



Annual Report – Accredited Member

Institution:	Ohio Valley University
Academic Business Unit:	College of Business
Academic Year:	2012-13

IACBE ANNUAL REPORT

For Academic Year: 2012-13

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

General Information

Institution's Name: Ohio Valley University

Institution's Address: 1 Campus View Drive

City and State or Country Vienna, WV Zip or Postal Code 26105

Name of Submitter: Dr. C. Joy Jones

Title: Dean

Your Email Address: Joy.jones@ovu.edu

Telephone (with country code if outside of the United States): 304.865.6102

Date Submitted: October 2013

Total Headcount Enrollment of the Institution for 2012-13: _____

Accreditation Information

1. If applicable, when is your next institutional accreditation site visit? Mar, 2019? Year

2. When is your next reaffirmation of IACBE accreditation site visit? October 2013 Year

3. Provide the website address for the location of your public notification of accreditation by the IACBE: http://www.ovu.edu/academics/business

4. Provide the website address for the location of your public disclosure of student learning results: http://www.ovu.edu/

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

Commissioners' Notes	Action Already Taken	Action Planned

Administrative Information

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

Name: Dr. Harold Shank

Title: President

Highest Earned Degree: Ph.D. Email: harold.shank@ovu.edu

Telephone (with country code if outside of the United States): 304.865.6007 Fax (with country code if outside of the United States): 304.865.6001

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

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

Name: Dr. Jim Bullock during the 2012-13 year; Dr. C. Joy Jones (Interim)beginning 9/10/13

Title: Vice President for Academic Affairs

Highest Earned Degree: Ph.D. Email: joy.jones@ovu.edu (current)

Telephone (with country code if outside of the United States): 304.865.6102 Fax (with country code if outside of the United States): 304.865.6001

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

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

Name: Dr. C. Joy Jones

Title: Dean

Highest Earned Degree: Ph.D. Email: Joy.jones@ovu.edu

Telephone (with country code if outside of the United States): 304.865.6102 Fax (with country code if outside of the United States): 304.865.6166

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: Dr. C. Joy Jones

Title: Dean

Highest Earned Degree: Ph.D. Email: Joy.jones@ovu.edu

Telephone (with country code if outside of the United States): 304.865.6102 Fax (with country code if outside of the United States): 304.865.6166

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: Mr. Larry Barchett

Title: Chair of the School of Business and Information Technology
MBA; MA Computer

Highest Earned Degree: Science Email: larry.barchett@ovu.edu

Telephone (with country code if outside of the United States): 304.865.6158 Fax (with country code if outside of the United States): 304.865.6101

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

Programmatic Information

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

Program	Enrollment 2012-13	Number of Degrees Conferred 2012-13
Accounting (BSA)	22	3
Business Administration (BSBA)	43	2
Human Resource Management (BSHR)	1	0
Information Technology (BSIT)	16	3
Management (BSMG)	13	2
Marketing (BSMT)	8	0
Organizational Management (BSOM)	36	4
Sports Management (BSSM)	24	3

Totals for All Programs Combined (Please do not double-count students who pursued multiple programs during the reporting year, e.g., students who double-majored in both accounting and finance.)	163	17
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2. Do you offer any of your IACBE-accredited business programs outside of your home country?

No. If no, proceed to item 3 below.

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

Program	Country or Countries	Partner Institution(s)

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

No. If no, proceed to item 4 below.

Yes. If yes, please identify the terminated programs in the table below. (Insert rows in the table as needed.)

Terminated Programs

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

No. If no, proceed to item 5 below.

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

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

No. If no, proceed to the *Outcomes Assessment* section below.

Yes. If yes, please identify the new programs on a separate page at the end of this report, and answer item 6 below.

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

No. If no, proceed to the *Outcomes Assessment* section below.

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

Outcomes Assessment

1. Has your outcomes assessment plan been submitted to the IACBE?

Yes

No. If no, when will the plan be submitted to IACBE? _____

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

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

Changes have been made and the revised plan is attached.

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

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

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

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

Performance targets/criteria are the criteria used by the academic business unit in evaluating assessment results to determine whether intended outcomes have been achieved. For example, if the academic business unit is using the ETS Major Field Test as one of its direct measures of student learning, then a performance target might be that the Institutional Mean Total Score on the exam will place students in the upper quartile nationally; or if the academic business unit is using a comprehensive project in a capstone course as a direct measure of student learning, then a performance target might be that 80% of the students will score at the highest level (e.g., proficient, exemplary, etc.) on each project evaluation criterion.

Remember that your outcomes assessment plan needs to include two or more direct and two or more indirect measures of student learning. These measures should be used at the program level.

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

Italicized entries in the form represent areas where the academic business unit should insert its own assessment information. Add tables and insert rows in the tables as needed.

Other Issues

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

The IACBE visiting team visited earlier this month. We are awaiting the report of that visit.

A minor in auditing & information assurance was added in the 2012-13 year.

For the 2013-14 year the degrees have been reduced to Bachelor of Science degrees in accounting, business administration, information technology, organizational management and sports management.

The university was placed on probation by the Higher Learning Commission in spring, 2012. The HLC board is meeting on October 31 and November 1, 2013 to act on the recommendation of the visiting team and the IAC Committee. The recommendation is to remove us from probation. This will be unofficial until the Board acts at their meeting.

Outcomes Assessment Results

For Academic Year: 2012-13

Intended Student Learning Outcomes for Accounting :	
1. <i>Students will be able to identify and describe service and leadership opportunities that match their personal interests and goals</i>	
2. <i>Students will be able to work effectively in a team structure, while displaying sensitivity to diverse ideas, views, and goals</i>	
3. <i>Students will be able to apply quantitative methods and decision-making tools</i>	
4. <i>Students will be able to identify and describe the cultural, social, and economic dimensions of the international and domestic business environments as they apply to the field of Accounting</i>	
5. <i>Students will be able to construct coherent oral and written forms of communication and present them in a professional context</i>	
6. <i>Students will be able to apply discipline-specific skills and techniques</i>	
7. <i>Students will be able to identify and evaluate ethical issues in business decisions by applying a judeo-christian ethical framework</i>	
8. <i>Students will be able to explain the cross-functional relationships between Accounting and other business disciplines</i>	
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. <i>ETS Major fields test</i>	<i>100% will achieve a positive value added pre- to post- with a minimum score at the 50th percentile in all areas, and at the 70th percentile in Accounting.</i>
2. <i>Senior Portfolio</i>	<i>100% will achieve an average minimum score of 70% on three faculty evaluations.</i>
3. <i>Business Policy Simulation</i>	<i>50% will score in the top half of the simulation</i>
4. <i>Writing-enhanced course assignments</i>	<i>100% will score a minimum of 70% in three writing enhanced courses</i>
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
1. <i>Program Student Survey</i>	<i>90% of students will report “satisfied” or “very satisfied” in all categories</i>
2. <i>Student Exit Interview</i>	<i>Students will indicate areas of excellence and needing improvement</i>

3. <i>Alumni Survey</i>	<i>100% of self-reporting alumni will be placed in entry-level positions or graduate education programs within six months of graduation.</i>	
Summary of Results from Implementing Direct Measures of Student Learning: Accounting		Performance Target Was...
		Met
1. <i>ETS Major Fields Test</i>	X -Value added & overall score @50 th percentile; majors @70 th percentile	
2. <i>Senior Portfolio</i>	X	
3. <i>Business Policy Simulation</i>		X
4. <i>Writing Enhanced Course Assignments</i>	X	
Summary of Results from Implementing Indirect Measures of Student Learning:		Performance Target Was...
		Met
1. <i>Program Student Survey</i>	X	Sub-categories
2. <i>Student Exit Interview</i>	X	
3. <i>Alumni Survey (survey only indicates college, not major) 100% employed</i>	X	
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
1. <i>Revise the expectations of the teams to be above the 25th percentile.</i>		
2. <i>Decrease areas of concerns of our graduates so that all receive positive scores on the program survey.</i>		

Section I: Student Learning Assessment

Student Learning Assessment for <i>Business Administration</i>	
Intended Student Learning Outcomes for (<i>Business Administration</i>) :	
1. <i>Students will be able to identify and describe service and leadership opportunities that match their personal interests and goals</i>	
2. <i>Students will be able to work effectively in a team structure, while displaying sensitivity to diverse ideas, views, and goals</i>	
3. <i>Students will be able to apply quantitative methods and decision-making tool</i>	
4. <i>Students will be able to identify and describe cultural, social, and economic dimensions of the international and domestic business environments</i>	
5. <i>Students will be able to construct coherent oral and written forms of communication and present them in a professional context</i>	
6. <i>Students will be able to identify and evaluate ethical issues in business decisions by applying a Judeo-Christian ethical framework</i>	
7. <i>Students will be able to explain the cross-functional relationships between different business disciplines</i>	
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. <i>ETS Major Fields Test</i>	<i>100% will achieve a positive value added pre- to post- with a minimum score at the 50th percentile in all areas.</i>
2. <i>Senior Portfolio</i>	<i>100% will achieve an average minimum score of 70% on three faculty evaluations.</i>
3. <i>Business Policy Simulation</i>	<i>50% will score in the top half of the simulation.</i>
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
1. <i>Program Student Survey</i>	<i>90% of students will report “satisfied” or “very satisfied” in all categories.</i>
2. <i>Student Exit Interview</i>	<i>Students will indicate areas of excellence and areas needing improvement.</i>
3. <i>Alumni Survey</i>	<i>100% of self-reported alumni will be placed in entry-level positions or graduate education programs within six months of graduation.</i>
Summary of Results from Implementing Direct Measures of Student Learning: Business Administration	Performance Target Was...

	Met	Not Met
1. <i>ETS Major Fields Test</i>	Value added	50%tile
2. <i>Senior Portfolio (one student failed to meet 70%)</i>		X
3. <i>Business Policy Simulation</i>		X
4. <i>Writing Enhanced Course Assignments</i>	X	
Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. <i>Program Student Survey</i>	overall	Sub-categories
2. <i>Student Exit Interview</i>	X	
3. <i>Alumni Survey</i>		X
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
1. <i>Revise the expectations on the MFT to 50% of the students will score at the 50th percentile or higher and 75% of the majors will score above the 50th percentile, striving to improve the overall percentile standings in the areas that are below the 50th percentile. Make curricular changes as needed for areas that show continual low scores.</i>		
2. <i>Revise the expectations of the teams to be above the 25th percentile.</i>		
3. <i>Decrease areas of concerns of our graduates so that all receive positive scores on the program survey.</i>		
4. <i>Start tracking students on LinkedIn and revise the expectations of alumni to 85% of graduates will be employed in the field on in gradute school.</i>		

Outcomes Assessment Results

For Academic Year: 2012-13

Student Learning Assessment for *Information Technology*

Intended Student Learning Outcomes for <i>Information Technology</i> :	
1. <i>Students will be able to identify and describe service and leadership opportunities that match their personal interests and goals</i>	
2. <i>Students will be able to work effectively in a team structure, while displaying sensitivity to diverse ideas, views, and goals</i>	
3. <i>Students will be able to apply quantitative methods and decision-making tools</i>	
4. <i>Students will be able to identify and describe the cultural, social, and economic dimensions of the international and domestic business environments as they apply to the Information Technology discipline</i>	
5. <i>Students will be able to construct coherent oral and written forms of communication and present them in a professional context</i>	
6. <i>Students will be able to apply discipline-specific skills and techniques</i>	
7. <i>Students will be able to identify and evaluate ethical issues in business decisions by applying a judeo-christian ethical framework</i>	
8. <i>Students will be able to explain the cross-functional relationships between IT and other business disciplines</i>	
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. <i>ETS Major Fields Test</i>	<i>100% will achieve a positive value added pre- to post- with a minimum score at the 50th percentile in all areas, and at the 70th percentile in Information Systems.</i>
2. <i>Senior Portfolio</i>	<i>100% will achieve an average minimum score of 70% on three faculty evaluations.</i>
3. <i>Business Policy Simulation</i>	<i>50% will score in the top half of the simulation.</i>
4. <i>Writing-enhanced course assignments</i>	<i>100% will score a minimum of 70% in three writing enhanced courses</i>
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
1. <i>Program Student Survey</i>	<i>90% of students will report “satisfied” or “very satisfied” in all categories</i>
2. <i>Student Exit Interview</i>	<i>Students will indicate areas of excellence & areas needing improvement.</i>

3. <i>Alumni Survey</i>	<i>100% of self-reporting alumni will be placed in entry-level positions or graduate education programs within six months of graduation.</i>	
Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. <i>ETS Major Fields Test</i>	Overall score @ 50 th tile; 98 th %tile in IT	
2. <i>Senior Portfolio</i>	X	
3. <i>Business Policy Simulation</i>		X
4. <i>Writing Enhanced Course Assignments</i>	X	
Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. <i>Program Student Survey</i>	X	
2. <i>Student Exit Interview</i>	X	
3. <i>Alumni Survey</i>	X	
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
1. <i>Revise the expectations of the teams to be above the 25th percentile.</i>		

Intended Student Learning Outcomes for <i>Organizational Management</i> :		
1. <i>Students will be able to identify and describe service and leadership opportunities that match their personal interests and goals.</i>		
2. <i>Students will be able to work effectively in a team structure, while displaying sensitivity to diverse ideas, views, and goals.</i>		
3. <i>Students will be able to apply quantitative methods and decision-making tools.</i>		
4. <i>Students will be able to identify and describe cultural, social, and economic dimensions of the international and domestic business environments.</i>		
5. <i>Students will be able to construct coherent oral and written forms of communication and present them in a professional context.</i>		
6. <i>Students will be able to identify and evaluate ethical issues in business decisions by applying a judeo-christian ethical framework.</i>		
7. <i>Students will be able to explain the cross-functional relationships between different business disciplines.</i>		
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:	
1. <i>ETS Major Fields Test</i>	<i>100% will achieve a positive value added pre- to post- with a minimum score at the 50th percentile in all areas.</i>	
2. <i>Senior Portfolio</i>	<i>100% will achieve an average minimum score of 70% on the portfolio project.</i>	
3. <i>Writing-enhanced course assignments</i>	<i>100% will score a minimum of 70% in three writing enhanced courses.</i>	
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:	
1. <i>Program Student Survey</i>	<i>90% of students will report “satisfied” or “very satisfied” in all categories.</i>	
2. <i>Alumni Survey</i>	<i>100% of self-reporting alumni will be placed in entry-level positions or graduate education programs within six months of graduation.</i>	
Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. <i>ETS Major Fields Test Test had not been given to degree completion students previously, so cannot measure.</i>		
2. <i>Senior Portfolio</i>	X	

4. <i>Writing Enhanced Course Assignments</i>	X	
Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. <i>Program Student Survey –Current cohort just finishing program. Data not yet collected</i>		
3. <i>Alumni Survey – Current cohort just finishing program. Data not yet collected.</i>		
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
1. <i>Continue data collection with this cohort and future cohorts.</i>		
3. <i>Decrease areas of concerns of our graduates so that all receive positive scores on the program survey.</i>		
4. <i>Start tracking students on LinkedIn and revise the expectations of alumni to 85% of graduates will be employed in the field on in gradute school.</i>		

Section I: Student Learning Assessment

Student Learning Assessment for <i>Sports Management</i>	
Intended Student Learning Outcomes for (<i>Sports Management</i>) :	
1. <i>Students will be able to identify and describe service and leadership opportunities that match their personal interests and goals</i>	
2. <i>Students will be able to work effectively in a team structure, while displaying sensitivity to diverse ideas, views, and goals</i>	
3. <i>Students will be able to apply quantitative methods and decision-making tools</i>	
4. <i>Students will be able to identify and describe cultural, social, and economic dimensions of the international and domestic business environments as they apply to the field of Sports Management</i>	
5. <i>Students will be able to construct coherent oral and written forms of communication and present them in a professional context</i>	
6. <i>Students will be able to apply discipline-specific skills and techniques</i>	
7. <i>Students will be able to identify and evaluate ethical issues in business decisions by applying a Judeo-Christian ethical framework</i>	
8. <i>Students will be able to explain the cross-functional relationships between different business disciplines</i>	
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. <i>ETS Major Fields Test</i>	<i>100% will achieve a positive value added pre- to post- with a minimum score at the 50th percentile in all areas.</i>
2. <i>Senior Portfolio</i>	<i>100% will achieve an average minimum score of 70% on three faculty evaluations.</i>
3. <i>Business Policy Simulation</i>	<i>50% will score in the top half of the simulation.</i>
4. <i>Writing-enhanced course assignments</i>	<i>100% will score a minimum of 70% in three writing enhanced courses</i>
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
1. <i>Program Student Survey</i>	<i>90% of students will report “satisfied” or “very satisfied” in all categories.</i>
2. <i>Student Exit Interview</i>	<i>Students will indicate areas of excellence and areas needing improvement.</i>

3. <i>Alumni Survey</i>	<i>100% of self-reported alumni will be placed in entry-level positions or graduate education programs within six months of graduation.</i>	
Summary of Results from Implementing Direct Measures of Student Learning:		Performance Target Was...
		Met
1. <i>ETS Major Fields Test</i>	No Sports Mgmt	
2. <i>Senior Portfolio (one student failed to meet 70%)</i>	majors	
3. <i>Business Policy Simulation</i>	in this	
4. <i>Writing Enhanced Course Assignments</i>	cohort	
Summary of Results from Implementing Indirect Measures of Student Learning:		Performance Target Was...
		Met
1. <i>Program Student Survey</i>	No	
2. <i>Student Exit Interview</i>	Cohort	
3. <i>Alumni Survey</i>		
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
<i>Continue the plans for the other majors with these majors.</i>		

Section II: Operational Assessment (Note: Complete this section only if you received first-time accreditation or reaffirmation of accreditation after January 1, 2011.) (Not Yet Required for OVU)

Operational Assessment for College of Business
Mission of the College of Business:
<p><i>In the College of Business we seek to build on Ohio Valley University's cornerstone values with a commitment to excellence and servant leadership as we provide quality academic programs that seek to increase the knowledge, skills, and attributes of our students, equipping them for professional and personal success.</i></p> <p><i>The School of Business and Information Technology provides the foundation for the future by fostering holistic growth, mentoring relationships, global connections and service learning. The SBIT seeks to prepare and to promote entry-level graduates for career-oriented programs in current demand among the business community.</i></p> <p><i>The School of Professional Studies serves the adult learner with a curriculum designed to equip them with professional knowledge and skills, to draw application from life experiences, and to maximize professional development by application for lifelong learning. The SPS seeks to prepare mid-career level graduates for career advancement or career change via accelerated learning opportunities in evening, weekend, and online classes.</i></p>
Intended Operational Outcomes:
1. <i>The College of Business will be successful in placing its graduates in appropriate entry-level positions or in graduate school on an annual basis.</i>
2. <i>Students admitted to programs in the College of Business will graduate in a timely manner.</i>
3. <i>Faculty members in the College of Business will be highly qualified in their teaching disciplines.</i>
4. <i>Faculty members in the College of Business will be engaged in appropriate scholarly and professional activities.</i>
5. <i>The College of Business will be successful in providing high-quality instruction and effective advising to its students.</i>
6. <i>The College of Business will be successful in providing high-quality learning and technological resources to its students.</i>
7. <i>Faculty members in the College of Business will incorporate innovative instructional methodologies into their classes.</i>
8. <i>The academic programs offered by the College of Business will be current, relevant, and meet the needs of business and the community.</i>
9. <i>The College of Business will incorporate the principles of servant leadership and ethical decision-making into its curricula and other academic activities.</i>

10 <i>Students in the College of Business will participate in relevant community service projects on an annual basis.</i>		
11 <i>The College of Business will partner and cooperate with business and industry to address issues and challenges associated with 21st century skills and responsible and sustainable development.</i>		
Assessment Measures for Intended Operational Outcomes:		Performance Targets/Criteria for Operational Assessment Measures:
1. <i>Alumni Survey</i>	<i>100% of self-reporting alumni will report being in an entry-level position or graduate school within six months of graduation.</i>	
2. <i>Registrar's report</i>	<i>85% of students admitted to the business programs will complete the requirements for graduation within five years.</i>	
3. <i>Faculty Credential Files</i>	<i>100% of full-time faculty will be academically or professionally qualified.</i>	
4. <i>Faculty Survey</i>	<i>100% of full-time faculty will report annually.</i>	
5. <i>Program Student Survey</i>	<i>90% of students will report satisfied or very satisfied in all categories concerning instruction and advising (5 & 21) .</i>	
6. <i>Program Student Survey</i>	<i>90% of students will report satisfied or very satisfied in all categories concerning learning and technology resources (20 & 28).</i>	
7. <i>Program Student Survey</i>	<i>90% of students will report satisfied or very satisfied in all categories concerning instructional methodologies (3, 4, & 5).</i>	
8. <i>Alumni Survey</i>	<i>90% of self-reporting alumni will report being prepared or very prepared for their current position</i>	
9. <i>Syllabi Reviews</i>	<i>100% of classes will have a faith and ethics component</i>	
10 <i>OVUE Portfolio</i>	<i>100% of students will complete the OVUE requirement</i>	
11 <i>Advisory Council Meeting Minutes</i>	<i>Meeting minutes will reflect areas of cooperation and collaboration</i>	
Summary of Results from Implementing Operational Assessment Measures:		Performance Target Was...
		Met Not Met
1. <i>100% of selfreporting alumni will report employment or graduate school within six months</i>		X
2. <i>85% of students admitted to the business programs will complete the requirements for graduation within five years.</i>		X-79%

3. 100% of full-time faculty will be academically or professionally qualified.	X	
4. 100% of full-time faculty will report annually.	X	
5. 90% of students will report satisfied or very satisfied in all categories concerning instruction and advising (5 & 21) .	X	
6. 90% of students will report satisfied or very satisfied in all categories concerning learning and technology resources (20 & 28).		X-86%
7. 90% of students will report satisfied or very satisfied in all categories concerning instructional methodologies (3, 4, & 5).	X	
8. 90% of self-reporting alumni will report being prepared or very prepared for their current position		X-86%
9. 100% of classes will have a faith and ethics component	New	
10 100% of students will complete the OVUE requirement	X	
11 Meeting minutes will reflect areas of cooperation and collaboration	X	
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
1. Revise target to 85% of those reporting are employed within six months. Require students to join Linked in so that we might track them more easily.		
2. Work on mentoring students to keep them enrolled until graduation. One of the students is one class from completion.		
3. Technological resources have been improved within the last 18 months, so this number should increase.		
4. Our question reads as satisfaction with preparation. Dissatisfaction resulted from lack of networking and mentoring opportunities. With the addition of Phi Beta Lambda and the reinstatement of the advisory council, this should improve.		
5. Faculty will work this year on incorporating intentional faith and ethics component.		