



Annual Report – Accredited Member

Institution: SAINT PETER’S UNIVERSITY

Academic Business Unit: SCHOOL OF BUSINESS

Academic Year: 2017-2018

International Accreditation Council for Business Education
11374 Strang Line Road
Lenexa, Kansas 66215
USA

IACBE ANNUAL REPORT
For Academic Year: 2017-2018

This annual report should be completed for your academic business unit and submitted to the IACBE by November 1 of each year.

General Information

Institution's Name: Saint Peter's University

Institution's Address: 2641 John F. Kennedy Blvd.

City and State or Country: Jersey City, NJ Zip or Postal Code 07306

Name of Submitter: Louis R. Ruvolo

Title: Director of Graduate Business Programs

Your Email Address: lruvolo@saintpeters.edu

Telephone (with country code if outside of the United States): 201-761-6475

Type of Institution: _____ Public _____ **Private Nonprofit** _____ Private For-Profit

Date of Submission: October 31, 2018

Total Headcount Enrollment of the Institution for 2017-2018: 3,544

Administrative Information

1. Provide the following information pertaining to the current president/chief executive officer of your institution:

Name: Eugene J. Cornacchia

Title: President

Highest Earned Degree: Ph.D. Email: ecornacchia@saintpeters.edu

Telephone (with country code if outside of the United States): 201-761-6010 Fax (with country code if outside of the United States): _____

____ Check here if this represents a change from the previous year.

2. Provide the following information pertaining to the current chief academic officer of your institution:

Name: Frederick Bonato

Title: Provost & Vice President for Academic Affairs

Highest Earned Degree: Ph.D. Email: fbonato@saintpeters.edu

Telephone (with country code if outside of the United States):

201-761-6020

Fax (with country code if outside of the United States):

Check here if this represents a change from the previous year.

3. Provide the following information pertaining to the current head of your academic business unit:

Name: Mary Kate Naatus

Title: KPMG Dean, School of Business & Associate Professor

Highest Earned Degree: Ph.D.

Email: mnaatus@saintpeters.edu

Telephone (with country code if outside of the United States):

201-761-6389

Fax (with country code if outside of the United States):

Check here if this represents a change from the previous year.

4. Provide the following information pertaining to your current primary representative to the IACBE, i.e., the person who is your primary contact for the IACBE and who votes on behalf of the academic business unit on IACBE matters (if not the same as the head of the academic business unit):

Name: Louis R. Ruvolo

Title: Director of Graduate Business Programs

Highest Earned Degree: M.B.A.

Email: lruvolo@saintpeters.edu

Telephone (with country code if outside of the United States):

201-761-6475

Fax (with country code if outside of the United States):

Check here if this represents a change from the previous year.

5. Provide the following information pertaining to your current alternate representative to the IACBE:

Name:

Title:

Highest Earned Degree:

Email:

Telephone (with country code if outside of the United States):

Fax (with country code if outside of the United States):

Check here if this represents a change from the previous year.

Accreditation Information

1. If applicable, when is your next institutional accreditation site visit? 2021 Year

2. When is your next reaffirmation of IACBE accreditation site visit? 2021 Year

3. Provide the website path to the page containing your public notification of accreditation by the IACBE:

(Note: Do not provide URL addresses. Beginning with the institution’s home page, describe the link on each page in the path on which someone would click in order to advance to the next page in the path.

For example:

1. Click on “Academics”
2. Click on “School of Business”
3. Click on “IACBE Accreditation” etc.)

1. Saint Peter’s University Home Page
www.saintpeters.edu
2. Click on “Learn” in the top bar
3. Click on “School of Business”
4. Click on “Undergraduate” or “Graduate”
5. Click on “Accreditation”
6. _____
7. _____
8. _____
9. _____
10. _____

4. Provide the website path to the page containing your public disclosure of student learning results:

(Note: Do not provide URL addresses. Beginning with the institution’s home page, describe the link on each page in the path on which someone would click in order to advance to the next page in the path.

For example:

1. Click on “Academics”
2. Click on “School of Business”
3. Click on “IACBE Accreditation” etc.)

1. Saint Peter’s University Home Page
www.saintpeters.edu
2. Click on “Learn” in the top bar
3. Click on “School of Business”
4. Click on “Undergraduate” or “Graduate”
5. Click on “Learning Goals & Mission”
6. Scroll to bottom of page and click on “Public Disclosure of Student Learning 2017-18”
7. _____
8. _____
9. _____
10. _____

6. If your accreditation letter from the IACBE Board of Commissioners contained “notes” that identified issues that needed to be addressed, please list the number of the IACBE’s Accreditation Principle for each note in the table below. Indicate whether action has already been taken or that you have made plans to do so. (Insert additional rows as necessary.)

Commissioners’ Notes	Action Already Taken	Action Planned
NONE		

Programmatic Information

1. For each of your IACBE-accredited business programs, provide the total headcount enrollment and the number of degrees conferred in the program (including each major, concentration, specialization, emphasis, option, or track) for 2017-18 (insert rows in the table as needed):

Total Headcount Enrollment of the Institution for 2017-18: 3,524

Program	Enrollment 2017-18	Number of Degrees Conferred 2017-18
BS Business Management	217	48
BS Marketing Management	53	16
BS International Business	47	15
BS Accounting	106	24
Master of Business Administration	216	99*
Master of Science in Accounting	35	30*
Totals for All Programs Combined (In the totals, please do not double-count students who pursued multiple programs during the reporting year, e.g., students who double-majored in both accounting and finance.)	669	232
<i>*Note: Enrollment numbers do not contain any double counts, however, degrees conferred contains 11 double counts between the MBA and MSA.</i>		

2. Do you offer any of your IACBE-accredited business programs outside of your home country?

No.

Yes. If yes, please identify the programs and countries in the table below. In addition, if the programs are delivered in partnership with other institutions, please identify those institutions as well. (Insert rows in the table as needed.)

Program	Country or Countries	Partner Institution(s)

3. Did you terminate any IACBE-accredited business programs during the reporting year?

No.

Yes. If yes, please identify the terminated programs in the table below and provide a brief description of your

____ termination plan (e.g., plan for teaching-out the program, when last graduates are expected, etc.). (Insert rows in the table as needed.)

Terminated Programs	Termination Plan

4. Were changes made in any of your IACBE-accredited business programs during the reporting year? **(Note:** You do not have to identify course-level changes, e.g., changes in course names, course coding, course numbering, course content, etc.; identify only program-level changes, e.g., changes in program names, program curricula, etc.)

No.

____ Yes. If yes, please identify the changes on a separate page at the end of this report.

5. Were any new business programs (including new majors, concentrations, specializations, emphases, options, and/or tracks) established during the reporting year?

No.

____ Yes. If yes, please identify the new programs and the locations at which they are offered in the table below. (Insert rows in the table as needed.) Please also describe the curricular requirements for the programs on a separate page at the end of this report, and answer item 6 below.

New Programs	Locations

Note: Any new programs (including new majors, concentrations, specializations, emphases, options, and/or tracks) cannot be listed, identified, or advertised as being accredited by the IACBE until they have undergone an accreditation review and have been granted accreditation by the Board of Commissioners.

6. If applicable, was approval of your institutional accrediting body required for any of the new programs identified in item 5 above?

No.

____ Yes. If yes, please attach a copy of the material that you sent to your institutional accrediting body.

7. Did you establish any new locations/instructional sites during the reporting year?

No.

____ Yes. If yes, please identify the new locations/instructional sites and the IACBE-accredited programs offered at those locations/sites in the table below. Please also indicate whether you anticipate that any of the locations/sites will account for 25% or more of the total student credit hours (or contact hours as applicable) in business. (Insert rows in the table as needed.)

New Locations/Instructional Sites	Programs Offered	25% or More of Total SCH?

8. If applicable, was approval of your institutional accrediting body required for any of the new locations/instructional sites identified in item 7 above?

No.

Yes. If yes, please attach a copy of the material that you sent to your institutional accrediting body.

Outcomes Assessment

1. Do you offer any majors, concentrations, specializations, emphases, options, or tracks as part of your business programs?

Yes. If yes, proceed to item 2 below.

No. If no, proceed to item 4 below.

2. Do your majors, concentrations, specializations, emphases, options, or tracks appear on students' transcripts, diplomas, diploma supplements, or other official records of program completion?

Yes. If yes, proceed to item 3 below.

No. If no, proceed to item 4 below.

3. Does your current outcomes assessment plan include student learning assessment information for all majors, concentrations, specializations, emphases, options, and tracks contained within your business programs?

Yes. If yes, proceed to item 4 below.

No. If no, please submit a revised outcomes assessment plan with your annual report that addresses student learning assessment for all majors, concentrations, specializations, emphases, options, and tracks comprising any portion of your business programs. Information about this requirement can be found on the IACBE website at the following address: www.iacbe.org/oa-key-areas.asp.

4. Is the outcomes assessment plan that you submitted to the IACBE still current or have you made changes?

The outcomes assessment plan that we have previously submitted is still current.

Changes have been made and the revised plan is attached.

We have made changes and the revised plan will be sent to the IACBE by: 12/31/2018

5. Complete the Outcomes Assessment Results form below and include it with this annual report to the IACBE. **Note:** Section II of the form (Operational Assessment) needs to be completed only if you received first-time accreditation or reaffirmation of accreditation after January 1, 2011.

An example of a completed form can be found in a separate document that is available for download on the IACBE's website at: www.iacbe.org/accreditation-documents.asp.

Section I (Student Learning Assessment) of the Outcomes Assessment Results form must be completed for each business program that is accredited by the IACBE (i.e., a separate table must be provided for each program).

Add tables, and insert or delete rows in the tables as needed in order to accommodate the number of your (i) business programs, (ii) majors, concentrations, specializations, emphases, options, or tracks in the programs, (iii) intended student learning outcomes, and (iv) intended operational outcomes. In the sections of the assessment results tables entitled "Summary of Achievement of Intended Student Learning Outcomes" and "Summary of Achievement of Intended Operational

Outcomes,” **do not add or delete columns**. Space is provided in these sections for four direct measures of student learning, four indirect measures of student learning, and eight operational assessment measures/methods. If you are employing fewer than this number of assessment instruments, simply leave cells in the unused columns blank. If you are employing more than this number of instruments, you will need to create additional summary-of-achievement tables to report your assessment information.

Delete rows in the assessment results tables that do not apply to your academic business unit (e.g., if the business unit does not offer any majors, concentrations, specializations, emphases, options, or tracks in its programs, then delete those rows in the tables).

In the sections of the assessment results tables entitled “Summary of Achievement of Intended Student Learning Outcomes” and “Summary of Achievement of Intended Operational Outcomes,” enter “Met” in a given cell of the table if the performance target for the instrument in that column was achieved for the intended outcome in that row; “Not Met” if the performance target for the instrument in that column was not achieved for the intended outcome in that row; or “N/A” (Not Assessed) if the instrument in that column does not measure the intended outcome in that row.

Student learning performance targets/criteria are the measurable objectives associated with the assessment instruments and rubrics used by the academic business unit in determining whether the intended student learning outcomes have been achieved. For example, if the academic business unit is using a comprehensive project in a capstone course as a direct measure of student learning, then a performance target might be that, on the project evaluation rubric, at least 80% of the students will be rated at the highest level (e.g., proficient, exemplary, etc.) on each learning-outcome-related project evaluation criterion.

Operational performance targets/criteria are the measurable objectives associated with the assessment instruments used by the academic business unit in determining whether the intended operational outcomes have been achieved. For example, if the academic business unit has identified an operational outcome pertaining to faculty teaching and is using a senior exit survey as a measure of this outcome, then a performance target might be that 90% of the students will be either “satisfied” or “highly satisfied” with various aspects of faculty teaching as identified by relevant items in the survey form.

Your student learning assessment results tables need to include two or more direct measures of student learning and two or more indirect measures of student learning for each IACBE-accredited program. These measures must be used at the program level.

At the bottom of each assessment results table, space is provided to identify changes and improvements that you plan to make as a result of your assessment activity.

Italicized entries in the form represent areas where the academic business unit should insert its own assessment information.

Other Issues

Briefly comment on other issues pertaining to your academic business unit that you would like to share with the IACBE.

- Dean Rosenthal left the position in December 2017 and an interim dean was installed. Dean Naatus became the Dean effective May 2018.
- A revised Operations Assessment Plan for the MBA and MSA was used for the 2017-2018 academic year reflecting knowledge gained from the prior academic year and will be submitted to IACBE by 12/31/2018.

Outcomes Assessment Results

For Academic Year: 2017-18

Section I: Student Learning Assessment

<i>School of Business Administration, Department of Business Administration</i>	
Student Learning Assessment for BS in Business Management, International Business, Marketing	
General Program Intended Student Learning Outcomes (General Program ISLOs)	
1. Students will be able to analyze, evaluate and present data in a professional manner.	
2. Students will respond appropriately when confronted with moral and ethical dilemmas and recognize conflict of interest or perceived conflict of interest.	
3. Students will be able to communicate (oral and written) the result of their efforts in a cogent manner so that the listener/reader has confidence in the accuracy of their work.	
4. Students will understand the core concepts in marketing, management, finance, and accounting and be able to apply these concepts in an integrated manner.	
5. Students will use analytical reasoning and problem solving skills to address realistic business problems related to their business management, marketing management, or international business major.	
Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Direct Measures:
1. <i>Direct Measure 1 – Major Field Test or Assessment exam</i> General Program ISLOs Assessed by this Measure: <i>Outcomes List Major, Concentration, Specialization, Emphasis, Option, Track</i> ISLOs Assessed by this Measure: <i>Outcomes List</i>	Performance Targets/Criteria for Direct Measures: The average of students' scores in categories on the major field test used to measure Learning Outcomes 1, 2, and 4 will be equal to, greater than, or within five points of the national average. For Learning Outcome 5, the average of students' scores in the category related to the major will be at least five points above the national average.
2. <i>Direct Measure 2-- Comprehensive assignments/presentations in upper level and capstone course</i>	For Learning Outcome 3: on the assignment evaluation rubric, at least 70% of students will achieve Level 3 or Level 4 ratings out of a 4-level rating on each learning outcome.
Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Indirect Measures:

1. Student Survey/Focus Group	On the exit survey instrument attached to the Peregrine exams, using a Likert scale, at least 80% of students surveyed will either “agree” or “strongly agree” that they have achieved the learning outcomes.
2. Alumni Survey/Focus Group	On the survey instrument, at least 80% of 2 nd – 5 th -year undergraduate alumni respondents, considering their work experience, will either “agree” or “strongly agree” that they achieved the learning outcomes.
Assessment Results: Program BS in Business Management, International Business, Marketing	
Summary of Results from Implementing Direct Measures of Student Learning:	
<p>1. <i>Summary of Results for Direct Measure 1</i></p> <p><i>Summary of Results for Direct Measure 1 Quantitative Analysis —The average score for 80 graduating students averaged over seven areas of quantitative research and statistics on a comprehensive examination was 3 points above the national average for IACBE institutions, with SPU students scoring 54 %.</i></p> <p><i>Summary of Results for Direct Measure 2 Ethics—The average score for 80 graduating students averaged over seven areas of ethics on a comprehensive examination was 2 % above the national average, with SPU students scoring at 56%.</i></p> <p><i>Summary of Results for Direct Measure 4 Content Knowledge—Management—The SPU students scored 58%, which is 1% below the national average for IACBE institutions. For Marketing, SPU students scored 3 points above average (SPU 51% vs IACBE average 48%) In Finance SPU students scored 1% higher than the IACBE average (SPU 48% vs IACBE average at 47%). In Accounting SPU average was 2 points below the national average (SPU 51% vs IACBE average 53%). In Economics SPU students scored 48%, 1% below the IACBE average of 49%. In Global Dimensions of business, SPU students scored 2 points above the IACBE average (SPU 50% vs IACBE average 48%).</i></p> <p><i>Major area knowledge (Management, Marketing, International Business) –Of the students that took the comprehensive exam, the average score in the management category for Business management students was 61%, a score 2% above the national average in the general management category; In Marketing our students scored 54%, 6 points above the national average in marketing; International Business students scored 4% above the national average in the category global business, with an average of 52%.</i></p>	
<p>2. <i>Summary of Results for Direct Measure 2</i></p> <p>Oral Communication—<i>On a culminating assignment in 3 sections of a capstone course (BA 496), evaluated using a four-level rubric, students scored an average 2.85 on a 4-point rubric.</i></p> <p>Written Communication—<i>On a culminating assignment in 3 sections of a capstone course (BA496), evaluated using a four-level rubric, the student average was 2.9.</i></p>	

Summary of Results from Implementing Indirect Measures of Student Learning:

1. Summary of Results for Indirect Measure 1

Summary of Results for Indirect Measure 1 Data Analysis—92.5% (N=91) agree or strong agree “As a result of coursework at Saint Peter's University, I can perform data analysis and use the data to make effective business decisions.”

Summary of Results for Indirect Measure 2 Ethics— 100% agree or strongly agree that “As a result of coursework at Saint Peter's University, I have learned the importance of business ethics and feel I am able to respond appropriately when confronted with moral and ethical dilemmas.

Summary of Results for Indirect Measure 3a Oral Communication—students (97%) agree or strongly agree that they received the appropriate level of preparation for effective oral communication.

Summary of Results for Indirect Measure 3b Written Communication—students (87%) agree or strongly agree that they learned how to write effectively.

Summary of Results for Indirect Measure 4—students (90%) agree or strongly agree with the statement “I understand the core concepts of Management, Marketing, Finance and Accounting.”

Summary of Results for Indirect Measure 5 –83% of students majoring in marketing agree or strongly agree they acquired enough marketing knowledge for their selected field of marketing; –80% of students majoring in international business agree or strongly agree they acquired enough marketing knowledge for their selected field of international business; 84% of students majoring in business management agree or strongly agree they acquired enough management knowledge for their selected field of business management.

Summary of Results for Indirect Measure 2 – Feedback from Alumni Survey – Focus Group

Summary of Results for Indirect Measure 1 Data Analysis— Only 33% of alumni participants this year (N=6) felt they had enough training in data analysis for their current job roles, and that they had to train themselves and watch training videos to get up to speed on doing advanced Excel functions and using different workplace software.

Summary of Results for Indirect Measure 2 Ethics— All alumni participants agreed they felt prepared for ethical decision-making in the workforce as a result of their business degree education at Saint Peter’s.

Summary of Results for Indirect Measure 3a Oral Communication—83% of alumni participants agree or strongly agree that they received the appropriate level of preparation for effective oral communication, and that this is one of the most important skills at work. 15% felt they could have used more training in incorporating slide decks or Prezi’s into their oral presentations.

Summary of Results for Indirect Measure 3b Written Communication—The majority of the focus group participants felt they could have used more training in business writing, suggesting that creating simulated business messages in different classes would be very useful. While 75% of participants felt there was enough writing in the curriculum and their skills were sufficient, the other 25% felt they lacked sufficient training for business writing, business emails and other writing.

Summary of Results for Indirect Measure 4—Students in all 3 majors expressed they learned sufficient knowledge in their core business courses, but 30% expressed a desire to have more electives built into the curriculum so they could easily pursue a minor or second specialization within business within the 4 year time frame. 15% of alumni participants expressed they had a hard time incorporating business courses from year 1 & 2 into upper level capstone courses, because the content was no longer fresh in their mind.

Summary of Results for Indirect Measure 5—The business management and marketing majors felt they learned enough in their majors to be prepared for their current positions. For international business, 33% of participants felt they needed to have more knowledge of supply chain, since they had to learn it on the job.

Summary of Achievement of Intended Student Learning Outcomes:								
Intended Student Learning Outcomes	Learning Assessment Measures							
General Program ISLOs	<i>Direct Measure 1</i>	<i>Direct Measure 2</i>	<i>Direct Measure 3</i>	<i>Direct Measure 4</i>	<i>Indirect Measure 1</i>	<i>Indirect Measure 2</i>	<i>Indirect Measure 3</i>	<i>Indirect Measure 4</i>
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. <i>Program Learning Outcome 1</i>	Met	NA			Met	Met		
2. <i>Program Learning Outcome 2</i>	Met	NA			Met	Met		
3. <i>Program Learning Outcome 3</i>	N/A	Not Met			Met	Not Met		
4. <i>Program Learning Outcome 4</i>	Not Met	NA			Met	Met		
5. <i>Program Learning Outcome 5</i>	Not Met	NA			Met	Met		
Intended Student Learning Outcomes: <i>Major, Concentration, Specialization, Emphasis, Option, or Track in Area 1</i>	<i>Direct Measure 1</i>	<i>Direct Measure 2</i>	<i>Direct Measure 3</i>	<i>Direct Measure 4</i>	<i>Indirect Measure 1</i>	<i>Indirect Measure 2</i>	<i>Indirect Measure 3</i>	<i>Indirect Measure 4</i>
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. <i>LO 5-Business Management</i>	Met				Met			
2. <i>LO 5-Marketing Management</i>	Met				Met			
3. <i>LO 5-International Business</i>	Met				Not Met			

Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:

1. *Course of Action 1— Data Analysis: a) While we met the targets for direct and indirect measures in regards to data analysis, continue to incorporate analytics, Excel, data analysis and data interpretation across the business curriculum. We considered requiring BA 287, our business analytics course, but we are postponing until we have more technology and computers available so that students can have the tools necessary in the classroom to learn data analysis.
b) We are evaluating the new module on Excel in our senior level business strategy course, which was implemented last year, and while we haven't empirically tested a change in career qualifications, students self-reported survey responses are stronger this year on this measure.
c) We are going to create a class exercise on data analysis that will be used in Principles of Management and Principles of Marketing, so students are all exposed to data analysis from the beginning of the business curriculum.*
2. *Course of Action 2— Ethics: a) We have identified business ethics, corporate social responsibility and business sustainability as key areas for us to elevate the stature of our business degree programs. Our university's Jesuit mission, with a strong emphasis on service and developing "men and women for others", requires that we graduate students with a strong moral compass and excellent ethical decision-making skills.
b) We are in the process of seeking approval for a new minor in Business Sustainability, which if passed at Faculty Senate, will further elevate the Triple Bottom Line training for our students.*
3. *Course of Action 3-Communication-Oral- While student performance on this key student learning outcome have improved since the previous assessment year, we have a lot of room for improvement, and we believe communication is one of the most vital skills our graduates must have. Our major curriculum change to ensure continuous improvement on this learning outcome is adding a new required course, BA 315 Professional & Business Communication, for all business major students beginning in September 2017. This will ensure a higher level of rigor for each student in both oral and written communication in a business context, and students who have taken the course in Spring 2017 reported a high level of satisfaction and displayed stronger communication skills at completion of the class.*
4. *Course of Action 4—Content knowledge— We missed several targets in this area, including scores in management, economics and accounting for our business majors. As we have noted in previous annual reports, we know we need to place more emphasis on integration of business functions and a review of earlier course content like accounting, business law and economics in senior level courses. It will reinforce their knowledge in areas like accounting, marketing, economics and finance from a holistic perspective at the end of the program.*
5. *Course of Action 5—Major area content knowledge. We will make the following changes to all majors.
a) Major area knowledge: While we met targets in Direct and Indirect Measure #1 in all areas using the graduating student self-reported data, the alumni feedback, Indirect #2 told a slightly different story. Major suggestions which we have incorporated include: **Marketing**: Adding a new required course in digital and social media marketing; a strong recommendation to marketing majors to take business analytics as one of their BA elective courses; **International Business**: Based on indirect measure #2, we have incorporates supply chain management content more specifically into the BA 350 Operations Management course and strongly encourage IB majors to take this as an elective. An additional curriculum change implemented this year as a result of alumni feedback was to replace the IB major requirement BA 246 (export management) with a new course that introduces students more broadly to ALL of the areas and facets of international business and the global marketplace. The new course number is BA 248, and will be offered for the first time in Spring, 2018. Students who had already completed Export will still be able to count it towards their degree; **Management**: Last year, we had proposed adding Operations Management as a required course for business management majors, but it was voted down in a faculty meeting. In order to address the shortcoming on this SLO, we are reviewing individual*

student scores in different content areas within management, in order to determine if we need a new required major course, or if we need to add/change content a bit in our existing major courses.

b) With 2 new majors that will be added to our assessment plan for our 2017-2018, we will consult with external evaluators and our new business advisory board about our curriculum, learning objectives and opportunities for internships and experiential learning in the field.

<i>School of Business Administration, Department of Business Administration</i>	
<i>Student Learning Assessment for BS in Accountancy</i>	
<i>General Program Intended Student Learning Outcomes (General Program ISLOs)</i>	
1. Students will be able to analyze, evaluate, and present data in a professional manner.	
2. Students will respond appropriately when confronted with moral and ethical dilemmas and recognize conflict of interest or perceived conflict of interest.	
3. Students will be able to communicate (oral and written) the results of their efforts in a cogent manner so that the listener/reader has confidence in the accuracy of their work.	
4. Students will understand the core concepts in accounting and be able to apply these concepts in an integrated manner.	
Assessment Tools/Methods for Intended Student Learning Outcomes—Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. Major Field Test (Peregrine undergraduate accounting exam)	The average of students' scores in categories on the major field test used
Assessment Tools/Methods for Intended Student Learning Outcomes—Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. Major Field Test (Peregrine undergraduate accounting exam)	The average of students' scores in categories on the major field test used to measure Learning Outcomes 1, 2, and 4 will be equal to, greater than, or within five points of the national average.
2. Comprehensive assignments/presentations in capstone course	For Learning Outcome 3: on the assignment evaluation rubric, at least 70% of students will achieve Level 3 or Level 4 ratings out of a 4-level rating on each learning outcome.
Assessment Tools for Intended Student Learning Outcomes—Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
1. Student survey added to major field test	On the exit survey instrument attached to the Peregrine exams, using a Likert scale, at least 80% of students surveyed will either "agree" or "strongly agree" that they have achieved the learning outcomes.
2. Graduating Student Survey/Alumni Survey/Focus Group	On the survey instrument, at least 80% of 2 nd – 5 th -year undergraduate alumni respondents, considering their work experience, will either "agree" or "strongly agree" that they achieved the learning outcomes.

Assessment Results: BS in Accountancy

Summary of Results from Implementing Direct Measures of Student Learning:

1. *Summary of Results for Direct Measure 1*

Quantitative Analysis — The average score for 9 students over all areas of quantitative research and statistics on a comprehensive examination was 62.7 this was above the national average by 27.8 points. It is important to note however that the national peregrine results had “0” value include for the IACBE average in 3 of the 7 categories used to calculate this total. If those “0” columns are omitted, the Saint Peter’s University is still above the national average, but by 4.5 points.

Ethics — The average score for 9 graduating students over all areas of ethics on a comprehensive examination was 76.67 which is 15.17 points above the national average.

Content Knowledge — The average score for 9 students was measured in area of accounting was 73.9 this is 13.72 points above the national averages.

2. *Summary of Results for Direct Measure 2*

Oral Communication — On a comprehensive assignment/presentation in a quasi-capstone course, the target of 70% was met and was exceeded.

Written Communication — On a comprehensive assignment/presentation in a quasi-capstone course, the target of 80% was met and was exceeded.

Summary of Results from Implementing Indirect Measures of Student Learning:

1. *Summary of Results for Indirect Measure 1*

LO 1, 2, & 4: In Fall 2016 and Spring 2017 the 9 students in the quasi-capstone course completed a survey. Of the combined result of the students surveyed over 100% “agreed” or “strongly agreed” that they had achieved all learning outcomes.

2. *Summary of Results for Indirect Measure 3*

A survey/focus group of alumni reflected 83% or respondents “agreed” or “strongly agreed” that they had achieved all learning objectives.

Summary of Achievement of Intended Student Learning Outcomes:								
Intended Student Learning Outcomes	Learning Assessment Measures							
General Program ISLOs	<i>Direct Measure 1</i>	<i>Direct Measure 2</i>	<i>Direct Measure 3</i>	<i>Direct Measure 4</i>	<i>Indirect Measure 1</i>	<i>Indirect Measure 2</i>	<i>Indirect Measure 3</i>	<i>Indirect Measure 4</i>
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. <i>Program Learning Outcome 1</i>	Met	Met	Met	Met	Met	Met	Met	Met
2. <i>Program Learning Outcome 2</i>	Met	Met	Met	Met	Met	Met	Met	Met
3. <i>Program Learning Outcome 3</i>	Met	Met	Met	Met	Met	Met	Met	Met
4. <i>Program Learning Outcome 4</i>	Met	Met	Met	Met	Met	Met	Met	Met
Intended Student Learning Outcomes: <i>Major, Concentration, Specialization, Emphasis, Option, or Track in Area 1</i>	<i>Direct Measure 1</i>	<i>Direct Measure 2</i>	<i>Direct Measure 3</i>	<i>Direct Measure 4</i>	<i>Indirect Measure 1</i>	<i>Indirect Measure 2</i>	<i>Indirect Measure 3</i>	<i>Indirect Measure 4</i>
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. N/A								

Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:

Although all outcome targets were achieved, we will be introducing some enhancements to the program:

1. *Course of Action 1* — Based on feedback from alumni and our corporate partners, we recognize that our students need to develop software skills in excel and with other corporate software that our students are expected to know upon graduation and entering the workforce. We are working to incorporate excel into all accounting classes, with an emphasis in Intermediate Accounting. We are also investigating a partnership with Microsoft through which students can gain competency in Microsoft suite programs, such as excel, and in the process earn certifications. Moreover, as part of this effort towards technological competence in our students, we are investigating the implementation of laptops for our students as well as the need for additional lab type accounting classrooms. The capstone course remains in development and will be offered in Fall/Spring 2018-2019. This capstone may include CPA exam preparation courses imbedded directly into the curriculum. Since the CPA exam is now computer-based testing only, our students need to migrate to computer based learning to ensure that they are adequately prepared to handle the testing interface.

2. *Course of Action 2* — Students in capstone courses for 2018-2019 will be required to complete a survey as a condition of completing the course. To encourage students to devote sufficient time to the completion of the Peregrine, the Syllabi for the capstone course will strongly emphasize not only that the students are required to take the Peregrine test but also that their grade for the capstone will be lowered for poor performance or failure to dedicate sufficient time to the test.
3. *Course of Action 3* — The department will continue to add more graded quantitative assignments including comprehensive spreadsheets in key courses. A Problem Based Learning pilot program is being developed for the Intermediate classes for Fall/Spring 2019-2020 Intermediate I and Intermediate II classes. This approach should work to enhance the student’s comprehensive understanding of accounting and better enable to students to acquire the practical application of accounting principles and theories needed upon graduation and entering the workforce. The department will also undertake to review each of its classes to confirm that we are meeting the key concepts for each course.
4. *Course of Action 4* – Students will be given more feedback on written and oral assignments using rubrics.
5. *Course of Action 5* – Online tutorials in excel and other workplace software are in the proves of in the process of being developed and will be made available to help students design oral presentations and get peer feedback. We have switched the majority of accounting classes to an online platform model and will seek to continue to improve the utilization of the adaptive learning and other benefits associated with those learning platforms. Online tutorials and supplemental learning tools that complement the chosen book for that subject area have been made available to students of most accounting classes
6. *Course of Action 6* — The department will continue to incorporate additional information and questions from past CPA examinations into key courses. The school of business has appointed an accounting faculty as CPA exam coordinator in an effort to increase the CPA results for our undergraduate and graduate CPA exam test takers. We are researching the partnership with exam review providers to incorporate exam review more substantially (or completely) into the accounting curriculum.
7. *Course of Action 7* — The department will develop a collaborative program with a workplace partner to provide students with hands on real world learning actual workplace situations and provide further presenting, oral and written skills, while developing a network with our workplace partner. This collaborative will increase the quality, depth and breadth of the students learning experience and provide the student to integrate the various other topics they have learned throughout their classes in the School of Business.

In addition, the department is investigating whether accounting majors should be required to complete an internship in their junior year (winter) and that the curriculum be set forth to accommodate such an internship.

School of Business Administration, Graduate Business Programs	
Student Learning Assessment for Master in Business Administration (MBA)	
General Program Intended Student Learning Outcomes (General Program ISLOs)	
1. <i>Students will be able to work effectively as a member of a team.</i>	
2. <i>Students will be able to communicate effectively (oral and written).</i>	
3. <i>In a business context, students will understand ethical responsibilities and respond accordingly.</i>	
4. <i>In a business context, students will be able to recognize problems and apply strategic analysis.</i>	
5. <i>In a business context, students will be able to reason analytically and make data-driven decisions.</i>	
Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Direct Measures:
1. <i>Direct Measure 1 – Major Field Test</i> General Program ISLOs Assessed by this Measure: <i>Outcomes List Major, Concentration, Specialization, Emphasis, Option, Track</i> ISLOs Assessed by this Measure: <i>Outcomes List</i>	Performance Targets/Criteria for Direct Measures: The average of students’ scores in categories on the major field test used to measure Learning Outcomes 3, 4 and 5 will be equal to, greater than, or within five points of the national average.
2. <i>Direct Measure 2 – Comprehensive assignments/presentations in capstone course graded by standardized rubric</i>	For Learning Outcomes 1 & 2: on the assignment evaluation rubric, at least 70% of students will achieve Level 3 or Level 4 ratings out of a 4- level rating on each learning outcome, including student evaluations of their team members and team experience.
Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Indirect Measures:
1. Graduating Student: Survey/Focus Group	Using a survey instrument administered through Google Forms and/or a focus group, at least 80% of students surveyed will either “agree” or “strongly agree” that they have achieved the learning outcomes on the basis of a 5-point Likert scale.
2. Alumni: Survey/Focus Group	Using a survey instrument administered through Google Forms and/or a focus group, at least 80% of 2 nd - through 5th-year graduate alumni respondents, considering their work experience, will either “agree” or “strongly agree” that they achieved the learning outcomes.

Assessment Results: *Master in Business Administration (MBA)*

Summary of Results from Implementing Direct Measures of Student Learning:

1. *Summary of Results for Direct Measure 1 — The average of students' scores in categories on the major field test used to measure Learning Outcomes 3, 4 and 5 indicate the following:*
 - LO 3 (Ethics): The average score for 65 participating graduating students averaged over the areas of ethics on a comprehensive examination was **7 points above** the national average for IACBE institutions.*
 - LO 4 (Strategic Analysis): The average score for 65 participating graduating students averaged over the areas of quantitative and strategic analysis on a comprehensive examination was the **same** as the national average for IACBE institutions.*
 - LO 5 (Analytical Reasoning/Data Analysis): The average score for 65 participating graduating students averaged over the areas pertaining to analytical reasoning and data driven decisions was **5 points above** the national average for IACBE institutions.*
2. *Summary of Results for Direct Measure 2 — Using an assignment evaluation rubric, **85%** of the students achieved a level 3 or 4 rating for teamwork, **88%** of the students achieved a level 3 or 4 rating for oral communications and **83%** achieved a level of 3 or 4 for written communication.*

Summary of Results from Implementing Indirect Measures of Student Learning:

1. *Summary of Results for Indirect Measure 1 —*
 - LO 1 (Teamwork): **90%** of the students agree or strongly agree that they learned the appropriate level of skill in teamwork necessary in the workforce.*
 - LO 2a (Oral Communications): **90%** agree or strongly agree that they learned the appropriate level of skill in oral communication necessary in the workforce.*
 - LO 2b (Written Communications): **80%** agree or strongly agree that they learned the appropriate level of skill in written communication necessary in the workforce.*
 - LO 3 (Ethical Responsibilities): **92%** of the students agree or strongly agree that they learned to effectively approach ethical decision making in the workplace.*
 - LO 4 (Strategic Analysis): **82%** of the students agree or strongly agree that they learned the appropriate level of skill in strategic analysis necessary in the workforce.*
 - LO 5 (Analytical Reasoning/Data Analysis): **80%** agree or strongly agree that they learned the appropriate level of skill in data analysis necessary for the workforce.*
2. *Summary of Results for Indirect Measure 2 —*
 - 98%** of the students agreed or strongly agreed they received the appropriate level of preparation for effective teamwork.*
 - 92%** of the students agreed or strongly agreed they received the appropriate level of preparation for effective oral communication.*
 - 84%** of the students agreed or strongly agreed they received the appropriate level of preparation for effective written communication.*

Summary of Achievement of Intended Student Learning Outcomes:

Intended Student Learning Outcomes	Learning Assessment Measures							
General Program ISLOs	<i>Direct Measure 1</i>	<i>Direct Measure 2</i>	<i>Direct Measure 3</i>	<i>Direct Measure 4</i>	<i>Indirect Measure 1</i>	<i>Indirect Measure 2</i>	<i>Indirect Measure 3</i>	<i>Indirect Measure 4</i>
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. <i>Program Learning Outcome 1</i>	N/A	Met			Met	Met		
2. <i>Program Learning Outcome 2</i>	N/A	Met			Met	Met		
3. <i>Program Learning Outcome 3</i>	Met	N/A			Met	Met		
4. <i>Program Learning Outcome 4</i>	Met	N/A			Met	Met		
5. <i>Program Learning Outcome 5</i>	Met	N/A			Met	Met		
3. <i>Intended Learning Outcome 3</i>								

Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:

1. *Note: An Executive Communications course emphasizing oral and written business communications was developed in conjunction with the Master of Public Administration program and will be offered in the 2017-2018 academic year,, first to students identified by the Program Directors who have the greatest need and then offered as an elective to all students. There is currently only 1 faculty/administrator available to teach the course.*
2. *We will continued examining coursework to improve strategic analysis and analytical reasoning performance, even though these objectives have been met.*

School of Business Administration, Graduate Business Programs	
Student Learning Assessment for <i>Master of Science in Accounting (MSA)</i>	
General Program Intended Student Learning Outcomes (General Program ISLOs)	
1. <i>Students will be able to work effectively as a member of a team.</i>	
2. <i>Students will be able to communicate effectively (oral and written).</i>	
3. <i>In an accounting context, students will understand ethical responsibilities of the profession and respond accordingly.</i>	
4. <i>In an accounting context, students will be able to recognize problems and apply strategic analysis.</i>	
5. <i>In an accounting context, students will be able to reason analytically and make data-driven decisions.</i>	
Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Direct Measures:
1. <i>Direct Measure 1 – Major Field Test</i> General Program ISLOs Assessed by this Measure: <i>Outcomes List Major, Concentration, Specialization, Emphasis, Option, Track</i> ISLOs Assessed by this Measure: <i>Outcomes List</i>	Performance Targets/Criteria for Direct Measures: The average of students’ scores in categories on the major field test used to measure Learning Outcomes 3, 4 and 5 will be equal to, greater than, or within five points of the national average.
2. <i>Direct Measure 2-- Comprehensive assignments/presentations in capstone course graded by standardized rubric</i>	For Learning Outcomes 1 & 2: on the assignment evaluation rubric, at least 70% of students will achieve Level 3 or Level 4 ratings out of a 4- level rating on each learning outcome, including student evaluations of their team members and team experience.
Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Indirect Measures:
1. Student survey added to major field test	On the exit survey instrument attached to the Peregrine exams, using a Likert scale, at least 80% of students surveyed will either “agree” or “strongly agree” that they have achieved the learning outcomes.
2. Graduating Student Survey/Alumni Survey/Focus Group	On the survey instrument, at least 80% of 2nd – 5th-year graduate alumni respondents, considering their work experience, will either “agree” or “strongly agree” that they achieved the learning outcomes.

Assessment Results: *Master of Science in Accounting (MSA)*

Summary of Results from Implementing Direct Measures of Student Learning:

1. *Summary of Results for Direct Measure 1 — The average of students' scores in categories on the major field test used to measure Learning Outcomes 3, 4 and 5 indicate the following:*
*LO 3 (Ethics): The average score for 20 graduating students averaged over all areas of ethics on a comprehensive examination was the **same** as the national average.*
*LO 4 (Strategic Analysis) : The average score for 20 graduating students averaged over all areas of quantitative and strategic analysis on a comprehensive examination was **3 points above** the national average.*
*LO 5 (Analytical Reasoning/Data Analysis): The average score for 20 graduating students averaged over all areas of quantitative and strategic analysis on a comprehensive examination was **5 points above** the national average.*
2. *Summary of Results for Direct Measure 2 — Using an assignment evaluation rubric, **84%** of the students achieved a level 3 or 4 rating for teamwork, **89%** of the students achieved a level 3 or 4 rating for oral communications and **84%** achieved a level of 3 or 4 for written communication.*

Summary of Results from Implementing Indirect Measures of Student Learning:

1. *Summary of Results for Indirect Measure 1 —*
*LO 1 (Teamwork): **84%** of the students agree or strongly agree that they learned the appropriate level of skill in teamwork necessary in the workforce.*
*LO 2a (Oral Communications): **89%** agree or strongly agree that they learned the appropriate level of skill in oral communication necessary in the workforce.*
*LO 2b (Written Communications): **83%** agree or strongly agree that they learned the appropriate level of skill in written communication necessary in the workforce.*
*LO 3 (Ethical Responsibilities): **94%** of the students agree or strongly agree that they learned to effectively approach ethical decision making in the workplace.*
*LO 4 (Strategic Analysis): **82%** of the students agree or strongly agree that they learned the appropriate level of skill in strategic analysis necessary in the workforce.*
*LO 5 (Analytical Reasoning/Data Analysis): **86%** agree or strongly agree that they learned the appropriate level of skill in data analysis necessary for the workforce.*
2. *Summary of Results for Indirect Measure 2 —*
***90%** of the students agreed or strongly agreed they received the appropriate level of preparation for effective teamwork.*
***90%** of the students agreed or strongly agreed they received the appropriate level of preparation for effective oral communication.*
***86%** of the students agreed or strongly agreed they received the appropriate level of preparation for effective written communication.*

Summary of Achievement of Intended Student Learning Outcomes:								
Intended Student Learning Outcomes	Learning Assessment Measures							
General Program ISLOs	Direct Measure 1	Direct Measure 2	Direct Measure 3	Direct Measure 4	Indirect Measure 1	Indirect Measure 2	Indirect Measure 3	Indirect Measure 4
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. <i>Program Learning Outcome 1</i>	N/A	Met			Met	Met		
2. <i>Program Learning Outcome 2</i>	N/A	Met			Met	Met		
3. <i>Program Learning Outcome 3</i>	Met	N/A			Met	N/A		
4. <i>Program Learning Outcome 4</i>	Met	N/A			Met	N/A		
5. <i>Program Learning Outcome 5</i>	Met	N/A			Met	N/A		
Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:								
Although all outcome targets were achieved, we will be introducing some enhancements to the program:								
1. <i>Note: An Executive Communications course emphasizing oral and written business communications was developed in conjunction with the Master of Public Administration program and will be offered in the 2017-2018 academic year,, first to students identified by the Program Directors who have the greatest need and then offered as an elective to all students. There is currently only 1 faculty/administrator available to teach the course.</i>								
2. <i>We will continued examining coursework to improve strategic analysis and analytical reasoning performance, even though these objectives have been met.</i>								

Section II: Operational Assessment (Note: Complete this section only if you received first-time accreditation or reaffirmation of accreditation after January 1, 2011.)

School of Business Administration	
Operational Assessment	
Intended Operational Outcomes:	
1. <i>Intended Operational Outcome 1 – Maintain working relationships with business organizations in the region.</i>	
2. <i>Intended Operational Outcome 2 – Provide each student with ongoing advising throughout the program.</i>	
3. <i>Intended Operational Outcome 3 – Have faculty that are actively engaged in professional development.</i>	
4. <i>Intended Operational Outcome 4 – Provide career preparation experiences for students, such as internships, mock interviews, resume writing, personal branding, career counseling.</i>	
Assessment Measures/Methods for Intended Operational Outcomes:	Performance Objectives (Targets/Criteria) for Operational Assessment Measures/Methods:
1. <i>Operational Assessment Measure/Method 1</i> Survey administered to all business faculty each year on external business relations, guest speakers, consulting partners, etc.	<i>Objective (Target/Criterion) for Measure/Method 1—Op Outcome 1</i> 30% full time faculty will be involved with businesses (joint project, consulting, and research assistance); 30% full-time faculty will facilitate events for students to interact with business leaders; a Business Advisory Council will meet at least once per year to discuss program goals.
b. Question on faculty credentials and professional development	<i>Objective (Target/Criterion) for Measure/Method 1—Op Outcome 2</i> On a yearly basis, 70% of our faculty will be engaged in professional development activities of the type identified by IACBE.
2. <i>Operational Assessment Measure/Method 2</i> Standardized survey questions attached to Peregrine comprehensive exam, which all graduating students must complete in the capstone course.	<i>Objective (Target/Criterion) for Measure/Method 2—Op Outcome 3</i> At least 80% of our students will be satisfied with academic advising they have received.
a. Question about advising	
b. Question about career services experiences	<i>Objective (Target/Criterion) for Measure/Method 2—Op Outcome 4</i> At least 80% of our students will be satisfied with the career preparation and other types of career services we offer.

Summary of Results from Implementing Operational Assessment Measures/Methods:

1. *Summary of Results for Measure/Method 1a:*

75% of faculty reported bringing external speakers from industry to their classes

45% brought students to visit outside businesses, organizations, conferences, etc.

35% of faculty worked on joint projects with students and outside organizations

65% performed consulting work with outside businesses, while 55% provided research assistance to outside businesses.

The Advisory Board met twice during the academic year.

2. *Summary of Results for Measure/Method 1b:*

Over 70% of the faculty reported being engaged in one or more professional development or professional consulting activities over the past year. These include the NYU Faculty Resource Network in Summer 2017, international research conferences in Thailand, Belgium and the UK, faculty led trip for students to Japan, attendance at IACBE regional and national conferences, a symposium at Harvard and several other development activities. Graduate faculty are mostly adjuncts, current employed or recently retired from industry. All of our business adjunct faculty are engaged in professional activities or actively working in their fields and possess master's degree and extensive business experience.

2. *Summary of Results for Measure/Method 2a:*

82% (N=100) of students report that they agree/strongly agree with the academic advising received throughout the program.

94% (N=85) of graduate students report that they agree/strongly agree with the academic advising received throughout the program from advisers. In prior years students commented that would like a clearer report to review degree requirements. This has been an evolving project working with the Registrar and all but two enhancements remain to be implemented, namely, dual degrees and additional concentrations for the MSA degree.

4. *Summary of Results for Measure/Method 2b:*

65% of students "agree" or "strongly agree" with the statement, "I am satisfied with the career and internship service provided by SPU". Note: graduate students were not asked this question because over 85% are currently employed and very few have sought assistance from our Career Engagement team.

Summary of Achievement of Intended Operational Outcomes:

Intended Operational Outcomes	Operational Assessment Measures/Methods							
	<i>Operational Assessment Measure/ Method 1</i>	<i>Operational Assessment Measure/ Method 2</i>	<i>Operational Assessment Measure/ Method 3</i>	<i>Operational Assessment Measure/ Method 4</i>	<i>Operational Assessment Measure/ Method 5</i>	<i>Operational Assessment Measure/ Method 6</i>	<i>Operational Assessment Measure/ Method 7</i>	<i>Operational Assessment Measure/ Method 8</i>
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. <i>Intended Operational Outcome 1a</i>	Met	N/A						
2. <i>Intended Operational Outcome 1b</i>	Met	N/A						
3. <i>Intended Operational Outcome 2a</i>	N/A	Met						
4. <i>Intended Operational Outcome 2b</i>	N/A	Not Met						

Proposed Courses of Action for Improvement in Operational Outcomes for which Performance Targets Were Not Met:

1. *Course of Action 1a – While we met this target, we continue to work on a centralized effort to connect interested external speakers with classes or other opportunities to present or host workshops/events on campus. We have a shared events calendar and are trying to work more collaboratively among the different programs and departments. The Business Advisory Council has been re-engaged with the appointment of the new Dean.*
2. *Course of Action 1b – While we met this target as well, there is an urgent need to correct and improve our student information software that provides students with an electronic evaluation of their program progress, which currently has some errors. By improving the supporting technology, we believe we will further improve these operational outcomes, and free up time for faculty advisors to discuss career development and other important topics. We have a new advising alert and retention system, which is helping to identify students who need intervention, and thus far it has been successful.*
3. *Course of Action 2b – The School of Business is working much more closely with the Center for Career Engagement and Experiential Learning (CEEL) partners with Business Administration, Accounting and Graduate Business Programs to host guest speakers on salient topics such as Personal Branding, Using LinkedIn Effectively, Resume Writing, etc. We are engaging students within business classes as well as bringing students on Treks to companies to experience organizational and corporate environments firsthand.

Career Services has been reorganized with additional staff as the Center for Career Engagement and Experiential Learning (CEEL). Satisfaction this fall at the career fair has increased significantly so we are moving in the right direction. Our undergraduate programs are organizing more comprehensive co-op classes with a set schedule and cohort of students to improve the student experience, and there are newsletters being produced by graduate and undergraduate business pointing out job and internship opportunities to students. We hope this more pro-active approach and collaborative effort with CEEL will lead to greater student satisfaction. In addition, we have added undergraduate fellowships through the Ignite Institute with paid internships with local businesses, allowing greater student participation in paid internships.

We are also partnering more closely with CEEL on tracking career and salary outcomes for our students.*