

International Assembly for Collegiate Business Education



Annual Report Form

May 2010

International Assembly for Collegiate Business Education
P.O. Box 3960
Olathe, Kansas 66063
USA

IACBE Annual Report Form

This annual report should be completed for your academic business unit and submitted to the IACBE by November 1, 2010 .

General Information

Institution's Name:		Lewis-Clark State College			
Institution's Address:		500 8 th Ave.			
City:	Lewiston	State or Country:	ID	ZIP/Postal Code:	83501
Name of Submitter:		Michelle Sotka and Ruth Lapsley			
Title:	Assessment Coordinators			Your Email:	rdlapsley@lcsc.edu
Telephone (with country code if outside of the United States):	(208) 792-2793			Date Submitted:	Oct. 28, 2010

Membership Status and Accreditation Information

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

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

B. If applicable, when is your next institutional accreditation site visit? 2017 Year

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

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

Provide the website address for the location of your public notification of accreditation by the IACBE: www.lcsc.edu/business

Provide the website address for the location of your public disclosure of student achievement information: www.lcsc.edu/business

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

<i>Commissioners' Notes</i>	<i>Action Already Taken</i>	<i>Action Planned</i>
Expectation 1 – Outcomes Assessment: Development of a new, more detailed, rubric for the capstone course	New rubrics have been developed. Fall 2009 presentation rubric modified to qualitative assessment.	1. 07-08 the OAP was revised to include the new rubric and this new plan and rubric were forwarded to the IACBE. 2. 08-09 revised rubric sent to IACBE 3. 09-10 revised rubric sent to IACBE

Outcomes Assessment

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

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

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

X	The outcomes assessment plan we submitted is still current.
	Changes have been made and the revised plan is attached.
	We have made changes and the revised plan will be sent to the IACBE by:

G. Complete the Program-Level Intended Outcomes Form in Exhibit A and include it with this annual report to the IACBE. An example of a completed form can be found in Exhibit B.

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

Examples of both direct and indirect student learning outcome measures are shown in the example of a completed form in Exhibit B. You will need to insert your own direct and indirect student learning outcome measures when completing the form.

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

Programmatic Information

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

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

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

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

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

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

X	No (skip to item I below)
	Yes. If yes, please identify the new programs on a separate sheet; answer item H-4 below.

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

X	No
	Yes. If yes, please fax, mail, or attach a copy of the material you sent to your institutional accrediting body to obtain approval.

Administrative Changes

- I. In the table below, identify any administrative changes that directly affect your academic business unit, including changes in your academic business unit’s primary representative to the IACBE, your designated alternate to IACBE, your institution’s chief executive officer and chief academic officer, and the head of your academic business unit (if different from the primary representative to the IACBE). If the incumbent in any of these administrative positions has changed, include the new incumbent’s name, his or her title, telephone and fax numbers (with country code for institutions outside of the United States), and email address.

Changes as of July 2010:

Position	Name		Title
Telephone	Fax	Email	
College President	J. Anthony Fernandez, Ph.D.		Interim College President
(208) 792-2216	(208) 792-2822	tfernandez@lcsc.edu	
Provost	Robert Lohrmeyer		Interim Provost
(208) 792-2213	(208) 792-2822	rlohmeyer@lcsc.edu	
Academic Dean	Bill Clouser		Interim Dean
(208) 792-2325	(208) 792-2077	bclouser@lcsc.edu	

Other Issues

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

IACBE Annual Report
For Academic Year: 2009-2010

Please see the following:

Exhibit A: Program-Level Intended Outcomes Form (Business Administration - Lewis-Clark State College)

Exhibit A: Program-Level Intended Outcomes Form (Bus. Admin. with Mgr. Acctg. Emph.- Lewis-Clark State College)

Exhibit A: Program-Level Intended Outcomes Form (Interdisciplinary Degree - Lewis-Clark State College)

Exhibit A: Program-Level Intended Outcomes Form (Management - Lewis-Clark State College)

Other majors are offered through the Business Division at Lewis-Clark State College, but those majors are not accredited by the IACBE.

Exhibit A: Program-Level Intended Outcomes Form (Business Administration - Lewis-Clark State College)

Student Learning Information for <i>Business Administration</i>	
Mission of the Business Division:	<p>The Business Division at Lewis-Clark State College provides quality education to prepare students with the knowledge, competencies, and experience necessary to successfully compete in today's economy and offers services to address the business training and consulting needs of the community.</p> <p>In order to carry out this mission, the Business Division has three broad based goals:</p> <ol style="list-style-type: none"> 1) Excellence in instruction leading to measurable learning 2) Distinction in degree programs 3) Quality service to the community
Intended Student Learning Outcomes for (<i>Program 1</i>):	
1.	<p>Broad Based Goal I: Excellence in Instruction Leading to Measurable Learning</p> <p>Objective 1: Provide a basic knowledge relevant to business in the areas of accounting, economics, management, quantitative business analysis, finance, marketing, legal and ethical environment, and international issues.</p> <p>Objective 2: Develop the ability to write and orally present business topics in a grammatically correct, effective, logical, and organized manner.</p> <p>Objective 3: Provide experience in working with others as a team of diverse individuals.</p> <p>Objective 4: Develop fundamental computer skills.</p>
2.	<p>Broad Based Goal II: Distinction in Degree Programs</p> <p>Objective 1: 1. Continuous quality improvement through assessing faculty performance, analyzing resources and results/outcomes, promoting scholarly activity and providing relevant course content.</p>
3.	<p>Broad Based Goal III: Quality Service to the Community</p> <p>Objective 1: Promote business learning/awareness and leadership skills to students through community involvement.</p>
Assessment Tools/Methods for Intended Student Learning Outcomes— Direct Measures of Student Learning	Performance Targets/Criteria for Direct Measures:
1. Broad Based Goal I, Objective 1, Direct Measure 1 <ul style="list-style-type: none"> • MFT (Master Field Test) 	<ul style="list-style-type: none"> • MFT scores of each graduating class are reviewed against national averages. Areas of weakness are identified and a plan is developed to improve in any deficient area.

<p>Broad Based Goal I, Objective 2, Direct Measure 1</p> <ul style="list-style-type: none"> • Completion of the Capstone Course with a grade of “C” or better 	<ul style="list-style-type: none"> • Through the evaluation of group presentation projects included in the capstone course we assess the communication and presentation skills of all graduating seniors. Students must achieve a grade of “C” or better to graduate.
<p>Broad Based Goal I, Objective 3, Direct Measure 1</p> <ul style="list-style-type: none"> • Completion of the Capstone Course with a grade of “C” or better 	<ul style="list-style-type: none"> • Through the evaluation of projects included in the capstone course we assess the abilities of all graduating seniors to work as members of a group, make critical decisions, organize and carry out tasks, and provide a collaborative report on findings. Students must achieve a grade of “C” or better in the capstone course to graduate.
<p>Broad Based Goal I, Objective 4, Direct Measure 1</p> <ul style="list-style-type: none"> • Completion of the Capstone Course with a grade of “C” or better 	<ul style="list-style-type: none"> • In the capstone course, students participate in a computer simulated team project and present findings using power point presentations. Students must achieve a grade of “C” or better to graduate.
<p>Broad Based Goal II, Objective 1, Direct Measure 1</p> <ul style="list-style-type: none"> • Student Course Evaluations (SCE’s) 	<ul style="list-style-type: none"> • End of term student course evaluations: trends are analyzed and the results are used to impact what is stressed in class or to redesign content/procedures/etc.
<p>Broad Based Goal III, Objective 1, Direct Measure 1</p> <ul style="list-style-type: none"> • Student club membership and key achievements 	<ul style="list-style-type: none"> • Through Business Division clubs and organizations, students are afforded the opportunity to work on projects with business and the community. Successes of the organizations are tracked through membership growth and key achievements each semester.
<p>2. Broad Based Goal I, Objective 1, Direct Measure 2</p> <ul style="list-style-type: none"> • Completion of Capstone Course with a grade of “C” or better 	<ul style="list-style-type: none"> • Through the evaluation of projects included in the capstone course we assess the abilities of all graduating seniors to integrate skills learned in the various business disciplines. To graduate, students must achieve a grade of “C” or better in the capstone course.
<p>Broad Based Goal I, Objective 2, Direct Measure 2</p> <ul style="list-style-type: none"> • Completion of BUS 220 or equivalent, BUS 311, and BUS 412 with a grade of “C” or better 	<ul style="list-style-type: none"> • Students receive focused feedback on business communication assignments in BUS 220 (or equivalent) to develop each individual’s communication skills. Students are required to use these skills in upper division BUS classes. Areas of deficiency in business communication skills are discussed among all business faculty, resulting in changes to the BUS 220 course content for the most relevant information. Students must achieve a grade of “C” or better in BUS 220 to graduate.

<p>Broad Based Goal I, Objective 3, Direct Measure 2</p> <ul style="list-style-type: none"> • Completion of BUS 355 and BUS 412 with a grade of “C” or better 	<ul style="list-style-type: none"> • Students are evaluated on their ability to work as team members for group projects required in BUS 412 Human Resources Management and BUS 355 Management Information Systems.
<p>Broad Based Goal I, Objective 4, Direct Measure 2</p> <ul style="list-style-type: none"> • Completion of BUS 221 and BUS 355 with a grade of “C” or better 	<ul style="list-style-type: none"> • All students are required to take Introduction to Computer Systems (BUS 221) as well as Management Information Systems (BUS 355). Students may not graduate without achieving a “C” or better in each of these classes.
<p>Broad Based Goal II, Objective 1, Direct Measure 2</p> <ul style="list-style-type: none"> • UAD (Unit Assessment Document) 	<ul style="list-style-type: none"> • Through the Lewis-Clark State College’s annual Unit Assessment Document (UAD) process, program managers assess each of the Division’s programs. The goals of the program are evaluated against the results (outcomes) realized. Areas for improvement are identified and included in our action plan as part of the internal assessment document UAD Part D.
<p>Broad Based Goal III, Objective 1, Direct Measure 2</p> <ul style="list-style-type: none"> • Student Internships 	<ul style="list-style-type: none"> • Through business internships, students are given the opportunity to work directly with local businesses to accomplish tasks relevant to program course content.
<p>3. Broad Based Goal I, Objective 1, Direct Measure 3</p> <ul style="list-style-type: none"> • Completion of related required BUS courses with a grade of “C” or better 	<ul style="list-style-type: none"> • Successful completion of all required BUS classes (grade of “C” or better) indicates basic knowledge in each of the content areas.
<p>Broad Based Goal I, Objective 2, Direct Measure 3</p> <ul style="list-style-type: none"> • Completion of ENGL 101 and ENGL 102 	<ul style="list-style-type: none"> • BUS 311 and BUS 412, which require a grade of “C” or better for students to graduate, both require students to write and/or orally present findings. Students must have successfully completed ENGL 101 and ENGL 102 in order to take BUS 311 and BUS 412.
<p>Broad Based Goal II, Objective 1, Direct Measure 3</p> <ul style="list-style-type: none"> • UAP (Unit Action Plan) 	<ul style="list-style-type: none"> • Through the annual Unit Action Plan (UAP) process, student numbers, faculty/staff totals and ratios, and resource uses are analyzed. Areas identified for improvement are included in the Division’s Strategic Plan.
<p>Assessment Tools/Methods for Intended Student Learning Outcomes— Indirect Measures of Student Learning</p>	<p>Performance Targets/Criteria for Indirect Measures:</p>
<p>1. <i>Completion of at least two of the following:</i></p> <p>2.</p> <ul style="list-style-type: none"> • Alumni Surveys • Graduate Surveys and Exit Interviews • Employer Surveys 	<ul style="list-style-type: none"> • Feedback obtained from the various indirect measures is used to establish action items for future improvement. This action plan is documented in the annual Unit Assessment Document (UAD) Part D. • Surveys indicate whether our students are entering the

<ul style="list-style-type: none"> • Advisory Board Surveys • Student Course Evaluations (SCEs) • MFT (Master Field Test) as a pretest • IACBE Annual Report 	<p>workforce with writing and presentation skills.</p> <ul style="list-style-type: none"> • IACBE annual report requires annual outcomes assessment and documented continuous improvement efforts. 	
<p>Summary of Results from Implementing Direct Measures of Student Learning:</p>	<p>Performance Target Was...</p>	
	<p>Met</p>	<p>Not Met</p>
<p>1. MFT (Master Field Test) - Students in the capstone course took the MFT as part of the class; mean scores were slightly above the national average.</p>	<p>X</p>	
<p>Completion of Capstone Course with a grade of "C" or better - Students are not allowed to graduate with a grade less than "C" in the capstone course.</p>	<p>X</p>	
<p>Student Course Evaluations</p>	<p>X</p>	
<p>Student club membership and key achievements - Business Student Organization (BSO) membership has increased significantly and a second BSO was started in Spring 2010 at LCSC's Coeur d'Alene branch.</p>	<p>X</p>	
<p>2. Completion of Capstone Course with a grade of "C" or better - Students are not allowed to graduate with a grade less than "C" in the capstone course.</p>	<p>X</p>	
<p>Completion of BUS 220 or equivalent, BUS 311, and BUS 412 with a grade of "C" or better - Students are not allowed to graduate with a grade less than "C" in the BUS 220 or equivalent, BUS 311 and BUS 412 courses.</p>	<p>X</p>	
<p>Completion of BUS 355 and BUS 412 with a grade of "C" or better - Students are not allowed to graduate with a grade less than "C" in the BUS 355 and BUS 412</p>	<p>X</p>	
<p>UAD (Unit Assessment Document) - These documents are completed in May of each year and are submitted to the Lewis-Clark administrative offices.</p>	<p>X</p>	
<p>Student Internships - Students are offered the opportunity to complete internships with companies and organizations, giving them actual working experience and a situation where they can actually apply the business knowledge they have gained through coursework.</p>	<p>X</p>	
<p>3. Completion of related required BUS courses with a grade of "C" or better - Students are not allowed to graduate with a grade less than "C" in their required BUS coursework.</p>	<p>X</p>	
<p>Completion of ENGL 101 and ENGL 102 - Students are blocked from registering for certain BUS courses until they have successfully completed ENGL 101 and ENGL 102.</p>	<p>X</p>	

UAP (Unit Action Plan) - Every fall, the Business Division is required to compile its performance statistics and assess the need for additional faculty, courses and equipment.	X	
Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. Graduate Surveys/Exit Interviews - Every spring, random students are asked for ways to improve the course offerings. These improvements are then discussed at faculty meetings, methods of implementation are selected, and program changes are made as needed.	X	
2. Alumni Surveys - Every year the LCSC Development Center surveys the alumni, and they have over 60% response rate with our graduates. The Center informs us of recommendations for improving our programs, and those improvements are discussed and implemented as warranted.	X	
3. Student Course Evaluations (SCEs) - Evaluations are conducted every semester in every Business class. The Division Chair discusses results with each faculty member. When it appears changes are necessary to a course or program, the changes are discussed in a faculty meeting and changes are implemented as needed.	X	
4. Advisory Board - Every fall the Business Division Advisory Board is asked for feedback on how our students are performing in the community, how they feel about hiring our graduates, and what changes they think need to be made to our programs to better address local employment needs.	X	
5. Employer Surveys - The Office of Career and Advising Services at Lewis-Clark State College surveys employers of LCSC graduates on a regular basis and shares this information with the Business Division.	X	
6. MFT (Master Field Test) as a pretest - Once each year the BUS 101 Introduction to Business Students are tested with the Master Field Test in Business. These scores can be compared with the scores of graduating students.	X	
7. IACBE Annual Report - every fall the IACBE report is completed, approximately the same time as the Lewis-Clark Unit Assessment Document. This report forces the Business Division to look at its assessment methods and ensure they are being met.	X	
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
1. Because the above objectives must be measured on an annual basis for our own organization, they are reviewed (and achieved) on a regular basis.		

Exhibit A: Program-Level Intended Outcomes Form (Bus. Admin. with Mgr. Acctg. Emph.- Lewis-Clark State College)

Student Learning Information for <i>Business Administration with Managerial Accounting Emphasis</i>	
Mission of the Business Division:	<p>The Business Division at Lewis-Clark State College provides quality education to prepare students with the knowledge, competencies, and experience necessary to successfully compete in today's economy and offers services to address the business training and consulting needs of the community.</p> <p>In order to carry out this mission, the Business Division has three broad based goals:</p> <ol style="list-style-type: none"> 1) Excellence in instruction leading to measurable learning 2) Distinction in degree programs 3) Quality service to the community
Intended Student Learning Outcomes for (<i>Program 1</i>):	
<p>1. Broad Based Goal I: Excellence in Instruction Leading to Measurable Learning</p> <p>Objective 1: Provide a basic knowledge relevant to business in the areas of accounting, economics, management, quantitative business analysis, finance, marketing, legal and ethical environment, and international issues.</p> <p>Objective 2: Develop the ability to write and orally present business topics in a grammatically correct, effective, logical, and organized manner.</p> <p>Objective 3: Provide experience in working with others as a team of diverse individuals.</p> <p>Objective 4: Develop fundamental computer skills.</p>	
<p>2. Broad Based Goal II: Distinction in Degree Programs</p> <p>Objective 1: 1. Continuous quality improvement through recruitment and retention of quality faculty, staff, and students with an emphasis on faculty and program assessment.</p>	
<p>3. Broad Based Goal III: Quality Service to the Community</p> <p>Objective 1: Promote business learning and awareness and leadership skills to students through community involvement.</p>	
Assessment Tools/Methods for Intended Student Learning Outcomes— Direct Measures of Student Learning	Performance Targets/Criteria for Direct Measures:
<p>1. Broad Based Goal I, Objective 1, Direct Measure 1</p> <ul style="list-style-type: none"> • MFT (Master Field Test) 	<ul style="list-style-type: none"> • MFT scores of each graduating class are reviewed against national averages. Areas of weakness are identified and a plan is developed to improve in any deficient area.

<p>Broad Based Goal I, Objective 2, Direct Measure 1</p> <ul style="list-style-type: none"> • Completion of Capstone Course with a grade of “C” or better 	<ul style="list-style-type: none"> • Through the evaluation of group presentation projects included in the capstone course we assess the communication and presentation skills of all graduating seniors. Students must achieve a grade of “C” or better to graduate.
<p>Broad Based Goal I, Objective 3, Direct Measure 1</p> <ul style="list-style-type: none"> • Completion of the Capstone Course with a grade of “C” or better 	<ul style="list-style-type: none"> • Through the evaluation of projects included in the capstone course we assess the abilities of all graduating seniors to work as members of a diverse group. Students must achieve a grade of “C” or better to graduate.
<p>Broad Based Goal I, Objective 4, Direct Measure 1</p> <ul style="list-style-type: none"> • Completion of Capstone Course with a grade of “C” or better 	<ul style="list-style-type: none"> • In the capstone course, students participate in a computer simulated team project and present findings using power point presentations. Students must achieve a grade of “C” or better to graduate.
<p>Broad Based Goal II, Objective 1, Direct Measure 1</p> <ul style="list-style-type: none"> • UAD 	<ul style="list-style-type: none"> • Through the Lewis-Clark State College’s annual Unit Assessment Document process, the manager for the management accounting emphasis assesses the program and areas for improvement are identified and included in our action plan through Part D.
<p>Broad Based Goal III, Objective 1, Direct Measure 1</p> <ul style="list-style-type: none"> • Accounting Club membership and achievements 	<ul style="list-style-type: none"> • Through the accounting club, students are afforded the opportunity to work with accounting and business professionals and organizations in the community. Successes of the Accounting Club are tracked through membership growth, number of credits earned, and key achievements each semester.
<p>2. Broad Based Goal I, Objective 1, Direct Measure 2</p> <ul style="list-style-type: none"> • Completion of Capstone Course with a grade of “C” or better 	<ul style="list-style-type: none"> • Through the evaluation of projects included in the capstone course we assess the abilities of all graduating seniors to integrate skills learned in the various business disciplines. Completion of the course with a grade of “C” or better demonstrates adequate student knowledge of the content.
<p>Broad Based Goal I, Objective 2, Direct Measure 2</p> <ul style="list-style-type: none"> • Completion of AC 332 with a grade of “C” or better 	<ul style="list-style-type: none"> • Oral and written presentations are included in AC 332 which is a required course for the management accounting emphasis and must be passed with a grade of “C” or better.
<p>Broad Based Goal I, Objective 3, Direct Measure 2</p> <ul style="list-style-type: none"> • Completion of AC 332 with a grade of “C” or better 	<ul style="list-style-type: none"> • Students work in teams for group projects required in pre-requisite classes leading up to and including AC 332. Students must complete these required courses with a grade of “C” or better to earn a degree with a management accounting emphasis.

<p>Broad Based Goal I, Objective 4, Direct Measure 2</p> <ul style="list-style-type: none"> • Completion of AC 332 with a grade of “C” or better 	<ul style="list-style-type: none"> • All management accounting emphasis students are required to complete the accounting pre-requisite courses leading up to and including AC 332 with all courses requiring the use of Excel working papers to complete homework. Students must complete each required course with a grade of “C” or better. 	
<p>Broad Based Goal II, Objective 1, Direct Measure 2</p> <ul style="list-style-type: none"> • UAP 	<ul style="list-style-type: none"> • Through the Lewis-Clark State College’s annual Unit Action Plan process, student numbers, faculty/staff totals and ratios, and resources used are analyzed. Areas for improvement are included in the strategic plan for the division. 	
<p>3 Broad Based Goal I, Objective 1, Direct Measure 3</p> <ul style="list-style-type: none"> • Completion of related required BUS courses with a grade of “C” or better 	<ul style="list-style-type: none"> • Successful completion of all required BUS classes (grade of “C” or better) indicates basic knowledge in each of the content areas. 	
<p>Broad Based Goal I, Objective 3, Direct Measure 3</p> <ul style="list-style-type: none"> • Completion of Special topics courses in accounting with a passing grade 	<ul style="list-style-type: none"> • Students are required to successfully complete six credits of special topics courses in accounting. 	
<p>Assessment Tools/Methods for Intended Student Learning Outcomes— Indirect Measures of Student Learning</p>	<p>Performance Targets/Criteria for Indirect Measures:</p>	
<p>1 <i>Completion of at least two of the following surveys:</i></p> <p>2..</p> <ul style="list-style-type: none"> • Alumni • Graduate • Employer • Advisory Board • Student Course Evaluations (SCEs) • MFT (Master Field Test) as a pretest 	<ul style="list-style-type: none"> • Feedback obtained from the indirect measures include results from surveys. These results are used to establish action items for future improvement. This action plan is documented in the Lewis-Clark State College’s annual Unit Assessment Documents, Part D. • Feedback obtained from end of term student course evaluations is used to identify action items for future improvement. Trends are analyzed and the results are used to implement the necessary changes. 	
<p>Summary of Results from Implementing Direct Measures of Student Learning:</p>	<p>Performance Target Was...</p>	
	<p>Met</p>	<p>Not Met</p>
<p>1. MFT (Master Field Test) - Students in the capstone course took the MFT as part of the class; mean scores were slightly above the national average.</p>	<p>X</p>	
<p>Completion of Capstone Course with a grade of “C” or better - Students are not allowed to graduate with a grade less than “C” in the capstone course.</p>	<p>X</p>	
<p>Unit Assessment Document - These documents are completed in May of each year and are submitted to the Lewis-Clark administrative offices.</p>	<p>X</p>	

Accounting Club membership and achievements - Accounting Club membership has increased and a second Accounting Club was started in Spring 2010 at LCSC's Coeur d'Alene branch.	X	
2. Completion of Capstone Course with a grade of "C" or better - Students are not allowed to graduate with a grade less than "C" in the capstone course.	X	
Completion of AC 332 with a grade of "C" or better - Students are not allowed to graduate with a grade less than "C" in the AC332 course.	X	
Unit Action Plan - These documents are completed in May of each year and are submitted to the Lewis-Clark administrative offices.	X	
Completion of related required BUS courses with a grade of "C" or better - Students are not allowed to graduate with a grade less than "C" in the BUS courses that are applied toward their program of study.	X	
Completion of Special topics courses in accounting with a passing grade - Students must complete at least six credits of courses in accounting special topics in order to graduate.	X	
Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. Graduate Surveys - Every spring, random students are asked for ways to improve the course offerings. These improvements are then discussed at faculty meetings, methods of implementation are selected, and program changes are made as needed.	X	
2. Alumni Surveys - Every year the LCSC Development Center surveys the alumni, and they have over 60% response rate with our graduates. The Center informs us of recommendations for improving our programs, and those improvements are discussed and implemented as warranted.	X	
3. Student Course Evaluations (SCEs) - Evaluations are conducted every semester in every Business class. The Division Chair discusses results with each faculty member. When it appears changes are necessary to a course or program, the changes are discussed in a faculty meeting and changes are implemented as needed.	X	
4. Advisory Board - Every fall the Business Division Advisory Board is asked for feedback on how our students are performing in the community, how they feel about hiring our graduates, and what changes they think need to be made to our programs to better address local employment needs.	X	
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
1. Because the above objectives must be measured on an annual basis for our own organization, they are reviewed (and achieved) on a regular basis.		

Exhibit A: Program-Level Intended Outcomes Form (Interdisciplinary Degree - Lewis-Clark State College)

Student Learning Information for <i>Interdisciplinary Degree</i>	
Mission of the Business Division:	<p>The Business Division at Lewis-Clark State College provides quality education to prepare students with the knowledge, competencies, and experience necessary to successfully compete in today's economy and offers services to address the business training and consulting needs of the community.</p> <p>In order to carry out this mission, the Business Division has three broad based goals:</p> <ol style="list-style-type: none"> 1) Excellence in instruction leading to measurable learning 2) Distinction in degree programs 3) Quality service to the community
Intended Student Learning Outcomes for (<i>Program 1</i>):	
1.	<p>Broad Based Goal I: Excellence in Instruction Leading to Measurable Learning</p> <p>Objective 1: Provide a basic knowledge relevant to business in the areas of accounting, economics, management, quantitative business analysis, finance, marketing, legal and ethical environment, and international issues.</p> <p>Objective 2: Develop the ability to write and orally present business topics in a grammatically correct, effective, logical, and organized manner.</p> <p>Objective 3: Provide experience in working with others as a team of diverse individuals.</p> <p>Objective 4: Develop fundamental computer skills.</p>
2.	<p>Broad Based Goal II: Distinction in Degree Programs</p> <p>Objective 1: 1. Continuous quality improvement through assessing faculty performance, analyzing resources and results/outcomes, promoting scholarly activity and providing relevant course content.</p>
3.	<p>Broad Based Goal III: Quality Service to the Community</p> <p>Objective 1: Promote business learning, awareness and leadership skills to students through community involvement.</p>
Assessment Tools/Methods for Intended Student Learning Outcomes— Direct Measures of Student Learning	Performance Targets/Criteria for Direct Measures:
1. Broad Based Goal I, Objective 1, Direct Measure 1 <ul style="list-style-type: none"> • MFT (Master Field Test) 	<ul style="list-style-type: none"> • MFT scores of each graduating class are reviewed against national averages. Areas of weakness are identified and a plan is developed to improve in any deficient area.

<p>Broad Based Goal I, Objective 2, Direct Measure 1</p> <ul style="list-style-type: none"> • Completion of the Capstone Course with a grade of “C” or better 	<ul style="list-style-type: none"> • Through the evaluation of presentation projects included in the capstone course we assess the communication and presentation skills of all graduating seniors. Students must achieve a grade of “C” or better to graduate.
<p>Broad Based Goal I, Objective 3, Direct Measure 1</p> <ul style="list-style-type: none"> • Completion of the Capstone Course with a grade of “C” or better 	<ul style="list-style-type: none"> • Through the evaluation of projects included in the capstone course/senior seminar we assess the abilities of all graduating seniors to work as members of a group, make critical decisions, organize and carry out tasks, and provide a collaborative report on findings. Students must achieve a grade of “C” or better n the capstone course to graduate.
<p>Broad Based Goal I, Objective 4, Direct Measure 1</p> <ul style="list-style-type: none"> • Completion of the Capstone Course with a grade of “C” or better 	<ul style="list-style-type: none"> • In the capstone course, students participate in a computer simulated team project and present findings using power point presentations. Other disciplines’ senior seminar courses require internet research, computer generated reports, and PowerPoint presentations. Students must achieve a grade of “C” or better to graduate.
<p>Broad Based Goal II, Objective 1, Direct Measure 1</p> <ul style="list-style-type: none"> • UAD (Unit Assessment Document) 	<ul style="list-style-type: none"> • Through the Lewis-Clark State College’s annual Unit Assessment Document (UAD) process, program managers assess each of the Division’s programs The goals of the program are evaluated against the results (outcomes) realized. Areas for improvement are identified and included in our action plan as part of the internal assessment document UAD Part D.
<p>Broad Based Goal III, Objective 1, Direct Measure 1</p> <ul style="list-style-type: none"> • Student club membership and Key Achievements 	<ul style="list-style-type: none"> • Through Business Division clubs and organizations, students are afforded the opportunity to work on projects with businesses and the community. Successes of the organizations are tracked through membership growth and key achievements each semester.
<p>2. Broad Based Goal I, Objective 1, Direct Measure 2</p> <ul style="list-style-type: none"> • Completion of a Capstone Course or Senior Seminar with a grade of “C” or better 	<ul style="list-style-type: none"> • Through the evaluation of projects included in the capstone course we assess the abilities of all graduating seniors to integrate skills learned in the various disciplines. To graduate, students must achieve a grade of “C” or better in the capstone course/senior seminar.
<p>Broad Based Goal I, Objective 2, Direct Measure 2</p> <ul style="list-style-type: none"> • Completion of BUS 220 or equivalent and BUS 311 with a grade of “C” or better 	<ul style="list-style-type: none"> • Students receive focused feedback on business communication assignments in BUS 220 (or equivalent) to develop each individual’s communication skills. Students are required to use these skills in upper division BUS classes. Areas of deficiency in business communication skills are

	discussed among all business faculty, resulting in changes to the BUS 220 course content for the most relevant information. Students must achieve a grade of “C” or better in BUS 220 to graduate.
Broad Based Goal I, Objective 3, Direct Measure 2 <ul style="list-style-type: none"> Completion of BUS 355 and BUS 412 with a grade of “C” or better 	<ul style="list-style-type: none"> Students are evaluated on their ability to work as team members for group projects required in BUS 412 Human Resource Management and BUS 355 Management Information Systems.
Broad Based Goal I, Objective 4, Direct Measure 2 <ul style="list-style-type: none"> Completion of BUS 221 and BUS 355 with a grade of “C” or better 	<ul style="list-style-type: none"> All students are required to take Introduction to Computer Systems (BUS 221) as well as Management Information Systems (BUS 355). Students may not graduate without achieving a “C” or better in each of these classes.
Broad Based Goal II, Objective 1, Direct Measure 2 <ul style="list-style-type: none"> UAP (Unit Action Plan) 	<ul style="list-style-type: none"> Through the annual Unit Action Plan (UAP) process, student numbers, faculty/staff totals and ratios, and resource uses are analyzed. Areas identified for improvement are included in the Division’s Strategic Plan.
Broad Based Goal III, Objective 1, Direct Measure 2 <ul style="list-style-type: none"> Student Internships 	<ul style="list-style-type: none"> Through business internships, students are given the opportunity to work directly with local businesses to accomplish tasks relevant to program course content.
3 Broad Based Goal I, Objective 1, Direct Measure 3 <ul style="list-style-type: none"> Completion of related required BUS courses with a grade of “C” or better 	<ul style="list-style-type: none"> Successful completion of all required BUS classes (grade of “C” or better) indicates basic knowledge in each of the content areas.
Broad Based Goal I, Objective 2, Direct Measure 3 <ul style="list-style-type: none"> Completion of ENGL 101 and ENGL 102 	<ul style="list-style-type: none"> BUS 311 and BUS 412, which require a grade of “C” or better for students to graduate, both require students to write and/or orally present findings. Students must have successfully completed ENGL 101 and ENGL 102 in order to take BUS 311 and BUS 412.
Assessment Tools/Methods for Intended Student Learning Outcomes— Indirect Measures of Student Learning	Performance Targets/Criteria for Indirect Measures:
1. <i>Completion of at least two of the following:</i> 2. <ul style="list-style-type: none"> Alumni Surveys Graduate Surveys and Exit Interviews Employer Surveys Advisory Board Surveys Student Course Evaluations (SCEs) MFT (Master Field Test) as a pretest 	<ul style="list-style-type: none"> Feedback obtained from the various indirect measures is used to establish action items for future improvement. This action plan is documented in the annual Unit Assessment Document (UAD) Part D. Surveys indicate whether our students are entering the workforce with writing and presentation skills.

Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. MFT (Master Field Test) - Students in the capstone course took the MFT as part of the class; mean scores were slightly above the national average.	X	
Completion of Capstone Course with a grade of "C" or better - Students are not allowed to graduate with a grade less than "C" in the capstone course.	X	
UAD (Unit Assessment Document) - These documents are completed in May of each year and are submitted to the Lewis-Clark administrative offices.	X	
Student club membership and key achievements - Membership in both the Accounting Club and the Business Student Organization (BSO) has increased significantly.	X	
2. Completion of Capstone Course with a grade of "C" or better - Students are not allowed to graduate with a grade less than "C" in the capstone course.	X	
Completion of BUS 220 or equivalent, BUS 311, and BUS 412 with a grade of "C" or better - Students are not allowed to graduate with a grade less than "C" in the BUS 220 or equivalent, BUS 311 and BUS 412 courses.	X	
Completion of BUS 355 and BUS 412 with a grade of "C" or better - Students are not allowed to graduate with a grade less than "C" in the BUS 355 and BUS 412	X	
Completion of BUS 221 and BUS 355 with a grade of "C" or better - Students are not allowed to graduate with a grade less than "C" in the BUS 221 and BUS 355 courses.	X	
UAP (Unit Action Plan) - Every fall, the Business Division is required to compile its performance statistics and assess the need for additional faculty, courses and equipment.	X	
Student Internships - Students are offered the opportunity to complete internships with companies and organizations, giving them actual working experience and a situation where they can actually apply the business knowledge they have gained through coursework.	X	
3. Completion of related required BUS courses with a grade of "C" or better - Students are not allowed to graduate with a grade less than "C" in their required BUS coursework.	X	
Completion of ENGL 101 and ENGL 102 - Students are blocked from registering for certain BUS courses until they have successfully completed ENGL 101 and ENGL 102.	X	

Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. Graduate Surveys/Exit Interviews - Every spring, random students are asked for ways to improve the course offerings. These improvements are then discussed at faculty meetings, methods of implementation are selected, and program changes are made as needed.	X	
2. Alumni Surveys - Every year the LCSC Development Center surveys the alumni, and they have over 60% response rate with our graduates. The Center informs us of recommendations for improving our programs, and those improvements are discussed and implemented as warranted.	X	
3. Student Course Evaluations (SCEs) - Evaluations are conducted every semester in every Business class. The Division Chair discusses results with each faculty member. When it appears changes are necessary to a course or program, the changes are discussed in a faculty meeting and changes are implemented as needed.	X	
4. Advisory Board - Every fall the Business Division Advisory Board is asked for feedback on how our students are performing in the community, how they feel about hiring our graduates, and what changes they think need to be made to our programs to better address local employment needs.	X	
5. Employer Surveys - The Office of Career and Advising Services at Lewis-Clark State College surveys employers of LCSC graduates on a regular basis and shares this information with the Business Division.	X	
6. MFT (Master Field Test) as a pretest - Once each year the BUS 101 Introduction to Business Students are tested with the Master Field Test in Business. These scores can be compared with the scores of graduating students.	X	
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
1. Because the above objectives must be measured on an annual basis for our own organization, they are reviewed (and achieved) on a regular basis.		

Exhibit A: Program-Level Intended Outcomes Form (Management - Lewis-Clark State College)

Student Learning Information for <i>Management</i>	
Mission of the Business Division:	<p>The Business Division at Lewis-Clark State College provides quality education to prepare students with the knowledge, competencies, and experience necessary to successfully compete in today's economy and offers services to address the business training and consulting needs of the community.</p> <p style="text-align: center;">In order to carry out this mission, the Business Division has three broad based goals:</p> <ol style="list-style-type: none"> 1) Excellence in instruction leading to measurable learning 2) Distinction in degree programs 3) Quality service to the community
Intended Student Learning Outcomes for (<i>Program 1</i>):	
1.	<p>Broad Based Goal I: Excellence in Instruction Leading to Measurable Learning</p> <p>Objective 1: Provide a basic knowledge relevant to business in the areas of accounting, economics, management, quantitative business analysis, finance, marketing, legal and ethical environment, and international issues.</p> <p>Objective 2: Develop the ability to write and orally present business topics in a grammatically correct, effective, logical, and organized manner.</p> <p>Objective 3: Provide experience in working with others as a team of diverse individuals to make critical business decisions, organize business policy, carry out various business tasks, and report on the results in a collaborative effort.</p> <p>Objective 4: Develop fundamental computer and internet skills. By taking online business courses, students can learn how to access, gather information, and communicate in the internet.</p>
2.	<p>Broad Based Goal II: Distinction in Degree Programs</p> <p>Objective 1:</p> <ol style="list-style-type: none"> 1. Continuous quality improvement through recruiting and retaining quality faculty/staff, recruiting and retaining quality students, assessing faculty performance, analyzing resources and results/outcomes, promoting scholarly activity and providing relevant course content.
3.	<p>Broad Based Goal III: Quality Service to the Community</p> <p>Objective 1: Promote business learning, awareness and leadership skills to students through community involvement.</p>

Assessment Tools/Methods for Intended Student Learning Outcomes— Direct Measures of Student Learning	Performance Targets/Criteria for Direct Measures:
1. Broad Based Goal I, Objective 1, Direct Measure 1 <ul style="list-style-type: none"> MFT (Master Field Test) 	<ul style="list-style-type: none"> MFT scores of each graduating class are reviewed against national averages. Areas of weakness are identified and a plan is developed to improve in any deficient area.
Broad Based Goal I, Objective 2, Direct Measure 1 <ul style="list-style-type: none"> Completion of the Capstone Course with a grade of “C” or better 	<ul style="list-style-type: none"> Through the evaluation of group presentation projects included in the capstone course we assess the communication and presentation skills of all graduating seniors. Students must achieve a grade of “C” or better to graduate.
Broad Based Goal I, Objective 3, Direct Measure 1 <ul style="list-style-type: none"> Completion of the Capstone Course with a grade of “C” or better 	<ul style="list-style-type: none"> Through the evaluation of projects included in the capstone course we assess the abilities of all graduating seniors to work as members of a group, make critical decisions, organize and carry out tasks, and provide a collaborative report on findings. Students must achieve a grade of “C” or better in the capstone course to graduate.
Broad Based Goal I, Objective 4, Direct Measure 1 <ul style="list-style-type: none"> Completion of the Capstone Course with a grade of “C” or better 	<ul style="list-style-type: none"> In the capstone course, students participate in a computer simulated team project and present findings using PowerPoint presentations. Students must achieve a grade of “C” or better to graduate.
Broad Based Goal II, Objective 1, Direct Measure 1 <ul style="list-style-type: none"> UAD (Unit Assessment Document) 	<ul style="list-style-type: none"> Through the Lewis-Clark State College’s annual Unit Assessment Document (UAD) process, program managers assess each of the Division’s programs. The goals of the program are evaluated against the results (outcomes) realized. Areas for improvement are identified and included in our action plan as part of the internal assessment document UAD Part D.
Broad Based Goal III, Objective 1, Direct Measure 1 <ul style="list-style-type: none"> Student club membership: Business Student Organization (BSO), Investment Club, Accounting Club 	<ul style="list-style-type: none"> Through Business Division clubs and organizations, students are afforded the opportunity to work on projects with business and the community. Successes of the clubs/organizations are tracked through membership growth and key achievements each semester.
2. Broad Based Goal I, Objective 1, Direct Measure 2 <ul style="list-style-type: none"> Completion of Capstone Course with a grade of “C” or better 	<ul style="list-style-type: none"> Through the evaluation of projects included in the capstone course we assess the abilities of all graduating seniors to integrate skills learned in the various business disciplines. To graduate, students must achieve a grade of “C” or better in the capstone course.

<p>Broad Based Goal I, Objective 2, Direct Measure 2</p> <ul style="list-style-type: none"> • Completion of BUS 220 or equivalent, BUS 311, and BUS 412 with a grade of “C” or better 	<ul style="list-style-type: none"> • Students receive focused feedback on business communication assignments in BUS 220 (or equivalent) to develop each individual’s communication skills. Students are required to use these skills in upper division BUS classes. Areas of deficiency in business communication skills are discussed among all business faculty, resulting in changes to the BUS 220 course content for the most relevant information. Students must achieve a grade of “C” or better in BUS 220 (or equivalent, BUS 311 and BUS 412 to graduate.
<p>Broad Based Goal I, Objective 3, Direct Measure 2</p> <ul style="list-style-type: none"> • Completion of BUS 355, BUS 412 and ECON 300 or BUS 271 with a grade of “C” or better 	<ul style="list-style-type: none"> • Students should know the basic business statistics methods. Students must achieve a grade of “C” or better in BUS 271 or ECON 300 to graduate. • Students are evaluated on their ability to work as team members for group projects required in BUS 412 Human Resources Management and BUS 355 Management Information Systems.
<p>Broad Based Goal I, Objective 4, Direct Measure 2</p> <ul style="list-style-type: none"> • Completion of BUS 221 and BUS 355 with a grade of “C” or better 	<ul style="list-style-type: none"> • All students are required to take Introduction to Computer Systems (BUS 221) as well as Management Information Systems (BUS 355). Students may not graduate without achieving a “C” or better in each of these classes. • Students have the choice of taking regular classes in classroom settings or online classes. We encourage students to take some online classes. A grade of “C” or better must be achieved in online classes.
<p>Broad Based Goal II, Objective 1, Direct Measure 2</p> <ul style="list-style-type: none"> • UAP (Unit Action Plan) 	<ul style="list-style-type: none"> • Through the annual Unit Action Plan (UAP) process, student numbers, faculty/staff totals and ratios, and resource uses are analyzed. Areas identified for improvement are included in the Division’s Strategic Plan.
<p>Broad Based Goal III, Objective 1, Direct Measure 2</p> <ul style="list-style-type: none"> • Student Internships (BUS 494) and BUS 412 	<ul style="list-style-type: none"> • Through business internships and the BUS 412 Human Resource Management courses, students are given the opportunity to work directly with local businesses to accomplish tasks relevant to program course content and much needed by the business clients.
<p>3. Broad Based Goal I, Objective 1, Direct Measure 3</p> <ul style="list-style-type: none"> • Completion of related required BUS courses with a grade of “C” or better 	<ul style="list-style-type: none"> • Successful completion of all required BUS classes (grade of “C” or better) indicates basic knowledge in each of the content areas. Note that in the Management major, students do not take a finance course.

<p>Broad Based Goal I, Objective 2, Direct Measure 3</p> <ul style="list-style-type: none"> Completion of ENGL 101 and ENGL 102 	<ul style="list-style-type: none"> BUS 311 and BUS 412, which require a grade of “C” or better for students to graduate, both require students to write and/or orally present findings. Students must have successfully completed ENGL 101 and ENGL 102 in order to take BUS 311 and BUS 412. 	
<p>Assessment Tools/Methods for Intended Student Learning Outcomes— Indirect Measures of Student Learning</p>	<p>Performance Targets/Criteria for Indirect Measures:</p>	
<p>1. <i>Completion of at least two of the following:</i> 2.</p> <ul style="list-style-type: none"> Alumni Surveys Graduate Surveys and Exit Interviews Employer Surveys Advisory Board Surveys Student Course Evaluations (SCEs) MFT (Master Field Test) as a pretest 	<ul style="list-style-type: none"> Feedback obtained from the various indirect measures is used to establish action items for future improvement. This action plan is documented in the annual Unit Assessment Document (UAD) Part D. Surveys indicate whether our students are entering the workforce with writing and presentation skills. End-of-term student course evaluation allow the faculty to analyze trends and the results are used to impact what is stressed in class or to redesign content/ procedures, etc. 	
<p>Summary of Results from Implementing Direct Measures of Student Learning:</p>	<p>Performance Target Was...</p>	
	<p>Met</p>	<p>Not Met</p>
<p>1. MFT (Master Field Test) - Students in the capstone course took the MFT as part of the class; mean scores were slightly above the national average.</p>	<p>X</p>	
<p>Completion of Capstone Course with a grade of “C” or better - Students are not allowed to graduate with a grade less than “C” in the capstone course.</p>	<p>X</p>	
<p>UAD (Unit Assessment Document) - These documents are completed in May of each year and are submitted to the Lewis-Clark administrative offices.</p>	<p>X</p>	
<p>Student club membership and key achievements - Business Student Organization (BSO) membership has increased significantly and a second BSO was started in Spring 2010 at LCSC’s Coeur d’Alene branch.</p>	<p>X</p>	
<p>2. Completion of Capstone Course with a grade of “C” or better - Students are not allowed to graduate with a grade less than “C” in the capstone course.</p>	<p>X</p>	
<p>Completion of BUS 220 or equivalent, BUS 311, and BUS 412 with a grade of “C” or better - Students are not allowed to graduate with a grade less than “C” in the BUS 220 or equivalent, BUS 311 and BUS 412 courses.</p>	<p>X</p>	

Completion of BUS 355, BUS 412 and ECON 300 or BUS 271 with a grade of “C” or better - Students are not allowed to graduate with a grade less than “C” in the BUS 355, BUS 412 and ECON 300 or BUS 271 courses.	X	
Completion of BUS 221 and BUS 355 with a grade of “C” or better - Students are not allowed to graduate with a grade less than “C” in the BUS 221 and BUS 355	X	
UAP (Unit Action Plan) - Every fall, the Business Division is required to compile its performance statistics and assess the need for additional faculty, courses and equipment.	X	
Student Internships - Students are offered the opportunity to complete internships with companies and organizations, giving them actual working experience and a situation where they can actually apply the business knowledge they have gained through coursework.	X	
3. Completion of related required BUS courses with a grade of “C” or better - Students are not allowed to graduate with a grade less than “C” in their required BUS coursework.	X	
Completion of ENGL 101 and ENGL 102 - Students are blocked from registering for certain BUS courses until they have successfully completed ENGL 101 and ENGL 102.	X	
Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. Graduate Surveys/Exit Interviews - Every spring, random students are asked for ways to improve the course offerings. These improvements are then discussed at faculty meetings, methods of implementation are selected, and program changes are made as needed.	X	
2. Alumni Surveys - Every year the LCSC Development Center surveys the alumni, and they have over 60% response rate with our graduates. The Center informs us of recommendations for improving our programs, and those improvements are discussed and implemented as warranted.	X	
3. Student Course Evaluations (SCEs) - Evaluations are conducted every semester in every Business class. The Division Chair discusses results with each faculty member. When it appears changes are necessary to a course or program, the changes are discussed in a faculty meeting and changes are implemented as needed.	X	
4. Advisory Board - Every fall the Business Division Advisory Board is asked for feedback on how our students are performing in the community, how they feel about hiring our graduates, and what changes they think need to be made to our programs to better address local employment needs.	X	
5. Employer Surveys - The Office of Career and Advising Services at Lewis-Clark State College surveys employers of LCSC graduates on a regular basis and shares this information with the Business Division.	X	

6. MFT (Master Field Test) as a pretest - Once each year the BUS 101 Introduction to Business Students are tested with the Master Field Test in Business. These scores can be compared with the scores of graduating students.	X	
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
1. Because the above objectives must be measured on an annual basis for our own organization, they are reviewed (and achieved) on a regular basis.		