International Assembly for Collegiate Business Education

Annual Report – Accredited Member

Institution:	**Nazareth College**
Academic Business Unit:	**School of Management**
Academic Year:	**2012-13**

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

IACBE ANNUAL REPORT

For Academic Year: 2012-13

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: Nazareth College

Institution's Address: 4245 East Avenue

City and State or Country: Rochester, New York Zip or Postal Code: 14513

Name of Submitter: Gerard F. Zappia

Title: Dean, School of Management

Your Email Address: Gzappia4@naz.edu

Telephone (with country code if outside of the United States): 585-389-2570

Date Submitted: 1/7/14

Total Headcount Enrollment of the Institution for 2012-13: _____

Accreditation Information

1. If applicable, when is your next institutional accreditation site visit? 2016 Year

2. When is your next reaffirmation of IACBE accreditation site visit? 2019 Year

3. Provide the website address for the location of your public notification of accreditation by the IACBE: http://www.naz.edu/news/school-of-management-accredited-by-iacbe/?searchterm=IACBE

4. Provide the website address for the location of your public disclosure of student learning results: http://www.naz.edu/management/annual-report-form-accredited-member-2011-12%20rev%201-2.pdf/view

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

Administrative Information

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

Name: Daan Braveman

Title: President

Highest Earned Degree: J.D. Email: Dbravem7@naz.edu

Telephone (with country code if outside of the United States): 585-389-2004 Fax (with country code if outside of the United States): _____

_____ 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: Sara Varhus

Title: Vice President for Academic Affairs

Highest Earned Degree: Ph.D. Email: Svarhus0@naz.edu

Telephone (with country code if outside of the United States): 585-389-2011 Fax (with country code if outside of the United States): _____

_____ 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: Gerard F. Zappia

Title: Dean, School of Management

Highest Earned Degree: M.B.A., MS Ed. Email: Gzappia4@naz.edu

Telephone (with country code if outside of the United States): 585-389-2570 Fax (with country code if outside of the United States): 585-389-2573

_____ 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, 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: Same as above

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: Joseph DaBoll-Lavoie

Title: Chairperson, Undergraduate Programs, School of Management

Highest Earned Degree: Ph.D. Email: Jdaboll6@naz.edu

Telephone (with country code if outside of the United States): 585-389-2572 Fax (with country code if outside of the United States): _____

_____ 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 2012-13 (insert rows in the table as needed):

Program	Enrollment 2012-13	Number of Degrees Conferred 2012-13
BS Accounting	32	9
BS Business Adminstration	143	51
MS Human Resource Management	49	21
MS Management	45	12
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 and finance.)**	269	93

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

X No. If no, proceed to item 3 below.

____ 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. If no, proceed to item 4 below.

X Yes. If yes, please identify the terminated programs in the table below. (Insert rows in the table as needed.)

Terminated Programs
MS Accounting

4. Were changes made in any of your business programs? **SEE ATTACHMENT # 1 – Page 17**

____ No. If no, proceed to item 5 below.

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? **SEE ATTACHMENT # 2 – Page 18**

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

X 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.

Outcomes Assessment

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

   ____ Yes

   X No. If no, when will the plan be submitted to IACBE? Outcomes Assessment Plans for the BS if Finance and the MS in Human Resource Development will be submitted during the 2013/14 academic year.

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

   X 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: 2012-13

Section I: Student Learning Assessment

Student Learning Assessment for BS in Accounting	
Intended Student Learning Outcomes for *(Program 1)* :	
1. Students will demonstrate an understanding of basic accounting principles and auditing standards.	
2. Students will demonstrate competency in professional written and oral communication.	
3. Students will develop and demonstrate the team building and collaborative skills to accomplish group tasks.	
4. Students will demonstrate an understanding of general business concepts and principles.	
5. Students will demonstrate the ability to identify the influence of global, political, legal and ethical issues on individuals and organizations.	
6. Still will demonstrate the ability to utilize information technology to enhance personal productivity and the management of information.	
Assessment Tools for Intended Student Learning Outcomes—Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. Senior Auditing Course – Team Project and General Concepts Business Exam	85% of Students will receive a satisfactory or better rating
2. Senior Advanced Accounting Course – Written Exam/Project	85% of Students will receive a satisfactory or better rating

Assessment Tools for Intended Student Learning Outcomes—Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
1. Senior Auditing Course – Student Reflection Paper	85% will express a high level of satisfaction with their learning experience
2. Alumni Survey	85% will express a high level of satisfaction with their learning experience

Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. *100 % of students received a rating of satisfactory or better*	x	
2. *100 % of students received a rating of satisfactory or better*	x	

Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. *100 % of students expressed a high level of satisfaction with their learning experience*	x	
1. *50 % of students expressed a high level of satisfaction with their learning experience*		x

Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:
1. *A low response rate to the alumni survey makes it difficult to analyze an understand the meaning of indirect measure # 2 results. More thought will be given to improving the response so there is more information to analyze. This Is very inconsistent with direct measure # 1.*

Student Learning Assessment for BS in Business Administration	
Intended Student Learning Outcomes for *(Program 1)* :	
1. Students will integrate and utilize principles from the various business disciplines to develop solutions to business problems.	
2. Students will demonstrate competency in professional written and oral communication.	
3. Students will demonstrate the ability to identify the influence of global, political, legal and ethical issues on individuals and organizations.	
4. Still will demonstrate the ability to utilize information technology to enhance personal productivity and the management of information.	
5. Students will development and demonstrate the team building and collaborative skills to accomplish group task.	
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. Senior Capstone Course – Team Facilitation Project	85% of Students will receive a satisfactory or better rating
2. Senior Capstone Course – Harvard Case Study - Written Paper and Presentation	85% of Students will receive a satisfactory or better rating
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
1. Senior Capstone Course – Student Reflection Paper	85% will express a high level of satisfaction with their learning experience
2. Alumni Survey	85% will express a high level of satisfaction with their learning experience

Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. *89.9 % of students received a rating of satisfactory or better*	x	
2. *91.4 % of students received a rating of satisfactory or better*	x	
Summary of Results from Implementing Indirect Measures of Student Learning:	**Performance Target Was…**	
	Met	**Not Met**
1. *97.6 % of students expressed a high level of satisfaction with their learning experience*	x	
2. *62.5 % of students expressed a high level of satisfaction with their learning experience*		x
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
1. *Outcomes for direct measures were met but more emphasis needs to be in place on the intergration and analysis of the macro-environment*		
2. *Outcomes for direct measure was met but faculty will have discussions concerning the meaning of team building and collaboration so it carries forward better into the senior experience*		
3. *A low response rate to the alumni survey makes it difficult to analyze an understand the meaning of indirect measure # 2 results. More thought will be given to improving the response so there is more information to analyze. This Is very inconsistent with direct measure # 1.*		

Student Learning Assessment for MS HRM	
Intended Student Learning Outcomes for *(Program 1)* :	
1. Students will understand and explain the role of HR as an agent of change for individual employees and the organization.	
2. Students will demonstrate an understanding of the strategic management process and the ability to align HR initiatives with the strategic priorities of the firm.	
3. Students will demonstrate the ability to determine and apply the appropriate HR interventions in conjunction with organizational needs and strategic initiatives.	
4. Students will demonstrate knowledge of HR practices that contribute to the creation of an organizational culture and work environment that fosters employee motivation, morale, and ethical business practices.	
5. Students will demonstrate the ability to effectively communicate ideas and concepts in oral and written forms.	
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. Midterm Exam/Presentation and Final Exam – Graduate Capstone Course	85% of Students will receive a satisfactory or better rating
2. Team Project and Presentation – Graduate Capstone Course	85% of Students will receive a satisfactory or better rating
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
1. Graduate Capstone Course – Student Reflection Paper	85% will express a high level of satisfaction with their learning experience
2. Alumni Survey – Administered three months after graduation	85% will express a high with their learning experience

Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. *94 % of students received a satisfactory or better rating*	X	
2. *94 % of students received a satisfactory or better rating*	X	
Summary of Results from Implementing Indirect Measures of Student Learning:	**Performance Target Was…**	
	Met	**Not Met**
1. *81.8 % of students expressed ahigh level of satisfaction with their learning experience*		X
2. *85.8 % of students expressed ahigh level of satisfaction with their learning experience*	X	
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
1. All core courses now include practice with presentations. All courses include Oral & Written Presentation measures in the grading (with rubrics updated to include this measure and oral presentations added to written requirements in the capstone courses). Developed and shared curriculum maps for each program provide students with clearer connections between core course SLO's and the capstone SLOs, as well as the tie in design to the program SLOs. All of these instruments have aided in onboarding new adjuncts and providing consistency of expectations/ learning across the program core AND resulted in improvements in satisfaction provided by the graduating student reflections, and hopefully, into the alumni surveys of the future.		

Student Learning Assessment for MS MGT	
Intended Student Learning Outcomes for *(Program 1)* :	
1. Demonstrate the ability to identify and assess the internal and external factors and their potential impact on the strategic direction of the firm.	
2. Demonstrate the ability to assess the impact of an organizational structure and systems on the firm's ability to achieve its strategic objectives.	
3. Show an understanding of management and leadership styles and their impact on individual and organizational performance.	
4. Demonstrate knowledge of practices that contribute to the creation of an organizational culture and work environment that fosters employee motivation, morale, and ethical business practices.	
5. Students will demonstrate the ability to effectively communicate ideas and concepts in oral and written forms.	
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. Midterm Exam/Presentation and Final Exam – Graduate Capstone Course	85% of Students will receive a satisfactory or better rating
2. Team Project and Presentation – Graduate Capstone Course	85% of Students will receive a satisfactory or better rating
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
1. Graduate Capstone Course – Student Reflection Paper	85% will express a high level of satisfaction with their learning experience
2. Alumni Survey – Administered three months after graduation	85% will express a high with their learning experience

Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. *100 % of students received a satisfactory or better rating*	X	
2. *100 % of students received a satisfactory or better rating*	X	
Summary of Results from Implementing Indirect Measures of Student Learning:	**Performance Target Was…**	
	Met	**Not Met**
1. *100 % of students expressed a high level of satisfaction with their learning experience*	X	
2. *85.8 % of students expressed ahigh level of satisfaction with their learning experience*	X	
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
1. Targets were met but inclusion of Leadership & Management aspects into MGT 650 has helped raise satisfaction with competencies and incorporation of these skills into capstone experience. With a change in capstone instructor for the 2014 and 2015 capstones for the MS.MGT program, sharing of common rubrics, the curriculum map of core course SLOs tied to the program SLOs, along with the updated syllabus will be critical for maintaining these positive trends. Connections to alumni in the first year, post-graduation, will need to be improved by the SOM in order to provide better survey return results and also to obtain good measures given these instructor changes. Similar to last year - A better response rate is needed for the alumni survey – satisfaction target level was met but the low response makes us question the results		

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 *(Name of Academic Business Unit)*	
Mission of the (*Name of Academic Business Unit)*:	
Mission of the School of Management: The mission of the School of Management is to prepare students to become responsible leaders with the ability to contribute sustainable value for both business and society. This is accomplished through learner-centered programs that are global, ethical and entrepreneurial in orientation.	
Intended Operational Outcomes:	
1. Students will express satisfaction with the quality of instruction from SOM faculty.	
2. Students will express satisfaction with the SOM academic advisement process.	
3. Students will express satisfaction with SOM classrooms and facilities.	
4. Students will express satisfaction with their education from the SOM at Nazareth College.	
Assessment Measures for Intended Operational Outcomes:	Performance Targets/Criteria for Operational Assessment Measures:
1. Course Evaluations (Undergraduate and Graduate)	85% of Students will provide a rating of very good or better
2. Reflection Paper (Undergraduate and Graduate)	85% of Students will provide a rating of satisfactory or better
3. Reflection Paper (Undergraduate and Graduate)	85% of Students will provide a rating of satisfactory or better
4. Reflection Paper (Undergraduate and Graduate)	85% of Students will provide a rating of satisfactory or better

Summary of Results from Implementing Operational Assessment Measures:	Performance Target Was…	
	Met	Not Met
1. *88 % of students provided a rating of very good or better*	X	
2. *73 % of students provided a rating of satisfactory or better*		X
3. *62 % of students provided a rating of satisfactory or better*		X
4. *89 % of students provided a rating of satisfactory or better*	X	
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
1. *Okay – No action taken at this time.*		
2. *Most of the concern comes from the graduate level. Most graduate students are part-time and schedules can be an issue A more structured process for advisement will be implemented. Currently students receive on-demand.*		
3. *Facilities are an issue and formal plans are being developed to update classrooms and modernize them for better course delivery.*		
4. *Okay- No action taken at this time*		

ATTACHMENT # 1 – Changes to Programs

Accounting Program

The undergraduate accountin program was changed to compensate for the eliminate of the MS in Accounting. The BS in Accounting was modified so students will have the accounting course requirements to sit for the CPA exam in New York State. Students will complet the 150 hour requirement through completion of the MS in Management**.**

Business Adminstration

The program was weighted heavily in economics. Eco 250 – Managerial Economics was removed as a requirement as it no longer was consistent with the SLOs for the Business Adminstration degree. The change is effective with the 13/14 academic year.

ATTACHMENT # 2 – New Programs

Master of Science degree – Human Resource Development (MS HRD)

The MS HRD was added effective with the 13/14 academic year.

Bachelor of Science degree – Finance (BS Finance)

The BS Finance degree was approved bythe New York State Education and is effective with the 13/14 academic year.

Summary

Outcomes assessment plans for both programs have been developed and will be submitted by May2013.