IACBE

International Assembly for Collegiate Business Education

Annual Report – Accredited Member

Institution: Ohio Valley University

Academic Business Unit: College 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: 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

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:   425

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):   304.865.6100

   _____ 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. C. Joy Jones

   Title: Vice President for Academic Affairs

   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

   __X__ 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. David Hamm

Title: Associate Professor of Business

Highest Earned Degree: M.B.A.   Email: david.hamm@ovu.edu

Telephone (with country
code if outside of the
United States): 304.865.6163

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

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

Accreditation Information

Year

1. If applicable, when is your next institutional accreditation site visit?   2016-17

   Standard Pathways requires a visit in year 4 (2016-17) with reaffirmation of accreditation in 2022-2023.

2. When is your next reaffirmation of IACBE accreditation site visit?   2020   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. Go to www.ovu.edu
   2. Scroll to the bottom of the page
   3. Locate the ACADEMCS heading
   4. Click on COLLEGE OF BUSINESS
   5. On the left of the webpage (midway down) will be the IACBE logo.
   6. Below the IACBE logo is the declaration of accreditation with the link to the IACBE website.
   7.
   8.
   9.
   10.

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

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

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

   1. Go to www.ovu.edu
   2. Scroll to the bottom of the page
   3. Locate the ACADEMCS heading
   4. Click on COLLEGE OF BUSINESS
   On the left of the webpage (midway down) will be the IACBE logo.
   5.
   Below the IACBE logo are the links to the Annual Reports containing the student learning results.
   6. Click on the appropriate year to read the report.
   7.
   8.
   9.

6. 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.)

The letter received was for a deferral of accreditation for the items in the chart below. All of these were accomplished with a mentoring visit from Dr. Phyllis Okrepkie.

Commissioners' Notes	Action Already Taken	Action Planned
Principle 1.1: Outcomes Assessment –partially compliant 1. Ensuring there is sufficient differentiation between the ISLOs across the different programs.	The Outcomes Assessment Plan has been revised to address this issue. Since the core for all programs is virtually the same, the ISLOs were identical. The new plan has specific ISLOs for each of the programs in addition to the program ISLOs.	
2. Ensuring that the direct and indirect assessment measures of the ISLOs show an identifiable linkage to the student learning outcomes.	The Outcomes Assessment Plan has been re-written to ensure that the assessment measures are linked to the ISLOs.	
3. Ensuring that the evaluation rubrics (for the direct measures) and the instruments used as indirect measures of student learning contain appropriate linkages to the ISLOs.	The evaluation rubrics and other instruments used for assessment (direct and indirect) are appropriately linked to the ISLOs.	
4. Ensuring the performance targets/ criteria for the assessment measures are expressed appropriately.	The performance targets have been rewritten to ensure that the assessment measures are expressed appropriately.	
5. Ensuring all mappings in the outcomes assessment plan are complete and accurate.	The mappings in the outcomes assessment plan have been reviewed to ensure that they are accurate and complete.	
The College of Business must submit a revised outcomes assessment plan that addresses the above issues.	The College of Business has submitted a revised outcomes assessment plan to the IACBE that addresses the above issues. A copy is also attached to this report.	

Commissioners' Notes	Action Already Taken	Action Planned
The College is required to have a mentoring visit.	We appreciate so very much the mentoring visit of Dr. Phyllis Okrepkie on September 9, 2014.	
In its continuing annual reports, the College will need to collect and report assessment data from the revised plan.	The college will report this year on the data that was collected for the previous plan and revise the collection to match the new plan in the following annual reports.	In future annual reports, the data will be collected for the revised, recently-submitted outcomes assessment plan.
Principle 1.2: -Non-Compliant. The College must provide responses to all three items for this principle.	This was inadvertently omitted in the original submission of the self-study. The Principle 1.2 was submitted to Dr. Okrepkie during her mentoring visit on September 9, 2014.	
Principle 7.6: -Non-Compliant. The College must post the most recent student learning assessment results on the website.	The website had been recently updated and the linkages lost. This has been corrected.	
Principle 4:3: Substantially Compliant. The College must report its progress in obtaining an appropriately qualified faculty member for the BS in Sports Management.	Mr. Greg Zecca (Master's degree in Sports Management) began his duties on April 8, 2014 as men's head Lacrosse coach and Director of the Sports Management program.	

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	16	6
Business Administration	56	5
Information Technology	14	1
Management	4	1
Marketing	4	1
Sports Management	23	1
Organizational Management	21	8
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.)**	138	23

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?

    ____ No.

    X 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
Marketing	OVU will graduate students who came into the program prior to the 2013-2014 academic year with the Marketing degree. Beginning in Fall, 2014, new students will be required to declare one of our current majors.
Human Resource Management	OVU will graduate students who came into the program prior to the 2013-2014 academic year with the HRM degree. Beginning in Fall, 2014, new students will be required to declare one of our current majors.
Management	OVU will graduate students who came into the program prior to the 2013-2014 academic year with the Management degree. Begin inning in Fall, 2014, new students will be required to declare one of our current majors.

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?

      No.

  X   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
Health Care Administration	School of Professional Studies-on campus Degree Completion Program

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?

<u>X</u>　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?
N/A		

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

　　No.

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

Outcomes Assessment

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

    __X__ Yes.

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

2. 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. (October, 2014)

    __X__ Changes have been made since last year's report and the newly revised plan submitted in October, 2014 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).

    Add tables, and insert or delete rows/columns 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, (iv) intended operational outcomes, (v) student learning assessment measures, and (vi) operational assessment measures.

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

    For each assessment instrument and each intended outcome listed in the sections of the assessment results tables dealing with the extent of accomplishment of the intended outcomes (in both the student learning and operational assessment tables), put an "X" in the "Met" column if the performance target for that instrument on that outcome was achieved; in the "Not Met" column if the performance target for that instrument on that outcome was not achieved; and in the "N/A" (Not Assessed) column if that instrument does not assess that outcome.

    Student learning performance targets/criteria are the measurable objectives associated with the assessment instruments and rubrics used by the academic business unit in determining whether the intended student learning outcomes have been achieved. For example, if the academic business unit is using a comprehensive project in a capstone course as a direct measure of student learning, then a performance target might be that, on the project evaluation rubric, at least 80% of the students

will be rated at the highest level (e.g., proficient, exemplary, etc.) on each learning-outcome-related project evaluation criterion.

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

Your student learning assessment results tables need to include two or more direct 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.

In 2013 the Higher Learning Commission placed Ohio Valley University on probation.   Probation was lifted November 12, 2013 and required a focused visit in October, 2014, which was completed on October 13-14, 2014.

One of the highlights for our students this year was the Ohio Valley University Team winning the IACBE Ethics Case Competition at the IACBE Annual Conference in San Diego in April, 2014.

Dr. Joy Jones, Dean of the College of Business has become the Vice President of Academic Affairs.
Dr. Dan Blair assumed the position of Dean of the College of Business on August 1, 2014.

Enrollment in the non-traditional degree completion program has been declining. One of the reasons for adding the new Health Care Administration degree in the School of Professional Studies was to increase enrollment in that School. Many of the courses are basic courses taken with the students majoring in Organizational Management. New courses were added in areas specific to the Health Care Profession. The requirements for this degree are shown on the next page.

Curriculum for Bachelor of Science in Health Care Administration
PSY 391 Adult Development & Life Assessment   (2 credits)
MGT 391 Group & Organizational Behavior (3 credits)
BUS 310 Business Communication (3 credits)
PSY 392 Methods of Research & Analysis (3 credits)
BIB 395 Biblical Perspectives (2 credits)
MGT 396 Professional Portfolio I (1 credit)
WEL 121 Medical Terminology (1 credit) (Currently offered in the Wellness Area)
BIB 396 Integration of Biblical Principles (2 credits)
ECON 238 Principles of Economics (3 credits)
*HMGT 320 Principles of Health Care Management (3 credits)
*HCMGT 331 Health Care Information Systems (3 credits)
ACC 335 Managerial Accounting (3 credits)
MKT 230 Principles of Marketing (3 credits)
BIB 397 Christian Leadership (2 credits)
*FIN 334 Financial Management in Health Care (3 credits)
MGT 431 Human Resource Management (3 credits)
MGT 496 Professional Portfolio II (1 credit)
*HCMGT 333 Health Care Administrative Systems (3 credits)
*HCMGT 431 Health Care Law (3 credits)
*HCMGT 371 Health Care Ethics (2 credits)
*HCMGT 495 Health Care Capstone (3 credits)
MGT 498 Professional Portfolio (1 credit)
*HCMGT Health Care Practicum/ Internship (3 credits) (waived for Health Care professionals)

*New courses.

Outcomes Assessment Results

For Academic Year: 2013-14

Section I: Student Learning Assessment (Based on Previous Outcomes Assessment Plan)

Bachelor of Science in All Business Programs
Student Learning Assessment for All Business Programs
General Program Intended Student Learning Outcomes (General Program ISLOs) (previous)
1. Identify and describe service and leadership opportunities that match their personal interests and goals.
2. Work effectively within a team structure, while displaying sensitivity to diverse ideas, views, and goals.
3. Students will be able to apply quantitative methods and decision-making tools.
4. Identify and describe the cultural, social, and economic dimensions of the international and domestic business environments as they apply to the different programs.
5. Construct coherent oral and written forms of communication and present them in a professional context.
6. Apply discipline-specific skills and techniques.
7. Identify and evaluate ethical issues in business decisions by applying a Judeo-Christian ethical framework.
8. Explain the cross-functional relationships between the business disciplines.
Intended Student Learning Outcomes: Accounting (new N/A)
1. Apply quantitative methods and computer based resources specific to the field of accounting to aid in business decision making.
2. Analyze the cultural, social, economic, legal, and ethical dimensions of both US and international business environments as they apply to the field of accounting.
3. Apply discipline specific skills and techniques in accounting to inform management decision making and/or internal and external stakeholders.
Intended Student Learning Outcomes: Business Administration (new N/A)
1.   Analyze and integrate the functional areas of business to inform the business decision making process and communicate results.
Intended Student Learning Outcomes: Information Technology (new N/A)
1.   Manage database systems.
2.   Evaluate and implement core concepts of computer security.

3. Summarize the steps in developing a project management plan.	
4. Implement and troubleshoot networking technology for LANs, WANs, and the Internet.	
5. Administer Windows operating systems environments.	

Intended Student Learning Outcomes: Sports Management (new N/A)
1. Demonstrate organization and/ or administration of a sporting team, organization or event.
2. Analyze and mitigate the risks inherent in the sporting environment.

Intended Student Learning Outcomes: Organizational Management (new N/A)
1. Develop a plan to implement and measure change in an organization.
2. Develop a strategic plan appropriate to an organization.
3. Describe how organization structures influence organization functions.

Assessment Instruments for Intended Student Learning Outcomes—Direct Measures of Student Learning:	Performance Targets/Criteria (Objectives) for Direct Measures:
1. ETS Major Fields Test General Program ISLOs Assessed by this Measure: 6 Assessed by this Measure: All majors	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 the major area.
2. Senior Portfolio General Program ISLOs Assessed by this Measure: 1,2,3,4,5,7 Assessed by this Measure: All majors	100% will achieve an average minimum score of 70% on three faculty evaluations (of the portfolio).
Business Policy Simulation General Program ISLOs Assessed by this Measure: 3,6,8 Assessed by this Measure: All majors	50% will score in the top half of the simulation.
Writing-enhanced course assignments General Program ISLOs Assessed by this Measure: 5 Assessed by this Measure: All majors	100% will score a minimum of 70% in three writing enhanced courses.

Assessment Instruments for Intended Student Learning Outcomes—Indirect Measures of Student Learning:	Performance Targets/Criteria (Objectives) for Indirect Measures:
1. Program Student Survey General Program ISLOs Assessed by this Measure: 2,3,6 Assessed by this Measure: All majors	90% of students will report "satisfied" or "very satisfied" in all categories
2. Student Exit Interview General Program ISLOs Assessed by this Measure: 3, 5, 6 Assessed by this Measure: All majors	Students will indicate areas of excellence and areas needing improvement.
3.Alumni Survey	100% of self-reporting alumni will be placed in entry-level positions or graduate education programs within six months of graduation.

Summary of Results from Implementing Direct Measures of Student Learning:

1 ETS Major Field Test

· Number of Students Achieving a Value Added Increase in Overall Score

   13 (93% of total) The test was revised this year so the pre-/post-test comparison was not with an identical test. The one test score that was not an increase was a one point difference.

Number of Students Achieving a Minimum Score at the 50th Percentile in all Sub Categories

AREA	# > 50th% tile	MAJORS > 70th %tile
• Accounting Principles	7/14 50%	Majors 3/3 100%
• Principles of Economic	6/14 43%	
• Fundamentals of Management	2/14 14%	
• Quantitative Business Analysis	9/14 64%	
• Principles of Finance	4/14 29%	
• Marketing Principles	8/14 57%	Major 1/1 100%
• Legal & Social Environment	8/14 57%	
• Information Systems	7/14 50%	Majors 2/3 67%
• International Issues	7/14 50%	
Total Score	6/14 43%	

Number of Students Achieving a Score at the 70th Percentile in the Major Area – See above

2 Senior Portfolio
· Number of Students Achieving 70% or higher average of three faculty evaluations

Accounting Majors   3/3 100%

Business Administration   5/7 71%

Information Technology   2/3 67%

Marketing Majors   1/1 100%

Sports Management   1/2 50%

3. Business Policy Seminar
Number of Students Scoring in the Top Half of the Business Simulation

Students play in teams.   3/4 75% of students scored in the top 50% of the International Capsim Business Simulation

4. Writing Enhanced Course Assignments
Number of Students Scoring a Minimum of 70% in Three Writing Enhanced Courses

Accounting   3/3 100%

Business Administration   6/7   86% (The one student not achieving this was placed on Academic Suspension at the end of the semester)

Information Technology   3/3 100%

Marketing   1/1 100%

Sports Management   2/2 100%

Summary of Results from Implementing Indirect Measures of Student Learning:

1 Program Student Survey
· Number of Students Reporting Satisfaction with the Business Programs in all Areas

The survey has 30 areas for the senior students to rate their experience.

Of those 30 areas the following received a 100% satisfaction rating:

- Choosing the same program again
- Recommending their program to others
- Class size
- Availability of professors
- General education courses
- Fairness of grading
- Quality of advising

- Clarity of degree requirements
- Opportunities for student evaluations
- Faculty competence
- Faculty concern for individual development
- Attitude of program director
- Expected to work in teams
- Overall program satisfaction

The following areas received a 92% satisfaction rating

- Challenging classes
- Stimulating classes
- Good teachers
- Preparation for graduate school
- Instruction in the upper core
- Interaction with business faculty
- Professional activities/clubs
- Quality of students
- Classroom facilities

The following areas received an 83% satisfaction rating

- Preparation for employment
- Organization of the curriculum
- Computer support for students

The following areas received a 75% satisfaction rating

- Instruction in lower core
- Student participation in college decisions

The following areas received a 67% (lowest rating received) satisfaction rating

- Availability of classes
- Internship experience

2 Student Exit Interview

· Student List of Areas of Excellence

- Discussion based classes
- Class size
- Opportunity for presentation experience
- Professors knowledge of love of their subject
- IT based on the interests of the majors
- Special experience of the adjuncts
- Faculty and staff availability
- Relationships with professors
- Flexibility/willingness of faculty to help students
- Experience with group work

Student List of Areas Needing Improvement

- Some adjunct instructors
- More elective classes in special areas
- Retention of athletes
- More finance classes
- More programming classes
- More IT certification testing
- Additional leadership classes

Alumni Survey

Number of Alumni Employed or in Graduate School Within Six Months of Graduation

100% of 2014 graduates are employed or attending graduate school at this writing.

100% of 2013 graduates are also employed or attending graduate school.

Intended Student Learning Outcomes	Learning Assessment Measures											
College of Business- All Programs												
	ETS Major Field Test			**Senior Portfolio**			**Business Policy Simulation**			**Writing Enhanced Course Assignments**		
General Program ISLOs	Performance Target Was…			Performance Target Was…			Performance Target Was…			Performance Target Was…		
	Met	Not Met	N/A	Met	Not Met	N/A	Met	Not Met	N/A	Met	Not Met	N/A
1. Students will apply discipline-specific skills and techniques		X										
2. Identify and describe service and leadership opportunities that match personal interests and goals.				X								
3. Work effectively, in team structure, while displaying sensitivity to diverse ideas, views and goals.				X			X					
4. Apply quantitative methods and decision making tools.				X			X					
5. Identify and describe the cultural, social, and economic dimension of the international and domestic business environments.					X							
5. Written forms of communication presented in a professional context.											* X	
6. Explain the cross-functional relationships between business disciplines.								X				
7. * Suspended student: the only student that did not meet the writing enhanced requirement.												

Intended Student Learning Outcomes: All Programs	Program Student Survey			Student Exit Interview			Alumni Survey			Indirect Measure 2		
	Performance Target Was…			Performance Target Was…			Performance Target Was…			Performance Target Was…		
	Met	Not Met	N/A	Met	Not Met	N/A	Met	Not Met	N/A	Met	Not Met	N/A
1. Students will report satisfaction in all categories.	X in 77%	X in 23%										
2. Students will list areas of excellence and areas needing improvement				X								
3. *Graduates will be employed or in graduate school within six months of graduation.*							X					

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

1. Provide refresher sessions on principles classes that have not been taken for in the last two years.

2. Add an internship experience requirement to all graduates. (Currently an internship is optional, except for Sports Management majors.)

3. Revise the Portfolio Rubric to be more specific about requirements that must be met.

4. More effectively screen returning adjunct instructors, particularly in the lower core classes.

Add additional classes in IT (particularly Oracle) and provide certification testing in all areas of the IT curriculum.

Section II: Operational Assessment (Note: Complete this section only if you received first-time accreditation or reaffirmation of accreditation after January 1, 2011.) Although optional, we have chosen to complete this section.

College of Business Programs
Operational Assessment
Intended Operational Outcomes:
1.   College of Business will be successful in placing graduates in appropriate entry-level positions or in graduate school on an annual basis.
2.   Students admitted to business programs will graduate in a timely manner.
3.   Faculty in the College of Business will be highly qualified in their teaching disciplines.
4.   Faculty members in the College of Business will be engaged in appropriate scholarly and professional activities.
5.   The College of Business will be successful in providing high quality instruction and effective advising to its students.
6.   The College of Business will be successful in providing high-quality learning and technological resources to its students.
7   Faculty in the College of Business will incorporate innovative instructional methodologies into their classes.
8.   The academic programs offered by the College of Business will be current, relevant, and meet the needs of business and the community.
9.   The College of Business will incorporate the principles of servant leadership and ethical decision making into its curricular and other academic activities.
10.   Students in the College of Business will participate in relevant community service projects on an annual basis.
11.   Students in 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.

Assessment Measures/Methods for Intended Operational Outcomes:	Performance Targets/Criteria (Objectives) for Operational Assessment Measures/Methods:
1. Alumni Survey Intended Operational Outcomes Assessed by this Measure: 1	100% of self-reporting alumni will report being in an entry level position or graduate school within six months of graduation.
2. Registrar's Report Intended Operational Outcomes Assessed by this Measure: 2	85% of students admitted to the business programs will complete the requirements for graduation within five years.
3. Faculty Credential Files Intended Operational Outcomes Assessed by this Measure: 3	100% of full-time faculty will be academically or professionally qualified.
4. Faculty Survey Intended Operational Outcomes Assessed by this Measure: 4	100% of full-time faculty will report scholarly and professional activity.
5. Program Student Survey Intended Operational Outcomes Assessed by this Measure: 5,6,7	90% of students will report satisfaction in all areas concerning instruction and advising (5&21). -In areas concerning learning and technology resources (20&28). –in areas concerning instructional methodologies (3, 4, & 5).
6. Alumni Survey Intended Operational Outcomes Assessed by this Measure: 8	90% of self-reporting alumni will report being prepared or very prepared for their current position.
7. Syllabi Reviews Intended Operational Outcomes Assessed by this Measure: 9	100% of classes will have a faith and ethics component.
8. OVU Portfolio Intended Operational Outcomes Assessed by this Measure: 10	100% of students will complete the OVU Experience requirement
9. Advisory Council Meeting Minutes Intended Operational Outcomes Assessed by this Measure: 11	Meeting minutes will reflect areas of cooperation and collaboration

Summary of Results from Implementing Operational Assessment Measures/Methods:
1. 100% of graduates report employment or graduate school within six months of graduation.
2. According to the registrar's records, 80% of students in the 2009-10 cohort have graduated within five years.
3. 100% of full-time faculty are academically or professionally qualified.
4. 100% of full-time faculty report scholarly or professional activity during the last year.
5. On the survey question concerning instruction (5), 92% report satisfaction. On the survey question concerning advising (21), 100% report satisfaction. On the survey question concerning learning resources (20), 92% report satisfaction. On the survey question concerning technology support (28), 83% report satisfaction. On the survey questions concerning instructional methodologies (3, 4, & 5), 92 % report satisfaction.
6. With a very small number (n=18) of alumni reporting, 88.9% were satisfied with their professional preparation.
7. A review of the College of Business syllabi show a faith & ethics component in 81% of the courses.
8. A review of the Senior Professional Portfolio shows 100% of students have completed an experience linking them to the community.
9. Although members of the College of Business, faculty and students cooperated and collaborated with community organizations over the year, operational objective 9 was not assessed in the past year.

Extent of Accomplishment of Intended Operational Outcomes:

Intended Operational Outcomes	Operational Assessment Measures/Methods														
	Alumni Survey			Registrar's Report			Faculty Credential Files			Faculty Survey			Program Student Survey		
	Performance Target Was…			Performance Target Was…			Performance Target Was…			Performance Target Was…			Performance Target Was…		
	Met	Not Met	N/A	Met	Not Met	N/A	Met	Not Met	N/A	Met	Not Met	N/A	Met	Not Met	N/A
1. College of Business will successfully place all graduates with six months.	X														

2. 85% of business majors will graduate within 5 years.					X									
All full-time faculty are academically or professionally qualified						X								
4. All full-time faculty participated in scholarly or professional development activities within the last year.									X					
5. The student program survey shows satisfaction -with instruction. -with advising. -with learning resources. -with technology support. -with instructional. methodologies.												X except for tech-nology support		

Intended Operational Outcomes	Operational Assessment Measures/Methods														
	Alumni Survey			Syllabi Reviews			OVU Portfolio			Advisory Council Meeting Minutes					
	Performance Target Was…			Performance Target Was…			Performance Target Was…			Performance Target Was…			Performance Target Was…		
	Met	Not Met	N/A	Met	Not Met	N/A	Met	Not Met	N/A	Met	Not Met	N/A	Met	Not Met	N/A
6. Alumni report being satisfied with their career preparation.		X													
7. There is a faith and/or ethics component in all courses in the COB.				X											
8. All graduating students have me the requirement for an experience that linked them to the community.							X								
9. Advisory Council confirms cooperation and collaboration with the community organizations.												N/A			

1.	Work more closely with the Advisory Council.
2.	Revise portfolio rubric for specificity for students.
3.	Spend time on "best practices" in the integration of faith and learning in faculty professional development workshops.
4.	Engage alumni more frequently to engender feedback on ways to improve the academic programs.