



IACBE

International Assembly for Collegiate Business Education

Annual Report – Accredited Member

Institution: Albertus Magnus College
Academic Business Unit: School of New Dimensions - ASBM
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: Albertus Magnus College

Institution's Address: 700 Prospect St.

City and State or Country: New Haven, CT Zip or Postal Code 06511

Name of Submitter: Irene Rios

Title: Dean

Your Email Address: irios@albertus.edu

Telephone (with country code if outside of the United States): 203-777-7100

Date Submitted: October 30, 2011

Accreditation Information

1. If applicable, when is your next institutional accreditation site visit? 2011 Year
2. When is your next reaffirmation of IACBE accreditation site visit? 2011 Year
3. Provide the website address for the location of your public notification of accreditation by the IACBE: www.albertus.edu
4. Provide the website address for the location of your public disclosure of student learning results: www.albertus.edu
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>

Administrative Information

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

Name: Julia McNamara

Title: President

Highest Earned Degree: Ph.D. Email: jmcnamara@albertus.edu

Telephone (with country code if outside of the United States): 203-773-8529 Fax (with country code if outside of the United States): 203-777-9906

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: John Donohue

Title: Provost

Highest Earned Degree: Ph.D. Email: jdonohue@albertus.edu

Telephone (with country code if outside of the United States): 203-773-8068 Fax (with country code if outside of the United States): 203-777-9906

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: Irene Rios

Title: Dean, School of New Dimensions

Highest Earned Degree: Ed.D. Email: irios@albertus.edu

Telephone (with country code if outside of the United States): 203-777-7100 Fax (with country code if outside of the United States): 203-777-9906

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: Clara Munson

Title: Chair, SEGP Business Administration & Management

Highest Earned Degree: Ph.D. Email: cmunson@albertus.edu

Telephone (with country code if outside of the United States): 203-773-8537 Fax (with country code if outside of the United States): 203-777-9906

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: Nancy Fallon

Title: Faculty, Business Programs

Highest Earned Degree: Ph.D. Email: nfallon@albertus.edu

Telephone (with country code if outside of the United States): 203-773-8567 Fax (with country code if outside of the United States): 203-777-9906

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.

Because the School of New Dimensions is a lock-step program, with cohorts beginning and ending at various times throughout the year, our review for this assessment period covers August 2010 – July 2011.

Outcomes Assessment Results

For Academic Year: 2010-11

Section I: Student Learning Assessment

Student Learning Assessment for ASBM – School of New Dimensions	
Intended Student Learning Outcomes for ASBM :	
1. Demonstrate skills in teamwork, collaborative writing, scientific method	
2. Demonstrate knowledge of Management Principles, Economics, Organizational Management, Financial Management	
3. Demonstrate the ability to meet College benchmarks in core skills including: Written/oral communications, Reading comprehension and Information literacy; and in critical thinking skills including: Interpretation, Analysis, Evaluation and Reflection	
4. Demonstrate the ability to effectively apply the methods and insights of the following disciplines to an understanding of the world: Literature, Philosophy, Social Science, Mathematics, Religious studies, Natural Science, History; and to demonstrate an ability to formulate basic ethical questions and define moral decision- making at the individual and societal level.	
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. ETS Proficiency Profile Test (PP) administered in the capstone course of the ASBM program	For each cohort to reach an overall score at or above the ETS PP reported national average for each content area.
2. Capstone course project	100% of the cohort to attain a passing grade in the capstone course.
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
1. Online Course Evaluation (OCE)	On a scale of 1-5, where 1=N/A; 2=poor; 3=fair; 4=good; and 5=excellent, for three areas: Curriculum, Instructor, and learning Teams, scores for each course in the program should average a minimum of 3.00 out of 5.00 for each of the selected categories.
2. Faculty completed course grids	On a scale of 1-5, where 1=unacceptable; 2=poor; 3=fair; 4=good; and 5=excellent, the target score for the courses analyzed in the ASBM program (EN105A) is a minimum of 3.00 out of 5.00 for each of the

	selected categories of mechanics of writing, forms of writing, research and citation, and content.	
Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. For most categories, the comparison of ND Cohort scores to national norms show ND scores, with the exception of using math data, near or above the national norm.	X	
2. There were a total of 123 undergraduate business students in the Business Case Studies courses for the 2010-2011 academic year. Results of the capstone assessments indicate that 100% of completers received a passing grade on the capstone assignment and in the course.	X	
Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. After reviewing the OCE results for 2010-11 academic year, it can be seen that on a scale of 1-5, for three areas: Curriculum, Instructor and Learning Teams, scores for each course in the program averaged 4.0 for each of the selected categories.	X	
2. After reviewing the grids completed for the fall and spring of 2010-11, it can be seen that faculty rate student learning in the areas of mechanics of writing, forms of writing, research and citation, and content as FAIR.	X	
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met: <i>(All targets were met, and the following continues)</i>		
1. The results of the ETS PP Test administered to all graduating ND students in the capstone course have indicated a consistency of scores over the last five years in the areas of: humanities, social sciences, college level reading, college level writing, and critical thinking. For the portion on using math data, scores were lower than expected as was accounting. Math assessments have been developed to measure students' competency upon entering the ASBM program. Tutoring opportunities have been added services. The math assessment will be administered at the end of the cohorts program and compared to entry scores as another measure of competency. A review will be conducted by the Dean and faculty to add an accounting course or component to the curriculum.		
2. The recent development of a rubric for the written and oral presentation requirements of the capstone project was created to give students guidance on expectations of their work and also as a standard means to assess student work across cohorts. While targets have been met, our goal is to adjust our measure to be based on a rubric and not on a course grade. Our plan for 2011-12 is to complete development of a rubric for the capstone final project and presentation. We will then require each student to attain a good (3) or exemplary (4) score based on the capstone rubric for the final project.		
3. Students in the School of New Dimensions perceive their courses and the instruction of those courses in the good to excellent range. It is		

gratifying to learn that two of the highest ratings were “Demonstrating subject matter expertise”, and "Providing timely and relevant feedback", major objectives for instructors in the program.

4. The Collaborative College Writing course, EN105-A, was rewritten with a focus on emphasizing writing mechanics, rhetorical strategies, research and citation, and writing content. Rubrics were created to guide instructors through consistent application of course assessment measures.