



IACBE

International Assembly for Collegiate Business Education

Annual Report – Accredited Member

Institution: Albertus Magnus College
Academic Business Unit: MBA Programs, School of New Dimensions
and School of Evening and Graduate
Programs
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, School of New Dimensions

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: Wayne Gineo

Title: Director, ND and SEGP MBA Programs

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

Telephone (with country code if outside of the United States): 203-672-6670 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 <i>School of New Dimensions, MBA Program</i>	
Intended Student Learning Outcomes for MBA Programs :	
1. Demonstrate skills in quantitative analysis, decision making, teamwork, leadership, scientific method, information literacy, statistical analysis, problem solving.	
2. Demonstrate knowledge of accounting, business law, marketing, organizational behavior, economics, financial management, business ethics, information systems, human resources, management principles, international/global business, quantitative management, entrepreneurship.	
3. Demonstrate critical and strategic thinking skills through evaluating research methods, conducting research, and analyzing and interpreting research results.	
4. Demonstrate the ability to present ideas logically and persuasively, and demonstrate the capacity for informed moral decision making in the business environment.	
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. <i>Students are required to complete a capstone project that includes development of a Comprehensive Business Plan.</i>	<i>Each student to attain a passing grade in the capstone course for the final project and presentation.</i>
2. <i>Faculty assessment of student performance in MBA 520 Managerial Finance.</i>	<i>Over 80% of students to reach above average ratings in quantitative and mathematical reasoning skills.</i>
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
1. <i>ETS MBA test administered to all students at the conclusion of the program.</i>	<i>Over 80% of students to attain the national norm score in overall and field components.</i>
2. Students completing the Master of Business Administration program are proficient in the six program objectives. College wide assessment grids aligned with the program objectives are completed	<i>For the course assessment grid, each student is to score an average score of 4.5 (on a 1 to 5 scale).</i>

by faculty.		
Summary of Results from Implementing Direct Measures of Student Learning:		Performance Target Was...
		Met Not Met
1.	<i>The scores indicate that students demonstrated improvement through the program and are above-average in demonstrating program objectives.</i>	X
2.	<i>Assessment scores show that well over 80% of students in MBA 520 scored above average ratings in quantitative and mathematical reasoning skills.</i>	X
Summary of Results from Implementing Indirect Measures of Student Learning:		Performance Target Was...
		Met Not Met
1.	<i>ETS scores reflected over 80% of students scored above the national norm in field components and overall scores.</i>	X
2.	<i>The average scores on faculty course grids were over 4.52 for all populations. Faculty rated students as good to excellent in demonstrating program objectives.</i>	X
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
1.	<i>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 of developing a comprehensive business plan. We will then require each student to attain a good (3) or exemplary (4) score based on the capstone rubric for the final project.</i>	
2.	<i>(Course of Action 2)</i>	
3.	<i>(Course of Action 3)</i>	
4.	<i>(Course of Action 4)</i>	

Section I: Student Learning Assessment (continued)

Student Learning Assessment for School of Evening and Graduated Studies, MBA Program
Intended Student Learning Outcomes for School of Evening and Graduated Studies, MBA Programs :

1. Demonstrate skills in quantitative analysis, decision making, teamwork, leadership, scientific method, information literacy, statistical analysis, problem solving.			
2. Demonstrate knowledge of accounting, business law, marketing, organizational behavior, economics, financial management, business ethics, information systems, human resources, management principles, international/global business, quantitative management, entrepreneurship.			
3. Demonstrate critical and strategic thinking skills through evaluating research methods, conducting research, and analyzing and interpreting research results.			
4. Demonstrate the ability to present ideas logically and persuasively, and demonstrate the capacity for informed moral decision making in the business environment.			
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:		Performance Targets/Criteria for Direct Measures:	
1. <i>Students are required to submit a Portfolio which includes work completed throughout the program and demonstrates how they met the Learning Outcomes specified above.</i>		<i>Each student should achieve a rubric mean score of 3.0 in the Stage One submission and a 3.5 or higher in the Stage Two submission</i>	
2. <i>Faculty assessment of student performance in MB 512: Ethical Issues in Business, on the revised end of course paper.</i>		<i>Each student should achieve a mean score of 3.0 or higher on the second revision of the paper.</i>	
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:		Performance Targets/Criteria for Indirect Measures:	
1. <i>Students are required to write a reflection paper at the conclusion of the program assessing how they have grown personally and as students, learners, and business professionals.</i>		<i>Score between A (exemplary) and B (intermediate).</i>	
2. <i>Students completing the Master of Business Administration program are proficient in the six program objectives. College wide assessment grids aligned with the program objectives are completed by faculty.</i>		<i>For the course assessment grid, each student is to score an average score of 4.5 (on a 1 to 5 scale).</i>	
Summary of Results from Implementing Direct Measures of Student Learning:		Performance Target Was...	
		Met	Not Met
1. <i>Portfolio rubric scores indicate that students demonstrated improvement through the program and are above-average in demonstrating program objectives.</i>		X	
2. <i>Assessment scores show that well over 80% of students in MB 512 scored above average ratings in ethical reasoning skills.</i>		X	

Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. <i>Student scores on the reflection paper are in the A to B range.</i>	X	
2. <i>The average scores on faculty course grids were over 4.52 for all populations. Faculty rated students as good to excellent in demonstrating program objectives.</i>	X	
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
1. <i>As indicated by the two reports (above), the two MBA programs have different assessment criteria. One action plan is to have the share common outcome assessment criteria.</i>		
2. <i>(Course of Action 2)</i>		
3. <i>(Course of Action 3)</i>		
4. <i>(Course of Action 4)</i>		