

IACBE Annual Report

For the 2008-2009 Academic Year

This is format for the 2008-2009 annual report you may submit your report using this form or through Livetext. Annual Reports accomplish several things: (1) the report can now be completed and conveniently submitted to the IACBE via email (to amy@iacbe.org); (2) we have provided an example of reported results from outcomes assessment results activities; (3) changes in administrative personnel can be more clearly reported to maintain current member information.

This annual report should be completed for your academic business unit and submitted to the IACBE by November 1, 2009.

General Information

Institution's Name:		University of Sioux Falls			
Institution's Address:		1101 W. 22 nd Street			
City:	Sioux Falls	State or Country:	SD	ZIP/Postal Code:	57105
Name of Submitter:		Dr. Tricia Cole			
Title:	Chair and Assistant Professor		Your Email:	Tricia.cole@usioxford.edu	
Telephone (with country code if outside of the United States):	605-575-2076		Date Submitted:	12/11/09	

Membership Status and Accreditation Information

A. Your membership status with the IACBE (mark one):

<input checked="" type="checkbox"/>	Accredited
<input type="checkbox"/>	Candidate for Accreditation
<input type="checkbox"/>	Institutional Member

B. If applicable, when is your next institutional accreditation site visit? 2013 Year

If applicable, when is your next reaffirmation of IACBE accreditation site visit? _____ Year

C. If you are an accredited member of the IACBE:

Provide the website address for the location of your public notification of accreditation by the IACBE:

www.usioxford.edu

Provide the website address for the location of your public disclosure of student achievement and business school performance information:

http://www.usioxford.edu/index.php?option=com_content&task=view&id=14

D. If you have received an accreditation letter from the IACBE Board of Commissioners with "notes" that identified areas needing corrective action, please list the number of the IACBE's Accreditation Principle for each note in the matrix below. Indicate whether corrective action has already been taken or that you have made plans to do so. (Use additional sheet if necessary.)

<i>Commissioners' Notes</i>	<i>Action Already Taken</i>	<i>Action Planned</i>

IACBE Annual Report

For the 2008-2009 Academic Year

Outcomes Assessment

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

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

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

Y	The outcomes assessment plan we 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:	

G. Complete the form in Exhibit A (page 4) and include it with this annual report to the IACBE. An example of a completed form can be found on page 5.

Remember that your outcomes assessment plan needs to include two or more direct and two or more indirect measures of student learning and personal/professional development. These measures are most often used at the program level.

Examples of both direct and indirect student outcome measures are shown in the mock-up on page 5. You will need to insert your own direct and indirect student outcome measures when completing Exhibit A.

On the bottom of Exhibit A, space is provided to show changes and improvements you plan to make as a result of your assessment activity.

Programmatic Information

H. Identify any significant changes that have taken place in your business and business-related degree programs during the reporting period.

1. Did you terminate any business or business-related degree programs during the reporting year?

X	No
	Yes. If yes, please identify terminated programs.

2. Were changes made in any of your business majors, concentrations, or emphases?

X	No
	Yes. If yes, please identify the changes by adding an additional page to this document.

IACBE Annual Report

For the 2008-2009 Academic Year

3. Were any new business or business-related degree programs established during the academic year?

<input checked="" type="checkbox"/>	No (skip to item I below)
<input type="checkbox"/>	Yes. If yes, please identify the new degree programs on a separate sheet; answer item H-4 below.

4. If applicable, was approval of your institutional accrediting body required for any of these programs?

<input type="checkbox"/>	No
<input type="checkbox"/>	Yes. If yes, please fax, mail, or attach a copy of the material you sent to your institutional accrediting body to obtain approval.

Administrative Changes

I. In the table below, identify any administrative changes that directly affect your business school.

Such changes would include your business school's primary representative to the IACBE, your designated alternate to IACBE, your institution's chief executive officer and chief academic officer, and the head of your business school (if different from the primary representative to the IACBE). If the incumbent in any of these administrative positions has changed, include the new incumbent's name, his or her title, telephone and fax numbers (with country code for institutions outside of the United States), and email address.

Position	Name	Title
Telephone	Fax	Email

Other Issues

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

IACBE Annual Report

For Academic Year 2008-2009

Program-Level Intended Outcomes Form

Student Learning Information for <i>(Program 1)</i>	
Mission of the Vucurevich School of Business: To liberally educate students in business foundations preparing for (1) careers in accounting, business, and service organizations and (2) advanced professional study.	
Intended Student Learning Outcomes for <i>(Program 1)</i> :	
1. Academic Goal 1: To demonstrate mastery of basic knowledge and competency in their chosen business concentration	
2. Academic Goal 2: To demonstrate strategic/critical thinking skills encompassing the ability to link data, knowledge and insight together from various disciplines.	
3. Academic Goal 3: To demonstrate an understanding of the relationship between ethics, business and personal faith.	
Assessment Tools/Methods for Intended Student Learning Outcomes— Direct Measures of Student Learning	Performance Targets/Criteria for Direct Measures:
1. Administer Business Field Test	Pass rate of 75% on 75% of the sections.
2. Analysis of BUS 421 Papers	Scored using a Business Ethics matrix. Scoring ranges from 1 (low) to 4 (high). The business faculty has set the goal at 2.8. This is consistent with the business school requirements.
3. Case Analysis in Problems in Business Policy, BUS 427	Scored using a scale of one to five. Five is high (good) and one is low (poor). Acceptable rate is 3.75. Good rate is 4.25. Excellent rate is 4.75.
Assessment Tools/Methods for Intended Student Learning Outcomes— Indirect Measures of Student Learning	Performance Targets/Criteria for Indirect Measures:
1. Evaluate courses on an individual basis examining content; evaluate collection of courses in each concentration area/minor based on external analysis of peer institutions; evaluate current business expectations of graduate knowledge of business concepts	Monitor competitors and academic trends. Maintain competitive edge.

Exhibit A

IACBE Annual Report
For the 2008-2009 Academic Year

2. Faculty rate student responses to simulated ethical dilemmas in workforce settings	Using a rubric with a scale from 1 to 5, 85% of students should score 4.0 or higher.	
Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. Administer Business Field Test		X
2. Analysis of BUS 421 Papers (fall 2008)	X	
3. Case Analysis in Problems in Business Policy	X	
Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. Faculty held planning meeting fall of 2008 to analyze curriculum. Several changes were suggested for 2009-2011 catalog. These suggestions will be reviewed in spring 2009.	X	
2. Ethical Dilemmas (will be measured in fall 2010)		X
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
1. Administer Business Field Test. The department will change tests beginning Spring 2011.		
2. BUS 421 is offered in fall 2009. Data is not available. Results will be presented in fall 2010 report.		

Notes:

1. A separate Program-Level Intended Outcomes Form should be used for each IACBE-accredited program that has different intended student learning outcomes.
2. 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 strategic management 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.
3. Insert rows in the form as needed.
4. Italicized entries in the form represent areas where the academic business unit should insert its own student learning information.

IACBE Annual Report
For the 2008-2009 Academic Year

5. In order to assist our members in reporting and to eliminate duplication of effort, the Program-Level Intended Outcomes Form above can also be used in the academic business unit's public disclosure of student achievement information.

IACBE Annual Report
For Academic Year 2008-2009

Sample of Completed Program-Level Intended Outcomes Form

Student Learning Information for the Major in Business Administration	
<p>Mission of the School of Business: The mission of the School of Business is to foster academic excellence and student achievement at both the undergraduate and graduate levels. Students are provided with a strong academic foundation, and are prepared to become productive and competent professionals and responsible global citizens. The School of Business promotes a student-oriented learning environment that is characterized by innovative instructional methodologies. The School of Business also fosters regional economic development, and the development of leadership and life-long learning skills.</p>	
<p>Intended Student Learning Outcomes for the Major in Business Administration :</p>	
1. Students will be able to demonstrate knowledge of the fundamental principles in the functional areas of business.	
2. Students will be able to explain the global dimensions of business.	
3. Students will be able to apply ethical principles to leadership decisions.	
4. Students will be able to apply quantitative decision-support tools in decision making.	
5. Students will be able to demonstrate effective professional communication skills.	
Assessment Tools/Methods for Intended Student Learning Outcomes— Direct Measures of Student Learning	Performance Targets/Criteria for Direct Measures:
1. End-of-Program Comprehensive Examination	All senior students who major in business administration will score at least 70% on the comprehensive examination.
2. Senior Capstone Project	All senior students who major in business administration will score a minimum of 80% on their capstone projects.
Assessment Tools/Methods for Intended Student Learning Outcomes— Indirect Measures of Student Learning	Performance Targets/Criteria for Indirect Measures:
1. Student Satisfaction Survey	At least 90% of graduating seniors will express a high level of satisfaction from their learning experiences.
2. Alumni Survey	At least 80% of third-year alumni will indicate that they were very well equipped for employment in the business sector.

Exhibit A