment Management Strategic Plan • University Visibility Improvements • Facility and Technology Improvements • Capital Funding • Financial Control 	<p>No major changes.</p>

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

Strategic Objectives	Key Measures	Progress Toward Achievement
<p>Academic Programming Innovations</p> <p>Implement attractive new programs to contribute to the overall goal of increasing enrollment by 5% of Business and Accounting students each year.</p>	<ul style="list-style-type: none"> • New Programs designed, approved, and implemented. 	<ul style="list-style-type: none"> • Currently developing a Financial Planning degree program which will be Certified Financial Planning (CFP) Board approved. This program will be offered as both a major and a minor for undergraduate students, as well as a degree completion program in the CAPS. In accordance with University requirements, this new degree program requires full faculty approval which is scheduled for the fall 2019 semester. Upon faculty approval, the

		<p>degree program will be submitted to the CFP Board for approval, with an anticipated fall 2020 rollout.</p> <ul style="list-style-type: none"> • In response to findings from the IU Business Advisory Board curriculum review and at the request of local businesses, a Supply Chain Management degree program is currently under development. This program will be offered as a both a major and a minor for undergraduate student, as well as a degree completion program in the CAPS. Similar to the Financial Planning program noted above, in accordance with University requirements, the program requires full faculty approval which is scheduled for the fall 2019 semester. Upon faculty approval, the new degree program will be offered for the fall 2020 semester. • In response to findings from the IU Business Advisory Board curriculum review, a Leadership minor was developed during spring 2019 and approved for the fall 2019 semester. • In addition to and in support of the Financial Planning program, the Business and Accounting Programs have partnered with an outside vendor to implement a course to prepare students for the new <i>Securities Industry Essentials (SIE or Essentials)</i> Exam implemented by FINRA as of October 2018. The course was piloted during the spring 2019 semester as a non-credit offering for graduating senior
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		<p>Finance majors and is being offered as an elective for all Finance and Accounting majors with the proper perquisites in fall 2019.</p> <ul style="list-style-type: none"> Recognizing a need for leadership programs that focus on both management and leadership skills, the Business Program has developed a 4+1 program aligned with the Immaculata University Masters in Management and Leadership (MML) program for current business students. The 4+1 Program allows current students to take up to 3 courses (9 credits) during their senior year dual scripted towards both their undergraduate and graduate degrees. The program is fully developed; has been approved by faculty; a full-time program director was hired (August 2019) to promote and manage the program with first admissions fall 2019. The department is currently researching other certification programs in business technology areas such as cybersecurity and data analytics.
<p>Academic Programming Innovations</p> <p>Maintain ACBSP Accreditation, academic rigor and vibrant programs by actively seeking technology platforms for integration into courses.</p>	<ul style="list-style-type: none"> New technology applications integrated into curriculum. 	<ul style="list-style-type: none"> The Business and Accounting Programs have embedded the following technology applications into various courses: SAP; ERP Distribution Simulation Game; University Alliance Program; MarketWatch on-line stock trading simulator; SIMNet; and ArcGPS.
<p>Academic Programming Innovations</p> <p>Maintain ACBSP Accreditation, academic rigor, and vibrant programs.</p>	<ul style="list-style-type: none"> Conduct curriculum reviews to ensure academic rigor and relevant programs for the current business environment. 	<ul style="list-style-type: none"> During the spring 2019 semester, the Business Advisory Board conducted a thorough review of the Business and Accounting curriculum including course

		<p>sequence sheets, program and course learning outcomes, syllabi, and assessments. The findings were presented at the spring BAB meeting and recommendations will be implemented during the fall 2019 semester.</p>
<p>Student Engagement/Retention</p> <p>Aligned with University's goal supporting student engagement and retention, the department's goal is to develop activities, programs, and outreach that intentionally relate to the formation of students to develop holistically while being empowered to seek truth and promote justice.</p>	<ul style="list-style-type: none"> • Increased number of students enrolled in partner programs. • Increased professional certification or certification testing. • Increase extracurricular activities within the Business and Accounting Programs. 	<ul style="list-style-type: none"> • Developed/expanded relationships with partnering universities including: <ul style="list-style-type: none"> ○ Widener Law 3+3 (first student admitted Fall 2019); ○ DeSales MBA 4+1 (5 rising IU seniors admitted for Fall 2019) ○ IU MML 4+1 (1 rising IU senior admitted for Fall 2019) • Embed relevant training/education for professional certifications into program courses for the fall 2019 semester. <ul style="list-style-type: none"> • Project Management Institute's CAPM certification in BUSL 394 Project Planning and Implementation • FINRA's <i>Securities Industry Essentials</i> Exam in FIN 200:Special Topics SIE Exam • The IU Enactus Team continues to expand its membership and community outreach. The 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. The president of IU's Enactus team, was selected chair of the Student Advisory Committee for Enactus United States, and the team's advisor, Dr. Charlene Fitzwater, serves on the Faculty Advisory Committee for Enactus United States.

		<ul style="list-style-type: none"> • Immaculata formed a student team to participate in the Conference of State Bank Supervisors 2018 Bank Case Study Competition. The experience was extremely beneficial to the students, and as a result, a Special Topics course entitled Bank Industry Challenge was offered in the spring 2019 semester in which two Immaculata teams participated.
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3. If there have been any significant changes to your strategic planning process (for example, new stakeholders, new process steps, etc.) during the QA reporting period, please report them in a table similar to this.

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

Standard #3 Student and Stakeholder Focus

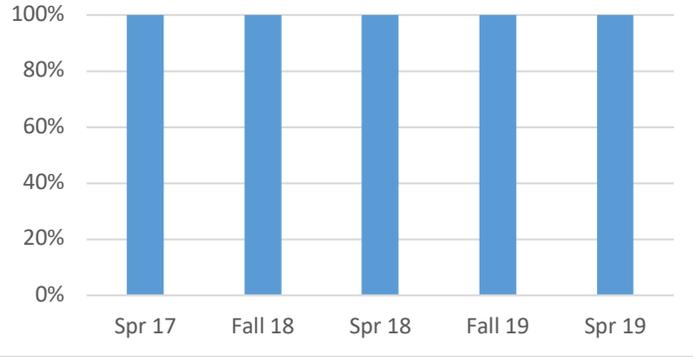
Complete the following table. Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

Standard 3 - Student and Stakeholder-Focused Results

Student- and Stakeholder-Focused Results		Student- and stakeholder-focused results examine how well your organization satisfies students and stakeholders key needs and expectations.																											
<p>Performance Measurement</p>	<p>Measurement Instrument or Process</p>	<p>Current Results (Successes)</p>	<p>Analysis of Results</p>	<p>Action Taken or Improvement Made</p>	<p>Resulting Trend (s)</p>																								
<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 remained above the 3.2 minimum benchmark established by the department over the past five years, with the exception of 2017. Survey results for the Business Program for 2018 and 2019 were 3.7 and 3.6, respectively.</p> <p>Satisfaction with academic advising for CAPS continues to exceed the</p>	<p>CUS Senior Exit Surveys indicate an overall satisfaction in the academic advisement process. With the exception of a dip to 3.11 in 2017, student satisfaction with advising has averaged 3.9 over the past five years.</p>	<p>CUS and CAPS Senior Satisfaction surveys continue to highlight overall satisfaction with the business department advising. However, in an effort for continuous improvement, the business faculty will review the overall advising process during the fall 2019 semester and seek areas for improvement. Additionally, the Student Advisory Board</p>	<p>CUS Student Satisfaction with Academic Advising</p> <table border="1"> <caption>CUS Student Satisfaction with Academic Advising</caption> <thead> <tr> <th>Year</th> <th>NSSE</th> <th>All students</th> <th>Business Students</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>3.6</td> <td>3.5</td> <td>4.0</td> </tr> <tr> <td>2016</td> <td>3.1</td> <td>3.7</td> <td>4.7</td> </tr> <tr> <td>2017</td> <td>3.0</td> <td>3.6</td> <td>3.1</td> </tr> <tr> <td>2018</td> <td>3.8</td> <td>3.7</td> <td>3.7</td> </tr> <tr> <td>2019</td> <td>3.7</td> <td>3.6</td> <td>3.6</td> </tr> </tbody> </table>	Year	NSSE	All students	Business Students	2015	3.6	3.5	4.0	2016	3.1	3.7	4.7	2017	3.0	3.6	3.1	2018	3.8	3.7	3.7	2019	3.7	3.6	3.6
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		<p>department benchmark of 3.2, the satisfaction with advising for the university as a whole, and the NSSA data. Survey results for CAPS for 2017, 2018, and 2019 were 4.6, 4.7 and 4.8, respectively.</p> <p>Student satisfaction with academic advising for CUS and CAPS exceeded or was on par with NSSE averages of 3.0 and 3.8 for 2017 and 2018, respectively.</p>		(SAB) will be surveyed for their feedback on improving the overall advising process.	<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>2015</td> <td>3.6</td> <td>3.5</td> <td>4.1</td> </tr> <tr> <td>2016</td> <td>3.2</td> <td>3.9</td> <td>4.6</td> </tr> <tr> <td>2017</td> <td>3.0</td> <td>4.4</td> <td>4.6</td> </tr> <tr> <td>2018</td> <td>3.8</td> <td>4.7</td> <td>4.8</td> </tr> <tr> <td>2019</td> <td>-</td> <td>4.3</td> <td>4.7</td> </tr> </tbody> </table>	Year	NSSE	All students	Business Students	2015	3.6	3.5	4.1	2016	3.2	3.9	4.6	2017	3.0	4.4	4.6	2018	3.8	4.7	4.8	2019	-	4.3	4.7
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Internship employer surveys reflecting satisfaction with preparedness of students on average will be 3.2	Survey of internship employers.	Employer satisfaction ratings for student preparedness for the past four semesters averaged 4.75	While student initiative and leadership was a lagging skill for IU students prior to 2011, student	The department intentionally created assignments and activities in the practicum course and dialogue in one-																									

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<p>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>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 4.30 on a 5.0 point scale, with the score at or above 4.0 for all semesters since 2011.</p> <p>It should also be noted that when asked if the employer would hire the IU intern again, the answer was yes 100% of the time for the past five semesters and averaged 91% of the time since 2009.</p>	<p>initiative rating continues to hover at approximately 4.3. This improved statistic is likely a result of the Leadership Dynamics course that is offered during a student's senior year.</p> <p>The likelihood for employers to rehire IU students may be a direct result of the high scores given to the 2018 and 2019 interns in the areas of oral communication and professional demeanor, 4.75 and 4.70, respectively, on a 5.0 point scale.</p>	<p>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>Employer responses to student preparedness in leadership skills remain at or above 4.0, which was one of our initial goals; however, it is not one of the strongest skills noted. As a result, and at the recommendatio</p>	<div data-bbox="1325 285 2032 711"> <p style="text-align: center;">Employer Satisfaction with Student Preparedness for Internships</p> <table border="1"> <caption>Employer Satisfaction with Student Preparedness for Internships</caption> <thead> <tr> <th>Term</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Spr 17</td> <td>4.4</td> </tr> <tr> <td>Fall 18</td> <td>4.3</td> </tr> <tr> <td>Spr 18</td> <td>4.3</td> </tr> <tr> <td>Fall 19</td> <td>4.4</td> </tr> <tr> <td>Spr 19</td> <td>4.7</td> </tr> </tbody> </table> </div> <div data-bbox="1325 773 2032 1279"> <p style="text-align: center;">Employer Satisfaction with Student Initiative</p> <table border="1"> <caption>Employer Satisfaction with Student Initiative</caption> <thead> <tr> <th>Term</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Spr 17</td> <td>4.0</td> </tr> <tr> <td>Fall 18</td> <td>4.3</td> </tr> <tr> <td>Spr 18</td> <td>4.0</td> </tr> <tr> <td>Fall 19</td> <td>4.1</td> </tr> <tr> <td>Spr 19</td> <td>4.2</td> </tr> </tbody> </table> </div>	Term	Score	Spr 17	4.4	Fall 18	4.3	Spr 18	4.3	Fall 19	4.4	Spr 19	4.7	Term	Score	Spr 17	4.0	Fall 18	4.3	Spr 18	4.0	Fall 19	4.1	Spr 19	4.2
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				<p>n of the Business Advisory Board (BAB), the department developed a leadership minor in the spring 2019 semester with the specific intention of improving student preparedness in the area of leadership.</p> <p>Over the past four semesters, the practicum courses added additional discussions regarding collaboration which yielded an increase in the team building skills from an average of 4.25, since 2009, to 4.65, for the past two academic years, on a 5.0 scale.</p>	<p style="text-align: center;">Employers that would Hire the Intern Again</p>  <table border="1" data-bbox="1333 414 2026 771"> <caption>Employers that would Hire the Intern Again</caption> <thead> <tr> <th>Semester</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Spr 17</td> <td>100%</td> </tr> <tr> <td>Fall 18</td> <td>100%</td> </tr> <tr> <td>Spr 18</td> <td>100%</td> </tr> <tr> <td>Fall 19</td> <td>100%</td> </tr> <tr> <td>Spr 19</td> <td>100%</td> </tr> </tbody> </table>	Semester	Percentage	Spr 17	100%	Fall 18	100%	Spr 18	100%	Fall 19	100%	Spr 19	100%
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<p>Over 50% of Immaculata University Business students will indicate on exit surveys that they would “definitely” or “probably” 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, respectfully. The 2018 figure was slightly above the department benchmark while 2019 surpassed expectations. 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 faculty have 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</p>	<div data-bbox="1325 289 2026 764"> <h3 style="text-align: center;">CUS Students that Would Choose IU Again</h3> <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>2015</td> <td>65</td> <td>50</td> </tr> <tr> <td>2016</td> <td>70</td> <td>55</td> </tr> <tr> <td>2017</td> <td>70</td> <td>75</td> </tr> <tr> <td>2018</td> <td>68</td> <td>55</td> </tr> <tr> <td>2019</td> <td>70</td> <td>100</td> </tr> </tbody> </table> </div> <div data-bbox="1325 841 2026 1339"> <h3 style="text-align: center;">CAPS Students Who Would Recommend IU Again</h3> <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>2015</td> <td>90</td> <td>95</td> </tr> <tr> <td>2016</td> <td>95</td> <td>100</td> </tr> <tr> <td>2017</td> <td>95</td> <td>100</td> </tr> <tr> <td>2018</td> <td>95</td> <td>100</td> </tr> <tr> <td>2019</td> <td>95</td> <td>100</td> </tr> </tbody> </table> </div>	Year	All students (%)	Business Students (%)	2015	65	50	2016	70	55	2017	70	75	2018	68	55	2019	70	100	Year	All students (%)	Business Students (%)	2015	90	95	2016	95	100	2017	95	100	2018	95	100	2019	95	100
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				<p>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>The Business Program also began offering a speaker series each semester on topics such as entrepreneurship, global sustainability, and cybersecurity.</p>	
<p>Student engagement in academically related extracurricular activities remains the same or increases.</p>	<p>Number of participants in Enactus, Business Club, and Student Advisory Board.</p>	<p>Enactus: 2018 – 28 2019 - 26</p> <p>Business Club: 2018 – 14 2019 - 19</p> <p>SAB: 2018- 6 2019- 6</p>	<p>Participation in extracurricular activities in 2018 and 2019 remained high.</p> <p>The unique extracurricular experiences at IU contribute</p>	<p>Immaculata University's Enactus team will continue to compete in the United States National Competition, as it has for the last seven years.</p>	

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		<p>CSBS Bank Case Study: 2018 – 4</p> <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. The president of IU's Enactus team, was selected chair of the Student Advisory Committee for Enactus United States, and the team's advisor, Dr. Charlene Fitzwater, serves on the Faculty Advisory Committee for Enactus United States.</p> <p>A new activity for 2018 included a team</p>	<p>to improve student satisfaction and have significantly improved the student's ability to obtain quality internships and jobs upon graduation.</p> <p>The Business Club has retained relatively high levels of involvement as a result of the engaging activities, presentations, and field trips that are taken each year.</p> <p>The SAB maintains a membership of 6 students (min) seeking various business degrees.</p>	<p>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>A representative from the SAB will continue to attend the BAB spring meetings to report their findings and for student representation on the BAB.</p>	<p style="text-align: center;">Number of Academic Activity Involvement Students</p> <table border="1"> <caption>Data for Number of Academic Activity Involvement Students</caption> <thead> <tr> <th>Year</th> <th>Student Advisory Board</th> <th>Enactus</th> <th>Business Club</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>6</td> <td>26</td> <td>18</td> <td>50</td> </tr> <tr> <td>2016</td> <td>6</td> <td>31</td> <td>15</td> <td>52</td> </tr> <tr> <td>2017</td> <td>6</td> <td>25</td> <td>15</td> <td>46</td> </tr> <tr> <td>2018</td> <td>6</td> <td>28</td> <td>14</td> <td>48</td> </tr> <tr> <td>2019</td> <td>6</td> <td>26</td> <td>19</td> <td>51</td> </tr> </tbody> </table>	Year	Student Advisory Board	Enactus	Business Club	Total	2015	6	26	18	50	2016	6	31	15	52	2017	6	25	15	46	2018	6	28	14	48	2019	6	26	19	51
Year	Student Advisory Board	Enactus	Business Club	Total																															
2015	6	26	18	50																															
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Performance Measurement	Measurement Instrument or Process	Current Results (Successes)	Analysis of Results	Action Taken or Improvement Made	Resulting Trend (s)
		of four students who participated in the Conference of State Supervisors Bank Case Study. The experience was so beneficial to the students, a Special Topics course entitled Bank Industry Challenge was offered in the spring 2019 semester in which two Immaculata teams participated.			
Business Advisory Board engagement is demonstrated by Advisory Board involvement beyond board meetings with over half of board engaging outside of the meeting times.	Involvement of board members as class speakers, attendance at IU extracurricular activities and presentations, contributing to the scholarship fund, etc.	Highlights of BAB activities are summarized in the right column. Continued substantive support of the university is evidenced.	The BAB engagement remains strong, with new members joining and continuing to encourage the department, its programs, and its outreach efforts.	The Business Program continues to develop the relationship with BAB members and leverage their ideas.	<p>2017/2018</p> <ul style="list-style-type: none"> • \$2,000 scholarship funded by the BAB and given to three freshman and/or sophomore students. • 8 of the 11 BAB members contributed to the scholarship fund for 2018. • BAB members continue to participate in the mentoring program for IU business students. • BAB member and owner of the Bates Motel, a local entertainment facility, provided students with a private behind the scenes tour of the complex. <p>2018/2019</p> <ul style="list-style-type: none"> • \$4,400 scholarship funded by the BAB and given to four freshman and/or sophomore students.

Performance Measurement	Measurement Instrument or Process	Current Results (Successes)	Analysis of Results	Action Taken or Improvement Made	Resulting Trend (s)
					<ul style="list-style-type: none"> • 7 of the 10 BAB members contributed to the scholarship fund for 2019. • BAB members continue to participate in the mentoring program for IU business students. • The BAB members participated in a review of the business program's curriculum and made appropriate recommendations which were implemented for the fall 2019 semester. • The BAB sponsored the Alina Villasante presentation in October 2018 and four members attended. • The IU High School Social Media Mashup Event in April 2019 was sponsored by a BAB member's firm and three additional BAB members attended.

Standard #4 Measurement and Analysis of Student Learning and Performance

a. Program Outcomes

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

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

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

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

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

Accounting Major Student Learning Outcomes

- 1. Demonstrate knowledge, skills and capabilities essential to Accounting**
 - 1.1. Create, analyze and evaluate the four basic financial statements (Balance Sheet, Income Statement, Statement of Cash Flows and Statement of Owners Equity).
 - 1.2. Understand, assess and evaluate internal accounting controls for a company applying Professional Auditing Standards and Practices. Specific skills should include: an ability to develop an audit plan; apply audit sampling techniques to audit plans; demonstrate familiarity with the fundamentals of ACL audit software.
 - 1.3. Prepare transactions and analyze accounts applying financial and managerial accounting standards and utilizing appropriate terminology.
 - 1.4. Understand and apply accounting transactions for advanced accounting topics including corporate consolidations, partnership accounting, governmental accounting and international considerations.
 - 1.5. Prepare individual and corporate tax returns including the appropriate research and application of current tax code regulations.
- 2. Understand the balance of theory and practice as it applies to the various sectors of the world of business, accounting, finance, marketing and economics**

2.1. Theory & Practice in Sectors

- Uses appropriate vocabulary
- Articulates the connection between theory and practice
- Assesses market positioning of firms
- Evaluates financial prospects for initiatives or organizations
- Applies knowledge of legal and regulatory dynamics in business decision making
- Examines the macroeconomic impacts on business success
- Analyzes business responses to consumer behavior
- Evaluates organizational behavior (structure, management, leadership, culture, etc.)
- Considers and balances variant viewpoints on business issues
- Assesses business potential of emerging technology
- Integrates cross-discipline approach in developing recommendations and solutions
- Reflects on outcomes and performance assessment
- Reflects on personal applications of theories

2.2. Global Awareness

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

3. Exercise effective interpersonal, communication, and analytical skills

3.1. Effective Communication

- Covers relevant topics in communications
- Conveys ideas clearly
- Organizes ideas effectively
- Uses correct written construction (grammar, sentence structure, punctuation)
- Appropriately cites sources
- Writes persuasively
- Maintains effective eye contact
- Communicates with confidence

3.2. Effective Interpersonal Skills

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

3.3. Effective Analytical Skills

- Identifies the right problem to be solved

- Evaluates legitimacy and relevance of information and data from multiple sources
- Demonstrates competence in applications of mathematics
- Draws conclusions and inferences
- Interprets statistical and numerical information with competence
- Develops recommendations, alternatives or solutions

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

4.1. Effective Use of Technology

- Effectively creates Excel spreadsheets with computation functionality and presentation quality
- Develops PowerPoint presentations with content, visual presentation and functionality that complement the oral component
- Creates high quality Word documents and reports with professional elements incorporated
- Locate legitimate academic resources including those from electronic sources

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

5.1. Professionalism, Integrity & Ethics

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

Business Management Major Student Learning Outcomes

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

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

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

2.1. Theory & Practice in Sectors

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 - Is prepared

Finance Major Student Learning Outcomes

- 1. Demonstrate knowledge, skills and capabilities essential to Finance**
 - 1.1. Analyze financial statements to evaluate a firm's performance using key financial ratios of profitability, asset utilization, debt, liquidity, and market value. Based on this analysis, determine the firm's strengths and weaknesses.
 - 1.2. Effectively apply and analyze required rate of return, and time value of money for applications including managing investments, capital budgeting, and cost of capital assessment.
 - 1.3. Understand and assess the operation, mechanisms and structure of the United States banking system including the regulatory and policy role of the Federal Reserve.
 - 1.4. Assess and develop investment objectives for a well-diversified investment portfolio, specifically regarding the relationship between risk and return.
 - 1.5. Apply finance and risk management concepts in developing recommended budgets and financial plans.
- 2. Understand the balance of theory and practice as it applies to the various sectors of the world of business, accounting, finance, marketing and economics**
 - 2.1. Theory & Practice in Sectors**
 - Uses appropriate vocabulary
 - Articulates the connection between theory and practice

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Human Resource Management Major Student Learning Outcomes

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

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

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

2.1. Theory & Practice in Sectors

- Uses appropriate vocabulary
- Articulates the connection between theory and practice
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Marketing Management Major Student Learning Outcomes

- 1. Demonstrate knowledge, skills and capabilities essential to Marketing Management**
- 1.1.** Assess the affect of marketing on customer value in general and as applied to specific products and services.
- 1.2.** Design, execute and analyze targeted marketing research applying appropriate research method, as well as qualitative and quantitative data analysis.
- 1.3.** Understand, assess and evaluate product and service brand positioning, market segmentation strategies, alternative advertising strategies, effects of media messages, and sales processes in a global context.
- 1.4.** Develop a complete marketing plan that integrates consideration of distribution channels, alternative marketing strategies, pricing, competitive environment, brand messages, and strategic positioning.
- 1.5.** Understand and evaluate the design, management and importance of promotional activities in integrated marketing channels.
- 2. Understand the balance of theory and practice as it applies to the various sectors of the world of business, accounting, finance, marketing and economics**
- 2.1. Theory & Practice in Sectors**
- Uses appropriate vocabulary
 - Articulates the connection between theory and practice
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b. Performance Results

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

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

Exhibit 4.1

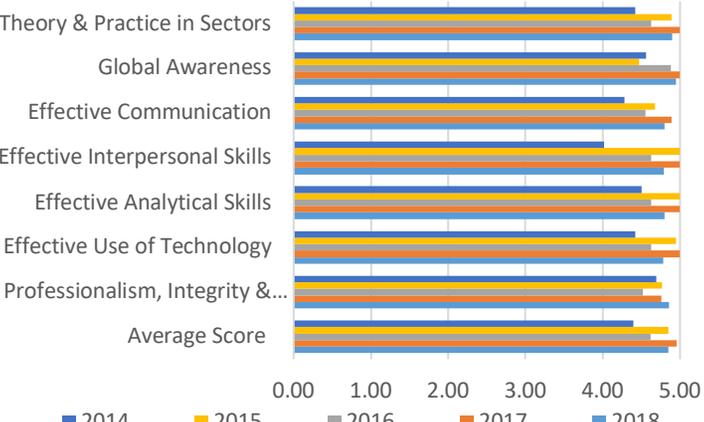
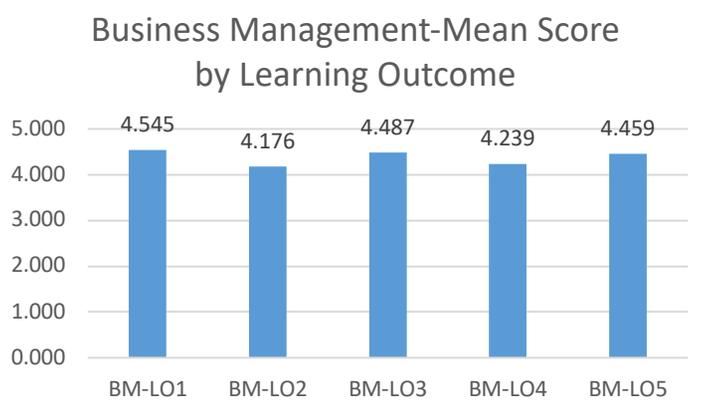
Student Learning Results (Required for each accredited program, doctorate, masters, and baccalaureate)

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

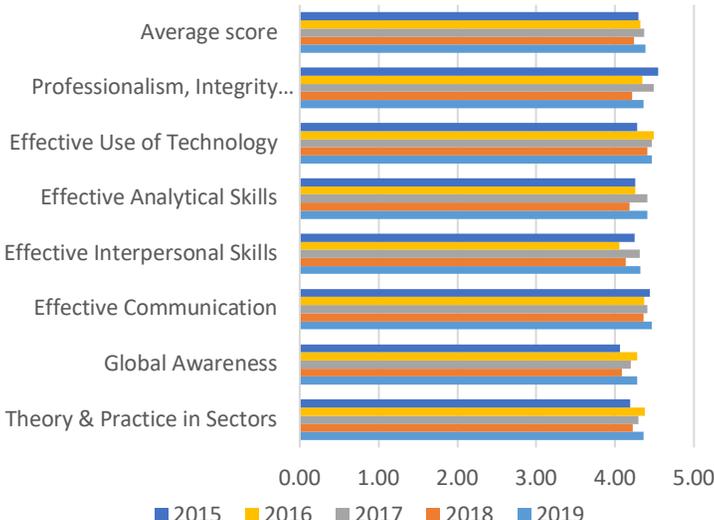
Performance Measure Measurable goal What is your goal?	What is your measurement instrument or process? Do not use grades. (Indicate length of cycle)	Current Results What are your current results?	Analysis of Results What did you learn from the results?	Action Taken or Improvement made What did you improve or what is your next step?	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)															
<p>IU Outbound test scores on Peregrine will be on par with Peregrine outbound test scores for peer institutions.</p>	<p>External comparative formative and summative assessment. Test score comparison of Peregrine outbound testing is performed in capstone courses.</p>	<p>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 nearly four points over the last two years. This indicates that while our students have stayed relatively consistent, the schools with which IU compares have become stronger.</p>	<p>In the recent past, IU was close or slightly above peer institutions in outbound score results. There was a dip in the most recent year that will be examined in the upcoming year, noticeably in the areas of Business Finance, Operations and Production Management, and Organizational Behavior.</p>	<p>Over the last two years there have been significant improvements in the area of Human Resource Management. This is likely the result of requiring most students seeking a business degree to complete an HR Management course.</p>	<table border="1"> <caption>Outbound Scores</caption> <thead> <tr> <th>Year</th> <th>IU</th> <th>Traditional Campus Based</th> </tr> </thead> <tbody> <tr> <td>15/16</td> <td>49.79</td> <td>48.9</td> </tr> <tr> <td>16/17</td> <td>43.42</td> <td>48.9</td> </tr> <tr> <td>17/18</td> <td>49.77</td> <td>52.26</td> </tr> <tr> <td>18/19</td> <td>44.72</td> <td>52.26</td> </tr> </tbody> </table>	Year	IU	Traditional Campus Based	15/16	49.79	48.9	16/17	43.42	48.9	17/18	49.77	52.26	18/19	44.72	52.26
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IU Inbound/ Outbound test difference scores on Peregrine will be on par with Peregrine peer institutions	External comparative formative and summative assessment, along with test score comparison of Peregrine testing performed in IU cornerstone and capstone courses.	As demonstrated by the graph, the difference between IU inbound and outbound tests 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.	Aggregate scores benchmarked show positive results in half of the last four years. Students displayed low scores in the areas of Operations and Production Management, Organizational Behavior, Business Finance, and Macroeconomics	Faculty responsible for specific business programs are reviewing the results by functional area and developing appropriate action plans to improve scores. The faculty will propose changes to the department in the 2019-2020 academic year.	<div data-bbox="1304 440 2030 873" data-label="Figure"> <p style="text-align: center;">Inbound/Outbound Percent Change</p> <table border="1"> <caption>Inbound/Outbound Percent Change Data</caption> <thead> <tr> <th>Year</th> <th>IU</th> <th>Traditional Campus Based</th> </tr> </thead> <tbody> <tr> <td>15-16</td> <td>44.91</td> <td>34.31</td> </tr> <tr> <td>16-17</td> <td>25.17</td> <td>34.31</td> </tr> <tr> <td>17-18</td> <td>51.78</td> <td>40.61</td> </tr> <tr> <td>18-19</td> <td>21.09</td> <td>40.61</td> </tr> </tbody> </table> </div>	Year	IU	Traditional Campus Based	15-16	44.91	34.31	16-17	25.17	34.31	17-18	51.78	40.61	18-19	21.09	40.61
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Accounting major content area learning objectives as assessed in the program will be 4 (good) or higher on a 5 point scale for all accounting majors.	Direct assessment of student performance on learning objectives for the 2017/2018 and 2018/2019 academic years. (Learning Objectives listed above)	Accounting majors' scores on all five learning objectives are above our benchmark of 4.	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.	The department will strive to maintain high achievement for Accounting students across all objectives.	<div data-bbox="1304 440 2028 867"> <p style="text-align: center;">Accounting -Mean Score by Learning Objectives-Over Two years</p> <table border="1"> <caption>Accounting -Mean Score by Learning Objectives-Over Two years</caption> <thead> <tr> <th>Learning Objective</th> <th>Mean Score</th> </tr> </thead> <tbody> <tr> <td>A-LO1</td> <td>4.857</td> </tr> <tr> <td>A-LO2</td> <td>4.182</td> </tr> <tr> <td>A-LO3</td> <td>4.028</td> </tr> <tr> <td>A-LO4</td> <td>4.714</td> </tr> <tr> <td>A-LO5</td> <td>4.4</td> </tr> </tbody> </table> </div>	Learning Objective	Mean Score	A-LO1	4.857	A-LO2	4.182	A-LO3	4.028	A-LO4	4.714	A-LO5	4.4
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Target overall scores on Accounting Capstone Assessment of 4.0 (good) or higher on a 5.0 scale for ACC 422 (Capstone course for Accounting)	Direct, summative, internal, comparative assessment. Capstone assessment performed by instructors, employing a detailed rubric, on students in capstone courses	Average scores for all Accounting majors have strengthened in the last five years. The Accounting major is very strong.	The 2017 class was considered a very strong one, but the 2018 class scored very well with LO averages nearly as high as the previous year's outcomes.	Until 2018, the Accounting major capstone was conducted separately from all other business programs. Going forward, all business programs will have the same capstone, BUS 365: Strategic Planning. For the Spring 2019 semester,	<div data-bbox="1304 878 2028 1308"> <p style="text-align: center;">Learning Outcomes Average in ACC 422</p> <table border="1"> <caption>Learning Outcomes Average in ACC 422</caption> <thead> <tr> <th>Year</th> <th>Average Score</th> </tr> </thead> <tbody> <tr> <td>2014</td> <td>4.69</td> </tr> <tr> <td>2015</td> <td>4.77</td> </tr> <tr> <td>2016</td> <td>4.52</td> </tr> <tr> <td>2017</td> <td>4.96</td> </tr> <tr> <td>2018</td> <td>4.85</td> </tr> </tbody> </table> </div>	Year	Average Score	2014	4.69	2015	4.77	2016	4.52	2017	4.96	2018	4.85
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				accounting majors are included in this single capstone assessment.	<p style="text-align: center;">ACC 422 Capstone Assessment</p>  <table border="1"> <caption>ACC 422 Capstone Assessment Scores (Estimated)</caption> <thead> <tr> <th>Category</th> <th>2014</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Theory & Practice in Sectors</td> <td>4.5</td> <td>4.8</td> <td>4.6</td> <td>4.7</td> <td>4.9</td> </tr> <tr> <td>Global Awareness</td> <td>4.4</td> <td>4.6</td> <td>4.5</td> <td>4.7</td> <td>4.8</td> </tr> <tr> <td>Effective Communication</td> <td>4.3</td> <td>4.5</td> <td>4.4</td> <td>4.6</td> <td>4.7</td> </tr> <tr> <td>Effective Interpersonal Skills</td> <td>4.2</td> <td>4.4</td> <td>4.3</td> <td>4.5</td> <td>4.6</td> </tr> <tr> <td>Effective Analytical Skills</td> <td>4.4</td> <td>4.6</td> <td>4.5</td> <td>4.7</td> <td>4.8</td> </tr> <tr> <td>Effective Use of Technology</td> <td>4.3</td> <td>4.5</td> <td>4.4</td> <td>4.6</td> <td>4.7</td> </tr> <tr> <td>Professionalism, Integrity &...</td> <td>4.4</td> <td>4.6</td> <td>4.5</td> <td>4.7</td> <td>4.8</td> </tr> <tr> <td>Average Score</td> <td>4.4</td> <td>4.6</td> <td>4.5</td> <td>4.7</td> <td>4.8</td> </tr> </tbody> </table>	Category	2014	2015	2016	2017	2018	Theory & Practice in Sectors	4.5	4.8	4.6	4.7	4.9	Global Awareness	4.4	4.6	4.5	4.7	4.8	Effective Communication	4.3	4.5	4.4	4.6	4.7	Effective Interpersonal Skills	4.2	4.4	4.3	4.5	4.6	Effective Analytical Skills	4.4	4.6	4.5	4.7	4.8	Effective Use of Technology	4.3	4.5	4.4	4.6	4.7	Professionalism, Integrity &...	4.4	4.6	4.5	4.7	4.8	Average Score	4.4	4.6	4.5	4.7	4.8
Category	2014	2015	2016	2017	2018																																																						
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Average Score	4.4	4.6	4.5	4.7	4.8																																																						
Business management major content area learning objectives as assessed in the program will be 4 (good) or higher on a 5 point scale for all business management majors.	Direct assessment of student performance on learning objectives for the 2017/2018 and 2018/2019 academic years. (Learning Objectives listed above)	Business Management majors' scores on all five learning objectives are above our benchmark of 4.	Business Management majors are reporting strong results, and while the department reached its objective, we also increased our score on 4 of the 5 objectives from the previous two years.	The department will strive to maintain high achievement for Business Management students across all objectives.	<p style="text-align: center;">Business Management-Mean Score by Learning Outcome</p>  <table border="1"> <caption>Business Management-Mean Score by Learning Outcome</caption> <thead> <tr> <th>Learning Outcome</th> <th>Mean Score</th> </tr> </thead> <tbody> <tr> <td>BM-LO1</td> <td>4.545</td> </tr> <tr> <td>BM-LO2</td> <td>4.176</td> </tr> <tr> <td>BM-LO3</td> <td>4.487</td> </tr> <tr> <td>BM-LO4</td> <td>4.239</td> </tr> <tr> <td>BM-LO5</td> <td>4.459</td> </tr> </tbody> </table>	Learning Outcome	Mean Score	BM-LO1	4.545	BM-LO2	4.176	BM-LO3	4.487	BM-LO4	4.239	BM-LO5	4.459																																										
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Target overall average scores on Capstone Assessment of 4.0 (good) or higher on a 5.0 point scale for Bus 365 (capstone for Business Administration, Finance, Human Resources Management and Marketing Management majors).	Direct, summative, internal, comparative assessment. Capstone assessment performed by instructors on all students in all capstone courses following detailed rubric	Average scores for students continue to be above 4.0.	Student results continue to meet the benchmark required. Scores for 2018 students dipped a little compared to previous years, but 2019 saw students achieve at or above each of the assessment areas from 2017.	Spring 2019 was the first semester in which Accounting majors are included in the capstone assessment. This may explain the higher score, as the accounting students tend to be high achievers. Global Awareness continues to be an area in which improvement could be made.	<div data-bbox="1304 527 2028 987" data-label="Figure"> <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>2015</td> <td>4.30</td> </tr> <tr> <td>2016</td> <td>4.32</td> </tr> <tr> <td>2017</td> <td>4.37</td> </tr> <tr> <td>2018</td> <td>4.24</td> </tr> <tr> <td>2019</td> <td>4.39</td> </tr> </tbody> </table> </div>	Year	Average Score	2015	4.30	2016	4.32	2017	4.37	2018	4.24	2019	4.39
Year	Average Score																
2015	4.30																
2016	4.32																
2017	4.37																
2018	4.24																
2019	4.39																

Performance Measure Measurable goal What is your goal?	What is your measurement instrument or process? Do not use grades. (Indicate length of cycle)	Current Results What are your current results?	Analysis of Results What did you learn from the results?	Action Taken or Improvement made What did you improve or what is your next step?	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)																																																						
					<p style="text-align: center;">BUS 365 Strategic Planning Student Learning Outcomes Assessment</p>  <table border="1" style="margin-top: 10px;"> <caption>BUS 365 Strategic Planning Student Learning Outcomes Assessment Data</caption> <thead> <tr> <th>Learning Outcome</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Average score</td> <td>4.2</td> <td>4.2</td> <td>4.2</td> <td>4.2</td> <td>4.2</td> </tr> <tr> <td>Professionalism, Integrity...</td> <td>4.5</td> <td>4.5</td> <td>4.5</td> <td>4.5</td> <td>4.5</td> </tr> <tr> <td>Effective Use of Technology</td> <td>4.4</td> <td>4.4</td> <td>4.4</td> <td>4.4</td> <td>4.4</td> </tr> <tr> <td>Effective Analytical Skills</td> <td>4.2</td> <td>4.2</td> <td>4.2</td> <td>4.2</td> <td>4.2</td> </tr> <tr> <td>Effective Interpersonal Skills</td> <td>4.1</td> <td>4.1</td> <td>4.1</td> <td>4.1</td> <td>4.1</td> </tr> <tr> <td>Effective Communication</td> <td>4.3</td> <td>4.3</td> <td>4.3</td> <td>4.3</td> <td>4.3</td> </tr> <tr> <td>Global Awareness</td> <td>4.1</td> <td>4.1</td> <td>4.1</td> <td>4.1</td> <td>4.1</td> </tr> <tr> <td>Theory & Practice in Sectors</td> <td>4.3</td> <td>4.3</td> <td>4.3</td> <td>4.3</td> <td>4.3</td> </tr> </tbody> </table>	Learning Outcome	2015	2016	2017	2018	2019	Average score	4.2	4.2	4.2	4.2	4.2	Professionalism, Integrity...	4.5	4.5	4.5	4.5	4.5	Effective Use of Technology	4.4	4.4	4.4	4.4	4.4	Effective Analytical Skills	4.2	4.2	4.2	4.2	4.2	Effective Interpersonal Skills	4.1	4.1	4.1	4.1	4.1	Effective Communication	4.3	4.3	4.3	4.3	4.3	Global Awareness	4.1	4.1	4.1	4.1	4.1	Theory & Practice in Sectors	4.3	4.3	4.3	4.3	4.3
Learning Outcome	2015	2016	2017	2018	2019																																																						
Average score	4.2	4.2	4.2	4.2	4.2																																																						
Professionalism, Integrity...	4.5	4.5	4.5	4.5	4.5																																																						
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Effective Analytical Skills	4.2	4.2	4.2	4.2	4.2																																																						
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Effective Communication	4.3	4.3	4.3	4.3	4.3																																																						
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Performance Measure Measurable goal What is your goal?	What is your measurement instrument or process? Do not use grades. (Indicate length of cycle)	Current Results What are your current results?	Analysis of Results What did you learn from the results?	Action Taken or Improvement made What did you improve or what is your next step?	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)												
Finance major content area learning objectives as assessed in the program will be 4 (good) or higher on a 5 point scale for all finance majors.	Direct assessment of student performance on learning objectives for the 2017/2018 and 2018/2019 academic years. (Learning Objectives listed above)	Finance majors' scores on all five learning objectives are above our benchmark of 4.	Finance 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.	The department will strive to maintain having high achievement for Finance students across all objectives.	<div data-bbox="1310 464 2009 857"> <p style="text-align: center;">Finance-Mean Score by Learning Outcome</p> <table border="1"> <thead> <tr> <th>Learning Outcome</th> <th>Mean Score</th> </tr> </thead> <tbody> <tr> <td>F-LO1</td> <td>4.580</td> </tr> <tr> <td>F-LO2</td> <td>4.231</td> </tr> <tr> <td>F-LO3</td> <td>4.794</td> </tr> <tr> <td>F-LO4</td> <td>4.231</td> </tr> <tr> <td>F-LO5</td> <td>4.428</td> </tr> </tbody> </table> </div>	Learning Outcome	Mean Score	F-LO1	4.580	F-LO2	4.231	F-LO3	4.794	F-LO4	4.231	F-LO5	4.428
Learning Outcome	Mean Score																
F-LO1	4.580																
F-LO2	4.231																
F-LO3	4.794																
F-LO4	4.231																
F-LO5	4.428																
Human Resource Management major content area learning objectives as assessed in the program will be 4 (good) or higher on a 5 point scale for all marketing management majors.	Direct assessment of student performance on learning objectives for the 2017/2018 and 2018/2019 academic years. (Learning Objectives listed above)	IU Human Resource Management majors' scores on all five learning objectives are above our benchmark of 4.	Human Resource Management majors are reporting strong results, and while the department reached its objective, we also increased our score on all 5 objectives from the previous two years.	The department will strive to maintain having high achievement for Human Resources Management students across all objectives.	<div data-bbox="1310 902 2009 1295"> <p style="text-align: center;">Human Resource Management-Mean Score by Learning Outcome</p> <table border="1"> <thead> <tr> <th>Learning Outcome</th> <th>Mean Score</th> </tr> </thead> <tbody> <tr> <td>HR-LO1</td> <td>4.750</td> </tr> <tr> <td>HR-LO2</td> <td>4.750</td> </tr> <tr> <td>HR-LO3</td> <td>5.000</td> </tr> <tr> <td>HR-LO4</td> <td>4.357</td> </tr> <tr> <td>HR-LO5</td> <td>4.786</td> </tr> </tbody> </table> </div>	Learning Outcome	Mean Score	HR-LO1	4.750	HR-LO2	4.750	HR-LO3	5.000	HR-LO4	4.357	HR-LO5	4.786
Learning Outcome	Mean Score																
HR-LO1	4.750																
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Performance Measure Measurable goal What is your goal?	What is your measurement instrument or process? Do not use grades. (Indicate length of cycle)	Current Results What are your current results?	Analysis of Results What did you learn from the results?	Action Taken or Improvement made What did you improve or what is your next step?	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)												
Marketing Management major content area learning objectives as assessed in the program will be 4 (good) or higher on a 5 point scale for all marketing management majors.	Direct assessment of student performance on learning objectives for the 2017/2018 and 2018/2019 academic years. (Learning Objectives listed above)	IU Marketing Management majors' scores on all five learning objectives are above our benchmark of 4.	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.	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, and we will continue to monitor going forward.	<div data-bbox="1306 464 2013 870"> <p style="text-align: center;">Marketing Management-Mean Score by Learning Outcome MKT</p> <table border="1"> <caption>Marketing Management-Mean Score by Learning Outcome MKT</caption> <thead> <tr> <th>Learning Outcome</th> <th>Mean Score</th> </tr> </thead> <tbody> <tr> <td>M-LO1</td> <td>4.400</td> </tr> <tr> <td>M-LO2</td> <td>4.182</td> </tr> <tr> <td>M-LO3</td> <td>4.417</td> </tr> <tr> <td>M-LO4</td> <td>4.400</td> </tr> <tr> <td>M-LO5</td> <td>4.588</td> </tr> </tbody> </table> </div>	Learning Outcome	Mean Score	M-LO1	4.400	M-LO2	4.182	M-LO3	4.417	M-LO4	4.400	M-LO5	4.588
Learning Outcome	Mean Score																
M-LO1	4.400																
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M-LO4	4.400																
M-LO5	4.588																

Standard #5 Faculty and Staff Focus

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

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

Faculty and Staff Focused Results	Faculty and staff-focused results examine how well the organization creates and maintains a positive, productive, learning-centered work environment for business faculty and staff.
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		Analysis of Results															
Performance Measure	What is your measurement instrument or process? (Indicate length of cycle)	Current Results What are your current results?	Analysis of Results What did you learn from the results?	Action Taken or Improvement made What did you improve or what is your next step?	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)												
Measurable goal What is your goal?																	
Maintain 80% of undergraduate credit hours 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 style="text-align: center;">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>14-15</td> <td>100%</td> </tr> <tr> <td>15-16</td> <td>100%</td> </tr> <tr> <td>16-17</td> <td>100%</td> </tr> <tr> <td>17-18</td> <td>100%</td> </tr> <tr> <td>18-19</td> <td>100%</td> </tr> </tbody> </table>	Year	Percentage	14-15	100%	15-16	100%	16-17	100%	17-18	100%	18-19	100%
Year	Percentage																
14-15	100%																
15-16	100%																
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Performance Measure	What is your measurement instrument or process? (Indicate length of cycle)	Current Results What are your current results?	Analysis of Results What did you learn from the results?	Action Taken or Improvement made What did you improve or what is your next step?	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)												
Maintain full time faculty as 80% academically qualified or higher.	Count of faculty incorporating consideration of doctoral status.	Four of five full time faculty members hold doctoral degrees.	The current use of academically qualified full time faculty is allowing our department to meet its goals.	The Business and Accounting Programs continue to meet its goal for academically-qualified full time faculty and anticipate all new hires will continue to support this goal. Furthermore, the very high level of academically qualified faculty for all courses demonstrates this is a valuable level.	<p>Academically-qualified full time faculty consistently meets 80%.</p> <p>The bar chart displays the percentage of full-time faculty who are doctorally qualified over a five-year period. The y-axis represents the percentage from 0% to 100% in 20% increments. The x-axis lists the academic years: 14-15, 15-16, 16-17, 17-18, and 18-19. All five bars reach the 80% mark on the y-axis, indicating a consistent 80% of full-time faculty are doctorally qualified throughout the period.</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>14-15</td> <td>80%</td> </tr> <tr> <td>15-16</td> <td>80%</td> </tr> <tr> <td>16-17</td> <td>80%</td> </tr> <tr> <td>17-18</td> <td>80%</td> </tr> <tr> <td>18-19</td> <td>80%</td> </tr> </tbody> </table>	Year	Percentage	14-15	80%	15-16	80%	16-17	80%	17-18	80%	18-19	80%
Year	Percentage																
14-15	80%																
15-16	80%																
16-17	80%																
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		Analysis of Results															
Performance Measure	What is your measurement instrument or process? (Indicate length of cycle)	Current Results What are your current results?	Analysis of Results What did you learn from the results?	Action Taken or Improvement made What did you improve or what is your next step?	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)												
Maintain involvement of all full time faculty in an average of four scholarly/professional activities.	Annual faculty profile report of scholarly activities.	Faculty members have consistently maintained scholarly/professional involvement in four or more activities each year.	Faculty involvement remains strong in scholarly/professional activities.	Continuing to encourage faculty scholarly activities including leveraging grants and faculty development funds.	<table border="1"> <caption>Average Scholarship/Professional Activities</caption> <thead> <tr> <th>Year</th> <th>Average</th> </tr> </thead> <tbody> <tr> <td>14-15</td> <td>4.5</td> </tr> <tr> <td>15-16</td> <td>10</td> </tr> <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> </tbody> </table>	Year	Average	14-15	4.5	15-16	10	16-17	16	17-18	9	18-19	12
Year	Average																
14-15	4.5																
15-16	10																
16-17	16																
17-18	9																
18-19	12																
Consistent with the service values of our university, maintain involvement of all full time faculty in an average of five service activities.	Annual faculty profile report of service activities.	Faculty members have consistently maintained service involvement above five activities per year.	Faculty involvement remains strong in service activities.	Continuing to encourage faculty service activities including celebrating involvement to the university and to the community.	<table border="1"> <caption>Average Service Activities</caption> <thead> <tr> <th>Year</th> <th>Average</th> </tr> </thead> <tbody> <tr> <td>14-15</td> <td>7.5</td> </tr> <tr> <td>15-16</td> <td>9</td> </tr> <tr> <td>16-17</td> <td>8</td> </tr> <tr> <td>17-18</td> <td>7.5</td> </tr> <tr> <td>18-19</td> <td>8.2</td> </tr> </tbody> </table>	Year	Average	14-15	7.5	15-16	9	16-17	8	17-18	7.5	18-19	8.2
Year	Average																
14-15	7.5																
15-16	9																
16-17	8																
17-18	7.5																
18-19	8.2																

Faculty Qualifications

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

Criterion 5.3.1. 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.

NAME	MAJOR TEACHING FIELD	COURSES TAUGHT	EARNED DEGREES	PROFESSIONAL CERTIFICATION CRITERIA	ACBSP QUALIFICATION
Albert Bolognese	Marketing	MKT 309	Ed.D. MS BA	Entrepreneur broadcasting and equipment marketing. Significant teaching experience.	Academically
Robert D. DiSciullo	Accounting	ACC 317 BUS 324 MKT 309 MKT 331	MS Taxation BS	CPA. Tax, accounting and professional services experience for over 30 years including with Coopers & Lybrand and as principal in firm.	Professionally
Joseph Euculano	Economics	ECO 201 ECO 202	MBA BS	Over 35 years of experience as adjunct in economics.	Professionally
Christopher McGrath	Business and Finance	BUS 327 FIN 306	Ph.D. MBA BS BA	Professor with Strayer University for over 10 years in business and management courses.	Academically
Mary Raffaele	Law	BUS 315 BUSL377	JD BS	Licensed in PA and NJ as well as CPA candidate. Practicing law for over 4 years.	Academically
George Schwartz	Business, Leadership and Human Resource Management	BUS 366 BUSL 375 HRM 311	FEMA's National Emergency Management Executive Academy EdD M Strategic Studies MS HR Management BA	Leadership and mgt experience: Brigadier General in U.S. Army National Guard for 11 years and 10 years in corporate Human Resource Management.	Academically

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

Criterion 5.8.1. Faculty members must be actively involved in professional activities that will enhance the depth and scope of their knowledge and that of their disciplines, as well as the effectiveness of their teaching. The institution must demonstrate a reasonable balance of scholarly and professional activities by the faculty as a whole, consistent with the stated institutional mission.

Codes for Scholarly Activities:

- A = Scholarship of Teaching
- B = Scholarship of Discovery
- C = Scholarship of Integration
- D = Scholarship of Application

Faculty Member	Highest Degree Earned	Professional Certification	Scholarly Activities				Professional Activities			
			Papers Presented	Published Articles/ Manuscripts/ Books	Consulting	Professional Related Service	Professional Conferences/ Workshops	Professional Meetings	Professional Memberships	Other
Albert Bolognese	Ed.D.					A - 2	1			
Robert D. DiSciullo	MS Taxation	CPA, Insurance License			D - 100	C - 2	10	5	2	1
Joseph Euculano	MBA				A - 1					
Christopher McGrath	Ph.D.	Health Coach Villanova			D - 5		2	1	3	1
Mary Raffaele	JD	Law License PA & NJ			D - 25		1	7	3	
George Schwartz	Ed.D.			A - 3		D - 2	6			4

Standard #6 Educational and Business Process Management

a. Curriculum

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

None of the existing degree programs have been substantially revised.

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

None.

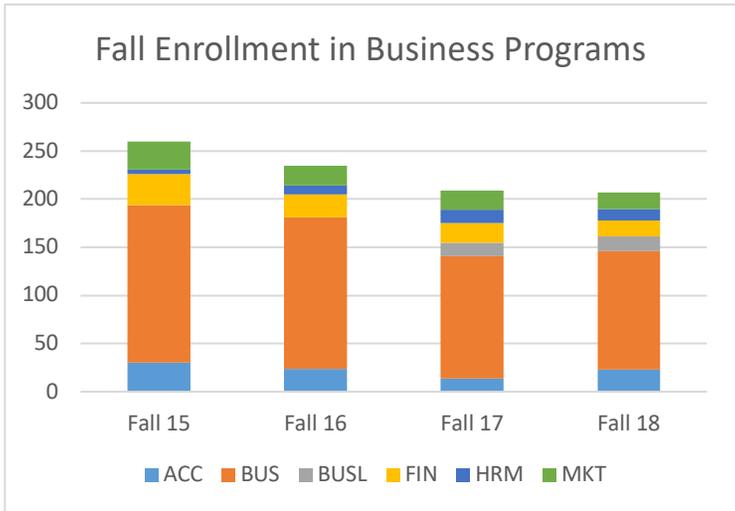
3. List any accredited programs that have been terminated since your last report.

None.

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

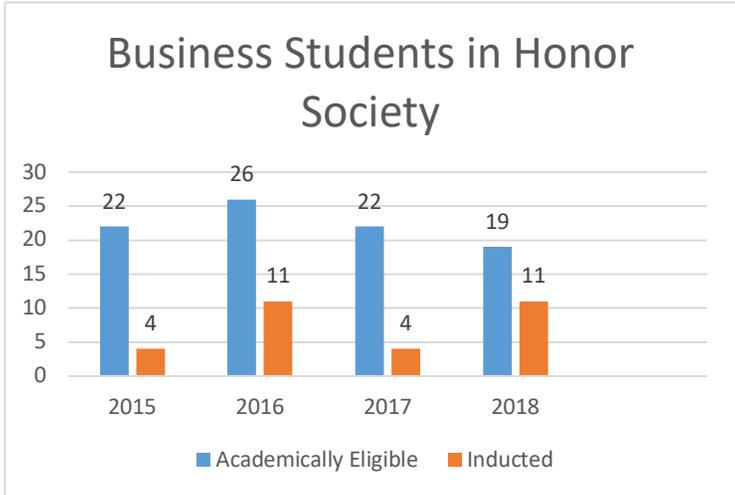
Table 6.1 Standard 6 - Organizational Performance Results

<p>5. Organizational Effectiveness Results</p>	<p>Organizational effectiveness results examine attainment of organizational goals. Each business unit must have a systematic reporting mechanism for each business program that charts enrollment patterns, student retention, student academic success, and other characteristics reflecting students' performance.</p> <p>Key organizational effectiveness results reflecting department goals are analyzed below covering enrollment, class size, and faculty qualifications.</p>
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		Analysis of Results																																											
Performance Measure	Measurement Instrument/ Process	Current Results	Analysis of Results	Action or Improvement Made																																									
<p>Increase business program enrollment by 5% each year.</p>	<p>Actual student fall enrollment tracked by program.</p>	<p>Fall enrollment in all business programs remained flat with 209 and 207 students for the 2017 and 2018 academic years, respectively. These figures are down from the high of 260 in 2015 and 235 students for 2016.</p>	<p>Due to the highly competitive environment for college students in the Southeastern Pennsylvania region, enrollment in the undergraduate program has declined or remained flat for the past four academic years.</p>	<p>In an effort to achieve the desired growth in the Business and Accounting programs, the department has prioritized enrollment and retention in its strategic plan. Initiatives to encourage increased enrollment include:</p> <ul style="list-style-type: none"> the current development of two new degree programs, Financial Planning and Supply Chain Management, for the fall 2020 academic year; 	 <table border="1"> <caption>Fall Enrollment in Business Programs</caption> <thead> <tr> <th>Year</th> <th>ACC</th> <th>BUS</th> <th>BUSL</th> <th>FIN</th> <th>HRM</th> <th>MKT</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Fall 15</td> <td>30</td> <td>160</td> <td>0</td> <td>30</td> <td>10</td> <td>20</td> <td>260</td> </tr> <tr> <td>Fall 16</td> <td>25</td> <td>155</td> <td>0</td> <td>20</td> <td>10</td> <td>15</td> <td>235</td> </tr> <tr> <td>Fall 17</td> <td>15</td> <td>120</td> <td>10</td> <td>20</td> <td>10</td> <td>15</td> <td>200</td> </tr> <tr> <td>Fall 18</td> <td>25</td> <td>120</td> <td>10</td> <td>10</td> <td>10</td> <td>15</td> <td>207</td> </tr> </tbody> </table>	Year	ACC	BUS	BUSL	FIN	HRM	MKT	Total	Fall 15	30	160	0	30	10	20	260	Fall 16	25	155	0	20	10	15	235	Fall 17	15	120	10	20	10	15	200	Fall 18	25	120	10	10	10	15	207
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				<ul style="list-style-type: none"> • the formation of two 4+1 Masters Programs, the Masters of Management and Leadership at Immaculata and the DeSales University MBA Program; • the continued implementation of technology into various courses including: SAP, ERP Distribution Simulation Game, MarketWatch, SIMNet, and ArcGPS. • The embedding of relevant training/education for professional certifications into program courses to improve the marketability of graduating seniors, which include: <ol style="list-style-type: none"> 1. Project Management Institute's CAPM certification in BUSL 394 Project Planning and Implementation 	

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				<p>2.FINRA’s <i>Securities Industry Essentials</i> Exam in FIN 200:Special Topics SIE Examination.</p> <ul style="list-style-type: none"> An increase in extracurricular activities within the Business and Accounting Programs through Enactus and The Business Club to improve retention. 																															
Maintain small classes averaging 20 or fewer students.	Actual student enrollment in classes tracked by academic year.	Class sizes have remained small, continuing to meet the performance goal.	Class sizes have remained below 20 or fewer students, and the average class size hovered in the range of 10-11 students over the past 4 academic years.	<p>Monitor class sizes and offer additional sections of courses when enrollments grow.</p> <p>Monitor student satisfaction associated with class size.</p>	<div style="text-align: center;"> <h3>Average Class Size</h3> <table border="1"> <caption>Average Class Size Data</caption> <thead> <tr> <th>Semester</th> <th>ACC</th> <th>BUS</th> <th>FIN</th> <th>HRM</th> <th>MKT</th> </tr> </thead> <tbody> <tr> <td>Spring 19</td> <td>10.5</td> <td>12.0</td> <td>6.5</td> <td>13.5</td> <td>11.5</td> </tr> <tr> <td>Fall 18</td> <td>11.5</td> <td>14.5</td> <td>9.5</td> <td>11.0</td> <td>11.5</td> </tr> <tr> <td>Spring 18</td> <td>10.0</td> <td>11.0</td> <td>7.0</td> <td>10.5</td> <td>11.0</td> </tr> <tr> <td>Fall 17</td> <td>9.0</td> <td>12.5</td> <td>5.0</td> <td>9.0</td> <td>8.5</td> </tr> </tbody> </table> </div>	Semester	ACC	BUS	FIN	HRM	MKT	Spring 19	10.5	12.0	6.5	13.5	11.5	Fall 18	11.5	14.5	9.5	11.0	11.5	Spring 18	10.0	11.0	7.0	10.5	11.0	Fall 17	9.0	12.5	5.0	9.0	8.5
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Maintain student engagement in business academic honors.	Count of students invited and inducted.	<p>The university continues to invite the top 20% of junior and senior students to be honored as members of its business honor society.</p> <p>Unfortunately, membership in Delta Mu Delta has fluctuated over the past four academic years.</p>	<p>Membership in Delta Mu Delta has fluctuated based on student preference with regards to joining the honor society. Students who have opted to not join indicated that the costs associated with membership was the primary reason.</p>	<p>The business faculty will actively promote the benefits of joining Delta Mu Delta and encourage participation of those eligible. Additionally, faculty and students will attend local chapter events, such as the Philadelphia Delta Mu Delta Alumni Networking event: The How's and Why's of Networking planned for in September 2019.</p>	<div style="text-align: center;"> <h3>Business Students in Honor Society</h3>  <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Business Students in Honor Society Data</caption> <thead> <tr> <th>Year</th> <th>Academically Eligible</th> <th>Inducted</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>22</td> <td>4</td> </tr> <tr> <td>2016</td> <td>26</td> <td>11</td> </tr> <tr> <td>2017</td> <td>22</td> <td>4</td> </tr> <tr> <td>2018</td> <td>19</td> <td>11</td> </tr> </tbody> </table> </div>	Year	Academically Eligible	Inducted	2015	22	4	2016	26	11	2017	22	4	2018	19	11
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