Annual Report – Accredited Member

<table>
<thead>
<tr>
<th>Institution:</th>
<th>Bemidji State University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Business Unit:</td>
<td>Accounting and Business Administration</td>
</tr>
<tr>
<td>Academic Year:</td>
<td>2013-14</td>
</tr>
</tbody>
</table>
USA
IACBE ANNUAL REPORT
For Academic Year: 2013-14

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: Bemidji State University
Institution’s Address: 1500 Birchmont Drive
City and State or Country: Bemidji, Minnesota Zip or Postal Code 56601
Name of Submitter: Dr. Young Seob Son and Carol Nielsen
Title: Accreditation Coordinator/Assistant Professor of Business Administration
Your Email Address: yson@bemidjistate.edu
Telephone (with country code if outside of the United States): 218-755-3715
Type of Institution: X Public
Private Nonprofit
Private For-Profit
Date of Submission: November 1, 2014
Total Headcount Enrollment of the Institution for 2013-14: 4952
Please see http://www.bemidjistate.edu/offices/research_effectiveness/cds/BSU%20CDS_2013-2014.pdf

Administrative Information

1. Provide the following information pertaining to the current president/chief executive officer of your institution:
   Name: Dr. Richard Hanson
   Title: President of the Bemidji State University
   Highest Earned Degree: Doctorate Email: rhanson@bemidjistate.edu
   Telephone (with country code if outside of the United States): 218-755-2011
   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: Dr. Martin Tadlock
   Title: Provost and Vice President of Academic Affairs
   Highest Earned Degree: Doctorate Email: mtadlock@bemidjistate.edu
   Telephone (with country code if outside of the United States): 218-755-2015
   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:

<table>
<thead>
<tr>
<th>Name:</th>
<th>Dr. Shawn Strong</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title:</td>
<td>Dean of the College of Business, Technology and Communication</td>
</tr>
<tr>
<td>Highest Earned Degree:</td>
<td>Doctorate</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:sdstrong@bemidjistate.edu">sdstrong@bemidjistate.edu</a></td>
</tr>
<tr>
<td>Telephone (with country code if outside of the United States):</td>
<td>218-755-3732</td>
</tr>
<tr>
<td>Fax (with country code if outside of the United States):</td>
<td></td>
</tr>
</tbody>
</table>

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):

<table>
<thead>
<tr>
<th>Name:</th>
<th>Dr. Young Seob Son</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title:</td>
<td>Accreditation Coordinator/Assistant Professor of Business Administration</td>
</tr>
<tr>
<td>Highest Earned Degree:</td>
<td>Doctorate</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:yson@bemidjistate.edu">yson@bemidjistate.edu</a></td>
</tr>
<tr>
<td>Telephone (with country code if outside of the United States):</td>
<td>218-755-3715</td>
</tr>
<tr>
<td>Fax (with country code if outside of the United States):</td>
<td></td>
</tr>
</tbody>
</table>

X 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:

<table>
<thead>
<tr>
<th>Name:</th>
<th>Dr. Joann Fredrickson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title:</td>
<td>Professor of Business Administration</td>
</tr>
<tr>
<td>Highest Earned Degree:</td>
<td>Doctorate</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:jfredrickson@bemidjistate.edu">jfredrickson@bemidjistate.edu</a></td>
</tr>
<tr>
<td>Telephone (with country code if outside of the United States):</td>
<td>218-755-2755</td>
</tr>
<tr>
<td>Fax (with country code if outside of the United States):</td>
<td></td>
</tr>
</tbody>
</table>

Check here if this represents a change from the previous year.
1. If applicable, when is your next institutional accreditation site visit?  n/a Year

2. When is your next reaffirmation of IACBE accreditation site visit?  2016 Year

3. Provide the website path to the page containing your public notification of accreditation by the IACBE:

(Note: Do not provide URL addresses. Beginning with the institution’s home page, describe the link on each page in the path on which someone would click in order to advance to the next page in the path.

For example:
1. Click on “Academics”
2. Click on “School of Business”
3. Click on “IACBE Accreditation” etc.)

1. Bemidji State University – Institution Home Page – click on Academics
2. Programs
3. Scroll down to: Accounting or Business Administration
4. Scroll down to: About
5. Accreditation
6. _____________________________
7. _____________________________
8. _____________________________
9. _____________________________
10. _____________________________

4. Provide the website path to the page containing your public disclosure of student learning results:

(Note: Do not provide URL addresses. Beginning with the institution’s home page, describe the link on each page in the path on which someone would click in order to advance to the next page in the path.

For example:
1. Click on “Academics”
2. Click on “School of Business”
3. Click on “IACBE Accreditation” etc.)

1. My BSU – Institution Home Page – click on Academics Departments
2. Accounting or Business Administration
3. About Our Program / About Our Department
4. Accreditation / Accreditation
5. _____________________________
6. _____________________________
7. _____________________________
8. _____________________________
9. _____________________________
5. If your accreditation letter from the IACBE Board of Commissioners contained “notes” that identified issues that needed to be addressed, please list the number of the IACBE’s Accreditation Principle for each note in the table below. Indicate whether action has already been taken or that you have made plans to do so. (Insert additional rows as necessary.)

All notes were satisfied by 2010-2011 IACBE annual report.

Please see the following appendix:
Appendix 9: Letter from IACBE 2012

<table>
<thead>
<tr>
<th>Commissioners’ Notes</th>
<th>Action Already Taken</th>
<th>Action Planned</th>
</tr>
</thead>
</table>
**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, emphasis, option, or track) for 2013-14 (insert rows in the table as needed):

<table>
<thead>
<tr>
<th>Program</th>
<th>Enrollment 2013-2014</th>
<th>Number of Degrees Conferred 2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business: Agency Management</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Business: International Studies</td>
<td>114</td>
<td></td>
</tr>
<tr>
<td>Business: Generalist</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>Business: International Business</td>
<td>23</td>
<td>5</td>
</tr>
<tr>
<td>Business: Not Declared</td>
<td>112</td>
<td></td>
</tr>
<tr>
<td>Business: Finance</td>
<td>110</td>
<td>23</td>
</tr>
<tr>
<td>Business: Marketing</td>
<td>123</td>
<td>33</td>
</tr>
<tr>
<td>Business: Entrepreneurship/Small Business</td>
<td>8</td>
<td>36</td>
</tr>
<tr>
<td>Business: Management</td>
<td>235</td>
<td>64</td>
</tr>
<tr>
<td>Business Total</td>
<td>735</td>
<td>165</td>
</tr>
<tr>
<td>Accounting: AIS</td>
<td>36</td>
<td>1</td>
</tr>
<tr>
<td>Accounting: CPA</td>
<td>19</td>
<td>1</td>
</tr>
<tr>
<td>Accounting</td>
<td>187</td>
<td>40</td>
</tr>
<tr>
<td>Accounting Total</td>
<td>242</td>
<td>42</td>
</tr>
<tr>
<td>Accounting + Business Total</td>
<td>977*</td>
<td>207*</td>
</tr>
</tbody>
</table>

| Totals for All Programs Combined             |                      |                                       |
| (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.) |
| *Note these numbers are duplicated numbers in some instances. Our Director of Institutional Research indicated that it wouldn’t be possible to assign students that get double majors to a specific major or emphasis. |

2. Do you offer any of your IACBE-accredited business programs outside of your home country?  

[ ] X Yes.  

___ No.  

___ Yes. If yes, please identify the programs and countries in the table below. In addition, if the programs are delivered
3. Did you terminate any IACBE-accredited business programs during the reporting year?

X No.

Yes. If yes, please identify the terminated programs in the table below and provide a brief description of your termination plan (e.g., plan for teaching-out the program, when last graduates are expected, etc.). (Insert rows in the table as needed.)

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

4. Were changes made in any of your IACBE-accredited business programs during the reporting year?  
(Nota: You do not have to identify course-level changes, e.g., changes in course names, course coding, course numbering, course content, etc.; identify only program-level changes, e.g., changes in program names, program curricula, etc.)

X No.

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

Please see the appendix 12.

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

X No.

Yes. If yes, please identify the new programs and the locations at which they are offered in the table below. (Insert rows in the table as needed.) Please also describe the curricular requirements for the programs on a separate page at the end of this report, and answer item 6 below.

<table>
<thead>
<tr>
<th>New Programs</th>
<th>Locations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Note: Any new programs (including new majors, concentrations, specializations, emphases, options, and/or tracks) cannot be listed, identified, or advertised as being accredited by the IACBE until they have undergone an accreditation review and have been granted accreditation by the Board of Commissioners.

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

   ___ No.
   ___ Yes. If yes, please attach a copy of the material that you sent to your institutional accrediting body.

7. Did you establish any new locations/instructional sites during the reporting year?

   ___ Yes. If yes, please identify the new locations/instructional sites and the IACBE-accredited programs offered at those locations/sites in the table below. Please also indicate whether you anticipate that any of the locations/sites will account for 25% or more of the total student credit hours (or contact hours as applicable) in business. (Insert rows in the table as needed.)

8. If applicable, was approval of your institutional accrediting body required for any of the new locations/instructional sites identified in item 7 above?

   ___ Yes. If yes, please attach a copy of the material that you sent to your institutional accrediting body.
Outcomes Assessment

1. Do you offer any majors, concentrations, specializations, emphases, options, or tracks as part of your business programs?
   - Yes. If yes, proceed to item 2 below.
   - No. If no, proceed to item 4 below.

2. Do your majors, concentrations, specializations, emphases, options, or tracks appear on students’ transcripts, diplomas, diploma supplements, or other official records of program completion?
   - Yes. If yes, proceed to item 3 below.
   - No. If no, proceed to item 4 below.

3. Does your current outcomes assessment plan include student learning assessment information for all majors, concentrations, specializations, emphases, options, and tracks contained within your business programs?
   - Yes. If yes, proceed to item 4 below.
   - No. If no, please submit a revised outcomes assessment plan with your annual report that addresses student learning assessment for all majors, concentrations, specializations, emphases, options, and tracks comprising any portion of your business programs. Information about this requirement can be found on the IACBE website at the following address: www.iacbe.org/oa-key-areas.asp.

4. Is the 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. Please look at the Appendices 10 and 11.

5. 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).

Add tables, and insert or delete rows in the tables as needed in order to accommodate the number of your (i) business programs, (ii) majors, concentrations, specializations, emphases, options, or tracks in the programs, (iii) intended student learning outcomes, and (iv) intended operational outcomes. In the sections of the assessment results tables entitled “Summary of Achievement of Intended Student Learning Outcomes” and “Summary of Achievement of Intended Operational
Outcomes,” do not add or delete columns. Space is provided in these sections for four direct measures of student learning, four indirect measures of student learning, and eight operational assessment measures/methods. If you are employing fewer than this number of assessment instruments, simply leave cells in the unused columns blank. If you are employing more than this number of instruments, you will need to create additional summary-of-achievement tables to report your assessment information.

Delete rows in the assessment results tables that do not apply to your academic business unit (e.g., if the business unit does not offer any majors, concentrations, specializations, emphases, options, or tracks in its programs, then delete those rows in the tables).

In the sections of the assessment results tables entitled “Summary of Achievement of Intended Student Learning Outcomes” and “Summary of Achievement of Intended Operational Outcomes,” enter “Met” in a given cell of the table if the performance target for the instrument in that column was achieved for the intended outcome in that row; “Not Met” if the performance target for the instrument in that column was not achieved for the intended outcome in that row; or “N/A” (Not Assessed) if the instrument in that column does not measure the intended outcome in that row.

Student learning performance targets/criteria are the measurable objectives associated with the assessment instruments and rubrics used by the academic business unit in determining whether the intended student learning outcomes have been achieved. For example, 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, on the project evaluation rubric, at least 80% of the students will be rated at the highest level (e.g., proficient, exemplary, etc.) on each learning-outcome-related project evaluation criterion.

Operational performance targets/criteria are the measurable objectives associated with the assessment instruments used by the academic business unit in determining whether the intended operational outcomes have been achieved. For example, if the academic business unit has identified an operational outcome pertaining to faculty teaching and is using a senior exit survey as a measure of this outcome, then a performance target might be that 90% of the students will be either “satisfied” or “highly satisfied” with various aspects of faculty teaching as identified by relevant items in the survey form.

Your student learning assessment results tables need to include two or more direct measures of student learning and two or more indirect measures of student learning for each IACBE-accredited program. These measures must be used at the program level.

At the bottom of each assessment results table, 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.
**Other Issues**

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

New location starting in Spring 2015 has been approved.

<table>
<thead>
<tr>
<th>New Locations/Instructional Sites</th>
<th>Programs Offered</th>
<th>25% or More of Total SCH?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anoka Ramsey Community College</td>
<td>Business Administration</td>
<td>No</td>
</tr>
<tr>
<td>Coon Rapids, Minnesota</td>
<td>Management Emphasis</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Entrepreneurship/Small Business Management</td>
<td></td>
</tr>
</tbody>
</table>

Please see the following appendix for approval:
Appendix 8: Background Information for Anoka Ramsey
## Outcomes Assessment Results
**For Academic Year: 2013-14**

### Section I: Student Learning Assessment

#### Accounting

<table>
<thead>
<tr>
<th>Student Learning Assessment for Accounting</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Accounting Intended Student Learning Outcomes (Core ISLOs)</strong></td>
</tr>
<tr>
<td>1. Graduates will attain higher learning in the field of accounting</td>
</tr>
<tr>
<td>2. Graduates will demonstrate information literacy</td>
</tr>
<tr>
<td>3. Graduates will demonstrate ability to use practical business tools</td>
</tr>
<tr>
<td>4. Graduates will demonstrate good communication skills and ability to work effectively as part of a team</td>
</tr>
<tr>
<td>5. Graduates will demonstrate the ability to analyze complex business situations <strong>and ethical obligations</strong> in a realistic business environment <em>(rev 11_27_12)</em></td>
</tr>
</tbody>
</table>

#### Accounting Major: Student Learning Outcomes *(new 4_30_13)*

| 1. Students will be able to demonstrate an understanding of contract law in business situations |
| 2. Students will be able to demonstrate an understanding of the taxation of individual income |
| 3. Students will be able to apply cost accounting methods to help managers make business decisions |
| 4. Students will be able to demonstrate knowledge of current Generally Accepted Accounting Principles (GAAP) relevant to governmental/not-for-profit entities. |
| 5. Students will be able to demonstrate an understanding of the basic concepts internal control |
| 6. Students will be able to demonstrate competence in fundamental skills in financial accounting |

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

<table>
<thead>
<tr>
<th>Core ISLOs Assessed by this Measure: 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Senior Exam</td>
</tr>
<tr>
<td>Performance Targets/Criteria for Direct Measures:</td>
</tr>
<tr>
<td>Average student performance will be at 50th percentile or above for national comparative group on MFT – Fall, 2013 and Spring, 2014.</td>
</tr>
</tbody>
</table>
Average student performance will be at 50th percentile or above for peer institutions on the MFAT – Summer, 2013.

At least 90% of the graduates will demonstrate adequate level of performance or higher on the following assessment rubrics: program level student learning outcomes section, information literacy section, the use of practical business tools section, the communication skills and effective team work section, and the ability to analyze complex business situations and ethical obligations in a realistic business environment section.

At least 75% of students taking the exam will score at least 60% or higher. (Passing score = 60%; Target passing rate = 75% will pass).

At least 70% of each year’s graduates will indicate they attained learning in the functional areas of business.

At least 80% of each year’s graduates will be employed in related field, or in graduates school, within 2 years.

At least 70% of students graduating with an Accounting Major will indicate they are able to demonstrate the Student Learning Outcomes of the Accounting Major.

Business Administration

Student Learning Assessment for Business Administration

Business Administration Intended Student Learning Outcomes (Core ISLOs)

1. Graduates will attain higher learning in the field of 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

Intended Student Learning Outcomes: Emphasis in Management

1. Students will be able to explain the importance of human resource management to business success.
2. Students will be able to evaluate policies and procedures related to employment processes.

3. Students will be able to apply best practices in organizational processes to enhance organizational outcomes.

4. Students will be able to apply modern leadership and motivational theories to practical work situations.

5. Students will be able to demonstrate an understanding of the fundamental issues that promote corporate social responsibility.

**Intended Student Learning Outcomes: Emphasis in Marketing**

1. Students will be able to explain the current definition of marketing as well as the current usage of the marketing concept.

2. Students will be able to explain market segmentation and will be able to describe the most popular ways to segment U.S. markets.

3. Students will be able to explain how products and services are positioned to achieve competitive advantage.

4. Students will be able to describe the product life cycle and how marketing is conducted during the stages of the life-cycle.

5. Students will be able to distinguish between elements of marketing channel and elements of the supply chain by comparing and contrasting the two concepts.

6. Students will be able to identify the differences between qualitative and quantitative marketing research and will be able to give examples of each.

**Intended Student Learning Outcomes: Emphasis in Finance**

1. Students will be able to interpret financial statements.

2. Students will be able to analyze time value of money concepts.

3. Students will be able to apply principles of capital budgeting.

4. Students will be able to analyze the relation between risk and return.

5. Students will be able to analyze capital structure decisions.

**Intended Student Learning Outcomes: Emphasis in Entrepreneurship/Small Business Management Emphasis**

1. Students will be able to identify components of a business plan. *(approved 8-28-13)*

2. Students will be able to evaluate sources of equity and debt financing for entrepreneurial ventures.

3. Students will be able to analyze the costs and benefits relevant to buying an existing business, purchasing a franchise, or creating a sole proprietorship or a partnership or a corporation.

4. Students will be able to apply marketing concepts to promote small business operations.

5. Students will be able to describe the principles of business ethics and governmental regulations relevant to small business operations.

**Intended Student Learning Outcomes: Emphasis in International Business**

1. Students will be able to articulate the importance of international business and explain the basic concepts of international business.
2. Students will be able to analyze and evaluate the formal institutions that international business – politics, laws, and economics

3. Students will be able to analyze and evaluate the role of informal institutions: cultures, ethics, and norms

4. Students will be able to construct the case for global and regional economic integration

5. Students will be able to evaluate the importance of the management of global supply chains and apply the concepts

6. Students will be able to analyze and evaluate international finance and global governance, including corporate social responsibility

**Intended Student Learning Outcomes: Emphasis in Computer Information Systems**

1. Students will be able to analyze information systems solutions professionally and ethically.

2. Students will be able to evaluate the management of data through computer technology.

3. Students will be able to apply information systems (IS) solutions within industry settings.

4. Students will be able to apply algorithmically multiple problem solving techniques.

5. Students will be able to develop software in at least one higher-level programming language using an object-oriented approach.

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

<table>
<thead>
<tr>
<th>Performance Objectives (Targets/Criteria) for Direct Measures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average student performance will be at 50th percentile or above for national comparative group on MFT – Fall, 2013 and Spring, 2014.</td>
</tr>
<tr>
<td>Average student performance will be at 50th percentile or above for peer institutions on the MFAT – Summer, 2013.</td>
</tr>
<tr>
<td>At least 90% of the graduates will demonstrate adequate level of performance or higher on the following assessment rubrics: program level student learning outcomes section, information literacy section, the use of practical business tools section, the communication skills and effective team work section, and the ability to analyze complex business situations and ethical obligations in a realistic business environment section.</td>
</tr>
<tr>
<td>Management: At least 75% of students taking the exam will score at least 60% or higher.(Passing score = 60%; Target passing rate = 75% will pass).</td>
</tr>
<tr>
<td>Marketing:</td>
</tr>
</tbody>
</table>
### Assessment Instruments for Intended Student Learning Outcomes—Indirect Measures of Student Learning:

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Core ISLOs Assessed by this Measure</th>
<th>Performance Objectives (Targets/Criteria) for Indirect Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Senior Survey</strong></td>
<td>1, 2, 3, 4, 5</td>
<td>At least 70% of each year’s graduates will indicate they attained learning in the functional areas of business.</td>
</tr>
<tr>
<td><strong>2. Graduate Placement Survey</strong></td>
<td>1</td>
<td>At least 80% of each year’s graduates will be employed in related field, or in graduates school, within 2 years.</td>
</tr>
<tr>
<td><strong>3. Emphasis Senior Survey</strong></td>
<td>Management Emphasis ISLOs Assessed by this Measure: 1, 2, 3, 4, 5 Marketing Emphasis ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6 Finance Emphasis ISLOs Assessed by this Measure: 1, 2, 3, 4, 5</td>
<td>At least 70% of students graduating with each emphasis will indicate they are able to demonstrate the Student Learning Outcomes of each emphasis.</td>
</tr>
</tbody>
</table>
Entrepreneurship/Small Business Management Emphasis ISLOs Assessed by this Measure: 1, 2, 3, 4, 5

International Business Emphasis ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6

Computer Information Systems Emphasis ISLOs Assessed by this Measure: 1, 2, 3, 4, 5

Assessment Results: Accounting

Summary of Results from Implementing Direct Measures of Student Learning:

1. Senior Exam:
   Revised Senior Exam Performance Target for 2013-14:
   *Average student performance will be at 50th percentile or above for national comparative group on MFT.*

   Results Fall 13 and Spring 14:
   BSU Mean score = 151 (n=80)
   Median of the Institutional Means = 151.0 (n=489); goal met

   Results Summer 13:
   BSU Mean Score = 145 (n=9)
   Median of the Institutional Means = 151 (n=662); goal not met

   Please see the following appendix:
   Appendix 1: Summary Results for Senior Exam 2014

   Note: The results of the MFT are the combined results of both majors, Accounting and Business Administration. We don't have a separation of the results for the MFT by the two majors.

2. Capstone Experience Rubric:
   Papers Category:
   *At least 90% of the graduates will demonstrate higher than the Adequate or Developing level of performance on each section of the assessment rubric. This indicates an average point score of > 3.0.*

   SLO#1: Goal: 90% > 3.0, Achievement: 97% > 3.0, Average score: 4.1
   SLO #2: Goal: 90%> 3.0, Achievement: 99% >3.0, Average score: 4.3
   SLO #3: Goal: 90%> 3.0, Achievement: 100% > 3.0, Average score: 4.3
SLO #4: Goal: 90% > 3.0, Achievement: 100% > 3.0, Average score: 4.3
SLO #5: Goal: 90% > 3.0, Achievement: 98% > 3.0, Average score: 4.3

**Presentation Category:**

*At least 90% of the graduates will demonstrate higher than the Adequate or Developing level of performance on each section of the assessment rubric. This indicates an average point score of > 3.0.*

Content Knowledge: Goal: 90% > 3.0, Achievement: 100% > 3.0, Average score: 4.4
Coherence & Organization: Goal: 90% > 3.0, Achievement: 100% > 3.0, Average score: 4.5
Speaking Skills: Goal: 90% > 3.0, Achievement: 100% > 3.0, Average score: 4.3
Use of Visual Aids: Goal: 90% > 3.0, Achievement: 100% > 3.0, Average score: 4.5
Professionalism: Goal: 90% > 3.0, Achievement: 100% > 3.0, Average score: 4.4

**Team Work Category:**

*At least 90% of the graduates will demonstrate higher than the Adequate or Developing level of performance on each section of the assessment rubric. This indicates an average point score of > 3.0.*

Effectively Communicate-Team Work
Goal: 90% > 3.0, Achievement: 97% > 3.0, Average score: 4.3
Interpersonal Skills -Team Work
Goal: 90% > 3.0, Achievement: 97% > 3.0, Average score: 4.2
Leadership Skills -Team Work
Goal: 90% > 3.0, Achievement: 98% > 3.0, Average score: 4.3
Personal Attitude
Goal: 90% > 3.0, Achievement: 97% > 3.0, Average score: 4.2

Please see the following appendix:
Appendix 2: Complete Compiled Rubric Results 2013-2014

Note: The results of the Capstone Experience Rubric are the combined results of both majors, Accounting and Business Administration. We don’t have a separation of the results for the Capstone Experience Rubric by the two majors.
3. **Accounting Major Exam:**
   30% of students scored at least 60% or higher (n=47)

   Please see the following appendix:
   Appendix 3: Direct Measure Exam Results 2013-14

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

1. **Senior Survey:**
   *At least 70% of each year's graduates will indicate they attained learning in the functional areas of business.*

   Percentage of graduates who agree (strongly, moderately, or somewhat on a 6-point scale) with the following statement:

   As a graduating senior in Accounting, I am able to demonstrate an understanding of the following functional areas:

   - Economics: 93.6
   - Management: 93.6
   - Marketing: 87.2
   - Legal Environment: 93.6
   - Finance: 93.6
   - Quantitative/Statistical: 80.9
   - Operations Management: 87.2
   - International/Global: 68.1
   - Ethics: 93.6
   - Financial Accounting: 93.6
   - Cost Accounting: 91.5
   - Tax Accounting: 91.5
   - Accounting Information Systems: 89.4
   - Auditing: 80.9
   - Governmental Accounting: 87.2
   - Fraud: 70.2

   *At least 70% of each year's graduates will indicate that they are information literate.*

   Percentage of graduates who agree with the following statement:
As a graduating senior in Accounting, I am able to process facts into information upon which to base informed decisions: 93.6.

**At least 70% of each year’s graduates will indicate they are able to use practical business tools.**

Percentage of graduates who agree with the following statement:

As a graduating senior in Accounting, I am able to use:
- Internet: 93.6
- Word processing: 93.6
- Spreadsheets: 93.6
- Presentation software: 93.6
- Database management software: 87.2

**At least 70% of each year’s graduates will indicate ability to communicate effectively and work effectively as part of a team.**

Percentage of graduates who agree with the following statements:

As a graduating senior in Accounting, I am able to:
- Communicate effectively using written skills 93.6
- Communicate effectively using verbal skills 93.6
- Work effectively as part of a team: 91.5

**At least 70% of each year’s graduates will indicate ability to analyze complex business situations and ethical obligations.**

Percentage of graduates who agree with the following statements:

As a graduating senior in Accounting, I am able to:
- Analyze complex business situations and ethical obligations in a realistic business environment: 91.5.

Please see the following appendix:
- Appendix 4: Accounting Assessment Senior Survey Results 2014

2. **Graduate Placement Survey:**
At least 80% of each year’s graduates will be employed in related field, or in graduate school, within 2 years.

In 2011-2012, the Accounting Department had 88% of their graduates employed in a related field or in graduate school. For the last fifteen years, the Accounting Department has on the average 88.6% of their graduates employed in a related field or in graduate school.

This information will always be a year behind the annual report.

Please see the following appendix:
Appendix 6: Graduate Placement for IACBE 2013-2014

3. **Accounting Major Senior Survey:**

At least 70% of students graduating with an Accounting Major will indicate they are able to demonstrate the Student Learning Outcomes of the Accounting Major

Graduating Senior Survey results: (Summer 2013, Fall 2013, Spring 2014)
Respondents: 47

Percentage of graduates who indicate their understanding or ability is somewhat good, good, or very good with regard to the following accounting SLOs:

Q3 my ability to understand and apply contract law in business situations is: 89.4
Q4 my understanding of the taxation of individual income is: 95.7
Q5 my ability to apply cost accounting methods to help managers make business decisions is: 93.6
Q6 my ability to demonstrate knowledge of current Generally Accepted Accounting Principles (GAAP) relevant to Governmental/Not-for-Profit entities is: 93.6
Q7 my ability to identify the basic concepts of internal control is: 95.7
Q8 my ability to demonstrate competence in fundamental skills of financial accounting is: 95.7

Please see the following appendix:
Appendix 4: Accounting Assessment Senior Survey Results 2014

### Summary of Achievement of Intended Student Learning Outcomes:

<table>
<thead>
<tr>
<th>Intended Student Learning Outcomes</th>
<th>Learning Assessment Measures</th>
</tr>
</thead>
</table>

IACBE Annual Report: 2013-14
### General Program ISLOs

<table>
<thead>
<tr>
<th></th>
<th>Senior Exam</th>
<th>Capstone Experience Rubric</th>
<th>Accounting Major Exam</th>
<th>Senior Survey</th>
<th>Graduate Placement Survey</th>
<th>Accounting Major Senior Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Graduates will attain higher learning in the field of accounting</td>
<td>Mixed</td>
<td>Met</td>
<td>Met</td>
<td>Met</td>
<td>Met</td>
</tr>
<tr>
<td>2.</td>
<td>Graduates will demonstrate information literacy</td>
<td></td>
<td>Met</td>
<td>Met</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Graduates will demonstrate ability to use practical business tools</td>
<td></td>
<td>Met</td>
<td>Met</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Graduates will demonstrate good communication skills and ability to work effectively as part of a team</td>
<td></td>
<td>Met</td>
<td>Met</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Graduates will demonstrate the ability to analyze complex business situations and ethical obligations in a realistic business environment (rev 11_27_12)</td>
<td></td>
<td>Met</td>
<td>Met</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Intended Student Learning Outcomes: Accounting

<table>
<thead>
<tr>
<th></th>
<th>Senior Exam</th>
<th>Capstone Experience Rubric</th>
<th>Accounting Major Emphasis Exam</th>
<th>Senior Survey</th>
<th>Graduate Placement Survey</th>
<th>Accounting Major Senior Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Students will be able to demonstrate an understanding of contract law in business situations</td>
<td></td>
<td>Not Met</td>
<td></td>
<td>Met</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Students will be able to demonstrate an understanding of the taxation of individual income</td>
<td></td>
<td>Not Met</td>
<td></td>
<td>Met</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Students will be able to apply cost accounting methods to help managers make business decisions</td>
<td></td>
<td>Not Met</td>
<td></td>
<td>Met</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Students will be able to demonstrate knowledge of current Generally Accepted Accounting Principles (GAAP) relevant to</td>
<td></td>
<td>Not Met</td>
<td></td>
<td>Met</td>
<td></td>
</tr>
</tbody>
</table>
5. *Students will be able to demonstrate an understanding of the basic concepts internal control*

<table>
<thead>
<tr>
<th></th>
<th>Not Met</th>
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</tr>
</thead>
</table>

6. *Students will be able to demonstrate competence in fundamental skills in financial accounting*

<table>
<thead>
<tr>
<th></th>
<th>Not Met</th>
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<th></th>
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</tr>
</thead>
</table>

**Assessment Results: Bachelor of Science in Business Administration**

**Summary of Results from Implementing Direct Measures of Student Learning:**

1. **Senior Exam:**
   
   Revised Senior Exam Performance Target for 2013-14:
   
   Average student performance will be at 50th percentile or above for national comparative group on MFT.

   Results Fall 13 and Spring 14:
   
   BSU Mean score = 151 (n=80)
   
   Median of the Institutional Means = 151.0 (n=489); goal met

   Results Summer 13:
   
   BSU Mean Score = 145 (n=9)
   
   Median of the Institutional Means = 151 (n=662); goal not met

   Please see the following appendix.
   
   Appendix 1: Summary Results for Senior Exam 2014

   Note: The results of the MFT are the combined results of both majors, Accounting and Business Administration. We don't have a separation of the results for the MFT by the two majors.

2. **Capstone Experience Rubric:**

   **Papers Category:**
   
   At least 90% of the graduates will demonstrate higher than the Adequate or Developing level of performance on each section of the assessment rubric. This indicates an average point score of > 3.0.

   SLO#1: Goal: 90% > 3.0, Achievement: 97% > 3.0, Average score: 4.1
   
   SLO #2: Goal: 90%> 3.0, Achievement: 99% >3.0, Average score: 4.3
SLO #3: Goal: 90% > 3.0, Achievement: 100% > 3.0, Average score: 4.3
SLO #4: Goal: 90% > 3.0, Achievement: 100% > 3.0, Average score: 4.3
SLO #5: Goal: 90% > 3.0, Achievement: 98% > 3.0, Average score: 4.3

Presentation Category:
At least 90% of the graduates will demonstrate higher than the Adequate or Developing level of performance on each section of the assessment rubric. This indicates an average point score of > 3.0.

Content Knowledge: Goal: 90% > 3.0, Achievement: 100% > 3.0, Average score: 4.4
Coherence & Organization: Goal: 90% > 3.0, Achievement: 100% > 3.0, Average score: 4.5
Speaking Skills: Goal: 90% > 3.0, Achievement: 100% > 3.0, Average score: 4.3
Use of Visual Aids: Goal: 90% > 3.0, Achievement: 100% > 3.0, Average score: 4.5
Professionalism: Goal: 90% > 3.0, Achievement: 100% > 3.0, Average score: 4.4

Team Work Category:
At least 90% of the graduates will demonstrate higher than the Adequate or Developing level of performance on each section of the assessment rubric. This indicates an average point score of > 3.0.

Effectively Communicate-Team Work
Goal: 90% > 3.0, Achievement: 97% > 3.0, Average score: 4.3
Interpersonal Skills -Team Work
Goal: 90% > 3.0, Achievement: 97% > 3.0, Average score: 4.2
Leadership Skills -Team Work
Goal: 90% > 3.0, Achievement: 98% > 3.0, Average score: 4.3
Personal Attitude
Goal: 90% > 3.0, Achievement: 97% > 3.0, Average score: 4.2

Please see the following appendix:
Appendix 2: Complete Compiled Rubric Results 2013-2014

Note: The results of the Capstone Experience Rubric are the combined results of both majors, Accounting and Business Administration. We don’t have a separation of the results for the Capstone Experience Rubric by the two majors.
3. **Emphasis Exam:**

- **Management Emphasis Exam:**
  At least 75% of students taking the exam will score at least 60% or higher. *(Passing score = 60%; Target passing rate = 75% will pass).*
  Outcome:
  91% of students taking the OB exam score at least 60% or higher. *(n=97)*
  90% of students taking the HR exam score at least 60% or higher *(n=80)*

- **Marketing Emphasis Exam:**
  At least 70% of students taking the exam will score 60%. *(Passing score = 60%; Target passing rate = 70% will pass).*
  Outcome:
  15% of students taking the exam scored 60% or higher *(n=53)*

- **Finance Emphasis Exam:**
  At least 60% of students taking the exam will score 60%. *(Passing = 60%; Target = 60% will pass).*
  Outcome:
  76.5% of students taking the exam scored 60% or higher *(n=34)*

- **Entrepreneurship/Small Business Management Emphasis Exam:**
  At least 60% of students taking the exam will score 60%. *(Passing = 60%; Target = 60% will pass).* *(approved 8-28-13)*
  Outcome:
  50% of students taking exam scored 60% or higher *(n=48)* – Entrepreneurship.

- **International Business Emphasis Exam:**
  At least 60% of students taking the exam will score 60%. *(Passing score = 60%; Target passing rate = 60% will pass).*
  Outcome:
  100% of students taking the exam scored 60% or higher *(n=1)*

- **Computer Information Systems Emphasis Exam:**
  **Suggestion:** At least 60% of students taking the exam will score at least 60% or higher. *(Passing score = 60%; Target passing rate = 60% will pass)*

  Please see the following appendix:
  Appendix 3: Direct Measure Exam Results 2013-14
Summary of Results from Implementing Indirect Measures of Student Learning:

1. **Senior Survey:**
   
   *At least 70% of each year’s graduates will indicate they attained learning in the functional areas of business.*

   Graduating Senior Survey results: (Summer 2013, Fall 2013, Spring 2014)
   Respondents: 144

   Percentage of graduates who agree (strongly, moderately, or somewhat on a 6-point scale) with the following statement:

   As a graduating senior in Business Administration, I am able to demonstrate an understanding of the following functional areas:

   - Accounting: 94.4
   - Economics: 88.9
   - Management: 99.3
   - Marketing: 96.5
   - Legal Environment: 90.6
   - Finance: 91.7
   - Quantitative/Statistical: 81.9
   - Operations Management: 88.2
   - International/Global: 72.2
   - Ethics: 95.1

   *At least 70% of each year’s graduates will indicate that they are information literate.*

   Percentage of graduates who agree with the following statement:

   As a graduating senior in Business Administration, I am able to process facts into information upon which to base informed decisions: 98.6.

   *At least 70% of each year’s graduates will indicate they are able to use practical business tools.*

   Percentage of graduates who agree with the following statement:

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

   Internet: 99.3
Word processing: 99.3  
Spreadsheets: 98.6  
Presentation software: 99.3  
Database management software: 91.0

At least 70% of each year’s graduates will indicate ability to communicate effectively and work effectively as part of a team.

Percentage of graduates who agree with the following statements:

As a graduating senior in Business Administration, I am able to:  
Communicate effectively using written skills 97.9  
Communicate effectively using verbal skills 98.6  
Work effectively as part of a team: 98.6

At least 70% of each year’s graduates will indicate ability to analyze complex business situations and ethical obligations.

Percentage of graduates who agree with the following statements:  
As a graduating senior in Business Administration, I am able to:  
Analyze complex business situations and ethical obligations in a realistic business environment: 97.2.

Please see the following appendix:  
Appendix 5: Business Administration Assessment Senior Survey Results 2014

<table>
<thead>
<tr>
<th>2. Graduate Placement Survey:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>At least 80% of each year’s graduates will be employed in related field, or in graduate school, within 2 years.</strong></td>
<td></td>
</tr>
<tr>
<td>In 2011-2012, the Business Department had 89% of their graduates employed in a related field or in graduate school.</td>
<td></td>
</tr>
<tr>
<td>For the last fifteen years, the Business Department has on the average 86.5% of their graduates employed in a related field or in graduate school.</td>
<td></td>
</tr>
<tr>
<td>This information will always be a year behind the annual report.</td>
<td></td>
</tr>
<tr>
<td>Please see the following appendix:</td>
<td></td>
</tr>
<tr>
<td>Appendix 6: Graduate Placement for IACBE 2013-2014 Annual Report</td>
<td></td>
</tr>
</tbody>
</table>
3. **Emphasis Senior Survey:**

**Management Senior Survey:**

*At least 70% of students graduating with a Management emphasis will indicate they are able to demonstrate the Student Learning Outcomes of the Management Emphasis.*

Percentage of graduates who indicate their understanding or ability is somewhat good, good, or very good with regard to the following Management SLOs:

- *Explain the importance of human resource management to business success:* 98.5%.
- *Evaluate policies and procedures related to employment processes:* 96.5%.
- *Apply best practices in organizational processes to enhance organizational outcomes:* 98.5%.
- *Apply modern leadership and motivational theories to practical work situations:* 96.9%.
- *Demonstrate an understanding of the fundamental issues that promote corporate social responsibility:* 96.9%

**Marketing Senior Survey:**

*At least 70% of students graduating with a Marketing emphasis will indicate they are able to demonstrate the Student Learning Outcomes of the Marketing Emphasis.*

Percentage of graduates who indicate their ability is somewhat good, good, or very good with regard to the following Marketing SLOs:

- *Explain the current definition of marketing as well as the current usage of the marketing concept:* 100%.
- *Explain market segmentation and will be able to describe the most popular ways to segment U.S. markets:* 97.1%.
- *Explain how products and services are positioned to achieve competitive advantage:* 100%.
- *Describe the product life cycle and how marketing is conducted during the stages of the life-cycle:* 97.1%.
- *Distinguish between elements of marketing channel and elements of the supply chain by comparing and contrasting the two concepts:* 97.1%.
- *Identify the differences between qualitative and quantitative marketing research and will be able to give examples of each:* 97.1%.

**Finance Senior Survey:**

*At least 70% of students graduating with a Finance emphasis will indicate they are able to demonstrate the Student Learning Outcomes of the Finance Emphasis.*

Percentage of graduates who indicate their ability is somewhat good, good, or very good with regard to the following Finance SLOs:
Interpret financial statements: 100%.
Analyze time value of money concepts: 100%.
Apply principles of capital budgeting: 100%.
Analyze the relation between risk and return: 97.0%.
Analyze capital structure decisions: 97.0%.

**Entrepreneurship/Small Business Management Senior Survey:**
At least 70% of students graduating with an Entrepreneurship emphasis will indicate they are able to demonstrate the Student Learning Outcomes of the Entrepreneurship Emphasis.

Percentage of graduates who indicate their ability is somewhat good, good, or very good with regard to the following Entrepreneurship SLOs:

- Identify components of a business plan: 97.5%
- Evaluate sources of equity and debt financing for entrepreneurial ventures: 92.5%
- Analyze the costs and benefits relevant to buying an existing business: 95.0%
- Analyze the costs and benefits relevant to purchasing a franchise: 95.0%
- Analyze the costs and benefits relevant to creating a sole proprietorship or a partnership or a corporation: 95.0%
- Apply marketing concepts to promote small business operations: 97.5%
- Describe the principles of business ethics and governmental regulations relevant to small business operations: 95.0%

**International Business Senior Survey:**
At least 70% of students graduating with an International Business emphasis will indicate they are able to demonstrate the Student Learning Outcomes of the International Business Emphasis.

Percentage of graduates who indicate their ability is somewhat good, good, or very good with regard to the following International Business SLOs:

- Articulate the importance of international business: 100%
- Explain the basic concepts of international business: 100%
- Analyze and evaluate the political institutions of international business: 100%
- Analyze and evaluate the legal institutions of international business: 100%
Analyze and evaluate the economic institutions of international business: 100%
Analyze and evaluate the roles of cultures, ethics, and norms in international business: 100%
Construct the case for global and regional economic integration: 100%
Evaluate the importance of the management of global supply chains and apply the concepts: 100%
Analyze and evaluate international finance: 100%
Analyze and evaluate global governance: 100%
Analyze and evaluate issues of corporate social responsibility: 100%

Please see the following appendix:
Appendix 5: Business Administration Assessment Senior Survey Results 2014

<table>
<thead>
<tr>
<th>Intended Student Learning Outcomes</th>
<th>Learning Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Program ISLOs</td>
<td>Senior Exam Capstone Experience Management Emphasis Exam</td>
</tr>
<tr>
<td>1. Graduates will attain higher learning in the field of business</td>
<td>Mixed</td>
</tr>
<tr>
<td>2. Graduates will demonstrate information literacy</td>
<td>Met</td>
</tr>
<tr>
<td>3. Graduates will demonstrate ability to use practical business tools</td>
<td>Met</td>
</tr>
<tr>
<td>4. Graduates will demonstrate good communication skills and ability to work effectively as part of a team</td>
<td>Met</td>
</tr>
<tr>
<td>5. Graduates will demonstrate the ability to analyze complex business situations and ethical obligations in a realistic business environment (rev 11_27_12)</td>
<td>Met</td>
</tr>
</tbody>
</table>
### Intended Student Learning Outcomes: Management

<table>
<thead>
<tr>
<th>Intended Student Learning Outcomes</th>
<th>Senior Exam</th>
<th>Capstone Experience Rubric</th>
<th>Management Emphasis Exam</th>
<th>Senior Survey</th>
<th>Graduate Placement Survey</th>
<th>Management Senior Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will be able to explain the importance of human resource management to business success.</td>
<td></td>
<td></td>
<td>Met</td>
<td></td>
<td>Met</td>
<td></td>
</tr>
<tr>
<td>2. Students will be able to evaluate policies and procedures related to employment processes.</td>
<td></td>
<td></td>
<td>Met</td>
<td></td>
<td>Met</td>
<td></td>
</tr>
<tr>
<td>3. Students will be able to apply best practices in organizational processes to enhance organizational outcomes.</td>
<td></td>
<td></td>
<td>Met</td>
<td></td>
<td>Met</td>
<td></td>
</tr>
<tr>
<td>4. Students will be able to apply modern leadership and motivational theories to practical work situations.</td>
<td></td>
<td></td>
<td>Met</td>
<td></td>
<td>Met</td>
<td></td>
</tr>
<tr>
<td>5. Students will be able to demonstrate an understanding of the fundamental issues that promote corporate social responsibility.</td>
<td></td>
<td></td>
<td>Met</td>
<td></td>
<td>Met</td>
<td></td>
</tr>
</tbody>
</table>

### Summary of Achievement of Intended Student Learning Outcomes - Marketing:

<table>
<thead>
<tr>
<th>Intended Student Learning Outcomes</th>
<th>Learning Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Program ISLOs</td>
<td>Senior Exam</td>
</tr>
<tr>
<td>1. Graduates will attain higher learning in the field of business</td>
<td>Mixed</td>
</tr>
<tr>
<td>2. Graduates will demonstrate information literacy</td>
<td></td>
</tr>
<tr>
<td>3. Graduates will demonstrate ability to use practical business tools</td>
<td></td>
</tr>
</tbody>
</table>
4. *Graduates will demonstrate good communication skills and ability to work effectively as part of a team*

   |   | Met |   | Met |

5. *Graduates will demonstrate the ability to analyze complex business situations and ethical obligations in a realistic business environment (rev 11_27_12)*

   |   | Met |   | Met |

<table>
<thead>
<tr>
<th>Intended Student Learning Outcomes: Marketing</th>
<th>Senior Exam</th>
<th>Capstone Experience Rubric</th>
<th>Marketing Emphasis Exam</th>
<th>Senior Survey</th>
<th>Graduate Placement Survey</th>
<th>Marketing Senior Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will be able to explain the current definition of marketing as well as the current usage of the marketing concept.</td>
<td></td>
<td></td>
<td>Not Met</td>
<td></td>
<td></td>
<td>Met</td>
</tr>
<tr>
<td>2. Students will be able to explain market segmentation and will be able to describe the most popular ways to segment U.S. markets.</td>
<td></td>
<td></td>
<td>Not Met</td>
<td></td>
<td></td>
<td>Met</td>
</tr>
<tr>
<td>3. Students will be able to explain how products and services are positioned to achieve competitive advantage.</td>
<td></td>
<td></td>
<td>Not Met</td>
<td></td>
<td></td>
<td>Met</td>
</tr>
<tr>
<td>4. Students will be able to describe the product life cycle and how marketing is conducted during the stages of the life-cycle.</td>
<td></td>
<td></td>
<td>Not Met</td>
<td></td>
<td></td>
<td>Met</td>
</tr>
<tr>
<td>5. Students will be able to distinguish between elements of marketing channel and elements of the supply chain by comparing and contrasting the two concepts.</td>
<td></td>
<td></td>
<td>Not Met</td>
<td></td>
<td></td>
<td>Met</td>
</tr>
<tr>
<td>6. Students will be able to identify the differences between qualitative and quantitative</td>
<td></td>
<td></td>
<td>Not Met</td>
<td></td>
<td></td>
<td>Met</td>
</tr>
</tbody>
</table>
marketing research and will be able to give examples of each.

### Summary of Achievement of Intended Student Learning Outcomes - Finance:

<table>
<thead>
<tr>
<th>Intended Student Learning Outcomes</th>
<th>Learning Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Program ISLOs</strong></td>
<td><strong>Senior Exam</strong></td>
</tr>
<tr>
<td>1. Graduates will attain higher learning in the field of business</td>
<td>Mixed</td>
</tr>
<tr>
<td>2. Graduates will demonstrate information literacy</td>
<td></td>
</tr>
<tr>
<td>3. Graduates will demonstrate ability to use practical business tools</td>
<td></td>
</tr>
<tr>
<td>4. Graduates will demonstrate good communication skills and ability to work effectively as part of a team</td>
<td></td>
</tr>
<tr>
<td>5. Graduates will demonstrate the ability to analyze complex business situations and ethical obligations in a realistic business environment (rev 11_27_12)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intended Student Learning Outcomes: Finance</th>
<th><strong>Senior Exam</strong></th>
<th><strong>Capstone Experience Rubric</strong></th>
<th><strong>Finance Emphasis Exam</strong></th>
<th><strong>Senior Survey</strong></th>
<th><strong>Graduate Placement Survey</strong></th>
<th><strong>Finance Senior Survey</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will be able to interpret financial statements.</td>
<td></td>
<td></td>
<td>Met</td>
<td></td>
<td></td>
<td>Met</td>
</tr>
<tr>
<td>2. Students will be able to analyze time value of money concepts.</td>
<td></td>
<td></td>
<td>Met</td>
<td></td>
<td></td>
<td>Met</td>
</tr>
<tr>
<td>3. Students will be able to apply principles of capital budgeting.</td>
<td></td>
<td></td>
<td>Met</td>
<td></td>
<td></td>
<td>Met</td>
</tr>
</tbody>
</table>
4. Students will be able to analyze the relation between risk and return. | Met | | | Met
5. Students will be able to analyze capital structure decisions. | Met | | | Met

### Summary of Achievement of Intended Student Learning Outcomes - *Entrepreneurship/Small Business Management*:

<table>
<thead>
<tr>
<th>Intended Student Learning Outcomes</th>
<th>General Program ISLOs</th>
<th>Senior Exam</th>
<th>Capstone Experience Rubric</th>
<th>Entrepreneurship/Small Business Management Emphasis Exam</th>
<th>Senior Survey</th>
<th>Graduate Placement Survey</th>
<th>Entrepreneurship/Small Business Management Senior Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Graduates will attain higher learning in the field of business</td>
<td>Mixed</td>
<td>Met</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Met</td>
</tr>
<tr>
<td>2. Graduates will demonstrate information literacy</td>
<td></td>
<td>Met</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Met</td>
</tr>
<tr>
<td>3. Graduates will demonstrate ability to use practical business tools</td>
<td></td>
<td>Met</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Met</td>
</tr>
<tr>
<td>4. Graduates will demonstrate good communication skills and ability to work effectively as part of a team</td>
<td></td>
<td>Met</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Met</td>
</tr>
<tr>
<td>5. Graduates will demonstrate the ability to analyze complex business situations and ethical obligations in a realistic business environment <em>(rev 11_27_12)</em></td>
<td></td>
<td>Met</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Met</td>
</tr>
</tbody>
</table>

### Intended Student Learning Outcomes: *Entrepreneurship/Small Business Management*

1. Students will be able to develop identify components of a business plan. *(approved 8-28-13)* | Senior Exam | Capstone Experience Rubric | Entrepreneurship/Small Business Management Emphasis Exam | Senior Survey | Graduate Placement Survey | Entrepreneurship/Small Business Management Senior Survey | Met |
2. Students will be able to evaluate sources of equity and debt financing for entrepreneurial ventures. | Not Met | Met |
3. Students will be able to analyze the costs and benefits relevant to buying an existing business, purchasing a franchise, or creating a sole proprietorship or a partnership or a corporation. | Not Met | Met |
4. Students will be able to apply marketing concepts to promote small business operations. | Not Met | Met |
5. Students will be able to describe the principles of business ethics and governmental regulations relevant to small business operations. | Not Met | Met |

**Summary of Achievement of Intended Student Learning Outcomes – International Business:**

<table>
<thead>
<tr>
<th>Intended Student Learning Outcomes</th>
<th>Learning Assessment Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Program ISLOs</strong></td>
<td><strong>Senior Exam</strong></td>
</tr>
<tr>
<td>1. Graduates will attain higher learning in the field of business</td>
<td>Mixed</td>
</tr>
<tr>
<td>2. Graduates will demonstrate information literacy</td>
<td></td>
</tr>
<tr>
<td>3. Graduates will demonstrate ability to use practical business tools</td>
<td></td>
</tr>
<tr>
<td>4. Graduates will demonstrate good communication skills and ability to work effectively as part of a team</td>
<td></td>
</tr>
</tbody>
</table>
5. *Graduates will demonstrate the ability to analyze complex business situations and ethical obligations in a realistic business environment* (rev 11_27_12)

<table>
<thead>
<tr>
<th>Intended Student Learning Outcomes: International Business</th>
<th>Senior Exam</th>
<th>Capstone Experience Rubric</th>
<th>International Business Emphasis Exam</th>
<th>Senior Survey</th>
<th>Graduate Placement Survey</th>
<th>International Business Senior Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will be able to articulate the importance of international business and explain the basic concepts of international business</td>
<td>Met</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Students will be able to analyze and evaluate the formal institutions that international business – politics, laws, and economics</td>
<td>Met</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>3. Students will be able to analyze and evaluate the role of informal institutions: cultures, ethics, and norms</td>
<td>Met</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>4. Students will be able to construct the case for global and regional economic integration</td>
<td>Met</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>5. Students will be able to evaluate the importance of the management of global supply chains and apply the concepts</td>
<td>Met</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Students will be able to analyze and evaluate international finance and global governance, including corporate social responsibility</td>
<td>Met</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Summary of Achievement of Intended Student Learning Outcomes – Computer Information Systems:**

<table>
<thead>
<tr>
<th>Intended Student Learning Outcomes</th>
<th>Learning Assessment Measures</th>
</tr>
</thead>
</table>
### General Program ISLOs

<table>
<thead>
<tr>
<th>1. Graduates will attain higher learning in the field of business</th>
<th>Senior Exam</th>
<th>Capstone Experience Rubric</th>
<th>Computer Information Systems Emphasis Exam</th>
<th>Direct Measure 4</th>
<th>Senior Survey</th>
<th>Graduate Placement Survey</th>
<th>Computer Information Systems Senior Survey</th>
<th>Indirect Measure 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mixed</td>
<td>Met</td>
<td></td>
<td></td>
<td></td>
<td>Met</td>
<td>Met</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Graduates will demonstrate information literacy</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>Met</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>3. Graduates will demonstrate ability to use practical business tools</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>Met</th>
</tr>
</thead>
</table>

| 4. Graduates will demonstrate good communication skills and ability to work effectively as part of a team | | | | | | Met |
|---|---|---|---|---|---|

| 5. Graduates will demonstrate the ability to analyze complex business situations and ethical obligations in a realistic business environment (rev 11_27_12) | | | | | | Met |
|---|---|---|---|---|---|

### Intended Student Learning Outcomes: Computer Information Systems

<table>
<thead>
<tr>
<th>1. Students will be able to analyze information systems solutions professionally and ethically.</th>
<th>Senior Exam</th>
<th>Capstone Experience Rubric</th>
<th>Computer Information Systems Emphasis Exam</th>
<th>Senior Survey</th>
<th>Graduate Placement Survey</th>
<th>Computer Information Systems Senior Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Students will be able to evaluate the management of data through computer technology.</th>
<th></th>
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<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>3. Students will be able to apply information systems (IS) solutions within industry settings.</th>
<th></th>
<th></th>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
</table>
4. Students will be able to apply algorithmically multiple problem solving techniques.

5. Students will be able to develop software in at least one higher-level programming language using an object-oriented approach.

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

1. Core ISLO 1 – Senior Exam – Direct Measure – Accounting/Business Administration:

Overall, the performance target for this Core ISLO was mixed because the performance target was met in Fall, 2013 and Spring, 2014, but wasn’t met in Summer, 2013.

MFT results for the time period Fall 2013 and Spring 2014: Our target for these exam results is: **Average student performance will be at 50th percentile or above for national comparative group on the MFT.** The average student performance (mean) was 151, which compares favorably with the median of institutional scores (n=489; median = 151).

In 2012, our departments also identified a peer group (n=12 including BSU) of other institutions that we might consider our peer group. For the current analysis (F13 and Sp14), three of our peers did not have MFT scores (Minnesota State University Moorhead, Winona State University, and Culver-Stockton College, MO. Consequently, we were unable to run a peer analysis since 10 schools are required, and a new peer group would not be comparable to that of previous years.

MFT results for the time period Summer 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 145, which compares unfavorably with the median of institutional scores (n=662; median = 151).

We are also able to review BSU institutional performance by academic area. Specifically, we compare BSU’s Institutional Mean score to the Median of the Institutional Means. The results, by assessment area, are as follows:

**Comparing BSU’s Mean scores to the 2014 Comparative Data Guide (n=489 institutions)**

<table>
<thead>
<tr>
<th></th>
<th>Fall 2013 &amp; Spring 2014 (n=80)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>met</td>
</tr>
<tr>
<td>Economics</td>
<td>did not meet</td>
</tr>
<tr>
<td>Management</td>
<td>did not meet</td>
</tr>
</tbody>
</table>
Based on evaluation of Assessment Indicators for F13 and Sp14, the areas of Economics, Management, Legal, and International Issues need to complete Closing the Loop (CTL) decisions for 2014. Here are the Closing The Loop (CTL) decisions from the areas.

**Economics:**

“Closing the Loop” decisions for Economics. The Economics faculty met and discussed the above results. We have decided to, effective immediately:

1. Stress the importance of comparative advantage in Econ 2000 and 2100, and adopt content and test questions, as appropriate, to reflect this.
2. Stress the importance of monetary and fiscal policy, and the basics of exchange rates, through learning objectives, content delivery, and examinations, in Econ 2100.


4. Await next year’s test results and see if the below average performance this year is noise or if it might be part of an overall trend.

**Management:**

These CTL decisions relate to the MFT results for Management. The Management discipline leaders recognized several items that need addressing in order to improve performance. Our process was to identify those items that had the largest deviation from the national norm. Those qualifying included any item that had greater than 10% deviation from the national data. Thus four areas were selected for special attention in the next academic cycle:

Table 1

<table>
<thead>
<tr>
<th>Item Number</th>
<th>Gap %</th>
<th>Gap</th>
<th>Percent Correct Institution</th>
<th>Percent Correct National(^{(b)})</th>
<th>Domain</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>0.204</td>
<td>13.8</td>
<td>53.8</td>
<td>67.6</td>
<td>Entrepreneurship</td>
</tr>
<tr>
<td>31</td>
<td>0.191</td>
<td>6.5</td>
<td>27.5</td>
<td>34</td>
<td>Strategy and Policy/Strategic analysis</td>
</tr>
</tbody>
</table>
Legal:

In past decisions for “closing the loop” actions based on the ETS MFT results in the legal and social environment area, we have looked at the areas where we have fallen short of the median of institutional means. This has been in torts, antitrust, and social responsibility or ethics.

For action items, we said we would “…include additional discussion items and hands-on experience regarding tort law”.

Additionally, we said we would

  a. Include additional discussion and practical exercises regarding Ethics and Antitrust.
  b. Encourage students in the legal classes to take our Business Ethics class, which is not a required class for all Business and Accounting students.
  c. Include Antitrust information in the Legal Environment class.

International Issues:

The International Issues score is comprised of international questions related to Management, Economics, Finance and Marketing. Based on 2013-14 MFT results, BSU students fell short in the areas of international and cross cultural management, exchange rates, international trade and policy, and international marketing.

CTL decisions this year that should help close these gaps include:

Finance:

incorporate the International Finance content in BUAD 3771, to include learning objectives, content delivery, and examinations.

Who: Teachers of 3771
When: continuation of what we implemented Spring 2014

Management:

International Cross Cultural Management: An additional review will be presented in class on international cross cultural management
| Who: Teachers of BUAD 3351  
| When: Spring 2015 |

**Economics:**

Stress the importance of monetary and fiscal policy, and the basics of exchange rates, through learning objectives, content delivery, and examinations, in Econ 2100.

| Who: Teachers of Econ 2100  
| When: Spring 2015 |

### 2. Core ISLO 1 - Senior Survey – Indirect Measure - Accounting:

Overall, the performance target for this Core ISLO dealing with attaining higher learning in the field of accounting were met on the graduating senior survey in Accounting. However, in the survey about demonstrating an understanding of the following functional areas, the area of International/Global was a little short. The target was 70% but it was 68.1%.

### 3. Accounting ISLOs 1 through 6:

With respect to the MFAT assessment test results, we have met our goals. However, we failed to meet our goals with respect to the Accounting Assessment Exam.

All of the questions in the Accounting emphasis were reviewed. We decided that the test questions in the Auditing area should be modified to better reflect a greater diversity of knowledge outside of questions related strictly to the CPA exam. The modified questions have been submitted, and these questions will be used in the next assessment test.

### 4. Marketing ISLOs 1 through 6:

For the Emphasis Exam, the goal was not met. The coordinated response from the Marketing faculty are as follows:

The intended student learning outcomes for the Marketing emphasis are appropriate for the bachelor’s degree level. Specifically, the SLOs clearly describe what students are expected to know and be able to do at the conclusion of the degree program.

Marketing faculty reviewed the 2014 results as well as the CTL decisions from 2013. The following curricular changes were partially implemented. Full implementation of these changes represent the CTL decisions for 2014.

- Identify appropriate SLOs for BUAD 3569 (SLOs 1, 3, 5) and BUAD 3751.
- In the marketing emphasis, standardize how BASLOs and SLOs are communicated to BSU students in course syllabi (i.e. a syllabus template).
• When data is available, comparison of 2014 Marketing Emphasis Assessment Exam results and 2015 Marketing Emphasis Assessment Exam results will begin to determine if revisions to the exam/exam questions are necessary.
• Recommend BUAD 4468 be taught by full-time (non-adjunct) faculty.

5. **Entrepreneurship/Small Business Management ISLOs 1 through 5:**

The performance targets for these ISLOs were not met on the emphasis examination. Here are the recommendations from the faculty members who teach the area of Entrepreneurship/Small Business Management to find ways to improve the results.

1. Monitor textbook selections for BUAD 4458 Entrepreneurship and BUAD 4469 Small Case Analysis, as the same textbook has been used for both courses. The textbook for BUAD 4458 should focus on the basic principles of entrepreneurship. The textbook for BUAD4469 should focus on small business management.

2. The SLOs for the entrepreneurship emphasis be rewritten as the current SLOs are either too specific and/or not sufficiently inclusive.

*Current SLOs*

1. Students will be able to develop identify components of a business plan. (approved 8-28-13)
2. Students will be able to evaluate sources of equity and debt financing for entrepreneurial ventures.
3. Students will be able to analyze the costs and benefits relevant to buying an existing business, purchasing franchise, or creating a sole proprietorship or a partnership or a corporation.
4. Students will be able to apply marketing concepts to promote small business operations.
5. Students will be able to describe the principles of business ethics and governmental regulations relevant to small business operations.

*Recommended SLOs*

1. Students will be able to articulate and evaluate components of a business plan.
2. Students will be able to identify and evaluate financial and accounting concepts relevant to entrepreneurs.
3. Students will be able to identify and analyze ‘new’ business opportunities and apply marketing concepts relevant to entrepreneurs
4. Students will be able to evaluate principles of management relevant to entrepreneurs.
5. Students will be able to evaluate principles of ethics and government regulations relevant to entrepreneurs.

3. Given the new set of SLOs, the Emphasis Exam needs a significant overhaul.

6. **Computer Information Sciences (CIS) ISLOs 1 through 5:**

The first emphasis exam will be implemented in the summer, 2014. The result is going to be included in the annual report next year.
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>
<thead>
<tr>
<th>Intended Operational Outcomes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>The Department of Accounting/Business Administration will be successful in providing students with opportunities to engage in higher order thinking skills</strong></td>
</tr>
<tr>
<td>2. <strong>The Department of Accounting/Business Administration will be successful in providing students with opportunities to engage in active and collaborative learning behaviors</strong></td>
</tr>
<tr>
<td>3. <strong>The Department of Accounting/Business Administration will be successful in creating a learning environment with high academic expectations</strong></td>
</tr>
<tr>
<td>4. <strong>The Department of Accounting/Business Administration will be successful in creating a learning environment that supports students</strong></td>
</tr>
<tr>
<td>5. <strong>The Department of Accounting/Business Administration will be successful in providing effective instruction to its students</strong></td>
</tr>
<tr>
<td>6. <strong>The Department of Accounting/Business Administration will be successful in providing effective academic advising to its students</strong></td>
</tr>
<tr>
<td>7. <strong>The Department of Accounting/Business Administration will be successful in creating a learning environment that promotes student satisfaction with the program</strong></td>
</tr>
<tr>
<td>8. <strong>The Department of Accounting/Business Administration will be successful in advancing a culture of continuous improvement that encourages students’ personal development</strong></td>
</tr>
<tr>
<td>9. <strong>The Department of Accounting/Business Administration will be successful in ensuring students receive support for basic skills development as needed</strong></td>
</tr>
<tr>
<td>10. <strong>The Department of Accounting/Business Administration will maintain its programmatic accreditation</strong></td>
</tr>
<tr>
<td>11. <strong>The strategic plan of the Department of Accounting/Business Administration will be linked to the plans of the college and the university.</strong></td>
</tr>
<tr>
<td>12. <strong>The faculty in the Department of Accounting/Business Administration will engage in scholarly activities per the expectations of the CBA.</strong></td>
</tr>
<tr>
<td>13. <strong>The faculty in the Department of Accounting/Business Administration will engage in training and development activities per the expectations of the CBA.</strong></td>
</tr>
<tr>
<td>14. <strong>The faculty in the Department of Accounting/Business Administration will be afforded sabbatical opportunities per the expectations of the CBA.</strong></td>
</tr>
<tr>
<td>15. <strong>The faculty in the Department of Accounting/Business Administration will engage in the development of active learning and other pedagogical strategies.</strong></td>
</tr>
</tbody>
</table>
16. The faculty in the Department of Accounting/Business Administration will engage in the development of their online teaching and learning.

17. The Accounting/Business Administration Department curriculum will meet MnSCU expectations for length and transferability.

18. Curriculum changes within the Accounting/Business Administration Department will consider expectations of relevant industry and educational partners while reflecting discipline standards.

19. Growth of academic programs within the Accounting/Business Administration department will reflect institutional strategic directions.

20. Partnerships between the Accounting/Business Administration department and other institutions of higher learning will reflect institutional strategic directions.

21. The faculty of the Accounting/Business Administration Department will be engaged in outreach activities.

22. The learning of Accounting/Business Administration students will be supported through industry connections and engaged learning opportunities.

23. The Accounting/Business Administration Department will be effective in communicating with its stakeholders.

<table>
<thead>
<tr>
<th>Assessment Measures/Methods for Intended Operational Outcomes:</th>
<th>Performance Objectives (Targets/Criteria) for Operational Assessment Measures/Methods:</th>
</tr>
</thead>
</table>
| **1. Senior Survey**  
Intended Operational Outcomes Assessed by this Measure: 1, 2, 3, 4, 5, 6, 7, 8, 9 | **OpO 1:**  
At least 70% of graduating seniors indicate they are able to effectively analyze a case study
At least 70% of graduating seniors indicate they are able to apply theories or concepts to practical problems as part of a class assignment or discussion
At least 70% of graduating seniors indicate they are able to make judgments on how others have interpreted data and drawn conclusions about a particular case
At least 70% of graduating seniors indicate they are able to combine concepts from different classes to complete assignments |
| **OpO 2:**  
At least 70% of graduating seniors indicate they engage in the following behaviors at least occasionally as a student at BSU:  
- asked questions in class or contributed to class discussion  
- worked with other classmates on a class assignment during class  
- worked with other classmates on a class assignment outside of class |
made class presentation either individually or as part of a group
discussed ideas from class with others who were not classmates

OpO 3:
At least 70% of graduating seniors indicate they have worked hard to meet academic expectations
At least 70% of graduating seniors will indicate they reworked their paper or assignment at least once before turning it in
At least 70% of graduating seniors indicate BUAD curriculum has been appropriately challenging

OpO 4:
At least 70% of graduating seniors agree that the faculty support in the BUAD program has been strong

OpO 5:
At least 70% of graduating seniors indicate BUAD teaching has been good

OpO 6:
At least 70% of graduating seniors indicate their BUAD advisor has been knowledgeable and approachable

OpO 7:
At least 70% of graduating seniors indicate they are satisfied with the education they have obtained
At least 70% of graduating seniors would recommend the program to family or friends interested in business administration

OpO 8:
At least 60% of each year’s graduates will indicate they have experienced personal growth and development in the following areas:
  - Awareness and development of values
  - Development of self-awareness
| Development of self-reliance  
| Strengthening of leadership qualities  
| At least 50% of each year’s graduates will indicate they participated in one or more sponsored or community activities or organizations.  
| At least 70% of each year’s graduates will indicate they have engaged at least occasionally in conversations with a student different from themselves with regard to  
| race or ethnicity  
| religious beliefs  
| political opinions  
| personal values  
| OpO 9:  
| At least 60% of each year’s graduates will indicate their skill development in writing, math, and reading was supported if needed.  
|  
| 1a. Senior Survey - Accounting  
| Intended Operational Outcomes Assessed by this Measure: 22  
| OpO 22:  
| At least 10% of graduating seniors will indicate they participated in one or more internships.  
|  
| 1b. Senior Survey – Business Administration  
| Intended Operational Outcomes Assessed by this Measure: 22  
| OpO 22:  
| At least one marketing related project in the community annually. At least one student engagement project will be part of the business or club offering annually.  
|  
| 2. IACBE Annual Reports  
| Intended Operational Outcomes Assessed by this Measure: 10  
| OpO 10:  
| 100% timely filing of Annual Reports with IACBE.  
| Timely filing of Self-Study and other reports as necessary for reaccreditation.  
|  
| 2a. IACBE Annual Reports - Accounting  
| Intended Operational Outcomes Assessed by this Measure: 23  
| OpO 23:  
| Accounting: At least two meetings with administrative offices will be held each year to support effectiveness of departmental communications. Topics might include web presence and print materials for students, alumni, employers, prospective students, and community members.  
|  
| 2b. IACBE Annual Reports – Business Administration  
|  
| OpO 23:  
|
| 3. **Annual Dean’s Report** | **OpO 11:** Strategic plans are updated in compliance with institutional timelines and expectations

|  | **OpO 14:** Faculty sabbatical opportunities are made available each year, consistent with the Collective Bargaining Agreement.

|  | **OpO 17:** All curriculum packets are prepared at the department level, approved by the Dean, and vetted by the institutional curriculum committee. All curriculum change meet the MnSCU guidelines on program length and transferability.

|  | **OpO 19:** Accounting/Business Administration academic programming reflects institutional strategic direction.

|  | **OpO 20:** New or updated articulation agreements and collaborations with other institutions of higher learning reflect institutional strategic direction.

| 4. **Operational Goal Matrix/PIG grant reports** | **OpO 12:** Results of faculty scholarly activities will be shared annually at a department meeting for evaluation of departmental continuous improvement expectation. If the department decides average participation has decreased substantially, an action item will be created to address it.

|  | **OpO 13:** Results of faculty training and development activities will be shared annually at a department meeting for evaluation of departmental

---

Note: We reviewed the 2012-2013 information during the spring of 2013 and the 2013-2014 information during the fall of 2014. We used two different instruments – a matrix of activities and a survey of activities. There were some small differences in the questions. Also our operational outcomes were changed a little during the fall of 2013. Please contact us for documentation.
continuous improvement expectation. If the department decides additional action is needed, an action item will be created to address it.

OpO 15:
Results of faculty development of active learning and other pedagogy will be shared annually at a department meeting for evaluation of departmental continuous improvement expectation. If the department decides additional action is needed, an action item will be created to address it.

OpO 16:
Results of faculty development in online teaching and learning will be shared annual at a department meeting for evaluation of continuous improvement expectation. If the department decides additional action is needed, an action item will be created to address it.

OpO 21:
Results of faculty participation in professional, economic, political, social or other community organizations will be shared annually at a department meeting for evaluation of outreach expectation. If the department decides additional action is needed, an action item will be created to address it.

| 4a. Operational Goal Matrix/PIG grant reports - Accounting | OpO 22: |
| Intended Operational Outcomes Assessed by this Measure: 22 | At least 5 students will participate in VITA annually. |
| | At least one community based project will be part of the Accounting department curriculum or club activities annually. |

| 4b. Operational Goal Matrix/PIG grant reports – Business Administration | OpO 22: |
| Intended Operational Outcomes Assessed by this Measure: 22 | At least one marketing-related project in the community annually. |
| | At least one student engagement project from student club. |

5. Survey of Employers of Accounting/Business Administration Graduates (Old Advisory Board Survey) | OpO 18: |
<table>
<thead>
<tr>
<th>Internship Employer Survey</th>
<th>The Accounting/Business Department will survey an average of three employers a year regarding the department’s curriculum. Results will be shared annually at a department meeting.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intended Operational Outcomes Assessed by this Measure: 18</td>
<td>The recommendations from the Internship Employer Survey on curriculum changes will also be shared annually at a department meeting.</td>
</tr>
<tr>
<td></td>
<td>Review of these survey results will be part of the department’s process for putting forth curriculum proposals.</td>
</tr>
<tr>
<td></td>
<td>Department will review employer recommendations on curriculum changes as well as employer evaluation of intern’s knowledge as appropriate to the field.</td>
</tr>
</tbody>
</table>

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

1. **Accounting:**

   **Percentage of graduates who agree with the following statement.**
   As a graduating senior in Accounting, I am able to,
   - Effectively analyze a case study: 91.5
   - Apply theories or concepts to practical problems as part of a class assignment or discussion: 93.6
   - Make judgments on how others have interpreted data and drawn conclusions about a particular case: 89.4
   - Combine concepts from different classes to complete assignments: 93.6.

2. **Business Administration:**

   **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: 97.9
   - Apply theories or concepts to practical problems as part of a class assignment or discussion: 96.5
   - Make judgments on how others have interpreted data and drawn conclusions about a particular case: 97.9
   - Combine concepts from different classes to complete assignments: 98.6

2. **Accounting:**
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: 95.7
Worked with other classmates on a class assignment during class: 74.5
Worked with other classmates on a class assignment outside of class: 68.1
Made class presentations either individually or as part of a group: 76.6
Discussed ideas from class with others who were not classmates: 59.6

Business Administration:

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: 91.7
Worked with other classmates on a class assignment during class: 88.9
Worked with other classmates on a class assignment outside of class: 90.3
Made class presentations either individually or as part of a group: 94.4
Discussed ideas from class with others who were not classmates: 81.9

3. Accounting:

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: 78.7
Worked hard to meet an instructor’s expectations: 100.0.
Percentage of graduates who agree with the following statement.
While a student at Bemidji State,
the accounting curriculum has been appropriately challenging: 97.9

Business Administration:

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: 86.8
Worked hard to meet an instructor’s expectations: 98.6
Percentage of graduates who agree with the following statement.
While a student at Bemidji State,
the business curriculum has been appropriately challenging: 91.7
4. **Accounting:**

*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: 89.4

**Business Administration:**

*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: 88.9

5. **Accounting:**

*Percentage of graduates who agree with the following statement.*
While a student at Bemidji State, the quality of teaching and instruction from the accounting faculty has been good: 87.2

**Business Administration:**

*Percentage of graduates who agree with the following statement.*
While a student at Bemidji State, the quality of teaching and instruction from the business administration faculty has been good: 88.2

6. **Accounting:**

Percentage of graduates who agree with the following statement.
While a student at Bemidji State, my accounting advisor has been knowledgeable and approachable: 91.5.

**Business Administration:**

*Percentage of graduates who agree with the following statement.*
While a student at Bemidji State, my business administration advisor has been knowledgeable and approachable: 91.7

7. **Accounting:**

*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: 91.5
I would recommend this program to friends or family interested in accounting: 83.0.
Business Administration:

*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: 93.8
I would recommend this program to friends or family interested in business administration: 91.0.

8. **Accounting:**

*Personal growth and development questions*

*Percentage of responding graduates agreeing with the following statement:*

During my university career, I have experienced personal development in the following areas:
Awareness and Development of Values: 87.2
Development of Self-Awareness: 87.2
Development of Self-Reliance: 91.5
Strengthening of Leadership Qualities: 87.2.

Percentage of students who indicated they participated *more than “never”* in one or more of the sponsored or community activities or organizations: 66.0%.

(New Fall 2010) Percentage of students who indicated they engaged *at least occasionally* in the following behaviors:

Had conversations with a student of a different race or ethnicity than your own: 72.3.
Had conversations with a student who has different religious beliefs than you: 66.0.
Had conversations with a student who has different political opinion than you: 70.2.
Had conversations with a student who has different personal values that you: 72.3.

**Business Administration:**

*Personal growth and development questions*

*Percentage of responding graduates agreeing with the following statement:*

During my university career, I have experienced personal development in the following areas:
Awareness and Development of Values: 93.1
Development of Self-Awareness: 94.4
Development of Self-Reliance: 94.4
Strengthening of Leadership Qualities: 94.4
Percentage of students who indicated they participated *more than “never”* in one or more of the sponsored or community activities or organizations: 84.0%

(New Fall 2010) Percentage of students who indicated they engaged *at least occasionally* in the following behaviors:
- Had conversations with a student of a different race or ethnicity than your own: 85.4
- Had conversations with a student who has different religious beliefs than you: 84.0
- Had conversations with a student who has different political opinion than you: 87.5
- Had conversations with a student who has different personal values that you: 89.6

9. **Accounting:**

Percentage of students who indicated they did *not* need assistance with:
- Writing Skills: 23.4
- Math skills: 27.7
- Reading Skills: 34.0

Percentage of responding graduates indicating they needed assistance who agreed with the following statement:

As a student at Bemidji State University, my skill development in the following areas has been supported:
- Writing Skills: 88.9
- Math skills: 91.2
- Reading Skills: 90.3.

**Business Administration:**

Percentage of students who indicated they did *not* need assistance with:
- Writing Skills: 15.3
- Math skills: 13.9
- Reading Skills: 23.6

Percentage of responding graduates indicating they needed assistance who agreed with the following statement:

As a student at Bemidji State University, my skill development in the following areas has been supported:
- Writing Skills: 96.7
- Math skills: 95.2
- Reading Skills: 97.3

10. The annual report has been filed in timely manner.
11. According to the Dean’s memo, this goal has been met by both departments (Accounting/Business Administration). We worked on the strategic plans throughout the 2013-2014 academic year.

Please see the following appendix:
Appendix 7: Dean’s Memo

12. According to the Dean’s Memo, faculty scholarship expectations are documented and reviewed through the MnSCU/IFO collective bargaining agreement’s procedure for professional development plans and reports.

2013-2014 Operational Goal Survey
   Accounting: Met expectations
   Business: Met expectations

13. According to the Dean’s Memo, the faculty training and development expectations per the collective bargaining agreement were met. Faculty study and travel funds ($1300 per full-time equivalent faculty) were provided and distributed according to the procedure in the collective bargaining agreement: “(T)he department shall, through a democratic process, determine an equitable procedure for distribution of funds.”

   Professional improvement grant applications and disbursements were handled according to the collective bargaining agreement. Thirty-five thousand nine hundred dollars were awarded to thirty three faculty members. Four grants were awarded to Accounting and Business Faculty. Dr. Tony Iaquinto received $1000, Dr. Sanjeev Phukan received $1200, Dr. Mehdi Shiekholeslami received $1200 and Dr. Valerie Wallingford received $1000.

   In addition to the professional improvement grants noted above, several other faculty grant opportunities are 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/

   Dr. Kari Wood received an Academic Technology Innovation Fund Grant for $3515.35 for an Online Group Asynchronous Presentation Software (Adobe Connect) in the spring of 2014.

   The BSU Center for Professional Development (CPD) continues to be extremely active in providing opportunities for faculty development in active and other learning strategies. http://www.bemidjistate.edu/faculty_staff/professional_development/resources/

   2013-2014 Operational Goal Survey
   Accounting: Exceeded expectations
   Business: Met expectations
14. According to the Dean’s Memo, the Accounting and Business Administration Departments had one sabbatical request from Carol Nielsen. The application, review, and recommendation process found in the collective bargaining agreement were followed for the sabbatical. She took the sabbatical during the fall of 2013.

15. **2013-2014 Operational Goal Survey**
   - **Accounting:** Exceeded expectations
   - **Business:** Met expectations

16. **2013-2014 Operational Goal Survey**
   - **Accounting:** Met expectations
   - **Business:** Partially met expectations because the Department of Business Administration didn’t meet training goal.

17. According to the Dean’s Memo, the curriculum of the Accounting and the Business Administration Department meet MnSCU expectations for length and transferability.

18. According to the Dean’s Memo, 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 revisited this outcome and determined the best method to use to meet this objective working with employers of interns and current graduates was to conduct employer interviews pursuant to the IACBE Accounting and Business Assessment Plans, Section III: Operational Assessment Number 18: *Curriculum changes within the Business Administration Department will consider expectations of relevant industry and educational partners while reflecting discipline standards.*

   The Performance Targets/Criteria for Operational Assessment Measures/Methods were the following: *The Accounting and Business Department will survey an average of three employers a year regarding the department’s curriculum. Results will be shared annually at a department meeting. (New measure adopted 9-11-13) Review of these survey results will be part of the department’s process for putting forth curriculum proposals.(Process adopted 9-11-13)Departments will review employer recommendations on curriculum changes as well as employer evaluation of intern’s knowledge as appropriate to the field. (No target set. Will review results for a year, first.)*

   These interviews were conducted and reviewed at the fall 2014 IACBE meeting.

19. According to the Dean’s Memo, the growth in the academic programs of Accounting and Business Administration reflect institutional strategic directions.

   The University has a new Master Academic Plan for 2013 through 2016. This can be found at [http://www.bemidjistate.edu/academics/affairs/MAP%20Final%20version(1).pdf](http://www.bemidjistate.edu/academics/affairs/MAP%20Final%20version(1).pdf)

   There are three items that are noteworthy for some of the future planning in the accounting and business programs:

   1. In the plan, one of the Academic Program Priority Areas is “(L)earning, knowing and understanding the role of business related activities.” (p. 7)
2. The plan outlines the opportunity to “(E)xplore development of an innovation and entrepreneurship center that provides opportunities for faculty and students to participate in new business creation and product development under a patent/licensing agreement with the university. (p. 12)

3. In the Program Classification, the online accounting and business programs are expected to grow, the campus accounting and business programs are expected to be sustainable, and there is a the creation of an MBA program. The corresponding proposed new faculty positions are outlined on the next page. (pp. 14-15)

Additionally, updates and priorities can be found at http://www.bemidjistate.edu/academics/affairs/strategic_planning/

20. According to the Dean’s Memo, partnerships between the Accounting and Business Administration Departments and other institutions will reflect institutional strategic directions. This past year, approval was gained to have the last two years of the Management and Small Business/Entrepreneurship programs in Business Administration Department taught at Anoka Ramsey Community College in the Twin Cities. The College has begun to implement plans of working closely with Northwest Technical College. More information on this venture will be available in the next annual report.


   **Accounting:** Met expectations
   **Business:** Met expectations

22. 2013-2014 Operational Goal Survey and Senior Survey

   **Accounting:** Exceeded expectations
   - *VITA was the community project. VITA target of 5 students was exceeded with about 15 students; Target changed to 6 students next year. Percentage of students who participated in at least one internship was 23.4%.*

   **Business:** Met expectations.
   - Marketing related project – MARS projects.
   - Student engagement - Human Resources Payroll Project and SBDC flyers

23. 2013-2014 Operational Goal Survey

   **Accounting:** Met
   - The department of Accounting has new brochures and working on a new web site
   **Business:** Met expectations

### Summary of Achievement of Intended Operational Outcomes:

<table>
<thead>
<tr>
<th>Intended Operational Outcomes</th>
<th>Operational Assessment Measures/Methods</th>
</tr>
</thead>
</table>

IACBE Annual Report: 2013-14
<table>
<thead>
<tr>
<th></th>
<th>Senior Survey</th>
<th>IACBE Annual Reports</th>
<th>Annual Dean’s Report</th>
<th>Operational Goal Matrix/PIG grant reports</th>
<th>Survey of Employers of Business Administration Graduates/Internship Employer Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><em>The Department of Accounting/Business Administration will be successful in providing students with opportunities to engage in higher order thinking skills</em></td>
<td></td>
<td></td>
<td>Met</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td><em>The Department of Accounting/Business Administration will be successful in providing students with opportunities to engage in active and collaborative learning behaviors</em></td>
<td></td>
<td></td>
<td>Met</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td><em>The Department of Accounting/Business Administration will be successful in creating a learning environment with high academic expectations</em></td>
<td></td>
<td></td>
<td>Met</td>
<td></td>
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<tr>
<td>4.</td>
<td><em>The Department of Accounting/Business Administration will be successful in creating a learning environment that supports students</em></td>
<td></td>
<td></td>
<td>Met</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td><em>The Department of Accounting/Business Administration will be successful in providing effective instruction to its students</em></td>
<td></td>
<td></td>
<td>Met</td>
<td></td>
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<tr>
<td></td>
<td>The Department of Accounting/Business Administration will be successful in providing effective academic advising to its students</td>
<td>Met</td>
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<tr>
<td>7</td>
<td>The Department of Accounting/Business Administration will be successful in creating a learning environment that promotes student satisfaction with the program</td>
<td>Met</td>
<td></td>
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<tr>
<td>8</td>
<td>The Department of Accounting/Business Administration will be successful in advancing a culture of continuous improvement that encourages students’ personal development</td>
<td>Met</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>9</td>
<td>The Department of Accounting/Business Administration will be successful in ensuring students receive support for basic skills development as needed</td>
<td>Met</td>
<td></td>
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<tr>
<td>10</td>
<td>The Department of Accounting/Business Administration will maintain its programmatic accreditation</td>
<td>Met</td>
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<tr>
<td>11</td>
<td>The strategic plan of the Department of Accounting/Business Administration will be linked to the plans of the college and the university.</td>
<td>Met</td>
<td></td>
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<tr>
<td></td>
<td>The faculty in the Department of Accounting /Business Administration will engage in scholarly activities per the expectations of the CBA.</td>
<td></td>
<td>Met</td>
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<tr>
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<tr>
<td>13.</td>
<td>The faculty in the Department of Accounting /Business Administration will engage in training and development activities per the expectations of the CBA.</td>
<td></td>
<td>Met</td>
<td></td>
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</tr>
<tr>
<td>14.</td>
<td>The faculty in the Department of Accounting/Business Administration will be afforded sabbatical opportunities per the expectations of the CBA.</td>
<td></td>
<td>Met</td>
<td></td>
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<tr>
<td>15.</td>
<td>The faculty in the Department of Accounting /Business Administration will engage in the development of active learning and other pedagogical strategies.</td>
<td></td>
<td>Met</td>
<td></td>
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</tr>
<tr>
<td>16.</td>
<td>The faculty in the Department of Accounting /Business Administration will engage in the development of their online teaching and learning.</td>
<td></td>
<td>Partially Met</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>The Accounting /Business Administration Department curriculum will meet MnSCU expectations for length and transferability.</td>
<td></td>
<td>Met</td>
<td></td>
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</tr>
<tr>
<td>18.</td>
<td>Curriculum changes within the Accounting /Business Administration Department will</td>
<td></td>
<td>Met</td>
<td></td>
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</tr>
</tbody>
</table>
Consider expectations of relevant industry and educational partners while reflecting discipline standards.

<table>
<thead>
<tr>
<th>Proposed Courses of Action for Improvement in Operational Outcomes for which Performance Targets Were Not Met:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Intended Operational Outcome 2:</strong> Accounting: Most goals were met except two items of Accounting. The Accounting department will encourage students to work with their classmates during classes and to discuss ideas from classes with others who were not classmates.</td>
</tr>
</tbody>
</table>
2. **Intended Operational Outcome 8:**
   **Accounting:**
   Every goal was met except one, though it was very close to the goal. The Accounting department will try to make the environment that students can open their mind to have conversations with students who have different religious beliefs than theirs.

3. **Intended Operational Outcome 16:**
   **Business Administration:**
   **2013-2014 Operational Goal Survey:** Partially met expectations
   We met our goal of informal review of QM. Second goal: that 25% of department’s faculty will attend one QM training session.
   We didn’t meet the training goal. In 2013-2014, 2 out of 13 (15%) had QM training. Because in 2012-2013, 7 out of 13 (54%) had QM training.
   New goal as of 10-28-14: One person each year attains QM training until the whole department has QM training.