Overview (O) 1. Complete all information requested.

Submit your report as an attachment to reports@acbsp.org on or before February 15th or September 15th. Extension approved to March 15, 2013.

O2. This report should be limited to maximum of 50 pages. The average length of most good reports is 30 pages. To help reduce the page numbers you can remove the ACBSP examples used in this report template to help you complete the report.

O3. Institution Name: Cedar Crest College Date: February 27, 2013
   Address: 100 College Drive, Allentown, PA 18104


O5. List All Accredited Programs (as they appear in your catalog):
   BS Accounting
   BS Business Administration
   BS Management

   No new degree programs have been developed since our last report.

   BS Marketing was terminated by vote of the Faculty and the Trustees based on the outcome of the institution wide Academic Program Review completed in 2011.

O6. List all programs that are in your business unit that are not accredited by ACBSP and how you distinguish accurately to the public between programs that have achieved accredited status and those that have not.
There are no programs in the department that are not accredited by ACBSP.

07. List all campuses that a student can earn a business degree from your institution:
Allentown, PA

08. Person completing report Name: Ibolya Balog
    Phone: 610-606-4666 ext. 4453
    E-mail address: ibalog@cedarcrest.edu
    ACBSP Champion name: Ibolya Balog
    ACBSP Co-Champion name: Michael Donovan

09. Conditions or Notes to be Addressed: You do not need to address Opportunity for Improvement (OFI).

Please explain and provide the necessary documentation/evidence for addressing each condition or note since your last report.

Are you requesting the Board of Commissioners to remove notes or conditions (if the justification for removal is lengthy consider attaching an appendix to QA report):

Remove Note:

Note on Standard 4 Criterion 4.2:
The addition of the MFT results improves the external benchmarking of assessment date; however, three cycles of data need to be analyzed, tracked, and compared; and program improvements need to be evident.

We are using ETS’s Major Field Test (MFT) in business as our primary external benchmarking platform. We have tied the overall MFT score as well as its assessment indicators (AI) to our programmatic goals. As illustrated in Standard 6, page 35. we have six data points for the MFT. We have analyzed the data and have added a course to strengthen the quantitative analysis outcome of student learning. Program improvements are evident as indicated in Standard 6, page 35, we therefore request the removal of this note.

Note on Standard 2:
Progress is being made with the development of a strategic plan for the business department but it is not complete at this time.
Cedar Crest College developed a Strategic Plan for 2010 to 2017 that can be found at http://www.cedarcrest.edu/ca/strategicplan to guide the institution to the celebration of its sesquicentennial anniversary. In alignment with the Cedar Crest College mission and Strategic Plan key initiatives and subsequent Academic Program Review and in preparation of the upcoming Periodic Program Review the Business Department developed its strategic plan. The Department Academic Strategic Plan Outline for the current period is attached as Appendix 1.

The Business Department is committed to the principle of continuous improvement and assessment. As such, it recognizes the importance of strategic planning for both the near and longer term in the areas of curriculum development, human resource planning and innovation to meet the needs of its stakeholders. The update of the Department plan is scheduled for review by the Department faculty at regularly scheduled faculty meetings at the beginning of each new academic year and is submitted to the Provost annually with the annual budget request. Prior to the update meeting, the Chair of the Department prepares a report on progress and measurement of results achieved from the prior year plan.

We request the removal of Note on Standard 2 Strategic Planning as we trust that we have met the standard of using the strategic directions to better address key student and program performance requirements and have developed an action plan for deploying and aligning key plan performance requirements.

Remove Condition:

**Condition on Standard 5, Criterion 5.2:**

*While the College is committed to meeting the minimum requirements regarding doctoral faculty coverage, the standard is not being met at this time.*

As indicated in our last report, the College had commenced a search for an academically qualified full time faculty appointment for the Business Department. The successful search resulted in the appointment of Christine Lombardo-Zaun Esq. MBA to a tenure track Assistant Professor to the department faculty, thus achieving the coverage of 20% of undergraduate program courses taught by AQ faculty. 100% of undergraduate credit hours are taught by either academically or professionally qualified faculty. Two of the current full time faculty have met the College requirements of excellence in teaching, scholarship and service and have been granted tenure at the rank of Associate Professor while the third full time faculty member holding a Master’s degree in his field, is completing his 30th year of teaching in the department, demonstrating excellence in teaching and service to have achieved successful reappointment to full time faculty repeatedly over the years.
All part time and adjunct faculty members who meet the professionally qualified status provide sample lessons and evidence of prior teaching or professional experience suitable for the discipline, and are evaluated via a sample lesson for faculty and students in the department prior to their appointment to teach any courses at Cedar Crest College. In person orientation, training in the college’s educational technology support and a written adjunct handbook are provided to all adjuncts.

All non tenured as well as adjunct faculty teaching in the department receive peer reviews and reviews from the Chair at least once annually. Course evaluations by students at the conclusion of each course include teaching effectiveness assessments of the faculty member by the students, the results of these assessments are included in Standard 3, pages 12 and 13.

The planned introduction of the MBA program in the 2014-15 academic year will require the addition of academically qualified faculty to reach 70% two year post launch coverage in the graduate program and meet the 40% coverage for the undergraduate program. The department strategic plan for academic human resource development provides action steps and timelines for accomplishing our goals.

We have met the progress outlined in our last report and have addressed the condition and trust that we have substantially met Standard 5 Criterion 5.2 and therefore request the removal of this condition.

Do not remove note or condition. Explain the progress made in removing the note or condition:

Not applicable.
10. The business unit must routinely provide reliable information to the public on their performance, including student achievement such as assessment results.

The office of Assessment, Accreditation and Compliance of the College maintains records and provides reliable information to the public on performance, including student achievement such as assessment results and can be found at: http://www.cedarcrest.edu/ca/assessment/index.shtm

The Office of Institutional Research of the College provides annual statistics to the National Center for Educational Statistics that can be found at http://nces.ed.gov/collegenavigator/?q=Cedar+Crest+College&s=all&id=211468#netprc

Student Learning Outcome Assessment Results: Such as what you report in standard #4, ETS, MFT, accounting assessment, management assessment, critical thinking, communication, etc.

The business department provides access to the biannual QA report prepared for ACBSP accreditation as a means of providing reliable information to the public on our performance, including student achievement. The link can be found at: http://sage.cedarcrest.edu/degrees/business/

Program Results: Such as what you report in standard #6, graduation rates, retention rates, job placement, etc.

The business department provides access to the biannual QA report prepared for ACBSP accreditation as a means of providing reliable information to the public on our performance including graduation rates, retention rates and job placements. The link can be found at: http://sage.cedarcrest.edu/degrees/business/
Standard #1 Leadership

Organization

a. List any organizational or administrative personnel changes within the business unit since your last report.

Both organizational and administrative personnel changes have occurred since the last report.

Organizational Changes

- As noted above, the BS Marketing was terminated based upon conclusions of the Academic Program Review that examined all programs and majors at Cedar Crest College.

- Ibolya Balog, CPA MBA was appointed Chair of the Department of Business, Management and Economics as of July 1, 2012. Associate Professor Gaetan Giannini served as Chair since our last report until July 1, 2012 when he was appointed Dean of the School of Adult and Graduate Education at Cedar Crest College.

- Christine Lombardo-Zaun Esq. MBA was appointed as a tenure track Assistant Professor to a full time faculty position as of September 1, 2012 subsequent to the recommendation of the search committee. Her teaching focus is business law, and business ethics.

- Arlene Peltola MBA was appointed to an administrative position of Coordinator of Programs and Outreach of the Women’s Leadership Institute at Cedar Crest College as of July 1, 2012. She continues to teach marketing courses in the department part time.

- Cheryl DeBellis started as Assistant to the Chair in November 2012.

- Rebecca Getz-Keller, Academic Advisor and Assistant to the Chair was appointed Academic Advisor of SAGE (School of Adult and Graduate Education) at Cedar Crest College on October 1, 2012.
Also while her appointment is not within the Business Department, we would like to note that Dr. Elizabeth Meade was named Provost in December 2011.

b. List all new sites where students can earn an accredited business degree (international campus, off-campus or on campus, on-line) that have been added since your last report?

No new sites have been added since our last report.

We now do offer the BS Business Administration degree in an on-line format.

**Standard #2 Strategic Planning** (this standard not typically addressed in the QA report) This is used as a place holder to allow all the other standards to be addressed in the QA report and keep the numbering system consistent with self-studies and QA reports.

Please see Appendix 1.
## Standard #3 Student and Stakeholder Focus

<table>
<thead>
<tr>
<th>Performance Measure</th>
<th>Description of Measurement Instrument</th>
<th>Current Results</th>
<th>Analysis of Results</th>
<th>Action Taken</th>
<th>Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of Tutoring Services</td>
<td>Data collected by Academic Services Department</td>
<td>At risk students are taking advantage of tutoring services.</td>
<td>More students recognize and use tutoring services.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

![Number of Students Tutored](image_url)

- Fall 2009
- Spring 2010
- Fall 2010
- Spring 2011
- Fall 2011
- Fall 2012
- Spring 2012
- Economics
- Business Administration
- Accounting
<table>
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<tbody>
<tr>
<td>Internship Performance</td>
<td>Feedback reports from internship site supervisors</td>
<td>Students are performing well in their internship assignments based on their site supervisors' feedback.</td>
<td>To increase the performance of interns, the department has taken a more active role in the student internship experience. In addition to a site supervisor, each student has a faculty adviser who assigns and evaluates a reflective exercise for each intern. Additionally, it is felt that the internship as an elective is a very powerful learning tool, but underutilized. As a result, we have committed to the concept of experiential learning, and will be instituting a cooperative education program in the 2013-2014 academic year.</td>
<td>Introducing co-op program.</td>
<td><img src="chart.png" alt="Intern Performance Rating Chart" /></td>
</tr>
</tbody>
</table>

**Intern Performance Rating**
Based on a scale of 1-5
1=Outstanding,
2=Poor/Unsatisfactory

- **Average Mid term report**
- **Average Final report**
### Student- and Stakeholder-Focused Results (continued)

<table>
<thead>
<tr>
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<tr>
<td>Number of graduates to work in their field of study</td>
<td>Senior exit survey</td>
<td>Over the measurement period the number of students going on to work in their field of study has increased to a level consistently over 80% to 90%.</td>
<td>Department's faculty have worked closely with Career Development department integrating it in coursework wherever possible. However, with a large population of working adult students, it is clear that the main reason for a consistently high number in this category is that students enter the program already working in their field. We anticipate that this number will continue to increase, as the college has hired a new Director of Career Development who is focused on improving on campus recruiting.</td>
<td>Continued growth and improved integration with Career Services.</td>
<td><img src="image" alt="Graph showing trends" /></td>
</tr>
</tbody>
</table>

The graph illustrates the percentage of students planning to work in their field and attend graduate school from 2008 to 2012.
<table>
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</tr>
</thead>
<tbody>
<tr>
<td>Student Course Format Preference</td>
<td>Student survey</td>
<td>Courses are offered in alternative formats of accelerated hybrid and online delivery. Course evaluations indicated that students’ preference varied. The survey was developed to better align delivery with learning preference.</td>
<td>Students want a quantitative course over 14 weeks compared to a qualitative course over 7 weeks.</td>
<td>Revised 2013-14 schedule accordingly.</td>
<td><img src="image" alt="Student Course Format Preference" /></td>
</tr>
</tbody>
</table>
### Student- and Stakeholder-Focused Results (continued)

<table>
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</thead>
<tbody>
<tr>
<td>Learned in this Course</td>
<td>Course evaluation division aggregate score report.</td>
<td>Student’s perception of learning indicates a steady increase in students’ learning in business and a consistent leveling of learned knowledge in Accounting.</td>
<td>The introduction of alternative course delivery methods impacted student perception of learning.</td>
<td>Annual re-evaluation of course delivery to enhance student learning outcomes.</td>
<td><img src="chart_image.png" alt="Learned In This Course" /></td>
</tr>
</tbody>
</table>
### Student- and Stakeholder-Focused Results (continued)

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</tr>
</thead>
<tbody>
<tr>
<td>Constructive and Timely Feedback</td>
<td>Course evaluation division aggregate score report.</td>
<td>Accounting students have the highest satisfaction rate of receiving constructive and timely feedback. Business student’s satisfaction has been steadily increasing.</td>
<td>Students have been consistently satisfied with the feedback they are receiving.</td>
<td></td>
<td><img src="image" alt="Graph of Received Constructive and Timely Feedback" /></td>
</tr>
</tbody>
</table>

**Received Constructive and Timely Feedback**

- **Accounting**
- **Business**

![Graph of Received Constructive and Timely Feedback](image)
Standard #4 Measurement and Analysis of Student Learning and Performance

Program Outcomes
Since achieving accreditation, the department has had the opportunity to review its learning outcomes, not only within several courses, but also throughout the programs as a whole. Consequently, we have improved our curriculum through changes to course content. These are described in b.) Performance Results.

1. Core Outcomes
   1.1. Ethics
   1.2. Organizational and Personal Relationships
   1.3. Interpretation of Information and Its Impact on Organizations
   1.4. Economics
   1.5. Business and Organization Functions
   1.6. Creativity and Strategic Thinking

2. Accounting Program Outcomes
   2.1. Ethics
   2.2. Taxation
   2.3. Accounting for Costs
   2.4. Intermediate and Advanced Financial Accounting
   2.5. Auditing

3. Business Program Outcomes
   3.1. Concentration Selections
      3.1.1. Management
      3.1.2. Marketing
      3.1.3. Human Resources
      3.1.4. Health Care Management
      3.1.5. Economics

Detail
1. **Core Outcomes (for both B.S. Business Administration and B.S. Accounting)**
   1.1. Ethics
1.1.1. Identify and evaluate the source of personal ethical values. Compare and contrast to societal and professional standards. Identify ethical conflict and develop remedies.

1.1.2. Identify ethical dilemmas that exist in the business environment and analyze challenges existing in a diverse and complex world within a managerial context.

1.2. Organizational and Personal Relationships
1.2.1. Develop and maintain productive relationships with peers, superiors and subordinates, and evaluate her contribution to a team.

1.3. Interpretation of Information and Its Impact on Organizations
1.3.1. Identify the various sources of business information, recognize how it flows through the functional areas of an organization, and describe its impact on the functional areas and organization as a whole.

1.3.2. Through standard or advanced technological means and using appropriate research techniques (qualitative and quantitative), interpret information, draw conclusions, and communicate knowledge effectively.

1.3.3. Interpret and apply algebraic formula and build quantitative models to analyze business problems.

1.4. Economics
1.4.1. Explain and utilize key concepts and models of economics: the market model, market structure, characteristics and causes of the business cycle, macroeconomic policies, exchange rates, and the monetary and fiscal institutions involved in the formulation of economic policy.

1.5. Business and Organization Functions
1.5.1. Fundamental Accounting
1.5.1.1. Describe the fundamental functions of an organization’s accounting system and the objectives of the users of financial reports.

1.5.1.2. Analyze transactions for recording the information in the accounting system applying US GAAP.

1.5.1.3. Apply Generally Accepted Accounting Principles used in the United States of America (US GAAP) and compare such principles to the International Financial Reporting System.

1.5.1.4. Prepare a set of complete financial statements including a balance sheet, a statement of stockholders equity, an income statement and a cash flow statement in good form and analyze the relationships of these statements.

1.5.2. Financial Analysis
1.5.2.1. Explain the role and duties of the financial manager and utilize financial tools to inform decision-making.

1.5.2.2. Design a budget based on forecasted sales and prepare the related forecasted financial statements.

1.5.2.3. Analyze financial performance of an organization and forecast future performance based on trend and planned investments.

1.5.2.4. Compute and evaluate the financial implications of business decision making, including those associated with capital budgeting.

1.5.2.5. Produce written reports and correspondence to explain financial reporting issues to an organization’s internal or external users of financial statements.
1.5.3. Human Resources
1.5.3.1. Describe the variety of organizational cultures and value systems in today’s workplace, and explain the importance of recognizing and responding to cultural diversity in an organization.
1.5.3.2. Explain and discuss the essential elements of managing Human Resources, including the development of the individual, and the role of the Human Resources department.
1.5.3.3. Explain the strategic importance of change management and managing business partnerships. Describe the difference between systems and their advantages and disadvantages in regard to effective management of people and the allocation of work and responsibilities.

1.5.4. Law
1.5.4.1. Describe the sources of American law and the overall structure of the American legal system and be able to recognize and evaluate the impact of the legal system on business, including the basic elements of contract law, and the Uniform Commercial Code.

1.5.5. Marketing
1.5.5.1. Describe the fundamental functions of product/service design, distribution, pricing, and promotion.
1.5.5.2. Evaluate impact of marketing strategy decisions on an organization.

1.5.6. Operations
1.5.6.1. Design and explain production / service delivery systems
1.5.6.2. Describe and illustrate quality control systems
1.5.6.3. Evaluate inventory and production capacity levels.

1.5.7. Global
1.5.7.1. Analyze a country's commercial strategy, context, and performance and relate to a company's export or investment strategy.

1.6. Creativity and Strategic Thinking
1.6.1. Link functional business skills together and apply a systems-thinking approach to situations.
1.6.2. Synthesize and apply knowledge from across business disciplines through organizational interpretation or planning.
1.6.3. Identify opportunities for business innovation and design and recommend strategies for orchestrating change in an organization.

1. Accounting major Outcomes
1.1. Ethics
1.1.1. Consider the special issues with and role of ethical behavior in financial reporting, accounting decisions and auditing.
1.2. Costing
1.2.1. Compute and apply both job and process accounting techniques
1.3. Taxation
1.3.1. Apply relevant tax accounting concepts as applicable to personal and business tax returns.
1.4. Intermediate and Advanced Accounting
   1.4.1. Apply relevant US Generally Accepted Accounting Principles and selected International Financial Reporting Standards as applicable to balance sheet and income statement elements
   1.4.2. Analyze and prepare consolidation of financial information
   1.4.3. Assess the financial implication of business decision making.

1.5. Auditing
   1.5.1. Analyze various attest functions and assurance services performed by independent accountants.
   1.5.2. Evaluate the role of internal control over financial reporting.

2. Business Administration major Outcomes
2.1. Concentration Selections
   2.1.1. Economics
       2.1.1.1. Describe and explain how market economies solve fundamental social problems regarding the production and distribution of goods, as well as the distribution of wealth in society.
       2.1.1.2. Analyze the conditions under which free markets will provide the best use of society’s scarce resources, and explain how government intervention can improve on the market outcome when those conditions are not met.
       2.1.1.3. Utilize basic economic principles to explain the nature and causes of international trade and investment.
   2.1.2. Healthcare Management
       2.1.2.1. Describe cultural, political, economic and environmental factors that affect health care delivery.
       2.1.2.2. Explain the structure and organization of health care systems.
       2.1.2.3. Differentiate how Medicare, Medicaid and commercial insurance, and health maintenance organizations affect health care delivery.
       2.1.2.4. Prepare analyses concerning current issues facing health care systems.
       2.1.2.5. Debate future challenges associated with health care delivery and payment systems.
       2.1.2.6. Interpret various financial statements and management reports used in healthcare organizations.
       2.1.2.7. Apply ratio analysis used in healthcare organizations for management reports.
       2.1.2.8. Describe applicable patient care systems and processes in practice settings.
   2.1.3. Human Resources
       2.1.3.1. Describe the variety of organizational cultures and value systems in today’s workplace, and explain the importance of recognizing and responding to cultural diversity in an organization.
       2.1.3.2. Explain and discuss the essential elements of managing human resources, including the development of the individual, and the role of the human resources department.
       2.1.3.3. Explain the strategic importance of change management and managing business partnerships.
       2.1.3.4. Describe the difference between systems and their advantages and disadvantages in regard to effective management of people and the allocation of work and responsibilities.
2.1.4. Management
   2.1.4.1. Prepare management plans for organizations
   2.1.4.2. Design organizational structures that provide effective and efficient execution of strategy
   2.1.4.3. Identify and apply leadership skills
   2.1.4.4. Analyze and describe performance measurements to monitor strategy and operational activities

2.1.5. Marketing
   2.1.5.1. Analyze consumer and industrial/commercial buying behavior
   2.1.5.2. Prepare advertising and public relations strategies
   2.1.5.3. Describe sales management techniques and strategies
   2.1.5.4. Apply marketing research techniques
## Standard #4 Student Learning Results

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Performance Measure</th>
<th>Measurement Instrument / Process</th>
<th>Current Results</th>
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</thead>
<tbody>
<tr>
<td>Core Outcomes</td>
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<tr>
<td>SLO 1.2.1</td>
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<tr>
<td>Develop and maintain productive relationships with peers, superiors and subordinates, and evaluate her contribution to a team.</td>
<td>85% of the class participate actively and cooperatively in each class discussion at level 2 of a 5-point internal rubric for class participation.</td>
<td>BUA 281 or BUA 282 Formative class discussion rubric.</td>
<td>80% are achieving the goal.</td>
<td>Students can be shy and do not trust their opinions in a class discussion experience.</td>
<td>Instructors are coached on how to draw out student opinions and to facilitate group discussion.</td>
</tr>
<tr>
<td>SLO 1.3.2</td>
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<tr>
<td>Through standard or advanced technological means and using appropriate research techniques (qualitative and quantitative), interpret information, draw conclusions, and communicate knowledge effectively.</td>
<td>75% of the class prepare written and oral presentations at the respective AAC&amp;U rubric level of 3 or better.</td>
<td>BUA 351/352 Direct and Summative: Industry Analysis and Business Plan: Written and Oral Report.</td>
<td>65% are achieving at level 3.</td>
<td>Student ability to perform acceptable research is weak coupled with poor writing skills. BUA 351 teaches industry analysis and strategy. BUA 352 culminates with the preparation of a business plan.</td>
<td>Milestones were introduced to allow the instructor to assess early written results as the project progressed. Additional assistance provided on database/library research skills. Greater emphasis on written and oral rubrics.</td>
</tr>
<tr>
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<td>SLO 1.3.1</td>
<td>Identify the various sources of business information, recognize how it flows through the functional areas of an organization, and describe its impact on the functional areas and organization as a whole.</td>
<td>ACC/BUA 205</td>
<td>Prior required course in MS Office was not achieving desired goal.</td>
<td>This course replaces a MS Office course that did not succeed at teaching data concepts for use in decision-making.</td>
<td>Course offered for first time in Spring of 2013. Required for business and accounting students. New emphasis on “big data” concepts. Designed to react to rapidly changing business environment.</td>
</tr>
<tr>
<td></td>
<td>a. 75% of the class are proficient.</td>
<td>Direct and formative: Homework assignment preparing flowcharts and/or datagrams of enterprise transactions systems.</td>
<td>While ACC students were introduced to AIS concepts, BUA students also needed to see bigger picture of data and its use.</td>
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<td></td>
<td>b. 75% of the class prepare written reports at the AAC&amp;U written assignment rubric level of 2 or better.</td>
<td>Direct and formative: Student project analyzing and describing an organization’s enterprise information systems.</td>
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<tr>
<td>SLO 1.3.3</td>
<td>a. 75% of the class prepare material at the AAC&amp;U Quantitative Literacy rubric level of 2 or better.</td>
<td>BUA 219</td>
<td>Prior course in Finite Math was no longer succeeding. Students either knew sufficient algebra or did not. And, prior course in MS Excel was not adequately teaching decision-making models. MFT results have declined.</td>
<td>Many Business Department Students now arriving at the college with poor quantitative, algebraic, and modeling skills.</td>
<td>BUA 219 is a new course that takes place. New course introduces both MS Excel and modeling technique. Assumes algebra background so that Mgt Science concepts can be emphasized. Video of problem examples and solutions provided so students may see and practice while completing homework. Students now must have equivalent of College Algebra to enter the course. Chart shows MFT results and need to make curriculum change.</td>
</tr>
<tr>
<td></td>
<td>b. 75% of students taking MFT equal or exceed the national median score.</td>
<td>BUA 219</td>
<td></td>
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</tr>
</tbody>
</table>

**Quantitative MFT Score % Students exceeding Ntl Median**

![Chart showing MFT score percentage from May 09 to May 12](chart.png)
<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Performance Measure</th>
<th>Measurement Instrument / Process</th>
<th>Current Results</th>
<th>Analysis of Results</th>
<th>Action Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 1.5.1.4</td>
<td>Prepare a set of complete financial statements including a balance sheet, a statement of stockholders equity, an income statement and a cash flow statement in good form and analyze the relationships of these statements.</td>
<td>85% of the class can achieve this result.</td>
<td>ACC 101 Direct and Formative: Mid-term examination with problems associated with this outcome.</td>
<td>80% are achieving goal.</td>
<td>Continued emphasis on the links between the mechanics of debits/credits and the reports that are produced has helped to improve performance.</td>
</tr>
<tr>
<td>SLO 1.5.2.3</td>
<td>Analyze financial performance of an organization and forecast future performance based on trend and planned investments.</td>
<td>Assessment results will exceed 85%.</td>
<td>ACC/BUA 250 Direct and Formative: Company financial analysis project.</td>
<td>65% are achieving goal.</td>
<td>Examples of prior projects given to students. Videos of analysis problems provided so that students may watch and practice more outside the classroom.</td>
</tr>
</tbody>
</table>

**ACC 101 Mid-Term Assessment**

![ACC 101 Mid-Term Assessment graph]

**ACC/BUA 250 Financial Project Assessment**

![ACC/BUA 250 Financial Project Assessment graph]
### Performance Indicators

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Performance Measure</th>
<th>Measurement Instrument / Process</th>
<th>Current Results</th>
<th>Analysis of Results</th>
<th>Action Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 1.5.5.1</td>
<td>Describe the fundamental functions of product/service design, distribution, pricing, and promotion and evaluate their impact on an organization.</td>
<td>BUA 230</td>
<td>35% of students exceeding national median.</td>
<td>Results have varied by group taking the test. However, last two cohorts have improved dramatically.</td>
<td>Greater emphasis in capstone courses on marketing issues. Waiting to see what the May 2013 results will be to determine if improvements in course have been successful.</td>
</tr>
<tr>
<td>SLO 1.6.2</td>
<td>Synthesize and apply knowledge from across business disciplines through organizational interpretation or planning.</td>
<td>BUA 351</td>
<td>Average near 40 to 50%.</td>
<td>Score has fluctuated around 40%. Small, but talented cohort in May 12 distorted results. Current problems in quantitative analysis and finance. Prior problems with business law.</td>
<td>Course redesigns in quantitative analysis and finance. FT Business law professor hired.</td>
</tr>
</tbody>
</table>

### Graphs

**Marketing MFT Score % Students Exceeding Ntl Median**

- Mar-09: 0%
- May-10: 80%
- Dec-10: 80%
- May-11: 60%
- Dec-11: 60%
- May-12: 80%

**Total MFT Score % Students Exceeding Ntl Median**

- Mar-09: 40%
- May-10: 40%
- Dec-10: 40%
- May-11: 40%
- Dec-11: 40%
- May-12: 60%
<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Performance Measure</th>
<th>Measurement Instrument / Process</th>
<th>Current Results</th>
<th>Analysis of Results</th>
<th>Action Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 3.1.1</td>
<td>Use the market model to explain how markets respond to various factors that change equilibrium prices and quantities.</td>
<td>ECO 102</td>
<td>a. 80% are achieving this goal.</td>
<td>a. Final exam scores, on average, are lower than hourly exam scores. Cumulative final; some students perform poorly on material from first half.</td>
<td>More explicit incorporation of material from first half of course in second half, review material with worksheets.</td>
</tr>
<tr>
<td></td>
<td>a. 80% of the class are proficient.</td>
<td></td>
<td>b. 91% are achieving this goal.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. 80% of class projects at project grading rubric level of 3 or better.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLO 3.1.1</td>
<td>Utilize economic principles to explain the significance of international economic events.</td>
<td>ECO 315</td>
<td>80% are achieving this goal.</td>
<td>Student are more engaged and gain a better understanding of theoretical concepts when applying them to real-world events. This was the first time online threaded discussion was used. Students give more thoughtful and in-depth comments than in “live” discussions.</td>
<td>None.</td>
</tr>
<tr>
<td></td>
<td>80% of class are proficient.</td>
<td>Online threaded discussion in which students analyze and explain the effects of instructor-specified current events on exchange rates, trade balances, and flows of investment.</td>
<td>80% are achieving this goal.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

![ECO 102 Final Exam Assessment](chart.png)
<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Performance Measure</th>
<th>Measurement Instrument / Process</th>
<th>Current Results</th>
<th>Analysis of Results</th>
<th>Action Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 1.5.3.1</td>
<td>Describe the variety of organizational cultures and value systems in today’s workplace, and explain the importance of recognizing and responding to cultural diversity in an organization and understanding the difference between systems and their advantages and disadvantages in regard to effective management of people and the allocation of work and responsibilities.</td>
<td>75% of class are proficient.</td>
<td>BUA 220</td>
<td>Direct and Formative: Cumulative project broken into three phases throughout course where the student interviews a Human Resource professional, and applies concepts learned throughout the course, along with the real-world knowledge obtained to create and analyze a SWOT analysis for a company of their choice.</td>
<td>85% of students achieve this goal with a well written final project. Students could benefit from learning more about SWOT analysis and applying it - this can be done through the utilization of class time to teach this. Special time incorporated into future syllabi to allow for more learning how to analyze and apply various human resource concepts.</td>
</tr>
</tbody>
</table>

25
<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Performance Measure</th>
<th>Measurement Instrument / Process</th>
<th>Current Results</th>
<th>Analysis of Results</th>
<th>Action Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 1.5.3.2</td>
<td>Identify, understand, and explain the strategic importance of change management and managing business partnerships.</td>
<td>75% of class are proficient.</td>
<td>BUA 220</td>
<td>85% of students achieve this goal with a well written final project.</td>
<td>Students could benefit from learning more about SWOT analysis and applying it - this can be done through the utilization of class time to teach this.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Performance Measure</th>
<th>Measurement Instrument / Process</th>
<th>Current Results</th>
<th>Analysis of Results</th>
<th>Action Taken</th>
</tr>
</thead>
</table>

- **Performance Indicator**: Identify, understand, and explain the strategic importance of change management and managing business partnerships.
- **Performance Measure**: 75% of class are proficient.
- **Measurement Instrument / Process**: BUA 220
- **Current Results**: 85% of students achieve this goal with a well written final project.
- **Analysis of Results**: Students could benefit from learning more about SWOT analysis and applying it - this can be done through the utilization of class time to teach this.
- **Action Taken**: Special time incorporated into future syllabi to allow for more learning how to analyze and apply various human resource concepts.
# Standard # 5 Faculty and Staff Focus

<table>
<thead>
<tr>
<th>Performance Measure</th>
<th>Description of Measurement Instrument</th>
<th>Current Results</th>
<th>Analysis of Results</th>
<th>Action Taken</th>
<th>Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proportion of Academically Qualified and Professionally Qualified faculty Teaching courses</td>
<td>Percentage of Academically Qualified faculty on a credit hour basis</td>
<td>In the Fall semester of 2012 an Academically Qualified full time faculty member joined the department. Additionally, an Academically Qualified faculty member from the Psychology Department has been teaching the organizational behavior course to help our total in this measurement area.</td>
<td>The college has committed to hiring an Academically Qualified faculty member to fill the line vacated by Alice Wilson. In the Fall 2012 Christine Lombardo-Zaun started as a full time faculty member in the department.</td>
<td>The addition of Christine Lombardo-Zaun, Business faculty member, in Fall 2012. This change has provided a significant increase to our total in this measurement area.</td>
<td><img src="image1.png" alt="Credit Hours By Faculty Qualification" /> <img src="image2.png" alt="% Credit Hours Covered by Academically Qualified Faculty" /></td>
</tr>
</tbody>
</table>
## Faculty and Staff Focused Results (continued)

<table>
<thead>
<tr>
<th>Performance Measure</th>
<th>Description of Measurement Instrument</th>
<th>Current Results</th>
<th>Analysis of Results</th>
<th>Action Taken</th>
<th>Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjunct Usage</td>
<td>Percentage of adjunct faculty used on a per credit hour basis</td>
<td>We have been able to achieve our target of limiting the percentage of overall credit hours taught by adjuncts to 25%.</td>
<td>There was a temporary increase in Fall 2011 due to departmental faculty changes.</td>
<td>Academic Human Resource development planning is in place to meet target of 25% or less.</td>
<td><img src="chart.png" alt="Percent of Courses Taught by Adjuncts" /></td>
</tr>
</tbody>
</table>
### Faculty and Staff Focused Results (continued)

<table>
<thead>
<tr>
<th>Performance Measure</th>
<th>Description of Measurement Instrument</th>
<th>Current Results</th>
<th>Analysis of Results</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Student Advising</td>
<td>Number of students advisees per semester.</td>
<td>Distribution of advisees varied throughout the measurement period with enrollment and available advisors within the department. The plan is to distribute in such a fashion as to allow faculty to be matched with student from within their discipline.</td>
<td>Starting in the Fall 2011 semester incoming students were advised by a dedicated academic advisor to develop their degree completion plan. Due to personnel changes the advising distribution is being revised in Spring 2012 semester to rebalance the number of students per advisor.</td>
<td>Continued high satisfaction of advising by students.</td>
<td><img src="image" alt="Advisees by Faculty &amp; Semester" /></td>
</tr>
<tr>
<td>Committee Service</td>
<td>Measure of service commitment for faculty members.</td>
<td>All department faculty members have served on standing and ad hoc College wide committees during the measurement period, and 2 of the 4 faculty members have been Chair for at least one of the committees on which they served.</td>
<td>No action required. The Department values the College wide service provided by its faculty. The Department Chair and faculty members routinely discuss teaching, scholarship &amp; service balance.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Faculty Qualifications

**Table 5.2 Standard 5 - NEW FULL-TIME AND PART-TIME FACULTY QUALIFICATIONS**

<table>
<thead>
<tr>
<th>NAME</th>
<th>MAJOR TEACHING FIELD</th>
<th>COURSES TAUGHT</th>
<th>LIST ALL EARNED DEGREES</th>
<th>DOCUMENT OTHER PROFESSIONAL CERTIFICATION CRITERIA</th>
<th>ACBSP QUALIFICATION</th>
</tr>
</thead>
</table>
- Teaching Excellence  
- Professional Certifications | 1. AQ |

- 14 years work experience as a sales manager  
- 3 years work experience as attorney  
- Licensed to practice law in PA and NJ
<table>
<thead>
<tr>
<th>Faculty</th>
<th>Highest Degree Earned</th>
<th>Prof. Certification</th>
<th>Scholarly Activities</th>
<th>Professional Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Papers Presented</td>
<td>Published Articles Or Books</td>
</tr>
<tr>
<td>Chris Duelfer</td>
<td>MS</td>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Christine Lombardo-Zaun</td>
<td>JD</td>
<td>Licensed to practice law in PA &amp; NJ</td>
<td>None</td>
<td>None</td>
</tr>
</tbody>
</table>
Standard #6 Educational and Business Process Management

a. Curriculum

1. List any existing accredited degree programs/curricula that have been substantially revised since your last report and attach a Table - Standard 6, Criterion 6.1.3 – Undergraduate CPC Coverage for each program.

No programs have undergone substantial revision since the last report.

2. List any new degree programs that have been developed and attach a Table - Standard 6, Criterion 6.1.3 – Undergraduate CPC Coverage for each new program since your last report.

No new degree programs have been developed since the last report.

Note: If you have a new degree at a level currently accredited by ACBSP, then report information on: student enrollment, program objectives, instructional resources, facilities and equipment, admissions requirements, graduation statistics, core professional components (CPCs) and the outcomes assessment process to ACBSP. If the new degree is at a higher level than what is currently accredited, the school must complete a self-study to add the degree.

3. List any accredited programs that have been terminated since your last report.

BS Marketing was terminated since the last report.
## Standard #6 Educational and Business Process Management

### Organizational Effectiveness Results

<table>
<thead>
<tr>
<th>Performance Measure</th>
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</tr>
</thead>
<tbody>
<tr>
<td>New: Enrollment</td>
<td>Departmental enrollment as compared to College enrollment. Our goal is for Department enrollment to make up 10% of the College's enrollment.</td>
<td>Enrollment in the department has been reasonably flat (a slight decline) in the face of a downward trend in College wide enrollment.</td>
<td>Department is participating in several strategic initiatives to boost enrollment in both the traditional and adult population. This includes participating in the Admissions Department’s TLC recruiting program, the creation of a cooperative education program, and the development of an accelerated program for the newly formed School of Adult and Graduate Education.</td>
<td></td>
<td><img src="chart.png" alt="College v. Department Enrollment" /></td>
</tr>
</tbody>
</table>
### Organizational Effectiveness Results (continued)

<table>
<thead>
<tr>
<th>Performance Measure</th>
<th>Description of Measurement Instrument</th>
<th>Current Results</th>
<th>Analysis of Results</th>
<th>Action Taken</th>
<th>Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation</td>
<td>A macro assessment of the quality and marketability of the program.</td>
<td>The number of graduates increased since the last report followed by a decrease in the last academic year. The decrease is relative to college wide graduation rates.</td>
<td>A scholarship program has been enacted for traditional aged students, and a Co-op program is set to be launched in the 2013-2014 academic year.</td>
<td></td>
<td><img src="image1.png" alt="Total Graduates in Department by Academic Year" /> <img src="image2.png" alt="Graduates by Academic Year &amp; Major" /></td>
</tr>
</tbody>
</table>
### Organizational Effectiveness Results (continued)

<table>
<thead>
<tr>
<th>Performance Measure</th>
<th>Description of Measurement Instrument</th>
<th>Current Results</th>
<th>Analysis of Results</th>
<th>Action Taken</th>
<th>Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark student performance to external measurement instrument using MFT</td>
<td>MFT scores and analysis reports.</td>
<td>During the measurement period mean student scores met or exceeded 90% of the national mean scores in total and all but two content areas.</td>
<td>New course BUA 219 included in core curriculum to improve focus on quantitative analysis to enhance student performance on quantitative and finance measures.</td>
<td>New course introduced in Spring 2013 semester.</td>
<td><img src="image" alt="MFT Graph" /></td>
</tr>
</tbody>
</table>
### Organizational Effectiveness Results (continued)

<table>
<thead>
<tr>
<th>Performance Measure</th>
<th>Description of Measurement Instrument</th>
<th>Current Results</th>
<th>Analysis of Results</th>
<th>Action Taken</th>
<th>Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>E-Learning Adoption</strong></td>
<td>A measure of the use of instructional technology in course delivery.</td>
<td>All full time faculty and most adjuncts are using instructional technology as a part of their classes. Over 90% of all courses use the e-College learning management system, and 25% of the department’s offerings are fully online classes. 100% of the department core course offerings are available in fully online classes.</td>
<td>Both full time and part time faculty have been and will continue to receive training related to the delivery and design of online course material.</td>
<td>Faculty training has contributed to an increase in successful usage of e-learning technology.</td>
<td><img src="image1" alt="Percent of Courses Offered with an Online Component" /></td>
</tr>
<tr>
<td><strong>Use of Adjunct Faculty Performance</strong></td>
<td>A quality assurance measure to ensure that students are receiving the majority of their education from full time faculty. This measure also serves to monitor the college’s commitment to using full time faculty within the department.</td>
<td>Better attention to faculty schedules, including the involvement of the entire department in the scheduling process has made the achievement of this goal possible.</td>
<td>During the last two semesters, the department has met our projected goal of 25% or less.</td>
<td><img src="image2" alt="Percent of Courses Taught by Adjuncts" /></td>
<td></td>
</tr>
</tbody>
</table>
### Table 6.3 Standard 6, Criterion 6.1.3

<table>
<thead>
<tr>
<th>Course Codes</th>
<th>A1 Mkt</th>
<th>A2 Fin</th>
<th>A3 Acc</th>
<th>A4 Mgt</th>
<th>B1 Law</th>
<th>B2 Eco</th>
<th>B3 Glo</th>
<th>C1 IS</th>
<th>C2 Stat</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 101 Financial Accounting</td>
<td>3</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>40</td>
</tr>
<tr>
<td>ACC 102 Managerial Accounting</td>
<td>3</td>
<td>27</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>40</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACC/BUA 205 Business Enterprise Systems</td>
<td>6</td>
<td>3</td>
<td>31</td>
<td>40</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>BUA 110 Principles of Management</td>
<td>5</td>
<td>3</td>
<td>18</td>
<td>6</td>
<td>3</td>
<td>2</td>
<td>40</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUA 219 Qty Methods for Business and Economics</td>
<td>6</td>
<td>3</td>
<td>3</td>
<td>28</td>
<td>40</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUA 221 Business Law</td>
<td>3</td>
<td>34</td>
<td>3</td>
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<tr>
<td>BUA 240 Global Business</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>6</td>
<td>3</td>
<td>23</td>
<td>40</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUA 250 Principles of Finance</td>
<td>2</td>
<td>30</td>
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<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>40</td>
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<tr>
<td>BUA 280 Business Ethics</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>17</td>
<td>3</td>
<td>7</td>
<td>3</td>
<td>40</td>
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<td>BUA 300 Writing for Management</td>
<td>3</td>
<td>3</td>
<td>31</td>
<td>3</td>
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<tr>
<td>BUA 329 Organizational Behavior</td>
<td>34</td>
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<td>40</td>
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<tr>
<td>BUA 345 Operations and Supply Chain Management</td>
<td>20</td>
<td>3</td>
<td>6</td>
<td>3</td>
<td>8</td>
<td>40</td>
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</tr>
<tr>
<td>BUA 351 Applied Strategic Management I</td>
<td>5</td>
<td>5</td>
<td>19</td>
<td>3</td>
<td>3</td>
<td>40</td>
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<tr>
<td>BUA 352 Applied Strategic Management II</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>14</td>
<td>3</td>
<td>3</td>
<td>5</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>ECO 101 Principles of Economics: Macro</td>
<td>3</td>
<td>33</td>
<td>4</td>
<td>40</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECO 102 Principles of Economics: Micro</td>
<td>6</td>
<td>34</td>
<td>40</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>ECO 315 International Economics</td>
<td>6</td>
<td>3</td>
<td>31</td>
<td>40</td>
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<td></td>
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<tr>
<td>MAT 110 Probability and Statistics</td>
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<td>37</td>
<td>40</td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>MRK 230 Principles of Marketing</td>
<td>28</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>40</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>MRK 336 Global Marketing</td>
<td>15</td>
<td>10</td>
<td>15</td>
<td>40</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>69</strong></td>
<td><strong>72</strong></td>
<td><strong>76</strong></td>
<td><strong>195</strong></td>
<td><strong>58</strong></td>
<td><strong>92</strong></td>
<td><strong>111</strong></td>
<td><strong>47</strong></td>
<td><strong>80</strong></td>
</tr>
</tbody>
</table>
Appendix 1
College Mission:

Cedar Crest College is a liberal arts college for women dedicated to the education of the next generation of leaders. Cedar Crest College educates the whole student, preparing women for life in a global community.

Department Mission:

The Department of Business, Management and Economics dedicates itself to providing educational experiences that develop a graduate who not only possesses enthusiasm and skills necessary to engage the world as a capable and ethical leader of organizations but also discovers where personal interest and capability meet community need. In accomplishing this mission there are five behaviors that a Cedar Crest student is encouraged to adopt, enhance and utilize as follows: being ethical, responsible, competent, resourceful and diligent. Students obtaining a Bachelor of Science degree in Business Administration or Accounting will complete the necessary requisite coursework to satisfy the standards of our accrediting agency (The Accreditation Council for Business Schools and Programs).

External Analysis

*Discuss the impact of external factors that may impact the department goals and strategy.*

- Economic – Local economy dominated by healthcare, service and distribution industries, few large enterprises, mostly diverse smaller entities
- Effect of recession – financial impact on student populations
- Demographic – Number of high school graduates peaked impacting traditional student pool
  More adult learners, degree completion, career changers
- Technological – educational delivery methods impacted by technology, changing modes of accessing information
- Cultural – role and expectations of higher education in popular culture and by student populations
- Competitive – our region has a concentration of higher education; education available anywhere via technological innovation.
Internal Analysis

Discussion of strengths and weaknesses of internal processes and resources (capital, human, physical)

Admission and retention – both traditional student admission and SAGE (School of Adult and Graduate Education) admission were restructured in the current 2012-13 academic year to improve efficiency and effectiveness of admission process. Retention is a focus of Academic Services, SAGE has dedicated academic advisor who guides students through first two semesters with the institution, then serves as a secondary advisor to department advisors to provide a continuity of contacts for adult students.

Curriculum development – needs are changing, transfer students holding approved degrees are now exempted from Liberal Arts Curriculum distribution requirements allowing greater focus on discipline of study and elective courses.

Program developments – now offering complete core of Business Administration major in an on line format; optional elective concentrations are offered in management, health care management, human resources, management, marketing and economics.

Curriculum revisions implemented by addition of quantitative course incorporating data analytics to improve student learning outcomes on quantitative metrics.

Department is planning to add uniquely specialized courses that meet changing needs and interests of students.

Student focused – small class sizes allow for individual development and close interaction with faculty; academic advisors are full time faculty in the students’ discipline.

Faculty development – Faculty Development grant program in place to support faculty research, presentation and attendance at conferences has increased faculty participation in scholarly activities.

Identified need for additional full time and part time faculty with the capability to teach a variety of courses, to have more versatility and less reliance on adjuncts.

Resource constraints - Educational support technology software is not on level with competing institutions. Not all classrooms have information technology to support educational delivery. Database subscriptions are not in line with competing institutions.

The institution is engaged in regular Assessment process of programs following Academic Program Review with scheduled Periodic Program Reviews that are
scheduled to review each program every third year. Several programs are accredited by nationally recognized accrediting organizations. Articulation agreements are in place with area community colleges accredited by ACBSP to facilitate transfers pursuing bachelor’s degree completion plans.

**Goal 1**

Initiate competitive courses to allow exploration of new focus areas.

**Goal 1 Strategies**
Introduce three new courses in sports management, science management, and risk and compliance management to integrate with other disciplines on campus in consultation with respective departments.

**Goal 1 Resources**
Academically Qualified Faculty to teach the courses, classrooms and library support;

**Goal 1 Metrics**
Courses scheduled, increased enrollment, students completing electives, appointment of Academically Qualified faculty.

**Goal 2**

**Goal 2 Strategies**
Introduce MBA program

**Goal 2 Resources**
Academically Qualified Faculty to teach the courses, classrooms and library support, marketing and promotion support;

**Goal 2 Metrics**
First class of MBA students starts in Fall 2014 semester, meet enrollment goals.

**Yearly results**

*N/A – first year of Academic Strategic Plan*

**Analysis and Modifications**

*N/A – first year of Academic Strategic Plan*