



IACBE

International Assembly for Collegiate Business Education

Annual Report – Accredited Member

Institution: Presentation College
Academic Business Unit: Department of Business & Technology
Academic Year: 2010-11

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

IACBE ANNUAL REPORT
For Academic Year: 2010-11

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: Presentation College

Institution's Address: 1500 North Main Street

City and State or Country: Aberdeen, SD Zip or Postal Code 57401

Name of Submitter: Larry H. Lovrien, JD Assistant Professor of Business

Title: Chair, Department of Business & Technology

Your Email Address: Larry.Lovrien@presentation.edu

Telephone (with country code if outside of the United States): 800-437-6060 ext. 347

Date Submitted: October 19, 2011

Accreditation Information

1. If applicable, when is your next institutional accreditation site visit? 2014 Year
2. When is your next reaffirmation of IACBE accreditation site visit? 2016 Year
3. Provide the website address for the location of your public notification of accreditation by the IACBE: <http://www.presentation.edu/Business/Accreditation.htm>
4. Provide the website address for the location of your public disclosure of student learning results: <http://www.presentation.edu/Business/Accreditation.htm>

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.)

<i>Commissioners’ Notes</i>	<i>Action Already Taken</i>	<i>Action Planned</i>
<p>Commissioners’ Note 3: Expectation B-1, Faculty Qualifications</p> <hr/> <p>Notes from a letter from the IACBE to Presentation College dated February 6, 2007</p> <p>Expectation B-1 – Faculty Qualifications.</p> <p>The number of student credit hours taught by doctorally-qualified faculty is low. It is our understanding that efforts are being made to increase this percentage. The results of these efforts need to be reported in your annual reports to the IACBE.</p>	<p>In August 2011, Dr. Ivy Allard was hired as a full-time member of the business faculty. She is also scheduled to become Department Chair on June 1, 2012.</p> <p>Dr. Allard earned her Ph.D. in Business Administration with an emphasis in Accounting, Health Care Administration and Human Resources Management. The title of her dissertation was: Examining the Relationship between Organizational Culture and Performance: Moderators of Culture Gap.</p> <p>Fifty percent of our regular business faculty now have terminal degrees.</p>	<p>The Department has hired an adjunct instructor with a JD and a Master’s Degree in Sports Administration to teach most of our Sports Administration Courses. With the growth of our Sports Administration program, we hope over time to increase this adjunct instructor to a half and then full time member of the business faculty.</p> <p>If this can be accomplished in the next 24 months, sixty percent of our regular business faculty will then have terminal degrees.</p>

Administrative Information

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

Name: Virginia Tobin

Title: Interim President

Highest Earned Degree: Master’s Degree Email: Virginia.Tobin@presentation.edu

Telephone (with country code if outside of the United States): (800) 437-6060 ext. 405 Fax (with country code if outside of the United States): (605) 229-8330

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. Michelle Metzinger

Title: Vice President for Academics

Highest Earned Degree: Ph.D. Email: Michelle.Metzinger@presentation.edu

Telephone (with country code if outside of the United States): (605) 229-8379 Fax (with country code if outside of the United States): (605) 229-8330

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:

Name: Larry H. Lovrien

Title: Chair, Department of Business & Technology

Highest Earned Degree: JD Email: Larry.Lovrien@presentation.edu

Telephone (with country code if outside of the United States): (800) 437-6060 ext. 347 Fax (with country code if outside of the United States): (605) 229-8518

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

4. Provide the following information pertaining to your current primary representative to the IACBE (if not the same as the head of the academic business unit):

Name: _____

Title: _____

Highest Earned Degree: _____ Email: _____

Telephone (with country code if outside of the United States): _____ Fax (with country code if outside of the United States): _____

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. Ivy Allard

Title: Assistant Professor, Department of Business

Highest Earned Degree: Ph.D. Email: Ivy.Allard@presentation.edu

Telephone (with country code if outside of the United States): (800) 437-6060 ext. 476 Fax (with country code if outside of the United States): (605) 229-8518

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

Programmatic Information

1. Did you terminate any business programs during the reporting year?
 No
 Yes. If yes, please identify the terminated programs on a separate page at the end of this report.
2. Were changes made in any of your business programs?
 No
 Yes. If yes, please identify the changes on a separate page at the end of this report.
3. Were any new business programs (including new majors, concentrations, and/or emphases) established during the academic year?
 No (skip 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 4 below.
4. If applicable, was approval of your institutional accrediting body required for any of the programs identified in item 3 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?
 Yes
 No. If no, when will the plan be submitted to IACBE? _____
2. Is the original or revised outcomes assessment plan that 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.

We have made changes and the revised plan will be sent to the IACBE by: _____

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.

Other Issues

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

Outcomes Assessment Results

For Academic Year: 2010-11

Section I: Student Learning Assessment

Student Learning Assessment for AS & BS Degrees in Business	
Intended Student Learning Outcomes for AS & BS Degrees in Business :	
1. Students will demonstrate mastery of entry-level knowledge of core business concepts by acquiring knowledge in specific subject matter areas such as business law, economics, finance, management, marketing, accounting, human resources management, computer technology and business communication.	
2. Students will demonstrate the ability to evaluate and apply business concepts and practices by demonstrating the ability to comprehend and effectively analyze issues, to make decisions, and to reach sound and well-informed judgments.	
3. Students will demonstrate understanding of qualitative and quantitative business analysis by demonstrating critical thinking skills.	
4. Graduates will demonstrate effective communication skills in the field of business.	
5. Students will demonstrate preparedness for an entry-level position in the field of business.	
6. Students will demonstrate advanced techniques in the use of computers and software applications common to the business field by demonstrating the ability to use the computer to analyze numerical information; to organize data; to aid in decision-making; and to communicate effectively.	
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1a Comprehensive Business Exam - All subtests	1a. 80% of students will score, at a minimum, in the nationally-normed 50th percentile on the Comprehensive Business Exam
2a Business Internship Evaluation	2a. 80% of students will receive a 80% score on the Internship Evaluation Tool
2b Student creation of a Business Plan as a senior	2b. 70% of students will score a minimum of 70% on their Business Plan
2c Comprehensive Business Exam - All subtests	2c. 80% of students will score, at a minimum, in the nationally-normed 50th percentile on the Comprehensive Business Exam
3a Comprehensive Business Exam - Accounting subtest	3a. 80% of students will score, at a minimum, in the nationally-normed 50th percentile on the Comprehensive Business Exam Accounting domain area
3b 80% of students will score, at a minimum, in the nationally-normed 50th percentile on the Finance subtests	3b. 80% of students will score, at a minimum, in the nationally-normed 50th percentile on the Finance domain area
4a ETS-MAPP test, using writing subtest as an entrance and exit test.	4a. 80% of students will score in the nationally-normed 50th percentile (a current score of 114 or future equivalent score) on writing section of the MAPP.
6a Thompson Learning CaseGrader	6a. 80% of students will achieve a minimum score of 70% on the examination

Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:	
5a Exit survey/interview	5a. 90% of students will evaluate the Business Program favorably with a min. 3.00 rating for each survey item.	
5b Employer Survey	5b. 80% of Employers will rate the Business Program positively based on scoring criteria for this evaluation tool	
5c Alumni Survey	5c. 80% of alumni will rate the Business Program positively based on scoring criteria for this evaluation tool.	
5d Internship Rubric	5d. 80% of students will receive a score of at least 80% on each aspect measured by the Internship rubric	
Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1a 80% of students will score, at a minimum, in the nationally-normed 50th percentile on the Comprehensive Business Exam and 2c each domain area		Note A
2a 80% of students will receive a 80% score on the Internship Evaluation Tool	X	
2b 70% of students will score a minimum of 70% on their Business Plan	X	
3a 80% of students will score, at a minimum, in the nationally-normed 50th percentile on the Comprehensive Business Exam Accounting domain area (CBE)		Note B
3b 80% of students will score, at a minimum, in the nationally-normed 50th percentile on the Finance domain area (CBE)		Note B
3a 80% of students will score in the nationally-normed 50th percentile (a current score of 114 or future equivalent score) on writing section of the MAPP.		Note C
6a 80% of students will achieve a minimum score of 70% on the examination (Thompson Learning CaseGrader)	X	
Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
5a 90% of students will evaluate the Business Program favorably with a min. 3.00 rating for each survey item.	X	
5b 80% of employers will rate the Business Program positively based on scoring criteria for this evaluation tool		Note D
5c 80% of alumni will rate the Business Program positively based on scoring criteria for this evaluation tool.		Note D
5d 80% of students will receive a score of at least 80% on each aspect measured by the Internship rubric	X	

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

A. This is the fourth year the CBE was given to graduating seniors. Significant improvement in CBE results over the first three years has been noted. For the first time since we began using the CBE, we suffered a decline in overall CBE results. In the past year the faculty has focused on increasing the general rigor of each business course taught. The faculty has also emphasized to seniors the importance of achieving a good CBE result. The faculty views the results this year as an anomaly.

The exit CBE was given at the end of the spring semester. Most of our senior business students were focused on finals, traveling for spring athletic events and finding a job. When the faculty met with seniors the week before the CBE was given, many students expressed the view that they did not have time to take the CBE and had more important things to worry about. While these students finally did take the CBE, their test results reflect their attitude that doing their best on the CBE was a low priority.

In the future, the Chair will schedule the exit CBE for late January of the spring semester. In addition, the faculty will remind seniors, before they take their exit CBE, that the faculty will be reluctant to either write a letter of recommendation or serve as a reference for any student who fails to achieve a minimum overall CBE score of at least 66%, (Basic). The faculty's view is that we should not recommend a student who scores "Not Proficient" on the CBE. We would also plan to raise this minimum score by a few point each year until we reach 83%, (Proficient)

B. See answer A above. After three years of steady improvement in CBE scores, we do not believe the evidence supports the view that our accounting and finance curriculum was the cause of the lower CBE scores. However, if after making the changes noted above, our CBE scores still do not improve, we will evaluate and modify the the curriculum accordingly.

C. Four years ago, Business Communications was added to the business curriculum as a required course. It is anticipated that this course will further strengthen the writing skills of business students. Arts & Science has also made a major effort the past two years to improve the MAPP writing scores for all PC students. This includes revisions in the basic composition courses as well as an emphasis on writing across the curriculum. The plan also includes a strategy to encourage students to earn the best MAPP score possible. In time, this initiative should lead to higher exit scores in the writing subset for all business students.

D. The department had planned to use the collegewide survey of alumni conducted in 2011 to collect data concerning how our business alumni rate the Business Program. When only eleven business alumni responded to the survey, the business faculty decided to conduct its own survey. We plan to have this completed by January, 2012. Once the alumni survey is complete, we will follow up with an employer survey.

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 <i>(Name of Academic Business Unit)</i>		
Mission of the <i>(Name of Academic Business Unit)</i> :		
Intended Operational Outcomes:		
1. <i>(Intended Operational Outcome 1)</i>		
2. <i>(Intended Operational Outcome 2)</i>		
3. <i>(Intended Operational Outcome 3)</i>		
4. <i>(Intended Operational Outcome 4)</i>		
Assessment Measures for Intended Operational Outcomes:	Performance Targets/Criteria for Operational Assessment Measures:	
1. <i>(Measure for Intended Operational Outcome 1)</i>	<i>(Target/Criterion for Measure 1)</i>	
2. <i>(Measure for Intended Operational Outcome 2)</i>	<i>(Target/Criterion for Measure 2)</i>	
3. <i>(Measure for Intended Operational Outcome 3)</i>	<i>(Target/Criterion for Measure 3)</i>	
4. <i>(Measure for Intended Operational Outcome 4)</i>	<i>(Target/Criterion for Measure 4)</i>	
Summary of Results from Implementing Operational Assessment Measures:	Performance Target Was...	
	Met	Not Met
1. <i>(Results for Measure 1)</i>		
2. <i>(Results for Measure 2)</i>		
1. <i>(Results for Measure 3)</i>		
2. <i>(Results for Measure 4)</i>		

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

1. *(Course of Action 1)*

2. *(Course of Action 2)*

3. *(Course of Action 3)*

4. *(Course of Action 4)*

Programmatic Information - Details

2: Were changes made in any of your business programs? Yes

The Department added a new minor in Agricultural Business Management. This minor includes the following 3 credit courses:

Current Courses:

BU3043 Managerial Accounting

BU3083 Entrepreneurship & Venture Management

BU483 Management Policy & Strategy

New Courses:

BU4003 Ranch & Farm Management

BU4013 Agricultural Marketing & Prices

Plus one of the following:

BU3093 Agricultural Business Internship (new course)

BU429 Investments (current course)

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

See #2 above.