

Bemidji State University has received specialized accreditation for its business programs through the International Assembly for Collegiate Business Education (IACBE), located in Olathe, Kansas. The business programs in the following degrees are accredited by the IACBE:

- *Bachelor of Science in Business Administration with emphases in Finance, Generalist, Management, Marketing, Entrepreneurship/Small Business Management, and International Business.*

Report of Student Learning and Achievement and Operational Effectiveness
For Academic Year: 2008-2009

Student Learning Information for <i>(Program 1)</i>	
<p>Mission of the <i>Business Administration</i> <i>Educate students through a learning-centered environment.</i></p> <p>Department:</p>	
Intended Student Learning Outcomes for <i>Business Administration</i> :	
1. Graduates will attain higher learning in the field of business.	
2. Graduates will demonstrate information literacy.	
3. Graduates will demonstrate ability to use practical business tools.	
4. Graduates will demonstrate good communication skills and ability to work effectively as part of a team.	
5. Graduates will demonstrate the ability to analyze complex business situations in a realistic business environment.	
Assessment Tools/Methods for Intended Student Learning Outcomes— Direct Measures of Student Learning	Performance Targets/Criteria for Direct Measures:

<p>1. End of Program Comprehensive examination (MFAT) (Pre-Post Exams to be implemented in the future)</p>	<ol style="list-style-type: none"> 1. At least 70% of each year's graduates will score higher on the post-test of MFAT-B than on their pre-test. (SLO 1) 2. Average student performance will be at 50th percentile or above for peer institutions. (SLO-1 & SLO-5)
<p>2. Senior Capstone Course Rubrics (final project, presentations skills, & team work-leadership)</p>	<ol style="list-style-type: none"> 1. At least 90% of the graduates will demonstrate higher than the beginning level of performance on the program level student learning outcomes assessment rubric. (SLO-1) 2. At least 90% of the graduates will demonstrate higher than the beginning level of performance on the information literacy section of the assessment rubric. (SLO-2) 3. At least 90% of the graduates will demonstrate higher than the beginning level of performance on the use of practical business tools section of the assessment rubric. (SLO-3) 4. At least 90% of the graduates will demonstrate higher than the beginning level of performance on the communication skills and effective team work section of the assessment rubric. (SLO-4) 5. At least 90% of the graduates will demonstrate higher than the beginning level of performance on the ability to analyze complex business situations in a realistic business

	environment section of the assessment rubric. (SLO-5)
Assessment Tools/Methods for Intended Student Learning Outcomes— Indirect Measures of Student Learning	Performance Targets/Criteria for Indirect Measures:
1. Graduate Placement Survey	1. At least 80 % of each year’s graduates will be employed in related field, or in graduate school, within 2 years (SLO-1)
2. <i>Graduating Senior Survey for Business Majors</i>	<ol style="list-style-type: none"> 1. At least 70% of each year’s graduates will indicate they attained learning in the functional areas of business. (SLO-1) 2. At least 70% of each year’s graduates will indicate that they are information literate. (SLO-2) 3. At least 70% of each year’s graduates will indicate they are able to use practical business tools. (SLO-3) 4. At least 70% of each year’s graduates will indicate ability to communicate effectively and work effectively as part of a team. (SLO-4) 5. At least 70% of each year’s graduates will indicate ability to analyze complex business situations. (SLO-5) 6. At least 60% of each year’s graduates will indicate their skill development in writing, math, and reading was supported if needed. (Program Objective P3-Goal for Basic Skills Development) 7. At least 50% of each year’s graduates will indicate they participated in one or more sponsored activities or organizations. (Program Objective P4-Goal for Personal Development) 8. At least 60% of each year’s graduates will indicate they have

	experienced personal growth and development. (Program Objective P4–Goal for Personal Development)	
Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
<p>1. End of Program Comprehensive examination (MFAT) (Pre-Post Exams to be implemented in the future): <i>#1-At least 70% of each year’s graduates will score higher on the post-test of MFAT-B than on their pre-test. (SLO 1)</i></p> <p>Due to the university's curriculum process, we will not be able to attain this goal until our pre-exam entrance requirement is approved-(Target date Fall 2011). Also, after this curriculum proposal is approved, any student who began their career in an academic year before this curriculum requirement was instituted will have a choice to follow the requirements in the catalog where he/she began his/her degree. Also, the Expense of the MFAT may be a factor when using it as the pre and post exam.</p>		X
<p>#2- Average student performances will be at 50th percentile or above for peer institutions. (SLO-1 & SLO-5)</p> <p>The results demonstrate that the department met the specified goals in 4 of the 9 indicators (Accounting, Marketing, Information Systems, and International Issues). However, in the 5 indicators that were not successfully met, the department were in the 45% rank for each indicator (5% from attaining the goal).</p>		X
<p>2. Senior Capstone Course Rubrics (final project, presentations skills, & team work-leadership)</p> <p>All 5 Performance Targets were met.</p> <p>At least 90% of the graduates demonstrated higher than the beginning level of performance on all sections of the program level student learning outcomes assessment rubric.</p>	X	

Average score was 3.61 on a 0-5 scale where a score of 1.1 or higher was targeted.		
Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
<p>1. Graduate Placement Survey: Target: At least 80 % of each year’s graduates will be employed in related field, or in graduate school, within 2 years (SLO-1) <i>Data not Available until 2011.</i></p>		X
<p>2. <i>Graduating Senior Survey for Business Majors</i> 4 of 5 SLO Part-2 Performance Targets were met.</p> <p>1. At least 70% of each year’s graduates will indicate they attained learning in the functional areas of business. (SLO-1)</p> <ul style="list-style-type: none"> o All functional areas attained percentages of 70% or higher with the exception of the International/Global area. In this area only 68.9% of students felt they attained learning in this area. <p><i>The following other 4 SLO performance targets were met.</i></p> <p>2. At least 70% of each year’s graduates will indicate that they are information literate. (SLO-2)</p> <p>3. At least 70% of each year’s graduates will indicate they are able to use practical business tools. (SLO-3)</p> <p>4. At least 70% of each year’s graduates will indicate ability to communicate effectively and work effectively as part of a team. (SLO-4)</p> <p>5. At least 70% of each year’s graduates will indicate ability to analyze complex business situations. (SLO-5)</p> <p><i>The following Program Basic Skills Development Goal for Part 3 was met. (PrO-1, P3)</i></p> <p>1. At least 60% of each year’s graduates will indicate their skill development in writing, math, and reading was supported if needed. (Program Objective-Goal for Basic Skills Development)</p>		X

<p><i>The following Program Personal Development Goals for Part 4 were partially met. (PrO-1, P4)</i></p> <ol style="list-style-type: none"> 1. At least 50% of each year’s graduates will indicate they participated in one or more sponsored activities or organizations. (Program Objective P4–Goal for Personal Development) <ul style="list-style-type: none"> ○ Goal Met: Number of students who indicated they participated more than “never” in one or more of the sponsored activities or organizations: 77.0% 2. At least 60% of each year’s graduates will indicate they have experienced personal growth and development. (Program Objective P4–Goal for Personal Development) <ul style="list-style-type: none"> ○ Personal growth and development question: was inadvertently omitted from the Senior Survey Spring 2009. 		
<p>Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:</p>		
<p>1. <i>DM#1-The Department has voted in favor of implementing a customized exam to replace the MFAT exam. This customized exam is targeted to be ready by Fall 2011.</i></p>		
<p>2. <i>DM#2-The faculty have reviewed the results and have decided to continue to gather test results over the course of next year. At that time the department will decide if it is necessary to request comparative results from peer institutions that have commonalities with BSU such as; size, location, public or private, and accreditation membership.</i></p> <p><i>Note: The Department was not provided with results from "peer" institutions for the MFAT exam. We instead compared BSU results to the entire data set.</i></p>		
<p>3. IDM#1-The results for graduating seniors in Spring 2009 will not be available for 2 years (Spring 2011). The Career Services department tabulates such results and produces a report of the findings. A copy of the email from Career Services describing this process is available upon request. The departments can only report on this performance target every 2 years.</p>		
<p>4. IDM#2- The departments examined the International/Global components of the Business and Accounting curricula previous to this finding. A curriculum proposal was submitted last academic year and approved for Fall 2008 to add 3 more courses in the area of International Business (see the list below). More breadth in this topic should assist us to attain a higher percentage in this area in the future.</p>		

1. BUAD 3751-- 3751 INTERNATIONAL MARKETING (3 credits)
2. BUAD 3773--3773 GLOBAL FINANCE (3 credits)
3. BUAD 4750--4750 INTERNATIONAL MANAGEMENT (3 credits)

The inadvertently omitted survey question regarding "Personal growth and development" will be added for Fall 2009 Graduating Seniors.

Operational Effectiveness Information for the *Business Department*

Intended Operational Outcomes of the *Business Department*:

1. Promote an engaged and active learning environment
2. Advance a culture of continuous improvement
3. Encourage faculty continuous professional development
4. Ensure the Business Administration curriculum is current and relevant
5. Enhance the bond between the department and the diverse local and global communities which we serve through partnerships, outreach activities, and communication to all stakeholders.

Assessment Tools/Methods for Intended Operational Outcomes:

Performance Targets/Criteria for Assessment Tools/Methods:

1. *National Survey of Student Engagement Survey (NSSE) (OpO-1)*

Meet institutional NSSE engagement benchmarks on:

1. *Active and Collaborative Learning*
2. *Level of Academic Challenge*
3. *Student-Faculty Interaction.*

(OpO-1)

2. *Noel-Levitz Student Satisfaction Survey (OpO-1)*

Meet institutional SSI student satisfaction scales on:

1. *Academic Advising Effectiveness*

	<p>2. <i>Instructional Effectiveness.</i></p> <p>(OpO-1)</p>
<p>3. <i>Graduating Senior Survey (OpO-1)</i></p>	<p>At least 70% of graduating seniors agree that the BUAD program: faculty support has been strong, teaching has been good, curriculum has been challenging, and advisor has been knowledgeable.</p> <p>At least 70% of graduating seniors are satisfied with the education attained and would recommend the program to family or friends. (OpO-1)</p>
<p>4. <i>Department Annual Strategic Plan Progress Update (OpO-2 & OpO-5)</i></p>	<p>Programmatic accreditation by 2009 that incorporates a continuous improvement model (OpO-2)</p> <p>Partnerships with other institutions of higher learning that reflect institutional strategic directions. (OpO-5)</p>
<p>5. <i>Department Annual Report on Faculty Scholarship and Continued Development (OpO-3)</i></p>	<p>Faculty scholarship expectations per the faculty collective bargaining agreement (CBA).</p> <p>Faculty training and development expectations per the CBA.</p> <p>Faculty development in active and other learning strategies</p> <p>Faculty sabbaticals per faculty CBA.</p> <p>Annual distribution of faculty improvement funds.</p> <p>Annual distribution of faculty travel funds.</p> <p>Participate in active learning programs provided through University's current strategic initiative.</p> <p>Approval of sabbaticals on contractually timely basis.</p>

	(OpO-3)		
6. <i>Minutes from Department (Curriculum) Meetings (OpO-4)</i>	Department curriculum that meets the MnSCU expectations for length and transferability by required timeline. (OpO-4) Department curriculum that meets the IACBE expectations for coverage by 2012. Program enrollment growth that reflects institutional strategic directions. (Program Catalog) (OpO-4)		
7. <i>Advisory board Formal Feedback (OpO-4)</i>	Curriculum changes that consider expectations of relevant industry and educational partners while reflecting discipline standards. (OpO-4)		
8. <i>Department Annual Report on education and academic partnerships (OpO-5)</i>	Partnerships with other institutions of higher learning which reflect institutional strategic directions. (OpO-5)		
9. <i>Department Annual Report on faculty, student and program outreach activities (OpO-5)</i>	Community relationships strengthened through outreach activities. Student learning supported through industry connections and engaged learning opportunities. (OpO-5)		
10 <i>Departmental communication materials –faculty progress reports and course syllabi (OpO-5)</i>	Enhanced communication to all stakeholders (OpO-5)		
Summary of Results from Implementing Assessment Tools/Methods:		Performance Target Was...	
		Met	Not Met
1. <i>NSSE OpO-1 & Program Objective-1 Part 4:</i> <i>Results not available at the time of the Annual Report. Results will be included in the 2009-2010 Annual Report.</i>			X
2. <i>Noel-Levitz OpO-1:</i> Meet institutional SSI student satisfaction scales on:		X	

<p>1. <u>Academic Advising Effectiveness</u></p> <p>Business Department:</p> <ul style="list-style-type: none"> ○ BUAD mean score on academic advising: 5.82 ○ BSU mean Score on academic advising satisfaction: 5.78 ○ National Peer mean score on academic advising satisfaction 5.25 ○ Differences between both BUAD and BSU with Peer were significant at .001. <p>2. <u>Instructional Effectiveness</u></p> <p>Business Department:</p> <ul style="list-style-type: none"> ○ BUAD mean score on instructional effectiveness: 5.62 ○ BSU mean score on instructional effectiveness: 5.61 ○ National Peer mean score on instructional effectiveness: 5.26 ○ Differences between both BUAD and BSU with Peer were significant at .001. 		
<p>3. <u>Graduating Senior Survey OpO-1:</u></p> <p>At least 70% of graduating seniors agree that the BUAD program: faculty support has been strong, teaching has been good, curriculum has been challenging, and advisor has been knowledgeable.</p> <p><u>Percentage of graduates who agree with the following statement.</u></p>	X	

<p>While a student at Bemidji State,</p> <ul style="list-style-type: none"> ○ the quality of support from the business administration faculty has been strong: 91.8% ○ the quality of teaching and instruction from the business administration faculty has been good: 93.4% ○ the business curriculum has been appropriately challenging: 91.8% ○ my business administration advisor has been knowledgeable and approachable: 90.2%. <p>At least 70% of graduating seniors are satisfied with the education attained and would recommend the program to family or friends.</p> <p><u>Percentage of graduates who agree with the following statement:</u></p> <p>Overall, in evaluating my experience in the Business Administration program at Bemidji State,</p> <ul style="list-style-type: none"> ○ I am satisfied with the education I have obtained 95.1% ○ I would recommend this program to friends or family interested in business administration: 90.0% 		
<p>4. <i>Annual Strategic Plan Progress:</i></p> <p><u>Programmatic accreditation by 2009 that incorporates a continuous improvement model (OpO-2)</u></p> <p>IACBE Accreditation Awarded Spring 2009.</p> <ul style="list-style-type: none"> ○ Budget support for Accreditation efforts attained for 2009-2010. However, notice was made to the department that little support would be available beginning the 2010-2011 academic year. ○ Departmental 5 Year Plan was approved by Institution ○ Continuing to revise Strategic Plan to IACBE's Note requirements 	X	

<ul style="list-style-type: none"> ○ Plan is being refined to suit IACBE Note <p><u>Partnerships with other institutions of higher learning that reflect institutional strategic directions. (OpO-5)</u></p> <p>Continued pursuit and research of partnerships</p> <p>Annual Report of such endeavors will be provided by the Chair of the department and/or the Director of International Relations and Chair of International Studies</p>		
<p>5. <i>Department Annual Report on Faculty Scholarship and Continued Development (OpO-3)</i></p> <p>Faculty scholarship expectations per the faculty collective bargaining agreement (CBA).</p> <ul style="list-style-type: none"> ○ Faculty committee reviews requests for Faculty Professional Improvement Grants (PIG), and recommends to Academic Affairs. PIG funds provided by University and governed by faculty CBA. Annual Application for faculty distribution for professional improvement grant (PIG) funds was administered September 2009 <p>Annual Report of such PIG endeavors will be provided by the member of the department involved with PIG or the Chair.</p> <p>Faculty training and development expectations per the CBA. (Annual distribution of faculty improvement funds).</p> <p>Annual distribution of faculty travel funds</p> <ul style="list-style-type: none"> ○ Faculty travel funds provided by University and governed by faculty CBA. Such funds have been distributed to faculty for 2009-2010 academic year. <p>Faculty development in active and other learning strategies</p> <p>Participate in active learning programs provided through University's current strategic initiative.</p> <ul style="list-style-type: none"> ○ Dean continues to inform department faculty of development opportunities for active learning provided by Academic Affairs and/or the College during 2009-2010 and 2010-2011. ○ Dean continues to review and evaluate faculty scholarship and continued development in faculty progress reports (Professional Development Plan (PDP) and Progress Reports). 	X	

<p>Faculty sabbaticals per faculty CBA.</p> <p>Approval of sabbaticals on contractually timely basis.</p> <ul style="list-style-type: none"> o Faculty and Dean reviewed and recommended three sabbatical applications. Sabbaticals funded by University and governed by faculty CBA. All three sabbatical requests during the 2008-2009 and 2009-2010 academic years were approved. <p>Annual Report of remaining endeavors (distribution of faculty improvement funds, travel funds, sabbaticals, active learning opportunities and participation, etc.) will be provided by the Dean's Office.</p>		
<p>6. <i>Minutes from Department (Curriculum) Meetings (OpO-4)</i></p> <p>Department curriculum that meets the IACBE expectations for coverage by 2012.</p> <p>Program enrollment growth that reflects institutional strategic directions. (Program Catalog) (OpO-4)</p> <p>Department curriculum that meets the MnSCU expectations for length and transferability by required timeline. (OpO-4)</p> <p>Curriculum packets were prepared at the department level, approved by the Dean, and vetted by the institutional curriculum committee. All curriculum changes meet the MnSCU guidelines on program length and transferability. Specifically, BUAD/ACCT 4600: Senior Seminar course added to Accounting and Business curricula. Approved to begin Fall 2010. Also, departmental approval of an MBA program, pending resources approval, is in progress.</p> <p>All curriculum packets also addressed any financial resources or additional personnel needed for implementation as well as student and industry demand.</p> <p>All departmental Meetings had a designated recorder to take official minutes of all decisions and discussions concerning curricula and other issues</p> <p>Discussions of compliance with MnSCU's 60/120 degree credit requirement is in progress</p> <p>An Annual Report of discussion as noted above will be provided by the member of the department designated to take minutes.</p>	X	
<p>7. <i>Advisory board Formal Feedback (OpO-4)</i></p>		X

<p>Biannually, beginning in 2008-2009, Dean's office will survey members of the advisory board regarding curriculum currency and relevance.</p> <p>Curriculum changes that consider expectations of relevant industry and educational partners while reflecting discipline standards.</p> <p>Such information was attained informally using a non-survey method, due to lack of communication between the Coordinator and the Dean's office.</p> <p>Annual Report of remaining endeavors (distribution of faculty improvement funds, travel funds, sabbaticals, active learning opportunities and participation, etc.) will be provided by the Dean's Office.</p>		
<p>8. <i>Department Annual Report on education and academic partnerships (OpO-5)</i></p> <p>Partnerships with other institutions of higher learning which reflect institutional strategic directions. (OpO-5)</p> <p>Maintained all current partnerships and are developing articulation agreements with an international educational provider in Hong Kong.</p> <p>Continued Support of MARS the department's student-run organization that provides a variety of marketing-related project to support local small business and non-profit organizations in northern MN that do not have access to an affordable comparable</p> <p>Continuing to pursue viability of a business administration degree through a shared format with regional tribal colleges</p> <p>Annual Report of such endeavors will be provided by the Chair of the department and/or the Director of International Relations and Chair of International Studies</p>	X	
<p>9. <i>Department Annual Report on faculty, student and program outreach activities (OpO-5)</i></p> <p>Community relationships strengthened through outreach activities.</p> <p>Student learning supported through industry connections and engaged learning opportunities. (OpO-5)</p> <p>Continued Support of MARS the department's student-run organization that provides a variety of marketing-related project to support local small business and non-profit organizations in northern MN that do not have access to an</p>		

<p>affordable comparable. Also, various courses, for example Strategic Management, work with real clients in the area as part of the course's requirements. Other examples include the Business Club's work with the local boys and girls club.</p> <p>Annual Report of such endeavors will be provided by the Chair of the department</p>		
<p>10 <i>Departmental communication materials –faculty progress reports and course syllabi (OpO-5)</i></p> <ul style="list-style-type: none"> · Enhanced communication to all stakeholders (OpO-5) Enhance electronic presence and print materials. College and department brochures were not available to stakeholders 2008-2009. <p>Annual Report of endeavors (approval of marketing materials, dates materials available, data from advisory board survey, etc.) will be provided by the Dean's Office.</p>		X
<p>Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:</p>		
<p>1. <i>NSSE OpO-1 & Program Objective-1 Part 4:</i></p> <p><i>Results not available at the time of the Annual Report. Results will be included in the 2009-2010 Annual Report.</i></p>		
<p>2. <i>Advisory board Formal Feedback (OpO-4)</i></p> <p><i>The Department decided to include the Employer survey questions in the internship packet to get feedback from more than just the Advisory Board. The designated individual to tabulate the results will be the Chair or a designated department member's responsibility. Such implementation is planned to begin Fall 2010.</i></p> <p><i>Discussions with the Deans Office are taking place to develop a new survey tool for the new Advisory Board. In these survey discussions decisions, regarding how often to distribute and in what format, are being contemplated. Our goal is to have a survey tool in place and distribution method determined by Fall 2010.</i></p>		
<p>3. <i>Departmental communication materials –faculty progress reports and course syllabi (OpO-5)</i></p> <p><i>Enhance electronic and presence and print materials for 2009-2010, specifically create departmental and college brochures to disperse by</i></p>		

Spring2011.