

Accreditation Council for Business Schools and Programs (ACBSP)
Quality Assurance (QA) Report
for
Baccalaureate/Graduate Degree Programs
Current as of December 2011

Overview (O) 1. Complete all information requested.

Submit your report as an attachment to reports@acbsp.org on or before February 27th or September 30th.

This report should be limited to maximum of 50 pages. The average length of most good reports is 30 pages. To help reduce the page numbers you can remove the ACBSP examples used in this report template to help you complete the report.

O 2. Institution Name: **Fairmont State University School of Business** Date **9/26/12**
Address: **1201 Locust Avenue, Fairmont, West Virginia 26554**

O 3. Year Accredited/Reaffirmed: **2004** / This Report Covers Years: **2010-11 & 2011-12**

O 4. List All Accredited Programs (as they appear in your catalog):

Bachelor of Science Degrees in Accounting, Information Systems Management and Business Administration. Concentrations within the Business Administration degree include: Finance, General Business, Hospitality Management, Management, Marketing and Sport Management.

O 5. List all programs that are in your business unit that are not accredited by ACBSP and how you distinguish accurately to the public between programs that have achieved accredited status and those that have not.

Programs that have achieved accredited status clearly state this fact in the Fairmont State University Catalog. The program description sheets contain specific information regarding the accreditation status of each program. Additionally, the School of Business Web Page clearly denotes the accreditation status of each program within the School. The following programs are not accredited by ACBSP:

- **The Business Education 5-Adult program is accredited by the National Council for the Accreditation of Teacher Education (NCATE).**
- **The Master of Business Administration program is accredited by the Higher Learning Commission of the North Central Association of Colleges.**

O 6. List all campuses that a student can earn a business degree from your institution:

**Main Campus in Fairmont, WV
Caperton Center in Clarksburg, WV**

O 7. Person completing report Name: **Dr. Richard Harvey, Dean for the School of Business**
Phone: **(304) 367-4395**
E-mail address: **Richard.Harvey@fairmontstate.edu**
ACBSP Champion name: **Dr. Richard Harvey, Dean for the School of Business**
ACBSP Co-Champion name: **Dr. Timothy Oxley, Associate Dean for the School of Business**

O 8. Conditions/Notes/Opportunity for Improvement (OFI) to be addressed. Please explain and provide the necessary documentation/evidence for addressing each condition/note/OFI since your last report.

We are not requesting the removal of the Note on Standard 4.1 regarding the Assessment Plan at this time. Please refer to Appendix A for additional information about the School of Business Assessment Plan.

O 9. The business unit must routinely provide reliable information to the public on their performance, including student achievement. Describe how you routinely provide reliable information to the public on your performance, including student achievement. Note: Many business programs place a link on their website to this QA report to meet this requirement.

The Fairmont State University School of Business website contains a link to the Quality Assurance report and can be found at the following web address: <http://www.fairmontstate.edu/schoolofbusiness/about-us/accreditation>

Standard #1 Leadership

Organization

a. List any organizational or administrative personnel changes within the business unit since your last report.

- **Dr. Gina Fantasia was named Director, University Business Center for the School of Business in 2011. This is a new position and Center for the School of Business.**
- **Dr. Maria C. Rose was named Fairmont State University President in 2012. Dr. Rose previously served as Interim President and Provost.**

The following changes became effective with the Fall 2012 semester and are reported here because of their significant impact on the School of Business:

- Dr. Christina M. Lavorata was named Provost and Vice President for Academic Affairs in 2012. Dr. Lavorata previously served as Interim Provost and Associate Provost.
- Dr. Jack R. Kirby was named Associate Provost for Academic Affairs in 2012. Dr. Kirby previously served as Associate Dean of the School of Business.
- Dr. Timothy Oxley was named Associate Dean for the School of Business in 2012. Dr. Oxley previously served as the Director of the MBA Program.
- Gregory Adkins was hired as Assistant Professor of Accounting in 2012. This is a replacement hire.
- Dr. Joseph Kremer was hired as Assistant Professor of Finance in 2012. This is a replacement hire.
- Dr. Amy Godfrey was hired as Assistant Professor of Economics in 2012. This is a new faculty position for the School of Business.

b. List all new sites where students can earn an accredited business degree (international campus, off-campus or on campus, on-line) that have been added since your last report?

N/A

Standard #2 Strategic Planning (this standard not typically addressed in the QA report) This is used as a place holder to allow all the other standards to be addressed in the QA report and keep the numbering system consistent with self-studies and QA reports.

Standard #3 Student and Stakeholder Focus

Complete the following table. Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

Standard 3 - Student and Stakeholder-Focused Results

Student- and Stakeholder-Focused Results	<p>Student- and stakeholder-focused results examine how well your organization satisfies students and stakeholders key needs and expectations.</p> <p><i>Performance measures may include: satisfaction and dissatisfaction of current and past students and key stakeholders, perceived value, loyalty, persistence, or other aspects of relationship building, end of course surveys, alumni surveys, Internship feedback, etc.</i></p> <p><i>Measurement instrument or processes may include end of course surveys, alumni surveys, Internship feedback, etc.</i></p> <p>Each academic unit must demonstrate linkages to business practitioners and organizations, which are current and significant, including an advisory board.</p> <p>Periodic surveys should be made of graduates, transfer institutions, and/or employers of graduates to obtain data on the success of business programs in preparing students to compete successfully for entry-level positions.</p>
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		Analysis of Results			Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)																				
Performance Measure	What is your measurement instrument or process? (Indicate length of cycle)	Current Results What are your current results?	Analysis of Results What did you learn from the results?	Action Taken or Improvement made What did you improve or what is your next step?																					
Demonstrate external validation of programs	Completion of WV Higher Education Policy Commission (HEPC) Program Reviews for Accounting and Information Systems Management degrees.	Program Reviews approved by Board of Governors and accepted by HEPC. The program reviews may be viewed at http://www.fairmontstate.edu/aboutfsu/board-governors/program-reviews	Addressing recommendations and comment of external reviewers.	Programs reviews completed and accepted in 2012.	<table border="1"> <thead> <tr> <th>WV Higher Education Policy Commission Program Reviews*</th> <th>2008/09</th> <th>2009/10</th> <th>2010/11</th> <th>2011/12</th> </tr> </thead> <tbody> <tr> <td>Business Administration**</td> <td>X</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Accounting</td> <td></td> <td></td> <td></td> <td>X</td> </tr> <tr> <td>Information Systems Management</td> <td></td> <td></td> <td></td> <td>X</td> </tr> </tbody> </table> <p>*Reviews are completed on five year intervals. ** Includes Finance, General Business, Hospitality Management, Management, Marketing and Sport Management concentrations.</p>	WV Higher Education Policy Commission Program Reviews*	2008/09	2009/10	2010/11	2011/12	Business Administration**	X				Accounting				X	Information Systems Management				X
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80% of graduates rate their overall educational experience as satisfactory or very satisfactory	Graduate Student Survey	85.7% of respondents rated their overall educational experience as satisfactory or very satisfactory.	NA	NA	<p>Overall Educational Experience</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2009</td> <td>82.2%</td> </tr> <tr> <td>2010</td> <td>85.7%</td> </tr> </tbody> </table>	Year	Percentage	2009	82.2%	2010	85.7%														
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<p>Maintain Advisory Board satisfaction rating with the Annual School of Business Plan of Work of at least 85%.</p>	<p>Advisory Board evaluation of Annual Work Plan</p>	<p>The goal was achieved in each academic year and the trend is increasing.</p>	<p>Scores in the area of Teaching and Scholarship improved due to better understanding of intellectual contribution and scholarly activity.</p>	<p>As the size and makeup of the Advisory Board changes, maintenance of this level of satisfaction may prove challenging.</p>	<table border="1"> <thead> <tr> <th>Evaluation</th> <th>2010-11</th> <th>2011-12</th> </tr> </thead> <tbody> <tr> <td>Quality Programs</td> <td>95%</td> <td>100%</td> </tr> <tr> <td>Teaching and Scholarship</td> <td>90%</td> <td>95%</td> </tr> <tr> <td>Improved Community</td> <td>95%</td> <td>95%</td> </tr> <tr> <td>Overall</td> <td>93%</td> <td>97%</td> </tr> </tbody> </table>	Evaluation	2010-11	2011-12	Quality Programs	95%	100%	Teaching and Scholarship	90%	95%	Improved Community	95%	95%	Overall	93%	97%
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<p>Maintain Student Leadership Board satisfaction rating with the Annual School of Business Plan of Work of at least 75%.</p>	<p>Student Leadership Board evaluation of Annual Work Plan</p>	<p>Goal was achieved, but the Student Leadership Board was initially organized in 2011-12 resulting in only one year of data.</p>	<p>Students tended to evaluate teaching effectiveness more critically and did not value scholarly activity highly.</p>	<p>Because the membership of the Student Leadership Board will change every academic year, maintenance of this level of satisfaction may prove challenging.</p>	<table border="1"> <thead> <tr> <th>Evaluation</th> <th>2011-12</th> </tr> </thead> <tbody> <tr> <td>Quality Programs</td> <td>80%</td> </tr> <tr> <td>Teaching and Scholarship</td> <td>70%</td> </tr> <tr> <td>Improved Community</td> <td>90%</td> </tr> <tr> <td>Overall</td> <td>80%</td> </tr> </tbody> </table>	Evaluation	2011-12	Quality Programs	80%	Teaching and Scholarship	70%	Improved Community	90%	Overall	80%					
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<p>Demonstrate external validation of programs through participation in the IBM Academic Initiative (AI) and contacts with IBM and IBM client firms.</p>	<p>Recruiting event feedback, internship evaluations, student placements</p>	<p>Students with these technical skills are in high demand.</p>	<p>Fairmont State is a preferred provider of students with these skills.</p>	<p>Increase the number of zEnterprise courses in the curriculum and increase student participation in the IBM AI.</p>	<table border="1"> <thead> <tr> <th colspan="2">Selected Quotes from IBM Executives and IBM Client Firms</th> </tr> </thead> <tbody> <tr> <td>Director of University recruiting nationwide for the Sales division of IBM after first visit to campus</td> <td><i>"I am very impressed with the quality of Fairmont State students, I will be back."</i></td> </tr> <tr> <td>VP for Human Resources of DTCC after recruiting event in NYC</td> <td><i>"We will extend offers to some of the students you brought today. Please come back to this event for the next 3 years."</i></td> </tr> <tr> <td>Director of IBM's Summit Student Internship Program</td> <td><i>"Your intern was engaged, productive, and did a wonderful job for us."</i></td> </tr> <tr> <td>Global Director of the IBM AI</td> <td><i>"There are over 1,000 colleges and universities in the AI. I consider Fairmont State one of the top 25."</i></td> </tr> </tbody> </table>	Selected Quotes from IBM Executives and IBM Client Firms		Director of University recruiting nationwide for the Sales division of IBM after first visit to campus	<i>"I am very impressed with the quality of Fairmont State students, I will be back."</i>	VP for Human Resources of DTCC after recruiting event in NYC	<i>"We will extend offers to some of the students you brought today. Please come back to this event for the next 3 years."</i>	Director of IBM's Summit Student Internship Program	<i>"Your intern was engaged, productive, and did a wonderful job for us."</i>	Global Director of the IBM AI	<i>"There are over 1,000 colleges and universities in the AI. I consider Fairmont State one of the top 25."</i>					
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Standard #4 Measurement and Analysis of Student Learning and Performance

a. Program Outcomes

List outcomes, by accredited program. Many of the program outcomes should be used as part of a student learning assessment plan and be measurable.

State the learning objectives for each program (MBA, Ph.D., BBA, AA, etc.) accredited. A program is defined as follows: a plan of study is considered a program when it requires a minimum of 12 credit hours of coursework beyond the CPC and/or is recorded on a student's transcript (ex. Business Administration: major/concentration/option/specialization in Accounting, Finance, Marketing, etc.)

B.S. Business Administration Program Outcomes

Upon successful completion of the Business Administration program, students will be able to:

1. demonstrate a foundation of business knowledge and technical skills that supports and facilitates an appreciation of lifelong professional development;
2. use critical thinking to solve complex organizational problems;
3. communicate effectively using oral, written, and technology skills;
4. assess the implications of personal value, legal, ethical and social issues of individual and organizational business activities; and
5. demonstrate a conceptual understanding of the overall context of international business and the ability to link theory to practice.

B.S. Accounting Program Outcomes

Upon successful completion of the Accounting program, students will be able to:

1. demonstrate a foundation of business knowledge and technical skills that supports and facilitates an appreciation of lifelong professional development;
2. use critical thinking, and creative and logical analysis skills, strategies and techniques to solve complex business and accounting problems;
3. use clear and concise communication (oral and written) to convey relevant financial and non-financial information to target audiences so that decision makers can formulate informed decisions and take action;
4. identify ethical issues associated with business situations and apply appropriate principles of ethics and civic responsibility;
5. demonstrate general knowledge of accounting and apply relevant national and international accounting principles and standards to specific business activities and workplace situations; and
6. use technology (e.g. computers, accounting software, information databases, and the World Wide Web) to facilitate and enhance accounting and financial research and reporting.

B.S. Information Systems Management Outcomes

Upon successful completion of the Information Systems Management program, students will be able to:

1. demonstrate a foundation of knowledge in the areas of business, computing and mathematics and the application of relevant technical skills (that supports and facilitates an appreciation of lifelong professional development);
2. use critical thinking, and creative and logical analysis skills, strategies and techniques to solve complex business and information systems management problems;
3. demonstrate an ability to communicate effectively with a range of audiences using oral, written, and electronic documentation skills;
4. demonstrate an ability to analyze the impact of computing on individuals, organizations and society, including ethical, legal, security and global policy issues;
5. demonstrate a conceptual understanding of the overall context of national and international business as related to information systems management principles and standards and the ability to link theory to practice; and
6. demonstrate an ability to function effectively on teams to accomplish a common goal.

b. Performance Results

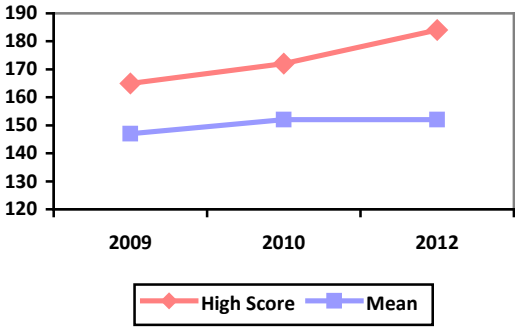
Complete the following table. Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

Student Learning Results (Required for each accredited program, doctorate, masters, and baccalaureate)

Performance Indicator	Definition
<p>1. Student Learning Results (Required for each accredited program)</p>	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination).</i> Add these to the description of the measurement instrument in column two: Direct - Assessing student performance by examining samples of student work Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information. Formative – An assessment conducted during the student’s education. Summative – An assessment conducted at the end of the student’s education. Internal – An assessment instrument that was developed within the business unit. External – An assessment instrument that was developed outside the business unit. Comparative – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.</p>

Analysis of Results

<p>Performance Measure</p> <p>Measurable goal</p> <p>What is your goal?</p>	<p>What is your measurement instrument or process?</p> <p>(Indicate length of cycle) direct formative internal comparative</p>	<p>Current Results</p> <p>What are your current results?</p>	<p>Analysis of Results</p> <p>What did you learn from the results?</p>	<p>Action Taken or Improvement made</p> <p>What did you improve or what is your next step?</p>	<p>Insert Graphs or Tables of Resulting Trends</p> <p>(3-5 data points preferred)</p>								
<p>Increase the number of seniors <i>eligible</i> for the ETS Major Field Test. Eligible is defined by the School of Business as having completed all the foundation business courses.</p>	<p>Summative external assessment instrument</p>	<p>38.6% of May 2012 graduating seniors were eligible to sit for the MFT. In 2010, 21% of graduating seniors were eligible.</p>	<p>The course sequencing and prerequisite changes made by every program in 2010 appear to have been effective in increasing MFT eligibility.</p>	<p>Decision made to test every other year and to continue tracking this positive trend as more students move through the proper course sequence.</p>	<table border="1"> <caption>MFT Eligibility Trends</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2009</td> <td>11%</td> </tr> <tr> <td>2010</td> <td>21%</td> </tr> <tr> <td>2012</td> <td>38.6%</td> </tr> </tbody> </table>	Year	Percentage	2009	11%	2010	21%	2012	38.6%
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<p>Increase the number of eligible students actually sitting for the ETS Major Field Test</p>	<p>Summative external assessment instrument</p>	<p>52% of students eligible to take the MFT actually took the exam in 2012, compared to 33% in 2010 and 30% in 2009.</p>	<p>The faculty members actively encouraged students to take the exam. This, combined with incentives offered and an increased number of times testing was available, appear to be effective.</p>	<p>Plan to continue improving methods of faculty contact with eligible students.</p>	<table border="1"> <caption>MFT Exam Participation Trends</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2009</td> <td>30%</td> </tr> <tr> <td>2010</td> <td>33%</td> </tr> <tr> <td>2012</td> <td>52%</td> </tr> </tbody> </table>	Year	Percentage	2009	30%	2010	33%	2012	52%
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<p>Increase student scores on the ETS Major Field Test</p>	<p>Summative external assessment instrument</p>	<p>While the mean score in 2012 did not increase over 2010, the high score increased significantly and several students exceeded the previous high score.</p>	<p>Increased student participation caused the high scores to increase, however the mean did not change for the same reason. As the participation rate continues to increase and stabilize (see above), we will be better able to target specific areas for improvement.</p>	<p>Economics was the lowest scoring field in both 2010 and 2012. As a result we hired a new, full-time PhD in Economics and will expand the course offerings in this field.</p>	 <table border="1" data-bbox="1444 191 1955 516"> <caption>High Score and Mean Data</caption> <thead> <tr> <th>Year</th> <th>High Score</th> <th>Mean</th> </tr> </thead> <tbody> <tr> <td>2009</td> <td>165</td> <td>148</td> </tr> <tr> <td>2010</td> <td>170</td> <td>152</td> </tr> <tr> <td>2012</td> <td>185</td> <td>152</td> </tr> </tbody> </table>	Year	High Score	Mean	2009	165	148	2010	170	152	2012	185	152
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<p>Course level student learning outcomes that measure Program Outcome 4 meet Performance Measure of C or better.</p>	<p>Quizzes, exams, essays, papers, projects, case studies, and other course level student learning assessment instruments Formative internal</p>	<p>2010-2011 Insufficient data was submitted.</p>	<p>NA</p>	<p>Assessment will be repeated in 2012-13.</p>	<p>See Appendix A (Course Level Assessment of Program Outcomes) for detail.</p>												
<p>Course level student learning outcomes that measure Program Outcome 5 will meet Performance Measure of C or better.</p>	<p>Quizzes, exams, essays, papers, projects, case studies, and other course level student learning assessment instruments Formative internal</p>	<p>2010-2011 Satisfactory Performance Standard Achievement met for: BUSN 3310, ECON 2201, ECON 2202, FINC 2201, MGMT 2209, MKTG 2204</p>	<p>Nothing submitted for: BUSN 2251, BUSN 3306 BUSN 3320, INFO 2200</p>		<p>See Appendix A (Course Level Assessment of Program Outcomes) for detail.</p>												

<p>Course level student learning outcomes that measure Program Outcome 1 will meet Performance Measure of C or better.</p>	<p>Quizzes, exams, essays, papers, projects, case studies, and other course level student learning assessment instruments Formative internal</p>	<p>2011-2012 Satisfactory Performance Standard Achievement met for: BISM 2200, BUSN 3310, ECON 2201, ECON 2202, FINC 2201, MKTG 2204 Satisfactory Performance Standard Achievement not met for: ACCT 2201, ACCT 2202</p>	<p>Nothing submitted for: BUSN 2251, BUSN 3306 BUSN 3320, BUSN 4415 INFO 2200, MGMT 2209 ACCT 2201 & 2202: These findings based on raw questions data rather than grouped by student performance. Next time use student performance on questions.</p>		<p>See Appendix A (Course Level Assessment of Program Outcomes) for detail.</p> <table border="1"> <thead> <tr> <th rowspan="2">Course</th> <th colspan="4">2007-2008</th> <th rowspan="2"></th> <th colspan="4">2011-2012</th> </tr> <tr> <th>M</th> <th>NM</th> <th>A</th> <th>NS</th> <th>M</th> <th>NM</th> <th>A</th> <th>NS</th> </tr> </thead> <tbody> <tr> <td>ACCT 2201</td> <td>x</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>x</td> <td></td> <td></td> </tr> <tr> <td>ACCT 2202</td> <td>x</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>x</td> <td></td> <td></td> </tr> <tr> <td>BUSN 2251</td> <td></td> <td></td> <td></td> <td>x</td> <td></td> <td></td> <td></td> <td></td> <td>x</td> </tr> <tr> <td>BUSN 3306</td> <td></td> <td></td> <td>x</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>x</td> </tr> <tr> <td>BUSN 3310</td> <td>x</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>x</td> <td></td> <td></td> </tr> <tr> <td>BUSN 3320</td> <td></td> <td></td> <td>x</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>x</td> </tr> <tr> <td>BUSN 4415</td> <td></td> <td></td> <td>x</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>x</td> </tr> <tr> <td>ECON 2201</td> <td>x</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>x</td> <td></td> <td></td> </tr> <tr> <td>ECON 2202</td> <td>x</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>x</td> <td></td> <td></td> </tr> <tr> <td>FINC 2201</td> <td></td> <td></td> <td>x</td> <td></td> <td></td> <td></td> <td>x</td> <td></td> <td></td> </tr> <tr> <td>INFO 2200</td> <td>x</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>x</td> </tr> <tr> <td>INFO 2235 (BISM 2200)</td> <td></td> <td>x</td> <td></td> <td></td> <td></td> <td></td> <td>x</td> <td></td> <td></td> </tr> <tr> <td>MGMT 2209</td> <td></td> <td></td> <td>x</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>x</td> </tr> <tr> <td>MKTG 2204</td> <td></td> <td></td> <td>x</td> <td></td> <td></td> <td></td> <td>x</td> <td></td> <td></td> </tr> </tbody> </table> <p>M – Performance Standards Met NM – Performance Standards Not Met A – Only Artifacts Submitted NS – Nothing Submitted</p>	Course	2007-2008					2011-2012				M	NM	A	NS	M	NM	A	NS	ACCT 2201	x						x			ACCT 2202	x						x			BUSN 2251				x					x	BUSN 3306			x						x	BUSN 3310	x						x			BUSN 3320			x						x	BUSN 4415			x						x	ECON 2201	x						x			ECON 2202	x						x			FINC 2201			x				x			INFO 2200	x								x	INFO 2235 (BISM 2200)		x					x			MGMT 2209			x						x	MKTG 2204			x				x		
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MGMT 2209			x						x																																																																																																																																																										
MKTG 2204			x				x																																																																																																																																																												
<p>Course level student learning outcomes that measure Program Outcome 2 will meet Performance Measure of C or better.</p>	<p>Quizzes, exams, essays, papers, projects, case studies, and other course level student learning assessment instruments Formative internal</p>	<p>Satisfactory Performance Standard Achievement met for: BISM 2200 BUSN 3310 MKTG 2204</p>	<p>Nothing submitted for: BUSN 2251, BUSN 3306 BUSN 3320, BUSN 4415 FINC 2201, INFO 2200</p>		<p>See Appendix A (Course Level Assessment of Program Outcomes) for detail.</p> <table border="1"> <thead> <tr> <th rowspan="2">Course</th> <th colspan="4">2008-2009</th> <th rowspan="2"></th> <th colspan="4">2011-2012</th> </tr> <tr> <th>M</th> <th>NM</th> <th>A</th> <th>NS</th> <th>M</th> <th>NM</th> <th>A</th> <th>NS</th> </tr> </thead> <tbody> <tr> <td>BUSN 2251</td> <td></td> <td></td> <td></td> <td>x</td> <td></td> <td></td> <td></td> <td></td> <td>x</td> </tr> <tr> <td>BUSN 3306</td> <td></td> <td></td> <td></td> <td>x</td> <td></td> <td></td> <td></td> <td></td> <td>x</td> </tr> <tr> <td>BUSN 3310</td> <td>x</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>x</td> <td></td> <td></td> </tr> <tr> <td>BUSN 3320</td> <td></td> <td></td> <td></td> <td>x</td> <td></td> <td></td> <td></td> <td></td> <td>x</td> </tr> <tr> <td>BUSN 4415</td> <td></td> <td></td> <td></td> <td>x</td> <td></td> <td></td> <td></td> <td></td> <td>x</td> </tr> <tr> <td>FINC 2201</td> <td></td> <td></td> <td></td> <td>x</td> <td></td> <td></td> <td></td> <td></td> <td>x</td> </tr> <tr> <td>INFO 2200</td> <td>x</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>x</td> </tr> <tr> <td>INFO 2235 (BISM 2200)</td> <td>x</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>x</td> <td></td> <td></td> </tr> <tr> <td>MKTG 2204</td> <td>x</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>x</td> <td></td> <td></td> </tr> </tbody> </table> <p>M – Performance Standards Met NM – Performance Standards Not Met A – Only Artifacts Submitted NS – Nothing Submitted</p>	Course	2008-2009					2011-2012				M	NM	A	NS	M	NM	A	NS	BUSN 2251				x					x	BUSN 3306				x					x	BUSN 3310	x						x			BUSN 3320				x					x	BUSN 4415				x					x	FINC 2201				x					x	INFO 2200	x								x	INFO 2235 (BISM 2200)	x						x			MKTG 2204	x						x																																																				
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Course level student learning outcomes that measure Program Outcomes 3 and 4 will meet Performance Measure of C or better.	Quizzes, exams, essays, papers, projects, case studies, and other course level student learning assessment instruments Formative internal	2012-2013	Current assessment cycle for academic year 2012-2013. In progress.	NA	
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Standard #5 Faculty and Staff Focus

Complete the following table Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

Standard 5 - Faculty- and Staff-Focused Results

Faculty and Staff Focused Results		Faculty and staff-focused results examine how well the organization creates and maintains a positive, productive, learning-centered work environment for business faculty and staff. <i>Key indicators may include: professional development, scholarly activities, community service, administrative duties, business and industry interaction, number of advisees, number of committees, number of theses supervised, satisfaction or dissatisfaction of faculty and staff, positive, productive, and learning-centered environment, safety, absenteeism, turnover, or complaints.</i>			
Analysis of Results					
Performance Measure Measurable goal What is your goal?	What is your measurement instrument or process? (Indicate length of cycle)	Current Results What are your current results?	Analysis of Results What did you learn from the results?	Action Taken or Improvement made What did you improve or what is your next step?	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)

Assess faculty satisfaction and determine faculty identified needs to improve performance.	Annual individual faculty meetings with the School of Business Dean.	All faculty members participated in the meetings during 2010-11 and 2011-12.	The meetings provided an opportunity to discuss issues ranging from collegiality to coordination and evaluation.	Purchases made to enable faculty to perform at a higher level include: office furnishings and equipment, and items of classroom technology.																													
Increase the volume of faculty scholarly activity, year over year.	Annual School of Business Plan of Work and Annual Faculty Report	Faculty scholarly activity declined in 2011-12.	Adequate support must be provided for scholarly activity to occur.	Provide additional research support and funding for scholarly activity.	<table border="1"> <thead> <tr> <th colspan="4">Faculty Scholarly Activity</th> </tr> <tr> <th colspan="2">2010-11</th> <th colspan="2">2011-12</th> </tr> </thead> <tbody> <tr> <td>Publications</td> <td>5</td> <td>Publications</td> <td>4</td> </tr> <tr> <td>Presentations</td> <td>8</td> <td>Presentations</td> <td>2</td> </tr> <tr> <td>Grants & Awards</td> <td>2</td> <td>Grants & Awards</td> <td>1</td> </tr> <tr> <td>Other</td> <td>14</td> <td>Other</td> <td>7</td> </tr> <tr> <td>TOTAL</td> <td>29</td> <td>TOTAL</td> <td>14</td> </tr> </tbody> </table>	Faculty Scholarly Activity				2010-11		2011-12		Publications	5	Publications	4	Presentations	8	Presentations	2	Grants & Awards	2	Grants & Awards	1	Other	14	Other	7	TOTAL	29	TOTAL	14
Faculty Scholarly Activity																																	
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Presentations	8	Presentations	2																														
Grants & Awards	2	Grants & Awards	1																														
Other	14	Other	7																														
TOTAL	29	TOTAL	14																														
Maintain or improve quality of work life since last institutional survey	2010 Institutional Quality of Work Life Survey	The top 5 items of Satisfaction changed little from 2007, however the top 5 items of Importance shifted a great deal – the #1 item in 2007 did not even make the list in 2010.	Economic conditions have changed dramatically since 2007 and the results seem to indicate an impact on the rankings.	More data points are needed in similar economic conditions in order to draw accurate conclusions.	<table border="1"> <thead> <tr> <th colspan="2">The Top Five Items of Satisfaction by mean ranking:</th> </tr> </thead> <tbody> <tr> <td>2010/2007</td> <td></td> </tr> <tr> <td>1/2</td> <td>Flexibility of work hours</td> </tr> <tr> <td>2/1</td> <td>Relationship with co-workers</td> </tr> <tr> <td>3/3</td> <td>Relationship with your immediate supervisor</td> </tr> <tr> <td>4/4</td> <td>Job security</td> </tr> <tr> <td>5/6</td> <td>Access to cultural events and/or sporting events</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="2">The Top Five Items of Importance by mean ranking:</th> </tr> </thead> <tbody> <tr> <td>2010/2007</td> <td></td> </tr> <tr> <td>1/4</td> <td>Job security</td> </tr> <tr> <td>2/6</td> <td>Health care benefits</td> </tr> <tr> <td>3/3</td> <td>Relationship with your immediate supervisor</td> </tr> <tr> <td>4/2</td> <td>Retirement benefits</td> </tr> <tr> <td>5/5</td> <td>Relationship with co-workers</td> </tr> </tbody> </table>	The Top Five Items of Satisfaction by mean ranking:		2010/2007		1/2	Flexibility of work hours	2/1	Relationship with co-workers	3/3	Relationship with your immediate supervisor	4/4	Job security	5/6	Access to cultural events and/or sporting events	The Top Five Items of Importance by mean ranking:		2010/2007		1/4	Job security	2/6	Health care benefits	3/3	Relationship with your immediate supervisor	4/2	Retirement benefits	5/5	Relationship with co-workers
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5/5	Relationship with co-workers																																

Faculty Qualifications

Complete the next two tables for **new full-time and part-time faculty members since last self-study or QA report. Do not include faculty members previously reported.**

Standard 5 - NEW FULL-TIME AND PART-TIME FACULTY QUALIFICATIONS

NAME (List alphabetically by Last Name)	MAJOR TEACHING FIELD	COURSE TAUGHT (List the Courses Taught During the Reporting Period, Do Not Duplicate Listing)	LIST ALL EARNED DEGREES (State Degree as Documented on Transcript, Must Include Major Field)	DOCUMENT OTHER PROFESSIONAL CERTIFICATION CRITERIA Five Years Work Experience Teaching Excellence Professional Certifications	ACBSP QUALIFICATION Doctorate Professional Exception
NEW FULL-TIME FACULTY					
Adkins, Gregory Wm.	Business – Accounting	ACCT 4401 – Managerial Accounting ACCT 2201 – Principles of Accounting (3 sections) FINC 2201 – Introduction to Managerial Finance	Master of Science in Accounting – Liberty University – Lynchburg, VA Bachelor of Science in Business Administration with a concentration in Accounting – West Virginia State College – Institute, WV	29 years of related work experience including 10 years work in public accounting, 19 years in banking, and all 29 years relating to the financial services industry 1 prior year of Adjunct teaching at FSU, 2 prior years of teaching in secondary education, and approximately ten additional prior classes as an adjunct, or in adult education teaching Certified Public Accountant	Professional

<p>Gina Fantasia</p> <p>[Note: This individual is a Faculty Equivalent Academic Professional (FEAP) in a non-tenure track position. She serves as Director of the University Business Center within the School of Business with a teaching load of 6 hours per semester.]</p>	<p>Management</p>	<p>MGMT 3372-Human Resource Selection and Evaluation</p> <p>MGMT 3308 – Human Resource Management</p> <p>BUSN 3325 – Women and Work</p>	<p>University of Houston Law Center – J.D.</p> <p>West Virginia University – M.S. Industrial Relations</p> <p>Fairmont State University-B.S. Psychology, and Minor in Business</p>	<p>20 Years Work Experience</p> <p>6 Semester Teaching Excellence</p> <p>Professional Certifications</p> <p>Formerly Board Certified (Civil Appellate Law) by the Texas Board of Legal Specialization</p> <p>A-V Rated by Martindale Hubbell</p>	<p>Doctorate</p>
<p>Joseph Kremer</p>	<p>Finance</p>	<p>FINC 2201 – Introduction to Finance</p> <p>FINC 3350 – Investments</p> <p>FINC 4410 – Managerial Finance</p>	<p>University of South Carolina – Ph.D. in Business Administration. Major: Finance, Minor: Banking. Support Area: Statistics.</p> <p>University of Wisconsin-Madison - M.B.A. Finance, Investment and Banking</p> <p>University of Delaware, B.S. in Accounting</p> <p>B.A. Major: Economics</p>	<p>21 Years Work Experience</p> <p>Certified Financial Planner®</p> <p>Chartered Financial Analyst</p>	<p>Doctorate</p>

NEW PART-TIME FACULTY					
Bowles, Eric M.	Business/ Management	MGMT 3371 – Employee Relations	B.A.-English M.S. Industrial Relations (MSIR)	15 years professional HR/Management experience-private sector 5 years professional HR experience-higher education Professional Certification includes CCP (Certified Compensation Professional)	Professional
College, Keith	Business/ Computer Information Systems	BISM 2800 – Corporate Communications & Technology	MBA – Business MS – Computer Information Systems	Scrum Master Trained	Professional
Davis, James B.	Business	BUSN 2205 – Small Business Fundamentals	BS in Business Administration MBA WVU	25+ years work experience Business Owner 5+ years Teaching Experience	Professional
Garrett, Mark G.	Business Law	BUSN 2205 – Small Business Fundamentals BUSN 3306 - Business Law I	Juris Doctorate BA – Business Administration with concentration on Marketing		Doctorate
Haynes, William	Accounting	ACCT 2201- Principles of Accounting I ACCT 2202 – Principles of Accounting II	MBA BA ,Psychology Major, additional emphasis in Business, Liberal Arts and Foreign Languages	5 Years Work Experience CPA – State of West Virginia	Professional

Holmes, William T.	Business	BUSN 3306 - Business Law I	JD BS, Business Administration, Accounting		Professional
Herback, Jeremy M.	Information Systems	BISM 1200 – Introduction to Computing	MS Software Engineering BS Computer Engineering BS Computer Science	8 Years Work Experience as Software Developer Oracle Certified Professional, Java SE 6 Programmer Oracle Certified Master, Java SE 6 Developer	Professional
Morgan, Richard D.	Business	BUSN 2205 – Small Business Fundamentals	MBA B.S. Education		Professional
Ralston, Denise S.	Accounting	ACCT 2201- Principles of Accounting I	Master of Business Administration Bachelor of Science Business Administration; Major field of study – Accounting-Business Administration	25 years FirstEnergy Corporation Certified Public Accountant WV 002832	Professional
Slaughter, Jason	Information Systems	BISM 1200 - Introduction to Computing	Degree M.S. Information Technology B.S. Computer Science	Dell Certified System Technician	Professional
Tarley, Sally	Business Education	BUSN 4431 – Methods in Teaching Business Education	Master’s Degree in Education B.A.	Teaching Experience 34 years.	Professional
Zemerick, Jeffrey	Business	BISM 2800 – Corporate Communications and Technology	MS Degree – Computer Science BS Degree – Computer Science, Minor - Business	ITIL Foundation Version 3 11 Years Work Experience	Professional

Standard 5, Criterion 5.8

**Table IV a
Scholarly and Professional Activities**

Faculty Member	Highest Degree Earned	Professional Certification	Scholarly Activities				Professional Activities				
			Papers Presented	Published Articles/ Manuscripts/ Books	Unpublished Articles/ Manuscripts/ Books	Consulting	Professional Related Service	Professional Conferences/ Workshops	Professional Meetings	Professional Memberships	Other
Alshallah, Mohamed 2010-11 2011-12	M.B.A.							2 1	3 3	1 1	
Blankenship, Joseph 2010-11 2011-12	Doctor of Science		C=1			1 1	1	2			3 4
Burnell, Mary 2010-11 2011-12	M.P.A.	CPA						10 1	1 1	5 5	1
Cassell, Macgorine 2010-11 2011-12	Ph.D.	1	C=1	B=2 C=1		2 2	9 8	2 2	2 2	1 1	
Engebretson, Teresa 2010-11 2011-12	Doctor of Bus. Admin.	CPA					D=1 D=1	4 4	3 1	2 2	2 3
Gailey, Edward 2010-11 2011-12	Ph.D.		D=2 0	0 D=1	D=2 D=2		0 D=1	1 1	1 2	3 3	0 3
Giorcelli, Rebecca 2010-11 2011-12	Ph.D.		B=5	B=4			A=3 B=1 C=1 D=1 A=3 B=1 C=1 D=1	4		3 1	2 1
Harvey, Richard 2010-11 2011-12	J.D.					D=2 D=2	D=2 D=2	8 0	2 2	2 2	

Hinton, Gregory 2010-11 2011-12	J.D.	Leadership Development				D=1 D=1	C=1	1 1	1 1	1 1	
Kirby, Jack 2010-11 2011-12	Ed.D.					D=1 D=1	1	2 4		2 2	10 10
Khalil, Mohamad 2010-11 2011-12	Ph.D.		B=1		C=1 C=1	2 1	2 1	1 2	1 1		
Lee, Cheon-Pyo 2010-11 2011-12	Ph.D.			A=4 B=1 C=1 D=1 A=1 B=3	B=1		A=3 C=4 A=1 C=5	4	1	2 2	
Oxley, Timothy 2010-11 2011-12	Ed.D.				A=1	D=2 D=1	D=2 D=3	7 5		2 2	8 7
Surendran, Sunil 2010-11 2011-12	Ph.D.			A=1	A=1 A=2	1	4 2	5 2	3 3	2 2	3 2
Weaver, Robert 2010-11 2011-12	M.P.A.					D=4 D=4	4 2	5 3			5 2

Codes to Use for Scholarly Activities:

A = Scholarship of Teaching
B = Scholarship of Discovery

C = Scholarship of Integration
D = Scholarship of Application

Faculty Contribution Tables
Full-Time Faculty
2010-11

Full-Time Faculty Members	Total Semester Hours Taught		Number of Preps Academic Year	Number New Preps Academic Year	Number of Advisees	Scholarly Activities	Professional Activities	Community Service	Committee Assignments	Administrative Duties
	Fall	Spring								
Alshallah, Mohamed	12	12	3	1	65	Yes	Yes	Yes	3	No
Blankenship, Joseph	15	9	6	5	57	Yes	Yes	Yes	7	No
Burnell, Mary	6	0	2	0	75	No	Yes	Yes	2	No
Cassell, Macgorine	18	18	6	0	62+	Yes	Yes	Yes	2	No
Engebretson, T. Jean	12	9	7	1	36	No	Yes	Yes	1	Yes
Gailey, Edward	12	15	7	1	80	Yes	Yes	Yes	3	No
Giorcelli, Rebecca	12	12	8	4	45	Yes	Yes	Yes	2	Yes
Harvey, Richard	3	6	3	0	0	No	Yes	Yes	6	Yes
Hinton, Gregory	12	15	4	1	140	Yes	Yes	Yes	0	No
Khalil, Mohamad	12	12	5	0	94	Yes	Yes	Yes	1	Yes
Kirby, Jack	6	6	4	0	15	Yes	Yes	Yes	8	Yes
Lee, Cheon-Pyo	12	15	4	1	25	Yes	Yes	Yes	3	No
Oxley, Timothy	18	9	7	2	50	Yes	Yes	Yes	5	Yes
Surendran, Sunil	15	15	6	1	42	Yes	Yes	Yes	2	No
Weaver, Robert	12	12	5	0	75	Yes	Yes	Yes	8	Yes

Faculty Contribution Tables
Full-Time Faculty
2011-12

Full-Time Faculty Members	Total Semester Hours Taught		Number of Preps Academic Year	Number New Preps Academic Year	Number of Advisees	Scholarly Activities	Professional Activities	Community Service	Committee Assignments	Administrative Duties
	Fall	Spring								
Alshallah, Mohamed	15	18	7	2	65	Yes	Yes	Yes	4	No
Blankenship, Joseph	9	12	7	3	53	Yes	Yes	Yes	7	No
Burnell, Mary	12	12	6	1	75	Yes	Yes	Yes	3	No
Cassell, Macgorine	18	18	7	0	30+	Yes	Yes	Yes	2	No
Engebretson, T. Jean	9	9	6	2	68	No	Yes	Yes	1	Yes
Gailey, Edward	12	15	7	0	75	Yes	Yes	Yes	4	No
Giorcelli, Rebecca	12	12	8	0	33	Yes	Yes	Yes	2	Yes
Harvey, Richard	3	6	3	0	0	No	Yes	Yes	6	Yes
Hinton, Gregory	12	15	4	1	132	Yes	Yes	Yes	0	No
Khalil, Mohamad	12	12	5	0	94	Yes	Yes	Yes	1	Yes
Kirby, Jack	6	6	4	0	15	Yes	Yes	Yes	7	Yes
Lee, Cheon-Pyo	12	12	4	1	30	Yes	Yes	Yes	2	No
Oxley, Timothy	9	9	6	1	60	Yes	Yes	Yes	5	Yes
Surendran, Sunil	15	12	5	0	58	Yes	Yes	Yes	2	No
Weaver, Robert	12	15	5	0	75	Yes	Yes	Yes	6	Yes

Standard #6 Educational and Business Process Management

- a. Describe how you routinely provide reliable information to the public on your performance, including student achievement.

The Fairmont State University and School of Business webpages are routinely updated with information related to institutional performance and student achievement. Fairmont State is an early adopter of College Portrait (see <http://www.collegeportraits.org/WV/Fairmont-State>) which contains a wealth of data. Also, Fairmont State recently completed a Self-Study for the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools accreditation process. The Self-Study is available at <http://www.fairmontstate.edu/hlc>.

b. Curriculum

1. List any existing accredited degree programs/curricula that have been **substantially revised** since your last report and attach a Table - Standard 6, Criterion 6.1.3 – Undergraduate CPC Coverage for each program.

The B.S. in Information Systems Management program was substantially revised in 2009-10 and implemented in 2010-11.

2. List any **new** degree programs that have been developed and attach a Table - Standard 6, Criterion 6.1.3 – Undergraduate CPC Coverage for each new program since your last report.

NA

3. List any accredited programs that have been terminated since your last report.

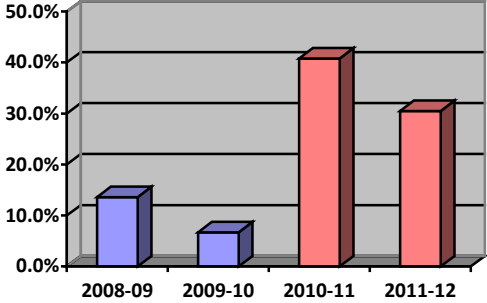
NA

Complete the following tables. Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

Standard 6 - Budgetary, Financial, and Market Results

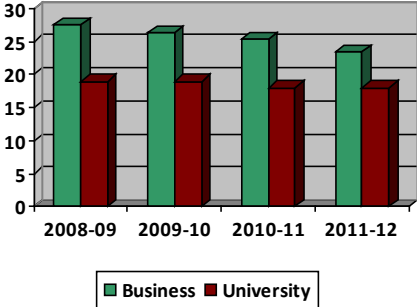
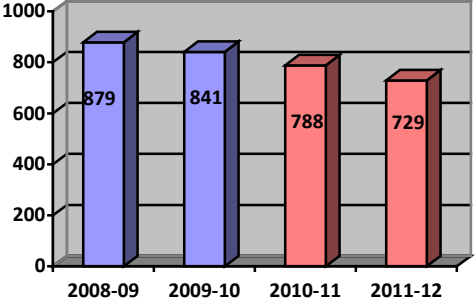
<p>Budgetary, Financial, and Market Performance Results</p>	<p>Budgetary, financial, and market performance results examine (1) management and use of financial resources and (2) market challenges and opportunities. Adequate financial resources are vital to ensuring an outstanding faculty and teaching environment. The resources budgeted for and allocated to business units should be adequate to fund the necessary technology and training to allow students to develop the requisite competencies for business environments. <i>Key indicators may include: expenditures per business student, business program expenditures as a percentage of budget, annual business unit budget increases or decreases, enrollment increase or decrease of business students, transfer in or out of business students, student credit hour production, or comparative data.</i></p>
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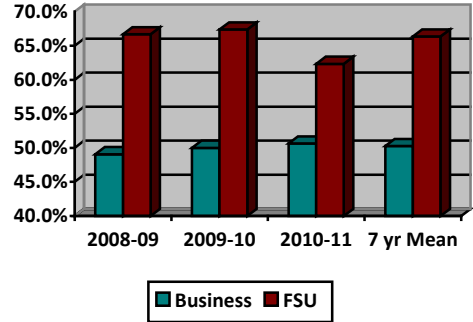

		Analysis of Results			Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)																				
Performance Measure	What is your measurement instrument or process? (Indicate length of cycle)	Current Results What are your current results?	Analysis of Results What did you learn from the results?	Action Taken or Improvement made What did you improve or what is your next step?																					
Increase school Operating Budget by 5% annually.	Approved annual budget	Operating Budget increases have surpassed 5% goal every year.	In 2010-11 the 39.5% increase was the result of increased student course fees, the MBA program fee and grant related indirect expenses. While the year-to-year increase was lower in 2011-12, the increase still surpassed the 5% goal.	Budget increases have been used to fund classroom technology, including distance learning equipment; increase adjunct faculty compensation; fund faculty professional development and travel; and fund co- and extracurricular activities for students. Our future plan is to request an undergraduate program fee.	<table border="1"> <caption>Budget Increase Data</caption> <thead> <tr> <th>Year</th> <th>Percentage Increase</th> </tr> </thead> <tbody> <tr> <td>2009-10</td> <td>16.2%</td> </tr> <tr> <td>2010-11</td> <td>39.5%</td> </tr> <tr> <td>2011-12</td> <td>20.7%</td> </tr> </tbody> </table>	Year	Percentage Increase	2009-10	16.2%	2010-11	39.5%	2011-12	20.7%												
Year	Percentage Increase																								
2009-10	16.2%																								
2010-11	39.5%																								
2011-12	20.7%																								
Manage school Operating Budget (exclusive of FT faculty salaries) within allocated resources.	Track budget variance each fiscal year.	Expenditures have not exceeded budgeted allocations.	Budget resources continually monitored with spending matched to available resources.	Operating Budget was fully expended, but not overspent. Surpluses in 2009 and 2010 were carried forward and expended.	<table border="1"> <thead> <tr> <th colspan="5">Business School Operating Expenses Managed Within Allocated Budgetary Resources</th> </tr> <tr> <th></th> <th>2008-09</th> <th>2009-10</th> <th>2010-11</th> <th>2011-12</th> </tr> </thead> <tbody> <tr> <td>Beginning Balance</td> <td>\$181,547</td> <td>\$210,979</td> <td>\$294,432</td> <td>\$355,447</td> </tr> <tr> <td>Ending Balance</td> <td>\$2,791</td> <td>\$23,468</td> <td>\$22,074</td> <td>\$6,056</td> </tr> </tbody> </table>	Business School Operating Expenses Managed Within Allocated Budgetary Resources						2008-09	2009-10	2010-11	2011-12	Beginning Balance	\$181,547	\$210,979	\$294,432	\$355,447	Ending Balance	\$2,791	\$23,468	\$22,074	\$6,056
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<p>Increase expenditures per business student by 5%</p>	<p>Approved budget</p>	<p>The 2010-11 expenditures per student increased 40.8%. The 2011-12 expenditures increased by 30.5%.</p>	<p>The budget increases (see above) combined with declining enrollments caused this performance measure to lose value.</p>	<p>A new performance measure in this area needs to be developed.</p>	 <table border="1"> <caption>Performance Measure Data</caption> <thead> <tr> <th>Year</th> <th>Value (%)</th> </tr> </thead> <tbody> <tr> <td>2008-09</td> <td>~15.0%</td> </tr> <tr> <td>2009-10</td> <td>~8.0%</td> </tr> <tr> <td>2010-11</td> <td>~40.8%</td> </tr> <tr> <td>2011-12</td> <td>30.5%</td> </tr> </tbody> </table>	Year	Value (%)	2008-09	~15.0%	2009-10	~8.0%	2010-11	~40.8%	2011-12	30.5%								
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<p>Increase needs-based and performance-based scholarships available for business students.</p>	<p>Annual application, essay and financial needs data</p>	<p>The number of scholarships offered continues to increase, although the amounts awarded decreased slightly due to market conditions.</p>		<p>Continue to seek increased contributions for scholarships.</p>	<table border="1"> <thead> <tr> <th>Award Year</th> <th># of Scholarships</th> <th>Total \$ Amount Awarded</th> </tr> </thead> <tbody> <tr> <td>2008-09</td> <td>10</td> <td>\$18,620</td> </tr> <tr> <td>2009-10</td> <td>13</td> <td>\$20,210</td> </tr> <tr> <td>2010-11</td> <td>13</td> <td>\$23,180</td> </tr> <tr> <td>2011-12</td> <td>15</td> <td>\$30,400</td> </tr> <tr> <td>2012-13</td> <td>17</td> <td>\$28,900</td> </tr> </tbody> </table>	Award Year	# of Scholarships	Total \$ Amount Awarded	2008-09	10	\$18,620	2009-10	13	\$20,210	2010-11	13	\$23,180	2011-12	15	\$30,400	2012-13	17	\$28,900
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Standard 6 - Organizational Performance Results

5. Organizational Effectiveness Results		Organizational effectiveness results examine attainment of organizational goals. Each business unit must have a systematic reporting mechanism for each business program that charts enrollment patterns, student retention, student academic success, and other characteristics reflecting students' performance.													
		Key indicators may include: graduation rates, enrollment, improvement in safety, hiring equity, increased use of web-based technologies, use of facilities by community organizations, contributions to the community, or partnerships, retention rates by program, and what you report to governing boards and administrative units.													
		Analysis of Results													
Performance Measure	What is your measurement instrument or process? (Indicate length of cycle)	Current Results What are your current results?	Analysis of Results What did you learn from the results?	Action Taken or Improvement made What did you improve or what is your next step?	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)										
Maintain a PT:FT faculty teaching ratio in business courses on the main campus that is 25% or less adjunct faculty.	Compute PT:FT ratio for the school of business by year.	The PT:FT ratio declined from 25% in 2008 to 19% in 2011.	More FT faculty hired resulted in less reliance on adjunct faculty.	Maintain ratio below 20% with anticipated enrollment increases.	<table border="1"> <caption>PT:FT Ratio in Business Courses</caption> <thead> <tr> <th>Year</th> <th>Ratio (%)</th> </tr> </thead> <tbody> <tr> <td>2008-09</td> <td>25.0%</td> </tr> <tr> <td>2009-10</td> <td>23.0%</td> </tr> <tr> <td>2010-11</td> <td>23.0%</td> </tr> <tr> <td>2011-12</td> <td>19.0%</td> </tr> </tbody> </table>	Year	Ratio (%)	2008-09	25.0%	2009-10	23.0%	2010-11	23.0%	2011-12	19.0%
Year	Ratio (%)														
2008-09	25.0%														
2009-10	23.0%														
2010-11	23.0%														
2011-12	19.0%														

<p>Maintain average student:faculty ratios in the school of business of less than 30 but higher than university average of 18:1.</p>	<p>Compute average student:faculty ratios for the school of business and compare to university averages by year.</p>	<p>On average the school of business consistently operates at higher classroom capacity than other colleges or schools in the university.</p>	<p>While the student:faculty ratio has been declining, this is most likely caused by declining enrollments.</p>	<p>If recruitment and retention strategies are successful at increasing enrollments, class size in the school of business must be closely monitored.</p>	 <table border="1"> <caption>Student:Faculty Ratios</caption> <thead> <tr> <th>Year</th> <th>Business</th> <th>University</th> </tr> </thead> <tbody> <tr> <td>2008-09</td> <td>~28</td> <td>~20</td> </tr> <tr> <td>2009-10</td> <td>~27</td> <td>~20</td> </tr> <tr> <td>2010-11</td> <td>~26</td> <td>~19</td> </tr> <tr> <td>2011-12</td> <td>~24</td> <td>~19</td> </tr> </tbody> </table>	Year	Business	University	2008-09	~28	~20	2009-10	~27	~20	2010-11	~26	~19	2011-12	~24	~19													
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2011-12	~24	~19																															
<p>Increase enrollments in the School of Business</p>	<p>Enrollment data provided by Office of Institutional Research</p>	<p>Enrollments in the School of Business continue to decline.</p>	<p>We must become much more proficient recruiters. We also need to retain students so they can complete their degree.</p>	<p>Plan on offering more courses "after-hours" to aid degree completers. Plan on using technology-rich classrooms and teaching methods to attract and retain students.</p>	 <table border="1"> <caption>School of Business Enrollment</caption> <thead> <tr> <th>Year</th> <th>Enrollment</th> </tr> </thead> <tbody> <tr> <td>2008-09</td> <td>879</td> </tr> <tr> <td>2009-10</td> <td>841</td> </tr> <tr> <td>2010-11</td> <td>788</td> </tr> <tr> <td>2011-12</td> <td>729</td> </tr> </tbody> </table>	Year	Enrollment	2008-09	879	2009-10	841	2010-11	788	2011-12	729																		
Year	Enrollment																																
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2011-12	729																																
<p>Increase the number of business graduates</p>	<p>Graduation rates as reported in IPEDs completions report provided by the Office of Institutional Research.</p>	<p>Business graduates dipped in 2011, but rebounded to historical rates in 2012.</p>	<p>If enrollments continue to decline (see above) the number of graduates can be expected to decline.</p>	<p>Need to take steps to ensure retention and degree completion. The recent Title III grant award is designed to address this need. (See below)</p>	<table border="1"> <thead> <tr> <th colspan="4">Graduates</th> </tr> <tr> <th>AY</th> <th>Business</th> <th>FSU</th> <th>Business %</th> </tr> </thead> <tbody> <tr> <td>2007-08</td> <td>178</td> <td>676</td> <td>26%</td> </tr> <tr> <td>2008-09</td> <td>178</td> <td>663</td> <td>27%</td> </tr> <tr> <td>2009-10</td> <td>177</td> <td>672</td> <td>26%</td> </tr> <tr> <td>2010-11</td> <td>153</td> <td>740</td> <td>21%</td> </tr> <tr> <td>2011-12</td> <td>174</td> <td>823</td> <td>21%</td> </tr> </tbody> </table>	Graduates				AY	Business	FSU	Business %	2007-08	178	676	26%	2008-09	178	663	27%	2009-10	177	672	26%	2010-11	153	740	21%	2011-12	174	823	21%
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<p>Increase the persistence rate of first-time, full-time (first year to second year retention) to the institutional rate.</p>	<p>Retention data provided by Office of Institutional Research</p>	<p>The Fall 2010 to 2011 persistence rate was 50.7% compared to the overall institutional average of 66.4%. Furthermore, the seven-year mean (2004 to 2010) is 50.3% compared to the overall institutional mean of 66.4%.</p>	<p>Courses with high rates of poor academic performance were identified. High-risk Business courses include: Accounting courses, 42% of students were not successful; Economics, 46%; Information Management Systems, 36%; and Managerial Finance, 37.5%.</p>	<p>Fairmont State University was recently awarded a five-year <i>Strengthening Institutions Program</i> grant totaling nearly \$2 million. One of only thirteen new Title III grants awarded nationwide, it will provide dedicated resources to the retention of STEM and Business students. Funding will enable technology enhancements including iPad carts, development of a Learn Lab, conversion of traditional classrooms into Smart (technology-rich) classrooms, planning the creation of a peer mentoring program, and providing faculty development.</p>	 <table border="1"> <caption>Persistence Rates Comparison</caption> <thead> <tr> <th>Year</th> <th>Business (%)</th> <th>FSU (%)</th> </tr> </thead> <tbody> <tr> <td>2008-09</td> <td>50.0</td> <td>67.0</td> </tr> <tr> <td>2009-10</td> <td>50.0</td> <td>67.0</td> </tr> <tr> <td>2010-11</td> <td>50.7</td> <td>62.5</td> </tr> <tr> <td>7 yr Mean</td> <td>50.3</td> <td>66.4</td> </tr> </tbody> </table>	Year	Business (%)	FSU (%)	2008-09	50.0	67.0	2009-10	50.0	67.0	2010-11	50.7	62.5	7 yr Mean	50.3	66.4
Year	Business (%)	FSU (%)																		
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7 yr Mean	50.3	66.4																		
<p>Increase the number of eligible students inducted into the Delta Mu Delta Honor Society annually to recognize academic success.</p>	<p>Delta Mu Delta Honor Society Annual Reports, internal.</p>	<p>In 2011-12, 41.2% of invited students were inducted. This was an increase over the rate of 33% in 2010-11.</p>	<p>Some of our techniques to increase the percentage have been effective, such as personal letters hand-delivered to students in class, but we need to do more.</p>	<p>We would like to get this percentage up to 50% of invited students being inducted.</p>	 <table border="1"> <caption>Invited vs. Inducted Students</caption> <thead> <tr> <th>Year</th> <th>Invited (%)</th> <th>Inducted (%)</th> </tr> </thead> <tbody> <tr> <td>2010-11</td> <td>100</td> <td>33</td> </tr> <tr> <td>2011-12</td> <td>70</td> <td>41.2</td> </tr> </tbody> </table>	Year	Invited (%)	Inducted (%)	2010-11	100	33	2011-12	70	41.2						
Year	Invited (%)	Inducted (%)																		
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2011-12	70	41.2																		

<p>Increase the number of tax returns processed by students in the VITA Tax Preparation every tax season.</p>	<p>VITA report at conclusion of tax season.</p>	<p>The number of returns processed increased every year.</p>	<p>Student hours worked decreased while returns processed increased due to investment in laptops and portable printers.</p>	<p>Maintain high level of return productivity while maintaining accuracy and low reject rate.</p>	<table border="1"> <caption>Hours and Returns by Tax Season</caption> <thead> <tr> <th>Tax Season</th> <th>Hours</th> <th>Returns</th> </tr> </thead> <tbody> <tr> <td>2009 Tax Season</td> <td>~750</td> <td>~700</td> </tr> <tr> <td>2010 Tax Season</td> <td>~950</td> <td>~1100</td> </tr> <tr> <td>2011 Tax Season</td> <td>~800</td> <td>~1300</td> </tr> </tbody> </table>	Tax Season	Hours	Returns	2009 Tax Season	~750	~700	2010 Tax Season	~950	~1100	2011 Tax Season	~800	~1300
Tax Season	Hours	Returns															
2009 Tax Season	~750	~700															
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<p>Utilize the new University Business Center (UBC) to increase opportunities for student internships and practicums, and career placements. The UBC should also increase opportunities for community connections and executive education.</p>	<p>University Business Center Annual Report</p>	<p>The UBC opened during the 2011-12 academic year so results are not available.</p>		<p>Baseline data needs to be collected in order to establish impact of the UBC.</p>													

Complete the following table if you have new programs or substantially changed an accredited program.

BISM Program	a Mkt	b Fin	c Acct	d Mgt	e Law	f Econ	g Eth	h Glo	i IS	j Stat	k&l Pol/Comp	TOTAL
ACCT 2201	4	9	45			1	5					64
ACCT 2202	3		37	12			5					57
BISM 2200		2	2						45	2	1	52
BISM 2400				2			2	1	45		1	51
BISM 2600				2			2	1	45		1	51
BISM 2800	2			2		2	1	1	45	1	1	55
BISM 3000									45		12	57
BISM 3200	3			3	1	2	1	2	41	1	1	55
BISM 3400				1			1	1	45	1	1	50
BISM 3600	2			2	1	1	1	1	45		1	54
BISM 3800									45			45
BISM 4000	2	2	1	3	1	3	3	3	25	2	5	50
BISM 4200	1	1	0	2	1	1	2	1	40	1	2	52
BISM 4400									45			45
BISM 4800		1		12		1	1	1	20		24	60
BUSN 3306	2	1	1	6	33	1	3					47
BUSN 3310	2	2	7			2	1			45		59
ECON 2202	6				2	45					2	55
FINC 2201	1	45	3	7	3	1	3	1			6	70
MKTG 2204	45			18	4	5	3				5	80
MGMT 2209				90	3		2				5	100
TOTALS	73	63	96	162	49	65	36	13	531	53	68	

Note: In general, classes should not show total CPC contact hours of more than 150 percent of the course's total contact hours. Exceptions to this guideline would include an interdisciplinary capstone course. The substance of this requirement also applies to schools measuring coverage by percentage of a 3-hour course.

APPENDIX A

Summary of Assessment Efforts 2010-2011 & 2011-2012

For the **2010-2011 academic year** the current School of Business assessment plan calls for assessing Program Outcomes 4 and 5 for the B. S. in Business Administration program. The outcomes are:

B.S. in Business Administration Program Outcome 4

Upon successful completion of the BSBA program, students will have a conceptual understanding of the overall context of international business and the ability to link theory to practice.

B.S. in Business Administration Program Outcome 5

Upon successful completion of the BSBA program, students will be able to assess the implications of personal value, legal, ethical and social issues of individual and organizational business activities.

As indicated in the “Student Learning Results” chart under Standard 5, insufficient data was collected on Program Outcome 4 for the assessment cycle. For Program Outcome 5, six of the fifteen core courses for which assessment data were submitted met the performance standard. This sampling, while not ideal, indicates students are achieving this outcome in the following courses: BUSN 3310; ECON 2201; ECON 2202; FINC 2201; MGMT 2209; and, MKTG 2204. More assessment data is needed for the remaining core courses in order to confirm the findings.

For the **2011-2012 academic year** the current School of Business assessment plan calls for assessing Program Outcomes 1 and 2 for the B.S. in Business Administration program. The outcomes are:

B.S. in Business Administration Program Outcome 1

Upon successful completion of the BSBA program, students will be able to demonstrate a foundation of business knowledge and technical skills (that supports and facilitates an appreciation of lifelong professional development).

B.S. in Business Administration Program Outcome 2

Upon successful completion of the BSBA program, students will be able to use critical thinking to solve complex organizational problems.

As summarized in the “Student Learning Results” chart under Standard 5, eight of the fifteen core business core course submitted assessment data for Program Outcome 1. Six of the courses for which assessment data were submitted met the performance standard. These include BISM 2200; BUSN 3310; ECON 2201; ECON 2202; FINC 2201; and MKTG 2204. Two courses, ACCT 2201 and 2202, did not meet the performance standard. The findings of these courses was based on raw questions data rather than grouped by student performance. The use of more appropriate measurements for ACCT 2201 and ACCT 2202 will be employed for the next assessment cycle. For Program Outcome 2, three courses met the program outcome. These courses include: BISM 2200, BUSN 3310, and MKTG 2204. This sampling would indicate students are achieving this Program Outcome, but data from

more core courses is needed to confirm the findings. No data was submitted for BUSN 2251, BUSN 3306, BUSN 3320, BUSN 4415, FINC 2201, and INFO 2200.

Every B.S. in Business Administration student must take the core courses for which assessment data was submitted for the 2010-2011 and 2011-2012 academic years. For these combined years, a total of 15 courses reported satisfactory performance standards being met for Program Outcomes 1, 2, and 5. While assessment data for additional courses must be received, this sampling of courses would indicate students are meeting these outcomes.

School of Business Assessment Progress

Adhering to the School of Business current Assessment Plan, Program Outcomes 3 and 4 are to be assessed for the current (2012-2013) academic year with Program Outcomes 4 and 5 scheduled to be assessed for the 2013-2014 academic year. The School of Business is planning to revise its Assessment Plan within the next academic year. This assessment plan will (1) address existing weaknesses in the School's assessment process; (2) incorporate summative assessments that conform to ACBSP Common Professional Component subject matter; (3) conform to institutional requirements for course and program assessment; and, (4) serve to support both course based and program based assessment. With Program Outcomes 4 and 5 being assessed in the 2013-2014 academic year, the new plan would commence with the 2014-2015 academic year. This timeline is subject to change depending on institutional decisions relative to assessment policies post its reaccreditation visit this October from The Higher Learning Commission.

During this Q&A reporting cycle, the B.S. in Information Systems Management and B. S. in Accounting degrees were established. These two degree programs, in addition to the B.S. in Business Administration program, will pursue assessment using processes appropriate to the respective program. Recognizing the individuality of these programs, and efficiencies necessary in carrying out assessment activities in the School of Business, a realignment of the program outcomes was accomplished. The current realigned Program Outcomes for each program are listed under Standard #4. The first five program outcomes of the Business Administration, Accounting, and Information Systems Management programs are aligned and focus on the same learning outcomes. Accounting and Information Systems Management each have an additional goal which the respective program will assess.

Also during this reporting cycle, change of leadership and attrition at the institutional level has drastically reduced the technical and consultative support provided to the academic units regarding assessment practices and the use of TaskStream - the institution's assessment management platform. The institution is currently in the process of hiring a Director of Assessment. Technical support on the assessment management platform continues to be minimal. Additional faculty training on basic use of TaskStream, performance measures, performance standards, and analyses is needed.

The assessment of student learning in the School of Business has progressed incrementally during these two cycles. More faculty members are actively engaged in reviewing and rewriting learning outcomes, improving assessment measures, collecting artifacts, and making alterations to their courses based on these efforts. Though not yet routine, each assessment cycle moves the School closer to an assessment culture that is needed to achieve the documentation of learning, not only required by ACBSP and The Higher Learning Commission, but beneficial to current and future students. Through these incremental efforts, a reboot of the institutional assessment initiatives, a revised School of Business assessment plan, and appropriate faculty training and support, the goal of effective documentation of student learning will be closer to being realized.

B.S. Business Administration Program Outcome 4

Upon successful completion of the BSBA program, students will have a conceptual understanding of the overall context of international business and the ability to link theory to practice.

▼ **Measure:** BUSN 2251 (Corporate Communications)

Course level; Direct - Exam

Details/Description: Course Outcomes 2251.4 and 2251.7 measure Program Outcome 4 as follows:

2251.4 - Students will be able to identify techniques for improving written messages to intercultural audiences.

2251.7 - Students will be able to explain the challenges of, dividends of, and techniques for capitalizing on workforce diversity including being sensitive to racial and gender issues.

Satisfactory Performance Standard: C or better

Ideal Performance Standard:

Implementation Plan (timeline):

Key/Responsible Personnel:

Findings for BUSN 2251 (Corporate Communications)

Summary of Findings: Nothing submitted.

Recommendations :

Reflections/Notes :

▼ **Measure:** BUSN 3306 (Business Law I)

Course level; Direct - Exam

Details/Description: Course Outcomes 3306.1 through 3306.8 measure Program Outcome 4 as follows:

3306.1 - Quiz 1 & Test 1

3306.2 - Quiz 1, Test 1, & Final Exam

Satisfactory Performance Standard: C or better

Ideal Performance Standard:

Implementation Plan (timeline):

Key/Responsible Personnel:

Findings for BUSN 3306 (Business Law I)

Summary of Findings: Nothing submitted.

Recommendations :

Reflections/Notes :

▼ **Measure:** BUSN 3320 (International Business)
Course level; Direct - Exam

Details/Description: Course Outcomes 3320.1 through 3320.3 measure Program Outcome 4 as follows:

3320.1 - Group Project and Test 1, 2 and 3

3320.2 - Group Project and Tests 1 and 2

3320.3 - Group Project and Test 3

Satisfactory Performance Standard: C or better

Ideal Performance Standard:

Implementation Plan (timeline):

Key/Responsible Personnel:

Findings for BUSN 3320 (International Business)

Summary of Findings: No findings submitted.

Copies of exams with examples of above average, average, and below average results were submitted in hardcopy and are on file.

Recommendations :

Reflections/Notes :

▼ **Measure:** INFO 2200 (Fundamentals of Information Systems)
Course level; Direct - Exam

Details/Description: Course Outcomes 2200.3 and 2200.4 measure Program Outcome 4 as follows:

2200.3 & 2200.4 - Weekly assignments & tests, MidTerm Exam, Final Exam

Satisfactory Performance Standard: C or better

Ideal Performance Standard:

Implementation Plan (timeline):

Key/Responsible Personnel:

Findings for INFO 2200 (Fundamentals of Information Systems)

Summary of Findings: Nothing submitted.
Recommendations :
Reflections/Notes :

▼ **Measure:** BUSN 2251 (Corporate Communications)
Course level; Direct - Exam

Details/Description: Course Outcomes 2251.4 and 2251.7 measure Program Outcome 5 as follows:

2251.4 - Students will understand the ethical goals of a business communicator and tools for doing the right thing.

2251.7 - Students will work on a three-member team throughout the course on many different assignments involving legal, ethical, and social issues.

Satisfactory Performance Standard: C or better

Ideal Performance Standard:

Implementation Plan (timeline):

Key/Responsible Personnel:

Findings for BUSN 2251 (Corporate Communications)

Summary of Findings: Nothing submitted.

Recommendations :

Reflections/Notes :

B.S. Business Administration Program Outcome 5

Upon successful completion of the BSBA program, students will be able to assess the implications of personal value, legal, ethical and social issues of individual and organizational business activities.

▼ **Measure:** BUSN 3306 (Business Law I)
Course level; Direct - Exam

Details/Description: Course Outcomes 3306.1 through 3306.8 measure Program Outcome 5 as follows:

3306.1 - All Quizzes & All Tests, & Final Exam

3306.2 - Quizzes 1,3,4,5,6,7 & Final Exam

3306.3 - Quiz 2, Test 1, & Final Exam

3306.4 - All Quizzes & All Tests

3306.5 - All Quizzes & All Tests

3306.6 - Quizzes 4,5,6,7, Test 3, 4, & Final Exam

3306.7 - Quizzes 8,9 & Final Exam

3306.8 - Quiz 1 & Test 1

Satisfactory Performance Standard: C or better

Ideal Performance Standard:

Implementation Plan (timeline):

Key/Responsible Personnel:

Findings for BUSN 3306 (Business Law I)

Summary of Findings: Nothing submitted.

Recommendations :

Reflections/Notes :

▼ **Measure:** BUSN 3310 (Business & Economics Statistics)

Direct - Exam

Details/Description: Course Outcome 3310.3 measures Program Outcome 5 as follows:

3310.3 - Quiz 3 & Exam 1

Satisfactory Performance Standard: C or Better

Ideal Performance Standard:

Implementation Plan (timeline):

Key/Responsible Personnel:

Findings for BUSN 3310 (Business & Economics Statistics)

Summary of Findings: Fall Semester 2011:

BUSN 3310-01:

Students = 15

Grade A = 1

Grade B = 7

Grade C = 6

Grade D = 0

Grade F = 1

Overall Class Average = 73%

BUSN 3310-02:

Students = 21

Grade A = 3

Grade B = 7

Grade C = 9

Grade D = 2

Grade F = 0

Overall Class Average = 76%
BUSN 3310-03
Students = 20
Grade A = 5
Grade B = 5
Grade C = 5
Grade D = 4
Grade F = 1
Overall Class Average = 75%

Results: Satisfactory Performance Standard Achievement: Met

Recommendations : No changes recommended.

Reflections/Notes : Assignments and exams submitted in hardcopy are on file.

▼ **Measure:** BUSN 3320 (International Business)

Course level; Direct - Exam

Details/Description: Course Outcomes 3320.1 & 3320.2 measure Program Outcome 5 as follows:

3320.1 - Group Project

3320.2 - Group Project

Satisfactory Performance Standard: C or better

Ideal Performance Standard:

Implementation Plan (timeline):

Key/Responsible Personnel:

Findings for BUSN 3320 (International Business)

Summary of Findings: Nothing submitted.

Recommendations :

Reflections/Notes :

▼ **Measure:** ECON 2201 (Economic Principles & Problems I)

Course level; Direct - Exam

Details/Description: Course Outcomes 2201.1 through 2201.9 measure Program Outcome 5 as follows:

2201.1 thru 2201.9 - Exams

Satisfactory Performance Standard: C or better

Ideal Performance Standard:

Implementation Plan (timeline):

Key/Responsible Personnel:

Findings for ECON 2201 (Economic Principles & Problems I)

Summary of Findings: ECON 2201-01

Students = 34

Average = 78.8%

Median = 80.0%

Maximum = 94.0%

Minimum = 60.0%

Std. Dev. = 10.43

ECON 2201-03

Students = 39

Average = 77.9%

Median = 80.0%

Maximum = 100.0%

Minimum = 34.0%

Std. Dev. = 13.76

Results: Satisfactory Performance Standard Achievement: Met

Recommendations : No changes recommended.

Reflections/Notes : Exam artifact submitted in hardcopy and on file.

▼ **Measure:** ECON 2202 (Economic Principles & Problems II)

Course level: Direct - Exam

Details/Description: Course Outcomes 2201.1 through 2201.7 measure Program Outcome 5 as follows:

2201.1 thru 2201.7 - Exams

Satisfactory Performance Standard: C or better

Ideal Performance Standard:

Implementation Plan (timeline):

Key/Responsible Personnel:

Findings for ECON 2202 (Economic Principles & Problems II)

Summary of Findings: Students = 35

Average = 74.7%

Median = 78.0%

Maximum = 96.0%

Minimum = 48.0%
Std. Dev. = 14.73

Results: Satisfactory Performance Standard Achievement: Met

Recommendations : No changes recommended.

Reflections/Notes : Exam artifact submitted in hardcopy and on file.

▼ **Measure:** FINC 2201 (Introduction to Financial Management)

Course level; Direct - Other

Details/Description: Course Outcomes 2201.2 measures Program Outcome 5 as follows:

2201.2 - Class Discussion

Satisfactory Performance Standard: C or better

Ideal Performance Standard:

Implementation Plan (timeline):

Key/Responsible Personnel:

Findings for FINC 2201 (Introduction to Financial Management)

Summary of Findings: Twenty-six students took each of the quizzes and tests. The results are detailed below.

- The Chapter One Quiz was worth 100 points with 12 bonus points available. The maximum score was 110%, and the minimum score was 19%. The average score was 75.4%, and the median score was 81.0%. The standard deviation was 23.6.
- The Chapter Four Quiz was worth 100 points with 10 bonus points available. The maximum score was 108%, and the minimum score was 40%. The average score was 89.2%, and the median score was 90.5%. The standard deviation was 16.9.
- The Unit One Test was worth 100 points with 5 bonus points available. The maximum score was 102%, and the minimum score was 38%. The average score was 67.7%, and the median score was 68.5%. The standard deviation was 14.8.
- The Chapters 4 & 5 Test was worth 100 points. The maximum score was 100%, and the minimum score was 44%. The average score was 75.6 %, and the median score was 75.0%. The standard deviation was 14.7.
- The Chapters 6 & 7 Test was worth 100 points. The maximum score was 98%, and the minimum score was 50%. The average score was 78.3 %, and the median score was 77.5%. The standard deviation was 12.5.


Results: Satisfactory Performance Standard Achievement: Met


Recommendations : I considered the results of the first quiz to incorporate changes into the presentation of chapter material and the selection of problems assigned for homework. The results of the following quiz indicated improvement. Overall, the results of quizzes improved with the average score increasing from 75.4% to 89.2%. Also, the results of each successive test given during the semester showed continuous improvement with the average score improving from 67.7% to 78.3%. The minimum scores showed an increasing trend throughout the semester while the standard deviation generally declined. With the exception of the test on Unit One material, the average and median scores for each test and quiz was a 'C' or better indicating satisfactory performance. These results indicate a successful outcome for the objectives of this course.

Reflections/Notes :

Substantiating Evidence:


 [Chapter Four Quiz.PDF](#) (Adobe Acrobat Document)

 [Chapter One Quiz.PDF](#) (Adobe Acrobat Document)

 [chapters 4 & 5 test.rtf](#) (Rich Text)

 [Chapters 6 and 7 Test.PDF](#) (Adobe Acrobat Document)

 [FINC 2201 Assessment Form PO5 Fall Only.docx](#) (Word Document (Open XML))

 [Unit One Test.PDF](#) (Adobe Acrobat Document)

▼ **Measure:** INFO 2200 (Fundamentals of Information Systems)

Course level; Direct - Exam

Details/Description: Course Outcomes 2200.3 measures Program Outcome 5 as follows:

2200.3 - Weekly assignments & tests, MidTerm Exam, Final Exam

Satisfactory Performance Standard: C or better

Ideal Performance Standard:

Implementation Plan (timeline):

Key/Responsible Personnel:

Findings for INFO 2200 (Fundamentals of Information Systems)

Summary of Findings: Nothing submitted.

Recommendations :

Reflections/Notes :

▼ **Measure:** MGMT 2209 (Principles of Management)

Course level; Direct - Exam

Details/Description: Course Outcomes 2209.1 & 2209.3 measure Program Outcome 5 as follows:

2209.1 & 2209.3 - Exams

Satisfactory Performance Standard: C or better

Ideal Performance Standard:

Implementation Plan (timeline):

Key/Responsible Personnel:

Findings for MGMT 2209 (Principles of Management)

Summary of Findings: Learning Outcome 2209.1

Mgmt 2209 Fall 2010

31 students took the exam. Average was a 91% - A.

Only one student scored below a C.

Mgmt 2209 Spring 2011

Section 2:

49 students took the exam. Average was a 91% - A.

Only 3 students scored below a C.

Section 6:

30 students took the exam. Average was a 91% - A.

Only one student scored below a C.

Learning Outcome 2209.3

Mgmt 2209 Fall 2010

31 students took the exam. Average was a 91% - A.

Only one student scored below a C.

Mgmt 2209 Spring 2011

Section 2:

49 students took the exam. Average was a 91% - A.

Only 3 students scored below a C.

Section 6:

30 students took the exam. Average was a 91% - A.

Only one student scored below a C.

Additional Findings for Fall 2010 (another section of the class):

38 students took Exam 1 with 26 students (68%) scoring C or better. Class average 76%.

38 students took Exam 2 with 12 students (32%) scoring C or better. Class average 69%.

30 students took Exam 3 with 25 students scoring C or better. Class average 81%.

Results: Satisfactory Performance Standard Achievement: Met

Recommendations : Fall 2010:

30/31 STUDENTS SCORED A C OR BETTER. NO CHANGES MADE TO THE ASSESSMENT.

Spring 2011:

OUT OF BOTH SECTIONS, 79 STUDENTS TOOK THE EXAM. ONLY 4 STUDENTS (LESS THAN 1%) SCORED BELOW A "C." NO CHANGES MADE AT THIS TIME.

Reflections/Notes : Additional hardcopy artifacts available on file.

Substantiating Evidence:

 [Examples of Good Fair Poor_MGMT2209.docx](#) (Word Document (Open XML))

 [Floyd_MGMT%202209%20Assess%20Form%20PO5\[1\].docx](#) (Word Document (Open XML))

▼ Measure: MKTG 2204 (Principles of Marketing)

Course level; Direct - Exam

Details/Description: Course Outcomes 2204.1 & 2204.4 measure Program Outcome 5 as follows:

2204.1 and 2204.4 - Exams

Satisfactory Performance Standard: C or better

Ideal Performance Standard:

Implementation Plan (timeline):

Key/Responsible Personnel:

Findings for MKTG 2204 (Principles of Marketing)

Summary of Findings: Fall 2010:

First Section Reported:

42 students took Exam 1 with 29 students (69%) scoring C or better. Class average 69%.

42 students took Exam 2 with 24 students (57%) scoring C or better. Class average 68%.

41 students took Exam 3 with 25 students (61%) scoring C or better. Class average 79%.

Second Section Reported:

27 students took the Exam. The average was 93.3% or an A.

Spring 2011:

38 students took Exam 1 with 28 students (74%) scoring C or better. Class average 72%.

36 students took Exam 2 with 21 students (58%) scoring C or better. Class average 70%.

32 students took Exam 3 with 22 students (69%) scoring C or better. Class average 71%.

Results: Satisfactory Performance Standard Achievement: Met

Recommendations : Stronger review prior to testing. Additional incentives for attendance.

Reflections/Notes : All documents and artifacts submitted in hardcopy and on file.

B.S. Business Administration Program Outcomes

Upon successful completion of this program, students will be able to:

B.S. Business Administration Program Outcome 1

Upon successful completion of

▼ **Measure:** ACCT 2201 (Principles of Accounting I)
Course level; Direct - Exam

Details/Description: Course Outcomes 2201.1 through 2201.9 measure Program Outcome 1 as follows:

2201.1 thru 2201.5 - Graded homework; Online exercises; Individual problem solving; In-class group problem solving; Class discussion; Short answer, problem solving, short essay, and multiple choice examinations

the BSBA program, students will be able to demonstrate a foundation of business knowledge and technical skills (that supports and facilitates an appreciation of lifelong professional development).

Satisfactory Performance Standard: C or better

Ideal Performance Standard:

Implementation Plan (timeline):

Key/Responsible Personnel:

Findings for ACCT 2201 (Principles of Accounting I)

Summary of Findings: Findings for Acct 2201 Course Outcome 1 Measure 1:

Successful: 1156 out of 1620 students (71%) completed the exam questions correctly.

Unsuccessful: 494 out of 1620 students (29%) completed the exam questions incorrectly.

Findings for Acct 2201 Course Outcome 1 Measure 2:

Successful: 308 out of 507 students (61%) completed the exam questions correctly.

Unsuccessful: 199 out of 507 students (39%) completed the exam questions incorrectly.

Findings for Acct 2201 Course Outcome 2 Measure 1:

180 out of 312 students (58%) completed the exam questions correctly.

Unsuccessful: 132 out of 312 students (42%) completed the exam questions incorrectly.

Findings for Acct 2201 Course Outcome 2 Measure 2:

Successful: 68 out of 102 students (68%) completed the exam questions correctly.

Unsuccessful: 34 out of 102 students (32%) completed the exam questions incorrectly.

Findings for Acct 2201 Course Outcome 3 Measure 1:

Successful: 370 out of 640 students (58%) completed the exam questions correctly.

Unsuccessful: 270 out of 640 students (42%) completed the exam questions incorrectly.

Findings for Acct 2201 Course Outcome 3 Measure 2:

Successful: 128 out of 192 students (67%) completed the exam questions correctly.

Unsuccessful: 64 out of 192 students (33%) completed the exam questions incorrectly.

Findings for Acct 2201 Course Outcome 4 Measure 1:

Successful: 278 out of 478 students (60%) completed the exam questions correctly.

Unsuccessful: 190 out of 478 students (40%) completed the exam questions incorrectly.

Findings for Acct 2201 Course Outcome 4 Measure 2:

Successful: 87 out of 147 students (59%) completed the exam questions correctly.

Unsuccessful: 60 out of 147 students (41%) completed the exam questions incorrectly.

Findings for Acct 2201 Course Outcome 5 Measure 1:
Successful: 258 out of 339 students (76%) completed the exam questions correctly.

Unsuccessful: 81 out of 339 students (24%) completed the exam questions incorrectly.

Findings for Acct 2201 Course Outcome 5 Measure 2:

Successful: 86 out of 102 students (84%) completed the exam questions correctly.

Unsuccessful: 16 out of 102 students (16%) completed the exam questions incorrectly.

Results: Satisfactory Performance Standard Achievement: Not Met

Recommendations : These findings based on raw questions data rather than grouped by student performance. Next time use student performance on questions.

Reflections/Notes : FT Assessment Questions #1 - #9

ADJ Assessment Questions #10 - #11

FT Assessment Questions #12 - #15

ADJ Assessment Questions #12 - #15

FT Assessment Questions #16 - #18

FT Assessment Questions #19 - #20


ADJ Assessment Questions #19 - #20

ADJ Assessment Questions #16 - #18

Substantiating Evidence:

 [Acct 2201 2011-2012 ADJ Stats Summary.pdf](#) (Adobe Acrobat Document)

 [Acct 2201 2011-2012 FT Stats Summary.pdf](#) (Adobe Acrobat Document)


 [Acct 2201 Assessment Questions by Outcome Adjunct Faculty 2011-2012.pdf](#) (Adobe Acrobat Document)


 [Acct 2201 Assessment Questions by Outcome FT Faculty 2011-2012.pdf](#) (Adobe Acrobat Document)


 [Acct 2201 Taskstream Outcome Entry Sheets With Findings 2011-2012.pdf](#) (Adobe Acrobat Document)


 [Common Questions 10-11 Acct 2201 Adjunct and Stats.pdf](#) (Adobe Acrobat Document)

 [Common Questions 10-11 Acct 2201 Full Time and Stats.pdf](#) (Adobe Acrobat Document)

 [Common Questions 12-15 Acct 2201 Adjunct and Stats.pdf](#) (Adobe Acrobat Document)


 [Common Questions 12-15 Acct 2201 Full Time and Stats.pdf](#) (Adobe Acrobat Document)


 [Common Questions 16-18 Acct 2201 Adjunct and Stats.pdf](#) (Adobe Acrobat Document)

 [Common Questions 16-18 Acct 2201 Full Time and Stats.pdf](#) (Adobe Acrobat Document)

 [Common Questions 1-9 Acct 2201 Adjunct and Stats.pdf](#) (Adobe Acrobat Document)

 [Common Questions 1-9 Acct 2201 Full Time and Stats.pdf](#) (Adobe Acrobat Document)

 [Common Questions 19-20 Acct 2201 Adjunct and Stats.pdf](#) (Adobe Acrobat Document)

 [Common Questions 19-20 Acct 2201 Full Time and Stats.pdf](#) (Adobe Acrobat Document)

▼ **Measure:** ACCT 2202 (Principles of Accounting II)
Course level; Direct - Exam

Details/Description: Course Outcomes 2202.1 through 2202.8 measure Program Outcome 1 as follows:

2202.1 thru 2202.9 - Graded homework; Online exercises; Individual problem solving; In-class group problem solving; Class discussion; Short answer, problem solving, short essay, and multiple choice examinations

Satisfactory Performance Standard: C or better

Ideal Performance Standard:

Implementation Plan (timeline):

Key/Responsible Personnel:

Findings for ACCT 2202 (Principles of Accounting II)

Summary of Findings: Findings for Acct 2202 Course Outcome 1 Measure 1:

Successful: 112 out of 206 students (54%) completed the exam questions correctly.

Unsuccessful: 94 out of 206 students (46%) completed the exam questions incorrectly.

Findings for Acct 2202 Course Outcome 1 Measure 2:

Successful: 25 out of 60 students (42%) completed the exam questions correctly.

Unsuccessful: 35 out of 60 students (58%) completed the exam questions incorrectly.

Findings for Acct 2202 Course Outcome 2 Measure 1:

Successful: 49 out of 102 students (48%) completed the exam questions correctly.

Unsuccessful: 53 out of 102 students (52%) completed the exam questions incorrectly.

Findings for Acct 2202 Course Outcome 2 Measure 2:

Successful: 29 out of 30 students (97%) completed the exam questions correctly.

Unsuccessful: 1 out of 30 students (3%) completed the exam questions incorrectly.

Findings for Acct 2202 Course Outcome 3 Measure 1:

Successful: 56 out of 102 students (55%) completed the exam questions correctly.

Unsuccessful: 46 out of 102 students (45%) completed the exam questions incorrectly.

Findings for Acct 2202 Course Outcome 3 Measure 2:

Successful: 17 out of 30 students (57%) completed the exam questions correctly.

Unsuccessful: 13 out of 30 students (43%) completed the exam questions incorrectly.

Findings for Acct 2202 Course Outcome 4 Measure 1:

Successful: 108 out of 206 students (52%) completed the exam questions correctly.
Unsuccessful: 98 out of 206 students (48%) completed the exam questions incorrectly.

Findings for Acct 2202 Course Outcome 4 Measure 2:
Successful: 24 out of 56 students (43%) completed the exam questions correctly.
Unsuccessful: 32 out of 56 students (57%) completed the exam questions incorrectly.

Findings for Acct 2202 Course Outcome 5 Measure 1:
Successful: 167 out of 218 students (77%) completed the exam questions correctly.
Unsuccessful: 51 out of 218 students (23%) completed the exam questions incorrectly.

Findings for Acct 2202 Course Outcome 5 Measure 2:
Successful: 26 out of 56 students (46%) completed the exam questions correctly.
Unsuccessful: 30 out of 56 students (54%) completed the exam questions incorrectly.

Findings for Acct 2202 Course Outcome 6 Measure 1:
Successful: 124 out of 210 students (59%) completed the exam questions correctly.
Unsuccessful: 86 out of 210 students (41%) completed the exam questions incorrectly.

Findings for Acct 2202 Course Outcome 6 Measure 2:
Successful: 36 out of 56 students (64%) completed the exam questions correctly.
Unsuccessful: 20 out of 56 students (36%) completed the exam questions incorrectly.

Findings for Acct 2202 Course Outcome 7 Measure 1:
Successful: 111 out of 212 students (52%) completed the exam questions correctly.
Unsuccessful: 101 out of 212 students (48%) completed the exam questions incorrectly.

Findings for Acct 2202 Course Outcome 7 Measure 2:
Successful: 18 out of 56 students (32%) completed the exam questions correctly.
Unsuccessful: 38 out of 56 students (68%) completed the exam questions incorrectly.

Findings for Acct 2202 Course Outcome 8 Measure 1:
Successful: 141 out of 222 students (64%) completed the exam questions correctly.
Unsuccessful: 81 out of 206 students (36%) completed the exam questions incorrectly.

Findings for Acct 2202 Course Outcome 8 Measure 2:
Successful: 32 out of 36 students (89%) completed the exam questions correctly.

Unsuccessful: 4 out of 36 students (11%) completed the exam questions incorrectly.

Findings for Acct 2202 Course Outcome 9 Measure 1:
Successful: 185 out of 216 students (86%) completed the exam questions correctly.

Unsuccessful: 31 out of 216 students (14%) completed the exam questions incorrectly.

Findings for Acct 2202 Course Outcome 9 Measure 2:
Successful: 25 out of 36 students (69%) completed the exam questions correctly.

Unsuccessful: 11 out of 36 students (31%) completed the exam questions incorrectly.

Results: Satisfactory Performance Standard Achievement: Not Met

Recommendations : These findings based on raw questions data rather than grouped by student performance. Next time use student performance on questions.

Reflections/Notes : FT Assessment Questions #1 - #2

ADJ Assessment Questions #1 - #2

FT Assessment Questions #3

ADJ Assessment Questions #3

FT Assessment Questions #4

ADJ Assessment Questions #4

FT Assessment Questions #5-#6

ADJ Assessment Questions #5-#6

FT Assessment Questions #7-#8

ADJ Assessment Questions #7-#8

FT Assessment Questions #9-#10

ADJ Assessment Questions #9-#10

FT Assessment Questions #11-#12

ADJ Assessment Questions #11-#12

FT Assessment Questions #13-#14

ADJ Assessment Questions #13-#14


FT Assessment Questions #15-#16

ADJ Assessment Questions #15-#16

Substantiating Evidence:


 [Acct 2202 2011-2012 ADJ Summary.pdf](#) (Adobe Acrobat Document)


 [Acct 2202 2011-2012 FT Summary.pdf](#) (Adobe Acrobat Document)

 [Acct 2202 Adjunct Assessment Questions by Outcome.pdf](#) (Adobe Acrobat Document)

 [Acct 2202 Full-Time Assessment Questions by Outcome.pdf](#) (Adobe Acrobat Document)

















 [Acct 2202 Taskstream Outcome Entry Sheets With Findings 2011-2012.docx.pdf](#) (Adobe Acrobat Document)

 [Common Questions 11-12 Acct 2202 Adjunct and Stats.pdf](#) (Adobe Acrobat Document)

 [Common Questions 11-12 Acct 2202 Adjunct and Stats.pdf](#) (Adobe Acrobat Document)

 [Common Questions 11-12 Acct 2202 Full Time and Stats.pdf](#) (Adobe Acrobat Document)

 [Common Questions 11-12 Acct 2202 Full Time and Stats.pdf](#) (Adobe Acrobat Document)

-  [Common Questions 1-2 Acct 2202 Adjunct and Stats.pdf](#) (Adobe Acrobat Document)
-  [Common Questions 1-2 Acct 2202 Full Time and Stats.pdf](#) (Adobe Acrobat Document)
-  [Common Questions 13-14 Acct 2202 Adjunct and Stats.pdf](#) (Adobe Acrobat Document)
-  [Common Questions 13-14 Acct 2202 Full Time and Stats.pdf](#) (Adobe Acrobat Document)
-  [Common Questions 15-16 Acct 2202 Adjunct and Stats.pdf](#) (Adobe Acrobat Document)
-  [Common Questions 15-16 Acct 2202 Full Time and Stats.pdf](#) (Adobe Acrobat Document)
-  [Common Questions 3 Acct 2202 Adjunct and Stats.pdf](#) (Adobe Acrobat Document)
-  [Common Questions 3 Acct 2202 Full Time and Stats.pdf](#) (Adobe Acrobat Document)
-  [Common Questions 4 Acct 2202 Adjunct and Stats.pdf](#) (Adobe Acrobat Document)
-  [Common Questions 4 Acct 2202 Full Time and Stats.pdf](#) (Adobe Acrobat Document)
-  [Common Questions 5-6 Acct 2202 Adjunct and Stats.pdf](#) (Adobe Acrobat Document)
-  [Common Questions 5-6 Acct 2202 Full Time and Stats.pdf](#) (Adobe Acrobat Document)
-  [Common Questions 7-8 Acct 2202 Adjunct and Stats.pdf](#) (Adobe Acrobat Document)
-  [Common Questions 7-8 Acct 2202 Full Time and Stats.pdf](#) (Adobe Acrobat Document)
-  [Common Questions 9-10 Acct 2202 Adjunct and Stats.pdf](#) (Adobe Acrobat Document)
-  [Common Questions 9-10 Acct 2202 Full Time and Stats.pdf](#) (Adobe Acrobat Document)

▼ **Measure:** BISM 2200 (Business Information Tools)
Course level; Direct - Exam

Details/Description: Course Outcomes 2200.1 through 2200.7 measure Program Outcome 1 as follows:

- 2200.1 - Test Questions
- 2200.2 - Test Questions
- 2200.3 - Student Artifact
- 2200.4 - Student Artifact
- 2200.5 - Student Artifact
- 2200.6 - Student Artifact
- 2200.7 - Student Artifact

Satisfactory Performance Standard: 2200.1 - 70% of students will be able to correctly respond to the question(s).
2200.2 - 70% of students will be able to correctly respond to the question(s).
2200.3 - 75% students will receive a passing score on the assignment.
2200.4 - 75% students will receive a passing score on the assignment.
2200.5 - 75% students will receive a passing score on the assignment.
2200.6 - 75% students will receive a passing score on the assignment.
2200.7 - 75% students will receive a passing score on the assignment.

Ideal Performance Standard: 2200.1 - 90% of students will be able to correctly respond to the question(s)

2200.2 - 90% of students will be able to correctly respond to the question(s)
2200.3 - 90% students will receive a passing score on the assignment
2200.4 - 90% students will receive a passing score on the assignment
2200.5 - 90% students will receive a passing score on the assignment
2200.6 - 90% students will receive a passing score on the assignment
2200.7 - 90% students will receive a passing score on the assignment

Implementation Plan (timeline):

Key/Responsible Personnel:

Findings for BISM 2200 (Business Information Tools)

Summary of Findings: Course Outcome 1 - 80% of the students met or exceeded the proficiency.

Course Outcome 2 - 82% of the students met or exceeded the proficiency.

Course Outcome 3 - 77.9% of the students met or exceeded the proficiency.

Course Outcome 4 - 80% of the students met or exceeded the proficiency.

Course Outcome 5 - 80% of the students met or exceeded the proficiency.

Course Outcome 6 - 80% of the students met or exceeded the proficiency.

Course Outcome 7 - 80% of the students met or exceeded the proficiency.

Results: Satisfactory Performance Standard Achievement: Met; Ideal Performance Standard Achievement : Approaching

Recommendations :

Reflections/Notes : Artifacts and supporting documents can be found in the BISM course space.

▼ **Measure:** BUSN 2251 (Corporate Communications)

Course level; Direct - Exam

Details/Description: Course Outcomes 2251.5 and 2251.6 measure Program Outcome 1 as follows:

2251.5 - Students prepare for employment by organizing their qualifications and information into an effective resume.

2251.6 - Students will organize team-based oral presentations and recognize communication tasks in teamwork processes.

Satisfactory Performance Standard: C or better

Ideal Performance Standard:

Implementation Plan (timeline):

Key/Responsible Personnel:

Findings for BUSN 2251 (Corporate Communications)

Summary of Findings: Nothing submitted.

Recommendations :

Reflections/Notes :

▼ **Measure:** BUSN 3306 (Business Law I)
Course level; Direct - Exam

Details/Description: Course Outcomes 3306.1 through 3306.8 measure Program Outcome 1 as follows:

- 3306.1 - All Quizzes & All Tests
- 3306.2 - Quiz 1, Test 1, Test 3, & Final Exam
- 3306.3 - Quiz 2, Test 1, & Final Exam
- 3306.4 - All Quizzes & All Tests
- 3306.5 - All Quizzes & All Tests
- 3306.6 - Quizzes 4,5,6,7,8, Test 3, 4, Final Exam
- 3306.7 - Quizzes 7, 8, & Final Exam
- 3306.8 - Quiz 1 & Test 1

Satisfactory Performance Standard: C or better

Ideal Performance Standard:

Implementation Plan (timeline):

Key/Responsible Personnel:

Findings for BUSN 3306 (Business Law I)

Summary of Findings: Nothing submitted.

Recommendations :

Reflections/Notes :

▼ **Measure:** BUSN 3310 (Business and Economic Statistics)
Course level; Direct - Exam

Details/Description: Course Outcomes 3310.1 through 3310.13 measure Program Outcome I as follows:

- 3310.1 - Exam 1 & Quiz 1 + Homework
- 3310.2 - Exam 1 & Quiz 2 + Homework
- 3310.3 - Exam 1, & Quiz 3 + Homework
- 3310.4 - Exam 1 & Quiz 3 + Homework
- 3310.5 - Exam 1 & Quiz 4 + Homework
- 3310.6 - Exam 1 & Quiz 4 + Homework
- 3310.7 - Exam 2 & Quiz 5 + Homework
- 3310.8 - Exam 2 & Quiz 6 + Homework
- 3310.9 - Exam 2 & Quiz 6 + Homework
- 3310.10 - Exam 2, Quiz 7 + Homework, & Final Exam

3310.11 - Quiz 8 + Homework, & Final Exam

3310.12 - Quiz 9 + Homework, & Final Exam

3310.13 - Quiz 10 + Homework, & Final Exam

Satisfactory Performance Standard: C or better

Ideal Performance Standard:

Implementation Plan (timeline):

Key/Responsible Personnel:

Findings for BUSN 3310 (Business and Economic Statistics)

Summary of Findings: Fall Semester 2011 - Only hardcopy artifacts submitted and on file. Hardcopy artifacts also submitted for the spring semester and are on file.

Spring Semester 2012 - Section 02:

LO 310.1 - This objective is measured by True-False questions, quiz, and first exam. About 90% of the students were able to answer the equations correctly.

LO 310.2 - This objective is measured by True-False equations, quiz, and first exam. 90% of the students were able to answer the equations correctly.

LO 310.3 - This objective is measured by True-False and Multiple Choice questions. 94% of the students were able to answer the questions correctly.

LO 310.4 - This goal was reached by asking students to work on large number of raw data and summarize them in the form of a frequency table. 100% of the students were able to do the homework.

LO 310.5 - This objective is measured by homework. Students were given raw data and asked to put this raw data in histogram, ploygon, pie chart, time series, etc. 100% of the students were able to use these graphs.

LO 310.6 - This objective is measured by homework and in class exam. About 80% of the students were able to answer the questions correctly.

Student performance on the first exam:

Minimum score: 42

Maximum score: 96

Range: 54

Median score: 68

LO 310.7 - This goal is measured by homework, quiz, and exam. 9 out 10 students were able to work and answer the problems correctly.

LO 310.8 - - This goal was measured by homework problems and in class exam. 80% of the students were able to work and answer the problems correctly.

LO 310.9 - This goal was measured by True-False quiz. About 70% of the students were able to answer the questions correctly.

LO 310.10 - This goal was measured by homework and in class exam questions. 80% of the students were able to answer the questions correctly.

Student performance on the second exam:

Minimum score: 63

Maximum score: 92

Range: 29

Median: 81

LO 310.11 - This goal was covered by homework and in class exam questions. About 70% of the students were able to work on this goal correctly.

LO 310.12 - This goal was measured through homework and in class exam problems. 80% of the students were able to work and answer the questions correctly.

LO 310.13 - The goal was measured by homework and inclass exam problems. 75% of the students were able to work and answer questions correctly.

Student performance on the final:

Minimum score: 49

Maximum score: 89

Range: 40

Median: 83

Summary: BUSN 3310.2 (CRN 1091)

13 students were enrolled.

4 students dropped.

Minimum score: 59

Maximum score: 90

Range: 31

Median score: 79

Spring Semester 2012 - Section 03:

LO 310.1 - This objective is measured by True-False questions, quiz, and first exam. About 71% of the students were able to answer the equations correctly.

LO 310.2 - This objective is measured by True-False equations, quiz, and first exam. 71% of the students were able to answer the equations correctly.

LO 310.3 - This objective is measured by True-False and Multiple Choice questions. About 80% of the students were able to answer the questions correctly.

LO 310.4 - This goal was reached by asking students to work on large number of raw data and summarize them in the form of a frequency table. 100% of the students were able to do the homework.

LO 310.5 - This objective is measured by homework. Students were given raw data and asked to put this raw data in histogram, ploygon, pie chart, time series, etc. 100% of the students were able to use these graphs.

LO 310.6 - This objective is measured by homework and in class exam. About 70% of the students were able to answer the questions correctly.

Student performance on the first exam:

Minimum score: 40

Maximum score: 100

Range: 60

Median score: 73

LO 310.7 - This goal is measured by homework, quiz, and exam. Students did better on problems section than on the theory of probability. However, overall success was not bad. The average class was 71%.

LO 310.8 - - This goal was measured by homework problems and in class exam. About 75% of the students were able to work and answer the problems correctly.

LO 310.9 - This goal was measured by True-False quiz. About 70% of the students were able to answer the questions correctly.

Facts about the second exam:

Minimum score: 24

Maximum score: 87

Range: 63

Median score: 75

LO 310.10 - This goal was measured by homework and in class exam questions. About 75% of the students were able to answer the questions correctly.

LO 310.11 - This goal was covered by homework and in class exam questions. About 70% of the students were able to work on this goal correctly.

LO 310.12 - This goal was measured through homework and in class exam problems. About 78% of the students were able to work and answer the questions correctly.

LO 310.13 - The goal was measured by homework and inclass exam problems. 70% of the students were able to work and answer questions correctly.

Student performance on the final:

Minimum score: 33

Maximum score: 94

Range: 61

Median: 73

Summary: BUSN 3310.2 (CRN 1091)

18 students were enrolled.

1 student dropped.
Minimum score: 39
Maximum score: 91
Range: 52
Median score: 77

Results: Satisfactory Performance Standard Achievement: Met
Recommendations : No action is needed.
Reflections/Notes :

▼ **Measure:** BUSN 3320 (International Business)
Course level; Direct - Exam

Details/Description: Course Outcomes 3320.1 through 3320.3 measure Program Outcome 1 as follows:

3320.1 - Group Project and Test 1, 2 and 3
3320.2 - Group Project and Tests 1 and 2
3320.3 - Group Project and Test 3

Satisfactory Performance Standard: C or better

Ideal Performance Standard:

Implementation Plan (timeline):

Key/Responsible Personnel:

Findings for BUSN 3320 (International Business)

Summary of Findings: Nothing submitted.

Recommendations :

Reflections/Notes :

▼ **Measure:** BUSN 4415 (Strategic Management and Policy)
Course level; Direct - Exam

Details/Description: Course Outcomes 4415.1 through 4415.4 and 4415.6 measure Program Outcome 1 as follows:

4415.1 - First Test
4415.2 - First Test
4415.3 - Case Analysis
4415.4 - Case Presentation

4415.6 - Second Test

Satisfactory Performance Standard: C or better

Ideal Performance Standard:

Implementation Plan (timeline):

Key/Responsible Personnel:

Findings for BUSN 4415 (Strategic Management and Policy)

Summary of Findings: Nothing submitted.

Recommendations :

Reflections/Notes :

▼ **Measure:** ECON 2201 (Economic Principles & Problems I)

Course level; Direct - Exam

Details/Description: Course Outcomes 2201.1 through 2201.9 measure Program Outcome 1 as follows:

2201.1 thru 2201.9 - Exams

Satisfactory Performance Standard: C or better

Ideal Performance Standard:

Implementation Plan (timeline):

Key/Responsible Personnel:

Findings for ECON 2201 (Economic Principles & Problems I)

Summary of Findings: ECON 2201.1 - Fall 2011 (Final Test):

Count: 34

Average: 73.9

Median: 77

Maximum: 94

Minimum: 44

Std. Dev.: 12.36

ECON 2201.2 - Fall 2011 (Final Test):

Count: 28

Average: 72.3

Median: 76

Maximum: 98

Minimum: 34

Std. Dev.: 15.80

ECON 2201.3 - Fall 2011 (Final Test):
Count: 37
Average: 70.1
Median: 72
Maximum: 96
Minimum: 38
Std. Dev.: 13.27

ECON 2201.1 - Spring 2012 (Final Test):
Count: 29
Average: 74.1
Median: 74
Maximum: 98
Minimum: 40
Std. Dev.: 15.59

ECON 2201.1 - Spring 2012 (Final Test):
Count: 3
Average: 90
Median: 90
Maximum: 92
Minimum: 88
Std. Dev.: 2.00

Results: Satisfactory Performance Standard Achievement: Met
Recommendations : No action needed.
Reflections/Notes : Hardcopy artifacts submitted and on file.

▼ **Measure:** ECON 2202 (Economic Principles & Problems II)
Course level; Direct - Exam

Details/Description: Course Outcomes 2201.1 through 2201.7 measure Program Outcome 1 as follows:

2201.1 thru 2201.7 - Exams
Satisfactory Performance Standard: C or better
Ideal Performance Standard:
Implementation Plan (timeline):
Key/Responsible Personnel:

Findings for ECON 2202 (Economic Principles & Problems II)

Summary of Findings: ECON 2202.1 - Fall 2011 (Final Test):
Count: 28
Average: 77.7

Median: 80
Maximum: 98
Minimum: 44
Std. Dev.: 13.92

ECON 2202.1 - Spring 2012 (Final Test):
Count: 23
Average: 76.4
Median: 78
Maximum: 98
Minimum: 56
Std. Dev.: 11.80

ECON 2202.3 - Spring 2012 (Final Test):
Count: 21
Average: 71.9
Median: 72
Maximum: 94
Minimum: 36
Std. Dev.: 16.22

Results: Satisfactory Performance Standard Achievement: Met

Recommendations : No action needed.

Reflections/Notes : Hardcopy artifacts on file.

▼ **Measure:** FINC 2201 (Introduction to Financial Management)
Course level; Direct - Exam

Details/Description: Course Outcomes 2201.1 through 2201.4 measure Program Outcome 1 as follows:

2201.1 - Homework, Quizzes, Exams, Case Studies

2201.2 - Class Discussion

2201.3 - Homework, Quizzes, Exams, Case Studies

2201.4 - Homework, Quizzes, Exams, Case Studies

Satisfactory Performance Standard: C or better

Ideal Performance Standard:

Implementation Plan (timeline):

Key/Responsible Personnel:

Findings for FINC 2201 (Introduction to Financial Management)

Summary of Findings: LO 201.1 - Exam questions 18 - 35 on Income Statement and Balance Sheet and questions 36 - 50

on Cash Flow: Class average = A. (Hardcopy of exam on file.)

LO 2201.2

Exam questions 1 - 26 on Time Value of Money: Class average = B

Exam questions 30 - 31 on Risk-Return Relationships: Class average = D

Exam questions 37 - 58 on Risk-Return Relationships: Class average = B

Exam questions 18 - 27 on Performing Security Valuations for Bonds: Class average = C

Exam questions 29 - 33 and 45 - 46 on Performing Security Valuations for Preferred Stock: Class average = C

Exam questions 47, 49 - 50 and 53 - 57 on Performing Security Valuations for Common Stock: Class average = C

Exam questions 1 - 17 on Financial Markets : Class average = A

Exam questions 4 - 11, 39 - 43, and 51 - 52 on Financial Markets: Class average = C

(Hardcopy exams on file.)

Results: Satisfactory Performance Standard Achievement: Met

Recommendations : No action recommended.

Reflections/Notes :

▼ **Measure:** INFO 2200 (Fundamentals of Information Systems)
Course level; Direct - Exam

Details/Description: Course Outcomes 2200.1 and 2200.2 measure Program Outcome 1 as follows:

2200.1 & 2200.2 - Weekly assignments & tests, MidTerm Exam, Final Exam

Satisfactory Performance Standard: C or better

Ideal Performance Standard:

Implementation Plan (timeline):

Key/Responsible Personnel:

Findings for INFO 2200 (Fundamentals of Information Systems)

Summary of Findings: Nothing submitted.

Recommendations :
Reflections/Notes :

▼ **Measure:** MGMT 2209 (Principles of Management)
Course level; Direct - Exam

Details/Description: Course Outcomes 2209.1 through 2209.4 measure Program Outcome 1 as follows:

2209.1 thru 2209.4 - Exams

Satisfactory Performance Standard: C or better

Ideal Performance Standard:

Implementation Plan (timeline):

Key/Responsible Personnel:

Findings for MGMT 2209 (Principles of Management)

Summary of Findings: Nothing submitted.

Recommendations :

Reflections/Notes :

▼ **Measure:** MKTG 2204 (Principles of Marketing)
Course level; Direct - Exam

Details/Description: Course Outcomes 2204.1 through 2204.4 measure Program Outcome 1 as follows:

2204.1 thru 2204.4 - Exam, Homework, & Quizzes

Satisfactory Performance Standard: C or better

Ideal Performance Standard:

Implementation Plan (timeline):

Key/Responsible Personnel:

Findings for MKTG 2204 (Principles of Marketing)

Summary of Findings: Weaver - Fall 2011:

LO 204.1:

76 students took Exam 1 with 49 students (64%) scoring C or better. Class average 75%.

LO 204.2:

76 students took Exam 1 with 49 students (64%) scoring C or better. Class average 75%.

67 students took Exam 2 with 44 students (66%) scoring C or better. Class average 74%.

69 students took Exam 3 with 44 students (79%) scoring C or better. Class average 79%.

LO 204.3:

67 students took Exam 2 with 44 students (66%) scoring C or better. Class average 74%.

LO 204.5:

76 students took Exam 1 with 49 students (64%) scoring C or better. Class average 75%.

67 students took Exam 2 with 44 students (66%) scoring C or better. Class average 74%.

69 students took Exam 3 with 44 students (79%) scoring C or better. Class average 79%.

Projects

Summary of Findings: For Marketing Sections – crn 8116 and 8117.

Part I

57 students completed – 20 Good, 25 Fair, 13 Poor - 14.5 Average (Fair Range- C or Better).

Part 2

53 students completed – 13 Good, 22 Fair, 18 Poor – 10.5 Average (Fair Range - C or Better).

Weaver -Spring 2012:

LO 204.1:

70 students took Exam 1 with 49 students (72%) scoring C or better. Class average 74%.

LO 204.2:

70 students took Exam 1 with 49 students (72%) scoring C or better. Class average 74%.

60 students took Exam 2 with 44 students (71%) scoring C or better. Class average 74%.

65 students took Exam 3 with 44 students (68%) scoring C or better. Class average 76%.

LO 204.3:

60 students took Exam 2 with 44 students (71%) scoring C or better. Class average 74%.

LO 204.4:

70 students took Exam 1 with 49 students (72%) scoring C or better. Class average 74%.

60 students took Exam 2 with 44 students (71%) scoring C or better. Class average 74%.

65 students took Exam 3 with 44 students (68%) scoring C or better. Class average 76%.

Projects

Summary of Findings: For Marketing Sections – crn 1104 and 1105:

Part 1

60 students completed – 19 Good, 21 Fair, 20 Poor - 14.5 Average (Fair Range- C or Better).

Part 2

57 students completed – 9 Good, 28 Fair, 20 Poor – 10.5 Average (Fair Range - C or Better).

Dalton - Fall 2011:

Findings in attached document.

Results: Satisfactory Performance Standard Achievement: Met

Recommendations : Fall 2011 & Spring 2012:


Priority on benefits of review and attendance.

More examples of satisfactory performance.


Dalton's findings attached.

Reflections/Notes :

Substantiating Evidence:

 [Exams - crns 1104 and 1105.pdf](#) (Adobe Acrobat Document)

 [Exams crn 8116-8117.pdf](#) (Adobe Acrobat Document)


 [Fall 2011 Outcome 1- items 1,2,3,4.docx](#) (Word Document (Open XML))


 [MKTG 2204 Assess Fall 2011 TDalton.docx](#) (Word Document (Open XML))

 [MKTG 2204 Assess Spring 2012 TDalton.docx](#) (Word Document (Open XML))


 [MKTG 2204 Fall 2011 Examples TDalton.docx](#) (Word Document (Open XML))

 [MKTG 2204 Spring 2012 Examples TDalton.docx](#) (Word Document (Open XML))

 [Part 2 Fall 2011.docx](#) (Word Document (Open XML))


 [Part 2 Spring 2012.docx](#) (Word Document (Open XML))


 [Part 1 Fall 2011.doc](#) (Microsoft Word)

 [Part 1 Spring 2012.doc](#) (Microsoft Word)

 [Project - crn 8116.pdf](#) (Adobe Acrobat Document)

 [Project - crn 8117.pdf](#) (Adobe Acrobat Document)

 [Project crn 1104.pdf](#) (Adobe Acrobat Document)

 [Project crn 1105.pdf](#) (Adobe Acrobat Document)

▼ **Measure:** BISM 2200 (Business Information Tools)
Direct - Exam

Details/Description: Course Outcomes 2200.1 through 2200.7 measure Program Outcome 1 as follows:

- 2200.1 - Test Questions
- 2200.2 - Test Questions
- 2200.3 - Student Artifact
- 2200.4 - Student Artifact
- 2200.5 - Student Artifact
- 2200.6 - Student Artifact
- 2200.7 - Student Artifact

Satisfactory Performance Standard: 2200.1 - 70% of students will be able to correctly respond to the question(s).

2200.2 - 70% of students will be able to correctly respond to the question(s).

2200.3 - 75% students will receive a passing score on the assignment.

2200.4 - 75% students will receive a passing score on the assignment.

2200.5 - 75% students will receive a passing score on the assignment.

2200.6 - 75% students will receive a passing score on the assignment.

Ideal Performance Standard: 2200.1 - 90% of students will be able to correctly respond to the question(s)

2200.2 - 90% of students will be able to correctly respond to the question(s)

2200.3 - 90% students will receive a passing score on the assignment

2200.4 - 90% students will receive a passing score on the assignment

2200.5 - 90% students will receive a passing score on the assignment

2200.6 - 90% students will receive a passing score on the assignment

2200.7 - 90% students will receive a passing score on the assignment

Implementation Plan (timeline):

Key/Responsible Personnel:

Findings for BISM 2200 (Business Information Tools)

Summary of Findings: Course Outcome 1 - 80% of the students met or exceeded the proficiency.

Course Outcome 2 - 82% of the students met or exceeded the proficiency.

Course Outcome 3 - 77.9% of the students met or exceeded the proficiency.

Course Outcome 4 - 80% of the students met or exceeded the proficiency.

Course Outcome 5 - 80% of the students met or exceeded the proficiency.

Course Outcome 6 - 80% of the students met or exceeded the proficiency.

Course Outcome 7 - 80% of the students met or exceeded the proficiency.

Results: Satisfactory Performance Standard Achievement: Met; Ideal Performance Standard Achievement : Approaching

Recommendations :

**B.S. Business
Administration
Program
Outcome 2**

Upon successful completion of the BSBA program, students will be able to use critical thinking to solve complex organizational problems.

Reflections/Notes : Artifacts and supporting documents can be found in the BISM course space.

▼ **Measure:** BUSN 2251 (Corporate Communications)
Program level; Direct - Exam

Details/Description: Course Outcomes 2251.1 and 2251.2 measure Program Outcome 2 as follows:

2251.1 - Students will either write a short informational report or a short analytical report that solves a business problem
2251.2 - Students will discuss the three phases of the writing process in relation to formal reports and search the web for samples of formal business plan proposals.

Satisfactory Performance Standard: C or better

Ideal Performance Standard:

Implementation Plan (timeline):

Key/Responsible Personnel:

Findings for BUSN 2251 (Corporate Communications)

Summary of Findings: Nothing submitted.

Recommendations :

Reflections/Notes :

▼ **Measure:** BUSN 3306 (Business Law I)
Program level; Direct - Exam

Details/Description: Course Outcomes 3306.1 thru 3306.8 measure Program Outcome 2 as follows:

3306.1 - All Quizzes & All Tests

3306.2 - Quiz 1, Test 1, & Final Exam

3306.3 - Quiz 2, Test 1, & Final Exam

3306.4 - All Quizzes & All Tests

3306.5 - All Quizzes & All Tests

3306.6 - Quizzes 4,5,6,7, Tests 3,4, & Final Exam

3306.7 - Quiz 7 & Final Exam

3306.8 - Quiz 1 & Test 1

Satisfactory Performance Standard: C or better

Ideal Performance Standard:

Implementation Plan (timeline):

Key/Responsible Personnel:

Findings for BUSN 3306 (Business Law I)

Summary of Findings: Nothing submitted.

Recommendations :

Reflections/Notes :

▼ **Measure:** BUSN 3310 (Business & Economics Statistics)

Direct - Exam

Details/Description: Course Outcomes 3310.1 thru 3310.13 measure Program Outcome 2 as follows:

3310.1 thru 3310.6 - Exam 1 & Disc.

3310.7 thru 3310.10 - Exam 2 & Disc.

3310.11 thru 3310.13 - Final Exam & Disc.

Satisfactory Performance Standard: C or Better

Ideal Performance Standard:

Implementation Plan (timeline):

Key/Responsible Personnel:

Findings for BUSN 3310 (Business & Economics Statistics)

Summary of Findings: Fall Semester 2011 - Only hardcopy artifacts submitted and on file. Hardcopy artifacts also submitted for the spring semester and are on file.

Spring Semester 2012 - Section 02:

LO 310.8 - This objective measured by homework, quiz, and in class exam. About 80% of the students were able to work and answer questions correctly.

LO 310.11 - This goal was covered by homework and the final exam. About 70% of the students were able to work correctly on this goal.

LO 310.12 - This goal was measured by homework and the final exam. 70% of the students were able to work on this goal correctly.

LO 310.13 - This goal was measured by quiz, homework, and the final exam. 80% of the students were able to answer the questions related to this goal correctly.

Spring Semester 2012 - Section 03:

LO 310.8 - This objective measured by homework, quiz, and in class exam. 75% of the students were able to work and answer questions correctly.

LO 310.11 - This goal was covered by homework and the final exam. About 70% of the students were able to work correctly on this goal.

LO 310.12 - This goal was measured by homework and the final exam. 70% of the students were able to work on this goal correctly.

LO 310.13 - This goal was measured by homework, and in class exam problems. 70% of the students were able to work and answer the questions correctly.

Results: Satisfactory Performance Standard Achievement: Met

Recommendations : No action necessary.

Reflections/Notes :

▼ **Measure:** BUSN 3320 (International Business)

Direct - Exam

Details/Description: Course Outcomes 3320.1 thru 3320.5 measure Program Outcome 2 as follows:

3320.1 thru 3320.5 - Group Project

Satisfactory Performance Standard: C or Better

Ideal Performance Standard:

Implementation Plan (timeline):

Key/Responsible Personnel:

Findings for BUSN 3320 (International Business)

Summary of Findings: Nothing submitted.

Recommendations :

Reflections/Notes :

▼ **Measure:** BUSN 4415 (Strategic Management & Policy)

Direct - Exam

Details/Description: Course Outcomes 4415.1, 4415.2, 4415.5, & 4415.6 measure Program Outcome 2 as follows:

4415.1 - Section 5 of Case analysis

4415.2 - Sections 1, 2, 4, 5 and 6 of case analysis

4415.5 - Case Analysis
4415.6 - Section 7 of the case analysis
Satisfactory Performance Standard: C or Better
Ideal Performance Standard:
Implementation Plan (timeline):
Key/Responsible Personnel:

Findings for BUSN 4415 (Strategic Management & Policy)

Summary of Findings: Nothing submitted.
Recommendations :
Reflections/Notes :

▼ **Measure:** FINC 2201 (Introduction to Financial Management)

Direct - Exam

Details/Description: Course Outcomes 2201.3 and 2201.4 measure Program Outcome 2 as follows:

2201.3 and 2201.4 - Homework, Quizzes, Exams, Case Studies

Satisfactory Performance Standard: C or Better

Ideal Performance Standard:

Implementation Plan (timeline):

Key/Responsible Personnel:

Findings for FINC 2201 (Introduction to Financial Management)

Summary of Findings: Nothing submitted.
Recommendations :
Reflections/Notes :

▼ **Measure:** INFO 2200 (Fundamentals of Information Systems)

Direct - Exam

Details/Description: Course Outcomes 2200.2 and 2200.4 measure Program Outcome 2 as follows:

2200.2 and 2200.4 - Weekly assignments & tests, MidTerm Exam, Final Exam

Satisfactory Performance Standard: C or Better

Ideal Performance Standard:

Implementation Plan (timeline):
Key/Responsible Personnel:

Findings for INFO 2200 (Fundamentals of Information Systems)

Summary of Findings: Nothing submitted.
Recommendations :
Reflections/Notes :

▼ **Measure:** MKTG 2204 (Principles of Marketing)
Direct - Exam

Details/Description: Course Outcome 2204.4 measures Program Outcome 2 as follows:

2204.4 - Exam, Homework, & Quizzes

Satisfactory Performance Standard: C or Better

Ideal Performance Standard:

Implementation Plan (timeline):

Key/Responsible Personnel:

Findings for MKTG 2204 (Principles of Marketing)

Summary of Findings: Weaver - Fall 2011:

LO 2204.4:

Information in Exam 1 and Final Exam

Summary of Findings: For Marketing Sections – crn 8116 and 8117

76 students took Exam 1 with 49 students (64%) scoring C or better. Class average 75%

69 students took Exam 3 with 44 students (79%) scoring C or better. Class average 79%

Projects

Summary of Findings: For Marketing Sections – crn 8116 and 8117

Part I

57 students completed – 20 Good, 25 Fair, 13 Poor - 14.5 Average (Fair Range- C or Better)

Part 2

53 students completed – 13 Good, 22 Fair, 18 Poor – 10.5 Average (Fair Range - C or Better)

Weaver - Spring 2012:

Information in Exam 1 and Final Exam

Summary of Findings: For Marketing Sections – crn 8116 and 8117

70 students took Exam 1 with 49 students (72%) scoring C or better. Class average 74%

65 students took Exam 3 with 44 students (68%) scoring C or better. Class average 76%
Projects

Summary of Findings: For Marketing Sections – crn 8116 and 8117

Part I

60 students completed – 19 Good, 21 Fair, 20 Poor - 14.5 Average (Fair Range- C or Better)

Part 2

57 students completed – 9 Good, 28 Fair, 20 Poor – 10.5 Average (Fair Range - C or Better)

Dalton - Fall 2011:

LO 2204.4:

MKTG 2204 – 03 (CRN: 8118)

24 students enrolled:

Minimum score: 0 points

Maximum score: 20 points

Mean score: 13.88 points or 69.4%

Range: 20

24 students were enrolled in the course at the time the Distribution Assignment was assigned.

18 students completed the Distribution Assignment:

Minimum score: 10 points

Maximum score: 20 points

Mean score: 19.27 points or 96.4%

Range: 10

18 students completed the Distribution Assignment.

75.0% of students enrolled completed the Distribution Assignment.

The following statistics are based on the 18 students who did complete the Distribution Assignment.

- 16 students completing the Distribution Assignment received a perfect score (20 points).
- 88.9% of students completing the Distribution Assignment received a perfect score (20 points).

- One student received a C (17 points out of 20 points) because they did not address the distribution aspect in the first marketing strategy.
- 5.6% of students received a C (17 points out of 20 points) because they did not address the distribution aspect in the first marketing strategy.

- One student received an F (10 points out of 20 points) because they did not follow directions and apply the concepts to the fictitious company, nor did they address the distribution aspect in the first marketing strategy.
- 5.6% of students received an F (10 points out of 20 points) because they did not follow directions and apply the concepts to the fictitious company, nor did they address the distribution aspect in the first marketing strategy.

MKTG 2204 – 10 (CRN: 9513)

13 students enrolled:

Minimum score: 0 points
Maximum score: 20 points
Mean score: 10.77 points or 53.8%
Range: 20

13 students were enrolled in the course at the time the Positioning Map Assignment was assigned.

Seven students completed the Positioning Map Assignment:
Minimum score: 20 points
Maximum score: 20 points
Mean score: 20 points or 100%
Range: 0

Seven students completed the Positioning Map Assignment.
53.8% of students enrolled completed the Positioning Map Assignment.

The following statistics are based on the 7 students who did complete the Positioning Map Assignment.

- 7 students completing the Positioning Map Assignment received a perfect score (20 points).
- 100.0% of students completing the Positioning Map Assignment received a perfect score (20 points).

Dalton - Spring 2012:

LO 2204.4:

MKTG 2204 – 03 (CRN: 1106)

25 students enrolled:
Minimum score: 0 points
Maximum score: 20 points
Mean score: 15.6 points or 78%
Range: 20

25 students were enrolled in the course at the time the Distribution Assignment was assigned.

20 students completed the Distribution Assignment:
Minimum score: 10 points
Maximum score: 20 points
Mean score: 19.5 points or 97.5%
Range: 10

20 students completed the Distribution Assignment.
80.0% of students enrolled completed the Distribution Assignment.

The following statistics are based on the 20 students who did complete the Distribution Assignment.

- 18 students completing the Distribution Assignment received a perfect score (20 points).
- 90.0% of students completing the Distribution Assignment received a perfect score (20 points).

- Two students received a D (15 points out of 20 points) because they did not address the distribution aspect in the first marketing strategy or critical thinking was not applied throughout the assignment.
- 10.0% of students received a D (15 points out of 20 points) because they did not address the distribution aspect in the first marketing strategy or critical thinking was not applied throughout the assignment.

MKTG 2204 – 05 (CRN: 1238)

22 students enrolled:

Minimum score: 0 points

Maximum score: 20 points

Mean score: 15.9 points or 79.5%

Range: 20

22 students were enrolled in the course at the time the Distribution Assignment was assigned.

18 students completed the Distribution Assignment:

Minimum score: 15 points

Maximum score: 20 points

Mean score: 19.44 points or 97.2%

Range: 5

18 students completed the Distribution Assignment.

81.8% of students enrolled completed the Distribution Assignment.

The following statistics are based on the 20 students who did complete the Distribution Assignment.

- 16 students completing the Distribution Assignment received a perfect score (20 points).
- 88.9% of students completing the Distribution Assignment received a perfect score (20 points).

- Two students received a C (15 points out of 20 points) because they did not address the distribution aspect in the first marketing strategy or critical thinking was not applied throughout the assignment.
- 11.1% of students received a C (15 points out of 20 points) because they did not address the distribution aspect in the first marketing strategy or critical thinking was not applied throughout the assignment.

Results: Satisfactory Performance Standard Achievement: Met

Recommendations : Stronger review prior to testing; Additional incentive for attendance ; More examples of satisfactory performance.

Dalton: Fall 2011:

MKTG 2204 – 03 (CRN: 8118)

The Distribution Assignment evaluated students' abilities to utilize problem solving, critical thinking, and sound ethical marketing practices to articulate basic marketing issues. The Distribution Assignment required students to ponder the struggle "Mom and Pop" stores have since the emergence of mega-retailers. The students were to create three different marketing strategies to increase business of the small fictitious store. The first marketing strategy had to deal specifically with distribution.

There were 25 students enrolled in the course at the time the Distribution Assignment was assigned. The majority of the students excelled at this assignment; they were able to create three marketing strategies for the aforementioned circumstance and had the first strategy dealing with distribution.

Students had to utilize their knowledge of the decreased business and increased struggle of smaller businesses in communities to create three marketing strategies. The strategies required critical thinking and creative and unique problem solving to find a marketing strategy that might prosper in a declined economy. The twist was requiring students to address the situation of distribution, that week's learning module topic, in their first marketing strategy they created for this assignment.

The Distribution Assignment has been revised by the instructor since the Spring 2011 semester to include problem solving instead of just analysis and critical thinking. There are many questions that arise in regards to business ethics and this topic has done a wonderful job of allowing student the opportunity to express their opinions and research.

MKTG 2204 – 10 (CRN: 9513)

The Positioning Map Assignment evaluated students' abilities to utilize problem solving, critical thinking, and sound ethical marketing practices to articulate basic marketing issues. The assignment requires students to plot twenty entities where clothing can be purchased on an x and y axis map with two determining factors of price and quality. The process allows students to evaluate how consumers perceive particular businesses.

There were 13 students enrolled in the course at the time the Positioning Map Assignment was assigned. The students historically enjoy this assignment and the grades are indicative of this enjoyment.

Students must utilize their knowledge and possibly even employ the help from family members to identify 20 entities that sell clothing. Then they must plot on the aforementioned map how those entities are perceived. The basic and major retailers were included by the students, but some really reached for creative and different avenues to make purchases from.

Although this assignment is useful for allowing students to see where problems could arise from overcrowding a market or to seeing possibilities of niches that have not been addressed, the instructor believes the assignment does not completely address the ethical responsibilities and will implement the Distribution Assignment from the MKTG 2204 -03 course in the Spring 2012 semester.

Dalton - Spring 2012:

MKTG 2204 – 03 (CRN: 1106)

The Distribution Assignment evaluated students' abilities to utilize problem solving, critical thinking, and sound ethical marketing practices to articulate basic marketing issues. The Distribution Assignment required students to ponder the struggle "Mom and Pop" stores have since the emergence of mega-retailers. The students were to create three different marketing strategies to increase business of the small fictitious store. The first marketing strategy had to deal specifically with distribution.

There were 25 students enrolled in the course at the time the Distribution Assignment was assigned. The majority of the students excelled at this assignment; they were able to create three marketing strategies for the aforementioned circumstance and had the first strategy dealing with distribution.

Students had to utilize their knowledge of the decreased business and increased struggle of smaller businesses in communities to create three marketing strategies. The strategies required critical thinking and creative and unique problem solving to find a marketing strategy that might prosper in a declined economy. The twist was requiring students to address the situation of distribution, that week's learning module topic, in their first marketing strategy they created for this assignment.

The Distribution Assignment has been revised by the instructor since the Spring 2011 semester to include problem solving instead of just analysis and critical thinking. There are many questions that arise in regards to business ethics and this topic has done a wonderful job of allowing student the opportunity to express their opinions and research.

MKTG 2204 – 05 (CRN: 1238)

The Distribution Assignment evaluated students' abilities to utilize problem solving, critical thinking, and sound ethical marketing practices to articulate basic marketing issues. The Distribution Assignment required students to ponder the struggle "Mom and Pop" stores have since the emergence of mega-retailers. The students were to create three different marketing strategies to increase business of the small fictitious store. The first marketing strategy had to deal specifically with distribution.


There were 22 students enrolled in the course at the time the Distribution Assignment was assigned. The majority of the students excelled at this assignment; they were able to create three marketing strategies for the aforementioned circumstance and had the first strategy dealing with distribution.

Students had to utilize their knowledge of the decreased business and increased struggle of smaller businesses in communities to create three marketing strategies. The strategies required critical thinking and creative and unique problem solving to find a marketing strategy that might prosper in a declined economy. The twist was requiring students to address the situation of distribution, that week's learning module topic, in their first marketing strategy they created for this assignment.

The Distribution Assignment has replaced the Positioning Map Assignment from Spring 2011 section to comply with this particular learning outcome. However the Positioning Map Assignment still achieves other goals for the course and is still part of the required assignments by the instructor.

Reflections/Notes :

Substantiating Evidence:

 [Exams - crns 1104 and 1105.pdf](#) (Adobe Acrobat Document)


 [Exams crn 8116-8117.pdf](#) (Adobe Acrobat Document)


 [MKTG 2204 Assess Fall 2011 TDalton.docx](#) (Word Document (Open XML))


 [MKTG 2204 Assess Spring 2012 TDalton.docx](#) (Word Document (Open XML))


 [MKTG 2204 Fall 2011 Examples TDalton.docx](#) (Word Document (Open XML))

 [MKTG 2204 Spring 2012 Examples TDalton.docx](#) (Word Document (Open XML))

 [Outcome 2- item 4.docx](#) (Word Document (Open XML))

 [Outcome 2- item 4.docx](#) (Word Document (Open XML))

 [Part 2 Fall 2011.docx](#) (Word Document (Open XML))

 [Part 2 Spring 2012.docx](#) (Word Document (Open XML))

-  [Part 1 Fall 2011.doc](#) (Microsoft Word)
-  [Part 1 Spring 2012.doc](#) (Microsoft Word)
-  [Project - crn 8116.pdf](#) (Adobe Acrobat Document)
-  [Project - crn 8117.pdf](#) (Adobe Acrobat Document)
-  [Project crn 1104.pdf](#) (Adobe Acrobat Document)
-  [Project crn 1105.pdf](#) (Adobe Acrobat Document)
-  [test1 - Fall 2011.doc](#) (Microsoft Word)
-  [test1 - Spring 2012.doc](#) (Microsoft Word)
-  [test3 - final Spring 2012.doc](#) (Microsoft Word)
-  [test3- final final Fall 2011.doc](#) (Microsoft Word)

Abbreviated Course Syllabus

Course Number: BISM 2200

Course Name: Business Information Tools

Instructors: Frank Lee

Required Text:

Microsoft Office Excel 2007: Comprehensive Concepts and Techniques, 1st Edition, Course Technology, by Shelly, Cashman, and Quasney, ISBN-13:9781418843441

Microsoft Office Access 2007: Comprehensive Concepts and Techniques, 1st Edition, Course Technology, by *Shelly et al.*, ISBN-13:9781418843410

Course Description: Students will have the opportunity to develop and use basic decision support systems. A problem solving approach is used to introduce students to the modern business decision-making process. The emphasis is on making business decisions by using and customizing off-the-shelf software. Students will learn through hands-on exercise, curriculum, exams and lectures.

Topic Outline:	Hours/Minutes
1. Formulas, Functions, Formatting, and Web Queries a. Using the Average, MAX, and MIN functions b. Verifying Formulas Using Range Finder c. Importing External Data from a Web Source using a Web Query	4
2. What-If Analysis, Charting, and Working with Large Worksheets a. Using the Fill Handle b. Absolute versus Relative Addressing c. Making Decision – the IF function d. What-If Analysis	9
3. Financial Functions, Data, Tables, and Amortization Schedules a. Using a Data table to Analyze Worksheet Data b. Creating an Amortization Schedule	4
4. Creating, Sorting, and Querying a Table a. Computational Fields to the Table b. Lookup Table c. Querying a Table using AutoFilter	3

5.	Creating Templates and Working with Multiple Worksheets and Workbooks	3
	a. Creating the Template	
	b. Creating a Workbook from a Template	
	c. Consolidating Data by Linking Workbooks	
6.	Creating and Using a Database	4
	a. Designing a Database	
	b. Creating a Table	
7.	Querying a Database	4
	a. Creating Queries	
	b. Joining Tables	
	c. Calculations	
	d. Crosstab Queries	
8.	Maintaining a Database	4
	a. Updating Records	
	b. Changing the Database Structure	
	c. Validation Rules	
	d. Referential Integrity	
9.	Creating Reports and Forms	4
	a. Report Creation	
	b. Multi-Table Reports	
	c. Form Creation	
10.	Macros, Switchboards, PivotTables, and PivotCharts	6
	a. Creating and using Macros	
	b. Creating and Using a Switchboard	
	c. PivotTables and PivotCharts	
	Total Sessions (Coverage Hours)	45

Summary of UG CPC Topics Covered in this Course:	Hours/Minutes
Information Systems Management	45
Total Estimated CPC Coverage Hours	45

Abbreviated Course Syllabus

Course Number: BISM 2400

Course Name: Operating Systems Concepts

Instructors: Blankenship

Required Text: Siberschatz, Galvin, Gagne: Operating System Concepts, Wiley

Course Description: BISM 2400 This course explores hardware and software configurations as integrated systems and provides a basic understanding of what an operating system is and how it works.

Fundamental concepts such as computer architecture are presented along with the execution concepts related to multiple operating systems. A variety of operating systems, such as MS-DOS and Windows, Windows NT, and UNIX, are examined in single and multi-user environments. PR: BISM 1200

	Hours/Minutes
Topic Outline:	(or % of a 3-hour Course)

- | | |
|--|---|
| • Computer System Overview | 9 |
| ○ Basic Elements | |
| ○ Processor Registers | |
| ○ Instruction Execution | |
| ○ Interrupts | |
| ○ The Memory Hierarchy | |
| ○ Cache Memory | |
| ○ I/O Communication Techniques | |
| • Operating System Overview | 9 |
| ○ Operating System Objectives and Functions | |
| ○ The Evolution of Operating Systems | |
| ○ Major Achievements | |
| ○ Developments Leading to Modern Operating Systems | |
| ○ Microsoft Windows Overview | |
| ○ Traditional and Modern UNIX Overview | |

- Linux Overview
- Process Description and Control 6
 - What is a Process
 - Process States
 - Process Description
 - Process Control
 - Execution of the Operating Systems
 - Security Issues
 - UNIX SVR4 Process Management
- Threads, SMP, and Microkernels 4
 - Processes and Threads
 - Microkernels
 - Windows Vista Thread and SMP
 - Solaris Thread and SMP
 - Linux Process and Thread Management
- Concurrency 5
 - Principles of Concurrency
 - Semaphores
 - Monitors
 - Message Passing
 - Principles of Deadlock
 - Deadlock
 - UNIX Mechanisms
 - Linux Kernel Mechanisms
 - Solaris Thread Synchronization

- Windows Vista Mechanisms
- Memory
- Memory Management Requirements
- Scheduling 5
 - Types of Scheduling
 - Multiprocessor Scheduling
 - Linux Scheduling
 - UNIX Scheduling
 - Windows Vista Scheduling
- I/O Management and Disk Scheduling 6
 - Devices
 - I/O Functions
 - OS Design Issues
 - Buffering
 - Disk Scheduling
 - RAID
 - UNIX I/O
 - Linux I/O
 - Windows Vista I/O

Total Sessions (Coverage Hours)

45

Summary of UG CPCTopics Covered in this Course:

Hours/Minutes
(or % of a 3-Hour Course*)

a. Marketing	0
d. Management	2
e. Legal environment of Business	0

f. Economics	0
g. Business Ethics	2
h. Global Dimensions of Business	1
i. Information Systems	45
i. Quantitative Techniques and Statistics	0
j. Comprehensive or Integrating Experience	1
Total Estimated CPC Coverage Hours	<u>51</u>

Abbreviated Course Syllabus

Course Number: BISM 2600

Course Name: Intro to Networking

Instructors: Blankenship

Required Text: Panko, Panko: Business Data Networks and Telecommunications, Prentice Hall

Course Description: BISM 2600 This course examines detail issues and techniques in computer networking. Emphasis is placed on local area networks, internetworking via TCP/IP and the Internet. The OSI reference model and the TCP/IP protocols form the framework. Topics include the key aspects of networking, interoperability, LAN strategies and standards such as shared and switched Ethernet, Token Ring and FDDI; LAN internetworking using bridges and routers; routing strategies and congestion in networks along with how data passes through layers. PR: BISM 2400

	Hours/Minutes
Topic Outline:	(or % of a 3-hour Course)
• Introduction to networking and internet applications	12
○ Internet Trends	
○ Internet Applications and Network Programming	
○ Traditional Internet Applications	
• Data Communications	12
○ Information Sources and Signals	
○ Transmission Media	
○ Reliability and Channel Coding	
○ Transmission Modes	
○ Modulation and Modems	
○ Multiplexing and Demultiplexing	
○ Access and Interconnection	
• Packet Switching and Network Technologies	12

- Local Area Networks: Packets, Frames, and Topologies
- The IEEE MAC Sub-Layer
- Wired LAN Technology
- Wireless Networking Technologies
- Lane extensions: Fiber Modems, Repeaters, Bridges, and Switches
- WAN Technologies and Dynamic Routing
- Networking Technologies Past and Present
- Internetworking 9
 - Internetworking: Concepts, Architecture, and Protocols
 - IP: Internet Addressing
 - Datagram Forwarding
 - Support Protocols and technologies
 - The Future IP (IPv6)
 - UDP: Datagram Transport Services
 - TCP: Reliable Transport Services
 - Internet Routing and Touting Protocols

Total Sessions (Coverage Hours) 45

Summary of UG CPCTopics Covered in this Course:	Hours/Minutes (or % of a 3-Hour Course*)
a. Marketing	0
d. Management	2
e. Legal environment of Business	0
f. Economics	0
g. Business Ethics	2
h. Global Dimensions of Business	1
i. Information Systems	45
i. Quantitative Techniques and Statistics	0

j. Comprehensive or Integrating Experience

1

Total Estimated CPC Coverage Hours

51

Abbreviated Course Syllabus

Course Number: BISM 2800

Course Name: Corporate Communications and Technology

Instructors: Sandra Goodwin and Gina Stalnaker

Required Text: There is no required text for this course.

Course Description:

This course will focus on applying technology to support technical writing, oral presentations and online communications. This includes conducting research using the online library resources, developing reports using advanced word processing report features, integrating spreadsheet and database applications within the word processing document to automate data updates, using online document sharing applications for concurrent reviews and configuration management, and preparing and giving formal presentations. In addition, the course will introduce teamwork concepts and online networking in the context of business communications.

PR: BISM 1200 and ENGL 1108

	Topic Outline:	Hours/Minutes
1.	Teams	2
	a. Team Contracts	
	b. Team Meetings	
	c. Team Etiquette	
	d. Team Dynamics and Conflict Management	
	e. Form a Company	
	f. Determine Team Scribe	
	g. Brain Storming Tools (Mind Mapping)	
2.	Corporate Communications	6
	MS-Word	
	a. MS-Word, Proper use of Tools	
	b. Technical Writing	
	c. Document Formatting	
	d. Enhancing Documents	
	e. Resume Writing	
	f. Job Interviewing Techniques	
	g. Answering Questions during an Interview	
	h. Team Presentations	
	i. Intensive Writing Homework	

MS-Access	6
<ul style="list-style-type: none"> a. MS-Access, Proper use of Tools b. General Description c. Design Flow to Completion d. Tables, Records, Fields, Primary Keys e. Queries, Creating, Sorting Data f. Forms, Data Entry, Layout g. Reports, Formatting Output h. Macros, Creating and Using i. MS-Word Mail-Merge from Data Source j. Team Presentations k. Intensive Writing Homework 	
MS-Excel	6
<ul style="list-style-type: none"> a. MS-Excel, Proper use of Tools b. Spreadsheet Workshop c. Spreadsheet Formatting Tools d. Spreadsheet Auto-Formatting Tools e. Data Analysis using Regression f. Creating Charts & Graphs g. MS-Word, Importing Charts, Graphs and Data h. Team Presentations i. Intensive Writing Homework 	
MS-PowerPoint	6
<ul style="list-style-type: none"> a. MS-PowerPoint, Proper use of Tools b. PowerPoint Design using Templates c. Content Layout using Ruler & Grid d. PowerPoint Message Delivery Guidelines e. Graphics (Photos, Videos, Audio) f. Web Links in PowerPoint g. Using Notes and Citing Sources h. Team Presentations i. Intensive Writing Homework 	
3. Social & Professional Networking	6
<ul style="list-style-type: none"> a. Facebook b. Twitter c. Linked-In d. YouTube e. Social Networking Etiquette f. Social Networking Professionalism g. Team Presentations h. Social Networking Research and Intensive Writing 	
4. Productivity Tools	6
<ul style="list-style-type: none"> a. Drawing Tools (Adobe Photoshop) b. Photo Adjustments in Photoshop c. Making Polaroid Images in Photoshop d. Special Effects in Photoshop 	

5. Website Development	6
a. FTP	
b. Fairmont State University, FTP Space	
c. Web-Development	
d. Approaching the Customer	
e. How to Design a Site for a Specific Customer	
f. Build Online Portfolio using Dreamweaver (FSU FTP)	
g. Build Website using Joomla (Team Project)	
h. Build E-Commerce Store Front (eCrater.com)	
i. Team Presentations	
j. Intensive Writing Homework	
6. The World is Flat	1
a. Web-Development and Global E-Commerce	
b. Bridging the Gap	
Total Sessions (Coverage Hours)	45

Summary of UG CPC Topics Covered in this Course:

Hours/Minutes:
Summary of UG CPC
Topics Covered in this
Course: (or % of a 3-
Hour Course*)

Covered in this Course:

- a. Mkt 2
- b. Fin 0
- c. Acct 0
- d. Mgt 2
- e. Law 0
- f. Econ 2
- g. Eth 1
- h. Glo 1
- i. IS 45
- j. Stat 1
- l. Pol/Comp 1

Total Estimated CPC Coverage Hours	55
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Note: CPC topics covered in business core courses are not mutually exclusive. The CPC hours shown in this summary total more than 45 because certain topical areas of the CPC are covered along with the primary subject of Management Information Systems. For example, a lecture on Competitive Advantage could include coverage time under the CPC headings of "Marketing" and "Global Dimensions" and "Management."

Abbreviated Course Syllabus

Course Number: BISM 3000

Course Name: Business Programming Logic

Instructor: Rebecca Giorcelli, Ph.D.

Required Text:

Programming in Visual Basic 2010 - Author: Bradley

ISBN: 9780073517254

Course Description:

This course introduces problem-solving and programming logic for business applications. Students will learn fundamental problem-solving techniques that are necessary to develop computer applications to solve business problems. Students will also be introduced to the Visual Basic programming language. PR: BISM 2200

Topic Outline:	Hours/Minutes
1. General Problem-Solving Concepts <ul style="list-style-type: none">a. Types of Problemsb. Formal Problem Solving Processc. Pseudocoded. Flowchartinge. Introduction to Structured Design	6
2. Introduction to Visual Programming <ul style="list-style-type: none">a. User Interface Designb. Object-oriented Programming Concepts (Objects, Properties, Methods, Events)c. Good Program Designd. Visual Basic Controlse. User Event Proceduresf. Debugging Techniques	6
3. Simple Sequential Control Structures <ul style="list-style-type: none">a. Data Typesb. Variables and Constantsc. Data Conversion and Exception Handlingd. Calculationse. Formatting Outputf. Accumulating Data	6

4. Decision Control Structures a. Conditions b. Selection Logic (IfThenElse and Select Case) c. Nested Decision Structures d. Data Input Validation	6
5. Modularization a. Procedures b. Passing Arguments c. Functions	6
6. Looping Structures a. For Next b. DoWhile c. DoUntil	6
7. Multiform Projects a. Menus and Dialog Boxes b. Form Templates c. Variable Scope	9
Total Sessions (Coverage Hours)	45

Summary of UG CPC Topics Covered in this Course:

Hours/Minutes:
Summary of UG CPC
Topics Covered in this
Course: (or % of a 3-
Hour Course*)

Covered in this Course:

a. Marketing	0
b. Finance	0
c. Accounting	0
d. Management	0
e. Legal environment of Business	0
f. Economics	0
g. Business Ethics	0
h. Global Dimensions of Business	0
i. Information Systems	45
i. Quantitative Techniques and Stats	0
j. Comprehensive or Integrating Exp	12

Total Estimated CPC Coverage Hours

57

Note: The CPC hours listed in this summary total more than 45 because a semester project involving an industry based experience is required along with the primary subject of programming logic to provide the comprehensive or integrating experience.

Abbreviated Course Syllabus

Course Number: BISM 3200

Course Name: Management Information Systems

Instructor: Dr. Joseph C. Blankenship

Required Text:

Management Information Systems for the Information Age, 9th edition, Haag, ISBN: 978-0-07-337685-1

Course Description:

This course focuses on the fundamentals associated with the management of information systems and technology in a dynamic business environment. Special emphasis is placed on managerial issues that are relevant to selection, application, and usage of computerized information systems in a business enterprise. Topics covered include the MIS framework, ethics, technology, information systems collaboration, decision-making, competitive advantage, telecommunications, databases, data communication, E-commerce, Supply Chain, and information systems management.

	Topic Outline:	Hours/Minutes
1.	Changing Faces of Business	4
	a. Information as a Key resource	
	b. People as the Key resource	
	c. Information Technology as a Key resource	
	d. Creating the Business Vision for IS	
	e. Technology in your life	
2.	Gaining Competitive Advantage	8
	a. Porter's Five Forces Model	
	b. The Value Chain	
	c. Supply Chain Management	
	d. Customer Relationship Management	
	e. Business Intelligence	
	f. Integrated Collaboration Environments	
	g. International Settings	
	Building Business Intelligence	8
	a. The relational database model	
	b. Database management system tools	
	c. Data Warehouses and Data Mining	
	d. Information Ownership	

3.	Decision Support and Artificial Intelligence	3
	a. Decisions	
	b. Decision Support Systems	
	c. Geographic Information Systems	
	d. Expert Systems	
	e. Neural Networks and Fuzzy Logic	
	f. Intelligent Agents	
4.	Electronic Commerce	6
	a. E-Commerce Models	
	b. Understanding your business, products, services, and customers	
	c. Finding customers and establishing relationships	
	d. Move money easily and securely	
	e. E-Government	
5.	Enterprise Infrastructure and Integration	6
	a. Enterprise Systems	
	b. Developing Agile IT systems	
	c. Information Systems Infrastructure	
	d. Information Technology Infrastructure	
	e. Integrating the Enterprise	
6.	Protecting People and Information	6
	a. Ethics	
	b. Privacy	
	c. Security	
7.	Business, People, and Technology of Tomorrow	4
	a. The Internet	
	b. Physiological Interaction	
	c. Increasing Portability and Mobility	
	d. The wireless arena	
	e. Important Considerations	
	Total Sessions (Coverage Hours)	45

Summary of UG CPC Topics Covered in this Course:

Hours/Minutes:
Summary of UG CPC
Topics Covered in this
Course: (or % of a 3-
Hour Course*)

Covered in this Course:

a. Information Systems Management 45

- b. Marketing 1
- d. Management 1
- e. Legal environment of Business 1
- f. Economics 1
- g. Business Ethics 1
- h. Global Dimensions of Business 2
- j. Quantitative Techniques and Statistics 1
- l. Comprehensive or Integrating Experience 1

Total Estimated CPC Coverage Hours

54

***Note:** CPC topics covered in business core courses are not mutually exclusive. The CPC hours shown in this summary total more than 45 because certain topical areas of the CPC are covered along with the primary subject of Management Information Systems. For example, a lecture on Competitive Advantage could include coverage time under the CPC headings of "Marketing" and "Global Dimensions" and "Management."*

Abbreviated Course Syllabus

Course Number: BISM 3400

Course Name: Database Design and Development

Instructor: C. Frank Lee, Ph.D.

Required Text:

Database Systems, 9th Edition, Course Technology, by Coronel, Morris & Rob, ISBN 13: 978-0-538-46968-5

Course Description:

This course covers information systems design and implementation within a database system environment. Students will be introduced to relational database technology through the use and application of terminology, technical concepts, data modeling, structured query language (SQL), and database implementation. The course includes hands-on experience with data modeling and working database management systems.

Topic Outline:	Hours/Minutes
1. Database Systems a. Data vs. Information b. Database c. File System Data Processing d. Database Systems	4
2. Data Models a. Data modeling and Data Models b. The Importance of Data Models c. Data Model Basic Building Blocks d. Business Rules e. The Evolution of Data Models f. Degrees of Data Abstraction	5
3. The Relational Database Model a. A Logical View of Data b. Keys c. Integrity Rules d. Relational Set Operators	5
4. Entity Relationship Modeling a. The Entity Relationship Model b. Developing an ER Diagram	5

c. Database Design Challenges	
5. Advanced Data Modeling a. The Extended Entity Relationship Model b. Entity Clustering c. Design Cases	4
6. Normalization of Database Tables a. Database Tables and Normalization b. The Need for Normalization c. The Normalization Process d. Improving the Design e. Surrogate Key Considerations	5
7. Introduction to SQL a. Data Definition Commands b. Data Manipulation Commands c. SELECT Queries	8
8. Business Intelligence and Data Warehouse a. The Need for Data Analysis b. Business Intelligence c. Business Intelligence Architecture d. Decision Support Data e. The Data Warehouse f. Star Schemas	5
9. Database Administration and Security a. Data as a Corporate Asset b. The Need for and Role of a Database in an Organization c. Security d. Database Administration Tools	4
Total Sessions (Coverage Hours)	45

Summary of UG CPC Topics Covered in this Course:

Hours/Minutes:
Summary of UG CPC
Topics Covered in this
Course: (or % of a 3-
Hour Course*)

Covered in this Course:

- a. Information Systems Management 45
- b. Management 1
- c. Business Ethics 1
- d. Global Dimensions of Business 1

- e. Quantitative Techniques and Statistics 1
- f. Comprehensive or Integrating Experience 1

Total Estimated CPC Coverage Hours

50

Note: The CPC hours shown in this summary total more than 45 because certain topical areas of the CPC are covered along with the primary subject of Database Design and Development.

Abbreviated Course Syllabus

Course Number: BISM 3600

Course Name: E-commerce and Web Development Strategy

Instructor: C. Frank Lee, Ph.D.

Required Text:

E-commerce: Business. Technology. Society., 7th Edition, Pearson, by Laudon and Traver.
ISBN 13: 978-0-13-609119-6

Course Description:

This course covers emerging online technologies and trends and their influence on the electronic commerce marketplace. Students will learn building blocks of web technology and various revenue models and their application in a variety of sectors and industries. This course will also explore current issues surrounding electronic commerce and electronic business including security, privacy, and search engine optimization. Finally, students will learn how to plan for electronic commerce.

Topic Outline:	Hours/Minutes
1. E-commerce Revolution a. E-commerce b. E-commerce History c. Organizing Themes	5
2. E-commerce Business Models and Concepts a. E-commerce Business Models b. B2C Business Models c. B2B Business Models d. Other E-commerce Business Models	5
3. The Internet and World Wide Web a. The Internet: Technology Background b. The Internet Today c. Internet II d. The World Wide Web	6
4. Building an E-commerce Web Site a. Building an E-commerce Web Site b. Choosing Software c. Choosing the Hardware for an E-commerce Site d. Other E-commerce Site Tools	6

5.	Online Security and Payment Systems a. The E-commerce Security Environment b. Security threats in the E-commerce Environment c. Technology Solutions d. Management Policies e. Payment Systems	5
6.	E-commerce Marketing Concepts a. The Internet Audience and Consumer Behavior b. Basic Marketing Concepts c. Internet Marketing Technologies	5
7.	E-commerce Marketing Communications a. Marketing Communications b. Understanding the Costs and Benefits of Online Marketing Communications c. The Web Site a Marketing Communication Tool	8
8.	B2B E-commerce a. B2B E-commerce and Supply Chain Management b. Net Marketplaces c. Private Industrial Networks	5
Total Sessions (Coverage Hours)		45

Summary of UG CPC Topics Covered in this Course:

Hours/Minutes:
Summary of UG CPC
Topics Covered in this
Course: (or % of a 3-
Hour Course*)

Covered in this Course:

- a. Information Systems Management 45
- b. Marketing 2
- c. Management 2
- d. Legal environment of Business 1
- e. Economics 1
- f. Business Ethics 1
- g. Global Dimensions of Business 1
- h. Comprehensive or Integrating Experience 1

Total Estimated CPC Coverage Hours

54

Note: The CPC hours shown in this summary total more than 45 because certain topical areas of the CPC are covered along with the primary subject of E-commerce.

Abbreviated Course Syllabus

Course Number: BISM 3800

Course Name: Object-Oriented Business Applications

Instructor: Mahmood Hossain, Ph.D. (*Computer Science Faculty*)

Required Text:

Advanced Programming Using Visual Basic 2008 – Authors: Bradley and Millspaugh

ISBN: 978-0-07-351722-3

Course Description:

This course introduces multitier programming in Visual Basic. Students will apply object-oriented programming techniques for developing the presentation, business, and data tiers for database application projects. The emphasis of projects is on business applications. PR: BISM 3000, BISM 3400

Topic Outline:	Hours/Minutes
1. Review of the .NET Framework <ul style="list-style-type: none">a. Visual Studio IDEb. Assembly Attributesc. Multiple Document Interface	6
2. Introduction to Data Structures <ul style="list-style-type: none">a. Arraysb. Constants and Enumerationsc. Structuresd. Collections	9
3. Advantages of Object-Oriented Programming versus Procedural Programming <ul style="list-style-type: none">a. Object-Oriented applications using User-Defined Classesb. New classes using Inheritancec. Exception handlers for Error Trapping in Multi-tier Programs	9
4. Windows Database Applications <ul style="list-style-type: none">a. ADO.NET Data Components – TableAdapters, DataSets, DataConnectorsb. Data Displays – Grid versus Details Viewc. Record Selection from a List	9

d. Data Sorting e. Stored Procedures f. Data Tiers	
5. Windows Database Applications Using Related Tables a. Queries and Filters b. Table Lookups c. Unbound Data Fields d. Junction Tables	6
6. Windows Database Updates a. Simple Data Updates – Grid versus Individual Controls b. BindingSource Object c. Data Validation and Exception Handling d. Related Table Updates	6
Total Sessions (Coverage Hours)	45

Summary of UG CPC Topics Covered in this Course:

Hours/Minutes:
Summary of UG CPC
Topics Covered in this
Course: (or % of a 3-
Hour Course*)

Covered in this Course:

a. Marketing	0
b. Finance	0
c. Accounting	0
d. Management	0
e. Legal environment of Business	0
f. Economics	0
g. Business Ethics	0
h. Global Dimensions of Business	0
i. Information Systems	45
i. Quantitative Techniques and Stats	0
j. Comprehensive or Integrating Exp	0

Total Estimated CPC Coverage Hours

45

Abbreviated Course Syllabus

Course Number: BISM 4000

Course Name: Global, Economic, Ethical, and Social Information Systems

Instructors: Blankenship

Required Text: Dvaraj, Kohli, The IT Pay Off, Prentice Hall

Apinello, Cyberethics, Jones & Bartlett

Baase, A Gift of Fire, Pearson

Course Description: BISM 4000 This course explores the tools students will need when confronted with ethical decisions in their role as global technology professionals. Students will address a variety of economic, ethical, and social frameworks in a global context. Case studies are used to foster discussions on subjects specifically related to computers and information systems. The course explores information technology in its social, economic, ethical, and global contexts. The student will be required to participate in class discussions, cases studies, and present a research paper on the issues surrounding computing and a national and international society. PR: BISM 3200

	Hours/Minutes
Topic Outline:	(or % of a 3-hour Course)
• Introduction	5
○ Global, Economic, Social cultural, Ethical Framing conceptions, metaphors organizing study & discussion	
○ Basic definitions for the course	
○ Issues of information use and information systems	
○ The person and social cultural environments	
○ Vocabularies and metaphors, communities of practice and meaning, the Whats we know and how we use the Whats we know	
○ Observations & warranted observations, questions, and reports	
• Globalization Framing Conception and Technologies	9
○ Integration of Markets	
○ Integration of Nation-States	

- Integration of National and International Corporations
 - Richness of Information vs. Reach
- Economic Framing Conception 5
 - The cost of having information
 - The cost of not having information
 - The cost of information overload
- Social Cultural Framing Conception 5
 - A shared system of meanings
 - Patterns of thinking, feeling, and acting
 - What distinguishes the members of one group or category of people from others
 - Systems that people use to organize their behavior
 - Systems that people use to understand themselves and others
 - Systems that people use to make sense out of the world and society
 - Culture as a system of meaning
 - Uses, Abuses, and Social Consequences
- Ethical Framing Conception & Ethical Concerns 9
 - Ethics is a formal, systematic, and explicit articulation, a theory, of the moral frame of human behavior
 - Obligatory
 - Ethical (morally right) acts and pleasure or happiness
 - Utilitarian Frame of Reference
 - Deontological Frame of Reference
 - Eudemonistic frame of Reference
 - Frameworks for ethical and policy analysis

- Democracy in Cyberspace & the Information Society 5
 - Cyberspace issues
 - Intellectual property & the Value of Work
 - Intellectual property issues: Software ownership
 - Intellectual property issues: Digital music, interconnectivity, and trespass

- Issues in the Information Age 3
 - Privacy and information access issues
 - Information System Reliability & Safety
 - Liability, reliability, and safety issues
 - Information Access for digital life
 - Fair competition and Internet access issues
 - Technology Areas of Concern: IS Jobs and Recession

- Information System Security 4
 - Security and cybercrime issues
 - Freedom, Privacy, and Control
 - Piracy and Ownership

Total Sessions (Coverage Hours)

45

Summary of UG CPCTopics Covered in this Course:

Hours/Minutes
(or % of a 3-Hour Course*)

a. Marketing	0
d. Management	3
e. Legal environment of Business	1
f. Economics	3
g. Business Ethics	2

h. Global Dimensions of Business	1
i. Information Systems	40
i. Quantitative Techniques and Statistics	1
j. Comprehensive or Integrating Experience	2
	<hr/>
Total Estimated CPC Coverage Hours	52

Abbreviated Course Syllabus

Course Number: BISM 4200

Course Name: Systems Analysis and Design

Instructors: Blankenship

Required Text: Whitten, Bentley, Systems Analysis and Design, McGraw-Hill

Course Description: BISM 4200 Students are introduced to the theory and application of systems analysis and design techniques for computerized information systems. Topics covered include requirements collection and analysis, logical and physical information flow modeling, a variety of system development methodologies, data modeling, object oriented analysis and modeling, prototyping, project control, sampling techniques, project feasibility, cost/benefit analysis, time value of money, and the hands-on application of systems design techniques through a course project. PR: BISM 2800, BISM 3600, BISM 3800

	Hours/Minutes
Topic Outline:	(or % of a 3-hour Course)
• Role of the Systems Analyst	9
○ Types of Systems	
○ Integrating Technologies for Systems	
○ Need for Systems Analysis and Design	
○ Roles of the Systems Analyst	
○ The Systems Development Life Cycle	
○ Using Case Tools	
○ Upper and Lower CASE	
○ Object-Oriented Systems Analysis and Design	
○ The Agile Approach and Alternative Methodologies	
• Organizational Style and Its Impact on Information Systems	5
○ Organizations as Systems	
○ Depicting Systems Graphically	
○ Use Case Modeling	

- Levels of Management
 - Organizational Culture
- Project Management 4
 - Project Initiation
 - Determining Feasibility
 - Activity Planning and Control
 - Computer-Based Project Scheduling
 - Function Point Analysis
 - Managing Analysis and Design Activities
 - Agile Development
- Information Gathering 6
 - Interviewing
 - Joint Application Design
 - Using Questionnaires
 - Sampling
 - Investigation
 - Observing a Decision Maker's Behavior
 - Observing the Physical Environment
- Agile Modeling and Prototyping 6
 - Prototyping
 - Developing a Prototype
 - Users' Role in Prototyping
 - Rapid Application Development
 - Agile Modeling
 - Comparing Agile Modeling and Structured Methods

- The Analysis Process

9

- The Data Flow Approach to Human Requirements Determination
- Developing Data Flow Diagrams
- Logical and Physical Data Flow Diagrams
- Creating a Physical Data Flow Diagram
- Partitioning Web Sites
- Communicating Using Data Flow Diagrams
- The Data Dictionary
- The Data Repository
- Creating a Data Dictionary
- Using the Data Dictionary
- Process Specifications
- Structured English
- Decision Tables
- Decision Trees
- Structured Decision Analysis Technique
- Physical and Logical Process Specifications
- Ascertaining Hardware and Software Needs
- Identifying and Forecasting Cost and Benefits
- Comparing Costs and Benefits
- The Systems Proposal
- Presenting the Systems Proposal

- Object Oriented Systems Analysis and Design

6

- Object-Oriented Concepts
- UML Concepts and Diagrams

- Use Case Modeling
- Activity Diagrams
- Sequence and Communication Diagrams
- Class Diagrams
- Statechart Diagrams
- Packages and other UML Artifacts

Total Sessions (Coverage Hours)

45

Summary of UG CPCTopics Covered in this Course:

Hours/Minutes
(or % of a 3-Hour Course*)

a. Marketing	0
d. Management	2
e. Legal environment of Business	1
f. Economics	1
g. Business Ethics	2
h. Global Dimensions of Business	1
i. Information Systems	40
i. Quantitative Techniques and Statistics	1
j. Comprehensive or Integrating Experience	2
Total Estimated CPC Coverage Hours	<hr/> 52

Abbreviated Course Syllabus

Course Number: BISM 4400

Course Name: Current Topics in Information Systems

Instructor: Joseph Blankenship, Ph.D., Roger Wilson, Ph.D., Rebecca Giorcelli, Ph.D.

Required Text:

The text is dependent upon the topic presented. An example of a text used is:

Knowledge Management in Theory & Practice (2nd Edition) - Author: Dalkir

ISBN: 9780262015080

Course Description:

This course investigates current topics in information systems. Current topics of interest in information systems will be selected by the instructor and approved by the department.

Examples of topics include telecommunications, grid computing, health informatics, data visualization, etc. PR: BISM 3200

Summary of UG CPC Topics Covered in this Course:

Hours/Minutes:
Summary of UG CPC
Topics Covered in this
Course: (or % of a 3-
Hour Course*)

Covered in this Course:

a. Marketing	0
b. Finance	0
c. Accounting	0
d. Management	0
e. Legal environment of Business	0
f. Economics	0
g. Business Ethics	0
h. Global Dimensions of Business	0
i. Information Systems	45
i. Quantitative Techniques and Stats	0
j. Comprehensive or Integrating Exp	0

Total Estimated CPC Coverage Hours

45

Note: *The CPC hours shown in this summary total 45 for ISM; however, depending upon the topic presented, other CPC hours may also be addressed.*

Abbreviated Course Syllabus

Course Number: BISM 4800

Course Name: Information Systems Project Management

Instructor: Rebecca Giorcelli, Ph.D.

Required Text:

Methods of IT Project Management – Authors: Brewer and Dittman

ISBN-13: 978-0-13-236725-7

Course Description:

This course explores best practices in formal project management concepts and techniques. Students will learn the Project Management process areas and Knowledge Management areas as defined by the Project Management Body of Knowledge (PMBOK). The project outputs and required documentation for each process area are emphasized. The project management concepts and techniques presented in the course will be applied to group projects. Students will apply project management software to manage an information systems-related project. PR: BISM 4200

Topic Outline:	Hours/Minutes
1. Formal Project Management Overview <ul style="list-style-type: none">a. Project Attributesb. Organizational Structurec. The Triple Constraintd. Project Management Processese. Project Management Knowledge Areasf. Project Management Tools and Techniquesg. Project Successh. Project Management Certificationi. Ethics in Project Managementj. Differences between Project, Program and Portfolio Managementk. Project Management Software Applications	3
2. Systems View and Systems Methodology <ul style="list-style-type: none">a. Systems Approach to Project Managementb. Project Management Life Cyclec. Product Systems Development Life Cycle<ul style="list-style-type: none">▪ Waterfall Model▪ Evolutionary Prototyping▪ Spiral Model	9

<ul style="list-style-type: none"> ▪ Iterative and Incremental Model ▪ Scrum Model ▪ RUP Model ▪ XP Model <p>d. Integration of Project to Product Life Cycles</p>	
<p>3. Project Selection</p> <ul style="list-style-type: none"> a. Strategic Planning b. Competitive Strategy and Broad Organizational Needs c. SWOT Analysis d. Four-stage Planning Process e. Financial Projections f. Weighted Scoring Model g. Balanced Scorecard h. Problems, Opportunities and Directives i. Project Time Frame j. Project Priority 	4.5
<p>4. Project Initiation</p> <ul style="list-style-type: none"> a. Mapping Process Groups to Knowledge Areas b. Commitment from Top Management c. Organizational Standards d. Stakeholder Analysis e. Business Case f. Project Charter g. Project Kick-off Meeting h. Preliminary Scope Statement 	4.5
<p>5. Project Planning</p> <ul style="list-style-type: none"> a. Team Contracts b. Project Management Plan c. Scope Management Plan d. Work Breakdown Structure e. Milestone Schedule f. Network Diagrams g. Critical Path Analysis h. Cost Estimates 	6
<p>6. Project Execution</p> <ul style="list-style-type: none"> a. Execution Outputs b. Deliverables c. Implementation of Problem Solutions d. Work Performance Information e. Work Change Requests f. Corrective Action Recommendations g. Motivation Theory and Team Building h. Staffing Issues i. Team Performance Assessment j. Project Procurement Management 	6
<p>7. Project Monitoring and Control</p>	6

<ul style="list-style-type: none"> a. Monitoring and Controlling Outputs b. Scope Verification and Control c. Accepted and Unacceptable Deliverables d. Schedule Performance Measures e. Quality Control Measures f. Earned Value Management g. Tools and Techniques for Managing Project Teams h. Performance Reporting i. Issue Logs j. Risk Registers 	
<ul style="list-style-type: none"> 8. Project Closing <ul style="list-style-type: none"> a. Project Closing Outputs b. Documentation of Customer Acceptance/Project Completion c. Final Report d. Transition Plan e. Lessons Learned Report f. Written Notice of Closed Contract g. Project Closing Best Practices 	6
Total Sessions (Coverage Hours)	45

Summary of UG CPC Topics Covered in this Course:

Hours/Minutes:
Summary of UG CPC
Topics Covered in this
Course: (or % of a 3-
Hour Course*)

Covered in this Course:

a. Marketing	0
b. Finance	1
c. Accounting	0
d. Management	12
e. Legal environment of Business	0
f. Economics	1
g. Business Ethics	1
h. Global Dimensions of Business	1
i. Information Systems	20
i. Quantitative Techniques and Stats	0
j. Comprehensive or Integrating Exp	24

Total Estimated CPC Coverage Hours

60

Note: The CPC hours listed in this summary total more than 45 because a capstone project involving an industry based experience is required along with the primary subject of Information Systems Project Management to provide the comprehensive or integrating experience.