Annual Report – Accredited Member

Institution: Northwest Christian University
Academic Business Unit: School of Business and Management
Academic Year: 2012-13
IACBE ANNUAL REPORT
For Academic Year: 2012-13

This annual report should be completed for your academic business unit and submitted to the IACBE by November 1 of each year.

General Information

Institution’s Name: Northwest Christian University
Institution’s Address: 838 E. 11th Ave.
City and State or Country: Eugene, OR Zip or Postal Code: 97401
Name of Submitter: Steve Schmidt
Title: Instructor of Management – School of Business and Management
Your Email Address: sschmidt@nwcu.edu
Telephone (with country code if outside of the United States): (541) 684-7257
Date Submitted: 11/1/2013
Total Headcount Enrollment of the Institution for 2012-13: 635

Accreditation Information

1. If applicable, when is your next institutional accreditation site visit? 2014 Year
2. When is your next reaffirmation of IACBE accreditation site visit? 2014 Year

3. Provide the website address for the location of your public notification of accreditation by the IACBE: http://www.nwcu.edu/about/accreditation-memberships

4. Provide the website address for the location of your public disclosure of student learning results: http://www.nwcu.edu/document.doc?id=453

5. If your accreditation letter from the IACBE Board of Commissioners contains “notes” that identified areas needing corrective action, please list the number of the IACBE’s Accreditation Principle for each note in the table below. Indicate whether corrective action has already been taken or that you have made plans to do so. (Insert additional rows as necessary.)

<table>
<thead>
<tr>
<th>Commissioners’ Notes</th>
<th>Action Already Taken</th>
<th>Action Planned</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


Administrative Information

1. Provide the following information pertaining to the current president/chief executive officer of your institution:

   Name: Joseph Womack
   Title: President
   Highest Earned Degree: Ed.D.
   Email: jwomack@nwcu.edu
   Telephone (with country code if outside of the United States): 541-684-7241
   Fax (with country code if outside of the United States): 

   Check here if this represents a change from the previous year.

2. Provide the following information pertaining to the current chief academic officer of your institution:

   Name: Dennis Lindsay
   Title: Vice President of Academic Affairs
   Highest Earned Degree: Ph.D.
   Email: dlindsay@nwcu.edu
   Telephone (with country code if outside of the United States): 541-684-7253
   Fax (with country code if outside of the United States): 

   Check here if this represents a change from the previous year.

3. Provide the following information pertaining to the current head of your academic business unit:

   Name: Dennis Lindsay
   Title: 
   Highest Earned Degree: 
   Email: 
   Telephone (with country code if outside of the United States): 
   Fax (with country code if outside of the United States): 

   Check here if this represents a change from the previous year.

4. Provide the following information pertaining to your current primary representative to the IACBE, i.e., the person who is your primary contact for the IACBE and who votes on behalf of the academic business unit on IACBE matters (if not the same as the head of the academic business unit):

   Name: Dennis Lindsay
   Title: 
Programmatic Information

1. For each of your IACBE-accredited business programs, provide the total headcount enrollment and the number of degrees conferred in the program (including each major, concentration, specialization, and emphasis) for 2012-13 (insert rows in the table as needed):

<table>
<thead>
<tr>
<th>Program</th>
<th>Enrollment 2012-13</th>
<th>Number of Degrees Conferred 2012-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management (TUG &amp; ADP)</td>
<td>$20 + 21 = 41$</td>
<td>$4 + 5 = 9$</td>
</tr>
<tr>
<td>Marketing (TUG &amp; ADP)</td>
<td>$10 + 5 = 15$</td>
<td>$2 + 4 = 6$</td>
</tr>
<tr>
<td>Undeclared (TUG, ADP, &amp; ADP HR, HCA, &amp; MIS teachout)</td>
<td>$15 + 12 + 10 = 37$</td>
<td>$0 + 3 + 7 = 10$</td>
</tr>
<tr>
<td>Accounting (TUG &amp; ADP)</td>
<td>$15 + 20 = 35$</td>
<td>$5 + 6 = 11$</td>
</tr>
<tr>
<td>MBA (Conferrals incl. 2 HCA teachouts)</td>
<td>$62$</td>
<td>$57$</td>
</tr>
<tr>
<td><strong>Totals for All Programs Combined</strong></td>
<td><strong>190</strong></td>
<td><strong>93</strong></td>
</tr>
</tbody>
</table>

*Please do not double-count students who pursued multiple programs during the reporting year, e.g., students who double-majored in both accounting and finance.*)
2. Do you offer any of your IACBE-accredited business programs outside of your home country?

   X No. If no, proceed to item 3 below.
   ____ Yes. If yes, please identify the programs and countries in the table below. In addition, if the programs are delivered in partnership with other institutions, please identify those institutions as well. (Insert rows in the table as needed.)

<table>
<thead>
<tr>
<th>Program</th>
<th>Country or Countries</th>
<th>Partner Institution(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Did you terminate any business programs during the reporting year?

   X No. If no, proceed to item 4 below.
   ____ Yes. If yes, please identify the terminated programs in the table below. (Insert rows in the table as needed.)

<table>
<thead>
<tr>
<th>Terminated Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

4. Were changes made in any of your business programs?

   ____ No. If no, proceed to item 5 below.
   X Yes. If yes, please identify the changes on a separate page at the end of this report.

5. Were any new business programs (including new majors, concentrations, specializations, and/or emphases) established during the academic year?

   X No. If no, proceed to the Outcomes Assessment section below.
   ____ Yes. If yes, please identify the new programs on a separate page at the end of this report, and answer item 6 below.

6. If applicable, was approval of your institutional accrediting body required for any of the programs identified in item 5 above?

   ____ No. If no, proceed to the Outcomes Assessment section below.
   ____ Yes. If yes, please attach a copy of the material that you sent to your institutional accrediting body.
Outcomes Assessment

1. Has your outcomes assessment plan been submitted to the IACBE?
   X Yes
   ____ No. If no, when will the plan be submitted to IACBE? ____________________________

2. Is the original or revised outcomes assessment plan that you submitted to the IACBE still current or have you made changes?
   ____ The outcomes assessment plan that we have previously submitted is still current.
   ____ Changes have been made and the revised plan is attached. ... *Transcription error in second MBA direct assessment measure corrected from “90% of graduating seniors will score a cumulative grade point average of 3.0 or higher” to “100% of graduating seniors will receive satisfactory or better rubric ratings on all 12 chapters and passing grade on assembly of the portfolio.”*
   X We have made changes and the revised plan will be sent to the IACBE by: ____________________________

3. Complete the Outcomes Assessment Results form below and include it with this annual report to the IACBE. **Note: Section II of the form (Operational Assessment) needs to be completed only if you received first-time accreditation or reaffirmation of accreditation after January 1, 2011.**

   An example of a completed form can be found in a separate document that is available for download on the IACBE’s website at: www.iacbe.org/accreditation-documents.asp. Section I (Student Learning Assessment) of the Outcomes Assessment Results form must be completed for each business program that is accredited by the IACBE (i.e., a separate table must be provided for each program). Performance targets/criteria are the criteria used by the academic business unit in evaluating assessment results to determine whether intended outcomes have been achieved. For example, if the academic business unit is using the ETS Major Field Test as one of its direct measures of student learning, then a performance target might be that the Institutional Mean Total Score on the exam will place students in the upper quartile nationally; or if the academic business unit is using a comprehensive project in a capstone course as a direct measure of student learning, then a performance target might be that 80% of the students will score at the highest level (e.g., proficient, exemplary, etc.) on each project evaluation criterion.

   Remember that your outcomes assessment plan needs to include two or more direct and two or more indirect measures of student learning. These measures should be used at the program level. At the bottom of each section of the form, space is provided to identify changes and improvements that you plan to make as a result of your assessment activity. Italicized entries in the form represent areas where the academic business unit should insert its own assessment information. Add tables and insert rows in the tables as needed.
**Other Issues**

Briefly comment on other issues pertaining to your academic business unit that you would like to share with the IACBE.

**Personnel Updates**

Hire: Gary Railsback, Ph.D.: Associate V.P. for Academic Affairs & Dean of Professional Studies
Promotion: Dave Quirk, MBA: Director, MBA and Business Adult Degree
Departure: Jason Daniels, Ph.D.
Search (sched start Nov ‘13): Professor of Marketing
Searches (temporarily on hold): Dean of School of Business and Management, Professor of Management

**Program Changes**

**Traditional UnderGraduate (TUG) Business Administration**
Change to a Bachelors of Science (B.S.) degree program (beginning in fall 2012) from a Bachelors of Arts (B.A.). The class MATH 430 (Advanced Data Analysis) is the preferred choice to meet the additional math/science requirement for the B.S. degree.

**Course additions**

MATH 430 – Advanced Data Analysis: This course is an extended study of probability distributions and inferential statistics. Topics include research design, advanced sampling methods, multiple linear regression as well as nonlinear regression analysis, analysis of variance and design of experiments, methods for categorical data, and non-parametric methods. Extensive computer use involved.
Prerequisite: MATH 315.

**Direct Assessment Measure: Pre/Post Testing**
Peregrine Academic Services, LLC, has been commissioned (as of Fa13) to provide testing services. Pre-testing is administered at the start of the program in BUS 310. Post testing for the Major Field Exam is administered in BUS 499.

**Adult Degree Program (ADP) Business Administration**

**Concentration removal**

Human Resources Management – Low enrollment, not cost-effective

**Course removal**

MGMT 318 – Risk Management: The course is designed to identify key occupational health, safety and workplace security theory and concepts. Legal and regulatory issues affecting health-related programs, policies and employers’ liabilities. Current practices are reviewed.

MGMT 328 – Human Resource Development: This course is designed to study theory and technology of organizational training and development. Learning theory and its applications to training, methodology for training evaluation and forces shaping future training needs are included.

MGMT 338 – Total Compensation: This course is designed to examination various rewards systems, including financial, in organizations and the study of relevant theoretical and legal perspectives. Topics include, but are not limited to, job evaluation/wage surveys, incentives, pay equity, benefits, and
compensation strategy.

MGMT 348 – Performance Management: This course is a study of performance management as a system within an organization and as a leadership tool for anyone who supervises the people within the organization. Performance management systems will be analyzed and critiqued. Recommendations will be made for improvements to the system.

**Direct Assessment Measure: Pre/Post Testing**
Peregrine Academic Services, LLC, has been commissioned (as of Fa13) to provide testing services. Pre-testing is administered at the start of the program in MGMT 310. Post testing for the Major Field Exam is administered in MGMT 499.

**TUG Accounting**

**Program change**
Modify program and courses to require a business minor for all accounting majors and enhance opportunity for double major in accounting and business.

**Course removal**
BUS 450 – Managerial Finance (now for business majors only)

**Course additions**
ACTG 441 – Auditing II: A continuation of Auditing 440 with specific emphasis on auditing various sections of a company’s balance sheet and the statements of income and stockholders equity and obtaining audit evidence for the various financial statement amounts. Emphasis is on a risk-based approach stressed in recent AICPA, PCAOB, and International standards. Prerequisite: ACTG 440.

ACTG 460 – Corporate Financial Management: The objective of this course is to further a student’s understanding of the decisions made by finance managers in organizations. Topics include cash flow analysis under uncertainty, time value of money, equity markets and stock valuation, capital investment decisions, capital market theory, cost of capital, dividends and dividend policy. Prerequisites: ACTG 342 (NOTE: The course number was corrected from ACTG 450 written on the program change paperwork.)

ACTG 480 – Accounting Theory: Statements and Pronouncements of the Financial Accounting Standards Board, the American Institute of Certified Public Accountants, the American Accounting Association, the Securities and Exchange Commission, the International Accounting Standards Board and the Government Accounting Standards Board are studied and analyzed. Advanced theory in mergers and acquisitions are also studied. Prerequisite ACTG 342 and ACTG 499 or Department approval.

**Course changes**
ACTG 360 -> ACTG 260 – Accounting Information Systems: Change from major requirement to pre-req
BUS 100 – Introduction to Business: Change from co-req to pre-req
* OR * BUS 110 – Entrepreneurship and Small Business Management: Change from co-req to pre-req
ECON 201 – Microeconomics: Change from co-req to pre-req
ECON 202 – Macroeconomics: Change from co-req to pre-req
MATH 315 – Applied statistics: Change from co-req to major req
WR 310 – Writing for the Discipline: Change from co-req to major req
BUS 310 – Principles of Management: Change from co-req to minor req
BUS 330 – Marketing: Change from co-req to minor req
BUS 410 – Operations Management: Change from co-req to minor req
Direct Assessment Measure: Pre/Post Testing

Peregrine Academic Services, LLC, has been commissioned (as of Fa13) to provide testing services. Pre-testing is administered at the start of the program in ACTG 341. Post testing for the Major Field Exam is administered in ACTG 499.

ADP Accounting

Direct Assessment Measure: Pre/Post Testing

Peregrine Academic Services, LLC, has been commissioned (as of Fa13) to provide testing services. Pre-testing is administered at the start of the program in ACTG 341. Post testing for the Major Field Exam is administered in ACTG 499.

MBA Program

Course removal

BUS 560 – Management Information Systems: This course will examine knowledge management as a topic related to organizational decision-making. Students will examine the application of computing technologies as tools for developing and conveying domains of knowledge effectively by using diverse computing methods to gather, process, and present knowledge and information to enhance the learning process.

Course addition

BUS 635 – Corporate Sustainability: This course provides guidance for students to collect sustainability data to benchmark against other best-practice organizations, and utilized the Baldrige Performance Excellence Program as the template to assess sustainability. Additionally, this course will help students identify and strategically address sustainability opportunities that will: increase revenue and reduce costs; enhance the organization’s reputation, brand, and market value; better attract and retain talented employees; mitigate regulatory and business risks; and address key economic, environmental, and social issues with the organization.

Direct Assessment Measure: Pre/Post Testing

Peregrine Academic Services, LLC, has been commissioned (as of 4/12/13) to provide the following Outcome Assessment tools:

- Inbound exams will be administered to all NEW students starting the program. All students will be required to complete the exam in order to get access to the MBA Program.

- Outbound exams will be administered to all students who have registered for graduation through the Registrar’s Office. All students will be required to complete the exam in order to graduate from the MBA Program.

Direct Assessment Measure: Portfolio

Each student will complete an additional assignment for each of the 12 Course Offerings provided in the Program. At graduation time (last eight weeks of the student’s program), the student will coordinate with SBM Faculty to review and finalize the 12 individual projects into one, cohesive Portfolio for them to present. This will represent a tangible demonstration of their abilities / accomplishments from the MBA Program. These Business Portfolios will be kept with NCU’s SBM in electronic form to present to accrediting bodies signifying our commitment to our student’s success in this program.
**School of Professional Studies**

Non-traditional adult study, online, and graduate presentation of business curriculum (including ADP Business Administration and Accounting and MBA) provided with centralized, additional resources to focus on program improvement and growth.

**Ongoing Self-Study Year**

The calendar year 2013 is the self-study year, following up on the Outcomes Assessment Plan (OAP) last updated May, 2013. This Annual Report for school year 2012-2013 documents results based on that most recent plan. Information gained through the annual report and self-study processes will inform changes to the OAP that will be included in the self-study. These identified changes are documented in the results sections below.
Outcomes Assessment Results
For Academic Year: 2012-13

Section I: Student Learning Assessment (SLA)

SLA Traditional Undergraduates (TUG) Bachelor of Science

<table>
<thead>
<tr>
<th>Intended Student Learning Outcomes: Graduates will be able to demonstrate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Knowledge of the disciplinary areas of accounting, marketing, finance, and management</td>
</tr>
<tr>
<td>2. Knowledge of the legal, social, economic, entrepreneurial, and global environments of business</td>
</tr>
<tr>
<td>3. Knowledge of the ethical obligations and responsibilities of business</td>
</tr>
<tr>
<td>4. The ability to apply knowledge of business concepts and functions in an integrated manner</td>
</tr>
<tr>
<td>5. The ability to think critically and use decision-support tools</td>
</tr>
<tr>
<td>6. The ability to research and to communicate effectively</td>
</tr>
<tr>
<td>7. Students will participate in ACE day</td>
</tr>
<tr>
<td>8. Students will serve as interns and gain practical experience</td>
</tr>
</tbody>
</table>

Assessment Tools for Intended Student Learning Outcomes—Direct Measures of Student Learning:

<table>
<thead>
<tr>
<th>Performance Targets/Criteria for Direct Measures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ethical case study w/paper using rubric At least 80% of graduating students will score 80% or higher.</td>
</tr>
<tr>
<td>2. Major Field Exam (assesses Mgmt, Mktg, Actg) At least 80% of graduating students will score 80% or higher in the area of their major.</td>
</tr>
</tbody>
</table>

Assessment Tools for Intended Student Learning Outcomes—Indirect Measures of Student Learning:

<table>
<thead>
<tr>
<th>Performance Targets/Criteria for Indirect Measures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ACE day participation 100% of B.S. seniors will participate in ACE day.</td>
</tr>
<tr>
<td>2. Internship supervisor evaluations 90% of supervisors will rate interns satisfactory or above.</td>
</tr>
</tbody>
</table>
### Summary of Results from Implementing Direct Measures of Student Learning:

<table>
<thead>
<tr>
<th>Performance Target Was...</th>
<th>Met</th>
<th>Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. SP-13, BUS 370: 27 of 31 students (87%) scored &gt; 80%</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>2. SP-13, BUS 499: 6 of 6 students (100%) scored &gt; 80%</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

### Summary of Results from Implementing Indirect Measures of Student Learning:

<table>
<thead>
<tr>
<th>Performance Target Was...</th>
<th>Met</th>
<th>Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. FA-12, ACTG 499: 9 of 9 participants (100%). SP-13, BUS 499: 6 of 6 participants (100%).</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>2. Su12 – Sp13: 13 interns, 11 evaluations on 19 points. 100% above 3 (satisfactory) out of 5. Avg. 4.7. Rng. 4.26 – 5.</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

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

1. Update OAP criteria with verbage to clarify 80% on Ethical Case Study rubric (to be migrated to Taskstream). Update Curriculum Map to specify course providing case study.
2. Update OAP measure to utilize Peregrine for pre/post-test (replaces MFE for all three programs, also migrate to Taskstream). Update Curriculum Map to specify courses providing testing.
3. Update OAP criteria to 90% will receive satisfactory or better ratings on ACE projects rubric (also migrate to Taskstream).
4. Update OAP criteria to clarify 90% of students will receive overall rating of satisfactory or above by internship supervisor (also migrate to Taskstream).

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### SLA Adult Degree Program (ADP) Bachelor of Arts

Intended Student Learning Outcomes: Graduates will be able to demonstrate

1. Knowledge of the disciplinary areas of accounting, marketing, finance, and management
2. Knowledge of the legal, social, economic, entrepreneurial, and global environments of business
3. Knowledge of the ethical obligations and responsibilities of business
4. The ability to apply knowledge of business concepts and functions in an integrated manner
5. The ability to think critically and use decision-support tools
6. The ability to research and communicate effectively
7. The ability to utilize services offered by Career Development

<table>
<thead>
<tr>
<th>Assessment Tools for Intended Student Learning Outcomes—Direct Measures of Student Learning:</th>
<th>Performance Targets/Criteria for Direct Measures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ethical case study w/paper using rubric</td>
<td>At least 80% of graduating students will score 80% or higher.</td>
</tr>
<tr>
<td>2. Capstone using rubric that includes key measures and simulation (assesses Mgmt, Mktg, Actg)</td>
<td>At least 80% of graduating students will score 80% or higher in the area of their major.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment Tools for Intended Student Learning Outcomes—Indirect Measures of Student Learning:</th>
<th>Performance Targets/Criteria for Indirect Measures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student Satisfaction Inventory</td>
<td>90% of Adult Degree Program students will report satisfaction with their learning experience on a scale of 1-7/&gt;4.</td>
</tr>
<tr>
<td>2. Annual 1-year out alumni outcomes survey</td>
<td>80% of Adult Degree Program students will use the services of the Career Development Department.</td>
</tr>
</tbody>
</table>

| Summary of Results from Implementing Direct Measures of Student Learning: | Performance Target Was... |
|---|---|---|
| 1. SP-13, MGMT 370 OL1: (16) of (16) students (100%) scored > 80% | Met | Not Met |
| 2. SP-13, MGMT 499 OL2: (10) of (11) students (91%) scored > 80% | X | |

| Summary of Results from Implementing Indirect Measures of Student Learning: | Performance Target Was... |
|---|---|---|
| 1. On a scale of 1 to 7, students responding to survey rank “Importance of Instructional Effectiveness” 6.54 (very important). Level of satisfaction on that scale is 5.8 (mean) with a standard deviation of 1.0. Thus, >95% are satisfied or better. | X |
| 2. (4) of (25) used CD outside of classroom, (8) of (25) inside classroom (~48%) | X |

<table>
<thead>
<tr>
<th>Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Update OAP criteria with verbage to clarify 80% on Ethical Case Study rubric (to be migrated to Taskstream). Update Curriculum Map to specify</td>
</tr>
</tbody>
</table>
2. Update OAP measure to utilize Peregrine for pre/post-test (replaces capstone for all three programs, also migrate to Taskstream). Update Curriculum Map to specify courses providing testing.

3. Update OAP measure to also utilize aggregated student self-reported course evaluations for all SBM program coursework, with the measure that 80% will report overall satisfactory or better (also migrate to Taskstream).

4. Update OAP criteria to 80% of ADP alumni will report satisfaction with their adequate preparation for the job market instructionally and through CD services. New data being collected and aggregated. Update Curriculum Map to incorporate CD prepared powerpoints into content of online classes that do not have face-to-face opportunities to meet with career development (also migrate to Taskstream).

**SLA Masters of Business Administration (MBA)**

**Intended Student Learning Outcomes:** Graduates will be able to demonstrate

| 1. Knowledge of the key content areas of business: managerial accounting, managerial finance, operations and service management, human resource management, management information systems, marketing strategy, managerial economics, business ethics, organizational behavior, leadership strategies, and managerial statistics |
| 2. Skills in strategic analysis and integration |
| 3. The ability to apply quantitative methods to business situations |
| 4. Knowledge of the ethical obligations and responsibilities of business |
| 5. Development of a professional Portfolio representative of key content areas |

**Assessment Tools for Intended Student Learning Outcomes—Direct Measures of Student Learning:**

<table>
<thead>
<tr>
<th>Performance Targets/Criteria for Direct Measures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Peregrine Pre/Post Assessment</td>
</tr>
<tr>
<td>90% of graduates will improve 10% or better on Peregrine Pre/Post Assessment.</td>
</tr>
<tr>
<td>2. Portfolio</td>
</tr>
<tr>
<td>100% of graduating seniors will receive satisfactory or better rubric ratings on all 12 chapters and passing grade on assembly of the portfolio.</td>
</tr>
</tbody>
</table>

**Assessment Tools for Intended Student Learning Outcomes—Indirect Measures of Student Learning:**

<table>
<thead>
<tr>
<th>Performance Targets/Criteria for Indirect Measures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Employer Survey</td>
</tr>
<tr>
<td>80% of Employers will report satisfaction with skills</td>
</tr>
</tbody>
</table>
2. **Annual 1-year out alumni outcomes survey**

80% of Alumni respondents will report satisfaction with their degree

<table>
<thead>
<tr>
<th>Summary of Results from Implementing Direct Measures of Student Learning:</th>
<th>Performance Target Was...</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Peregrine implemented Summer 2013, no results yet available for annual report</td>
<td>Pending</td>
</tr>
<tr>
<td>2. Portfolio assignment tested Summer 2013, fully implemented across curriculum starting Fall 13, no results available.</td>
<td>Pending</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summary of Results from Implementing Indirect Measures of Student Learning:</th>
<th>Performance Target Was...</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 2012-2013 employer survey results are pending processing. Prior years’ data is not relevant to the changed program</td>
<td>Pending</td>
</tr>
<tr>
<td>2. 2012-2013 grad survey results are pending processing. Prior years’ data is not relevant to the changed program</td>
<td>Pending</td>
</tr>
</tbody>
</table>

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

1. First Peregrine pre-testing data being aggregated. First post data (with no initial testing for comparison) will be generated Fall 2013. First full pre-to-post closing of the loop testing will be completed Fall 2014. (All migrating to Taskstream.)

2. First Portfolio assignments will be completed and measured Fall 2013. New P/NP class BUS 690 will be created for final portfolio assembly Fall 2014. (Migrating all assignments and portfolio assembly to Taskstream).

3. 2012-2013 survey results will be reported with the Self-Study. (Migrating to Taskstream.)

4. 2012-2013 survey results will be reported with the Self-Study. (Migrating to Taskstream.)

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**Section II: Operational Assessment**

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

**Operational Assessment for (Name of Academic Business Unit)**

Mission of the (Name of Academic Business Unit):
### Mission Statement

### Intended Operational Outcomes:

1. (Intended Operational Outcome 1)
2. (Intended Operational Outcome 2)
3. (Intended Operational Outcome 3)
4. (Intended Operational Outcome 4)

#### Assessment Measures for Intended Operational Outcomes:

<table>
<thead>
<tr>
<th>Measure for Intended Operational Outcome 1</th>
<th>Target/Criterion for Measure 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure for Intended Operational Outcome 2</td>
<td>Target/Criterion for Measure 2</td>
</tr>
<tr>
<td>Measure for Intended Operational Outcome 3</td>
<td>Target/Criterion for Measure 3</td>
</tr>
<tr>
<td>Measure for Intended Operational Outcome 4</td>
<td>Target/Criterion for Measure 4</td>
</tr>
</tbody>
</table>

#### Summary of Results from Implementing Operational Assessment Measures:

<table>
<thead>
<tr>
<th>Measure</th>
<th>Performance Target Was...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Met</td>
</tr>
<tr>
<td>Measure 1</td>
<td></td>
</tr>
<tr>
<td>Measure 2</td>
<td></td>
</tr>
<tr>
<td>Measure 3</td>
<td></td>
</tr>
<tr>
<td>Measure 4</td>
<td></td>
</tr>
</tbody>
</table>

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

1. (Course of Action 1)
2. (Course of Action 2)
<table>
<thead>
<tr>
<th></th>
<th>Course of Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>(Course of Action 3)</td>
</tr>
<tr>
<td>4.</td>
<td>(Course of Action 4)</td>
</tr>
</tbody>
</table>