



**IACBE**

International Assembly for Collegiate Business Education

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## **Annual Report – Accredited Member**

**Institution:** \_\_\_\_\_ Gwynedd Mercy College  
**Academic Business Unit:** \_\_\_\_\_ School of Business  
**Academic Year:** \_\_\_\_\_ 2010-11

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International Assembly for Collegiate Business Education  
P.O. Box 3960  
Olathe, Kansas 66063  
USA

**IACBE ANNUAL REPORT**  
**For Academic Year: 2010-11**

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: Gwynedd Mercy College

Institution's Address: 1325 Sumneytown Pike

City and State or Country: Gynedd Valley, PA Zip or Postal Code: 19437-0901

Name of Submitter: Dr. Heather L. Pfleger

Title: Dean for the School of Business

Your Email Address: Pfleger.h@gmc.edu

Telephone (with country code if outside of the United States): 215-646-7300

Date Submitted: \_\_\_\_\_

**Accreditation Information**

1. If applicable, when is your next institutional accreditation site visit? \_\_\_\_\_ 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: www.gmc.edu/academics/business\_cli/
4. Provide the website address for the location of your public disclosure of student learning results: www.gmc.edu/academics/business\_cli
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.)

| <i>Commissioners' Notes</i> | <i>Action Already Taken</i> | <i>Action Planned</i> |
|-----------------------------|-----------------------------|-----------------------|
|                             |                             |                       |
|                             |                             |                       |

| <i>Commissioners' Notes</i> | <i>Action Already Taken</i> | <i>Action Planned</i> |
|-----------------------------|-----------------------------|-----------------------|
|                             |                             |                       |

**Administrative Information**

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

Name: Dr. Kathleen Owens

Title: President

Highest Earned Degree: PhD Email: Owens.k@gmc.edu

Telephone (with country code if outside of the United States): 215-646-7300 x560 Fax (with country code if outside of the United States): 215-641-5509

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: Dr. Robert Funk

Title: Interim Vice President for Academic Affairs

Highest Earned Degree: PhD Email: Funk.r@gmc.edu

Telephone (with country code if outside of the United States): 215-646-7300 x525 Fax (with country code if outside of the United States): 215-641-5680

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: Dr. Heather Pflieger

Title: Dean for the School of Business

Highest Earned Degree: Ed. D. Email: Pflieger.h@gmc.edu

Telephone (with country code if outside of the United States): 215-646-7300 x581 Fax (with country code if outside of the United States): 215-641-5586

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 (if not the same as the head of the academic business unit):

Name: \_\_\_\_\_  
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.

5. Provide the following information pertaining to your current alternate representative to the IACBE:

Name: Dr. Ralph hoffman  
Title: Associate Professor of Business  
Highest Earned Degree: Ed. D. Email: Hoffman.r@gmc.edu  
Telephone (with country code if outside of the United States): 215-646-7300 x159 Fax (with country code if outside of the United States): 215-641-5586

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

### **Programmatic Information**

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

X No

\_\_\_\_\_ Yes. If yes, please identify the terminated programs on a separate page at the end of this report.

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

X No

\_\_\_\_\_ Yes. If yes, please identify the changes on a separate page at the end of this report.

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

No (skip 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 4 below.

4. If applicable, was approval of your institutional accrediting body required for any of the programs identified in item 3 above?

No

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?

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.

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](http://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.

The Dean for the School of Business resigned suddenly in late September of 2010 and an Interim Dean was appointed for the year. In March, 2011, the Interim Dean was notified that Gwynedd Mercy did not submit a report for 2009-2010. The previous Dean had never drafted an annual report for 2009-2010. AICBE was contacted regarding this, and we were instructed to report out on 2009-2010 when we submitted the 2010-2011 report. During this past academic year the faculty completely redesigned the school's assessment plan. Any elements that remained from the 2009-2010 assessment artifacts are incorporated in the 2010-2011 report.

## Outcomes Assessment Results

For Academic Year: 2010-11

### Section I: Student Learning Assessment

| <b>Student Learning Assessment for Accounting</b>   |   |
|---|---|
| Intended Student Learning Outcomes for <i>(Program 1)</i> : Accounting  |   |
| 1. The ability to produce a business related papers using APA format. <i>Relates to institutional goal of Written/Oral Communications</i>   |   |
| 2. The ability to clearly and effectively prepare written business communications. <i>Relates to institutional goal of Written/Oral Communications</i>  |   |
| 3. Business students will apply knowledge and skills to make appropriate business decisions. <i>Relates to Institutional goals of professional competency and leadership</i>                            |   |
| 4. The student will be able to apply ethical and moral decision-making principles to business situations. <i>Relates to institutional goal of ethical moral judgment</i>                                |   |
| 5. The student will display appropriate quantitative problem-solving abilities in the context of a business problem. <i>Relates to institutional goal of problem solving</i>                            |   |
| 6. The student will demonstrate the ability to use appropriate technological skills required for business instruction. <i>Relates to institutional goal of critical and competent use of technology</i> |   |
| 7. The student will demonstrate the ability to find, evaluate, and apply sources of information relevant to business issues and situations. <i>Relates to institutional goal of critical thinking</i>   |   |
| 8. The ability to prepare, present, and interpret financial statements using Generally Accepted Accounting Principles (GAAP). <i>Relates to institutional goal of professional competency</i>           |   |
| Assessment Tools for Intended Student Learning Outcomes—<br>Direct Measures of Student Learning:  | Performance Targets/Criteria for Direct Measures: |
| 1. <i>BUS 101 – APA format assignment</i>   | <i>Minimum 50% proficient</i>                     |

|  |  |
|--|--|
| 2. <i>BUS 321 – APA format assignment</i>  | <i>Minimum 70% proficient</i>  |
| 3. <i>BUS 101 – Effective business writing</i>   | <i>Minimum 70% proficient</i>  |
| 4. <i>BUS 321 - Effective business writing</i>   | <i>Minimum 80% proficient</i>  |
| 5. <i>BUS 4000 – Business simulation game</i>  | <i>Minimum 50% percentile</i>  |
| 6. <i>BUS 304 – Ethical analysis</i>   | <i>Minimum 70% proficient. Will be assessed end of FL2011</i>  |
| 7. <i>BUS 4000 – Corporate social responsibility</i>   | <i>Minimum of 50% percentile</i>   |
| 8. <i>BUS 306 – Problem solving</i>  | <i>Minimum 70% proficient</i>  |
| 9. <i>BUS 101 – Technology skills</i>  | <i>Minimum 80% proficient</i>  |
| 10 <i>BUS 321 – Technology skills</i>  | <i>Minimum 90% proficient</i>  |
| 11 <i>BUS 340 – Technology skills</i>  | <i>Minimum 80% proficient</i>  |
| 12 <i>BUS 101 – Critical thinking / Sources of information</i>                                     | <i>Minimum 80% proficient</i>  |
| 13 <i>ACC 206 – Critical thinking / Sources of information</i>                                     | <i>Minimum 80% proficient</i>  |
| 14 <i>ACC 205 – Prepare &amp; interpret financial statements</i>                                   | <i>To be determined—to be implemented FL2011</i>   |
| 15 <i>ACC 405 - Prepare &amp; interpret financial statements</i>                                   | <i>To be determined—new artifact</i>   |
| 16 <i>Internship mid evaluation</i>  | <i>Being implemented for first time AY2011-2012</i>  |
| 17 <i>Internship final evaluation</i>  | <i>Being implemented for first time AY2011-2012</i>  |
| Assessment Tools for Intended Student Learning Outcomes—<br>Indirect Measures of Student Learning: |  |
| 1. <i>Student Exit Survey</i>  | <i>New for implementation in the Accounting Major SP2012</i>   |
| 2. <i>Alumni Survey</i>  | <i>70% of ratings will be at or above a score of “moderately” (3 on a 5 pt. scale). The accounting alumni will be surveyed in SP2012</i> |
|  |  |
| Summary of Results from Implementing Direct Measures of Student Learning:                          |  |

|   | Met                       | Not Met |
|---|---------------------------|---------|
| 1. <i>BUS 101 – APA format assignment</i>                                   | X                         |         |
| 2. <i>BUS 321 – APA format assignment</i>                                   | X                         |         |
| 3. <i>BUS 101 – Effective business writing</i>                              | X                         |         |
| 4. <i>BUS 321 - Effective business writing</i>                              | X                         |         |
| 5. <i>BUS 4000 – Business simulation game</i>                               |                           | X       |
| 6. <i>BUS 304 – Ethical analysis</i>  | N/A                       |         |
| 7. <i>BUS 4000 – Corporate social responsibility</i>                        |                           | X       |
| 8. <i>BUS 306 – Problem solving</i>   | X                         |         |
| 9. <i>BUS 101 – Technology skills</i>                                       | X                         |         |
| 10. <i>BUS 321 – Technology skills</i>                                      | X                         |         |
| 11. <i>BUS 340 – Technology skills</i>                                      | X                         |         |
| 12. <i>BUS 101 – Critical thinking / Sources of information</i>             | X                         |         |
| 13. <i>ACC 206 – Critical thinking / Sources of information</i>             |                           | X       |
| 14. <i>ACC 205 – Prepare &amp; interpret financial statements</i>           | N/A                       |         |
| 15. <i>ACC 405 - Prepare &amp; interpret financial statements</i>           | N/A                       |         |
| 16. <i>Internship mid evaluation</i>  | N/A                       |         |
| 17. <i>Internship final evaluation</i>                                      | N/A                       |         |
| Summary of Results from Implementing Indirect Measures of Student Learning: | Performance Target Was... |         |
|   | Met                       | Not Met |
| 1. <i>Student Exit survey</i>   | N/A                       |         |
| 2. <i>Alumni Survey</i>   | N/A                       |         |

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

1. *Relates to Direct Measure #5. Out of 4 sections, 2 met the benchmark and 2 did not. We are monitoring the results that are due in the end of this semester.*
2. *Relates to Direct Measure #7. Out of 4 sections, 2 met the benchmark and 2 did not. We are monitoring the results that are due in the end of this semester.*
3. *Relates to Direct Measure 13. One group of students did not submit the required assignment. This will be reviewed this year.*

## Outcomes Assessment Results

For Academic Year: 2010-11

### Section I: Student Learning Assessment

| <b>Student Learning Assessment for Business Administration</b>  |   |
|---|---|
| Intended Student Learning Outcomes for <i>(Program 1)</i> : Business Administration   |   |
| 1. The ability to produce a business related papers using APA format. <i>Relates to institutional goal of Written/Oral Communications</i>   |   |
| 2. The ability to clearly and effectively prepare written business communications. <i>Relates to institutional goal of Written/Oral Communications</i>  |   |
| 3. Business students will apply knowledge and skills to make appropriate business decisions. <i>Relates to Institutional goals of professional competency and leadership</i>                            |   |
| 4. The student will be able to apply ethical and moral decision-making principles to business situations. <i>Relates to institutional goal of ethical moral judgment</i>                                |   |
| 5. The student will display appropriate quantitative problem-solving abilities in the context of a business problem. <i>Relates to institutional goal of problem solving</i>                            |   |
| 6. The student will demonstrate the ability to use appropriate technological skills required for business instruction. <i>Relates to institutional goal of critical and competent use of technology</i> |   |
| 7. The student will demonstrate the ability to find, evaluate, and apply sources of information relevant to business issues and situations. <i>Relates to institutional goal of critical thinking</i>   |   |
| Assessment Tools for Intended Student Learning Outcomes—<br>Direct Measures of Student Learning:  | Performance Targets/Criteria for Direct Measures: |
| 1. <i>BUS 101 – APA format assignment</i>   | <i>Minimum 50% proficient</i>                     |

|  |  |         |
|--|--|---------|
| 2. <i>BUS 321 – APA format assignment</i>  | <i>Minimum 70% proficient</i>  |         |
| 3. <i>BUS 101 – Effective business writing</i>   | <i>Minimum 70% proficient</i>  |         |
| 4. <i>BUS 321 - Effective business writing</i>   | <i>Minimum 80% proficient</i>  |         |
| 5. <i>BUS 4000 – Business simulation game</i>  | <i>Minimum 50% percentile</i>  |         |
| 6. <i>BUS 304 – Ethical analysis</i>   | <i>Minimum of 70% proficient. Will be assessed end of FL2011</i>               |         |
| 7. <i>BUS 4000 – Corporate social responsibility</i>   | <i>Minimum of 50% percentile</i>   |         |
| 8. <i>BUS 306 – Problem solving</i>  | <i>Minimum 70% proficient</i>  |         |
| 9 <i>BUS 101 – Technology skills</i>   | <i>Minimum 80% proficient</i>  |         |
| 10 <i>BUS 321 – Technology skills</i>  | <i>Minimum 90% proficient</i>  |         |
| 11 <i>BUS 340 – Technology skills</i>  | <i>Minimum 80% proficient</i>  |         |
| 12 <i>BUS 101 – Critical thinking / Sources of information</i>                                     | <i>Minimum 80% proficient</i>  |         |
| 13 <i>BUS321 – Critical thinking/ Sources of Information</i>                                       | <i>Minimum 80% proficient</i>  |         |
| 14 <i>Internship mid evaluation</i>  | <i>Being implemented for first time AY2011-2012</i>                            |         |
| 15 <i>Internship final evaluation</i>  | <i>Being implemented for first time AY2011-2012</i>                            |         |
| Assessment Tools for Intended Student Learning Outcomes—<br>Indirect Measures of Student Learning: |  |         |
| 1. <i>Student Exit Survey</i>  | <i>70% of ratings at “good” or higher.</i>                                     |         |
| 2. <i>Alumni Survey</i>  | <i>70% of ratings at or above a score of “moderately” (3 on a 5 pt. scale)</i> |         |
| Summary of Results from Implementing Direct Measures of Student Learning:                          |  |         |
|  | Met  | Not Met |
| 1. <i>BUS 101 – APA format assignment</i>  | X  |         |
| 2. <i>BUS 321 – APA format assignment</i>  | X  |         |
| 3. <i>BUS 101 – Effective business writing</i>   | X  |         |

|   |                           |         |
|---|---------------------------|---------|
| 4. <i>BUS 321 - Effective business writing</i>  | X                         |         |
| 5. <i>BUS 4000 – Business simulation game</i>   |                           | X       |
| 6. <i>BUS 304 – Ethical analysis</i>  | N/A                       |         |
| 7. <i>BUS 4000 – Corporate social responsibility</i>  |                           | X       |
| 8. <i>BUS 306 – Problem solving</i>   | X                         |         |
| 9. <i>BUS 101 – Technology skills</i>   | X                         |         |
| 10 <i>BUS 321 – Technology skills</i>   | X                         |         |
| 11 <i>BUS 340 – Technology skills</i>   | X                         |         |
| 12 <i>BUS 101 – Critical thinking / Sources of information</i>  | X                         |         |
| 13 <i>BUS321 – Critical thining / Sources of information</i>  |                           | X       |
| 14 <i>Internship mid evaluation</i>   | N/A                       |         |
| 15 <i>Internship final evaluation</i>   | N/A                       |         |
| Summary of Results from Implementing Indirect Measures of Student Learning:   | Performance Target Was... |         |
|   | Met                       | Not Met |
| 1. <i>Student Exit survey</i>   | X                         | X       |
| 2. <i>Alumni Survey</i>   | N/A                       |         |
| Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:   |                           |         |
| 1. <i>Relates to Direct Measure #5. Out of 4 sections, 2 met the benchmark and 2 did not. We are monitoring the results that are due in the end of this semester.</i> |                           |         |
| 2. <i>Relates to Direct Measure #7. Out of 4 sections, 2 met the benchmark and 2 did not. We are monitoring the results that are due in the end of this semester.</i> |                           |         |
| 3. <i>Relates to Direct Measure #13. The benchmark of 80% was not met at 60%. We are re-evaluating this semester to see if this was due to a personnel change.</i>    |                           |         |

4. *Relates to Indirect Measure #1. One component of the student survey did not meet the benchmark, tied to Learning Outcome Goal 1. 66% of students reported being able to create business related papers using APA format. We will continue to use the Academic Resource Center to strengthen this measure. From the rest of the data relative to this learning outcome, it may be that the senior students completing the survey did not receive the more intensive training that now occurs in BUS101.*

### Outcomes Assessment Results

For Academic Year: 2010-11

#### Section I: Student Learning Assessment

| <b>Student Learning Assessment for Business Education</b>   |
|---|
| Intended Student Learning Outcomes for <i>(Program 1)</i> : Business Education  |
| 1. The ability to produce a business related papers using APA format. <i>Relates to institutional goal of Written/Oral Communications</i>   |
| 2. The ability to clearly and effectively prepare written business communications. <i>Relates to institutional goal of Written/Oral Communications</i>  |
| 3. Business students will apply knowledge and skills to make appropriate business decisions. <i>Relates to Institutional goals of professional competency and leadership</i>                            |
| 4. The student will be able to apply ethical and moral decision-making principles to business situations. <i>Relates to institutional goal of ethical moral judgment</i>                                |
| 5. The student will display appropriate quantitative problem-solving abilities in the context of a business problem. <i>Relates to institutional goal of problem solving</i>                            |
| 6. The student will demonstrate the ability to use appropriate technological skills required for business instruction. <i>Relates to institutional goal of critical and competent use of technology</i> |
| 7. The student will demonstrate the ability to find, evaluate, and apply sources of information relevant to business issues and   |

|  |  |
|--|--|
| situations. <i>Relates to institutional goal of critical thinking</i>  |  |
| 8. The ability to prepare, present, and interpret financial statements using Generally Accepted Accounting Principles (GAAP).<br><i>Relates to institutional goal of professional competency</i> |  |
| Assessment Tools for Intended Student Learning Outcomes—<br>Direct Measures of Student Learning:   | Performance Targets/Criteria for Direct Measures:                |
| 1. <i>BUS 101 – APA format assignment</i>  | <i>Minimum 50% proficient</i>                                    |
| 2. <i>BUS 321 – APA format assignment</i>  | <i>Minimum 70% proficient</i>                                    |
| 3. <i>BUS 101 – Effective business writing</i>   | <i>Minimum 70% proficient</i>                                    |
| 4. <i>BUS 321 - Effective business writing</i>   | <i>Minimum 80% proficient</i>                                    |
| 5. <i>Praxis Pass Rates</i>  | <i>100% Pass Rate</i>  |
| 6. <i>Pre-student teaching evaluation - Category I (Content &amp; pedagogy)</i>  | <i>90% superior or better</i>                                    |
| 7. <i>Student teaching evaluation – Category I (Content &amp; pedagogy)</i>  | <i>80% superior or better</i>                                    |
| 8. <i>BE4000 – Electronic Portfolio Analysis</i>   | <i>90% or better clear evidence</i>                              |
| 9. <i>Pre-student teaching evaluation – Category II (Classroom environment))</i>   | <i>90% superior or better</i>                                    |
| 10 <i>Student teaching evaluation – Category II (Classroom environment)</i>  | <i>80% superior or better</i>                                    |
| 11 <i>Pre-student teaching evaluation – Category III (Instructional delivery)</i>  | <i>90% superior or better</i>                                    |
| 12 <i>Student teaching evaluation – Category III (Instructional delivery)</i>  | <i>80% superior or better</i>                                    |
| 13 <i>BUS 304 – Ethical analysis</i>   | <i>Minimum of 70% proficient. Will be assessed end of FL2011</i> |
| 14 <i>BUS 101 – Technology skills</i>  | <i>Minimum 80% proficient</i>                                    |
| 15 <i>BUS 321 – Technology skills</i>  | <i>Minimum 90% proficient</i>                                    |
| 16 <i>Portfolio analysis of CIS courses</i>  | <i>To be developed this year.</i>                                |

|  |  |         |
|--|--|---------|
| 17 <i>BUS 101 – Critical thinking / Sources of information</i>                                     | <i>Minimum 80% proficient</i>  |         |
| 18 <i>BUS321 – Critical thinking / Sources of information</i>                                      | <i>Minimum 80% proficient</i>  |         |
| Assessment Tools for Intended Student Learning Outcomes—<br>Indirect Measures of Student Learning: |  |         |
| 1. <i>Student Exit Survey</i>  | <i>New for implementation in the Business Education program SP2012</i>                 |         |
| 2. <i>Alumni Survey</i>  | <i>70% of ratings will be at or above a score of “moderately” (3 on a 5 pt. scale)</i> |         |
| Summary of Results from Implementing Direct Measures of Student Learning:                          |  |         |
|  | Met  | Not Met |
| 1. <i>BUS 101 – APA format assignment</i>  | X  |         |
| 2. <i>BUS 321 – APA format assignment</i>  | X  |         |
| 3. <i>BUS 101 – Effective business writing</i>   | X  |         |
| 4. <i>BUS 321 - Effective business writing</i>   | X  |         |
| 5. <i>Praxis Pass Rates</i>  | X  |         |
| 6. <i>Pre-student teaching evaluation - Category I (Content &amp; pedagogy)</i>                    | X  |         |
| 7. <i>Student teaching evaluation – Category I (Content &amp; pedagogy)</i>                        | X  |         |
| 8. <i>BE4000 – Electronic Portfolio Analyssis</i>  | X  |         |
| 9. <i>Pre-student teaching evaluation – Category II (Classroom environment)</i>                    | X  |         |
| 10 <i>Student teaching evaluation – Category II (Classroom environment)</i>                        |  | X       |
| 11 <i>Pre – student teaching evaluation – Category III (Instructional delivery)</i>                | X  |         |
| 12 <i>Student teaching evaluation – Category III (Instructional delivery)</i>                      | X  |         |
| 13 <i>BUS 304 – Ethical analysis</i>   | N/A  |         |
| 14 <i>BUS 101 – Technology skills</i>  | X  |         |

|   |                           |         |
|---|---------------------------|---------|
| 15 <i>BUS 321 – Technology skills</i>   | X                         |         |
| 16 <i>Portfolio analysis of CIS courses</i>   | N/A                       |         |
| 13 <i>BUS 101 – Critical thinking / Sources of information</i>  | X                         |         |
| 18 <i>BUS 321 – Critical thinking / Sources of information</i>  |                           | X       |
| Summary of Results from Implementing Indirect Measures of Student Learning:   | Performance Target Was... |         |
|   | Met                       | Not Met |
| 1. <i>Student Exit survey</i>   | N/A                       |         |
| 2. <i>Alumni Survey</i>   | N/A                       |         |
| Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:   |                           |         |
| 1. <i>Relates to Direct Measure #10. We will look for trends in this particular aspect of the student teaching evaluation. The business education faculty member responsible for student teaching observations will track this through the next year.</i> |                           |         |
| 2. <i>Relates to Direct Measure #18. This course had a sudden change in instructor due to personnel changes. We will monitor the results for this year.</i>   |                           |         |
| 3. <i>Relates to Direct Measure #13. This measure will be implemented for the first time in FL2011.</i>   |                           |         |
| 4. <i>Relates to Direct Measure #16. This is a new measure that will be determined in AY2011-2012.</i>  |                           |         |