Annual Report – Accredited Member

Institution:	**Salve Regina University**
Academic Business Unit:	**Department of Business Studies & Economics**
Academic Year:	**2015-16**

International Assembly for Collegiate Business Education
11374 Strang Line Road
Lenexa, Kansas 66215
USA

IACBE ANNUAL REPORT

For Academic Year: 2015-16

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

General Information

Institution's Name:	Salve Regina University
Institution's Address:	100 Ochre Point Avenue
City and State or Country	Newport, RI Zip or Postal Code 02840
Name of Submitter:	Jennifer Bonoff
Title:	Department Chair & Instructor
Your Email Address:	Jennifer.bonoff@salve.edu
Telephone (with country code if outside of the United States):	(401) 341-3151
Date Submitted:	February 10, 2017

Total Headcount Enrollment of the Institution for 2015-16:   2124 (undergraduate) + 622 (graduate) = 2746 Total

Accreditation Information

1. If applicable, when is your next institutional accreditation site visit?   N/A   Year

2. When is your next reaffirmation of IACBE accreditation site visit?   11/2018   Year

3. Provide the website path to the page containing your public notification of accreditation by the IACBE:

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

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

   1. Start on Salve Regina University home page: salve.edu
   2. Scroll over "Academics"
   3. Click "Majors and Minors"
   4. Scroll down, click "Business Administration → Bachelor's"
   5. Click "Bachelor's" again

      Click "IACBE Accreditation"
   6. _____
   7. _____
   8. _____
   9. http://www.salve.edu/undergraduate/business-studies-and-economics/iacbe-accreditation

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

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

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

1. Start on Salve Regina University home page: salve.edu

2. Scroll over "Academics"

3. Click "Majors and Minors"

4. Scroll down, click "Business Administration → Bachelor's"

5. Click "Bachelor's" again

6. Click "IACBE Accreditation"

7. Scroll down and click " Public Disclosure of Student Learning Assessment Results"

8. _____

9. _____

10. _____

5. If your accreditation letter from the IACBE Board of Commissioners contains "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. (Insert additional rows as necessary.)

Commissioners' Notes	Action Already Taken	Action Planned
Outcomes Assessment: Capstone projects measure learning beyond communication skills	Completed.	
Common Professional Core: Coverage of international/global category is being addressed.	Completed.	

Administrative Information

1. Provide the following information pertaining to the current president/chief executive officer of your institution:

Name: Sr. Jane Gerety

Title: President

Highest Earned Degree: PhD   Email: jane.gerety@salve.edu

Telephone (with country code if outside of the United States): 401-341-2377   Fax (with country code if outside of the United States): 401-847-4150

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

2. Provide the following information pertaining to the current chief academic officer of your institution:

Name: Dr. Scott C. Zeman

Title:	Provost/Vice-President for Academic Affairs

Highest Earned Degree:	Ph.D.	Email:	Scott.zeman@salve.edu

Telephone (with country code if outside of the United States):	401-341-2222	Fax (with country code if outside of the United States):	401-341-2917

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

3. Provide the following information pertaining to the current head of your academic business unit:

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Name:	Jennifer Bonoff

Title:	Department Chair & Instructor

Highest Earned Degree:	ABD	Email:	Jennifer.bonoff@salve.edu

Telephone (with country code if outside of the United States):	401-341-3151	Fax (with country code if outside of the United States):	

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

following information pertaining to your current primary representative to the IACBE, i.e., the person who is your primary contact for the IACBE and who votes on behalf of the academic business unit on IACBE matters (if not the same as the head of the academic business unit):

Name:	Jennifer Bonoff

Title:	Department Chair & Instructor

Highest Earned Degree:	ABD	Email:	Jennifer.bonoff@salve.edu

Telephone (with country code if outside of the United States):	401-341-3151	Fax (with country code if outside of the United States):	

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

5. Provide the following information pertaining to your current alternate representative to the IACBE:

Name:	Dr. Myra Edelstein

Title:	Associate Professor

Highest Earned Degree:	EdD	Email:	edelstem@salve.edu

Telephone (with country code if outside of the United States):	401-341-3139	Fax (with country code if outside of the United States):	

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

Programmatic Information

1. For each of your IACBE-accredited business programs, provide the total headcount enrollment and the number of degrees conferred in the program (including each major, concentration, specialization, and emphasis) for 2015-16 (insert rows in the table as needed):

Program	Enrollment 2015-16	Number of Degrees Conferred 2015-16
MBA	81	69
MS Management	23	14
MS Innovation and Strategic Management	6	0
MS Healthcare Administration & Management	68	23
BS Accounting	68	21
BS Business Administration	179	45
BS Financial Management	49	15
BS Global Business & Economics	29	9
BS Marketing	101	29
BS Healthcare Administration & Management	26	4
Totals for All Programs Combined **(Please do not double-count students who pursued multiple programs during the reporting year, e.g., students who double-majored in both accounting & finance)**	630	229

2. Do you offer any of your IACBE-accredited business programs outside of your home country?

   X   No.

         Yes. If yes, please identify the programs and countries in the table below. In addition, if the programs are delivered in partnership with other institutions, please identify those institutions as well. (Insert rows in the table as needed.)

Program	Country or Countries	Partner Institution(s)

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

        No.

   X   Yes. If yes, please identify the terminated programs in the table below and provide a brief description of your termination plan (e.g., plan for teaching-out the program, when last graduates are expected, etc.). (Insert rows in the table as needed.)

Terminated Programs	Termination Plan
MS Management	The MS Management program will continue to offer the required courses until all students have

	graduated from the program. The program is accepting no new students.

4. Were changes made in any of your IACBE-accredited business programs during the reporting year? (**Note**: You do not have to identify course-level changes, e.g., changes in course names, course coding, course numbering, course content, etc.; identify only program-level changes, e.g., changes in program names, program curricula, etc.)

        ____ No.

        X Yes. If yes, please identify the changes on a separate page at the end of this report.

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

        X No. If no, proceed to the *Outcomes Assessment* section below.

        ____ Yes. If yes, please identify the new programs on a separate page at the end of this report, and answer item 6 below.

6. If applicable, was approval of your institutional accrediting body required for any of the programs identified in item 5 above?

        X No. If no, proceed to the *Outcomes Assessment* section below.

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

7. Did you establish any new locations/instructional sites during the reporting year?

        X No.

        ____ Yes. If yes, please identify the new locations/instructional sites and the IACBE-accredited programs offered at those locations/sites in the table below. Please also indicate whether you anticipate that any of the locations/sites will account for 25% or more of the total student credit hours (or contact hours as applicable) in business. (Insert rows in the table as needed.)

New Locations/Instructional Sites	Programs Offered	25% or More of Total SCH?

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

        ____ No.

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

Outcomes Assessment

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

    <u>X</u> Yes

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

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

    _____ The outcomes assessment plan that we have previously submitted is still current.

    _____ Changes have been made and the revised plan is attached.

    <u>X</u> We have made changes and the revised plan will be sent to the IACBE by: June 30, 2017 _____

3. Complete the Outcomes Assessment Results form below and include it with this annual report to the IACBE. **Note: Section II of the form (Operational Assessment) needs to be completed only if you received first-time accreditation or reaffirmation of accreditation after January 1, 2011.**

    An example of a completed form can be found in a separate document that is available for download on the IACBE's website at: www.iacbe.org/accreditation-documents.asp.

    Section I (Student Learning Assessment) of the Outcomes Assessment Results form must be completed for each business program that is accredited by the IACBE (i.e., a separate table must be provided for each program).

    Performance targets/criteria are the criteria used by the academic business unit in evaluating assessment results to determine whether intended outcomes have been achieved. For example, if the academic business unit is using the ETS Major Field Test as one of its direct measures of student learning, then a performance target might be that the Institutional Mean Total Score on the exam will place students in the upper quartile nationally; or if the academic business unit is using a comprehensive project in a capstone course as a direct measure of student learning, then a performance target might be that 80% of the students will score at the highest level (e.g., proficient, exemplary, etc.) on each project evaluation criterion.

    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.

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

    Italicized entries in the form represent areas where the academic business unit should insert its own assessment information. Add tables and insert rows in the tables as needed.

Outcomes Assessment Results

For Academic Year: 2015-16

Section I: Student Learning Assessment

Student Learning Assessment for *B.S. Accounting*	
Intended Student Learning Outcomes for B.S. Accounting	
1. Graduates can perform all components of the accounting cycle.	
2. Graduates use technology as it is used in the business world.	
3. Graduates perform issue based accounting research.	
4. Graduates are able to communicate complex accounting concepts.	
5. Graduates use judgment and decision making in accounting.	
6. Graduates are able to prepare an individual tax return, with supporting schedules.	
Assessment Tools for Intended Student Learning Outcomes—Direct Measures of Student Learning:	**Performance Targets/Criteria for Direct Measures:**
1. *(Direct Measure 1) Students in the accounting program will be assessed on outcomes 1 and 2 based on a project from ACC341 Accounting Information Systems.*	*(Target/Criterion for Direct Measure 1) At least 80% of student work will achieve a score of 3.0 out of 4.0 on the likert scale.*
2. *(Direct Measure 2) Outcomes 3-5 will be assessed via a research paper prepared in ACC404 Accounting Theory and Practice.* *This course was not offered during the accessment time period.*	*(Target/Criterion for Direct Measure 2) At least 85% of student work will achieve a score of excellent or good on the Accounting Assessment Rubric utilized.*
3. *(Direct Measure 3) Outcome 6 will be assessed in ACC332 Federal Income Taxes II.*	*(Target/Criterion for Direct Measure 3) At least 85% of student work will achieve a score of excellent or good on the Accounting Assessment Rubric utilized.*
Assessment Tools for Intended Student Learning Outcomes—Indirect Measures of Student Learning:	**Performance Targets/Criteria for Indirect Measures:**
1. *(Indirect Measure 1) Graduating seniors will complete a Senior Exit*	*(Target/Criterion for Indirect Measure 1) At least 80% of completed*

		Performance Target Was…	
Survey which will measure the student's perceptions of key learning concepts and their skills in business/accounting.	*surveys will rank their understanding of key learning concepts as excellent/good on the Senior Exit Survey.*		
Summary of Results from Implementing Direct Measures of Student Learning:		Performance Target Was…	
		Met	Not Met
1. *At least 80% of student work achieved a score of 3.0 out of 4.0 on the likert scale in measuring outcomes 1 and 2 in ACC341.*		X	
2. *At least 85% of student work achieved a score of excellent or good on the Accounting Assessment Rubric utilized to measure outcomes 3-5. This assessment occurred in ACC405.*		X	
3. *At least 85% of student work achieved a score of excellent or good on the Accounting Assessment Rubric utilized to measure outcome 6 in ACC332.*		X	
Summary of Results from Implementing Indirect Measures of Student Learning:		Performance Target Was…	
		Met	Not Met
1. *At least 80% of completed surveys ranked their understanding of key learning concepts as excellent/good on the Senior Exit Survey.*		X	
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:			
1. *N/A*			

Summary of Achievement of Intended Student Learning Outcomes – BS Accounting:								
Intended Student Learning Outcomes	**Learning Assessment Measures**							
	ACC341 Rubric	**ACC405 Rubric**	**ACC332 Rubric**	**Senior Exit Survey**				
Program ISLOs	*Performance Target Was…*	*Performance Target Was…*	*Performance Target Was…*	*Performance Target Was…*				
1. *Graduates can perform all components of the accounting cycle*	MET	MET		MET				
2. *Graduates use technology as it*	MET	MET		MET				

is used in the business world								
3. *Graduates perform issue based accounting research*		MET		MET				
4. *Graduates are able to communicate complex accounting concepts*		MET		MET				
5. *Graduates use judgement and decision making in accounting*		MET		MET				
6. Graduates are able to prepare an individual tax return, with supporting schedules			MET	MET				

Student Learning Assessment for *B.S. Business Administration*
Intended Student Learning Outcomes for *B.S. Business Administration*
1. Graduates will be able to utilize basic accounting principles for business applications.
2. Graduates will be able to use break-even analysis for business applications.
3. Graduates will be able to use ethical reasoning in business decision-making.
4. Graduates will demonstrate computer competency in Microsoft Office applications.

Assessment Tools for Intended Student Learning Outcomes—Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. *(Direct Measure 1) Direct Assessment will occur via the Comprehensive Business & Economics Exam including:* *Learning Outcome 1: Question 47* *Learning Outcome 2: Questions 48* *Learning Outcome 3: Question 15*	*(Target/Criterion for Direct Measure 1): At least 80% of the students who take this exam will score at least 75% on the questions measuring these criteria.*

		Performance Target Was…	

2. *(Direct Measure 2) Direct assessment of Learning Outcome 4 will be conducted via observation of computer certifications of graduating seniors (e.g. IC3 certifications, Microsoft Office Specialist and Microsoft Office Expert certifications earned).*	*(Target/Criterion for Direct Measure 2). At least 85% of students in this major will complete at least one computer certification exam prior to graduating with this degree.*
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
1. *(Indirect Measure 1) Graduating seniors will complete a Senior Exit Survey which will measure the student's perceptions of key learning concepts and their skills in business administration.*	*(Target/Criterion for Indirect Measure 1) At least 80% of completed surveys will rank their understanding of key learning concepts as excellent/good on the Senior Exit Survey.*

Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. *The assessment for Direct Measure 1 is being reviewed and replaced to better reflect student subject-matter knowledge.*	NA	NA
2. *90% of students in the major completed at least one computer certification exam prior to graduation.*	X	

Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. *The Student Exit Survey used to assessed Indirect Measure 1 is being reviewed and revised by the faculty.*	NA	NA

Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:
1. *Faculty are reviewing and revising the Student Exit Survey used for indirect assessments*
2. *Faculty are also reviewing and replacing the Comprehensive Business & Economics Exam for Direct Measure 1 with an instrument to better reflect student subject-matter knowledge. The new assessments will be included in the Revised Outcomes-Assessment Manual.*

Summary of Achievement of Intended Student Learning Outcomes – B.S. Business Administration:								
Intended Student Learning Outcomes	**Learning Assessment Measures**							
Program ISLOs	**Pre-Post Exam**	**Computer Certifications**	**Senior Exit Survey**					

	Performance Target Was…	Performance Target Was…	Performance Target Was…					
1. Graduates will be able to utilize basic accounting principles for business application	NA	NA	NA					
2. Graduates will be able to use break-even analysis for business applications	NA	NA	NA					
3. Graduates will be able to use ethical reasoning in business decision-making	NA	NA	NA					
4. Graduates will demonstrate computer competency in Microsoft Office applications	NA	MET	NA					

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

1. Faculty are reviewing and revising the Student Exit Survey used for direct and indirect assessments.

2. Faculty are also reviewing and replacing the Comprehensive Business & Economics Exam with an instrument to better reflect student subject-matter knowledge. The new assessments will be included in the Revised Outcomes-Assessment Manual.

Student Learning Assessment for B.S. Financial Management
Intended Student Learning Outcomes for *B.S. Financial Management* :
1. Graduates will understand the financial planning process.
2. Graduates will be able to apply the concept of time value of money to personal financial planning.
3. Graduates will be able to develop financial strategies for maximizing savings.
4. Graduates will be able to recommend the allocation of assets for investment portfolios based on the client's risk tolerance.

Assessment Tools for Intended Student Learning Outcomes—	Performance Targets/Criteria for Direct Measures:

Direct Measures of Student Learning:	
1. *(Direct Measure 1) Student learning outcomes will be measured through the semester project in MGT320 Investment Planning.*	*(Target/Criterion for Direct Measure 1) At least 80% of the students will earn a grade of 75% or higher on the semester project.*
2. *(Direct Measure 2) Student learning outcomes will be measured through the final exam of student performance in MGT270 Financial Management.*	*(Target/Criterion for Direct Measure 2) At least 80% of the students will earn a grade of 75% or higher on the final exam.*
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
1. *(Indirect Measure 1) Graduating seniors will complete a Senior Exit Survey which will measure the student's perceptions of key learning concepts and their skills in financial management.*	*(Target/Criterion for Indirect Measure 1)* At least 80% of students will rank their understanding of key learning concepts as excellent/good on the Senior Exit Survey.

Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. *95% of the students earned a grade of 75% or higher on the semester project in MGT320.*	X	
2. *95% of the students earned a grade of 75% or higher on the final exam in MGT270.*	X	

Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. *The Student Exit Survey used to assessed Indirect Measure 1 is being reviewed and revised by the faculty.*	NA	NA

Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:
1. *Faculty are reviewing and revising the Student Exit Survey used for indirect assessment 1.*

Summary of Achievement of Intended Student Learning Outcomes – B.S. Financial Management:	
Intended Student Learning Outcomes	**Learning Assessment Measures**

Program ISLOs	MGT320 Rubric	MGT270 Rubric	Senior Exit Survey					
	Performance Target Was…	*Performance Target Was…*	*Performance Target Was…*					
1. Graduates will understand the financial planning process	MET	MET	NA					
2. Graduates will be able to apply the concept of time value of money to personal financial planning	MET	MET	NA					
3. Graduates will be able to develop financial strategies for maximizing savings	MET	MET	NA					
4. Graduates will be able to recommend the allocation of assets for investment portfolios based on the client's risk tolerance	MET	MET	NA					

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

1. *Faculty are reviewing and revising the Student Exit Survey used for indirect assessment 1.*

Student Learning Assessment for *B.S. Global Business & Economics*
Intended Student Learning Outcomes for B.S *Global Business & Economics* :
1. *Student is able to research the cultural differences inherent in doing business internationally.*
2. *Student understands the global dimensions of business.*
3. *Student is be able to analyze business problems by researching and evaluating international business concepts.*
4. *Student understands the various methods for internationalizing domestic business concepts.*

Assessment Tools for Intended Student Learning Outcomes—Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:		
1. *(Direct Measure 1) Student learning outcomes will be measured through the semester project in ECN363.*	*(Target/Criterion for Direct Measure 1) At least 80% of completed rubrics will rank at 2.5 or higher on a 3 point scale.*		
2. *(Direct Measure 1) Student learning outcomes will be measured through the semester project in ECN411.*	*(Target/Criterion for Direct Measure 1) At least 80% of completed rubrics will rank at 2.5 or higher on a 3 point scale.*		
Assessment Tools for Intended Student Learning Outcomes—Indirect Measures of Student Learning:	**Performance Targets/Criteria for Indirect Measures:**		
1. *(Indirect Measure 1) Graduating seniors will complete a Senior Exit Survey which will measure the student's perceptions of key learning concepts and their skills in global business and economics.*	*(Target/Criterion for Indirect Measure 1) At least 80% of students will rank their understanding of key learning concepts as excellent/good/average on the Senior Exit Survey.*		
Summary of Results from Implementing Direct Measures of Student Learning:		**Performance Target Was…**	
		Met	Not Met
1. *100% of completed rubrics ranked at 2.5 or higher on a 3 point scale.*		X	
2. *100% of completed rubrics ranked at 2.5 or higher on a 3 point scale.*		X	
Summary of Results from Implementing Indirect Measures of Student Learning:		**Performance Target Was…**	
		Met	Not Met
1. *100% of students ranked their understanding of key learning concepts as excellent/good/average on the Senior Exit Survey.*		X	
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:			
1. *NA*			

Intended Student Learning Outcomes							
Program ISLOs		**ECN363 Rubric**	**ECN411 Rubric**	**Senior Exit Survey**			

	Performance Target Was…	Performance Target Was…	Performance Target Was…				
1. Student is able to research the cultural differences inherent in doing business internationally.	MET	MET	MET				
2. Student understands the global dimensions of business	MET	MET	MET				
3. Student is able to analyze business problems by researching and evaluating international business concepts	MET	MET	MET				
4. Student understands the various methods for internationalizing domestic business concepts	MET	MET	MET				

Student Learning Assessment for *B.S. Marketing*	
Intended Student Learning Outcomes for B.S. Marketing :	
1. *Identify the internal and external influences on marketing*	
2. *Develop research methodology appropriate to the situation*	
3. *Recommend appropriate marketing strategies*	
4. *Develop a marketing plan relevant to the situation analysis*	
5. *Create a marketing budget that demonstrates financial responsibility*	
Assessment Tools for Intended Student Learning Outcomes—Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:

1	*Student learning outcome 1 will be measured through the semester project in MGT422: Marketing Strategies using Rubric 1.*	*50% of student projects will be assessed using the B.S.Marketing Assessment Rubric for each learning outcome above. 80% of students will score either "Good Review" or "Thorough Review" on the rubric.*	
2.	*Student learning outcome 2 will be measured through the semester project in MGT422: Marketing Strategies using Rubric 2.*	*50% of student projects will be assessed using the B.S.Marketing Assessment Rubric for each learning outcome above. 80% of students will score either "Good Review" or "Thorough Review" on the rubric.*	
3.	*Student learning outcome 3 will be measured through the semester project in MGT422: Marketing Strategies using Rubric 3.*	*50% of student projects will be assessed using the B.S.Marketing Assessment Rubric for each learning outcome above. 80% of students will score either "Good Review" or "Thorough Review" on the rubric.*	
4.	*Student learning outcome 4 will be measured through the semester project in MGT422: Marketing Strategies using Rubric 4.*	*50% of student projects will be assessed using the B.S.Marketing Assessment Rubric for each learning outcome above. 80% of students will score either "Good Review" or "Thorough Review" on the rubric.*	
5.	*Student learning outcome 5 will be measured through the semester project in MGT422: Marketing Strategies using Rubric 5.*	*50% of student projects will be assessed using the B.S.Marketing Assessment Rubric for each learning outcome above. 80% of students will score either "Good Review" or "Thorough Review" on the rubric.*	

Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
1. *Graduating seniors will complete a Senior Exit Survey which will measure the student's perceptions of learning.*	*(Target/Criterion for Indirect Measure 1) At least 80% of students will rank their understanding of key learning concepts as excellent/good/average on the Senior Exit Survey.*

Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. *90.05% of students scored either "Good Review" or "Thorough Review" on Rubric 1.*	X	
2. *97.7% of students scored either "Good Review" or "Thorough Review" on Rubric 2.*	X	
3. *85.45% of students scored either "Good Review" or "Thorough Review" on Rubric 3.*	X	
4. *90.15% of students scored either "Good Review" or "Thorough Review" on Rubric 4.*	X	
5. *86.3% of students scored either "Good Review" or "Thorough Review" on Rubric 5.*	X	
Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was…	

	Met	Not Met
1. *98.6% of students ranked their understanding of key learning concepts as excellent/good/average on the Senior Exit Survey.*	X	
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
1. *(Course of Action 1) N/A*		

Summary of Achievement of Intended Student Learning Outcomes – B.S. Marketing:								
Intended Student Learning Outcomes	**Learning Assessment Measures**							
Program ISLOs	**MGT422 Rubric 1**	**MGT422 Rubric 2**	**MGT422 Rubric 3**	**MGT422 Rubric 4**	**MGT422 Rubric 5**	**Senior Exit Survey**		
	Performance Target Was…	*Performance Target Was…*	*Performance Target Was…*	*Performance Target Was…*	*Performance Target Was…*	*Performance Target Was…*		
1. Identify the internal and external influences on marketing	MET					MET		
2. Develop research methodology appropriate to the situation		MET				MET		
3. Recommend appropriate marketing strategies			MET			MET		
4. Develop a marketing plan relevant to the situation analysis				MET		MET		
5. Create a marketing budget that demonstrates financial responsibility					MET	MET		

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

Student Learning Assessment for *MBA*	
Intended Student Learning Outcomes for *MBA*:	
1. Upon earning the MBA students will be able to describe the importance and inter-connectedness of ethical thinking, organizational management, economics, accounting, finance, operations and strategic management.	
2. Upon earning the MBA students will be able to demonstrate leadership and problem solving ability.	
3. Upon earning the MBA students will be able to demonstrate, through written work and oral (or online) presentations, thorough understanding of business administration, management, and leadership.	
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	**Performance Targets/Criteria for Direct Measures:**
1. *(Direct Measure 1)* Student learning outcomes will be evaluated based upon submission of one individual case analysis for MGT575. Student learning will be evaluated based upon communication abilities rubric and written communication rubric (for online students).	*At least 80% of completed rubrics will rank at 2.5 or higher on a 3 point scale.*
2. *(Direct Measure 2)* Student learning outcomes will be evaluated based upon submission of one team case analysis for MGT575 (capstone)	*At least 80% of completed rubrics will rank at 2.5 or higher on a 3 point scale.*
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	**Performance Targets/Criteria for Indirect Measures:**
1. *(Indirect Measure 1)* Review of Course Syllabi (for adequacy and appropriateness necessary to achieve student learning objectives).	*Course syllabi will be reviewed once a year in the Spring semester.*
2. *(Indirect Measure 2)* Interviews with instructors of MGT575.	*Faculty will meet once a year in the Spring semester to conduct an assessment of the course structure.*

Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. *At least 80% of completed rubrics ranked at 2.5 or higher on a 3 point scale.*	X	
2. *At least 80% of completed rubrics will rank at 2.5 or higher on a 3 point scale.*	X	
Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. *Course syllabi were reviewed in the Spring semester.*	X	
2. *Faculty met during the Spring semester to conduct an assessment of the course structure.*	X	
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
1. *MGT575 was updated with a textbook and course syllabus.*		

Summary of Achievement of Intended Student Learning Outcomes – MBA :								
Intended Student Learning Outcomes	**Learning Assessment Measures**							
Program ISLOs	**MGT575 Rubric 1**	**MGT575 Rubric 2**	**Syllabi Review**	**Course Review**				
	Performance Target Was…	*Performance Target Was…*	*Performance Target Was…*	*Performance Target Was…*				
1. Upon earning the MBA students will be able to describe the importance and inter-connectedness of ethical thinking, organizational management, economics, accounting, finance, operations and	MET	MET	MET	MET				

strategic management.								
2. Upon earning the MBA students will be able to demonstrate leadership and problem solving ability.	MET	MET	MET	MET				
3. Upon earning the MBA students will be able to demonstrate, through written work and oral (or online) presentations, thorough understanding of business administration, management, and leadership.	MET	MET	MET	MET				

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

Student Learning Assessment for *M.S. Management*
Intended Student Learning Outcomes for M.S. Management :
1. Describe the importance and inter-connectedness of ethical thinking, organizational management, human resources and strategic management.
2. Demonstrate leadership ability in and out of the classroom/online learning environments.

3. Demonstrate, through written work, oral and online presentations, thorough understanding of business management and leadership.			
Assessment Tools for Intended Student Learning Outcomes—Direct Measures of Student Learning:	**Performance Targets/Criteria for Direct Measures:**		
1. *(Direct Measure 1)* Student learning outcomes will be evaluated based upon submission of one individual case analysis for MGT575. Student learning will be evaluated based upon oral communications rubric and written communication rubric (for online students).	*At least 80% of completed rubrics will rank at 2.5 or higher on a 3 point scale.*		
2. *(Direct Measure 2)* Student learning outcomes will be evaluated based upon submission of one team case analysis for MGT575 (capstone)	*At least 80% of completed rubrics will rank at 2.5 or higher on a 3 point scale.*		
Assessment Tools for Intended Student Learning Outcomes—Indirect Measures of Student Learning:	**Performance Targets/Criteria for Indirect Measures:**		
1. *(Indirect Measure 1)* Review of Course Syllabi for adequacy and appropriateness necessary to achieve student learning objectives.	*Course syllabi will be reviewed once a year in the Spring semester.*		
2. *(Indirect Measure 2)* Team meeting of MGT575 faculty to assure adequacy and appropriateness of course structure, content and teaching materials necessary to achieve student learning objectives	*Faculty will meet once a year in the Spring semester to conduct an assessment of the course structure.*		
Summary of Results from Implementing Direct Measures of Student Learning:		**Performance Target Was…**	
		Met	Not Met
1. *At least 80% of completed rubrics ranked at 2.5 or higher on a 3 point scale.*		X	
2. *At least 80% of completed rubrics ranked at 2.5 or higher on a 3 point*		X	
Summary of Results from Implementing Indirect Measures of Student Learning:		**Performance Target Was…**	
		Met	Not Met
1. *Course syllabi were reviewed in the Spring semester.*		X	
2. *Faculty met in the Spring semester to conduct an assessment of the course structure.*		X	
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:			
1. *MGT575 was updated with a new textbook and new syllabus.*			

Summary of Achievement of Intended Student Learning Outcomes – M.S. Management								
Intended Student Learning Outcomes	**Learning Assessment Measures**							
Program ISLOs	MGT575 Rubric 1	MGT575 Rubric 2	Syllabi Review	Course Review				
	Performance Target Was…	*Performance Target Was…*	*Performance Target Was…*	*Performance Target Was…*				
1. Describe the importance and inter-connectedness of ethical thinking, organizational management, human resources and strategic management.	MET	MET	MET	MET				
2. Demonstrate leadership ability in and out of the classroom/online learning environments.	MET	MET	MET	MET				
3. Demonstrate, through written work, oral and online presentations, thorough understanding of business management and leadership.	MET	MET	MET	MET				
Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:								
1. NA								

Student Learning Assessment for *M.S. Healthcare Administration and Management*	
Intended Student Learning Outcomes for M.S. Healthcare Administration and Management :	

1. **In the area of Leadership Skills**
   The student should be able to:
   1. Demonstrate an ability to deal effectively with large groups of diverse individuals.
   2. Practice good team work and demonstrate the ability to build group consensus.
   3. Apply management skills learned.
   4. Recognize the importance and respect for diversity.
   5. Demonstrate oral and written communication competency
   6. Illustrate the ability to deal with the Media.
   7. Synthesize, analyze and articulate information in a clear concise manor.
   8. Demonstrate ethical decision making based on a respect for personal values.
   9. Show innovation and creativity

2. **In the area of Healthcare knowledge**
   The student should be able to:
   1. Demonstrate knowledge of the Healthcare System and its complexities.
   2. Employ effective research methodologies.
   3. Employ healthcare information management systems
   4. Demonstrate an understanding of regulatory and policy issues.
   5. Demonstrate an understanding of finance and reimbursement systems.

3. **In the area of Technical and Functional Knowledge**
   The student should be able to:
   1. Assess human resource issues
   2. Recognize and interpret current clinical issues in healthcare delivery.

4. **In the area of Management**
   The student should be able to:
   1. Conduct a stakeholder analysis to anticipate probable outcomes of decisions.
   2. Demonstrate knowledge of the legal issues affecting healthcare decision making.
   3. Employ effective marketing techniques.
   4. Prepare a strategic plan.
   5. Assess the clinical aspects involved in management decisions.
   6. Recognize and apply quality monitoring/improvement method

   5. In the area of role model

The student should be able to:
    1. Demonstrate ethical behavior and conduct.
    2. Apply mercy, advocacy, and social justice in management decisions.	

Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. *(Direct Measure 1)* Written analysis of the capstone project (HCA547) is used to assess knowledge of the healthcare industry and written communication ability involving the student learning objectives.	*At least 80% of completed rubrics will rank at 2.5 or higher on a 3 point scale.*
2. *(Direct Measure 2)* Oral presentation of the capstone project in HCA547 is used to assess oral communications abilities related to the presentation of analysis from the capstone project.	*At least 80% of completed rubrics will rank at 2.5 or higher on a 3 point scale.*

Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
1. *(Indirect Measure 1)* The Student Exit Survey is administered to graduate students at the end of their capstone class. The survey measures the students *perceived* level of learning in the core competencies of the Healthcare Administration & Management, and the impact the program has had on them personally and professionally.	*(Target/Criterion for Indirect Measure 1) At least 80% of the completed surveys indicate strongly agree/agree with criteria measured.*
2. *(Indirect Measure 2)* Interviews are completed with the graduating students each semester by the Program Director. Using this information, the Program Director can make decisions regarding faculty, teaching methods, and content as related to the achievement of program objectives.	*(Target/Criterion for Indirect Measure 2) At least 80% of the completed interviews indicate a positive experience in the program.*

Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. *At least 80% of completed rubrics showed student scores of 2.5 or higher on a 3 point scale.*	X	
2. *At least 80% of completed rubrics showed student scores of 2.5 or higher on a 3 point scale.*	X	

Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. *At least 80% of the completed surveys indicated strongly agree/agree with criteria measured.*	X	
2. *At least 80% of the completed interviews indicated a positive experience in the program.*	X	
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
1. *NA*		

Summary of Achievement of Intended Student Learning Outcomes – M.S. Healthcare Administration and Management:								
Intended Student Learning Outcomes	**Learning Assessment Measures**							
Program ISLOs	HCA547 Rubric 1	HCA547 Rubric 2	Senior Exit Survey	Senior Exit Interview				
	Performance Target Was…	*Performance Target Was…*	*Performance Target Was…*	*Performance Target Was…*				
1. **In the area of Leadership Skills**	MET	MET	MET	MET				
2. **In the area of Healthcare knowledge**	MET	MET	MET	MET				
3. **In the area of Technical and Functional Knowledge**	MET	MET	MET	MET				
4. **In the area of Management**	MET	MET	MET	MET				
5. **In the area of role model**	MET	MET	MET	MET				
Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:								
1. *NA*								

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

Operational Assessment for *the Department of Business Studies & Economics*	
Mission of the Department of Business Studies and Economics	
(Mission Statement) The Business Studies & Economics Department supports the mission of Salve Regina University, a Catholic institution founded by the Sisters of Mercy, to promote universal justice and to prepare men and women for responsible lives through the study of liberal arts and professional programs. The Business Studies & Economics Department provides programs and courses of study that educate, expand knowledge, develop skills, cultivate enduring values in individuals who are inquisitive, motivated and desire to be professionally prepared to meet the identified needs of business for the 21st Century.	
Intended Operational Outcomes:	
1. The Department of Business Studies and Economics will retain appropriately professionally or doctorally qualified faculty in their teaching disciplines.	
2. The Department of Business Studies and Economics will provide high quality instruction to the students.	
3. The Department of Business Studies and Economics will provide effective advising to the students.	
4. The Department of Business Studies and Economics will recruit and retain students on an annual basis.	
Assessment Measures for Intended Operational Outcomes:	Performance Targets/Criteria for Operational Assessment Measures:
1. Faculty credential files.	*(Target/Criterion for Measure 1)* Faculty credential files will be maintained to demonstrate that at least 90% of faculty are professionally or doctorally qualified to teach in their respective disciplines.
2. Course evaluations and Senior Exit Survey.	*(Target/Criterion for Measure 2)* Course evaluations will be completed online midsemester and again at the end of the semester for each course offered in the department. At least 80% of the course evaluations completed will indicate that the teaching is on the positive side of the scale. Senior exit surveys will indicate that at least 80% of the students strongly agree or agree regarding adequacy of instruction.

3. Senior Exit Survey.	*(Target/Crite rion for Measure 3)* At least 75% of completed Senior Exit Surveys will indicate strongly agree or agree on the dimensions of department faculty advising.
4. Recruitment and retention data from Registrar's Office.	*(Target/Criterion for Measure 4)* The department will maintain a stable number of students (+/- 5%) from one academic year to the next.

Summary of Results from Implementing Operational Assessment Measures:	Performance Target Was…	
	Met	Not Met
1. At least 90% of faculty are professionally or doctorally qualified to teach in their respective disciplines.	X	
2. At least 80% of the course evaluations completed indicate that the teaching is on the positive side of the scale. Senior exit surveys indicate that at least 80% of the students strongly agree or agree regarding adequacy of instruction.	X	
3. More than 85% of completed Senior Exit Surveys indicated strongly agree or agree on the dimensions of department faculty advising.	X	
4. The department has seen a 3% decrease in the number of students since last academic year.	X	
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
1. NA		

Summary of Achievement of Operational Assessment:							
Intended Student Learning Outcomes	**Learning Assessment Measures**						
Program ISLOs	**Review of Faculty Credentials**	**Course Evaluation**	**Senior Exit Survey**	**Recruitment and Retention Data**			
	Performance Target Was…	*Performance Target Was…*	*Performance Target Was…*	*Performance Target Was…*			
1. The Department of Business Studies and Economics will retain	MET						

appropriately professionally or doctorally qualified faculty in their teaching disciplines.								
2. The Department of Business Studies and Economics will provide high quality instruction to the students.		MET	MET					
3. The Department of Business Studies and Economics will provide effective advising to the students.			MET					
4. The Department of Business Studies and Economics will recruit and retain students on an annual basis.				MET				

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

1. *NA*

Changes Made To The Business Department Programs

With the approval of the Faculty Assembly, the Department began enrolling students into the MS Innovation and Strategic Management in Fall 2015. The first graduates of the new program are expected in May 2017.