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 Accounting.*
- *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: 2009-2010

Student Learning Information for *(Program 1)*
Mission of the *Accounting and* **Business Administration:**   ***Educate students through a learning-centered environment.***

Intended Student Learning Outcomes for *Business Administration* :
1. Graduates will attain higher learning in the field of accounting/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:
1. **End of Program Comprehensive examination (MFAT) (Pre-Post Exams to be implemented in the future)**	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)
2. **Senior Capstone Course Rubrics** **(final project, presentations skills, & team work-leadership)**	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. Graduating Senior Survey for Business Majors	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
1. **End of Program Comprehensive examination (MFAT)** **(Pre-Post Exams to be implemented in the future):** *#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)* As stated last year, 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,		X

		Met	Not Met
	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 when he/she began his/her degree or not. The Accounting and Business Departments have formed a committee to review the process and have been working with BSU's Registrar, Dave Carlson, to determine how the implementation of the process will work most efficiently. The Accounting and Business Departments voted in the Fall of 2010 that the MFAT be used both for a pre and post test. It was also mentioned last year that the expense of the MFAT may be a factor when using it as the pre and post exam. The Accounting and Business Departments are going to discuss the possibility of differential tuition which would help with the expense. Currently, the online students are taking a local test instead of the MFAT. The results of those tests are available upon request. Dr. Dean Frost, a Business Administration faculty member, went to the regional IACBE meeting during the Fall of 2010, and learned strategies for having the online students take the MFAT. This will be reviewed by the Accounting and Business Departments in the near future.		
	#2- Average student performances will be at 50th percentile or above for peer institutions. (SLO-1 & SLO-5) The results demonstrate that the students in the departments met the specified goals in 4 of the 9 indicators (Accounting, Quantitative Business Analysis, Finance and Information Systems in the Fall of 2009 and 2 of the 9 indicators (Accounting and Legal and Social Environment) in the Spring of 2010. However, in the other indicators that were not successfully met, the ratings were in the 20% to 45% rank. Our goal of 50% of our students meeting 50% or higher, was attained by 42% of students in the fall and 43% of the students in the spring. Please see Appendix 4 for MFAT Results.		X
2.	**Senior Capstone Course Rubrics** **(final project, presentations skills, & team work-leadership)** All 5 Performance Targets were met. 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. The average score was 4.1 on a 0-5 scale where a score of 1.1 or higher was targeted. Please see Appendix 5 for Rubric Results.	X	

Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was…	
	Met	Not Met

1. Graduate Placement Survey: Target: At least 80 % of each year's graduates will be employed in a related field, or in graduate school, within 2 years (SLO-1) Please see Appendix 6 for the summary information of the status of graduates from 1998 to 2008. In 2008, the Accounting Department had 78% and the Business Department had 76% of their graduates employed in a related field or in graduate school. However, the most recent 11 year average shows the Accounting Department had 88.5% and the Business Department had 87.2% of their graduates employed in a related field or in graduate school. This information will always be a year behind the annual report. So next year's annual report will include 2009 graduates.		X

2. *Graduating Senior Survey for Business Majors*
3 of 5 SLO Part-2 Performance Targets were met.
The following 3 SLO Performance targets were met:
 	
   1. At least 70% of each year's graduates will indicate that they are information literate. (SLO-2)
   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)
 	
The following 2 SLO Performance targets were not met:
 	
   2. At least 70% of each year's graduates will indicate they attained learning in the functional areas of business. (SLO-1)
      o All functional areas attained percentages of 70% or higher with the exception of the International/Global area. In this area only 53% of students felt they attained learning in this area.
   3. At least 70% of each year's graduates will indicate they are able to use practical business tools. (SLO-3)
      o All functional areas attained percentages of 70% or higher with the exception of Access. In this
	XXX
	
	XX	

area only 64% of the student felt they attained learning in this area.		
The following Program Basic Skills Development Goal for Part 3 was met. (PrO-1, P3)		
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)		
The following Program Personal Development Goals for Part 4 were partially met. (PrO-1, P4)		
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)	X	
o Goal Met: Number of students who indicated they participated more than "never" in one or more of the sponsored activities or organizations: 85.0%		
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)	X	
o Goal Met: We exceeded this goal on each measure.		
3. Meet institutional NSSEE engagement benchmarks on *Enriching Educational Experiences.*		
o Due to small sample size, statistical significance was tested at the College (combined departments) level only. We did not meet the goal on this measure.	X	
		X
Please see [Appendix 7A](#) for Accounting IACBE Assessment 2010 Results.		
Please see [Appendix 7B](#) for Business ICBE Assessment Results.		

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

1. DM#1-Last year, the Department voted in favor of implementing a customized exam to replace the MFAT exam. This customized exam is targeted to be ready by Fall 2011. As noted above, starting with the 2010 academic year: The Accounting and Business Departments voted in the Fall of 2010 that the MFAT be used both for a pre and post test. The Departments have formed a committee to review the process for the pre test and we have been working with BSU's Registrar, Dave Carlson, to determine how the implementation of the process will work most efficiently.

The expense of the MFAT may be a factor when using it as the pre and post exam. The Accounting and Business Departments are going to discuss the possibility of differential tuition which would help with the expense. Currently, the online students are taking a local test instead of

the MFAT. The results of those tests are available upon request. Dr. Dean Frost, a Business Administration faculty member, went to the regional IACBE meeting during the Fall of 2010, and learned strategies for having the online students take the MFAT. This will be reviewed by the Accounting and Business Departments in the near future.

2. DM#1-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.

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.

3. IDM#1-The results for graduating seniors gave an overview of the last 11 years. While we did not meet our goal in the 2008 graduating class, the average for the last 11 years exceeded our goal. We will continue to monitor the placement of the graduates in their employment and graduate school. Again, the data is not available for the actual reporting year, but will be 1 year behind the annual report.

4. IDM#2- As mentioned last year, 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.

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

Additionally, in 2009-2010, BUAD 2750 International Business was added to the curriculum and became effective in the fall of 2010. BUAD 4750 International Management has been proposed and is in the process of being added to the curriculum.

The departments also reviewed the inclusion of "Access" as a term to describe the "Use of Database Management" on the graduating senior survey and have determined that "Access" should not be included.

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Operational Effectiveness Information for the *Accounting and Business Departments*

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
	  2. Instructional Effectiveness.
	  (OpO-1)

3. *Graduating Senior Survey (OpO-1)*	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. At least 70% of graduating seniors are satisfied with the education attained and would recommend the program to family or friends. (OpO-1)
4. *Department Annual Strategic Plan Progress Update (OpO-2 & OpO-5)*	Programmatic accreditation by 2009 that incorporates a continuous improvement model (OpO-2) Partnerships with other institutions of higher learning that reflect institutional strategic directions. (OpO-5)

5.	*Department Annual Report on Faculty Scholarship and Continued Development (OpO-3)*	Faculty scholarship expectations per the faculty collective bargaining agreement (CBA). Faculty training and development expectations per the CBA. Faculty development in active and other learning strategies Faculty sabbaticals per faculty CBA. Annual distribution of faculty improvement funds. Annual distribution of faculty travel funds. Participate in active learning programs provided through University's current strategic initiative. Approval of sabbaticals on contractually timely basis. (OpO-3)
6.	*Minutes from Department (Curriculum) Meetings (OpO-4)*	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.	*Advisory Board Formal Feedback (OpO-4)*	Curriculum changes that consider expectations of relevant industry and educational partners while reflecting discipline standards. (OpO-4)
8.	*Department Annual Report on education and academic partnerships (OpO-5)*	Partnerships with other institutions of higher learning which reflect institutional strategic directions. (OpO-5)
9.	*Department Annual Report on faculty, student and program outreach activities (OpO-5)*	Community relationships strengthened through outreach activities. Student learning supported through industry connections and engaged learning opportunities. (OpO-5)
10.	*Departmental communication materials –faculty progress reports and course syllabi (OpO-5)*	Enhanced communication to all stakeholders. (OpO-5)

Summary of Results from Implementing Assessment Tools/Methods:	Performance Target Was…	
	Met	Not Met
1. *National Survey of Student Engagement Survey (NSSE) (OpO-1) and Program Objective-1 Part 5* Please see Appendix 7A for Accounting IACBE Assessment 2010 Results. Please see Appendix 7B for Business ICBE Assessment Results.		X

2. *Noel-Levitz OpO-1: The Noel-Levitz survey is done ever three years. So this information is from the 2008-2009 annual report.*
 	
Meet institutional SSI student satisfaction scales on:
 	
   1. *Academic Advising Effectiveness*
 	
     Business Department:
       o BUAD mean score on academic advising: 5.82
       o BSU mean score on academic advising satisfaction: 5.78
       o National Peer mean score on academic advising satisfaction 5.25
       o Differences between both BUAD and BSU with Peer were significant at .001.
 	
     Accounting Department
 	
       o ACCT mean score on academic advising: 6.13
       o BSU mean score on academic advising satisfaction: 5.78
       o National Peer mean score on academic advising satisfaction 5.25
       o Differences between both BUAD and BSU with Peer were significant at .001.
 	
   2. *Instructional Effectiveness*
 	
     Business Department:
       o BUAD mean score on instructional effectiveness: 5.62
       o BSU mean score on instructional effectiveness: 5.61
       o National Peer mean score on instructional effectiveness: 5.26
       o Differences between both BUAD and BSU with Peer were significant at .001.
 	
     Accounting Department:
       o BUAD mean score on instructional effectiveness: 5.72
       o BSU mean score on instructional effectiveness: 5.61
       o National Peer mean score on instructional effectiveness: 5.26
	XXXX
	
	XXXX
	
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o Differences between both BUAD and BSU with Peer were significant at .001.		

3. *Graduating Senior Survey OpO-1:*
 	
At least 70% of graduating seniors agree that the Accounting and BUAD program: faculty support has been strong, teaching has been good, curriculum has been challenging, and advisor has been knowledgeable.
 	
Percentage of graduates who agree with the following statement.
Business Administration: While a student at Bemidji State,
   o   the quality of support from the business administration faculty has been strong: 87%
   o   the quality of teaching and instruction from the business administration faculty has been good: 85%
   o   the business curriculum has been appropriately challenging: 90%
   o   my business administration advisor has been knowledgeable and approachable: 83%.
 	
Accounting: While a student at Bemidji State, -
   o   the quality of support from the accounting faculty has been strong: 100%
   o   the quality of teaching and instruction from the accounting faculty has been good: 93%
   o   the accounting curriculum has been appropriately challenging: 86%
   o   my accounting advisor has been knowledgeable and approachable: 100%.
 	
At least 70% of graduating seniors are satisfied with the education attained and would recommend the program to family or friends.
Percentage of graduates who agree with the following statement:
Overall, in evaluating my experience in the Business Administration program at Bemidji State,
   o   I am satisfied with the education I have obtained 97%
   o   I would recommend this program to friends or family interested in business administration: 84%
 	
Overall, in evaluating my experience in the Accounting program at Bemidji State, -
   o   I am satisfied with the education I have obtained 86%
   o   I would recommend this program to friends or family interested in business administration:85%
	XXXX
	
	XXXX
	
	XX
	
	XX	

4. *Annual Strategic Plan Progress:*	X	

Programmatic accreditation by 2009 that incorporates a continuous improvement model (OpO-2) **IACBE Accreditation Awarded Spring 2009.** o 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. o Revised Strategic Plan to IACBE's Note requirements o HLC Visit in the Spring of 2010 led to a review of assessment across campus. Several of the recommendations are to be instituted. Partnerships with other institutions of higher learning that reflect institutional strategic directions. (OpO-5) **Continued pursuit and research of partnerships**		
5. *Department Annual Report on Faculty Scholarship and Continued Development (OpO-3)* **Faculty scholarship expectations per the faculty collective bargaining agreement (CBA).** o 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. Applications for faculty distribution for professional improvement grant (PIG) funds are done annually. The Chair of the PIG Committee stated the process as follows: -Priority to faculty is given over fixed-term faculty or adjuncts -Per a faculty-completed survey, grants awarded are prioritized in the following categories: Travel for confirmed presentations, performances, and exhibits Research travel Research supplies Continuing education Collaborative research/projects with students Interdisciplinary research/projects Curriculum development Degree completion Grants are competitive and successful proposals will demonstrate a clear intellectual justification; contribute to professional development plans of individual faculty; and will be consistent with university priorities as understood by the Professional Improvement and Development Committee.	X	

Grant awards are based on the following:
• Description of the proposed project and its objectives.
• Description of how this project fits into the above selected funding category.
• Explanation of what evidence of professional improvement will result from the proposed project.
• Description of the relationship that exists between the proposed project and the mission of one or more of the following: University, College, Department, Professional Development Plan.
• Description of any additional considerations that you feel are pertinent to your project.

A 5 member committee (the Professional Improvement Committee) is overseen by rotating Deans (currently Dean Joan Poor) meets to discuss grant applications and awards.

Faculty training and development expectations per the CBA. (Annual distribution of faculty improvement funds). Annual distribution of faculty travel funds
  o Faculty travel funds provided by University and governed by faculty CBA. Such funds have been distributed to faculty for 2009-2010 academic year.

Faculty development in active and other learning strategies
Participate in active learning programs provided through University's current strategic initiative.
  o 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.
  o Dean continues to review and evaluate faculty scholarship and continued development in faculty progress reports (Professional Development Plan (PDP) and Progress Reports).

Faculty sabbaticals per faculty CBA.
Approval of sabbaticals on contractually timely basis.
  o Faculty and Dean reviewed and recommended two sabbatical applications. Sabbaticals funded by University and governed by faculty CBA. The two sabbatical requests were granted for Business faculty for the 2009-2010 academic year.

Please see Appendix10 – Memo from Dean Maxwell for a summary of activities in this area.

6.	*Minutes from Department (Curriculum) Meetings (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**) **Department curriculum that meets the MnSCU expectations for length and transferability by required timeline. (OpO-4)** 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 was added to Accounting and Business curricula and is being taught beginning this fall. The department approved an MBA program, pending resources approval. This proposal is still in progress. All curriculum packets also addressed any financial resources or additional personnel needed for implementation as well as student and industry demand. All departmental meetings had a designated recorder to take official minutes of all decisions and discussions concerning curricula and other issues. Discussions of compliance with MnSCU's 60/120 degree credit requirement are in progress – currently the Accounting and Business Department's curriculum should be within the credit hours. If copies of the departmental minutes are needed as documentation, please contact me. Minutes are taken at each department meeting and are saved on a shared faculty drive.	X	
7.	*Advisory board Formal Feedback (OpO-4)* Curriculum changes that consider expectations of relevant industry and educational partners while reflecting discipline standards. The College Advisory Council has become very active. Please see Appendix 10 – Memo from Dean Maxwell for a summary of activities in this area.	X	
8.	*Department Annual Report on education and academic partnerships (OpO-5)* Partnerships with other institutions of higher learning which reflect institutional strategic directions. (OpO-5) Maintained all current partnerships and are developing articulation agreements with an international educational provider in Hong Kong. Dr. Sanjeev Phukan of the Business Administration Department is the Director of International Studies. Continued support of MARS, the college'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	X	

	affordable comparable services. Continuing to pursue viability of a business administration degree through a shared format with regional tribal colleges		
9.	*Department Annual Report on faculty, student and program outreach activities (OpO-5)* Community relationships strengthened through outreach activities. Student learning supported through industry connections and engaged learning opportunities. (OpO-5) Continued Support of MARS the College'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 services. Also, various courses, for example Strategic Management, work with real clients in the area as part of the course's requirements. There are a variety of clubs that have outreach activities: Business Club's (local Boys and Girls Club); Accounting Club activities; and Computer Information Systems (CIS) Club activities. Students and faculty are looking into having a Marketing Club. Additionally students are involved in Volunteer Income Tax Assistance (VITA) by Income Tax students; Rotaract; the competitive Sales Team; Students in Free Enterprise (SIFE) and internships. Accounting students attend the annual Accounting and Auditing Student Conference in Minneapolis, Minnesota. Several of the professors have a community service component in their classes. Both Alpha Phi Sigma and Sigma Beta Delta are coordinated out of the Business Department.	X	
10.	*Departmental communication materials – faculty progress reports and course syllabi (OpO-5)* Enhanced communication to all stakeholders (OpO-5) Enhance electronic presence and print materials. More communication materials are being provided to a variety of stakeholders. The College now has a newsletter "Due North" that comes out each semester and has a new brochure "Opportunity awaits" that highlights each of the departments. This material is snail-mailed and e-mailed to alumni (15,000), community, businesses, students, prospective students, faculty, staff, administration and others in a seven state region. Please see Appendix 10 – Memo from Dean Maxwell for a summary of activities in this area.	X	
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:			
1.	*National Survey of Student Engagement Survey (NSSE) (OpO-1) and Program Objective-1 Part 5* The changes made at the beginning of the 2010 academic year should help with the attainment of the targets.		

Please see Appendix 8– 8/16/10 memo from Dr. Fredrickson re: Changes to Graduating Senior Survey based on recent evaluation of NSSE. This memo encompasses the results and the recommendations of Dr. Fredrickson in each of the areas of *Enriching Educational Experiences, Active and Collaborative Learning, Academic Challenge, Student Faculty Interactions.* These items were reviewed by the programs on August 18, 2010 and changes were agreed upon. Please see Appendix 9 – Minutes from Meeting of August 18, 2010.

2. *Advisory Board Formal Feedback (OpO-4)*

Last year, a plan to include the Employer survey questions in internship packets to get feedback from employers was discussed. This was planned to begin in the Fall 2010. Additionally, last year it was reported that discussions with the Dean's Office were taking place to develop a new survey tool for the new Advisory Board.

As is reported in the memo from Dean Maxwell, the College Advisory Council has become very active. The Council is comprised of approximately 15 people who meet biannually. Additionally, informal feedback is still given to the programs by employers.

Please see Appendix 10 – Memo from Dean Maxwell for a summary of activities in this area.

3. *Departmental communication materials –faculty progress reports and course syllabi (OpO-5)*
Enhance electronic and presence and print materials for 2009-2010, specifically create departmental and college brochures to disperse by Spring 2011.

Last year this performance target was not met; however, this year it was met. Please see Appendix 10 – Memo from Dean Maxwell. The College provides more communication materials to a variety of stakeholders. The College has a newsletter "Due North" that comes out each semester and a new brochure "Opportunity awaits" that highlights each of the departments. This material is snail-mailed and e-mailed to alumni (15,000), community, businesses, students, prospective students, faculty, staff, administration and others in a seven state region.