International Assembly for Collegiate Business Education

Annual Report – Accredited Member

Institution:	Marian University, Indianapolis, IN
Academic Business Unit:	Clark H. Byrum School of Business
Academic Year:	2013-14

International Assembly for Collegiate Business Education
11374 Strang Line Road
Lenexa, Kansas 66215
USA

IACBE ANNUAL REPORT

For Academic Year: 2013-14

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

General Information

Institution's Name: Marian University; Clark H. Byrum School of Business

Institution's Address: 3200 Cold Spring Rd.

City and State or Country: Indianapolis IN Zip or Postal Code 46222

Name of Submitter: Tom Gjerde

Title: Assistant Dean

Your Email Address: tgjerde@marian.edu

Telephone (with country code if outside of the United States): 317-955-6455

Type of Institution: _____ Public x Private Nonprofit _____ Private For-Profit

Date of Submission: October 31, 2014

Total Headcount Enrollment of the Institution for 2013-14: 2714

Administrative Information

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

   Name: Daniel J. Elsener

   Title: President, Marian University

   Highest Earned Degree: M.A. Email: delsener@marian.edu

   Telephone (with country code if outside of the United States): 317.955.6100 Fax (with country code if outside of the United States): 317.955.6105

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

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

   Name: Thomas Enneking

   Title: Provost; Vice President for Academic Affairs

   Highest Earned Degree: Ph.D. Email: tenneking@marian.edu

   Telephone (with country code if outside of the United States): 317.955.6014 Fax (with country code if outside of the United States): 317-955.6013

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

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

Name:	Russell Kershaw		
Title:	Dean, Clark H. Byrum School of Business		
Highest Earned Degree:	Ph.D.	Email:	rkershaw@marian.edu
Telephone (with country code if outside of the United States):	317.955.6130	Fax (with country code if outside of the United States):	317.955.6030

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

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

Name:	Tom Gjerde		
Title:	Assistant Dean		
Highest Earned Degree:	Ph.D.	Email:	tgjerde@marian.edu
Telephone (with country code if outside of the United States):	317 955 6455	Fax (with country code if outside of the United States):	317.955.6030

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

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

Name:	Russell Kershaw		
Title:	Dean, Clark H. Byrum School of Business		
Highest Earned Degree:	Ph.D.	Email:	rkershaw@marian.edu
Telephone (with country code if outside of the United States):	317.955.6130	Fax (with country code if outside of the United States):	317.955.6030

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

Accreditation Information

1. If applicable, when is your next institutional accreditation site visit? 2017 Year

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

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

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

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

   1. http://www.marian.edu/Academics/byrum-school-of-business/accreditation
      Path - Academics
   2. Byrum School of Business
   3. Accreditation
   4. _____
   5. _____
   6. _____
   7. _____
   8. _____
   9. _____
   10. _____

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

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

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

   1. Academics
      Byrum School of Business
   2. _____
      Accreditation
   3. _____
   4. _____
   5. _____
   6. _____
   7. _____
   8. _____
   9. _____
   10. _____

5. If your accreditation letter from the IACBE Board of Commissioners contained "notes" that identified issues that needed to be addressed, please list the number of the IACBE's Accreditation Principle for each note in the table below. Indicate whether action has already been taken or that you have made plans to do so. (Insert additional rows as necessary.)

Commissioners' Notes	Action Already Taken	Action Planned

Programmatic Information

1. For each of your IACBE-accredited business programs, provide the total headcount enrollment and the number of degrees conferred in the program (including each major, concentration, specialization, emphasis, option, or track) for 2013-14 (insert rows in the table as needed):

Program	Enrollment 2013-14	Number of Degrees Conferred 2013-14
Accounting	72	8
Finance	18	6
Management	118	30
Marketing	94	23
Totals for All Programs Combined **(In the totals, please do not double-count students who pursued multiple programs during the reporting year, e.g., students who double-majored in both accounting and finance.)**	302	67

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

X No.

____ Yes. If yes, please identify the programs and countries in the table below. In addition, if the programs are delivered in partnership with other institutions, please identify those institutions as well. (Insert rows in the table as needed.)

Program	Country or Countries	Partner Institution(s)

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

X No.

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

Terminated Programs	Termination Plan

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

   X No.

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

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

   X No.

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

New Programs	Locations

   Note: Any new programs (including new majors, concentrations, specializations, emphases, options, and/or tracks) cannot be listed, identified, or advertised as being accredited by the IACBE until they have undergone an accreditation review and have been granted accreditation by the Board of Commissioners.

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

   X No.

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

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

   X No.

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

New Locations/Instructional Sites	Programs Offered	25% or More of Total SCH?

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

X No.

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

Outcomes Assessment

1. Do you offer any majors, concentrations, specializations, emphases, options, or tracks as part of your business programs?

   _X_ Yes. If yes, proceed to item 2 below.

   ____ No. If no, proceed to item 4 below.

2. Do your majors, concentrations, specializations, emphases, options, or tracks appear on students' transcripts, diplomas, diploma supplements, or other official records of program completion?

   _X_ Yes. If yes, proceed to item 3 below.

   ____ No. If no, proceed to item 4 below.

3. Does your current outcomes assessment plan include student learning assessment information for all majors, concentrations, specializations, emphases, options, and tracks contained within your business programs?

   _X_ Yes. If yes, proceed to item 4 below.

   ____ No. If no, please submit a revised outcomes assessment plan with your annual report that addresses student learning assessment for all majors, concentrations, specializations, emphases, options, and tracks comprising any portion of your business programs. Information about this requirement can be found on the IACBE website at the following address: www.iacbe.org/oa-key-areas.asp.

4. Is the outcomes assessment plan that you submitted to the IACBE still current or have you made changes?

   _X_ The outcomes assessment plan that we have previously submitted is still current.

   ____ Changes have been made and the revised plan is attached.

   ____ We have made changes and the revised plan will be sent to the IACBE by: _____

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

   An example of a completed form can be found in a separate document that is available for download on the IACBE's website at: www.iacbe.org/accreditation-documents.asp.

   Section I (Student Learning Assessment) of the Outcomes Assessment Results form must be completed for each business program that is accredited by the IACBE (i.e., a separate table must be provided for each program).

   Add tables, and insert or delete rows in the tables as needed in order to accommodate the number of your (i) business programs, (ii) majors, concentrations, specializations, emphases, options, or tracks in the programs, (iii) intended student learning outcomes, and (iv) intended operational outcomes. In the sections of the assessment results tables entitled "Summary of Achievement of Intended Student Learning Outcomes" and "Summary of Achievement of Intended Operational

Outcomes," **do not add or delete columns**. Space is provided in these sections for four direct measures of student learning, four indirect measures of student learning, and eight operational assessment measures/methods. If you are employing fewer than this number of assessment instruments, simply leave cells in the unused columns blank. If you are employing more than this number of instruments, you will need to create additional summary-of-achievement tables to report your assessment information.

Delete rows in the assessment results tables that do not apply to your academic business unit (e.g., if the business unit does not offer any majors, concentrations, specializations, emphases, options, or tracks in its programs, or if the business unit's current outcomes assessment plan does not include student learning assessment information for the majors, concentrations, specializations, emphases, options, or tracks in its programs, then delete those rows in the tables).

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

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

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

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

At the bottom of each assessment results table, space is provided to identify changes and improvements that you plan to make as a result of your assessment activity.

Italicized entries in the form represent areas where the academic business unit should insert its own assessment information.

Other Issues

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

Outcomes Assessment Results

For Academic Year: 2013-14

Section I: Student Learning Assessment

Clark H. Byrum School of Business
Student Learning Assessment: *Common Business Core for Majors in Accounting, Finance, Management and Marketing*
General Program Intended Student Learning Outcomes (Business Core ISLOs)
1. Exhibit the traits and characteristics of an ethical business leader. (IACBE 4.)
2. Demonstrate an understanding of the integrated and global nature of business.(IACBE 1.,2.,3.,7.)
3. Demonstrate the ability to address business challenges through teamwork and collaboration.
4. Demonstrate communication and interpersonal skills consistent with those of a business professional. (IACBE 6.)
5. Apply enhanced problem solving skills and analytical abilities.(IACBE 5.)
Intended Student Learning Outcomes: *Accounting*
1. *Defines and explains the boundaries and major sub-fields, styles, global nature and/or practices of Accounting.*
2. *Defines and properly uses the principal specialized terms used in Accounting, both historical and contemporaneous.*
3. *Demonstrates fluency in the use of tools, technologies, and methods in Accounting.*
Intended Student Learning Outcomes: *Finance*
1. *Defines and explains the boundaries and major sub-fields, styles, global nature and/or practices of Finance.*
2. *Defines and properly uses the principal specialized terms used in Finance, both historical and contemporaneous.*
3. *Demonstrates fluency in the use of tools, technologies, and methods in Finance.*
Intended Student Learning Outcomes: *Management*
1. *Defines and explains the boundaries and major sub-fields, styles, global nature and/or practices of Management.*
2. *Defines and properly uses the principal specialized terms used in Management, both historical and contemporaneous.*
3. *Demonstrates fluency in the use of tools, technologies, and methods in Management.*
Intended Student Learning Outcomes: *Marketing*
1. *Defines and explains the boundaries and major sub-fields, styles, global nature and/or practices of Marketing.*
2. *Defines and properly uses the principal specialized terms used in Marketing, both historical and contemporaneous.*
3. *Demonstrates fluency in the use of tools, technologies, and methods in Marketing.*

Assessment Instruments for Intended Student Learning Outcomes—Direct Measures of Student Learning:	**Performance Objectives (Targets/Criteria) for Direct Measures:**
1. ETS Major Field Test in Business General Program ISLOs Assessed by this Measure: *1,2,3,4,5.* *Accounting,Finance, Management Marketing* Assessed by this Measure: 1,2,3.	All graduating seniors will obtain a passing score on the comprehensive examination.
2. Senior Capstone Course General Program ISLOs Assessed by this Measure: *1,2,3,4,5.* *Accounting,Finance, Management Marketing* Assessed by this Measure: 1,2,3.	All graduating seniors in Management will pass the Capstone course and achieve a 70% or better on at least two of the three course content areas, as evaluated by the Capstone project rubric.
Assessment Instruments for Intended Student Learning Outcomes—Indirect Measures of Student Learning:	**Performance Objectives (Targets/Criteria) for Indirect Measures:**
1. Student Exit Survey General Program ISLOs Assessed by this Measure: *1,2,3,4,5.* *Accounting,Finance, Management Marketing* Assessed by this Measure: 1,2,3.	The average score for each question (see Appendix1) on the Student Exit Survey of graduating Senios will be greater than 3, on a 5 point scale from Strongly Agree (5) to Neutral (3) to Strongly Disagree(1).
2. *Employer Survey* General Program ISLOs Assessed by this Measure: *1,2,3,4,5.* *Accounting,Finance, Management Marketing* Assessed by this Measure: 1,2,3.	The average score for each survey question (see Appendix2)on the Employer Survey of internship employers will evaluate interns by providing a rating greater than 3, where 1=Lacks this skill 2=Limited/minimal skill level 3= Adequate/average skill level 4=Above average skill level 5=Exceptional skill level.

Assessment Results: *Core*								
Summary of Results from Implementing Direct Measures of Student Learning:								
1. *Targets met, all graduating Accounting students passed the ETS Exam.*								
2. *Targets met,* 100% of graduating Accounting majors scored a minimum of 3 on the 4 point scale in the "*Post Course Instructor Assessment Instrument to Measure Student Learning Objectives*." The average score for the course was 3.37.								
Summary of Results from Implementing Indirect Measures of Student Learning:								
1. *Target met, the average score on the Student Exit Survey of graduating Seniors is greater than 3 for each question. See Appedix 1A.*								
2. *Target met, the average score on the Internship Employer Survey is greater than 3 for each question. See Appedix 2A.*								
Summary of Achievement of Intended Student Learning Outcomes:								
Intended Student Learning Outcomes: ***Core***	***Direct Measure 1***	***Direct Measure 2***	***Direct Measure 3***	***Direct Measure 4***	***Indirect Measure 1***	***Indirect Measure 2***	***Indirect Measure 3***	***Indirect Measure 4***
	Performance Target Was…	**Performance Target Was…**	**Performance Target Was…**	**Performance Target Was…**	**Performance Target Was…**	**Performance Target Was…**	**Performance Target Was…**	**Performance Target Was…**
1. *Exhibit the traits and characteristics of an ethical business leader. (IACBE 4.)*	Met	Met			Met	Met		
2. *Demonstrate an understanding of the integrated and global nature of business.(IACBE 1.,2.,3.,7.)*	Met	Met			Met	Met		
3. *Demonstrate the ability to address business challenges through teamwork and collaboration.*	Met	Met			Met	Met		
4. *Demonstrate communication and interpersonal skills consistent with those of a business professional. (IACBE 6.)*	Met	Met			Met	Met		
5. *Apply enhanced problem solving skills and analytical abilities.(IACBE 5.)*	Met	Met			Met	Met		

Assessment Results: *Accounting*

Summary of Results from Implementing Direct Measures of Student Learning:

1. *Targets met, all graduating Accounting students passed the ETS Exam.*
2. *Targets met,* 100% of graduating Accounting majors scored a minimum of 3 on the 4 point scale in the "*Post Course Instructor Assessment Instrument to Measure Student Learning Objectives*." The average score for the course was 3.37.

Summary of Results from Implementing Indirect Measures of Student Learning:

1. *Target met, the average score on the Student Exit Survey of graduating Seniors is greater than 3 for each question. See Appedix 1B.*
2. *Target met, the average score on the Internship Employer Survey is greater than 3 for each question. See Appedix 2B.*

Summary of Achievement of Intended Student Learning Outcomes:

Intended Student Learning Outcomes: *Accounting*	***Direct Measure 1***	***Direct Measure 2***	***Direct Measure 3***	***Direct Measure 4***	***Indirect Measure 1***	***Indirect Measure 2***	***Indirect Measure 3***	***Indirect Measure 4***
	Performance Target Was…	**Performance Target Was…**	**Performance Target Was…**	**Performance Target Was…**	**Performance Target Was…**	**Performance Target Was…**	**Performance Target Was…**	**Performance Target Was…**
1. *Defines and explains the boundaries and major sub-fields, styles, global nature and/or practices of Accounting.*	Met	Met			Met	Met		
2. *Defines and properly uses the principal specialized terms used in Accounting, both historical and contemporaneous.*	Met	Met			Met	Met		
3. *Demonstrates fluency in the use of tools, technologies, and methods in Accounting.*	Met	Met			Met	Met		

Assessment Results: *Finance*

Summary of Results from Implementing Direct Measures of Student Learning:

1. *Targets met, all graduating Finance students passed the ETS Exam.*
2. *Targets met,* 100% of graduating Finance majors scored a minimum of 3 on the 4 point scale in the "*Post Course Instructor Assessment Instrument to Measure Student Learning Objectives*." The average score for the course was 3.26.

Summary of Results from Implementing Indirect Measures of Student Learning:

1. *Target met, the average score on the Student Exit Survey of graduating Seniors is greater than 3 for each question. See Appedix 1C.*
2. *Target met, the average score on the Internship Employer Survey is greater than 3 for each question. See Appedix 2C.*

Summary of Achievement of Intended Student Learning Outcomes:

Intended Student Learning Outcomes: ***Finance***	***Direct Measure 1***	***Direct Measure 2***	***Direct Measure 3***	***Direct Measure 4***	***Indirect Measure 1***	***Indirect Measure 2***	***Indirect Measure 3***	***Indirect Measure 4***
	Performance Target Was…	**Performance Target Was…**	**Performance Target Was…**	**Performance Target Was…**	**Performance Target Was…**	**Performance Target Was…**	**Performance Target Was…**	**Performance Target Was…**
1. *Defines and explains the boundaries and major sub-fields, styles, global nature and/or practices of Finance.*	Met	Met			Met	Met		
2. *Defines and properly uses the principal specialized terms used in Finance, both historical and contemporaneous.*	Met	Met			Met	Met		
3. *Demonstrates fluency in the use of tools, technologies, and methods in Finance.*	Met	Met			Met	Met		

Assessment Results: *Management*

Summary of Results from Implementing Direct Measures of Student Learning:

1. *ETS Exam – 100% of Management students passed the exam.*
2. *Capstone Course – 26 of 27 Managements students(96.3%) scored "C" or higher on 2 of 3 areas of the Managemnt Capstone Project.*

Summary of Results from Implementing Indirect Measures of Student Learning:

1. *Target met, the average score on the Student Exit Survey of graduating Seniors is greater than 3 for each question. See Appedix 1D.*
2. *Target met, the average score on the Internship Employer Survey is greater than 3 for each question. See Appedix 2D.*

Summary of Achievement of Intended Student Learning Outcomes:

Intended Student Learning Outcomes: ***Management***	***Direct Measure 1***	***Direct Measure 2***	***Direct Measure 3***	***Direct Measure 4***	***Indirect Measure 1***	***Indirect Measure 2***	***Indirect Measure 3***	***Indirect Measure 4***
	Performance Target Was…	**Performance Target Was…**	**Performance Target Was…**	**Performance Target Was…**	**Performance Target Was…**	**Performance Target Was…**	**Performance Target Was…**	**Performance Target Was…**

1. *Defines and explains the boundaries and major sub-fields, styles, global nature and/or practices of Management.*	Met	Met			Met	Met		
2. *Defines and properly uses the principal specialized terms used in Management, both historical and contemporaneous.*	Met	Met			Met	Met		
3. *Demonstrates fluency in the use of tools, technologies, and methods in Management.*	Met	Met			Met	Met		

Assessment Results: *Marketing*

Summary of Results from Implementing Direct Measures of Student Learning:

1. *ETS Exam – 100% of Marketing students passed the exam.*
2. *Capstone Course – 20 of 20 Marketing students(100%) scored "C" or higher on 2 of 3 areas of the Marketing Capstone Project.*

Summary of Results from Implementing Indirect Measures of Student Learning:

1. *Target met, the average score on the Student Exit Survey of graduating Seniors is greater than 3 for each question. See Appedix 1E.*
2. *Target met, the average score on the Internship Employer Survey is greater than 3 for each question. See Appedix 2E.*

Summary of Achievement of Intended Student Learning Outcomes:

Intended Student Learning Outcomes: *Marketing*	***Direct Measure 1***	***Direct Measure 2***	***Direct Measure 3***	***Direct Measure 4***	***Indirect Measure 1***	***Indirect Measure 2***	***Indirect Measure 3***	***Indirect Measure 4***
	Performance Target Was…	**Performance Target Was…**	**Performance Target Was…**	**Performance Target Was…**	**Performance Target Was…**	**Performance Target Was…**	**Performance Target Was…**	**Performance Target Was…**
1. *Defines and explains the boundaries and major sub-fields, styles, global nature and/or practices of Marketing.*	Met	Met			Met	Met		
2. *Defines and properly uses the principal specialized terms used in Marketing, both historical and contemporaneous.*	Met	Met			Met	Met		
3. *Demonstrates fluency in the use of tools, technologies, and methods in Marketing.*	Met	Met			Met	Met		

Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:
1. *Course of Action 1*
2. *Course of Action 2*
3. *Course of Action 3*
4. *Course of Action 4*

Appendix 1A: Mapping and Scores for CORE ISLO's: Indirect Measure 1 – Student Exit Interview.

Fall 2013 - Spring 2014

The School of Business prepared me for a career in business by helping me become better at:	CORE ISLO's: *Exhibit the traits and characteristics of an ethical business leader. (IACBE 4.)*	*Demonstrate an understanding of the integrated and global nature of business.(IACBE 1.,2.,3.,7.)*	*Demonstrate the ability to address business challenges through teamwork and collaboration.*	*Demonstrate communication and interpersonal skills consistent with those of a business professional. (IACBE 6.)*	*Apply enhanced problem solving skills and analytical abilities.(IACBE 5.)*
Critical Thinking		4.09	4.09		4.09
Written Communication				3.82	
Oral Communication			4.36	4.36	
Quantitative and analytical reasoning					4.36
Problem solving					4.18
Ethical leadership	4.36				
Collaboration and teamwork			4.55	4.55	
Making socially responsible choices	4.18				
Understanding how all the different areas of a business are integrated		4.45			
Using my interpersonal skills			4.27	4.27	

Based on a 5 point scale: 5=Strongly Agree, 4=Agree, 3=Neutral, 2=Disagree, 1=Strongly Disagree. **N= 64**

Target: The average score for each question on the Student Exit Survey will be greater than 3.

Appendix 1B: Mapping and Scores for ACCOUNTING ISLO's: Indirect Measure 1 – Student Exit Interview.

Fall 2013 - Spring 2014

The School of Business prepared me for a career in business by helping me become better at:	**Accounting ISLO's**: *Defines and explains the boundaries and major sub-fields, styles, global nature and/or practices of Accounting.*	*Defines and properly uses the principal specialized terms used in Accounting, both historical and contemporaneous.*	*Demonstrates fluency in the use of tools, technologies, and methods in Accounting.*
Critical Thinking	4.09	4.09	4.09
Written Communication		3.82	3.82
Oral Communication		4.36	4.36
Quantitative and analytical reasoning			4.36
Problem solving			4.18
Ethical leadership	4.36	4.36	4.36
Collaboration and teamwork			4.55
Making socially responsible choices	4.18		4.18
Understanding how all the different areas of a business are integrated	4.45	4.45	4.45
Using my interpersonal skills		4.27	4.27

Based on a 5 point scale: 5=Strongly Agree, 4=Agree, 3=Neutral, 2=Disagree, 1=Strongly Disagree. **N= 11**

Target: The average score for each question on the Student Exit Survey will be greater than 3.

Appendix 1C: Mapping and Scores for FINANCE ISLO's: Indirect Measure 1 – Student Exit Interview.

Fall 2013 - Spring 2014	Finance ISLO's		
The School of Business prepared me for a career in business by helping me become better at:	*Defines and explains the boundaries and major sub-fields, styles, global nature and/or practices of Finance.*	*Defines and properly uses the principal specialized terms used in Finance, both historical and contemporaneous.*	*Demonstrates fluency in the use of tools, technologies, and methods in Finance.*
Critical Thinking	4.17	4.17	4.17
Written Communication		3.67	3.67
Oral Communication		4.20	4.20
Quantitative and analytical reasoning			4.00
Problem solving			4.33
Ethical leadership	4.33	4.33	4.33
Collaboration and teamwork			4.50
Making socially responsible choices	4.00		4.00
Understanding how all the different areas of a business are integrated	4.17	4.17	4.17
Using my interpersonal skills		3.83	3.83

Based on a 5 point scale: 5=Strongly Agree, 4=Agree, 3=Neutral, 2=Disagree, 1=Strongly Disagree. **N= 6**

Target: The average score for each question on the Student Exit Survey will be greater than 3.

Appendix 1D: Mapping and Scores for Management ISLO's: Indirect Measure 1 – Student Exit Interview.

Fall 2013 - Spring 2014	Management ISLO's		
The School of Business prepared me for a career in business by helping me become better at:	*Defines and explains the boundaries and major sub-fields, styles, global nature and/or practices of Management.*	*Defines and properly uses the principal specialized terms used in Management, both historical and*	*Demonstrates fluency in the use of tools, technologies, and methods in Management.*
Critical Thinking	4.28	4.28	4.28
Written Communication		4.00	4.00
Oral Communication		4.00	4.00
Quantitative and analytical reasoning			4.00
Problem solving			4.29
Ethical leadership	4.48	4.48	4.48
Collaboration and teamwork			4.44
Making socially responsible choices	4.32		4.32
Understanding how all the different areas of a business are integrated	4.16	4.16	4.16
Using my interpersonal skills		4.28	4.28

Based on a 5 point scale: 5=Strongly Agree, 4=Agree, 3=Neutral, 2=Disagree, 1=Strongly Disagree. **N= 25**

Target: The average score for each question on the Student Exit Survey will be greater than 3.

Appendix 1E: Mapping and Scores for Marketing ISLO's: Indirect Measure 1 – Student Exit Interview.

Fall 2013 - Spring 2014	**Marketing ISLO's**		
The School of Business prepared me for a career in business by helping me become better at:	*Defines and explains the boundaries and major sub-fields, styles, global nature and/or practices of Marketing.*	*Defines and properly uses the principal specialized terms used in Marketing, both historical and contemporaneous.*	*Demonstrates fluency in the use of tools, technologies, and methods in Marketing.*
Critical Thinking	4.23	4.23	4.23
Written Communication		3.86	3.86
Oral Communication		4.36	4.36
Quantitative and analytical reasoning			4.18
Problem solving			4.14
Ethical leadership	4.36	4.36	4.36
Collaboration and teamwork			4.82
Making socially responsible choices	4.50		4.50
Understanding how all the different areas of a business are integrated	4.41	4.41	4.41
Using my interpersonal skills		4.36	4.36

Based on a 5 point scale: 5=Strongly Agree, 4=Agree, 3=Neutral, 2=Disagree, 1=Strongly Disagree. **N= 22**

Target: The average score for each question on the Student Exit Survey will be greater than 3.

Appendix 2A: Mapping and Scores for CORE ISLO'S: Indirect Measure 2 – Inernship Employer Survey.

Fall 2013, Spring 2014

	Core ISLO's				
Internship Employer Survey	*Exhibit the traits and characteristics of an ethical business leader. (IACBE 4.)*	*Demonstrate an understanding of the integrated and global nature of business.(IACBE 1.,2.,3.,7.)*	*Demonstrate the ability to address business challenges through teamwork and collaboration.*	*Demonstrate communication and interpersonal skills consistent with those of a business professional. (IACBE 6.)*	*Apply enhanced problem solving skills and analytical abilities.(IACBE 5.)*
Assumes appropriate leadership role(s).	4.25				
Demonstrates oral communication skills required for the job.				4.38	
Acts decisvely and ethically on critical issues.					
Offers creative solutions to problems.					4.37
Writes clearly and concisely.				4.34	
Assists/cooperates with co-workers.			4.69		
Resolves problems within adequate time period.					4.46
Demonstrates/practices ethical behavior.	4.79				
Displays an integrated understanding of business.		4.33			
Arrives on time and maintains agreed hours.	4.68				

Scale: 5=Exceptional skill level, 4=Above average skill level, 3= Adequate/average skill level, 2=Limited/minimal skill level, 1=Lacks this skill

Target: The average score for each question on the Student Exit Survey will be greater than 3. **N= 38**

Appendix 2B: Mapping and Scores for ACCOUNTING ISLO'S: Indirect Measure 2 – Inernship Employer Survey.

Fall 2013, Spring 2014

Internship Employer Survey	**Accounting ISLO's**		
	Defines and explains the boundaries and major sub-fields, styles, global nature and/or practices of Accounting.	*Defines and properly uses the principal specialized terms used in Accounting, both historical and contemporaneous.*	*Demonstrates fluency in the use of tools, technologies, and methods in Accounting.*
Assumes appropriate leadership role(s).			5.00
Demonstrates oral communication skills required for the job.	4.67	4.67	
Acts decisvely and ethically on critical issues.			5.00
Offers creative solutions to problems.			4.40
Writes clearly and concisely.		4.57	
Assists/cooperates with co-workers.			5.00
Resolves problems within adequate time period.			4.17
Demonstrates/practices ethical behavior.			4.86
Displays an integrated understanding of business.	4.43	4.43	4.43
Arrives on time and maintains agreed hours.			4.71

Scale: 5=Exceptional skill level, 4=Above average skill level, 3= Adequate/average skill level, 2=Limited/minimal skill level, 1=Lacks this skill

Target: The average score for each question on the Student Exit Survey will be greater than 3. **N= 7**

Appendix 2C: Mapping and Scores for FINANCE ISLO'S: Indirect Measure 2 – Inernship Employer Survey.

Fall 2013, Spring 2014 **Accounting ISLO's**

Internship Employer Survey	*Defines and explains the boundaries and major sub-fields, styles, global nature and/or practices of Finance.*	*Defines and properly uses the principal specialized terms used in Finance, both historical and contemporaneous.*	*Demonstrates fluency in the use of tools, technologies, and methods in Finance.*
Assumes appropriate leadership role(s).			5.00
Demonstrates oral communication skills required for the job.	5.00	5.00	
Acts decisvely and ethically on critical issues.			5.00
Offers creative solutions to problems.			4.67
Writes clearly and concisely.		4.00	
Assists/cooperates with co-workers.			5.00
Resolves problems within adequate time period.			4.33
Demonstrates/practices ethical behavior.			4.33
Displays an integrated understanding of business.	4.33	4.33	4.33
Arrives on time and maintains agreed hours.			4.33

Scale: 5=Exceptional skill level, 4=Above average skill level, 3= Adequate/average skill level, 2=Limited/minimal skill level, 1=Lacks this skill

Target: The average score for each question on the Student Exit Survey will be greater than 3. **N= 3**

Appendix 2D: Mapping and Scores for MANAGEMENT ISLO'S: Indirect Measure 2 – Inernship Employer Survey.

Fall 2013, Spring 2014 **Accounting ISLO's**

Internship Employer Survey	*Defines and explains the boundaries and major sub-fields, styles, global nature and/or practices of Management.*	*Defines and properly uses the principal specialized terms used in Management, both historical and contemporaneous.*	*Demonstrates fluency in the use of tools, technologies, and methods in Management.*
Assumes appropriate leadership role(s).			4.33
Demonstrates oral communication skills required for the job.	4.33	4.33	
Acts decisvely and ethically on critical issues.			4.67
Offers creative solutions to problems.			4.21
Writes clearly and concisely.		4.31	
Assists/cooperates with co-workers.			4.33
Resolves problems within adequate time period.			4.50
Demonstrates/practices ethical behavior.			4.79
Displays an integrated understanding of business.	4.23	4.23	4.23
Arrives on time and maintains agreed hours.			4.71

Scale: 5=Exceptional skill level, 4=Above average skill level, 3= Adequate/average skill level, 2=Limited/minimal skill level, 1=Lacks this skill

Target: The average score for each question on the Student Exit Survey will be greater than 3. **N= 14**

Appendix 2E: Mapping and Scores for MARKETING ISLO'S: Indirect Measure 2 – Inernship Employer Survey.

Fall 2013, Spring 2014 **Accounting ISLO's**

Internship Employer Survey	*Defines and explains the boundaries and major sub-fields, styles, global nature and/or practices of Marketing.*	*Defines and properly uses the principal specialized terms used in Marketing, both historical and contemporaneous.*	*Demonstrates fluency in the use of tools, technologies, and methods in Marketing.*
Assumes appropriate leadership role(s).			3.83
Demonstrates oral communication skills required for the job.	4.17	4.17	
Acts decisvely and ethically on critical issues.			4.50
Offers creative solutions to problems.			4.46
Writes clearly and concisely.		4.33	
Assists/cooperates with co-workers.			4.67
Resolves problems within adequate time period.			4.57
Demonstrates/practices ethical behavior.			4.86
Displays an integrated understanding of business.	4.38	4.38	4.38
Arrives on time and maintains agreed hours.			4.71

Scale: 5=Exceptional skill level, 4=Above average skill level, 3= Adequate/average skill level, 2=Limited/minimal skill level, 1=Lacks this skill

Target: The average score for each question on the Student Exit Survey will be greater than 3. **N= 14**