

**BUSINESS ADMINISTRATION MAJOR  
EFFECTIVENESS PROGRAM  
2014-2015**

EXPANDED STATEMENT OF INSTITUTIONAL MISSION	STUDENT LEARNING OUTCOMES AND OBJECTIVES OF PROGRAM	ASSESSMENT CRITERIA AND PROCEDURES	ASSESSMENT RESULTS	USE OF RESULTS
<p><b>University Mission:</b> As a Christian university which embraces its Baptist heritage and namesake, William Carey University provides quality educational programs, within a caring Christian academic community, which challenge the individual student to excel in scholarship, leadership, and service in a diverse global society.</p> <p><b>Expanded Statement of Mission:</b></p> <ol style="list-style-type: none"> <li>1. Provide academic programs to promote student learning</li> <li>2. Promote Christian development and social responsibility</li> <li>3. Serve Baptist churches, associations, and conventions</li> <li>4. Provide an environment that supports student learning</li> <li>5. Strengthen organizational and operational effectiveness</li> <li>6. Strengthen financial resources</li> </ol> <p><b>Goal for Departmental Program/Unit:</b> The School of Business strives to provide an environment that promotes student learning in the field of business within a caring Christian Community. The educational experience in the School of Business is focused on providing students with the knowledge, skills, and ethical principles to assume leadership positions in their workplaces, communities, and the global business environment.</p>	<p><u>Learning Outcomes</u></p> <ol style="list-style-type: none"> <li>1. Students in the BSB program will demonstrate proficiency in written business communication skills expected by potential employers.</li> <li>2. Students in the BSB program will demonstrate proficiency in oral communication skills expected in professional business presentations.</li> <li>3. Students in the BSB program will demonstrate proficiency in analyzing a business case.</li> <li>4. Students will demonstrate proficiency in the use of business computer software programs and their applications.</li> </ol>	<p><u>Learning Outcomes</u></p> <ol style="list-style-type: none"> <li>1. Students completing BUS 313 (Business Communication) will receive a satisfactory or better rating on cover letters and resumes evaluated using a rubric assessing standard conventions in writing, punctuation, spelling, grammar, and document structure.</li> <li>2. Students completing BUS 313 (Business Communication) will receive a satisfactory or better rating on the oral presentation for this course. Video taped presentations will be evaluated using a rubric to assess elements of communication proficiency.</li> <li>3. Students completing BUS 485 (Strategic Management) will receive a satisfactory or better rating on a case analysis required for this course. Analyses will be evaluated by departmental faculty using a rubric to assess students' abilities in identifying and stating a problem, identifying and stating relevant alternatives, evaluating alternatives, and making a recommendation.</li> <li>4. Students completing BUS 310 (Microcomputer Applications) will receive a satisfactory or better rating on a course project evaluated using a rubric assessing their skills in selecting relevant data, building algorithms, and building and interpreting graphs.</li> </ol>		

5. Students will demonstrate basic knowledge of fundamental terminology and concepts in the major areas of business: (a) economics, (b) accounting principles; (c) marketing; (d) management, (e) finance, (f) business communications, (g) business law, (h) operations management, (i) strategic management, (j) managerial accounting, (k) statistics, (l) microcomputer applications.

Program Outcomes

1. Graduates of the School of Business will (i) be highly satisfied with their business academic program and (ii) secure employment related to their field.
2. The School of Business will maintain consistency with the university's environment which affords the students the opportunity to develop to his or her highest potential and into responsible leaders and citizens

5.(i) Students completing core business courses will earn at least 60% on standardized assessments administered at the end of the term.  
(ii) Student performance on the Comprehensive Business Exam will be measured and compared to performance of peer institutions.

Program Outcomes

1. As measured by the 2013 Business Graduate Follow-up Report, a majority of respondents will (i) rate the business academic program as good or higher and (ii) find the employment in their related field.
2. As measured by the 2014 Graduating Students' Survey or other methods, the majority of the School of Business students will rate the university at the highest level in providing an environment which will motivate students to (i) achieve their highest potential and (ii) develop into responsible leaders and citizens

	<p>3. Students will gain an appreciation for the importance of constructive involvement in the community.</p> <p><u>Departmental Outcomes:</u></p> <p>1. To stay current with developments in their fields and attain their highest potential, faculty members will participate in professional development.</p> <p>2. The School of Business will provide an environment that provides a caring, respectful relationship with students.</p>	<p>3. As measured by the Evaluation of Service Learning Experience Survey, students will indicate that the service learning experience in BUS 299 (Service Learning for Business) helped them learn about their communities and what they can do to help others.</p> <p><u>Departmental Outcomes:</u></p> <p>1. The percentage of School of Business Faculty participating in professional development activities will increase from the 2012-2013 level.</p> <p>2. As measured by the 2014 BSB exit survey, a majority of graduating students will indicate that (i) faculty and staff are friendly and courteous, (ii) faculty are available for students, and (iii) faculty treat students fairly.</p>		
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**BUSINESS ADMINISTRATION MAJOR  
EFFECTIVENESS PROGRAM  
2013-2014**

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<p><b>University Mission:</b> As a Christian university which embraces its Baptist heritage and namesake, William Carey University provides quality educational programs, within a caring Christian academic community, which challenge the individual student to excel in scholarship, leadership, and service in a diverse global society.</p> <p><b>Expanded Statement of Mission:</b></p> <ol style="list-style-type: none"> <li>1. Provide academic programs to promote student learning</li> <li>2. Promote Christian development and social responsibility</li> <li>3. Serve Baptist churches, associations, and conventions</li> <li>4. Provide an environment that supports student learning</li> <li>5. Strengthen organizational and operational effectiveness</li> <li>6. Strengthen financial resources</li> </ol> <p><b>Goal for Departmental Program/Unit:</b> The School of Business strives to provide an environment that promotes student learning in the field of business within a caring Christian Community. The educational experience in the School of Business is focused on providing students with the knowledge, skills, and ethical principles to assume leadership positions in their workplaces, communities, and the global business environment.</p>	<p><u>Learning Outcomes</u></p> <ol style="list-style-type: none"> <li>1. Students in the BSB program will demonstrate proficiency in written business communication skills expected by potential employers.</li> <li>2. Students in the BSB program will demonstrate proficiency in oral communication skills expected in professional business presentations.</li> <li>3. Students in the BSB program will demonstrate proficiency in analyzing a business case.</li> <li>4. Students will demonstrate proficiency in the use of business computer software programs and their applications.</li> </ol>	<p><u>Learning Outcomes</u></p> <ol style="list-style-type: none"> <li>1. Students completing BUS 313 (Business Communication) will receive a satisfactory or better rating on cover letters and resumes evaluated using a rubric assessing standard conventions in writing, punctuation, spelling, grammar, and document structure.</li> <li>2. Students completing BUS 313 (Business Communication) will receive a satisfactory or better rating on the oral presentation for this course. Video taped presentations will be evaluated using a rubric to assess elements of communication proficiency.</li> <li>3. Students completing BUS 485 (Strategic Management) will receive a satisfactory or better rating on a case analysis required for this course. Analyses will be evaluated by departmental faculty using a rubric to assess students' abilities in identifying and stating a problem, identifying and stating relevant alternatives, evaluating alternatives, and making a recommendation.</li> <li>4. Students completing BUS 310 (Microcomputer Applications) will receive a satisfactory or better rating on a course project evaluated using a rubric assessing their skills in selecting relevant data, building algorithms, and building and interpreting graphs.</li> </ol>	<p><u>Learning Outcomes:</u></p> <ol style="list-style-type: none"> <li>1. 95% of students completing BUS 313 received a rating of satisfactory or better using a rubric to evaluate the five components of the documents. (n=229)</li> <li>3. On average, students were rated satisfactory or better on 4.99 of six criteria used to evaluate oral presentations. (n = 82)</li> <li>4. On average, students were rated satisfactory on 1.86 of four criteria used to evaluate case analyses. (n=58)</li> <li>5. On average, 92% of students demonstrated proficiency on Excel skills and 98% of students demonstrated proficiency on Access skills. (n = 49)</li> </ol>	<p><u>Learning Outcomes:</u></p> <ol style="list-style-type: none"> <li>1. Results reviewed by faculty. Mechanics of presenting information was identified as an area for improvement.</li> <li>2. Results reviewed by faculty. Instructors identified areas for improvement. Body Language was identified as an area for improvement.</li> <li>3. Results reviewed by faculty. Identification of alternatives, evaluation of alternatives, and recommendations were identified as areas for improvement in the development of activities and assignments.</li> <li>4. Results reviewed by faculty. An areas for improvement in Excel skills include charts. Areas for improvement in Access include calculated fields.</li> </ol>

	<p>5. Students will demonstrate basic knowledge of fundamental terminology and concepts in the major areas of business: (a) economics, (b) accounting principles; (c) marketing; (d) management, (e) finance, (f) business communications, (g) business law, (h) operations management, (i) strategic management, (j) managerial accounting, (k) statistics, (l) microcomputer applications.</p> <p><u>Program Outcomes</u></p> <p>1. Graduates of the School of Business will (i) be highly satisfied with their business academic program and (ii) secure employment related to their field.</p> <p>2. The School of Business will maintain consistency with the university's environment which affords the students the opportunity to develop to his or her highest potential and into responsible leaders and citizens</p>	<p>5.(i) Students completing core business courses will earn at least 60% on standardized assessments administered at the end of the term. (ii) Student performance on the Comprehensive Business Exam will be measured and compared to performance of peer institutions.</p> <p><u>Program Outcomes</u></p> <p>1. As measured by the 2013 Business Graduate Follow-up Report, a majority of respondents will (i) rate the business academic program as good or higher and (ii) find the employment in their related field.</p> <p>2. As measured by the 2014 Graduating Students' Survey or other methods, the majority of the School of Business students will rate the university at the highest level in providing an environment which will motivate students to (i) achieve their highest potential and (ii) develop into responsible leaders and citizens</p>	<p>5i.(a) The percentage of students completing core courses scoring at least 60% on the end of course assessments are listed below.</p> <p><b>Economics:</b> 70.1% (115 of 164)  <b>Accounting Principles:</b>40.1% (67 of 167)  <b>Marketing:</b> 65.4% (89 of 136)  <b>Management:</b> 67.0% (73 of 109)  <b>Finance:</b> 40.5% (34 of 84)  <b>Business Communications:</b> 89.7% (104 of 116)  <b>Business Law:</b> 28.1% (16 of 57)  <b>Operations Management:</b> 82.6% (57 of 69)  <b>Strategic Management:</b> 27.5%.(19 of 69)  <b>Managerial Accounting:</b> 8.0% (6 of 75)  <b>Statistics:</b> 14.9% (14 of 94)  <b>Microcomputer Applications:</b> 54.1% (59 of 109)</p> <p>(ii) The percentage of students demonstrating basic, proficient, or mastery level performance in each area of the Comprehensive Business Exam (CBE) are listed below. Peer Institution performance is indicated in parentheses. (n=69)</p> <p><b>Accounting:</b> 43.56% (44.18%)  <b>Finance:</b> 40.29% (34.48%)  <b>Economic Environment:</b> 46.84% (47.89%)  <b>Social Environment:</b> 58.03% (60.67%)  <b>Legal Environment:</b> 48.41% (47.63%)  <b>Management:</b> 45.14% (59.64%)  <b>International Business:</b>67.80% (68.38%)  <b>Marketing:</b> 56.44% (68.37%)</p> <p><u>Program Outcomes</u></p> <p>1. Four 2013 business graduates responded to the Graduate Follow-up Report. (i) 100% of the respondents rated the overall academic program as excellent or good. (ii) 67% are employed full-time in their related field.</p> <p>2. Sixty-nine 2014 Business undergraduate students were surveyed with the results: (i) 89% rated the college at its highest level (high achievement) in motivating students to achieve their highest potential, and (ii) 90% rated the college at its highest level (high achievement) in developing responsible leaders and citizens.</p>	<p>5. Results reviewed by faculty. Improvement plans for learning outcomes were developed by instructors of core business classes</p> <p><u>Program Outcomes:</u></p> <p>1. Results were reviewed. Sample size of respondents made interpretation of results difficult to interpret.</p> <p>2. Objective met. Results reviewed by faculty.</p>
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	<p>3. Students will gain an appreciation for the importance of constructive involvement in the community.</p> <p><u>Departmental Outcomes:</u></p> <p>1. To stay current with developments in their fields and attain their highest potential, faculty members will participate in professional development.</p> <p>2. The School of Business will provide an environment that provides a caring, respectful relationship with students.</p>	<p>3. As measured by the Evaluation of Service Learning Experience Survey, students will indicate that the service learning experience in BUS 299 (Service Learning for Business) helped them learn about their communities and what they can do to help others.</p> <p><u>Departmental Outcomes:</u></p> <p>1. The percentage of School of Business Faculty participating in professional development activities will increase from the 2012-2013 level.</p> <p>2. As measured by the 2014 BSB exit survey, a majority of graduating students will indicate that (i) faculty and staff are friendly and courteous, (ii) faculty are available for students, and (iii) faculty treat students fairly.</p>	<p>3. 97.1% (66 of 68) of students completing the BUS 299 Service Learning course survey indicated that the community service experience helped them learn about the community and what they can do to help others.</p> <p><u>Departmental Outcomes:</u></p> <p>1. 100% (11 of 11) of faculty participated in faculty development activities during the 2013 -2014 academic year compared to 92.3% in 2012-2013.</p> <p>2. In the 2014 BSB program Exit Survey, 95.1% (58 of 61) of the graduating students indicated that faculty and staff are friendly and courteous. 93.5% (57 of 61) of the graduating students indicated that faculty are available for students. 95.1% (58 of 61) of the graduating students indicated that faculty treat students fairly.</p>	<p>3. Objective met. Results reviewed by faculty.</p> <p><u>Departmental Outcomes</u></p> <p>1. Objective met. Faculty members encouraged by the dean to seek external professional development activities. Departmental training activities will be offered.</p> <p>2. Objective met. Results reviewed by faculty. Evaluation criteria reviewed in departmental meetings to ensure faculty continue to meet expectations.</p>
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**BUSINESS ADMINISTRATION MAJOR  
EFFECTIVENESS PROGRAM  
2012-2013**

EXPANDED STATEMENT OF INSTITUTIONAL MISSION	STUDENT LEARNING OUTCOMES AND OBJECTIVES OF PROGRAM	ASSESSMENT CRITERIA AND PROCEDURES	ASSESSMENT RESULTS	USE OF RESULTS
<p><b>University Mission:</b> As a Christian university which embraces its Baptist heritage and namesake, William Carey University provides quality educational programs, within a caring Christian academic community, which challenge the individual student to excel in scholarship, leadership, and service in a diverse global society.</p> <p><b>Expanded Statement of Mission:</b></p> <ol style="list-style-type: none"> <li>1. Provide academic programs to promote student learning</li> <li>2. Promote Christian development and social responsibility</li> <li>3. Strengthen ties with Baptist churches, associations, and conventions</li> <li>4. Provide an environment that supports student learning</li> <li>5. Strengthen organizational and operational effectiveness</li> <li>6. Strengthen financial resources</li> </ol> <p><b>Goal for Departmental Program/Unit:</b></p> <p>The School of Business strives to provide an environment that promotes student learning in the field of business in a caring, Christian community. Graduates of baccalaureate-level programs in business administration will develop a depth of understanding of business principles and are given the opportunity to develop to their fullest potential in preparing for a career and/or undertaking post-baccalaureate studies.</p>	<p><u>Learning Outcomes</u></p> <ol style="list-style-type: none"> <li>1. Students in the BSB program will demonstrate proficiency in written business communication skills expected by potential employers.</li> <li>2. Students in the BSB program will demonstrate proficiency in oral communication skills expected in professional business presentations.</li> <li>3. Students in the BSB program will demonstrate proficiency in analyzing a business case.</li> <li>4. Students will demonstrate proficiency in the use of business computer software programs and their applications.</li> </ol>	<p><u>Learning Outcomes</u></p> <ol style="list-style-type: none"> <li>1. Students completing BUS 313 (Business Communication) will receive a satisfactory or better rating on cover letters and resumes evaluated using a rubric assessing standard conventions in writing, punctuation, spelling, grammar, and document structure.</li> <li>2. Students completing BUS 313 (Business Communication) will receive a satisfactory or better rating on the oral presentation for this course. Video taped presentations will be evaluated using a rubric to assess elements of communication proficiency.</li> <li>3. Students completing BUS 485 (Strategic Management) will receive a satisfactory or better rating on a case analysis required for this course. Analyses will be evaluated by departmental faculty using a rubric to assess students' abilities in identifying and stating a problem, identifying and stating relevant alternatives, evaluating alternatives, and making a recommendation.</li> <li>4. Students completing BUS 310 (Microcomputer Applications) will receive a satisfactory or better rating on a course project evaluated using a rubric assessing their skills in selecting relevant data, building algorithms, and building and interpreting graphs.</li> </ol>	<p><u>Learning Outcomes:</u></p> <ol style="list-style-type: none"> <li>1. 82.4% of students completing BUS 313 received a rating of satisfactory or better using a rubric to evaluate the six components of the documents. (n=193)</li> <li>2. On average, students were rated satisfactory or better on 5.25 of 6 criteria used to evaluate oral presentations. (n = 108)</li> <li>3. On average, students were rated satisfactory on 1.15 of 4 criteria used to evaluate case analyses. (n=71)</li> <li>4. On average, 68% of students demonstrated proficiency on Excel skills and 98% of students demonstrated proficiency on Access skills. (n = 47)</li> </ol>	<p><u>Learning Outcomes:</u></p> <ol style="list-style-type: none"> <li>1. Results reviewed by faculty. Information presented in documents(Content) was identified as an area for improvement.</li> <li>2. Results reviewed by faculty. Instructors identified areas for improvement. Eye contact was identified as an area for improvement.</li> <li>3. Results reviewed by faculty. Identification of alternatives, evaluation of alternatives, and recommendations were identified as areas for improvement in the development of activities and assignments.</li> <li>4. Results reviewed by faculty. An areas for improvement in Excel skills include creating charts. Areas for improvement in Access include calculated fields.</li> </ol>

	<p>5. Students will demonstrate basic knowledge of fundamental terminology and concepts in the major areas of business: (a) economics, (b) accounting principles; (c) marketing; (d) management, (e) finance, (f) business communications, (g) business law, (h) operations management, (i) strategic management, (j) managerial accounting, (k) statistics, (l) microcomputer applications.</p> <p><u>Program Outcomes</u></p> <p>1. Graduates of the School of Business will (i) be highly satisfied with their business academic program and (ii) secure employment related to their field.</p> <p>2. The School of Business will maintain consistency with the university's environment which affords the students the opportunity to develop to his or her highest potential and into responsible leaders and citizens</p>	<p>5.(i) Students completing core business courses will earn at least 60% on standardized assessments administered at the end of the term. (ii) Student performance on the Comprehensive Business Exam will be measured and compared to performance of peer institutions.</p> <p><u>Program Outcomes</u></p> <p>1. As measured by the 2012 Business Graduate Follow-up Report, a majority of respondents will (i) rate the business academic program as good or higher and (ii) find the employment in their related field.</p> <p>2. As measured by the 2013 Graduating Students' Survey or other methods, the majority of the School of Business students will rate the university at the highest level in providing an environment which will motivate students to (i) achieve their highest potential and (ii) develop into responsible leaders and citizens</p>	<p>5i.(a) The percentage of students completing core courses scoring at least 60% on the end of course assessments are listed below.</p> <p><b>Economics:</b> 42.0% (71 of 169)  <b>Accounting Principles:</b>44.4% (79 of 178)  <b>Marketing:</b> 62.9% (88 of 140)  <b>Management:</b> 48.4% (60 of 124)  <b>Finance:</b> 24.3% (18 of 74)  <b>Business Communications:</b> 87.2% (95 of 109)  <b>Business Law:</b> 20.0% (13 of 65)  <b>Operations Management:</b> 75.0% (57 of 76)  <b>Strategic Management:</b> 24.7%.(18 of 73)  <b>Managerial Accounting:</b> 18.5% (15 of 81)  <b>Statistics:</b> 31.6% (31 of 98)  <b>Microcomputer Applications:</b> 38.9% (49 of 126)</p> <p>(ii) The percentage of students demonstrating basic, proficient, or mastery level performance in each area of the Comprehensive Business Exam (CBE) are listed below. Peer Institution performance is indicated in parentheses. (n=69)</p> <p><b>Accounting:</b> 34.79% (44.18%)  <b>Finance:</b> 31.89% (34.48%)  <b>Economic Environment:</b> 37.67% (47.89%)  <b>Social Environment:</b> 46.39% (60.67%)  <b>Legal Environment:</b> 37.71% (47.63%)  <b>Management:</b> 42.04% (59.64%)  <b>International Business:</b>56.49% (68.38%)  <b>Marketing:</b> 46.38% (68.37%)</p> <p><u>Program Outcomes</u></p> <p>1. Fourteen 2012 business graduates responded to the Graduate Follow-up Report. (i) 100% of the respondents rated the overall academic program as excellent or good. (ii) 92% are employed full-time in their related field.</p> <p>2. Seventy-eight 2013 Business undergraduate students were surveyed with the results: (i) 81.0% rated the college at its highest level (high achievement) in motivating students to achieve their highest potential, and (ii) 82.0% rated the college at its highest level (high achievement) in developing responsible leaders and citizens.</p>	<p>5. Results reviewed by faculty. Improvement plans for learning outcomes were developed by instructors of core business classes</p> <p><u>Program Outcomes:</u></p> <p>1. Objective met. Results reviewed by faculty.</p> <p>2. Objective met. Results reviewed by faculty.</p>
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	<p>3. Students will gain an appreciation for the importance of constructive involvement in the community.</p> <p><u>Departmental Outcomes:</u></p> <ol style="list-style-type: none"> <li>1. To stay current with developments in their fields and attain their highest potential, faculty members will participate in professional development.</li> <li>2. The School of Business will provide an environment that provides a caring, respectful relationship with students.</li> </ol>	<p>3. As measured by the Evaluation of Service Learning Experience Survey, students will indicate that the service learning experience in BUS 299 (Service Learning for Business) helped them learn about their communities and what they can do to help others.</p> <p><u>Departmental Outcomes:</u></p> <ol style="list-style-type: none"> <li>1. The percentage of School of Business Faculty participating in professional development activities will increase from the 2011-2012 level.</li> <li>2. As measured by the 2013 BSB exit survey, a majority of graduating students will indicate that (i) faculty and staff are friendly and courteous, (ii) faculty are available for students, and (iii) faculty treat students fairly.</li> </ol>	<p>3. 96% (72 of 75) of students completing the BUS 299 Service Learning course survey indicated that the community service experience helped them learn about the community and what they can do to help others.</p> <p><u>Departmental Outcomes:</u></p> <ol style="list-style-type: none"> <li>1. 92.3% (12 of 13) of faculty participated in faculty development activities during the 2012 -2013 academic year compared to 84.62% in 2011-2012.</li> <li>2. In the 2013 BSB program Exit Survey, 98.6% (69 of 70) of the graduating students indicated that faculty and staff are friendly and courteous. 97.1% (67 of 69) of the graduating students indicated that faculty are available for students. 98.6% (69 of 70) of the graduating students indicated that faculty treat students fairly.</li> </ol>	<p>3. Objective met. Results reviewed by faculty.</p> <p><u>Departmental Outcomes</u></p> <ol style="list-style-type: none"> <li>1. Objective met. Faculty members encouraged by the dean to seek external professional development activities. Departmental training activities will be offered.</li> <li>2. Objective met. Results reviewed by faculty. Evaluation criteria reviewed in departmental meetings to ensure faculty continue to meet expectations.</li> </ol>
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**BUSINESS ADMINISTRATION MAJOR  
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2011-2012**

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Strengthen financial resources</li> </ol> <p><b>Goal for Departmental Program/Unit:</b> The School of Business strives to provide an environment that promotes student learning in the field of business in a caring, Christian community. Graduates of baccalaureate-level programs in business administration will develop a depth of understanding of business principles and are given the opportunity to develop to their fullest potential in preparing for a career and/or undertaking post-baccalaureate studies.</p>	<p><u>Learning Outcomes</u></p> <ol style="list-style-type: none"> <li>1. Students in the BSB program will demonstrate proficiency in written business communication skills expected by potential employers.</li> <li>2. Students in the BSB program will demonstrate proficiency in oral communication skills expected in professional business presentations.</li> <li>3. Students in the BSB program will demonstrate proficiency in analyzing a business case.</li> <li>4. Students will demonstrate proficiency in the use of business computer software programs and their applications.</li> <li>5. Students will demonstrate basic knowledge of fundamental terminology and concepts in the major areas of business: (a) economics, (b) accounting principles; (c) marketing; (d) management, (e) finance, (f) business communications, (g) business law, (h) operations management, (i) strategic management, (j) managerial accounting, (k) statistics, (l) microcomputer applications.</li> </ol>	<p><u>Learning Outcomes</u></p> <ol style="list-style-type: none"> <li>1. Students completing BUS 313 (Business Communication) will receive a satisfactory or better rating on cover letters and resumes evaluated using a rubric assessing standard conventions in writing, punctuation, spelling, grammar, and document structure.</li> <li>2. Students completing BUS 313 (Business Communication) will receive a satisfactory or better rating on the oral presentation for this course. Video taped presentations will be evaluated using a rubric to assess elements of communication proficiency.</li> <li>3. Students completing BUS 485 (Strategic Management) will receive a satisfactory or better rating on a case analysis required for this course. Analyses will be evaluated by departmental faculty using a rubric to assess students' abilities in identifying and stating a problem, identifying and stating relevant alternatives, evaluating alternatives, and making a recommendation.</li> <li>4. Students completing BUS 310 (Microcomputer Applications) will receive a satisfactory or better rating on a course project evaluated using a rubric assessing their skills in selecting relevant data, building algorithms, and building and interpreting graphs.</li> <li>5.(i) Students completing core business courses will earn at least 60% on standardized assessments administered at the end of the term. (ii) Student performance on the Comprehensive Business Exam will be measured and compared to performance of peer institutions.</li> </ol>	<p><u>Learning Outcomes:</u></p> <ol style="list-style-type: none"> <li>1. 83.4% of students completing BUS 313 received a rating of satisfactory or better using a rubric to evaluate the six components of the documents.</li> <li>2. On average, students were rated satisfactory or better on 5.33 of 6 criteria used to evaluate oral presentations.</li> <li>3. On average, students were rated satisfactory on 2.14 of 4 criteria used to evaluate case analyses.</li> <li>4. On average, 88.7% of students demonstrated proficiency on Excel skills and 84% of students demonstrated proficiency on Access skills.</li> <li>5i.(a) The percentage of students completing core courses scoring at least 60% on the end of course assessments are listed below.  <b>Economics:</b> 54.02%  <b>Accounting Principles:</b> 41.9%  <b>Marketing:</b> 66.4%  <b>Management:</b> 32.3%  <b>Finance:</b> 3.2%  <b>Business Communications:</b> 93.0%  <b>Business Law:</b> 31.3%  <b>Operations Management:</b> 87.8%  <b>Strategic Management:</b> 35.2%  <b>Managerial Accounting:</b> 10.0%</li> </ol>	<p><u>Learning Outcomes:</u></p> <ol style="list-style-type: none"> <li>1. Results reviewed by faculty. Grammar, spelling, and punctuation (mechanics) used in documents were identified as areas for improvement.</li> <li>2. Results reviewed by faculty. Instructors identified areas for improvement. Eye contact was identified as an area for improvement.</li> <li>3. Results reviewed by faculty. Identification of alternatives, evaluation of alternatives, and recommendations were identified as areas for improvement in the development of activities and assignments.</li> <li>4. Results reviewed by faculty. An areas for improvement in Excel skills include creating charts. Areas for improvement in Access include calculations and the creation of reports.</li> <li>5. Results reviewed by faculty. Improvement plans for learning outcomes were developed by instructors of core business classes</li> </ol>

	<p><u>Program Outcomes</u></p> <ol style="list-style-type: none"> <li>1. Graduates of the School of Business will (i) be highly satisfied with their business academic program and (ii) secure employment related to their field.</li> <li>2. The School of Business will maintain consistency with the university's environment which affords the students the opportunity to develop to his or her highest potential and into responsible leaders and citizens</li> <li>3. Students will gain an appreciation for the importance of constructive involvement in the community.</li> </ol> <p><u>Departmental Outcomes:</u></p> <ol style="list-style-type: none"> <li>1. To stay current with developments in their fields and attain their highest potential, faculty members will participate in professional development.</li> </ol>	<p><u>Program Outcomes</u></p> <ol style="list-style-type: none"> <li>1. As measured by the 2011 Business Graduate Follow-up Report, a majority of respondents will (i) rate the business academic program as good or higher and (ii) find the employment in their related field.</li> <li>2. As measured by the 2012 Graduating Students' Survey or other methods, the majority of the School of Business students will rate the university at the highest level in providing an environment which will motivate students to (i) achieve their highest potential and (ii) develop into responsible leaders and citizens</li> <li>3. As measured by the Evaluation of Service Learning Experience Survey, students will indicate that the service learning experience in BUS 299 (Service Learning for Business) helped them learn about their communities and what they can do to help others.</li> </ol> <p><u>Departmental Outcomes:</u></p> <ol style="list-style-type: none"> <li>1. The percentage of School of Business Faculty participating in professional development activities will increase from the 2010-2011 level.</li> </ol>	<p><b>Statistics:</b> 28.7%  <b>Microcomputer Applications:</b> 41.0%</p> <p>(ii) The percentage of students demonstrating basic, proficient, or mastery level performance in each area of the Comprehensive Business Exam (CBE) are listed below. Peer Institution performance is indicated in parentheses.  <b>Accounting:</b> 44.72% (43.29%)  <b>Finance:</b> 46.05% (34.69%)  <b>Economic Environment:</b> 40.78% (43.86%)  <b>Social Environment:</b> 44.73% (62.28%)  <b>Legal Environment:</b> 38.13% (49.34%)  <b>Management:</b> 47.37% (63.01%)  <b>International Business:</b> 61.86% (68.74%)  <b>Marketing:</b> 64.47% (74.63%)</p> <p><u>Program Outcomes</u></p> <ol style="list-style-type: none"> <li>1. Nine 2011 business graduates responded to the Graduate Follow-up Report. (i) 100% of the respondents rated the overall academic program as excellent or good. (ii) 75% are employed full-time in their related field.</li> <li>2. Seventy-six 2012 Business undergraduate students were surveyed with the results: (i) 87.0% rated the college at its highest level (high achievement) in motivating students to achieve their highest potential, and (ii) 82.0% rated the college at its highest level (high achievement) in developing responsible leaders and citizens.</li> <li>3. 98% (60 of 62) of students completing the BUS 299 Service Learning course survey indicated that the community service experience helped them learn about the community and what they can do to help others.</li> </ol> <p><u>Departmental Outcomes:</u></p> <ol style="list-style-type: none"> <li>1. 84.62% (10 of 13) of faculty participated in faculty development activities during the 2011 -2012 academic year compared to 76.9% in 2010-2011.</li> </ol>	<p><u>Program Outcomes:</u></p> <ol style="list-style-type: none"> <li>1. Objective met. Results reviewed by faculty.</li> <li>2. Objective met. Results reviewed by faculty.</li> <li>3. Objective met. Results reviewed by faculty.</li> </ol> <p><u>Departmental Outcomes</u></p> <ol style="list-style-type: none"> <li>1. Objective met. Faculty members encouraged by the dean to seek external professional development activities. Departmental training activities will be offered.</li> </ol>
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	<p>2. The School of Business will provide an environment that provides a caring, respectful relationship with students.</p>	<p>2. As measured by the 2012 BSB exit survey, a majority of graduating students will indicate that (i) faculty and staff are friendly and courteous, (ii) faculty are available for students, and (iii) faculty treat students fairly.</p>	<p>2. In the 2012 BSB program Exit Survey, 96.1% (73 of 76) of the graduating students indicated that faculty and staff are friendly and courteous. 97.4% (74 of 76) of the graduating students indicated that faculty are available for students. 92.1% (70 of 76) of the graduating students indicated that faculty treat students fairly.</p>	<p>2. Objective met. Results reviewed by faculty. Evaluation criteria reviewed in departmental meetings to ensure faculty continue to meet expectations.</p>
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**BUSINESS ADMINISTRATION MAJOR  
EFFECTIVENESS PROGRAM  
2010-2011**

EXPANDED STATEMENT OF INSTITUTIONAL MISSION	STUDENT LEARNING OUTCOMES AND OBJECTIVES OF PROGRAM	ASSESSMENT CRITERIA AND PROCEDURES	ASSESSMENT RESULTS	USE OF RESULTS
<p><b>University Mission:</b> As a Christian university which embraces its Baptist heritage and namesake, William Carey University provides quality educational programs, within a caring Christian academic community, which challenge the individual student to excel in scholarship, leadership, and service in a diverse global society.</p> <p><b>Expanded Statement of Mission:</b></p> <ol style="list-style-type: none"> <li>1. Provide academic programs to promote student learning</li> <li>2. Promote Christian development and social responsibility</li> <li>3. Strengthen ties with Baptist churches, associations, and conventions</li> <li>4. Provide an environment that supports student learning</li> <li>5. Strengthen organizational and operational effectiveness</li> <li>6. Strengthen financial resources</li> </ol> <p><b>Goal for Departmental Program/Unit:</b> The School of Business strives to provide an environment that promotes student learning in the field of business in a caring, Christian community. Graduates of baccalaureate-level programs in business administration will develop a depth of understanding of business principles and are given the opportunity to develop to their fullest potential in preparing for a career and/or undertaking post-baccalaureate studies.</p>	<p><u>Learning Outcomes</u></p> <ol style="list-style-type: none"> <li>1. Students in the BSB program will demonstrate proficiency in written business communication skills expected by potential employers.</li> <li>2. Students in the BSB program will demonstrate proficiency in oral communication skills expected in professional business presentations.</li> <li>3. Students in the BSB program will demonstrate proficiency in analyzing a business case.</li> <li>4. Students will demonstrate proficiency in the use of business computer software programs and their applications.</li> <li>5. Students will demonstrate basic knowledge of fundamental terminology and concepts in the major areas of business: (a) economics, (b) accounting principles; (c) marketing; (d) management, (e) finance, (f) business communications, (g) business law, (h) operations management, (i) strategic management, (j) managerial accounting, (k) statistics, (l) microcomputer applications.</li> </ol>	<p><u>Learning Outcomes</u></p> <ol style="list-style-type: none"> <li>1. Students completing BUS 313 (Business Communication) will receive a satisfactory or better rating on cover letters and resumes evaluated using a rubric assessing standard conventions in writing, punctuation, spelling, grammar, and document structure.</li> <li>2. Students completing BUS 313 (Business Communication) will receive a satisfactory or better rating on the oral presentation for this course. Video taped presentations will be evaluated using a rubric to assess elements of communication proficiency.</li> <li>3. Students completing BUS 485 (Strategic Management) will receive a satisfactory or better rating on a case analysis required for this course. Analyses will be evaluated by departmental faculty using a rubric to assess students' abilities in identifying and stating a problem, identifying and stating relevant alternatives, evaluating alternatives, and making a recommendation.</li> <li>4. Students completing BUS 310 (Microcomputer Applications) will receive a satisfactory or better rating on a course project evaluated using a rubric assessing their skills in selecting relevant data, building algorithms, and building and interpreting graphs.</li> <li>5.(i) Students completing core business courses will earn at least 60% on standardized assessments administered at the end of the term. (ii) Student performance on the Comprehensive Business Exam will be measured and compared to performance of peer institutions.</li> </ol>	<p><u>Learning Outcomes:</u></p> <ol style="list-style-type: none"> <li>1. 89% of students completing BUS 313 received a rating of satisfactory or better using a rubric to evaluate the six components of the documents.</li> <li>2. On average, students were rated satisfactory or better on 4.28 of 6 criteria used to evaluate oral presentations.</li> <li>3. On average, students were rated satisfactory on 1.91 of 4 criteria used to evaluate case analyses.</li> <li>4. On average, 95% of students demonstrated proficiency on Excel skills and 100% of students demonstrated proficiency on Access skills.</li> <li>5i.(a) The percentage of students completing core courses scoring at least 60% on the end of course assessments are listed below.  <b>Economics:</b> 51.2%  <b>Accounting Principles:</b> 45.1%  <b>Marketing:</b> 69.4%  <b>Management:</b> 66.7%  <b>Finance:</b> 5.2%  <b>Business Communications:</b> 92.0%  <b>Business Law:</b> 16.7%  <b>Operations Management:</b> 80.00%  <b>Strategic Management:</b> 59.1%.  <b>Managerial Accounting:</b> 8.7%</li> </ol>	<p><u>Learning Outcomes:</u></p> <ol style="list-style-type: none"> <li>1. Results reviewed by faculty. Grammar, spelling, and punctuation (mechanics) used in documents were identified as areas for improvement.</li> <li>2. Results reviewed by faculty. Instructors identified areas for improvement. Eye contact and body language were identified as areas for improvement.</li> <li>3. Results reviewed by faculty. Identification of alternatives and recommendations were identified as areas for improvement in the development of activities and assignments.</li> <li>4. Results reviewed by faculty. Areas for improvement in Excel skills include spreadsheet formatting and formulas. An area for improvement in Access skills is the creation of reports.</li> <li>5. Results reviewed by faculty. Improvement plans for learning outcomes were developed by instructors of core business classes.</li> </ol>

	<p><u>Program Outcomes</u></p> <ol style="list-style-type: none"> <li>1. Graduates of the School of Business will (i) be highly satisfied with their business academic program and (ii) secure employment related to their field.</li> <li>2. The School of Business will maintain consistency with the university's environment which affords the students the opportunity to develop to his or her highest potential and into responsible leaders and citizens</li> <li>3. Students will gain an appreciation for the importance of constructive involvement in the community.</li> </ol> <p><u>Departmental Outcomes:</u></p> <ol style="list-style-type: none"> <li>1. To stay current with developments in their fields and attain their highest potential, faculty members will participate in professional development.</li> </ol>	<p><u>Program Outcomes</u></p> <ol style="list-style-type: none"> <li>1. As measured by the 2010 Business Graduate Follow-up Report, a majority of respondents will (i) rate the business academic program as good or higher and (ii) find the employment in their related field.</li> <li>2. As measured by the 2011 Graduating Students' Survey or other methods, the majority of the School of Business students will rate the university at the highest level in providing an environment which will motivate students to (i) achieve their highest potential and (ii) develop into responsible leaders and citizens</li> <li>3. As measured by the Evaluation of Service Learning Experience Survey, students will indicate that the service learning experience in BUS 299 (Service Learning for Business) helped them learn about their communities and what they can do to help others.</li> </ol> <p><u>Departmental Outcomes:</u></p> <ol style="list-style-type: none"> <li>1. The percentage of School of Business Faculty participating in professional development activities will increase from the 2009-2010 level.</li> </ol>	<p><b>Statistics:</b> 21.1%  <b>Microcomputer Applications:</b> 34.3%</p> <p>(ii) The percentage of students demonstrating basic, proficient, or mastery level performance in each area of the Comprehensive Business Exam (CBE) are listed below. Peer Institution performance is indicated in parentheses.  <b>Accounting:</b> 35.1% (43.0%)  <b>Finance:</b> 33.3% (34.8%)  <b>Economic Environment:</b> 40.4% (40.8%)  <b>Social Environment:</b> 52.6% (63.9%)  <b>Legal Environment:</b> 49.1% (54.1%)  <b>Management:</b> 52.6% (69.8%)  <b>International Business:</b> 63.2% (69.8%)  <b>Marketing:</b> 73.7% (79.85%)</p> <p><u>Program Outcomes</u></p> <ol style="list-style-type: none"> <li>1. Ten 2010 business graduates responded to the Graduate Follow-up Report. (i) 100% of the respondents rated the overall academic program as excellent or good. (ii) 78% are employed full-time in their related field.</li> <li>2. Fifty-nine 2011 Business undergraduate students were surveyed with the results: (i) 93.0% rated the college at its highest level (high achievement) in motivating students to achieve their highest potential, and (ii) 81.0% rated the college at its highest level (high achievement) in developing responsible leaders and citizens.</li> <li>3. 100% (32 of 32) of students completing the BUS 299 Service Learning course survey indicated that the community service experience helped them learn about the community and what they can do to help others.</li> </ol> <p><u>Departmental Outcomes:</u></p> <ol style="list-style-type: none"> <li>1. 76.9% (10 of 13) of faculty participated in faculty development activities during the 2010 -2011 academic year compared to 92% in 2009-2010.</li> </ol>	<p><u>Program Outcomes:</u></p> <ol style="list-style-type: none"> <li>1. Objective met. Results reviewed by faculty.</li> <li>2. Objective met. Results reviewed by faculty.</li> <li>3. Objective met. Results reviewed by faculty.</li> </ol> <p><u>Departmental Outcomes</u></p> <ol style="list-style-type: none"> <li>1. Objective not met. Faculty members encouraged by the dean to seek external professional development activities. Departmental training activities will be offered.</li> </ol>
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	<p>2. The School of Business will provide an environment that provides a caring, respectful relationship with students.</p>	<p>2. As measured by the 2010-2011 BSB exit survey, a majority of graduating students will indicate that (i) faculty and staff are friendly and courteous, (ii) faculty are available for students, and (iii) faculty treat students fairly.</p>	<p>2. In the 2011 BSB program Exit Survey, 94.0% (47 of 50) of the graduating students indicated that faculty and staff are friendly and courteous. 98.0% (49 of 50) of the graduating students indicated that faculty are available for students. 92% (46 of 50) of the graduating students indicated that faculty treat students fairly.</p>	<p>2. Objective met. Results reviewed by faculty. Evaluation criteria reviewed in departmental meetings to ensure faculty continue to meet expectations.</p>
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**BUSINESS ADMINISTRATION MAJOR  
INSTITUTIONAL EFFECTIVENESS PROGRAM  
2009-2010**

EXPANDED STATEMENT OF INSTITUTIONAL PURPOSE	STUDENT LEARNING OUTCOMES AND OBJECTIVES OF PROGRAM	ASSESSMENT CRITERIA AND PROCEDURES	ASSESSMENT RESULTS	USE OF RESULTS
<p><b>University Mission:</b> The mission of William Carey University is to provide quality liberal arts and professional programs within a caring Christian academic community. The individual student is encouraged to develop his or highest potential in scholarship, leadership, and service. The university collaborates with churches, organizations, and individuals to affirm its Baptist heritage and namesake –William Carey.</p> <p><b>Expanded Statement of Purpose:</b></p> <ol style="list-style-type: none"> <li>1. Provide academic programs to promote student learning.</li> <li>2. Promote Christian development and social responsibility</li> <li>3. Strengthen ties with Baptist churches, associations, and conventions</li> <li>4. Provide an environment that supports student learning</li> <li>5. Strengthen organizational and operational effectiveness</li> <li>6. Strengthen financial resources</li> </ol> <p><b>Goal for Departmental Program/Unit</b> The School of Business strives to provide an environment that promotes student learning in the field of business in a caring, Christian community. Graduates of baccalaureate-level programs in business administration will develop a depth of understanding of business principles and are given the opportunity to develop to their fullest potential in preparing for a career and/or undertaking post-baccalaureate studies.</p>	<p><u>Learning Outcomes</u></p> <ol style="list-style-type: none"> <li>1. Students in the BSB program will demonstrate proficiency in written business communication skills expected by potential employers.</li> <li>2. Students in the BSB program will demonstrate proficiency in oral communication skills expected in professional business presentations.</li> <li>3. Students in the BSB program will demonstrate proficiency in analyzing a business case.</li> <li>4. Students will demonstrate proficiency in the use of business computer software programs and their applications.</li> <li>5. Students will demonstrate basic knowledge of fundamental terminology and concepts in the major areas of business: (a) economics, (b) accounting principles; (c) marketing; (d) management, (e) finance, (f) business communications, (g) business law, (h) operations management, (i) strategic management, (j) managerial accounting, (k) statistics, (l) microcomputer applications.</li> </ol>	<p><u>Learning Outcomes</u></p> <ol style="list-style-type: none"> <li>1. Students completing BUS 313 (Business Communication) will receive a satisfactory or better rating on cover letters and resumes evaluated using a rubric assessing standard conventions in writing, punctuation, spelling, grammar, and document structure.</li> <li>2. Students completing BUS 313 (Business Communication) will receive a satisfactory or better rating on the oral presentation for this course. Video taped presentations will be evaluated using a rubric to assess elements of communication proficiency.</li> <li>3. Students completing BUS 485 (Strategic Management) will receive a satisfactory or better rating on a case analysis required for this course. Analyses will be evaluated by departmental faculty using a rubric to assess students' abilities in identifying and stating a problem, identifying and stating relevant alternatives, evaluating alternatives, and making a recommendation.</li> <li>4. Students completing BUS 310 (Microcomputer Applications) will receive a satisfactory or better rating on a course project evaluated using a rubric assessing their skills in selecting relevant data, building algorithms, and building and interpreting graphs.</li> <li>5.(i) Students completing core business courses will earn at least 60% on standardized assessments administered at the end of the term. (ii) Student performance on the Comprehensive Business Exam will be measured and compared to performance of peer institutions.</li> </ol>	<p><u>Learning Outcomes:</u></p> <ol style="list-style-type: none"> <li>1. 87% of students completing BUS 313 received a rating of satisfactory or better using a rubric to evaluate the six components of the documents.</li> <li>2. On average, students were rated satisfactory or better on 4.84 of 6 criteria used to evaluate oral presentations.</li> <li>3. On average, students were rated satisfactory on 2.14 of 4 criteria used to evaluate case analyses.</li> <li>4. On average, 90.3% of students demonstrated proficiency on Excel skills and 96.8% of students demonstrated proficiency on Access skills.</li> <li>5.(a) The percentage of students completing core courses scoring at least 60% on the end of course assessments are listed below. <b>Economics:</b> 60.87% <b>Accounting Principles:</b> 41.75% <b>Marketing:</b> 62.64% <b>Management:</b> 54.63% <b>Finance:</b> 0.00% <b>Business Communications:</b> 78.13% <b>Business Law:</b> 22.00% <b>Operations Management:</b> 85.51% <b>Strategic Management:</b> 33.33%. <b>Managerial Accounting:</b> 6.25% <b>Statistics:</b> 35.06% <b>Microcomputer Applications:</b> 37.04%</li> </ol>	<p><u>Learning Outcomes:</u></p> <ol style="list-style-type: none"> <li>1. Results reviewed by faculty. Grammar, spelling, and punctuation (mechanics) used in documents were identified as areas for improvement.</li> <li>2. Results reviewed by faculty. Instructors identified areas for improvement. Voice, eye contact and body language were identified as areas for improvement.</li> <li>3. Results reviewed by faculty. Identification of alternatives, evaluation of alternatives, and recommendations were identified as areas for improvement in the development of activities and assignments.</li> <li>4. Results reviewed by faculty. Areas for improvement in Excel skills include charts and chart formatting. Areas for improvement in Access skills include sorting, summary options, and formatting in the development of activities and assignments.</li> <li>5. Results reviewed by faculty. Improvement plans for learning outcomes were developed by instructors of core business classes. A special topics course in International Business was added to the 2009 – 2010 schedule of course offerings.</li> </ol>

EXPANDED STATEMENT OF INSTITUTIONAL PURPOSE	STUDENT LEARNING OUTCOMES AND OBJECTIVES OF PROGRAM	ASSESSMENT CRITERIA AND PROCEDURES	ASSESSMENT RESULTS	USE OF RESULTS
	<p><u>Program Outcomes</u></p> <ol style="list-style-type: none"> <li>1. Graduates of the School of Business will (i) be highly satisfied with their business academic program and (ii) secure employment related to their field.</li> <li>2. The School of Business will maintain consistency with the university's environment which affords the students the opportunity to develop to his or her highest potential and into responsible leaders and citizens</li> </ol> <p><u>Departmental Outcomes:</u></p> <ol style="list-style-type: none"> <li>1. To stay current with developments in their fields and attain their highest potential, faculty members will participate in professional development.</li> <li>2. The School of Business will provide an environment that provides a caring, respectful relationship with students.</li> </ol>	<p><u>Program Outcomes</u></p> <ol style="list-style-type: none"> <li>1. As measured by the 2009 Business Graduate Follow-up Report, a majority of respondents will (i) rate the business academic program as good or higher and (ii) find the employment in their related field.</li> <li>2. As measured by the 2010 Graduating Students' Survey or other methods, the majority of the School of Business students will rate the university at the highest level in providing an environment which will motivate students to (i) achieve their highest potential and (ii) develop into responsible leaders and citizens</li> </ol> <p><u>Departmental Outcomes:</u></p> <ol style="list-style-type: none"> <li>1. The percentage of School of Business Faculty participating in professional development activities will increase from the 2008-2009 level.</li> <li>2. As measured by the 2009-2010 BSB exit survey, a majority of graduating students will indicate that (i) faculty and staff are friendly and courteous, (ii) faculty are available for students, and (iii) faculty treat students fairly.</li> </ol>	<p>(ii) The percentage of students demonstrating basic, proficient, or mastery level performance in each area of the Comprehensive Business Exam (CBE) are listed below. Peer Institution performance is indicated in parentheses.  <b>Accounting:</b> 48.15% (40.41%)  <b>Finance:</b> 38.89% (35.03%)  <b>Economic Environment:</b> 57.40% (56.40%)  <b>Social Environment:</b> 40.74% (35.03%)  <b>Legal Environment:</b> 85.19% (83.38%)  <b>Management:</b> 85.19% (82.86%)  <b>International Business:</b> 75.92% (81.71%)  <b>Marketing:</b> 83.33% (77.50%)</p> <p><u>Program Outcomes</u></p> <ol style="list-style-type: none"> <li>1. Thirteen 2009 business graduates responded to the Graduate Follow-up Report. (i) 91% of the respondents rated the overall academic program as excellent or good. (ii) 90% are employed full-time in their related field.</li> <li>2. Fifty-nine 2010 Business undergraduate students were surveyed with the results: (i) 81.0% rated the college at its highest level (high achievement) in motivating students to achieve their highest potential, and (ii) 80.0% rated the college at its highest level (high achievement) in developing responsible leaders and citizens.</li> </ol> <p><u>Departmental Outcomes:</u></p> <ol style="list-style-type: none"> <li>1. 92% of faculty participated in faculty development activities during the 2009 - 2010 academic year compared to 85% in 2008-2009. 83% of faculty members participated in external faculty development opportunities, and 42% of faculty members participated in internal faculty development activities.</li> <li>2. In the 2010 BSB program Exit Survey, 98.0% (48 of 49) of the graduating students indicated that faculty and staff are friendly and courteous. 98.0% (48 of 49) of the graduating students indicated that faculty are available for students. 100% (48 of 48) of the graduating students indicated that faculty treat students fairly.</li> </ol>	<p><u>Program Outcomes:</u></p> <ol style="list-style-type: none"> <li>1. Objective met. Results reviewed by faculty.</li> <li>2. Objective met. Results reviewed by faculty.</li> </ol> <p><u>Departmental Outcomes</u></p> <ol style="list-style-type: none"> <li>1. Faculty members encouraged by the dean to seek external professional development activities. Departmental training activities will be offered.</li> <li>2. Objective met. Results reviewed by faculty. Evaluation criteria reviewed in departmental meetings to ensure faculty continue to meet expectations.</li> </ol>