Outcomes Assessment Results

For Academic Year: 2012-13

Section I: Student Learning Assessment

Student Learning Assessment for *Business and Accounting*   *Note: This 2012-2013 annual report incorporates results of the 2012-2013 Assessment Plan. Since the end of the 2013 academic year, a new Assessment plan has been adopted which reflects student learning outcomes, direct and indirect measures for each area of emphasis in business and for the accounting major. We are collecting direct and indirect measures during the 2013-2014 academic year that will be reflected in the 2013-2014 annual report.*
Mission of the   ***Accounting and***   ***Business Administration:***   *Educate students through a learning-centered environment.*

Intended Student Learning Outcomes for *Business and Accounting* :
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 and ethical obligations in a realistic business environment. (Changed to include ethical obligations 11/27/12.)**

Assessment Tools for Intended Student Learning Outcomes—	Performance Targets/Criteria for Direct Measures:

Direct Measures of Student Learning:	
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, presentation skills and team work – leadership)*	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 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 a 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)
	9. At least 70% of graduates will indicate they have had conversations with a student who has a different background then theirs.

Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. ***Results for Direct Measure 1 - End of Program Comprehensive Examination (MFAT) (Pre-Post Exams to be implemented in the future)*** **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)** **Two items of note in this area:** **a. Pre/Post Testing - As noted last year, the discussion and budgeting for pre/post exams has been on-going. The departments have decided to drop the pre-MFAT test from further consideration.** **b. MFAT for online students - Beginning in the 2014 academic year, the custom exam for online students will be dropped in favor of the MFAT test. While not finalized during this reporting time, in the fall of 2013, the faculty determined that the MFAT would be used for all graduating seniors, both on campus and online. The BSU Center for Extended Learning has agreed to pay for the cost of the MFT administered through Prometric.** **Average student performance will be at 50th percentile or above for peer institutions. (SLO-1 & SLO-5)** **Summary Results for Senior Exam** **Summer 2012-Spring 2013** <u>Senior Exam Performance Target:</u> Average student performance will be at 50th percentile or above for peer institutions on MFAT. (Implementation for online students Fall 2014). Results: Goal Met BSU Mean score = 151 Median of the Institutional Means = 151	xxxxx	

MFT results for the time period Summer 2012 through Spring 2013. Our target for these exam results is: ***Average student performance will be at 50th percentile or above for peer institutions on the MFAT.*** The average student performance (mean) was 151, which compares favorably with the median of institutional scores (n=662; median = 151). Last year, our departments also identified a peer group (n=12 including BSU) of other institutions that we might consider our peer group. The median of institutional scores (n=12) was 151.5. So, in terms of comparing to the national average, we met our goal. In terms of comparing to a separate aspirational peer group, we slightly missed our goal.

Another measure we typically review is the proportion of BSU students that met or exceeded the median individual score. The median individual score was 152 for the national survey (n=128,136). 52 of 112 BSU test takers met or exceeded the goal/score of 152. 60 of 112 BSU test takers did not meet the goal of 152.

We are also able to review BSU institutional performance by academic area. BSU's institutional Mean scores exceeded the national peer group performance (n=662 institutions) in the following areas: Accounting, Economics, Quantitative Business Analysis, and Finance. BSU's institutional mean scores were lower than the national peer group performance in the following areas: Management, Marketing, Legal and Social Environment, Information Systems, and International Issues.

Finally, a custom Senior Exam has been administered to the online students for each semester Summer 2012 through Spring 2013. The target of 50% or higher has been met. The overall average score was 52.9%.

The Closing the Loop 2012 information can be found in the appendices below. Based on MFAT results, faculty submitted plans for improvement. Those plans can be found in the Closing the Loop Summary for 2012. The Accounting and Business Confirmations gives updated documentation.

At the 9/25/13 and the 10/23/13, IACBE Joint Department Meetings, there was a decision to exam the ETS information report, along with the results from the custom exam and rubric to create the "Closing the Loop" decisions for 2013.

The recommendation was to conduct 2013 Closing the Loop discussions for the 5 academic areas that did not meet the goal: Management, Marketing, Legal and Social Environment, Information Systems, and International Issues. The 2013 Closing the Loop discussions are expected to conclude in advance of spring semester 2014.

Please see the following Appendices for more detailed information:

Appendix 4A - Summary Results for Senior Exam Summer 2012-Spring 2013

Appendix 4B - MFAT 2012-2013 Results

Appendix 4C – ETS Results for SU12FA12SP13

Appendix 4D – IACBE Custom Senior Exam Results Appendix 4E – Closing the Loop 2012 Appendix 4F – Closing the Loop Accounting Confirmation 2012 Appendix 4G – Closing the Loop Business Confirmation 2012		
2. **Results for Direct Measure 2 - Senior Capstone Course Rubrics (final project, presentation skills and team work – leadership)-** All five performance targets were met. At least 90% of the graduates demonstrated higher than the adequate/developing (2.5) level of performance on all sections of the program level student learning outcomes assessment rubric. The average score for **Team Work** was 4.65 on a 0-5 scale where a score of > 2.5 or higher was targeted. The average score for **Presentations** was 3.96 on a 0-5 scale where a score of > 2.5 or higher was targeted. The average score for **Papers** was 4.46 on a 0-5 scale where a score of > 2.5 or higher was targeted. Please see Appendix 5 for Rubric Results. At the 9/25/13 IACBE Joint Department Meeting, the rubric target will be: At least 90% of the graduates will demonstrate meeting the adequate (3) level of performance on each section of the assessment rubric. Additionally, we are planning on adopting better presentation software for the online students.	xxxxx	

	Performance Target Was…	
Summary of Results from Implementing Indirect Measures of Student Learning:	Met	Not Met
1. **Results for Indirect Measure 1 - Graduate Placement Survey- At least 80 % of each year's graduates will be employed in a related field, or in graduate school, within 2 years (SLO-1). Have the information from 1998 to 2011. The performance Target was met over the years on average.** 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)	xxxxx - on average over the years	

Please see [Appendix 6](#) for the summary information of the status of graduates from 1998 to 2011. In 2010, the Accounting Department had 100% and the Business Department had 89% of their graduates employed in a related field or in graduate school. In 2011, the Accounting Department had 87% and the Business Department had 79% of their graduates employed in a related field or in graduate school. For the last fourteen years, the Accounting Department has on the average 88.6% of their graduates employed in a related field or in graduate school and the Business Department has on the average 86.3% of their graduates employed in a related field or in graduate school. This information will always be a year behind the annual report.		

2. ***Results for Indirect Measure 2 - Graduating Senior Survey for Business Majors***
 	
All SLO Part 2 Performance Targets were met and exceeded targets.
 	
    1. **At least 70% of each year's graduates will indicate they attained learning in the functional areas of business. (SLO-1) – met and exceeded**
 	
    2. **At least 70% of each year's graduates will indicate that they are information literate. (SLO-2) - met and exceeded**
 	
    3. **At least 70% of each year's graduates will indicate they are able to use practical business tools. (SLO-3) - met and exceeded**
 	
    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) - met and exceeded**
 	
    5. **At least 70% of each year's graduates will indicate ability to analyze complex business situations. (SLO-5) - met and exceeded**
 	
    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)**
       - **met and exceeded**
 	
    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)**
       - **met and exceeded**
 	
    8. **At least 60% of each year's graduates will indicate they have experienced personal growth and**
	xxxxx	

development. (Program Objective P4–Goal for Personal Development)

- **met and exceeded**

9. **At least 70% of graduates will indicate they have had conversations with a student who has a different background then theirs.**

- met and exceeded

Please see Appendices **7A Accounting 2013 Assessment Results and 7B Business Administration 2013 IACBE Assessment Results for** details.

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

1. *Action 1 - **Results for Direct Measure 1 - End of Program Comprehensive Examination (MFAT) (Pre-Post Exams to be implemented in the future)***

    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)

    Average student performance will be at 50th percentile or above for peer institutions. (SLO-1 & SLO-5)

    The departments have decided to drop the pre-MFAT test from further consideration. And, beginning in the 2014 academic year, the custom exam for online students will be dropped in favor of the MFAT test.

    We will continue with and implement recommendations from last year's Closing the Loop2012 and begin working on Closing the Loop 2013. Please see the Appendix 4E – CTL Summary Fall 2012. The programs determined that for the six areas of emphasis, the senior exam will be used for the direct measure. Learning objectives will be established for each of the six areas of emphasis. There will be a steering committee to work with colleagues to establish new learning outcomes, targets for each SLO and exam and survey questions that will be used to measure achievement of the SLOs; the results will be forwarded to Dr. Fredrickson to collate; and the committee will work on the assessment plan for reviewing, editing and finalizing. (See IACBE Meeting Minutes from January 22, 2013 in Appendix 11D.) The 2013 Closing the Loop discussions are expected to conclude in advance of spring semester 2014.

Section II: Operational Assessment (Note: Complete this section only if you received first-time accreditation or reaffirmation of accreditation after January 1, 2011.) While it is noted that this section does not need to be completed as our program was accredited before 2011, we have chosen to include this information so that we can look at the results from all years and keep the information consistent across the years.

<table>
<tr><td colspan="2">**Operational Assessment for *Accounting and Business Administration***</td></tr>
<tr><td colspan="2">Mission of the ***Accounting and Business Administration***</td></tr>
<tr><td colspan="2">*Educate students through a learning-centered environment.*</td></tr>
<tr><td colspan="2">Intended Operational Outcomes:</td></tr>
<tr><td colspan="2">1.   **Promote an engaged and active learning environment**</td></tr>
<tr><td colspan="2">2.   **Advance a culture of continuous improvement**</td></tr>
<tr><td colspan="2">3.   **Encourage faculty continuous professional development**</td></tr>
<tr><td colspan="2">4.   **Ensure the Business Administration curriculum is current and relevant**</td></tr>
<tr><td colspan="2">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.**</td></tr>
<tr><td>Assessment Measures for Intended Operational Outcomes:</td><td>Performance Targets/Criteria for Operational Assessment Measures:</td></tr>
<tr><td>1.   *Graduating Senior Survey Part 5*</td><td>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.</td></tr>
</table>

2. *Noel Levitz OPO-1*	*Meet institutional SSI student satisfaction scales on Academic Advising Effectiveness and Instructional Effectiveness*
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. At least 70% of graduating seniors are satisfied with the education attained and would recommend the program to family or friends.
4. *Annual Strategic Plan Progress* Partnerships with other institutions of higher learning that reflect institutional strategic directions. (OpO-5) (continues) Programmatic reaccreditation self-study preparations in Spring 2014 (OpO-2) (new)	*Programmatic accreditation in 2009 incorporate a continuous improvement model (OpO-2) was completed is reviewed on a regular basis* *Continued pursuit and research of partnerships* For 2012-2013: 1) new goal for IACBE self-study preparation (operational goal 2) - prepare funding, sending faculty to IACBE self-study conference, reassign load and faculty to self-study responsibilities. 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)

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. (Annual distribution of faculty improvement funds).
		Annual distribution of faculty travel funds
		Faculty development in active and other learning strategies
		Participate in active learning programs provided through University's current strategic initiative.
		Approval of sabbaticals on contractually timely basis.
		Review of faculty accomplishments in 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.
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)
7.	*Advisory Board Formal Feedback (OpO-4)*	Curriculum changes that consider expectations of relevant industry and educational partners while reflecting discipline standards.
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 Operational Assessment Measures:	Performance Target Was…	
	Met	Not Met
1. *Graduating Senior Survey Part 5* **Accounting Graduating Senior Survey results:** **Survey Summer 2012, Fall 2012, Spring 2013** **Respondents: 54** **At least 70% of graduating seniors indicate the ability to analyze, apply, judge, and synthesize (New Fall 2010).** Percentage of graduates who agree with the following statement. As a graduating senior in Accounting, I am able to, Effectively analyze a case study: 94.4 Apply theories or concepts to practical problems as part of a class assignment or discussion: 96.3 Make judgments on how others have interpreted data and drawn conclusions about a particular case: 94.4 Combine concepts from different classes to complete assignments: 98.1. **At least 70% of graduating seniors indicate they have engaged in collaborative learning behaviors (New Fall 2010)** 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: 90.7 Worked with other classmates on a class assignment during class: 90.7 Worked with other classmates on a class assignment outside of class: 83.3 Made class presentations either individually or as part of a group: 88.9 Discussed ideas from class with others who were not classmates: 68.5 **At least 70% of graduating seniors indicate they have worked hard to meet academic expectations (New Fall 2010).** 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: 85.2	xxxxx with one small exception	

Worked hard to meet an instructor's expectations: 98.1.

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: 87.0
the quality of teaching and instruction from the accounting faculty has been good: 90.7
the accounting curriculum has been appropriately challenging: 94.4
my accounting advisor has been knowledgeable and approachable: 88.9.

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: 92.6
I would recommend this program to friends or family interested in accounting: 92.6.

Business Administration Graduating Senior Survey results:
Survey Summer 2012, Fall 2012, Spring 2013
Respondents: 146

At least 70% of graduating seniors indicate the ability to analyze, apply, judge, and synthesize (New Fall 2010).
 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: 95.9
Apply theories or concepts to practical problems as part of a class assignment or discussion: 95.2
Make judgments on how others have interpreted data and drawn conclusions about a particular case: 94.5
Combine concepts from different classes to complete assignments: 95.9

At least 70% of graduating seniors indicate they have engaged in collaborative learning behaviors (New Fall 2010)

	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: 95.9 Worked with other classmates on a class assignment during class: 93.2 Worked with other classmates on a class assignment outside of class: 89.0 Made class presentation either individually or as part of a group: 89.7 Discussed ideas from class with others who were not classmates: 84.2. **At least 70% of graduating seniors indicate they have worked hard to meet academic expectations (New Fall 2010).** 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: 89.7 Worked hard to meet an instructor's expectations: 97.9. **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.** 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: 92.4 the quality of teaching and instruction from the business administration faculty has been good: 93.8 the business curriculum has been appropriately challenging: 93.8 my business administration advisor has been knowledgeable and approachable: 93.8 **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, I am satisfied with the education I have obtained: 94.5 I would recommend this program to friends or family interested in business administration: 93.1. Please see Appendices 7A Accounting 2013 Assessment Results and 7B Business Administration 2013 IACBE Assessment Result for details.		
2.	*Noel-Levitz OpO-1: The Noel-Levitz survey is done every three years. This information is from the 2008-2009 annual*	xxxxx	

report. We will continue to look at the Noel-Levitz survey and report information as it becomes available.

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		
	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 ACCT program: faculty support has been strong, teaching has been good, curriculum has been challenging, advisor has been knowledgeable.** **Accounting Program:** 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: 87.0 the quality of teaching and instruction from the accounting faculty has been good: 90.7 the accounting curriculum has been appropriately challenging: 94.4 my accounting advisor has been knowledgeable and approachable: 88.9. **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: 92.6 I would recommend this program to friends or family interested in accounting: 92.6. **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.** **Business Administration:** Percentage of graduates who agree with the following statement. While a student at Bemidji State,	xxxxx	

the quality of support from the business administration faculty has been strong: 92.4 the quality of teaching and instruction from the business administration faculty has been good: 93.8 the business curriculum has been appropriately challenging: 93.8 my business administration advisor has been knowledgeable and approachable: 93.8 **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, I am satisfied with the education I have obtained: 94.5 I would recommend this program to friends or family interested in business administration: 93.1.		
4. *Annual Strategic Plan Progress* Programmatic accreditation by 2009 that incorporates a continuous improvement model (OpO-2) (completed) As noted in previous annual reports, the Strategic Plan was revised to required IACBE's Note requirements. In the spring of 2010, an HLC visit led to a review of campus-wide assessment. Recommendations were instituted. In the fall of 2012, there were campus wide planning sessions for the new Master Academic Plan. Both the Accounting and Business programs met and did a SWOT analysis to be incorporated into the Strategic Plans for the programs. Please see: Appendix 8A Accounting Strategic Plan, Appendix 8B Accounting SWOT Wish Summary 2012, Appendix 8C BuAd 2010 Strategic Plan updated 2012, Appendix 8D BuAd 2012 Update for Accounting and Business, and Appendix 8E BuAd University Strategic Planning 2012 for those documents. Partnerships with other institutions of higher learning that reflect institutional strategic directions. (OpO-5) (continues) Work in this area continues each year. In the past year, additional emphasis has been placed in this area by the BSU Center for Extended Learning. Numerous meetings involving the Accounting and Business programs have taken place with regional universities, community colleges, and tribal colleges. Curriculum comparisons and transfer agreements have been worked on. Programmatic reaccreditation self-study preparations in Spring 2014 (OpO-2) (new) **New goals developed to be analyzed in IACBE report 2012-2013:** 1) new goal for IACBE self-study preparation (operational goal 2) – prepare funding, sending faculty to IACBE	xxxxx xxxxx	

self-study conference, reassign load and faculty to self-study responsibilities. **Result: On-going discussions began in 2012-2013 and will continue in 2013-2014**
 	
   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) – **Result: One faculty member submitted a class for review (Wood – 2280 Computer Business Applications)**
 	
   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) – **Result: Nine faculty members attended QM training (Kranz, Fauchald, Iaquinto, Wood, Frost, Fredrickson, Young, Wallingford, and Nielsen)**	

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 process for distribution of the PIG grants has been described in previous annual reports.
 	
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
2012-2013: 12 applications from Business and Accounting, 8 were approved and funded
 	
In addition to the professional improvement grants noted above, several other faculty grant opportunities have become available to BSU faculty. These grant opportunities and awardees of the grants can be found at: http://www.bemidjistate.edu/faculty_staff/professional_development/grants/
 	
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 are distributed annually.
 	
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
	xxxxx

by Academic Affairs and/or the College. The Center for Professional Development is also very active in providing faculty help with pedagogy.

- 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 one sabbatical application. Sabbaticals are funded by University and governed by faculty CBA. The sabbatical request was granted for the Business faculty for the fall of 2012.

Please see Appendix 9 Memo from Dean Strong for a 2012-2013 summary of activities in this area.

In 2011-2012, a new matrix icon was instituted 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. As was stated last year, 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 in 2011-2012 and 6.4 of the 8 in 2012-2013. Please see Appendix 10A for the Faculty Operational Goal Matrix Results and Appendix 10B for the Operational Goal Input Example. (Please note we adjusted 2011-2012 results to allow consistency on how the data was tallied in 2011-2012 and 2012-2013. We plan to change the design and categorization of information for the next annual report.)

6. Minutes from Department (curriculum) Meetings (OpO-4) **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.	xxxxx	

	Please see Appendix 1 for a summary of the curriculum changes and Appendix 2A, Appendix 2B, Appendix 2C, and Appendix 2D for the actual curriculum proposals. 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. The minutes are saved either on a shared drive or a shared space on Desire to Learn or both. Minutes are taken at each IACBE meeting and are saved on a shared faculty drive. Please see Appendix 11A, Appendix 11B, Appendix 11C, Appendix 11D, Appendix 11E, and Appendix 11F – for the minutes from those meetings.		
7.	*Advisory Board Formal Feedback (OpO-4)* **Curriculum changes that consider expectations of relevant industry and educational partners while reflecting discipline standards.** The original intention for Operational Outcome 4 was to have the College Advisory Board look at curriculum changes that consider expectations of relevant industry and educational partners while reflecting discipline standards. In reviewing this objective during the summer of 2013, it was determined that surveying the College Advisory Board would not include the most appropriate stakeholders. During the fall of 2013, the faculty are revisiting this outcome and are determining the best method to use to meet this objective working with employers of interns and current graduates.		xxxxx
8.	Department Annual report on education and academic partnerships. **Partnerships with other institutions of higher learning which reflect institutional strategic directions. (OpO-5)** Maintained all current partnerships and are developing articulation and exchange agreements, agreements with several new universities in China, Korea, and Switzerland. Revising and expanding older agreements in Norway, Denmark, Sweden, and the UK. Dr. Sanjeev Phukan of the Business Administration Department is also the University's Director of International Relations.	xxxxx	

	Continued support of MARS, the college's student-run organization that provides a variety of marketing-related projects 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, community colleges, and universities.		
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)** There are a variety of activities that faculty and students participate in for outreach. These include, but are not limited to, the following: • Students work with real clients in the area in clubs and in classes. Faculty have business persons and experts as guest lecturers in the classes. Several of the professors have a community service component in their classes. • 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. • Clubs that have outreach activities: Business Club activities; Accounting Club activities; Computer Information Systems (CIS) Club activities; American Indian Business Leaders Chapter activities; Human Resource Club activities. • Faculty are involved in the Red Lake Entrepreneurship program. • Students are involved in Rotaract; the Sales Team competition; and internships. • Accounting students attend the annual Accounting and Auditing Student Conference in Minneapolis, Minnesota. • Alpha Phi Sigma and Sigma Beta Delta are coordinated out of the Business Department.	xxxxx	

	In 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.		
10.	*Departmental communication materials – faculty progress reports and course syllabi (OpO-5)* **Enhanced communication to all stakeholders (OpO-5)** From the Dean's memo found in <u>Appendix 9</u> there are a variety of communication materials: • The collective bargaining agreement outlines the process for faculty professional development plans and progress reports to ensure that there is timely review of the materials. • All course syllabi include student learning outcomes. The syllabi are kept in the College office and additionally, the core components of the syllabi for all classes have been transferred to the MnSCU central office. • The Accounting and Business Departments have several active student groups that are involved in promoting information about the programs. • Additionally, the websites for the departments are kept current and include IACBE information, scholarship information, along with the regular needed departmental, program and curriculum information. • There was a plan to have specific departmental brochures available to faculty and staff for the programs. This is an ongoing project.	xxxxx	

Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:
1. In the <u>Graduating Senior Results in Accounting</u>, under collaborative learning, the results for the comment "Discussed ideas from class with others who were not classmates: 68.5" was below the 70 percentile. This appears to be an anomaly, but will be looked at in the future.
2. In the <u>Advisory Board Formal Feedback</u> (OpO-4) **Curriculum changes that consider expectations of relevant industry and educational partners while reflecting discipline standards.**

The original intention for Operational Outcome 4 was to have the College Advisory Board look at curriculum changes that consider expectations of relevant industry and educational partners while reflecting discipline standards.

In reviewing this objective during the summer of 2013, it was determined that surveying the College Advisory Board would not include the most appropriate stakeholders. During the fall of 2013, the faculty are revisiting this outcome and are determining the best method to use to meet this objective working with employers of interns and current graduates.