

Accreditation Council for Business Schools and Programs (ACBSP)
Quality Assurance (QA) Report
for
Baccalaureate/Graduate Degree Programs
Current as of February 2011

Overview (O)1. Complete all information requested.

Submit your report as an attachment to reports@acbsp.org on or before February 27th or September 30th.

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.

O2. Institution Name: Baker University Date September 30, 2011
Address: 618 8th Street, PO Box 65, Baldwin City, Kansas 66006

O3. Year Accredited/Reaffirmed: 1994 /2009 This Report Covers Years: 2009/2010 – 2010/2011

O4. List All Accredited Programs (as they appear in your catalog):

BA or BS, Business or International Business

BS, Accounting

O5. 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; The 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

Effective Fall 2011 the Sports Administration program which offers a BS degree in Sports Administration became part of the Department of Business and Economics. This program was previously housed in the Department of Health, Sports, and Human Performance which has been eliminated as a result of a department realignment process undertaken at the College of Arts and Sciences. While the Sports Administration degree requires a significant number of hours of business related course work the number of hours is not sufficient to qualify as a business program.

O6. 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.

O7. 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

O8. Conditions/Notes/Opportunity for Improvement (OFI) to be Addressed

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

Are you requesting the Board of Commissioners to remove notes or conditions (attach appendix to QA report to justify the removal):

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 2009 QA Report.

O9. The business unit must routinely provide reliable information to the public on their performance, including student achievement.

Describe how you routinely provide reliable information to the public on your performance, including student achievement.

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 which 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.

Note: This requirement can be addressed in Standard #4, Criterion 4.5 and Standard #6, Criterion in 6.2.2.

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. Use a maximum of 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>Key indicators 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>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 (Competency)	Description of Measurement Instrument	Areas of Success (results)	Analysis and Action Taken (improvement)	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)
Student related:					
At least 50% of class sections each semester will exceed the IDEA dataset mean score for the composite summary score.	Comparison reports from IDEA national database of student course evaluations. External, comparative	Standard met in each of the past twelve semesters. This is one measure of student satisfaction relative to effective teaching.	Faculty continue to invest in pedagogical techniques. Decreased Departmental use of adjunct faculty.	Faculty recognized with variety of awards.	See Standard #3 - Chart A
Senior satisfaction ratings on	Senior survey in capstone course. Internal,	Ratings for quantitative reasoning stable	Continued exploration of pedagogy and	Some progress achieved toward meeting goals for	See Standard #3 – Chart B

improvements to writing, quantitative reasoning, and problem solving skills will exceed 4.0 out of 5.0.	summative	but lower than desired levels achieved.	curriculum. Beginning fall 2010 two new courses – BS230 and BS330 Quantitative Analysis for Business and Economics I and II - replaced existing math sequence.	writing and problem solving – met goal 3 of the last 4 semesters and 5 of the last 6 semesters, respectively. Too early to determine impact of new course offerings on rating for quantitative reasoning.	
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	Goal met for both criteria for the first time spring 2011	BS 331 Business Information Systems added to core curriculum beginning fall 2011. BS 370 Ethics in Business added to management concentration electives. Offered every other semester.	Too early to determine impact of new courses on satisfaction ratings.	See Standard #3 – Chart C
Advising satisfaction: Satisfaction as measured by the senior survey will exceed 4.0 out of 5.0. B&E faculty will perform at least as well as CAS averages.	Advising surveys (ACT survey, department survey, and senior survey) External/internal	High levels of satisfaction shown by all measures.	Advising loads are heavy in the Department and possible solutions are under discussion including faculty load adjustment.	New survey instrument developed in 2010 to build on 2004 and 2007 ACT surveys in the three-year cycle.	See Standard #3 – Chart D (ACT and department surveys) and Chart E (senior survey)
Alumni-related:					
At least 90% of alumni will report “satisfied or	Two instruments used in prior	Standard exceeded in all	Alumni goodwill and loyalty	A new on-line survey instrument is under	Refer to Table II Chart E of the 2009 QA Report for data from the 2004 and 2007

extremely satisfied" with Baker experience	years: ACT alumni outcomes survey (2004) and telephone survey for a student project in Marketing Research class (2007). External/internal, summative.	years.	<p>recognized as opportunity and resource for program improvements. Focused efforts on alumni networking (LinkedIn - approximately 400 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>	<p>development and will be administered in 2011.</p> <p>Alumni interaction recognized as part of faculty load.</p>	instruments. Data obtained from the 2011 survey will build on the prior results.
Employer-related:					
Greater than 80% of graduates will be employed or in graduate/professional program within six months.	Career Services reported placement data. Internal/external.	Placement reported exceeds standard set.	Career-related efforts increased (e.g., coordination with Career Services, new course developed, etc.).	N/A	See Standard #3 – Alumni Outcomes Data
Employer satisfaction with student interns will exceed 4.0 out of 5.0.	This is a proxy measure for graduate effectiveness in the workforce. Career Services reported	Employer satisfaction reported exceeds standard set.	Consideration for quality of positions obtained. Will partner with Career Services to improve data collection with regard to salary	Revised internship requirement fully implemented	See Standard #3 – Chart F

	internship data. External.		information. Faculty internship sponsors recognize opportunity for further growth. Efforts include BOOK program (student internship competition), new internship requirements with faculty interaction and final student 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.

In order to implement the Department's mission, the following five student learning outcomes for the BA and BS degrees in accounting, business, and international business majors have been established:

1. Rigorous Academic Experience - Students will effectively communicate a functional understanding of the major disciplines within business and will effectively utilize the problem-solving tools and methods of analysis appropriate to those functional areas.

2. Experiential and Collaborative Learning – Students will exhibit capabilities in collaborative work and will integrate experiential opportunities such as internships and study abroad into their program of study.

3. Ethical Decision-Making – Students will use both positive and normative analysis to assess ethical and legal issues in business and recommend practical solutions to appropriately address those issues.

4. Global Perspectives – Students will demonstrate an understanding of the global context affecting business decisions.

5. Change Management – Students will recognize the challenges present in a changing business environment and recommend appropriate responses.

b. Performance Results

Complete the following table. Use a maximum of 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: Direct - Assessing student performance by examining samples of student work. Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information. Formative – An assessment conducted during the student's education.</p>

		<p>Summative – An assessment conducted at the end of the student's education. Internal – An assessment instrument that was developed within the business unit. External – An assessment instrument that was developed outside the business unit. 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 the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.</p>			
		Analysis of Results			
Performance Measure (Competency)	Description of Measurement Instrument to include Formative, summative, internal, external, or comparative.	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)
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	Baker's average national percentile of class means from Fall 2006 through Spring 2011 is 61, with two semesters below 50	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	Goal has been achieved in 30% of the last 10 semesters.	<p>Within the last two years, department has decreased use of adjunct instructors within core curriculum.</p> <p>Department has focused efforts on recruiting greater numbers of high achieving students including department scholarship program</p>	Some signs of a trend reversal, but it is too soon to determine if these efforts are effective given the summative nature of this measure.	See Standard #4 Chart B

			implemented for the fall 2011 class.		
Not more than 30% of Baker students will score below the national 40 th percentile.	ETS Major Field Test exam, summative, external, comparative	Goal has been achieved in 40% of the last 10 semesters but more notably four of the last five semesters.	<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 including department scholarship program implemented for the fall 2011 class.</p> <p>Beginning fall 2009 all students must pass the “core” business classes with a grade of “C” or better</p>	Signs of a trend reversal, will continue to monitor and evaluate effectiveness of efforts.	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	Goal has been met in five of nine subject areas covered by the exam during the last 10 semesters. Areas in which the goal has not been met: 2009 QA Report - accounting, legal/social, international; 2011 QA Report – accounting, finance, information systems, international.	<p>Beginning fall 2009 all students must pass the “core” business classes with a grade of “C” or better.</p> <p>BS 331 Business Information Systems added to core curriculum beginning fall 2011. Additional components of an action plan are in development for accounting and finance.</p>	<p>Goal met for legal/social subject area.</p> <p>Improvement in international subject area – scored above national median each of the last 5 semesters.</p>	See Standard #4 Chart D
Students pursuing the professional accounting track successfully complete the CPA exam.	Summative, external	70% of students pursuing the professional accounting track during the past eight years have achieved this	Performance on this measure meets expectations.	N/A	Students passing exam from each graduating class: 2004: 2 2005: 5 2006: 0

		goal.			2007: 5 2008: 3 2009: 1 2010: 0 2011: 0
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	During the period from fall 2008 through spring 2011 100% of student groups achieved the goal (total of twenty six groups). No scores below 2 reported for any group.	Performance on this measure meets expectations.	N/A	Average scores: Fall 2008 – 2.79 Spring 2009 – 3.26 Fall 2009 – 3.00 Spring 2010 – 3.28 Fall 2010 – 3.16 Spring 2011 – 3.03

Standard #5 Faculty and Staff Focus

Complete the following table. Use a maximum of 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 5 - Faculty- and Staff-Focused Results

Faculty and Staff Focused Results		<p>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.</p> <p><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></p>			
		Analysis of Results			
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)
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 2006 through Spring 2011.	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	This goal was met in each semester from Fall 2006 through Spring 2011.	Performance meets expectations. Referral to Dean of CAS for faculty development and identification of available seminars.	NA	See Standard #5 Chart B

	multiple resources) #10 (clear/concise explanation of course material)				
At least 50% of classes each semester will exceed the IDEA dataset mean score for the composite summary score.	Comparison reports from IDEA national database of student course evaluations. External.	Goal exceeded each semester since fall 2006	Performance meets expectations on this performance measure	N/A	See Standard #3 Chart A
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	Performance meets expectations on this performance measure Department encouragement for faculty to utilize professional development funds (\$1,000 individual annual budget raised to \$1,200 fall 2011) and pursue other professional/developmental activities.	N/A	N/A

Faculty Qualifications

Complete the next two tables for new full-time and part-time faculty members since last self-study or QA report. Do not include faculty members previously reported.

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,	LIST ALL EARNED DEGREES (State Degree as Documented on Transcript, Must Include Major Field)	DOCUMENT OTHER PROFESSIONAL CERTIFICATION CRITERIA <ul style="list-style-type: none"> Five Years Work 	ACBSP QUALIFICATION <ol style="list-style-type: none"> 1. Doctorate 2. Professional 3. Exception
--	----------------------------	---	---	--	---

		Do Not Duplicate Listing)		Experience <ul style="list-style-type: none"> • Teaching Excellence • Professional Certifications 	
No new full-time or part-time faculty members since last QA report.					

Standard 5, Criterion 5.8
Scholarly and Professional Activities

Table not required – no new full or part-time faculty during the past two years.

Standard #6 Educational and Business Process Management

a. Describe how you routinely provide reliable information to the public on your performance, including student achievement.

See O9 in Overview section of this Quality Assurance Report.

b. 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.

3. List any accredited programs that have been terminated since your last report. **No accredited programs have been terminated.**

Complete the following tables. Use a maximum of 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 6 - Budgetary, Financial, and Market Results

Budgetary, Financial, and Market Performance Results	Budgetary, financial, and market performance results examine (1) management and use of financial resources and (2) market challenges and opportunities. Adequate financial resources are vital to ensuring an outstanding faculty and teaching environment. The resources budgeted for and allocated to business units should be adequate to fund the necessary technology and training to allow students to develop the requisite competencies for business environments. <i>Key indicators may include: expenditures per business student, business program expenditures as a percentage of budget, annual business unit budget</i>
---	---

increases or decreases, enrollment increase or decrease of business students, transfer in or out of business students, student credit hour production, or comparative data.

		Analysis of Results			
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)
The number of Department majors among degrees awarded will rank in the top five of all Baldwin Campus majors among Baldwin Campus degrees awarded.	University Fact Book – Distribution of Majors Among Degrees Awarded – 2006 to 2010 – Table 8a Internal	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>	N/A	N/A
The Department’s cumulative credit hour production will rank in	University Fact Book – Department Credit Hours & Breakdown	In each of the last five years the Department has generated either the	Despite the opportunity for significant expansion of its credit	N/A	Cumulative credit hour ranking: 2006 – 1 st

the top five of the credit hour production generated by each of the sixteen Baldwin Campus departments and programs.	Per FTE Faculty – 2006 to 2010 – Table 11 Internal	first or second highest credit hours of the sixteen departments and programs at the Baldwin Campus.	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 downturn 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.		2007 – 1 st 2008 – 2 nd 2009 – 2 nd 2010 – 1 st
The Department's credit hour production per full-time equivalent faculty members will rank in the top five of the credit hour production per FTE faculty in all sixteen Baldwin Campus departments and programs.	University Fact Book – Department Credit Hours & Breakdown Per FTE Faculty – 2006 to 2010 – Table 11 Internal	Goal met each of the last five years. From 2006 through 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. For 2010 the Department ranked fifth.	<p>The 2010 ranking reflects the effects of reduction and reallocation efforts taken by University administration which decreased the number of faculty in several other departments.</p> <p>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 overload courses to deal with the demand for courses and credit hours.</p>	N/A	Credit hour production per full-time equivalent faculty member ranking: 2006 – 1 st 2007 – 2 nd 2008 – 1 st 2009 – 2 nd 2010 – 5 th

The relationship of the number of Department 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 – Distribution of Majors – 2006 to 2010 – Table 8a & Number of Faculty By Headcount – 2006 to 2010 – Table 10a 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 eight Department full and part-time faculty generated on average approximately 26% 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 university's best options for addressing issues of recruitment and retention.	N/A	Department faculty and majors as a percent of total CAS faculty and majors : 2006 – 8.3%/26.9% 2007 – 8.9%/30.8% 2008 – 8.6%/23.7% 2009 – 7.9%/25.9% 2010 – 10.8%/22.8% Five-year avg. % for majors – 26%
---	--	--	---	-----	---

Standard 6 - Organizational Performance Results

5. Organizational Effectiveness Results	<p>Organizational effectiveness results examine attainment of organizational goals. Each business unit must have a systematic reporting mechanism for each business program that charts enrollment patterns, student retention, student academic success, and other characteristics reflecting students' performance.</p> <p><i>Key indicators may include: graduation rates, enrollment, improvement in</i></p>
--	--

		<i>safety, hiring equity, increased use of web-based technologies, use of facilities by community 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 (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years))
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 four 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 and 2010 cohorts. Renewed emphasis and attention by department faculty, moved induction ceremony to the fall semester.	2011 participation rate returned to levels prior to 2009. Too early to tell if renewed efforts will continue to be reflected in higher participation rate.	% of Eligible Students Accepting Membership 2006 80 2007 89.5 2008 100 2009 72.7 2010 67 2011 83.3
90% of graduates self report either full-time employment or pursuit of graduate studies within six months of graduation.	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 satisfaction (see Standard #3), increased placement efforts in conjunction with Career Services	N/A	See Standard #3 - Alumni Outcomes Data
Steady or increasing departmental representation within the graduating class of the College.	University Fact Book, internal	Trend over last five years shows a decline in the proportion of majors.	Department has focused efforts on recruiting greater numbers of high achieving students including department scholarship program implemented for the fall	It is too soon to determine if these efforts are effective given the summative nature of this measure.	Year % 2005-06 31.9% 2006-07 36.3% 2007-08 27.7% 2008-09 29.9% 2009-10 26.2% Avg. 30.5%

			2011 class.		
Measuring advising effectiveness via a standardized survey instrument used throughout the department	Advising Survey, internal	Previous 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 one of the last eight semesters. Eight semester average is 60.6%.	<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>	Some success has been achieved, but this is an area that remains "in development." Current economic climate has adversely impacted success	<p>Term %</p> <p>Spring 06 72.7%</p> <p>Fall 06 65.4%</p> <p>Spring 07 no data</p> <p>Fall 07 53.8%</p> <p>Spring 08 56.0%</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>Avg. 62.7%</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. Changes since the fall 2009 Quality Assurance Report include:

- Beginning fall 2010 the math requirement for the BS and BA degrees was revised. Previously students were required to take a two-semester statistics sequence taught by the math department along with a third math course. Students are now required to take BS230 and BS230, Quantitative Analysis for Business and Economics I and II, which are taught by departmental faculty. The third math course requirement was eliminated as the new courses are four hours each. We believe the change will improve the quantitative analysis skills of department majors.
- Beginning fall 2011 BS331 Business Information Systems will replace BS325 Operations Management and Information Systems in the business core. The new course strengthens the information systems coverage in our curriculum which is an area where student performance has not met expectations.
- BS370 Ethics in Business which the Department has offered periodically as a special topics course is now a regular catalog course and satisfies the management concentration elective requirement. This change strengthens our coverage of ethics.
- The finance and economics concentration offered for business majors was substantially revised to focus on finance.

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. We are in the process of implementing formative assessment instruments in the business core. Formative assessment instruments were administered in the Principles of Economics courses - EC242 and EC243 - for the first time in fall 2010 and will be administered in the other business core classes beginning fall 2011. The Department is also in the process of developing student learning outcomes specific to each major and concentration. Once developed our assessment instruments will be tailored to obtain evidence regarding achieving these student learning outcomes.

Note on Standard 6 Educational and Business Process Management

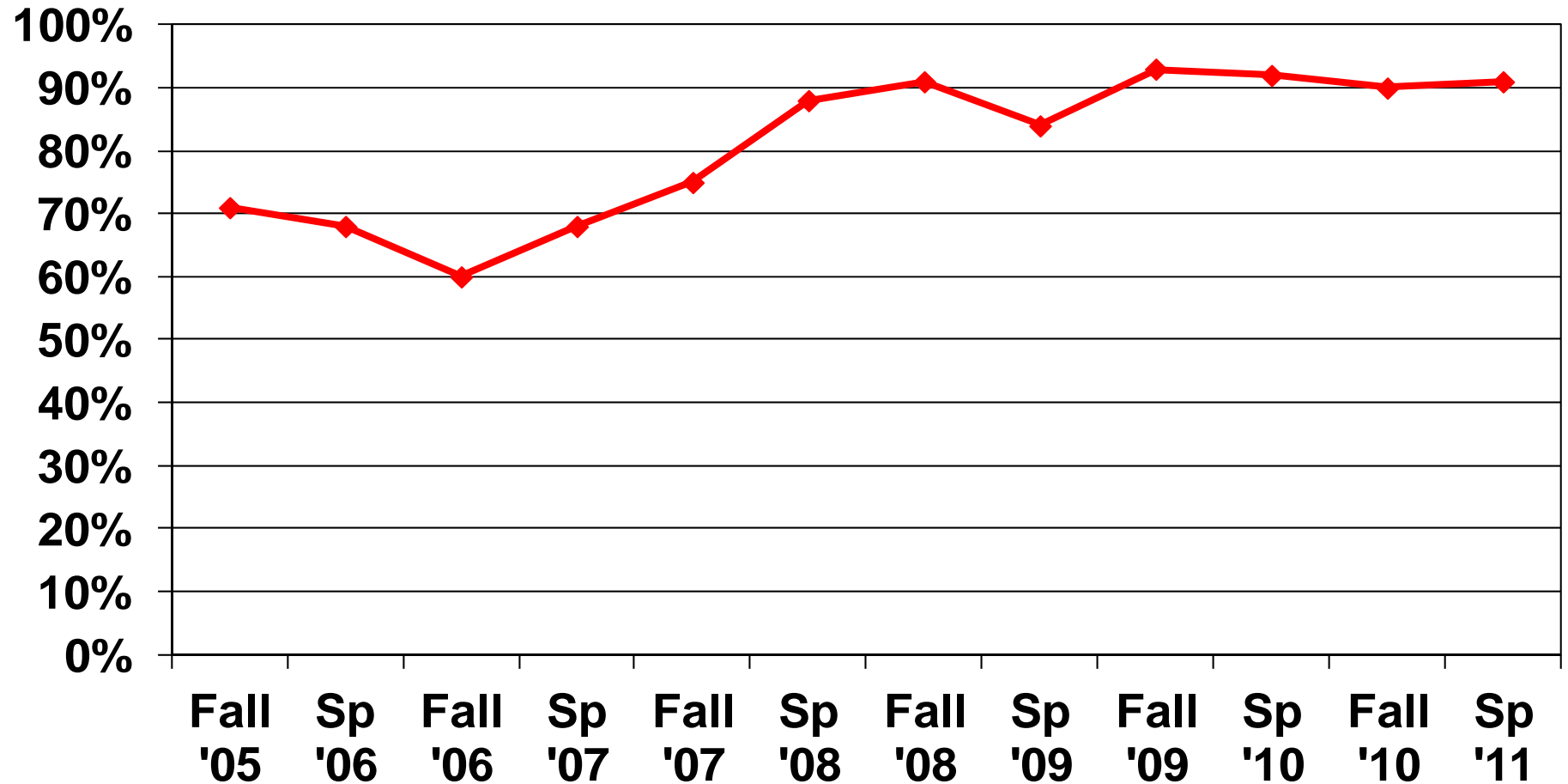
As noted in the overview section of the Quality Assurance Report performance information, including student achievement, is communicated to the public in a variety of ways. Information on the number of department majors, student retention, departmental credit hour production, and average faculty salaries 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. Beginning fall 2011 additional performance information, including student performance on the ETS major field test, faculty accomplishments, student awards and achievements, and student placement with employers and graduate schools will be available on the department webpage on the University website.

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. As mentioned there the department operating budget has been severely constrained over the past three years as the University has struggled to restore its financial health following a period of financial distress.

Standard 3 – Chart A

Raw percentage of class selections at or above average summary score

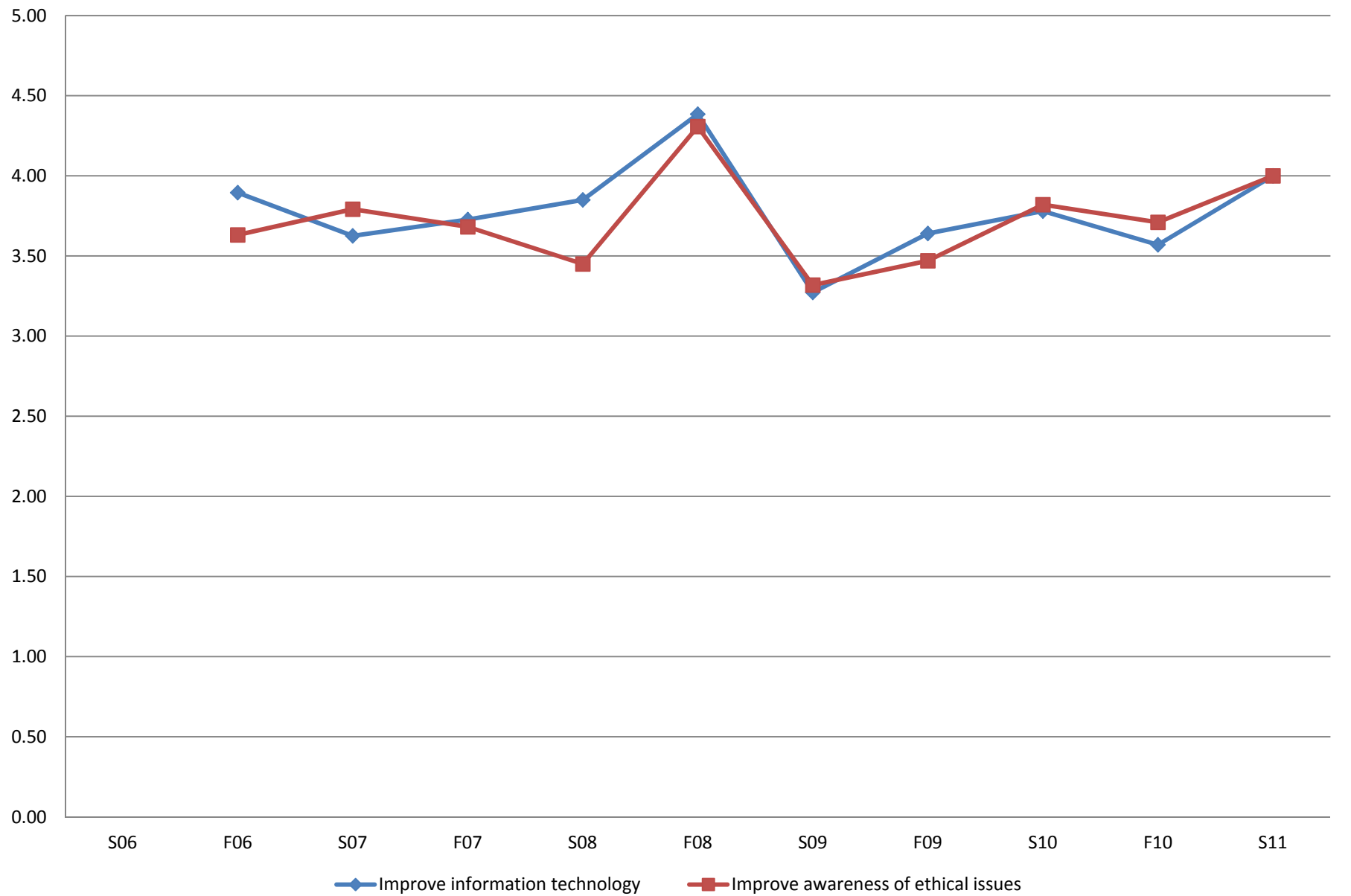


Source: The IDEA database.

Standard 3 - Chart B

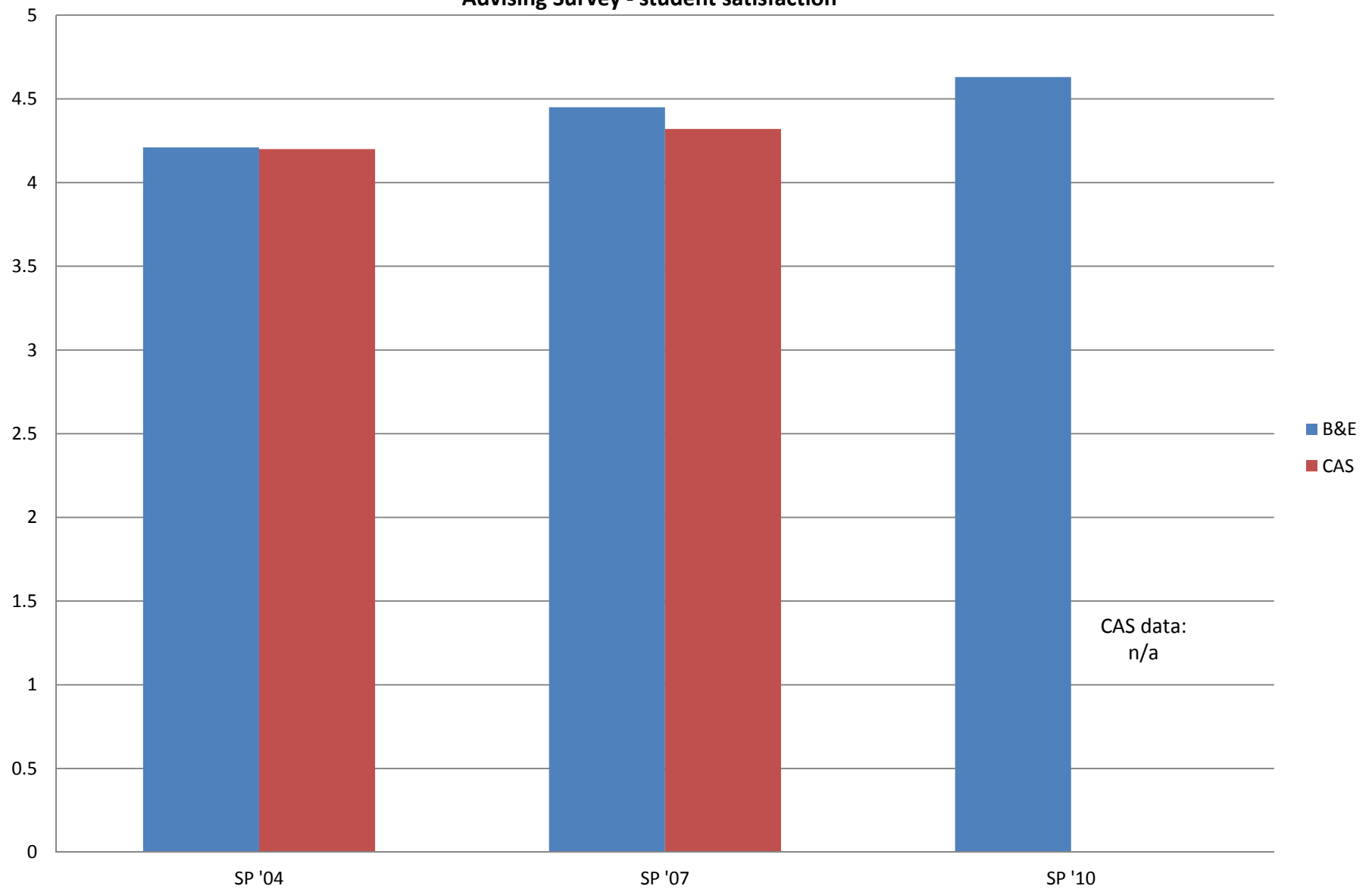


Standard 3 - Chart C



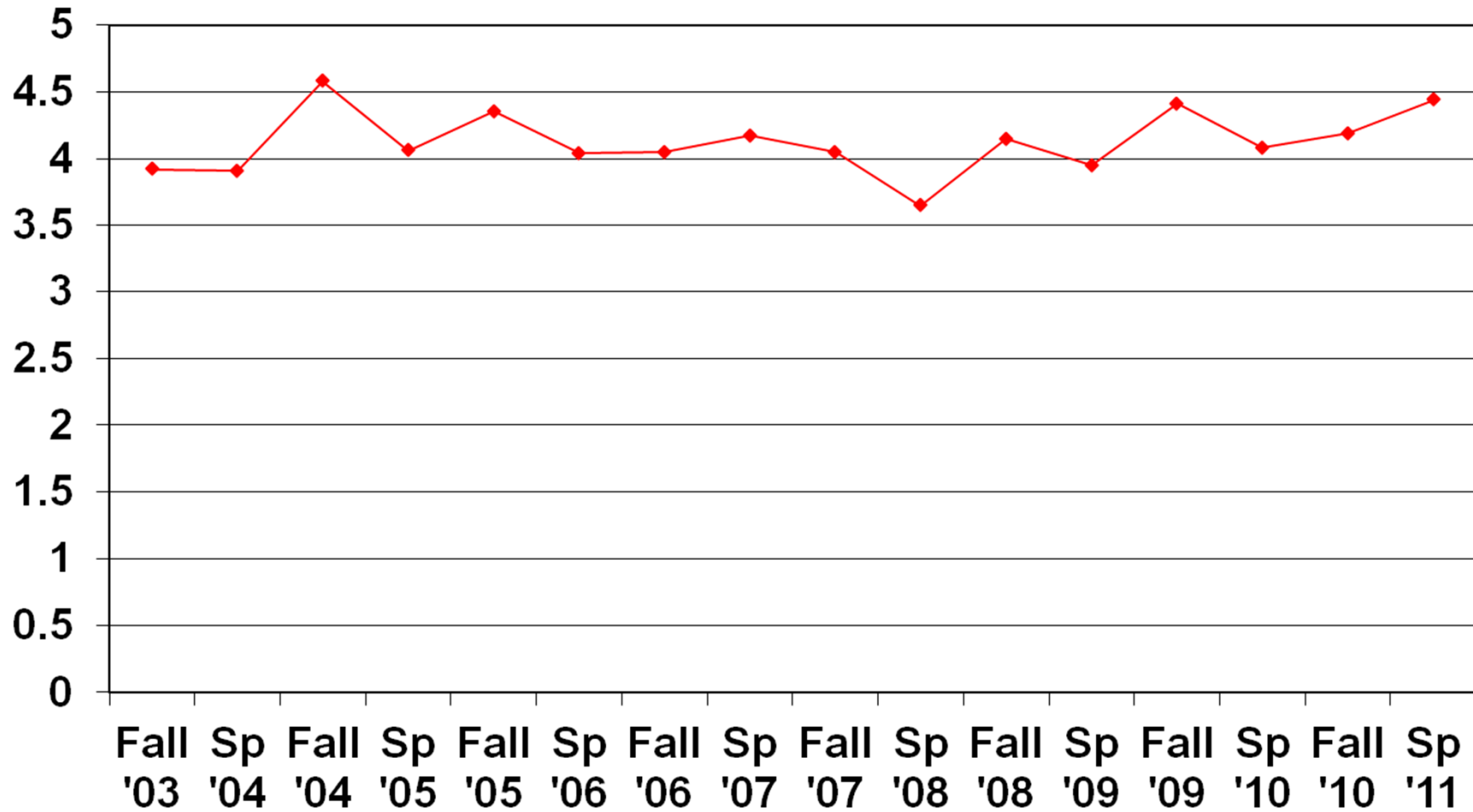
Standard 3 - Chart D

Advising Survey - student satisfaction



Standard 3 - Chart E

Quality of academic advising for B&E classes



Source: The Senior Survey

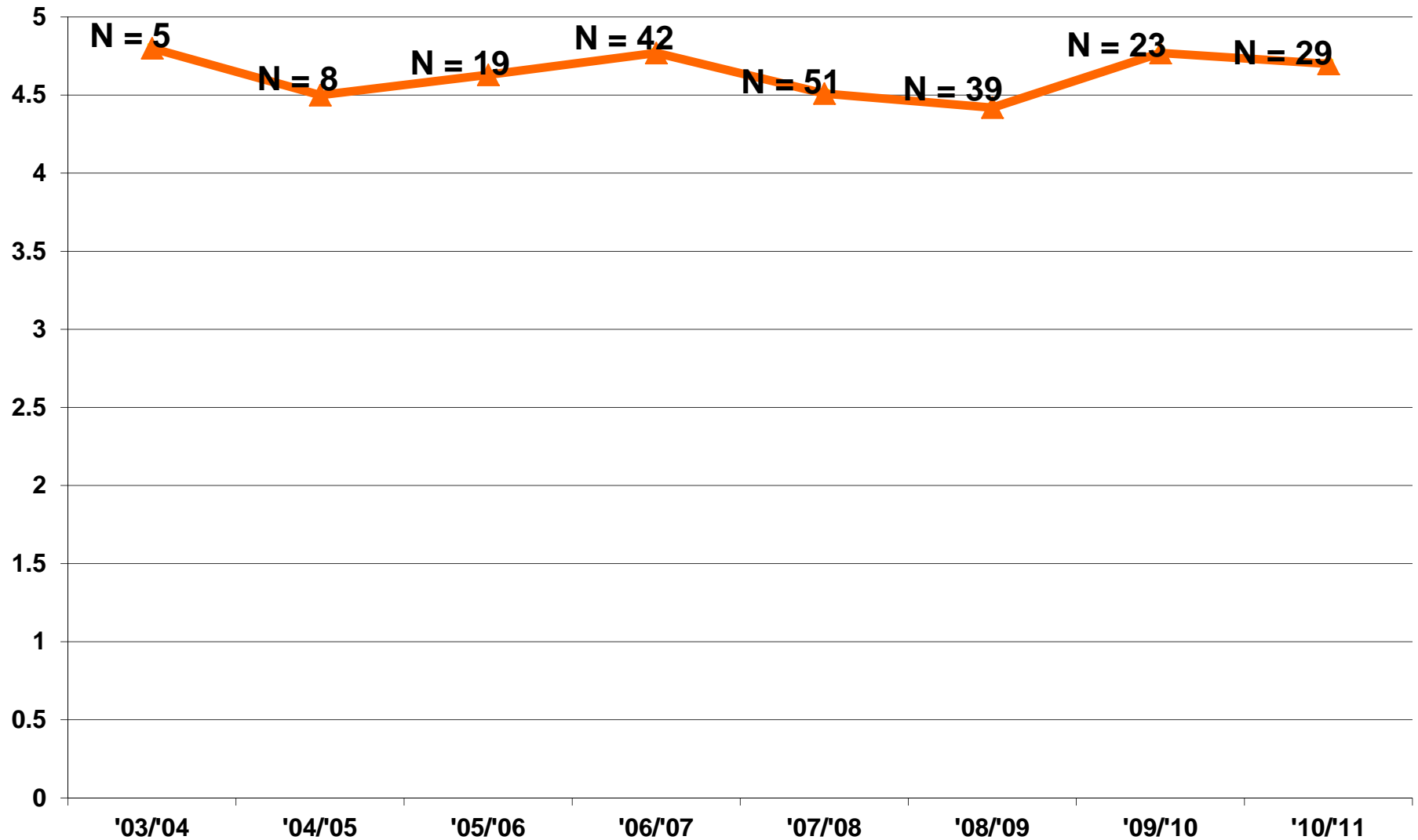
Standard #3

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%
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%
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%
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%

Standard 3 - Chart F

Employer satisfaction with Baker interns



Source: Evaluation of Student Intern Performance provided to Baker University's Career Development Center by intern employers.

Data for Standard #4 Measurement and Analysis of Student Learning and Performance

Highlighted cell: *Did not reach benchmark*

MFT Class Means

	Cohort Size	Score	National Percentile
Fall 2006	27	155	55
Spring 2007	25	155	55
Fall 2007	26	155	55
Spring 2008	23	152	50
Fall 2008	14	152	45
Spring 2009	30	160	85
Fall 2009	20	155	65
Spring 2010	27	156	70
Fall 2010	24	159	85
Spring 2011	18	152	45

No. of scores at or above the 90th %tile (score > 172)	% of testing cohort	No. of scores below the 40th %tile (score < 150)	% of testing cohort
3	11.1%	10	37.0%
1	4.0%	9	36.0%
0	0.0%	8	30.8%
1	4.3%	10	43.5%
0	0.0%	8	57.1%
5	16.7%	5	16.7%
1	5.0%	6	30.0%
2	7.4%	5	18.5%
3	12.5%	5	20.8%
1	5.6%	7	38.9%

Ten-Semester Means:

61

6.7%

32.9%

	Accounting	Economics	Management	Quantitative Analysis	Finance	Marketing	Legal/Social Environment	Information Systems	International Issues
Fall 2005	54	71	55	82	67	48	87	n/a	63
Spring 2006	47	67	70	85	90	59	79	n/a	27
Fall 2006	30	80	60	70	60	35	40	80	35
Spring 2007	35	70	55	55	45	65	75	50	65
Fall 2007	55	50	23	95	65	55	80	75	25
Spring 2008	20	45	45	85	50	50	25	25	15
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

Ten-Semester Means:

44

70

59

68

51

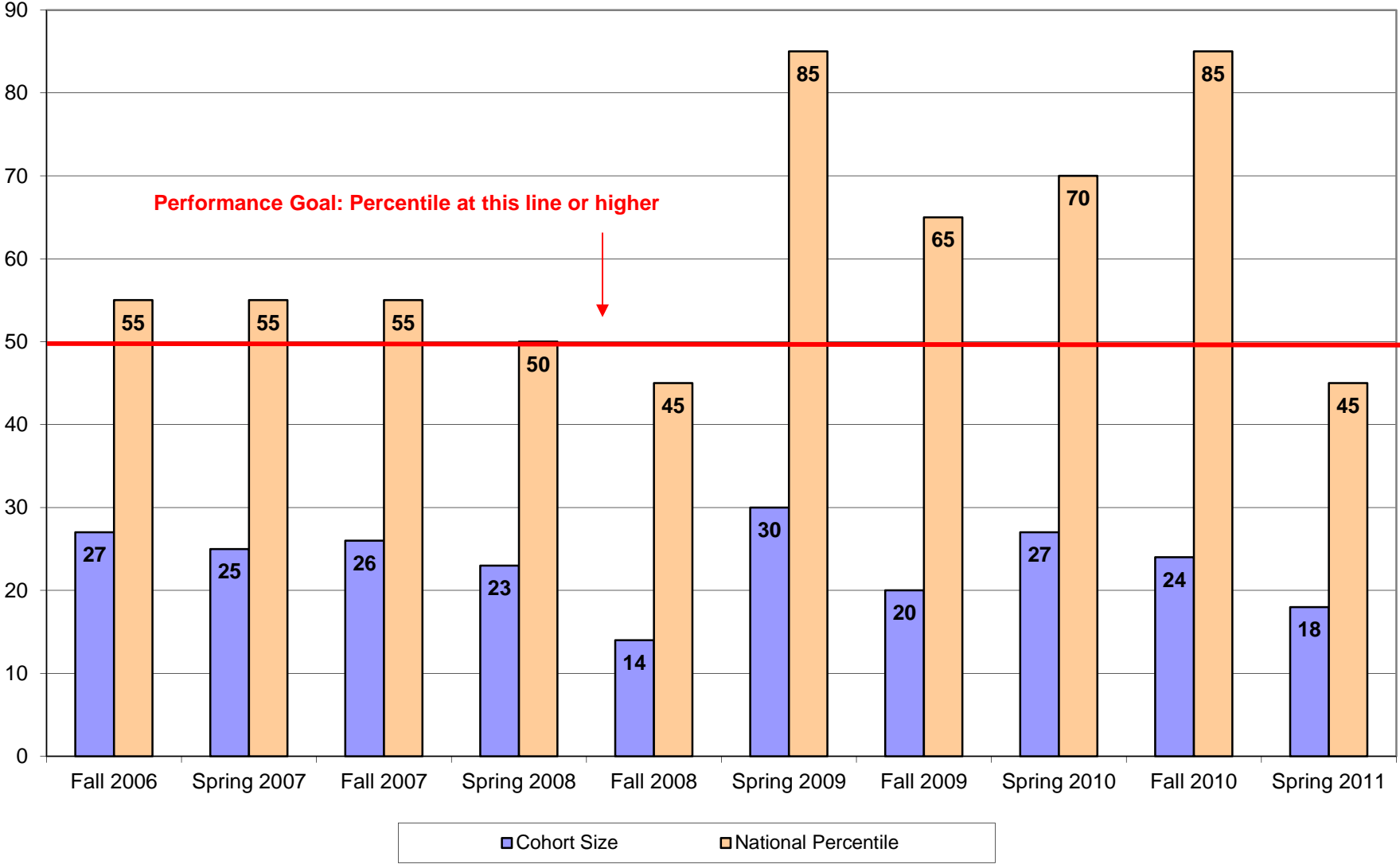
66

72

47

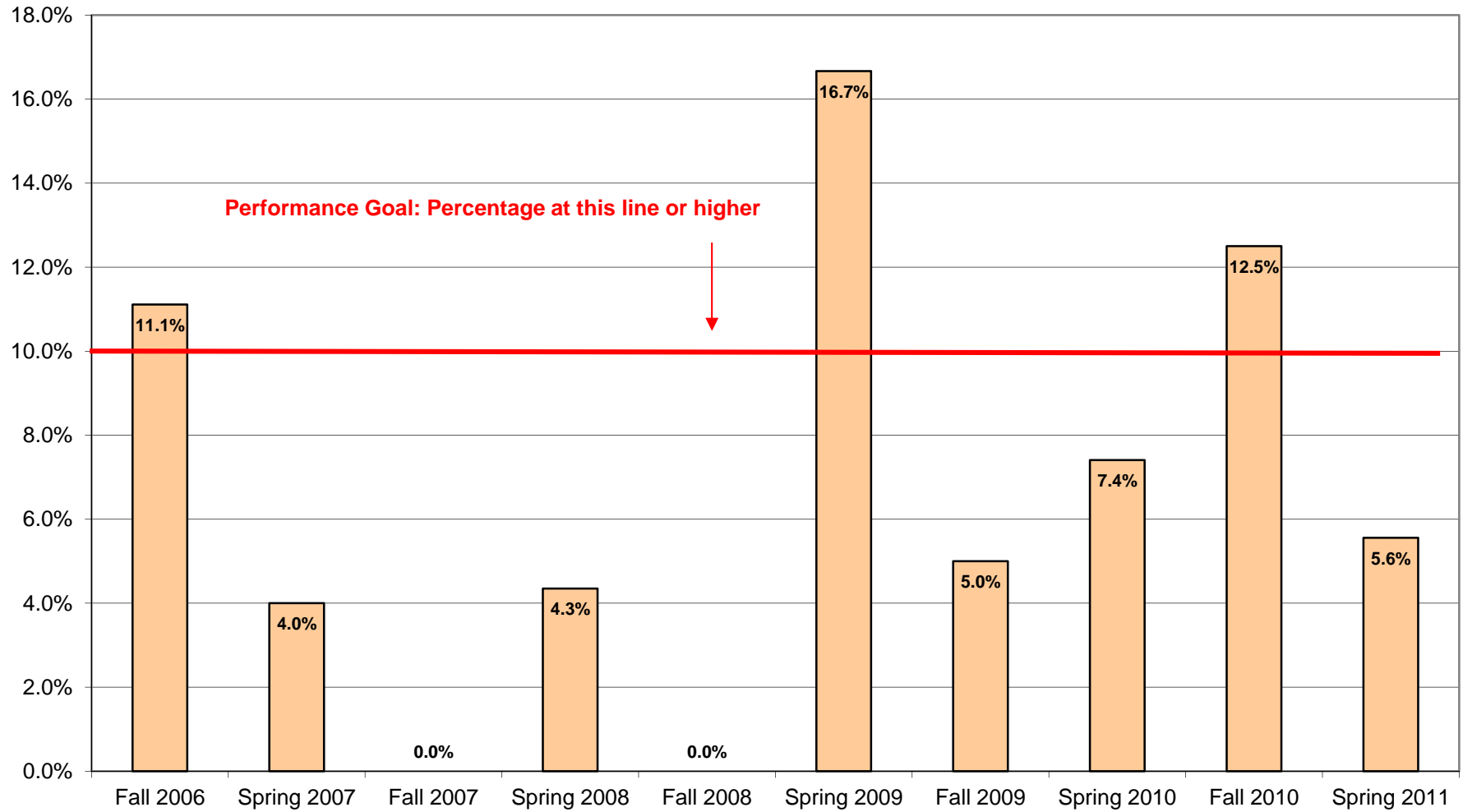
48

Standard #4 - Chart A



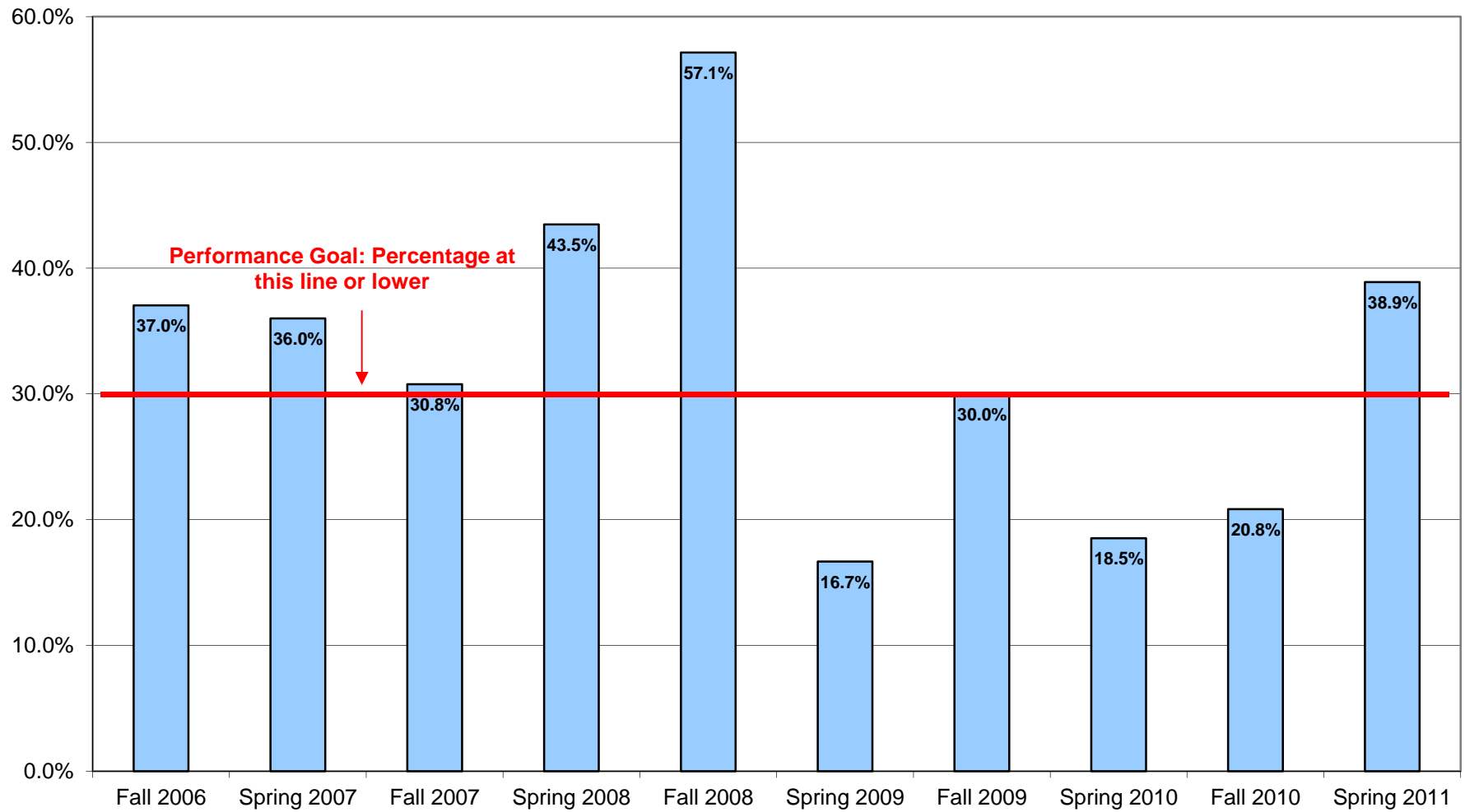
Standard #4 - Chart B

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

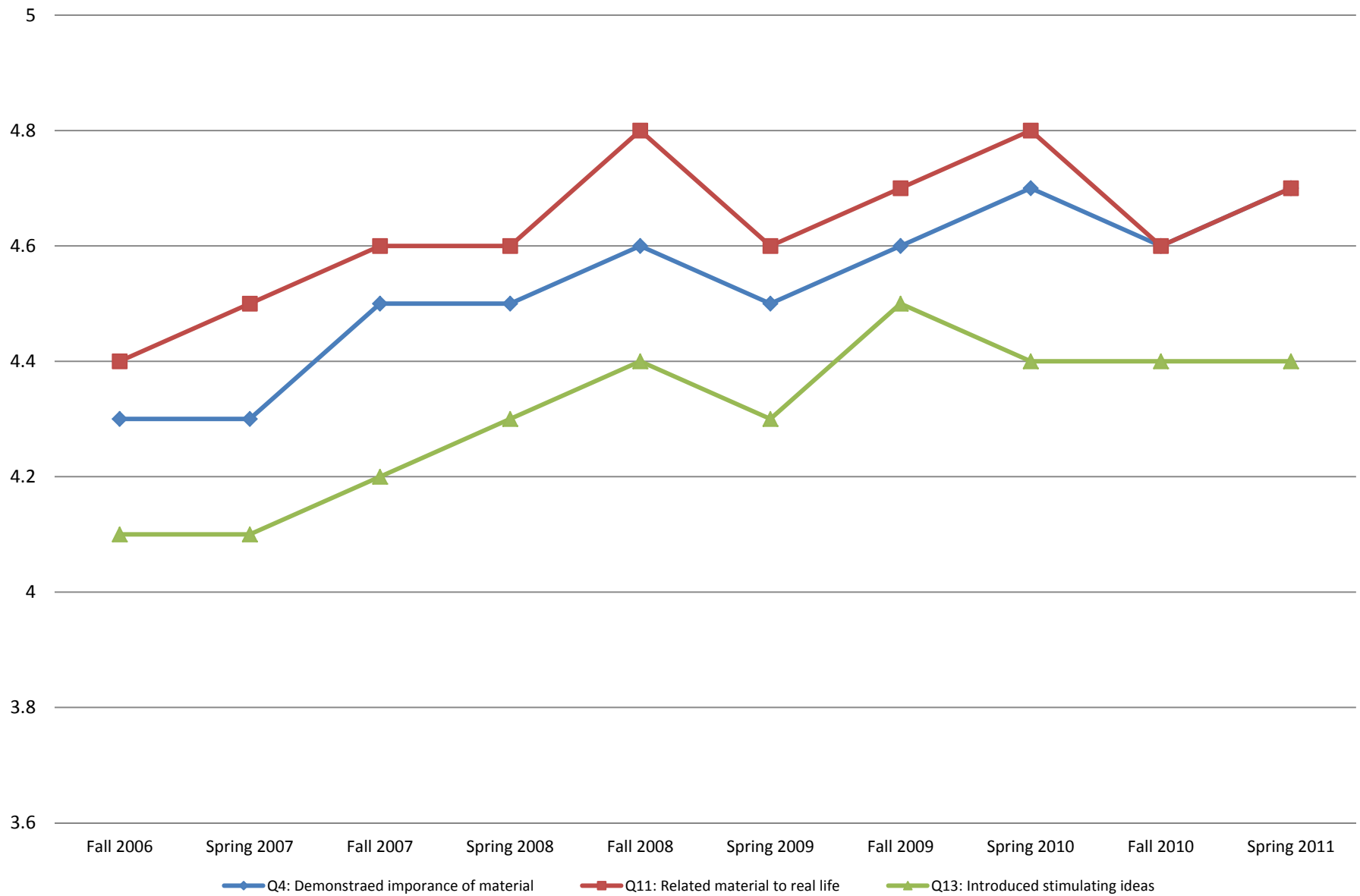
Highlighted cell: *Did not reach benchmark*

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 2006	30	80	60	70	60	35	40	80	35
Spring 2007	35	70	55	55	45	65	75	50	65
Fall 2007	55	50	23	95	65	55	80	75	25
Spring 2008	20	45	45	85	50	50	25	25	15
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

Ten-Semester Means: **43** **70** **58** **66** **45** **69** **70** **47** **49**

Standard 5 - Chart A
Subject Matter Competence



Standard 5 - Chart B
Teaching methods/styles

