

Accreditation Council for Business Schools and Programs (ACBSP)
Quality Assurance (QA) Report
for
Baccalaureate/Graduate Degree Programs
Current as of July 2012

Overview (O) 1. Complete all information requested.

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

This report should be limited to maximum of 50 pages. The average length of most good reports is 30 pages. To help reduce the page numbers you can remove the ACBSP examples used in this report template to help you complete the report.

O 2. Institution Name: Baker University Date September 13, 2013
Address: 618 8th Street, PO Box 65, Baldwin City, KS 66006

O 3. Year Accredited/Reaffirmed: 1994/2009 This Report Covers Years: 2011-12, 2012-2013

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

Note: Listing new programs here does not confer accreditation. New degree programs, majors or emphases must be in effect for at least two years and have graduates and follow the guidance in the process book before accreditation will be granted

BA or BS, Business or International Business

BS, Accounting

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.

BA or BS, Economics

BS, Sports Administration

The 2013-2014 College of Arts and Sciences (CAS) catalog, page 63, includes a Statement of Accreditation that specifically states the majors of accounting, business, and international business are accredited by ACBSP. Administration and oversight of the Sports Administration program was transferred to the Department of Business and Economics effective fall 2011 as the result of a department realignment process undertaken at the College of Arts and Sciences. This program was previously housed in the Department of Health, Sports, and Human Performance which was eliminated. While the Sports Administration program requires a significant number of hours of business related coursework the number of hours is not sufficient to qualify as a business program.

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

The accredited business programs are located on the campus of the College of Arts and Sciences in Baldwin City, Kansas. Other business programs are offered by the School of Professional and Graduate Studies in Overland Park, Topeka, and Wichita, Kansas among others, and on-line. These programs were excluded from initial and reaffirmation of accreditation with ACBSP Board approval.

O 7. Person completing report Name: Gary Irick

Phone: 785-594-8479

E-mail address: gary.irick@bakeru.edu

ACBSP Champion name: Gary Irick

ACBSP Co-Champion name: Kevin McCarthy

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

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

Are you requesting the Board of Commissioners to remove notes or conditions (if the justification for removal is lengthy consider attaching an appendix to QA report):

Remove Note: **No**

Remove Condition: N/A

Do not remove note or condition. Explain the progress made in removing the note or condition:

See the appendix attached to this report for explanation of progress made since the 2011 QA Report

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

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

Performance information, including student achievement, is communicated to the public in a variety of ways. Information on the number of majors, student retention, departmental credit hour production, and average faculty salaries is reported in the University Fact Book published by the Office of Institutional Research and is available on the University website. Information regarding student job placement is reported in the Graduate Survey Report prepared by the Office of Career Services and is also available on-line. Beginning fall 2011 additional information, including student performance on the ETS major field test, faculty accomplishments, and student placement with both employers and graduate schools is available on the Department's webpage on the College of Arts and Sciences website. The most recent Quality Assurance Report is also available on the Department's webpage. Performance information is also shared with alumni through the Department's LinkedIn professional network user group.

Student Learning Outcome Assessment Results: Such as what you report in standard #4, ETS, MFT, accounting assessment, management assessment, critical thinking, communication, etc. How do you make the results public?

See comment above.

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

See comment above.

Standard #1 Leadership

Organization

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

No changes.

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

None

Standard #2 Strategic Planning (this standard not typically addressed in the QA report) This is used as a place holder to allow all the other standards to be addressed in the QA report and keep the numbering system consistent with self-studies and QA reports.

N/A

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		<p>Student- and stakeholder-focused results examine how well your organization satisfies students and stakeholders key needs and expectations. <i>Performance measures may include: satisfaction and dissatisfaction of current and past students and key stakeholders, perceived value, loyalty, persistence, or other aspects of relationship building, end of course surveys, alumni surveys, Internship feedback, etc.</i></p> <p><i>Measurement instrument or processes may include end of course surveys, alumni surveys, Internship feedback, etc.</i></p> <p>Each academic unit must demonstrate linkages to business practitioners and organizations, which are current and significant, including an advisory board.</p> <p>Periodic surveys should be made of graduates, transfer institutions, and/or employers of graduates to obtain data on the success of business programs in preparing students to compete successfully for entry-level positions.</p>			
		Analysis of Results			
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends
Measurable goal		What are your current results?	What did you learn from the results?	What did you improve or what is your next step?	(3-5 data points preferred)
What is your goal?	(Indicate length of cycle)				
Student focused:					
At least 50% of class sections each semester will	Comparison reports from IDEA national database of student	Standard met in each of the past ten semesters (>90% for	Satisfied with results. Faculty continue to invest in pedagogical	N/A	See Standard #3 - Chart A

exceed the IDEA dataset mean score for the composite summary score.	course evaluations. External, comparative, each semester.	eight of the last ten semesters). This is a key measure of student satisfaction relative to effective teaching.	techniques. Decreased Departmental use of adjunct faculty.		
Senior satisfaction ratings on improvements to writing, quantitative reasoning, and problem solving skills will exceed 4.0 out of 5.0.	Senior survey in capstone course. Internal, summative, each semester	<p>Ratings for improvements to quantitative reasoning skills stable but lower than goal.</p> <p>Goal for improvements to writing skills met five of the last ten semesters.</p> <p>Goal for improvements to problem solving skills met each of last six semesters and eight of the last ten.</p>	Continued exploration of pedagogy and curriculum. Beginning fall 2010 two new courses – BS230 and BS330 Quantitative Analysis for Business and Economics I and II - replaced existing math sequence. Will see impact of change beginning with spring 2014 graduates	<p>Too early to determine impact of new course offerings on rating for improvements in quantitative reasoning skills.</p> <p>Will continue to stress writing skills throughout the curriculum and search for additional opportunities for assessment.</p> <p>Satisfied with progress of ratings on improvements to problem solving skills.</p>	See Standard #3 – Chart B
Senior satisfaction ratings on improvements to awareness of ethical issues and information technology will exceed 4.0 out of 5.0.	Senior survey in capstone course. Internal, summative, each semester	<p>Goal met for information technology in spring 2011, fall 2011, and fall 2012.</p> <p>Ratings for improvements to awareness of ethical issues have not met goal.</p>	<p>BS 331 Business Information Systems added to core curriculum beginning fall 2011.</p> <p>BS 370 Ethics in Business added to management concentration electives. Offered every third semester.</p>	<p>Too early to determine impact of new course offerings on satisfaction rating.</p> <p>Evaluating other alternatives for emphasizing ethical issues in program curriculum. Exploring the use of AAC&U's rubric for ethical reasoning. Adding a</p>	See Standard #3 – Chart C

<p>Advising satisfaction: Satisfaction as measured by the senior survey will exceed 4.0 out of 5.0.</p>	<p>Advising surveys (ACT survey, senior survey, and department survey) External/internal, three-year cycle.</p> <p>Revised survey instrument developed in 2013 to build on 2007 and 2010 surveys in the three-year cycle.</p>	<p>High levels of satisfaction shown by all measures – 4.7 out of 5.0 on the spring 2013 survey.</p>	<p>Relatively lower levels of satisfaction were reported on the areas of knowledge about general education, discussion of planning for internships, and advisor as a good resource for referrals and contacts.</p> <p>Despite the high levels of satisfaction Department advising loads are heavy. Solutions to alleviate this concern, including faculty load adjustment, are under discussion.</p>	<p>social responsibility component to “BOOK,” the annual internship presentation competition.</p> <p>Discussion underway to address concerns in these three areas.</p>	<p>See Standard #3 – Chart D (ACT and department surveys) and Chart E (senior survey)</p>
<p>Alumni focused:</p> <p>At least 90% of alumni will report “satisfied or extremely satisfied” with Baker experience</p>	<p>Three instruments have been used:</p> <ol style="list-style-type: none"> 1- ACT alumni outcomes survey (2004) 2- telephone survey for a student project in Marketing Research class (2008) 3- Web-based alumni survey (2012) 	<p>Standard exceeded in all years.</p>	<p>Comparable high satisfaction indicated across three survey instruments.</p> <p>Alumni goodwill and loyalty recognized as opportunity and resource for program improvements.</p> <p>Focused efforts on alumni networking</p>	<p>Discussion of various components of survey results continues (e.g., internships, international, and ethics)</p> <p>Alumni interaction recognized as part of faculty load.</p> <p>Regularize a three-year cycle of alumni surveys similar to the</p>	<p>Refer to Standard #3 Chart F for overall satisfaction measure tracking.</p>

	External/internal, summative.		<p>(e.g., LinkedIn - approximately 525 alumni have opted into Departmental graduate group, annual accounting event, University alumni activities, etc.)</p> <p>Increased alumni involvement in mock interviews, career fair, panel discussions, internship presentations, etc.</p>	three-year cycle for advising satisfaction.	
<p>Employer focused:</p> <p>Greater than 80% of graduates will be employed or in graduate/professional program within six months.</p> <p>Employer satisfaction with student interns will exceed 4.0 out of 5.0.</p>	<p>Career Services reported placement data. Internal/external. Annually</p> <p>This is a proxy measure for graduate effectiveness in the workforce. Career Services reported internship data. External, annually.</p>	<p>Placement reported exceeds standard.</p> <p>Employer satisfaction reported exceeds standard set.</p>	<p>Satisfied with placement results. Consideration for quality of positions obtained. Will partner with Career Services to improve data collection with regard to salary information.</p> <p>Faculty internship sponsors recognize opportunity for further growth. Efforts include BOOK program (student internship competition), new internship requirements with faculty interaction and final student</p>	<p>Continued focus on career related activities by Department faculty in coordination with Career Services.</p> <p>Revised internship requirement fully implemented. Revised rubric for evaluation of final presentation under development.</p>	<p>See Standard #3 – Alumni Outcomes Data</p> <p>See Standard #3 – Chart G</p>

			presentation.		
--	--	--	---------------	--	--

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.

State the learning objectives for each program (MBA, Ph.D., BBA, AA, etc.) accredited. A program is defined as follows: a plan of study is considered a program when it requires a minimum of 12 credit hours of coursework beyond the CPC and/or is recorded on a student's transcript (ex. Business Administration: major/concentration/option/specialization in Accounting, Finance, Marketing, etc.)

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.

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

Performance Indicator	Definition
1. Student Learning Results (Required for each accredited program)	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination).</i></p> <p>Add these to the description of the measurement instrument in column two:</p> <p>Direct - Assessing student performance by examining samples of student work</p> <p>Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information.</p> <p>Formative – An assessment conducted during the student's education.</p> <p>Summative – An assessment conducted at the end of the student's education.</p> <p>Internal – An assessment instrument that was developed within the business unit.</p> <p>External – An assessment instrument that was developed outside the business unit.</p> <p>Comparative – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from</p>

		the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.			
		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) direct formative internal comparative	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)
Class mean for the aggregate ETS Major Field Test score for each semester of students is at or above the national median.	ETS Major Field Test exam, summative, external, comparative, each semester	Baker's average national percentile of class means from Fall 2008 through Spring 2013 is 71, with two semesters below 50 and two semesters greater than 90.	Performance on this measure meets expectations; program improvement focused on other measures (see other items in this table).	N/A	See Standard #4 Chart A
At least 10% of Baker students will score in the national 90 th percentile or higher.	ETS Major Field Test exam, summative, external, comparative, each semester	Performance has improved from meeting goal 30% of last ten semesters to 40% of the last ten semesters.	Some signs of a trend reversal, but it is too soon to determine if efforts in this area are effective given the summative nature of this measure.	Within the last two years, department has decreased use of adjunct instructors within core curriculum. Department has focused efforts on recruiting greater numbers of high achieving students.	See Standard #4 Chart B

				Efforts include Department faculty participate in scholarship interviews, connecting with high achievers through the Bronston program, and growing involvement in the Blue Valley High School CAPS program (Center for Applied Professional Studies).	
Not more than 30% of Baker students will score below the national 40 th percentile.	ETS Major Field Test exam, summative, external, comparative, each semester	Performance has improved from meeting goal 40% of the last ten semesters to 70% of the last ten semesters.	Signs of a trend reversal, will continue to monitor and evaluate effectiveness of efforts.	<p>Within the last two years, department has decreased use of adjunct faculty within core curriculum.</p> <p>Department has focused efforts on recruiting greater numbers of high achieving students.</p> <p>Beginning fall 2009 all students must pass the “core” business classes with a grade of “C-” or better.</p>	See Standard #4 Chart C
Class mean for each ETS Major Field Test subject area is at or above the national median in eight of the previous ten semesters.	ETS Major Field Test exam, summative, external, comparative, each semester	Goal has been met in six of nine subject areas covered by the exam during the last ten semesters (an improvement over five of nine subject areas in our 2011 report) . Areas in which the goal	Improvement in international subject area. Performance in accounting has improved from four of ten semesters to seven of ten; performance in finance has improved from five of ten	<p>Results suggest improvement in all subject areas where the goal was not being met. Will continue current efforts and monitor results.</p> <p>Beginning fall 2009</p>	See Standard #4 Chart D

		has not been met: 2011 QA Report – accounting, finance, information systems, international; 2013 QA Report – accounting, finance, information systems.	semesters to six of ten including the last four semesters; performance in information systems has improved from five of ten semesters to six of ten including the last four semesters.	all students must pass the “core” business classes with a grade of “C-” or better. BS 331 Business Information Systems added to core curriculum beginning fall 2011.	
Students pursuing the professional accounting track successfully complete the CPA exam.	Summative, external, annually	Majority of students pursuing the professional accounting track achieve this goal.	Performance on this measure meets expectations.	N/A	Students passing exam from each graduating class: 2007: 5 2008: 3 2009: 1 2010: 0 2011: 1 2012: 1 2013: 0 (1 student has passed 3 parts)
The oral presentation skills for all student groups will be rated 2 or higher (“competent” or better) on the Business Policy Case presentation.	Summative, external, each semester	During the period from fall 2008 through spring 2013 100% of student groups achieved the goal. No scores below 2 reported for any group.	Performance on this measure meets expectations.	N/A	See Standard #4 Chart E

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. <i>Key indicators may include: professional development, scholarly activities, community service, administrative duties, business and industry interaction, number of advisees, number of committees, number of theses supervised, satisfaction or dissatisfaction of faculty and staff, positive, productive, and learning-centered environment, safety, absenteeism, turnover, or complaints.</i>			
		Analysis of Results			
Performance Measure Measurable goal What is your goal?	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)
The Department's average score for demonstration of subject matter competence will be 4.0 or higher on a 5-point scale.	IDEA Diagnostic Form Report Items: #4(significance of subject matter) #11(related course to real life) #13(introduced stimulating ideas)	This goal was met in each semester from Fall 2008 through Spring 2013.	Performance meets expectations. To the degree possible, the Department has minimized the use of adjunct faculty.	NA	See Standard #5 Chart A
The Department's average score for teaching methods and styles will be 4.0 or higher on a 5-point scale.	IDEA Diagnostic Form Report Items: #1(personal interest in students/learning) #9 (encouraged use of multiple resources) #10 (clear/concise explanation of course material)	This goal was met in each semester from Fall 2008 through Spring 2013.	Performance meets expectations. Referral to Dean of CAS for faculty development and identification of available seminars.	NA	See Standard #5 Chart B
At least 50% of classes each semester will	Comparison reports from IDEA national database of student	Goal exceeded each semester since fall 2008.	Performance meets expectations on this performance measure.	N/A	See Standard #3 Chart A

exceed the IDEA dataset mean score for the composite summary score.	course evaluations. External, each semester.				
In each measurement period, each faculty member will engage in at least one scholarly or professional activity that enhances or pertains to each course they are conducting.	Annual self-evaluation report including a current vita, Internal	In the last five years, department faculty have participated in every category of scholarly and professional activity	<p>Performance meets expectations on this performance measure</p> <p>Department encouragement for faculty to utilize professional development funds (\$1,200 individual annual budget) and pursue other professional and developmental activities.</p>	N/A	N/A

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.

Table 5.2 Standard 5 - NEW FULL-TIME AND PART-TIME FACULTY QUALIFICATIONS

NAME (List alphabetically by Last Name)	MAJOR TEACHING FIELD	COURSES TAUGHT (List the Courses Taught During the Reporting Period, Do Not Duplicate Listing)	LIST ALL EARNED DEGREES (State Degree as Documented on Transcript, Must Include Major Field)	DOCUMENT OTHER PROFESSIONAL CERTIFICATION CRITERIA	ACBSP QUALIFICATION 1. Academically 2. Professional 3. Exception
Rick Gammon	Business	BS 331 Business Information Systems	University of Kansas, 2010 Masters of Business Administration, Information Systems Baker University, 2006 Bachelor of Science, Business, Accounting Minor	Three years teaching experience at KCK Community College – adjunct instructor Three years work experience – web design and development	2. Professionally qualified

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

Rick Gammon, MBA

Consulting: D=7 (Various web design/development consulting projects)

A = Scholarship of Teaching

B = Scholarship of Discovery

C = Scholarship of Integration

D = Scholarship of Application

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.

No substantial revisions have been made to existing accredited degree programs/curricula.

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.

No new degree programs have been developed.

Note: If you have a new degree at a level currently accredited by ACBSP, then report information on: student enrollment, program objectives, instructional resources, facilities and equipment, admissions requirements, graduation statistics, core professional components (CPCs) and the outcomes assessment process to ACBSP. If the new degree is at a higher level than what is currently accredited, the school must complete a self-study to add the degree.

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

No accredited programs have been terminated.

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

5. Organizational Effectiveness Results	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. <i>Key indicators may include: graduation rates, enrollment, improvement in safety, hiring equity, increased use of web-based technologies, use of facilities by community</i>
------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

		<i>organizations, contributions to the community, or partnerships, retention rates by program, and what you report to governing boards and administrative units.</i>			
		Analysis of Results			
Performance Measure Measurable goal What is your goal?	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)
Induct at least 80% of eligible students into the Delta Mu Delta Honor Society annually to create a cohesive learning community.	Delta Mu Delta Honor Society Annual Reports, internal	For three of the last six years, at least 80% of the eligible students have accepted membership in Delta Mu Delta.	Lower participation rate by the 2009, 2010, and 2013 cohorts. 2011 and 2012 participation rates returned to levels prior to 2009, 2013 results declined.	Renewed emphasis and attention by department faculty, moved induction ceremony to the fall semester. Too early to tell if renewed efforts will continue to be reflected in higher participation rate. ODE Honor Society (Economics) initiated Fall 2009. Has lowered Delta Mu Delta participation rate as some students not willing to incur the financial burden of joining two honor societies.	% of Eligible Students Accepting Membership 2008 100 2009 72.7 2010 67 2011 83.3 2012 81.3 2013 70.0
80% of graduates self report either full-time employment or pursuit of graduate studies within six months of	Career Services Annual Survey, internal	Goal has been met for 100% of graduates during the past five years.	Performance on this measure meets expectations. Ongoing evaluation of employer	N/A	See Standard #3 - Alumni Outcomes Data

graduation.			satisfaction (see Standard #3), increased placement efforts in conjunction with Career Services		
The number of accredited majors within the Department (accounting, business and international business) among degrees awarded will rank in the top five of all Baldwin Campus majors among Baldwin Campus degrees awarded.	University Fact Book – Graduates Across Majors – 2007/8 to 2011/12 – Table 5b Internal, annually	For each of the last five-years the Department has ranked first in the number of majors awarded.	<p>Increased efforts to more closely work with enrollment management to recruit business, accounting, and economics majors.</p> <p>Ongoing development of the Bronston Fellows Program (honors program for business students).</p> <p>Promotion of the Introduction to Business course (BS 141) as a method for already enrolled students to explore the possibility of majoring in business.</p> <p>Participation in a “Majors Fair” for new students organized by Career Services.</p>	<p>Unfortunately, these efforts have been insufficient to offset two trends working to reduce the proportion of accredited Department majors on campus:</p> <ul style="list-style-type: none"> Increasing popularity of the sports administration major Increasing popularity of health sciences majors <p>Since the sports administration major is within the Department, there is less concern regarding this trend. The increasing popularity of health sciences among students will be difficult to offset as this represents a national trend in this direction</p>	<p>2007/8 – 23.7%, 1st 2008/9 – 25.4%, 1st 2009/10 – 22.2%, 1st 2010/11 – 26.2%, 1st 2011/12 – 17.6%, 1st</p>
Steady or increasing departmental representation within the graduating class of	University Fact Book – Graduates Across Majors –	Trend over last five years shows a decline in the proportion of majors.	See comments above for previous performance measure.	See comments above for previous performance measure	<p>2007/8 – 23.7% 2008/9 – 25.4% 2009/10 – 22.2% 2010/11 – 26.2%</p>

the College.	2007/8 to 2011/12 – Table 5b Internal, annually				2011/12 – 17.6%
The Department's accredited programs' cumulative credit hour production will rank as follows relative to the credit hour production generated by each of the 32 Baldwin Campus disciplines/programs (both in a single year and as a five-year average): Business – top 5 Accounting – top half Economics – top half	University Fact Book – Total Credit Hour Production by Discipline/Program – 2011/12 – Table 8a Internal, annually	From 2006 to 2010, the Department has generated either the first or second highest credit hours of the sixteen departments and programs at the Baldwin Campus. In terms of the current data (reported by program/discipline rather than as a department aggregate), the performance measure is met for all three accredited department disciplines except business (ranked six in terms of five year average).	Despite the opportunity for significant expansion of its credit hour production through improvement of its curricular, financial, and extracurricular offerings to incoming and already-enrolled business students, financial resource limitations related to both the present economic environment and university discretionary decision making are currently limiting the Department's ability to take advantage of the opportunities presented by the department's role as a high-ranked provider of credit hours.	N/A	Cumulative credit hour rankings: <u>Department aggregate</u> 2006 – 1 st 2007 – 1 st 2008 – 2 nd 2009 – 2 nd 2010 – 1 st <u>By program/discipline</u> Business 2011/12 – 2 nd 5-yr avg – 6 th Accounting 2011/12 – 16 th 5-yr avg – 15 th Economics 2011/12 – 11 th 5-yr avg – 13 th
The Department's accredited programs' credit hour production per full-time equivalent faculty member will rank in the upper 50 th percentile for each accredited department discipline relative to the credit hour production	University Fact Book – Credit Hour Production per FTE by Discipline/Program – 2011/12 – Table 8b Internal	From 2006 to 2009, the Department generated either the first or second highest credit hours per full-time faculty equivalent of the sixteen departments and programs at the Baldwin Campus.	This measure to some extent reflects that Department faculty are "stretched thin" both in terms of class sections with excessive enrollments and in terms of teaching	N/A	Credit hour production per full-time equivalent faculty member ranking: <u>Department aggregate</u> 2006 – 1 st 2007 – 2 nd 2008 – 1 st 2009 – 2 nd 2010 – 5 th

per FTE faculty generated by each of the 32 Baldwin Campus disciplines/programs (both in a single year and as a five-year average).		For 2010 the Department ranked fifth. In terms of the current data (reported by program/discipline rather than as a department aggregate), the performance measure is met for all three accredited department disciplines except accounting (ranked 19 in terms of five year average).	overload courses to deal with the demand for courses and credit hours (more so true within economics and business courses rather than accounting courses).		<u>By program/discipline</u> Business 2011/12 – 8 th 5-yr avg – 7 th Accounting 2011/12 – 16 th 5-yr avg – 19 th Economics 2011/12 – 4 th 5-yr avg – 4 th
The relationship of the number of the Department's accredited majors among degrees awarded to the number of Department faculty members will be aligned with the relationship of the total number of Baldwin Campus majors among degrees awarded to the total number of Baldwin Campus faculty.	University Fact Book – Graduates Across Majors – 2007/8 to 2011/12 – Table 5b & Number of Faculty By Rank and Tenure Status – Fall 2008 to Fall 2012 – Table 7c Internal	This efficiency measure indicates that the relatively small number of Department faculty (by head count) generated a significant percentage of the majors among degrees awarded over the years of data analyzed.	The fact that nine Department full and part-time faculty generated on average approximately 23% of the majors among degrees awarded indicates perhaps better than any other measure the effectiveness and efficiency of the Department. Post economic downturn, the allocation of additional financial resources for Department faculty hires, curricular improvements, and extracurricular improvements, carefully monitored for continuing efficiency, may be one of the	N/A	Department faculty and majors as a percent of total CAS faculty and majors : 2008 – 8.6%/23.7% 2009 – 7.9%/25.4% 2010 – 10.8%/22.2% 2011 – 10.6%/26.2% 2012 – 10.5%/17.6% Five-year avg. % for majors – 23%

			university's best options for addressing issues of recruitment and retention.		
Measuring advising effectiveness via a standardized survey instrument used throughout the department	Advising Survey, Internal, 3-year cycle	Advising instruments show high levels of satisfaction.	Despite success concern with high advising loads for department faculty	N/A	See Standard #3 for data obtained from advising instruments
75% of students majoring within the department complete at least one international travel experience	Survey administered at start of term in Business Policy course, internal	Goal has been met in three of the last ten semesters. Ten semester average is 65.3%.	<p>Department has integrated an overseas study experience within the Bronston (honors) program.</p> <p>Action plan for additional items is in development. Emphasis will be placed on increasing opportunities for all departmental majors.</p>	<p>Some success has been achieved, but this is an area that remains "in development." Current economic climate has adversely impacted success.</p> <p>The CAS general education program is expected to implement an international travel requirement in the future which will raise the participation rate.</p>	<p>Term %</p> <p>Fall 08 76.9%</p> <p>Spring 09 51.7%</p> <p>Fall 09 47.4%</p> <p>Spring 10 58.3%</p> <p>Fall 10 60.9%</p> <p>Spring 11 76.5%</p> <p>Fall 11 70%</p> <p>Spring 12 no data</p> <p>Fall 12 65%</p> <p>Spring 13 65.2%</p> <p>Fall 13 81.3%</p> <p>Avg. 65.3%</p>

Appendix: Comments on Notes

Note on Standard 4.1 Measurement and Analysis of Student Learning and Performance

The department continues to develop and improve its learning outcomes assessment program. Assessment data is reviewed annually and results obtained are used to inform the development and improvement of department programs. There have been no changes to program or major level curriculum since our last Quality Assurance Report. However, faculty continue to adjust course content, delivery, and assessment with an eye toward this standard.

The key performance measures used to assess student learning are documented in the section of this report addressing Standard No. 4. To date the Department has focused primarily on summative measures in our assessment of student learning. The implementation of formative assessment instruments in the business core continues. Evidence obtained from these instruments support the student learning outcomes specific to each major and concentration. Since our last report a new instrument to assess collaborative learning has been developed and deployed in a pilot mode across a range of courses.

Looking to the future, discussion is underway regarding adoption of a portfolio approach to collecting assessment data for individual students. A portfolio approach has recently been adopted in connection with revisions to general education requirements. Technology for collecting and storing portfolio components is under review. Once available this technology will provide the Department a means to collect evidence of individual student satisfaction of learning objectives.

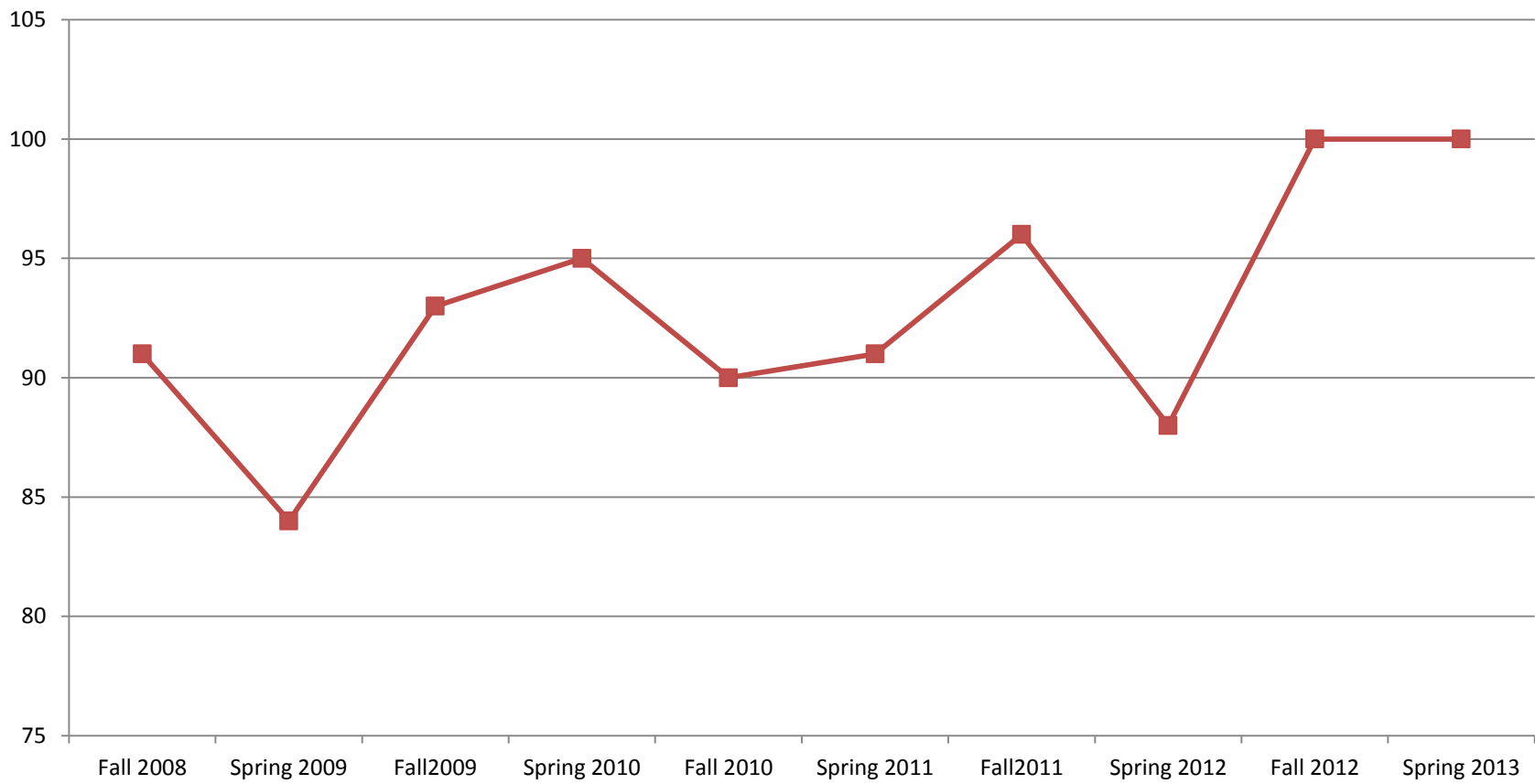
Note on Standard 6 Educational and Business Process Management

As noted in the overview section of the Quality Assurance Report performance information, including student achievement such as assessment results and program results, is communicated to the public in a variety of ways. Information on the number of department majors, student retention, departmental credit hour production, and average faculty salaries is reported in the University Fact Book published by the Office of Institutional Research and is available on the University website. Information regarding student job placement is reported in the Graduate Survey Report prepared by the Office of Career Services and is also available on-line. A copy of our Quality Assurance Report is available on the department webpage on the CAS website and includes student performance on the ETS major field test, faculty accomplishments, student awards and achievements, and student placement with employers and graduate schools. Performance results are also shared with alumni through the department's LinkedIn professional network user group.

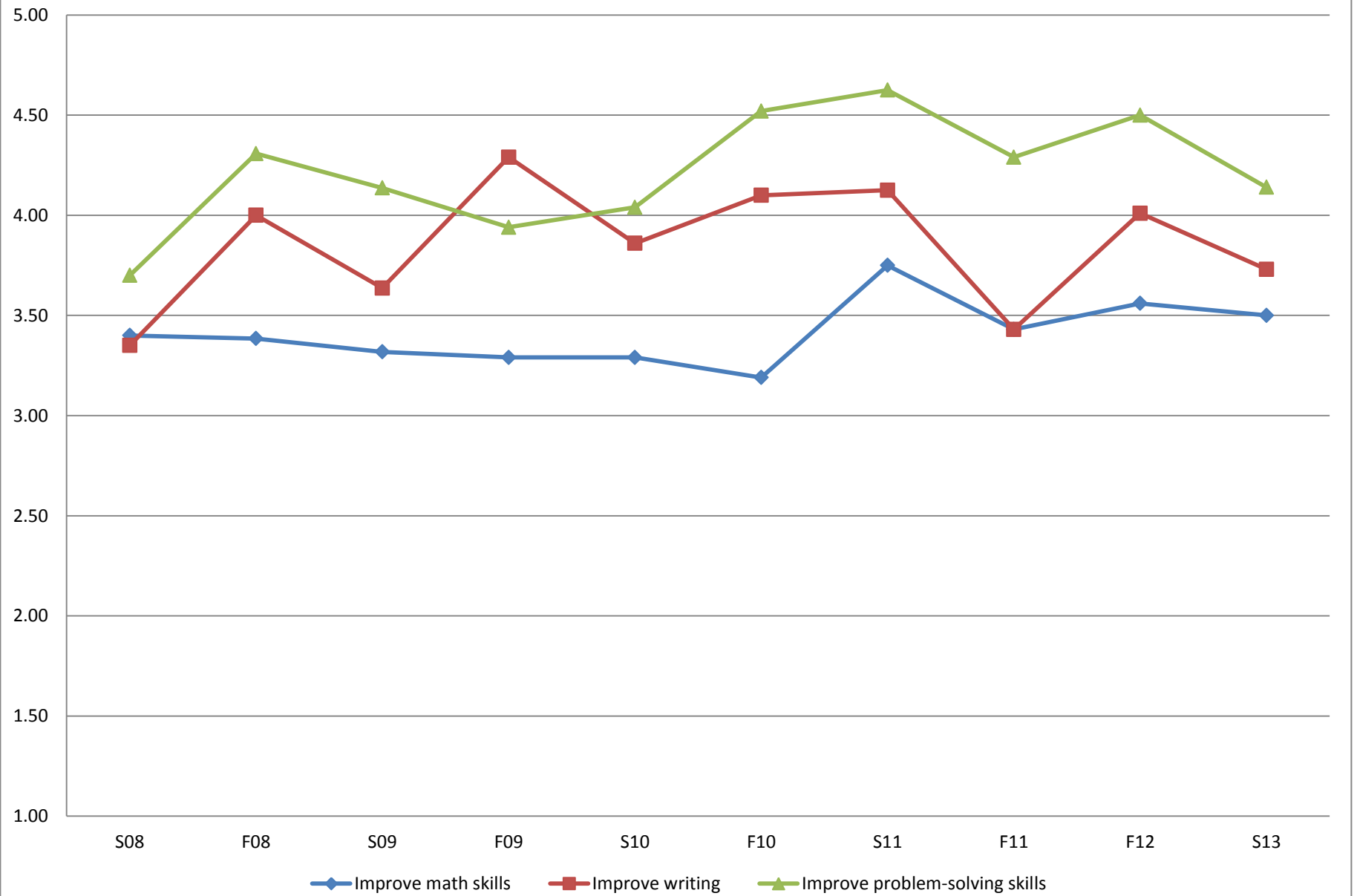
The department has deployed a systematic process to collect student, alumni, and employer input regarding educational program design and to analyze the data obtained. Instruments used to collect this data include a senior survey administered in the capstone business course, advising surveys, alumni surveys, and employer internship evaluations. The data collected by these instruments is presented in the charts accompanying Standard No. 3. Additional evidence of organizational effectiveness is reported in Standard No. 6 of the Quality Assurance Report. The department operating budget continues to be constrained as the University restores its financial health following a period of financial distress.

Standard 3 - Chart A

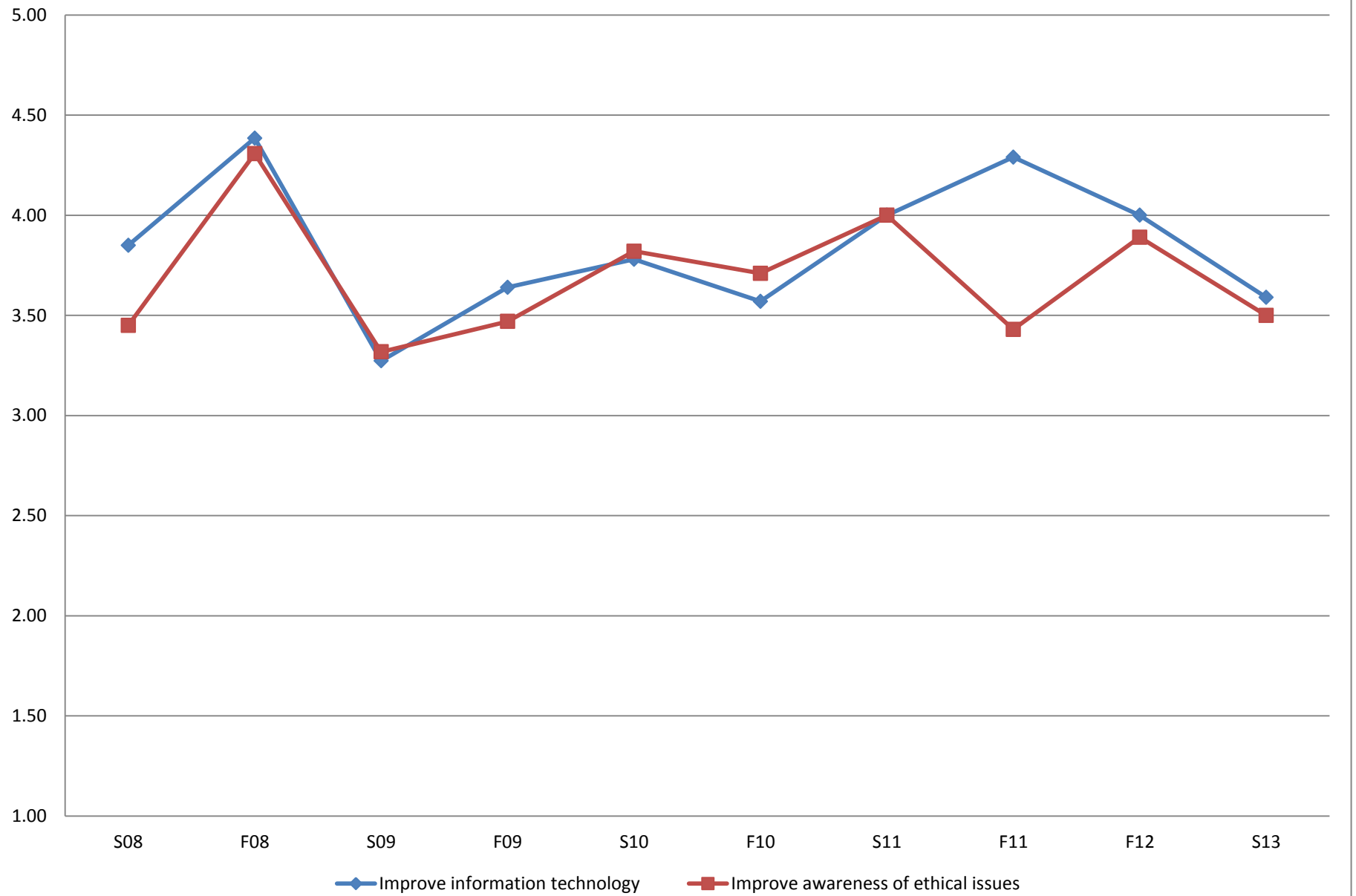
Raw percentage of class sections at or above average summary score



Standard 3 - Chart B

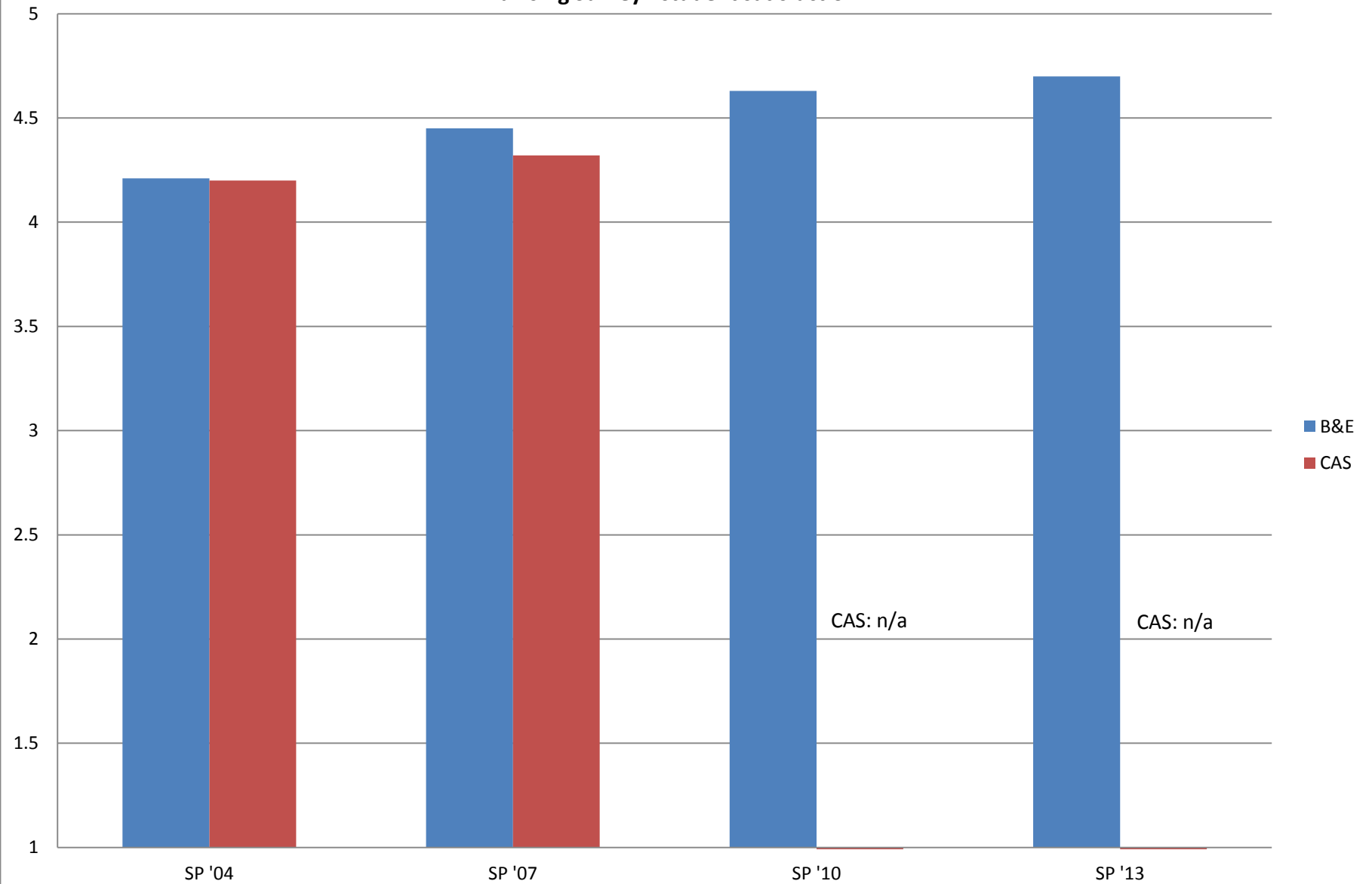


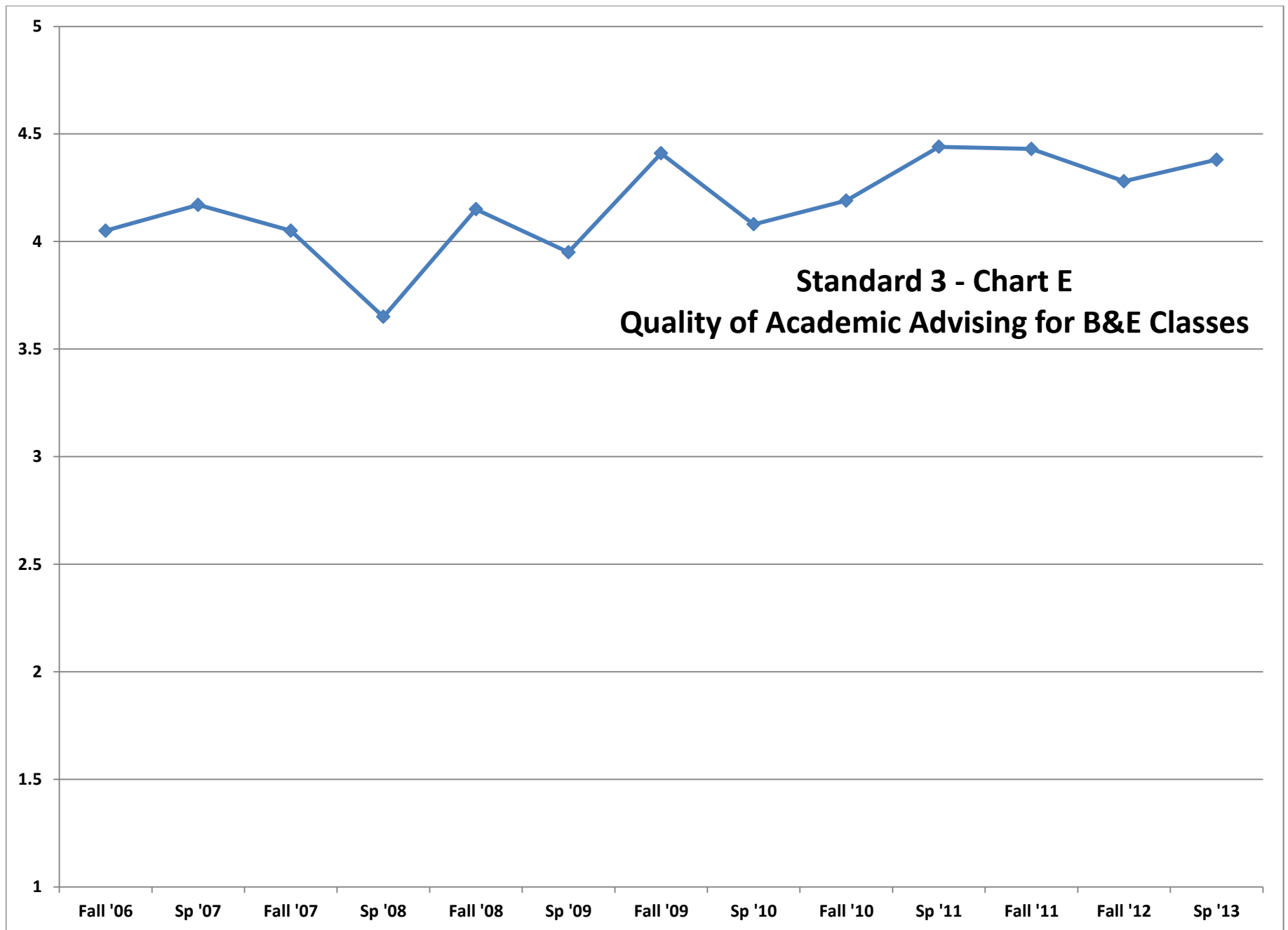
Standard 3 - Chart C



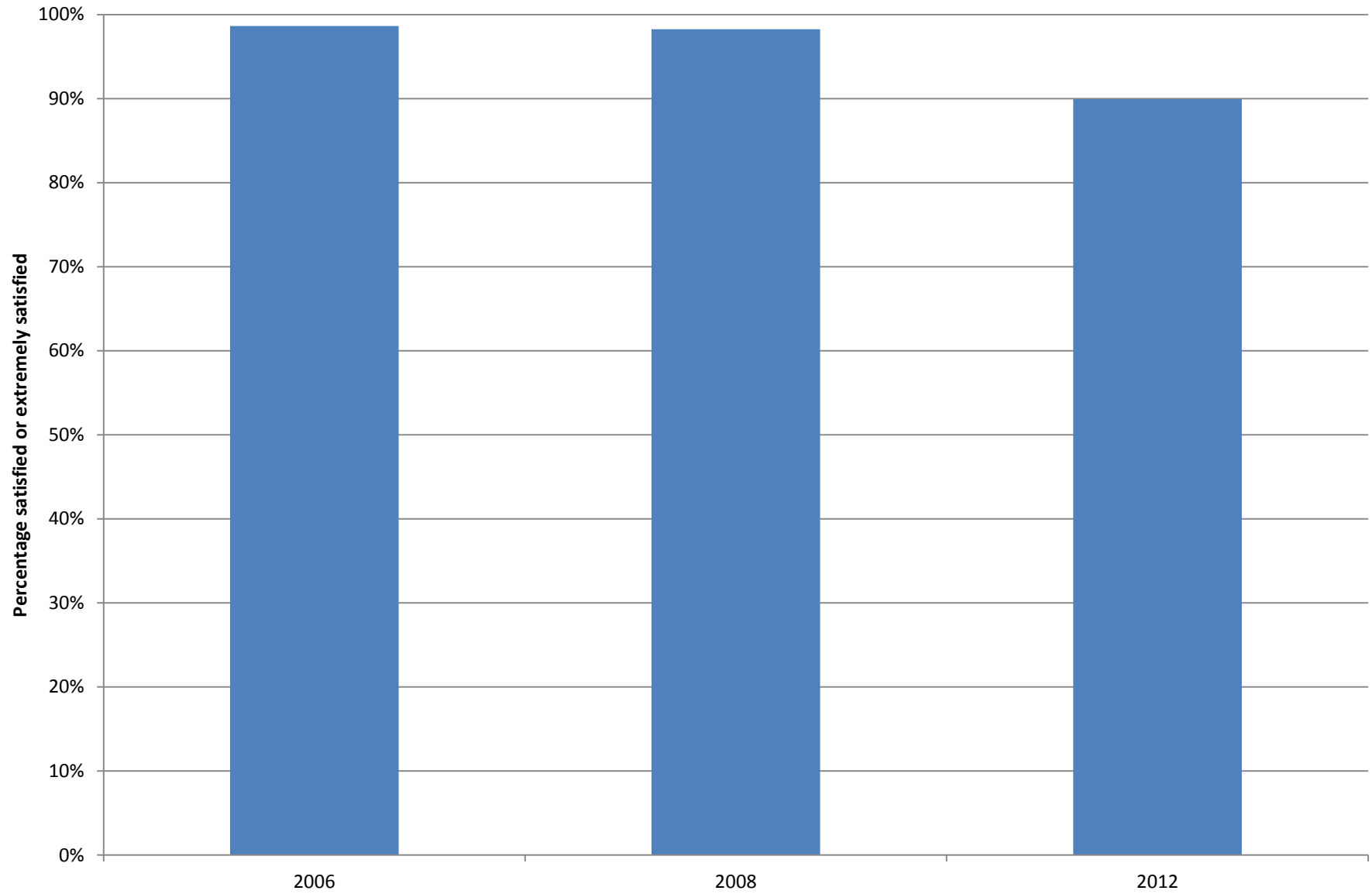
Standard 3 - Chart D

Advising Survey - student satisfaction





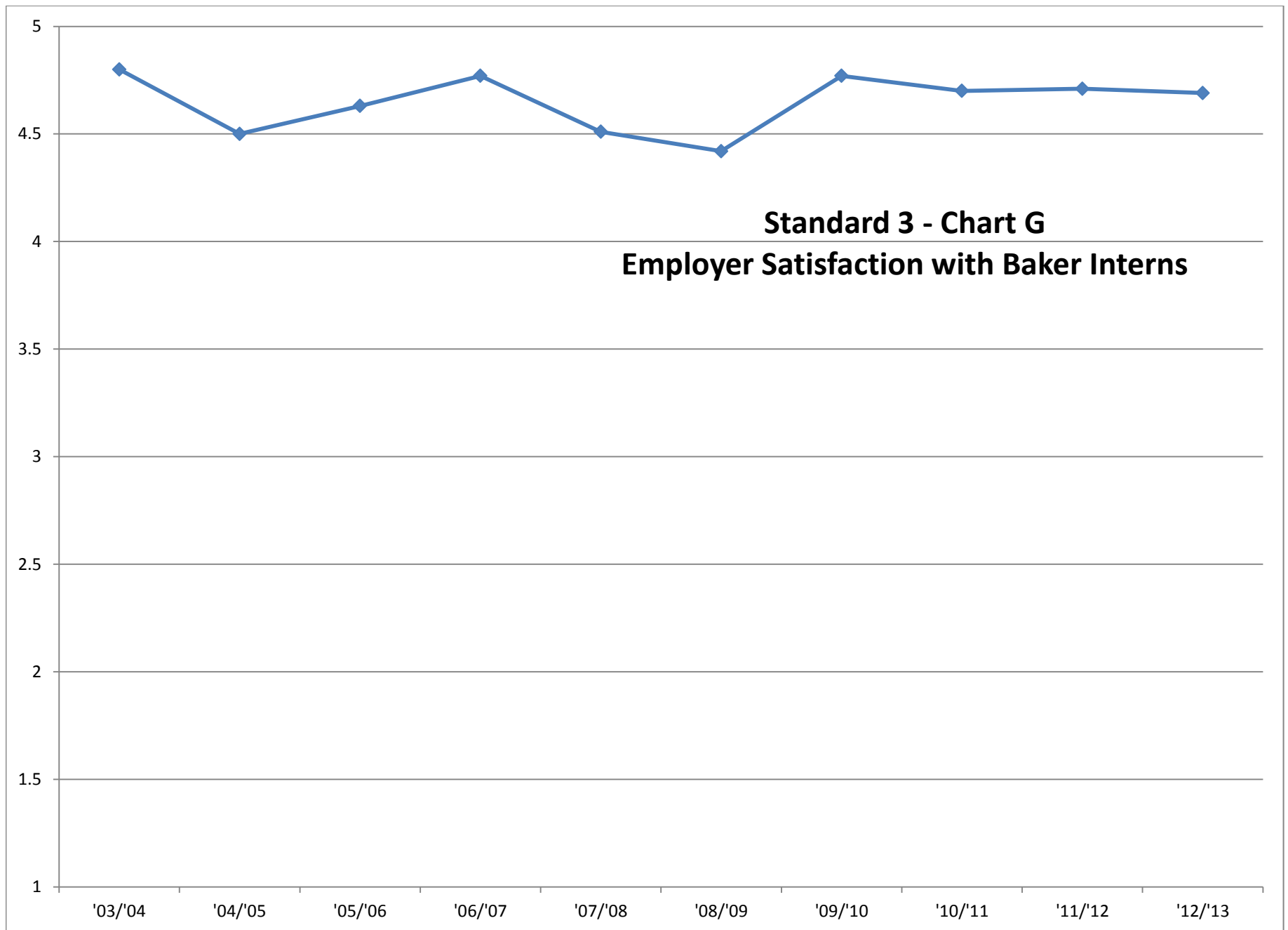
Standard 3 - Chart F Alumni Satisfaction



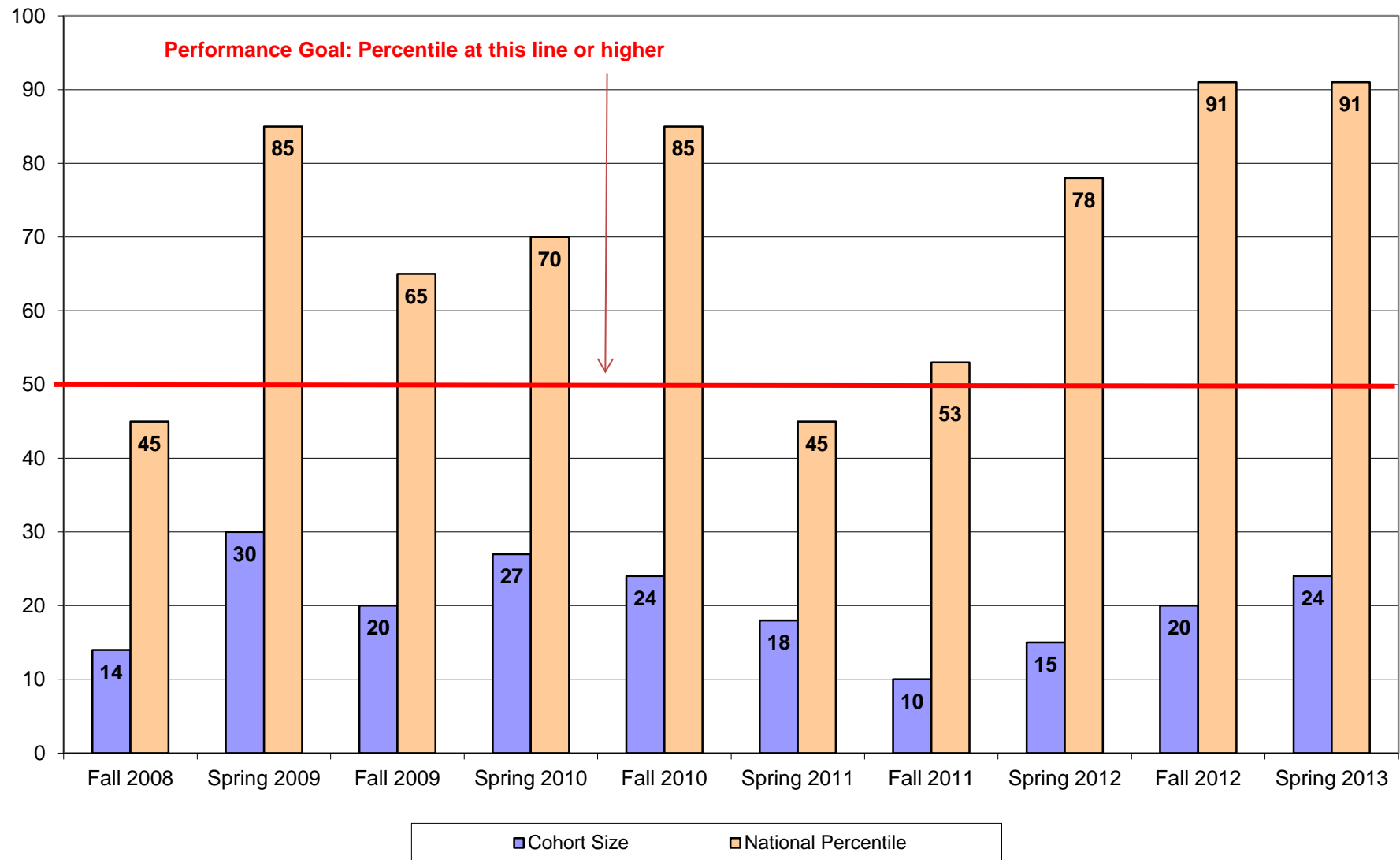
Standard #3

Alumni Outcomes Data

Major	Academic Year	Number of Graduates	Employed	Applying to/attending graduate programs	Both employed and attending graduate school	Seeking position	Not reported	Percentage of respondents who are employed or in graduate school
Accounting	2005-2006	5	2	1	0	0	2	100%
	2006-2007	11	11	0	0	0	0	100%
	2007-2008	7	7	0	0	0	0	100%
	2008-2009	4	4	0	0	0	0	100%
	2009-2010	3	2	1	0	0	0	100%
	2010-2011	10	8	0	0	0	2	100%
	2011-2012	6	5	0	0	0	1	100%
Business	2005-2006	45	30	0	0	0	15	100%
	2006-2007	47	33	10	1	0	3	100%
	2007-2008	39	28	5	0	0	6	100%
	2008-2009	42	30	4	1	0	7	100%
	2009-2010	34	25	3	0	0	6	100%
	2010-2011	39	33	2	0	0	4	100%
	2011-2012	26	23	0	1	0	2	100%
Economics	2005-2006	0	n/a	n/a	n/a	n/a	n/a	n/a
	2006-2007	2	1	0	0	0	1	100%
	2007-2008	0	n/a	n/a	n/a	n/a	n/a	n/a
	2008-2009	1	1	0	0	0	0	100%
	2009-2010	1	1	0	0	0	0	100%
	2010-2011	0	n/a	n/a	n/a	n/a	n/a	n/a
	2011-2012	3	2	1	0	0	0	100%
Int'l Business	2005-2006	2	1	0	0	0	1	100%
	2006-2007	5	3	1	0	0	1	100%
	2007-2008	0	n/a	n/a	n/a	n/a	n/a	n/a
	2008-2009	7	4	1	0	0	2	100%
	2009-2010	2	2	0	0	0	0	100%
	2010-2011	3	3	0	0	0	0	100%
	2011-2012	4	4	0	0	0	0	100%
Sports Admin	2011-2012	8	2	2	0	0	4	100%

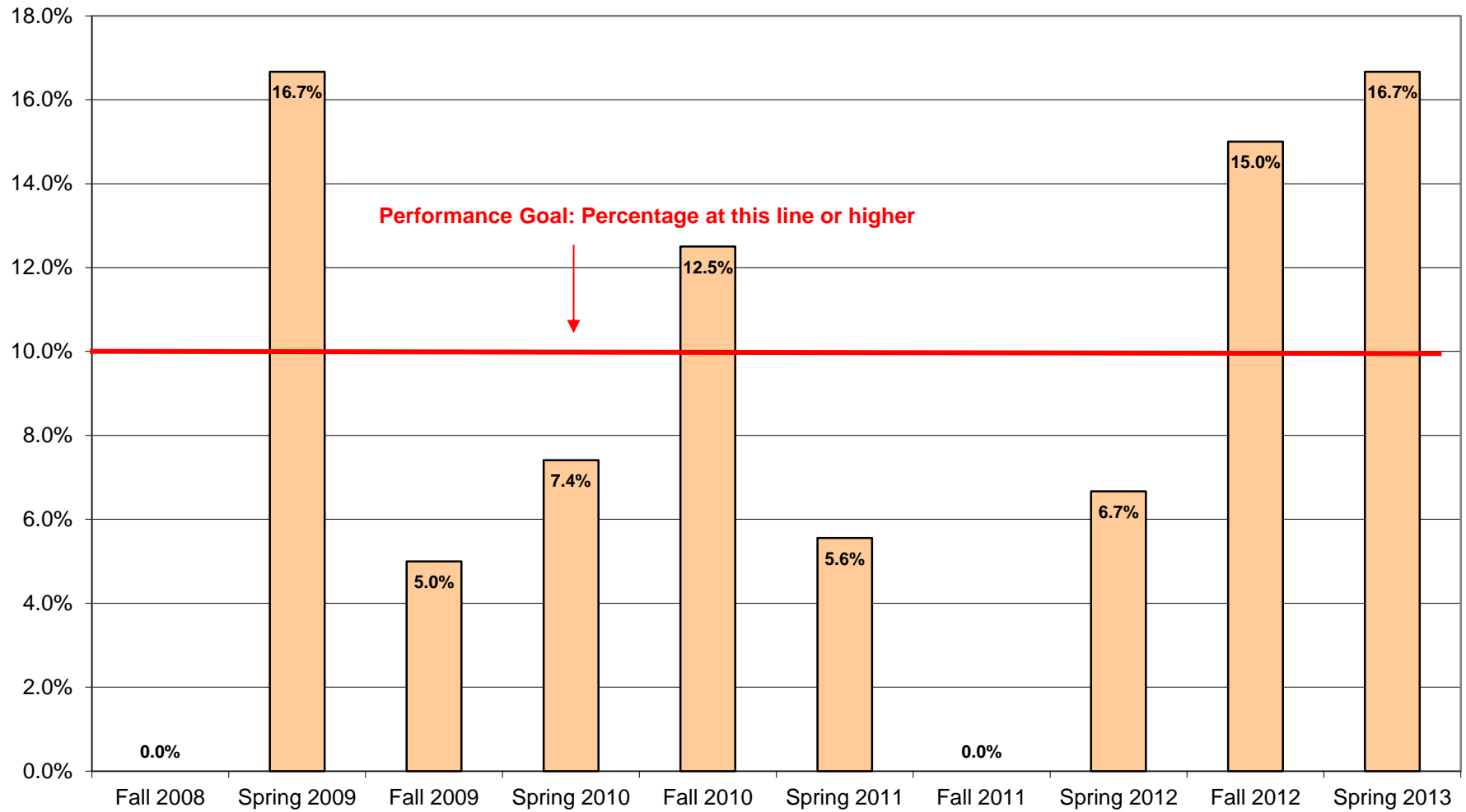


Standard #4 - Chart A



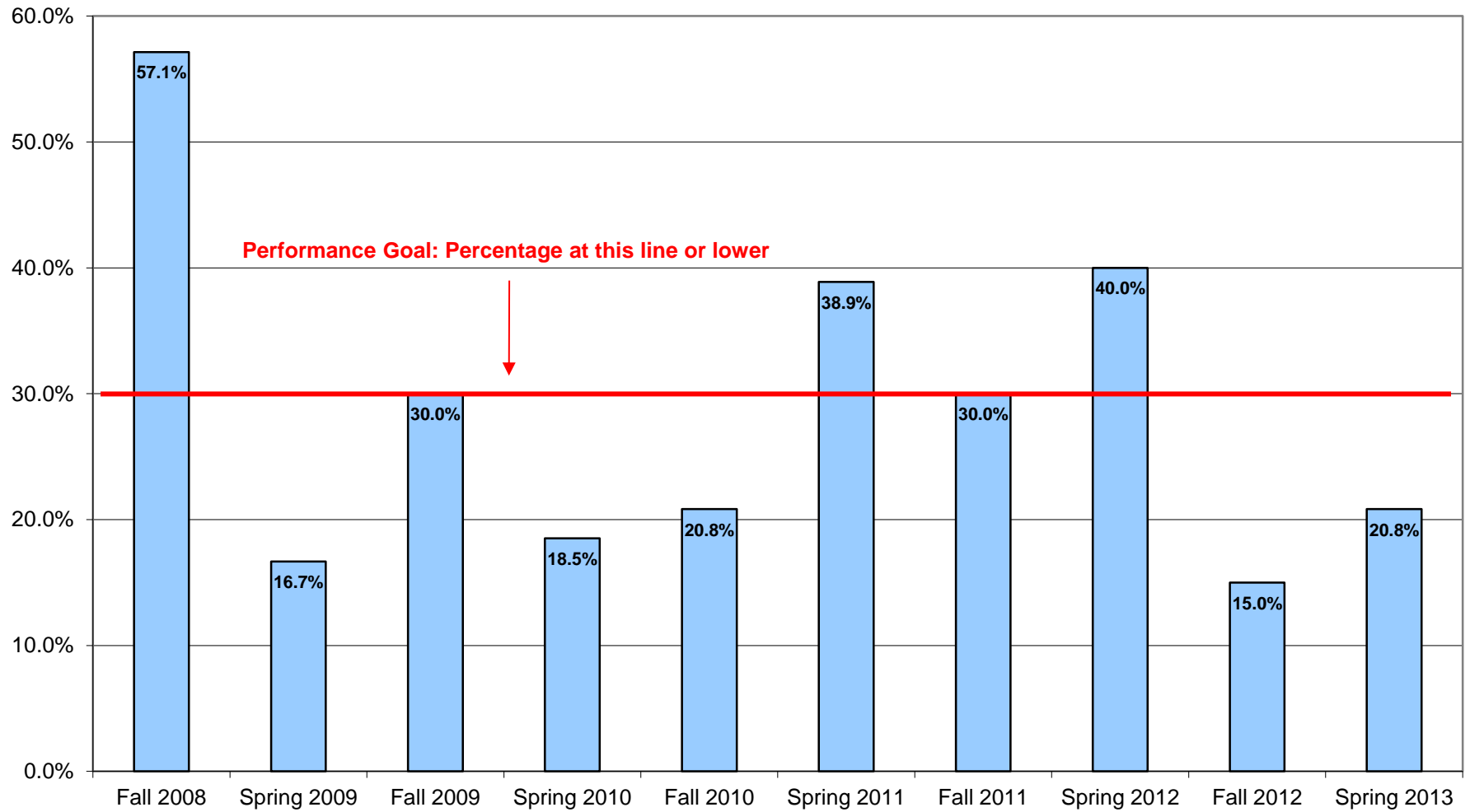
Standard #4 - Chart B

Percentage of each cohort who scored in the 90th national percentile or higher



Standard #4 - Chart C

Percentage of each cohort who scored in the 40th national percentile or lower



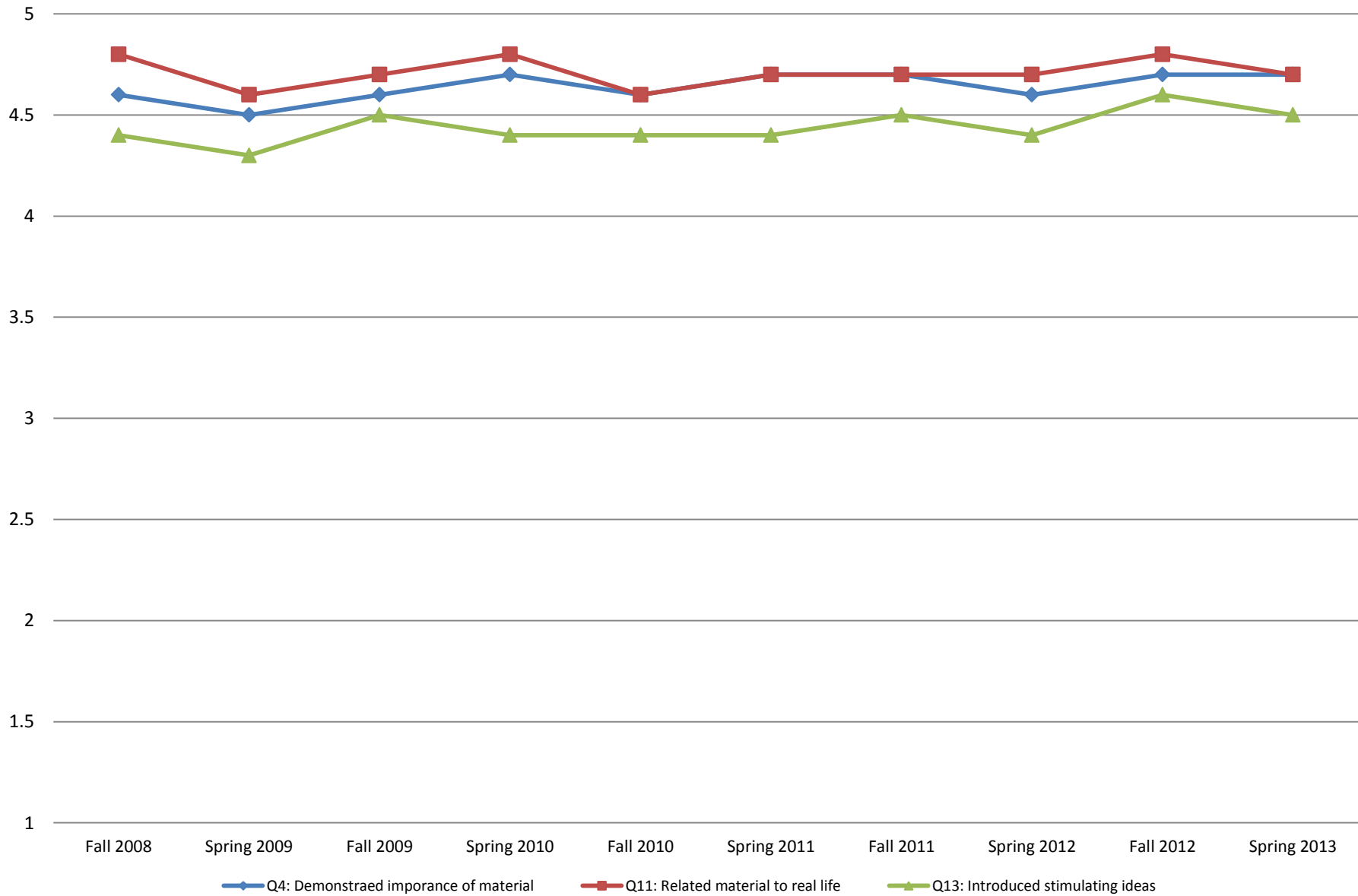
Standard #4 Chart D

Highlighted cell: *Did not reach benchmark*

National Percentiles for Major Field Test (MFT) Subject Areas, by semester cohort

	Accounting	Economics	Management	Quantitative Analysis	Finance	Marketing	Legal/Social Environment	Information Systems	International Issues
Fall 2008	35	65	50	70	25	65	55	1	40
Spring 2009	75	90	90	65	73	90	90	85	60
Fall 2009	35	70	55	70	70	80	55	40	60
Spring 2010	55	85	70	85	35	75	85	65	63
Fall 2010	65	85	80	50	25	95	95	45	75
Spring 2011	20	60	50	10	5	80	95	5	50
Fall 2011	80	87	28	1	59	48	35	71	45
Spring 2012	80	93	20	50	85	69	95	65	88
Fall 2012	92	95	82	75	83	99	80	54	95
Spring 2013	87	97	86	50	83	92	86	90	85
<i>Ten-Semester Means:</i>	62	83	61	53	54	79	77	52	66
Semesters > 50%	7/10	10/10	8/10	8/10	6/10	10/10	9/10	6/10	8/10

Standard 5 - Chart A
Subject Matter Competence



Standard 5 - Chart B
Teaching methods/styles

