

Outcomes Assessment Results

For Academic Year: 2011-12

Section I: Student Learning Assessment


Student Learning Information for (Program 1)	
<p>Mission of the Accounting and Business Administration:</p> <p style="text-align: center;"><i>Educate students through a learning-centered environment.</i></p>	
<p>Intended Student Learning Outcomes for <i>Business Administration</i> :</p>	
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.	
<p>Assessment Tools/Methods for Intended Student Learning Outcomes— Direct Measures of Student Learning</p>	<p>Performance Targets/Criteria for Direct Measures:</p>
<p>1. End of Program Comprehensive examination (MFAT) (Pre-Post Exams to be implemented in the future)</p>	<p>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)</p>

	<p>2. Average student performance will be at 50th percentile or above for peer institutions. (SLO-1 & SLO-5)</p>
<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 adequate or developing 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 adequate or developing 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 adequate or developing 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 adequate or developing 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 adequate or developing 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	<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)

	9. At least 70% of graduates will indicate they have had conversations with a student who has a different background than theirs.	
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> 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, 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 posttest.</p> <p>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.</p> <p>**Due to budget restrictions, differential tuition denial, and course fee denials from MnSCU, we are unable to move forward with the MFAT pre/post plan. Currently, we are discussing with Administration the idea of partial tuition for BUAD 4600 to be used for MFAT exam costs. The postponing of the pre/post exam requirement was decided after funding was denied. The departments will revisit the idea of a pre/post exam in Fall 2013.</p>		X

<p>2011-2012 Update: Partial tuition was approved in mid Fall 2011. Funds will be available for use Fall 2012. The departments will now revisit the idea of pre/post exam Fall 2013. Our accreditation needs must be self-sustaining due to the new administration and will take some of this new partial tuition. This funding will also be used to incorporate a rubric team to evaluate all senior final projects beginning Fall 2012.</p>		
<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 students in the departments met or exceeded the 50% average for all peer institutions (2011-2012 Peer data) in 7 of the 9 indicators for Fall 2010 (Legal and Social Environment (below) and Information Systems (below)) and 3 of the 9 indicators (Economics (Above), Management (Met), and International Issues (Above)) in the Spring of 2011. However, in the other indicators that were not successfully met, the ratings were in the 16% to 44% rank.</p> <p>50% of our students who met 50% or higher score overall, was attained by 57.6% of students in the fall and 46.3% of the students in the spring. Please see Appendix 4 for MFAT Results. Current Program discussion in our IACBE Meetings are indicating more time to examine results and add adjustments to curriculum before any goal refining or changing is agreed upon.</p> <p>*We NOW have peer institutions scores were able to determine that this only part of this goal was met.</p> <p>2011-2012 Update: We were able to purchase customized reports due to partial tuition approval in Fall 2012 for previous MFAT scores. The departments are examining the results of Peer Institutions and Detailed MFAT Results by Question. Although all of our requested reports may not arrive before the annual report deadline, we were able to review 2011-2012 MFAT results against the customized reports. Currently, we are discussing Closing the Loop areas in each Academic Indicator that seemed significant to implement in our curriculum for the future. The following was suggested: At our October 9, 2012 IACBE Joint Meeting, new MFAT results were shared for the 2011-2012 academic year. The decision had been made to purchase the more detailed results this year, and the details (report by question) allow us to compare results of BSU student to both national averages and peer averages. We can also identify our students' relative performance by not only domain (accounting, economics, finance, etc.) but also by content and subcontent areas. Based on our review of Fall 2011 and Spring 2012, it was</p>	<p>XXXXXXXXXX X</p>	<p>XXXXXXXXXX</p>

<p>determined that Management, Economics, and International Issues were meeting goal expectations. All other academic discipline groups were charged with meeting this fall to review the results from their domain, and to consider appropriate remedial actions.</p> <p>*Faculty from each of the remaining domain groups have submitted their plans to address the MFAT results. Click on the following icon to view specific curricular changes or action items determined by each group.</p>  <p>CTL Summary Fall 2012.docx</p>		
<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 adequate or developing level of performance on all sections of the program level student learning outcomes assessment rubric.</p> <p>The average score for Team Work was 4.65 on a 0-5 scale where a score of > 2 or higher was targeted.</p> <p>The average score for Presentations was 3.96 on a 0-5 scale where a score of > 2 or higher was targeted.</p> <p>The average score for Papers was 4.46 on a 0-5 scale where a score of > 2 or higher was targeted.</p> <p>Please see Appendix 5 for specific Rubric Results.</p> <p>Recommendations:</p> <p><i>At least 90% of the graduates will demonstrate meeting the Adequate or Developing (level 2-3 on our Rubric) level of performance on each section of the assessment rubric. This indicates an average point score of > = 2.5.</i></p>	<p>XXXXX</p>	

<p><u>Papers:</u></p> <ol style="list-style-type: none"> 1. Increase our goal in every category to >2.5 2. Revisit rubric team or rotating papers <p><u>Presentation:</u></p> <ol style="list-style-type: none"> 1. Increase Coherence & Organization & use of Visual Aids scores 2. Increase our goal in every category to >3.5 (between Fair and Good) on our rubric <p><u>Team Work:</u></p> <ol style="list-style-type: none"> 1. Increase our goal to 4-5 (Good/Outstanding) on our Rubric 		
<p>Summary of Results from Implementing Indirect Measures of Student Learning:</p>	<p>Performance Target Was...</p>	
	<p>Met</p>	<p>Not Met</p>
<ol style="list-style-type: none"> 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 2010. In 2009, the Accounting Department had 81% and the Business Department had 82% 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 2010 graduates. 2011-2012: Waiting on Marjorie for the annual 2010-2011 Graduate Placement Survey results. Will send when they are available. 	<p>?</p>	
<ol style="list-style-type: none"> 2. <i>Graduating Senior Survey for Business/Accounting Majors</i> All SLO Part-2 Performance Targets were met. 		

<p>The following SLO Performance targets were met:</p> <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) <p>Please see Appendix 7A for Accounting Graduating Survey IACBE Assessment 2011-12 Results. Please see Appendix 7B for Business Graduating Survey IACBE Assessment 2011-12 Results.</p> <p>The following Program Basic Skills Development Goal for Part 3 was exceeded. (PrO-1, P3)</p> <ol style="list-style-type: none"> 3. 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>The following Program Personal Development Goals for Part 4 were exceeded. (PrO-1, P4)</p> <ol style="list-style-type: none"> 4. 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) Goal Exceeded: Number of students who indicated they participated more than “never” in one or more of the sponsored activities or organization. 5. At least 60% of each year’s graduates will indicate they have experienced personal growth and development. (Program Objective P4-Goal for Personal Development) Goal Met: We exceeded this goal on each measure. 	<p>X X X X X</p> <p>X</p> <p>X</p> <p>X</p>	
--	---	--

<p>6. (New Fall 2010) At least 70% of each year's graduates will indicate they have had conversations with a student who has a background different than their own: We exceeded this goal on each measure of student engagement. Goal Exceeded</p> <p>Please see Appendix 7A for Accounting Graduating Survey IACBE Assessment 2011-12 Results. Please see Appendix 7B for Business Graduating Survey IACBE Assessment 2011-12 Results.</p>	X	
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
<p>1. DM#1 (MFAT)-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.</p> <p>** Due to new budget restrictions implemented in Spring 2011, the committee determined to revisit the idea of a pre/post exam in 2 years. The MFAT will still be used as an exit only exam until the economic issues have been dealt with. The issue will be re-examined in Fall 2013</p> <p>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.</p> <p>**Dr. Frost returned with strategies for online administration of the exam, however, the organization that controls the MFAT will not allow such testing at this time. The customized exam will still be administered to all online students until the MFAT is allowed to be taken online.</p> <p>**Our Face to Face students will be taking both the Customized exam and the MFAT exam in an effort to view our customized exam's validity. This will continue for 2 years (through Spring 2013). Department meetings did discuss at that time to determine if we would continue using the customized exam or require all students (online and face to face) to take MFAT.</p>		

2011-2012 Update: Partial tuition was approved in mid Fall 2011. Funds will be available for use Fall 2012. The departments will now revisit the idea of pre/post exam Fall 2013. Our accreditation needs must be self-sustaining due to the new administration and will take some of this new partial tuition. This funding will also be used to incorporate a rubric team to evaluate all senior final projects beginning Fall 2012.

2. DM#1 (MFAT)-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.

*The departments decided to request peer institution results if within the accreditation budget allowed by the college. Such a request will be instituted with Fall 2011 and Spring 2012 MFAT results if affordable.

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.

2011-2012 Update: We were able to purchase customized reports due to partial tuition approval in Fall 2012 for previous MFAT scores. The departments are examining the results of Peer Institutions and Detailed MFAT Results by Question. Although all of our requested reports may not arrive before the annual report deadline, we were able to review 2011-2012 MFAT results against the customized reports. Currently, we are discussing Closing the Loop areas in each Academic Indicator that seemed significant to implement in our curriculum for the future.



CTL Summary Fall
2012.docx

Review the icon to see specific closing the loop suggestions for each of the Academic areas needing improvement.

3. IDM#1 (Graduating Survey)-The results for graduating seniors gave an overview of the last 12 years. While we met our goal for the 2009 graduating class, and the average for the last 12 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.

2011-2012: Waiting on new results for this 2010 survey

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

Operational Effectiveness Information for the <i>Business Department</i>
Intended Operational Outcomes of the <i>Business Department</i> :
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.

Summary of Results from Implementing Assessment Tools/Methods:	Performance Target Was...	
	Met	Not Met
<p>1. <i>Graduating Senior Survey Part 5:</i></p> <p>At least 70% of graduating seniors indicate the ability to analyze, apply, judge, and synthesize (New Fall 2010). At least 70% of graduating seniors indicate they have engaged in collaborative learning behaviors (New Fall 2010) At least 70% of graduating seniors indicate they have worked hard to meet academic expectations (New Fall 2010). At least 70% of graduating seniors agree that the ACCT/BUAD program: faculty support has been strong, teaching has been good, curriculum has been challenging, 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.</p>	XXXXX	

Accounting:

At least 70% of graduating seniors indicate the ability to analyze, apply, judge, and synthesize

Percentage of graduates who agree with the following statement.

As a graduating senior in Accounting, I am able to,

Effectively analyze a case study: 100

Apply theories or concepts to practical problems as part of a class assignment or discussion: 100

Make judgments on how others have interpreted data and drawn conclusions about a particular case: 100

Combine concepts from different classes to complete assignments: 100.

At least 70% of graduating seniors indicate they have engaged in collaborative learning behaviors

Percentage of graduates who indicated they engaged in the following behaviors *at least occasionally* as a student at Bemidji State University:

Asked Questions in class or contributed to class discussion: 100

Worked with other classmates on a class assignment during class: 100

Worked with other classmates on a class assignment outside of class: 100

Made class presentations either individually or as part of a group: 100

Discussed ideas from class with others who were not classmates: 88.9.

At least 70% of graduating seniors indicate they have worked hard to meet academic expectations.

Percentage of graduates who indicated they engaged in the following behaviors *at least occasionally* as a student at Bemidji State University:

Reworked my paper or assignment at least once before turning it in: 94.4

Worked hard to meet an instructor's expectations: 100.

At least 70% of graduating seniors agree that the ACCT program: faculty support has been strong, teaching has been good, curriculum has been challenging, advisor has been knowledgeable.

Percentage of graduates who agree with the following statement.

While a student at Bemidji State,

the quality of support from the accounting faculty has been strong: 94.4

the quality of teaching and instruction from the accounting faculty has been good: 94.4

the accounting curriculum has been appropriately challenging: 88.9

my accounting advisor has been knowledgeable and approachable: 94.4

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 Accounting program at Bemidji State,

I am satisfied with the education I have obtained: 94.4

I would recommend this program to friends or family interested in accounting: 88.9.

See Appendices [7A](#) and [7B](#) for details

Business:

At least 70% of graduating seniors indicate the ability to analyze, apply, judge, and synthesize

Percentage of graduates who agree with the following statement.

As a graduating senior in Business Administration, I am able to,

Effectively analyze a case study: 96.6

Apply theories or concepts to practical problems as part of a class assignment or discussion: 98.0

Make judgments on how others have interpreted data and drawn conclusions about a particular case: 97.3

Combine concepts from different classes to complete assignments: 99.3

At least 70% of graduating seniors indicate they have engaged in collaborative learning behaviors

Percentage of graduates who indicated they engaged in the following behaviors at least occasionally as a student at Bemidji State University:

Asked questions in class or contributed to class discussion: 96.6

Worked with other classmates on a class assignment during class: 89.8

Worked with other classmates on a class assignment outside of class: 83.7

Made class presentation either individually or as part of a group: 85.0

Discussed ideas from class with others who were not classmates: 80.3.

<p>At least 70% of graduating seniors indicate they have worked hard to meet academic expectations: Percentage of graduates who indicated they engaged in the following behaviors at least occasionally as a student at Bemidji State University: Reworked my paper or assignment at least once before turning it in: 82.3 Worked hard to meet an instructor’s expectations: 96.6.</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, advisor has been knowledgeable.</p> <p>Percentage of graduates who agree with the following statement. While a student at Bemidji State, the quality of support from the business administration faculty has been strong: 86.4 the quality of teaching and instruction from the business administration faculty has been good: 89.8 the business curriculum has been appropriately challenging: 90.5 my business administration advisor has been knowledgeable and approachable: 90.5</p> <p>At least 70% of graduating seniors are satisfied with the education attained and would recommend the program to family or friends.</p> <p>Percentage of graduates who agree with the following statement: Overall, in evaluating my experience in the Business Administration program at Bemidji State, I am satisfied with the education I have obtained: 92.5 I would recommend this program to friends or family interested in business administration: 87.8. See Appendices 7A and 7B for details</p>		
<p>2. <i>Noel-Levitz OpO-1: The Noel-Levitz survey is done every three years. So this information is from the 2008-2009 annual report. Please request report if needed.</i></p> <p>Meet institutional SSI student satisfaction scales on:</p> <ol style="list-style-type: none"> <u>Academic Advising Effectiveness</u> <ul style="list-style-type: none"> Business Department: <ul style="list-style-type: none"> ○ BUAD mean score on academic advising: 5.82 ○ BSU mean score on academic advising satisfaction: 5.78 	XXXX	

<ul style="list-style-type: none"> ○ National Peer mean score on academic advising satisfaction 5.25 ○ Differences between both BUAD and BSU with Peer were significant at .001. <p>Accounting Department</p> <ul style="list-style-type: none"> ○ ACCT mean score on academic advising: 6.13 ○ 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>Accounting Department:</p> <ul style="list-style-type: none"> ○ BUAD mean score on instructional effectiveness: 5.72 ○ 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>XXXX</p> <p>XXXX</p> <p>XXXX</p>	
---	-------------------------------------	--

<p>3. <i>Graduating Senior Survey OpO-1:</i></p> <p>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.</p> <p><u>Percentage of graduates who agree with the following statement.</u></p> <p>Business Administration: 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: 90% ○ the quality of teaching and instruction from the business administration faculty has been good: 94% ○ the business curriculum has been appropriately challenging: 96% ○ my business administration advisor has been knowledgeable and approachable: 93%. <p>Accounting: While a student at Bemidji State, -</p> <ul style="list-style-type: none"> ○ the quality of support from the accounting faculty has been strong: 95% ○ the quality of teaching and instruction from the accounting faculty has been good: 95% ○ the accounting curriculum has been appropriately challenging: 90% ○ my accounting advisor has been knowledgeable and approachable: 100%. <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 96% ○ I would recommend this program to friends or family interested in business administration: 95% <p>Overall, in evaluating my experience in the Accounting program at Bemidji State, -</p> <ul style="list-style-type: none"> ○ I am satisfied with the education I have obtained 95% ○ I would recommend this program to friends or family interested in accounting:100% 	<p>XXXX</p> <p>XXXX</p> <p>XX</p> <p>XX</p>	
---	---	--

<p>4. <i>Annual Strategic Plan Progress:</i> <u>Programmatic accreditation by 2009 that incorporates a continuous improvement model (OpO-2) (completed)</u> 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. ○ Revised Strategic Plan to IACBE's Note requirements ○ HLC Visit in the Spring of 2010 led to a review of assessment across campus. Several of the recommendations are to be instituted. <p><u>Partnerships with other institutions of higher learning that reflect institutional strategic directions. (OpO-5) (continues)</u> 2011-2012 Continued pursuit and research of partnerships <u>Programmatic reaccreditation self-study preparations in Spring 2014 (OpO-2) (new)</u> 2011-2012 new goals developed to be analyzed in IACBE report 2012-2013:</p> <ol style="list-style-type: none"> 1) new goal for IACBE self-study preparation (operational goal 2) 2) new goal 25% of the departments' faculty will submit one online class for informal QM review in the next two years (operational goal 1 and 3)) 3) new goal 25% of the departments' faculty will attend one QM training session, subject to funding, in the next 2 years (operational goal 1 and 3) 	X	
---	---	--

<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. Applications for faculty distribution for professional improvement grant (PIG) funds are done annually. The Chair of the PIG Committee stated the process as follows: <p>-Priority to faculty is given over fixed-term faculty or adjuncts -Per a faculty-completed survey, grants awarded are prioritized in the following categories:</p> <p>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</p> <p>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.</p> <p>Grant awards are based on the following:</p> <ul style="list-style-type: none"> • 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. 	<p>(Met All) X</p>	
--	--------------------	--

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

2010-2011: 9 applications from Business and Accounting, 8 were approved and funded

2011-2012: 9 applications from Business and Accounting, 7 were approved and funded

Faculty training and development expectations per the CBA. (Annual distribution of faculty improvement funds).

Annual distribution of faculty travel funds

- Faculty travel funds provided by University and governed by faculty CBA. Such funds have been distributed to faculty for 2010-2011, and 2011-2012 academic years.

Faculty development in active and other learning strategies

Participate in active learning programs provided through University's current strategic initiative.

- Dean continues to inform department faculty of development opportunities for active learning provided by Academic Affairs and/or the College during 2009-2010, 2010-2011, 2011-2012.
- 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.

- Faculty and Dean reviewed and recommended two sabbatical applications. Sabbaticals funded by University and governed by faculty CBA. Both sabbatical requests was granted for Business faculty for the 2011-2012 academic year.

2011-2012: Please see [Appendix10](#) – Memo from Dean Nielsen for a 2011-2012 summary of activities in this area.

<p>Also see the 2011-2012 NEW matrix icon for recording faculty achievements in the following 8 areas: faculty scholarship, training and development, participation in the community, active learning strategies, development of online teaching, continuous improvement of student advisement, continuing support of MARS, and service learning projects. 100% of our faculty accomplished achievements in at least 1 of the 8 categories, and the average amount of areas each faculty participated in was 5.4 of the 8. See Appendix 12.</p>		
<p>6. <i>Minutes from Department (Curriculum) Meetings (OpO-4)</i> Department curriculum that meets the IACBE expectations for coverage by 2012 (completed). 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) (Completed) 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.</p> <p>Please email the listed IACBE Coordinator in the beginning of this report if you need copies of our curriculum change forms for 2011-2012.</p> <p>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.</p>	<p>X</p>	

<p>If copies of the IACBE minutes are needed as documentation, please double-click here to unzip and view:</p>  <p>Minutes 11-12.zip</p> <p>. Minutes are taken at each IACBE meeting and are saved on a shared faculty drive.</p>		
<p>7. <i>Advisory board Formal Feedback (OpO-4)</i> Curriculum changes that consider expectations of relevant industry and educational partners while reflecting discipline standards.</p> <p>The College Advisory Council has become very active. Please see Appendix 10 – Memo from Dean Nielsen for a summary of activities in this area.</p> <p>**Our Advisory board survey is currently in a rough draft state (see Appendix 11). Our Goal is to have it finished and administered to the Advisory board by Spring 2012.</p> <p>2011-2012 Update: The advisory board did not meet in Spring 2012. Our new goal is to administer the survey once the board meets this academic year 2012-2013.</p>		X
<p>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) 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 affordable comparable services. Continuing to pursue viability of a business administration degree through a shared format with regional tribal colleges</p>	X	

<p>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) 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.</p> <p>Through the IRS Volunteer Income Tax Assistance (VITA) program, accounting students who have completed Tax I and passed the IRS certification tests, donate 40 hours of community service. During these hours they use their tax knowledge to provide free tax assistance to other students, including international students with special requirements, plus low income, and elderly individuals in the area who are unfamiliar and uncomfortable with tax law and filing requirements.</p>	X	
<p>10 <i>Departmental communication materials – faculty progress reports and course syllabi (OpO-5)</i> 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 Neilsen for a summary of activities in this area.</p>	X	

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

1. *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, however it seems that the plan did not get initiated. Fall 2011 is the new goal for Employer survey questions to be added to internship packets. 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.

Please see [Appendix 10](#) – Memo from Dean Nielsen - for a summary of activities in this area.

Fall 11-Spring 12 Update:

The final draft of the Advisory Board survey tool is located in [Appendix 11](#). The new goal of distribution is Spring 2013 since the advisory board did not meet Spring 2012.

Employer survey update: the survey was distributed to every student who applied for an internship. However, we only received 2 back from business and accounting combined. These results were not near enough for our program to consider changes. We are discussing other methods of distribution during Fall 2012-Spring 2013 to ensure the employers receive the survey.

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.

In 2009-2010 this performance target was not met; however, 2010-2011 it was met. Please see [Appendix 10](#) – Memo from Dean Nielsen. 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. Please email the listed IACBE Coordinator in the beginning of this report if you need copies of such materials.

Fall 2011-Spring 2012 update: A matrix was developed in the Spring of 2012 to track various operational goal activities that are individually linked to each faculty member (faculty scholarship, training and development, participation in the community, active learning strategies, development of online teaching, continuous improvement of student advisement, continuing support of MARS, and service learning projects). Please see [Appendix 12](#) for details.