



Annual Report – Accredited Member

Institution:	<u>Davenport University</u>
Academic Business Unit:	<u>Maine College of Business</u>
Academic Year:	<u>2011-12</u>

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

IACBE ANNUAL REPORT

For Academic Year: 2011-12

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: Davenport University

Institution's Address: 6191 Kraft Ave.

City and State or Country: Grand Rapids, MI Zip or Postal Code 49512

Name of Submitter: Dr. Linda K. Rinker, Ed. D.

Title: Executive Vice President for Academics and Provost

Your Email Address: linda.rinker@davenport.edu

Telephone (with country code if outside of the United States): 616-554-5183

Date Submitted: October 22, 2012

Total Headcount Enrollment of the Institution for 2011-12: 12,300

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? 2015 Year
3. Provide the website address for the location of your public notification of accreditation by the IACBE: www.davenport.edu/college-business/accreditation
4. Provide the website address for the location of your public disclosure of student learning results: www.davenport.edu/college-business/accreditation
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: Dr. Richard Pappas

Title: President

Highest Earned Degree: Ed.D. Email: rpappas@davenport.edu

Telephone (with country code if outside of the United States): 616-554-5670 Fax (with country code if outside of the United States): 616-554-5669

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. Linda K. Rinker

Title: Executive Vice President for Academics and Provost

Highest Earned Degree: Ed.D. Email: linda.rinker@davenport.edu

Telephone (with country code if outside of the United States): 616-554-5183 Fax (with country code if outside of the United States): 616-554-5669

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: Dr. Irene Bembenista

Title: Interim Dean, Maine College of Business; Associate Dean, Accounting and Finance

Highest Earned Degree: D.M. Email: irene.bembenista@davenport.edu

Telephone (with country code if outside of the United States): 616-554-5278 Fax (with country code if outside of the United States): 616-554-5225

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: Dr. Irene Bembenista

Title: Interim Dean, Maine College of Business; Associate Dean, Accounting and Finance

Highest Earned Degree: D.M. Email: irene.bembenista@davenport.edu

Telephone (with country code if outside of the United States): 616-554-5278 Fax (with country code if outside of the United States): 616-554-5225

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. Frank Novakowski

Title: Associate Dean, Management and Marketing

Highest Earned Degree: Ph.D. Email: frank.novakowski@davenport.edu

Telephone (with country code if outside of the United States): 616-554-4701 Fax (with country code if outside of the United States): 616-554-5225

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 2011-12 (insert rows in the table as needed):

Program	Enrollment 2011-12	Number of Degrees Conferred 2011-12
MBA, Accounting Concentration	198	37
MBA, Finance Concentration	79	9
MBA, Health Care Management Concentration	1192	99
MBA, Human Resources Management Concentration	170	36
MBA, Strategic Management Concentration	321	88
BBA/MBA, Professional Accountancy	40	8
BBA/MBA, Honors Professional Accountancy	44	12
BBA/MBA, Strategic Human Resource Management	11	3

BBA/MBA, Strategic Management	16	1
BBA, Accounting Fraud Investigation	96	21
BBA, Accounting Information Management – Internal Auditing specialty	23	16
BBA, Accounting Information Management – Management Accounting specialty	26	9
BBA, Accounting Information Management (no specialty)	365	107
BBA, Finance – Financial Planning specialty	0	4
BBA, Finance (no specialty)	165	49
BBA, General Business	348	113
BBA, Human Resource Management	329	71
BBA, International Business	108	31
BBA, Management – Entrepreneurship specialty	89	25
BBA, Management – Financial Management specialty	54	25
BBA, Management – Global Project Management specialty	17	4
BBA, Management – Leadership Effectiveness specialty	61	14
BBA, Management – Sustainable Business Development specialty	14	2
BBA, Management (no specialty)	281	106
BBA, Marketing – Advertising and Promotion specialty	87	37
BBA, Marketing – Business to Business specialty	29	17
BBA, Marketing – Sport Marketing specialty	44	11
BBA, Marketing (no specialty)	104	42
BBA, Public Safety and Security Management	48	5
BBA, Sport Management	196	34
ABA, Accounting	176	34
ABA, Business Administration	854	154
ABA, Finance	36	5
ABA, Public Safety and Security Management	68	8
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.)	5689	1237

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

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.

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

Terminated Programs

4. Were changes made in any of your business programs?

No. If no, proceed to item 5 below.

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?

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?

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

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.

1. Dean Search: While the University continued its search for a new dean, Dr. Bembenista continued to serve as interim dean and, along with the associate deans and department chairs, assured that the college met all of its annual goals and objectives in addition to continuing progress towards its strategic goals.
2. In June 2011, the university was accepted into the Higher Learning Commission's Academic Quality Improvement Process (AQIP) accreditation process. This acceptance changed the scheduled HLC site visit date from 2014 (as previously reported) to Spring of 2013.

Outcomes Assessment Results - ABA

For Academic Year: 2011-12

Section I: Student Learning Assessment

Student Learning Assessment for (Program 1)	
Intended Student Learning Outcomes for Associate of Business Administration Program : <i>The Donald W. Maine College of Business is a quality business school providing innovative undergraduate and graduate career programs that appeal to an international audience. The College excels in engaging students in applications-based learning, enriched by faculty scholarship and professional business expertise along with service to the University's communities.</i>	
1. A student in the ABA program will successfully translate data from the accounting process for both merchandising and service entities to financial statements and reports for sole proprietors and partnerships.	
2. Students in the ABA program will understand the four principle components of the marketing mix as applied in a wide variety of business settings. They will identify fundamental marketing ethical issues, challenges and practices in business environments. In addition, they will use fundamental electronic technologies and programs to correctly perform fundamental marketing functions.	
3. Students in the ABA program will understand the four major functions of management as applied in a wide variety of business settings. They will identify fundamental management ethical issues, challenges and practices in business environments. In addition, they will use fundamental electronic technologies and programs to correctly perform fundamental business administration functions.	
4. Students in the ABA program will understand the basic concepts of supply and demand, scarcity, opportunity cost, production possibilities, comparative advantage and specialization, and various economic systems.	
5. Students in the ABA program will understand the major functions of an information management system and will be able to perform business management documentation development using personal computer-based programs and related technologies.	
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. Major Field Test	50th percentile for students
2. Accounting 201 Exam – ACCT201 Standardized Final Exam	Average student score of 75%
3. Marketing 211 Exam	Average student score of 75%
4. Management 211 Exam	Average student score of 75%
5. Economics Supplement to MFT	Average student score of 50%
Assessment Tools for Intended Student Learning Outcomes—	Performance Targets/Criteria for Indirect Measures:

Indirect Measures of Student Learning:			
1. MSB Faculty Survey	Faculty rate the student overall proficiency with the competencies associated with the curriculum at 80%		
2. MSB Student Survey	Students rate their overall proficiency with the competencies associated with the curriculum at 80%		
Summary of Results from Implementing Direct Measures of Student Learning:		Performance Target Was...	
		Met	Not Met
1. Major Field Test – Median Score 545, Mean Score: 545.8, 50 th percentile for students and 50 th percentile for institutions	X		
2. Accounting 201 Exam – ACCT201 Standardized Final Exam – Average student score of 69%			X
3. Marketing 211 Exam – Average student score of 68.5%			X
4. Management 211 Exam – Average student score of 70%			X
5. Economics Supplement to MFT – Average student score of 44%			X
Summary of Results from Implementing Indirect Measures of Student Learning:		Performance Target Was...	
		Met	Not Met
1. Faculty rate the student overall proficiency with the competencies associated with the curriculum at 75.8%			X
2. Students rate their overall proficiency with the competencies associated with the curriculum at 73.6%			X
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:			
1. <i>(Course of Action 1)</i> As previously reported, the standardized final exam for ACCT201 was redeveloped by the Accounting Division and implemented in Winter 2010 ensuring that both in-seat and online comparative results were available for 2010-11. The result was a 5% increase over the 2010-11 results. The performance on this improved exam will continue to be analyzed in 2012-13, and particular attention will be paid to journal entries in the in-seat versus online scores. If continued improvement is not evident in 2012-13 results, then the Accounting Department, along with the Vice Provost for Assessment, will review the exam to ensure that each portion of the exam is clearly assessing intended outcomes.			
2. <i>(Course of Action 2)</i> MGMT211 and MKTG211 standardized final exams: Individual student performance on the exams for these courses have been reported as an aggregate score. This did not provide information relating performance to learning outcomes and prevented academic analysis that would identify areas that need improvement. In 2010-11, specialized software that would provide this information was identified and tested. In the 2011-12 academic year, the EAC software proved to be incapable of extracting data by competencies tested. However, since the examinations were designed in modules that relate directly to the competencies, data about each was extracted manually and summarized.			

In 2012-13, we will continue to develop methods that will automate this process while ensuring accuracy of assessment.

3. *(Course of Action 3) Major Field Test scores: This direct assessment was implemented in 2009-10 on a voluntary basis as the university was phasing in its implementation. Since 2010-11, ALL students were required to take the MFT as a graduation requirement. There was no passing score and thus no pass or failure rate. Students who took the exam simply did so to fulfill a completed requirement. In reviewing data by academic area, scores are skewed at both extremes indicating that some students performed well where others may have just “completed” with no significant effort made to answer the questions correctly. In 2011-12, the college initiated several actions to generate awareness of the MFT’s importance in assessing student performance. These included faculty seminars, especially for those conducting capstone courses. In addition videos and other informational materials explaining the importance of making a best effort were used in student pre-test orientations. The university will continue to study this situation in 2012-13.*
4. *(Course of Action 4) Questions for the supplemental portions of the MFT (economics) will be reexamined to assure their appropriateness in context of the learning outcomes of the degree program. This review will be complete by 3/31/2013.*
5. **(Course of Action 5) Overall Proficiency Ratings:** In 2010-11, the target for the overall proficiency scores from the faculty and student surveys was increased from 75% to 80% to be in alignment with the university’s Vision 2015.
Faculty Proficiency Ratings: In 2011-12, 199 College of Business full and part-time faculty completed a survey that provided their assessment of student learning. The score reported reflects the average of all competency areas. Specific competency area scores are being used by the College faculty to analyze course and program content, delivery and assessment.
Student Proficiency Ratings: In 2011-12, prior to taking the MFT, students completed a survey that captured their perceived competencies in the same areas as faculty rated. The score reported reflects the average of all competency areas. Specific competency area scores are being used by the College faculty to analyze course and program content, delivery and assessment.
In 2012-13, these perceptual proficiency data will be further analyzed in relationship to the scores reported in the direct measures. The results will inform and guide program assessments that will be completed by June, 2013 along with faculty training.

Outcomes Assessment Results - BBA

For Academic Year: 2010-11

Section I: Student Learning Assessment

Student Learning Information for *Bachelor of Business Administration*

The Donald W. Maine College of Business is a quality business school providing innovative undergraduate and graduate career programs that appeal to an international audience. The College excels in engaging students in applications-based learning, enriched by faculty scholarship and professional business expertise along with service to the University's communities.

Student Learning Assessment for *Bachelor of Business Program*

Intended Student Learning Outcomes for Associate of Business Administration Program :

1. A student in the BBA program will successfully administer financial and managerial accounting information for merchandising and service entities for sole proprietorships, partnerships, and corporations.
2. A BBA student will successfully conduct market research, market analysis and develop marketing strategies and plans for a variety of products and services in different industries. They will apply critical thinking and decision-making skills in the analysis of the principle marketing functions.
3. A BBA student will successfully conduct business research, develop business strategies and plans for a variety of organizations, product and services in different industries. They will apply critical thinking and decision-making skills in the analysis of principle management functions.
4. A student in the BBA program will successfully formulate financial statements and reports that are effective decision-making tools for organizational stakeholders.
5. Students in BBA programs will be able to apply the basics of supply and demand; elasticity; foundations of consumer demand; consumer and producer surplus, tax incidence, theory of the business firm and costs of production; and the various market structures to satisfy the microeconomics competency requirement. Students will understand the terminology of macroeconomics, macroeconomic goals of full employment; stable prices and economic growth; macroeconomic problems of unemployment and inflation; long-run and short-run economic models; market for loanable funds; money and banking the role of the Federal Reserve System; and fiscal and monetary policy to satisfy the macroeconomic competency requirement.

6. The student will successfully identify an organization's essential business information technologies and understand the systems and processes commonly used to conduct business functions. They will be able to perform business management documentation development using personal computer-based programs and related technologies.	
7. The student will successfully identify an organization's essential business information technologies and understand the systems and processes commonly used to conduct business functions. They will be able to perform business management documentation development using personal computer-based programs and related technologies.	
8. Students will understand fundamental statistical methods and be able to successfully apply them in professional business environments that require data collection, analysis, interpretation and presentation. Students will be able to successfully use computer programs that aid in statistical calculation and analysis.	
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. Major Field Test	50 th percentile for students
2. Accounting 201 Standardized Final Exam	Average student score of 75%
3. Accounting 202 Practice Set	Average student score of 75%
4. Finance 211 Standardized Exam Questions	Average student score of 75%
5. Marketing 211 Exam	Average student score of 75%
6. Management 211 Exam	Average student score of 75%
7. Legal 210 Exam	Average student score of 75%
8. Quantitative Literacy Exam – MFT Supplement	Average student score of 50%
9. Economics Exam – MFT Supplement	Average student score of 50%
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
1. MSB Faculty Survey	Faculty rate the student overall proficiency with the competencies associated with the curriculum at 80%
2. MSB Student Survey	Students rate their overall proficiency with the competencies associated with the curriculum at 80%
Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was...

	Met	Not Met
1. Major Field Test – Mean Score of 152.6 and Median score of 152 placing the College at 50 th percentile for students and the 56 th percentile for institutions	X	
2. Accounting 201 Exam – ACCT201 Standardized Final Exam – Average student score – 69%		X
3. Accounting 202 Practice Set-Average student score - Average student score – 81%	X	
4. Finance 211 – Average student score – 61 %		X
5. Marketing 211 Exam – Average student score – 68.5%		X
6. Management 211 Exam – Average student score – 70%		X
7. Legal 210 Exam – Average student score – 69%		X
8. Quantitative Literacy Exam – MFT Supplement – Average student score – 39%		X
9. Economics Exam – MFT Supplement – Average student score – 44%		X
Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. Faculty rate the overall proficiency with the competencies associated with the curriculum at 70.9%		X
2. Students rate their overall proficiency with the competencies associated with the curriculum at 73.3%		X
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
1. <i>(Course of Action 1) As previously reported, the standardized final exam for ACCT201 was redeveloped by the Accounting Division and implemented in Winter 2010 ensuring that both in-seat and online comparative results were available for 2010-11. The result was a 5% increase over the 2010-11 results. The performance on this improved exam will continue to be analyzed in 2012-13, and particular attention will be paid to journal entries in the in-seat versus online scores. If continued improvement is not evident in 2012-13 results, then the Accounting Department, along with the Vice Provost for Assessment, will review the exam to ensure that the each portion of the exam is clearly assessing intended outcomes.</i>		
2. <i>(Course of Action 2) Finance 211 standardized final exam questions: This examination is being reevaluated to assure that it aligns with the course learning outcomes and is a measure of all competencies required. Detailed feedback on performance by competency has been captured from faculty survey as well as MFT data and will be used in the evaluation and redevelopment as appropriate.</i>		
3. <i>(Course of Action 3) MGMT211 and MKTG211 standardized final exams: Individual student performance on the exams for these courses have been reported as an aggregate score. This did not provide information relating performance to learning outcomes and prevented academic</i>		

analysis that would identify areas that need improvement. In 2010-11, specialized software that would provide this information was identified and tested. In the 2011-12 academic year, the EAC software proved to be incapable of extracting data by competencies tested. However, since the examinations were designed in modules that relate directly to the competencies, data about each was extracted manually and summarized. In 2012-13, we will continue to develop a method that will automate this process.

This examination is being reevaluated to assure that it aligns with the course learning outcomes and is a measure of all competencies required. Detailed feedback on performance by competency has been captured from faculty survey as well as MFT data and will be used in the evaluation and redevelopment as appropriate.

4. (Course of Action 4) Major Field Test scores: This direct assessment was implemented in 2009-10 on a voluntary basis as the university was phasing in its implementation. Since 2010-11, ALL students were required to take the MFT as a graduation requirement. There was no passing score and thus no pass or failure rate. Students who took the exam simply did so to fulfill a completed requirement. In reviewing data by academic area, scores are skewed at both extremes indicating that some students performed well where others may have just “completed” with no significant effort made to answer the questions correctly. In 2011-12, the college initiated several actions to generate awareness of the MFT’s importance in assessing student performance. These included faculty seminars, especially for those conducting capstone courses. In addition videos and other informational materials explaining the importance of making a best effort were used in student pre-test orientations. The university will continue to study this situation in 2012-13.

5. (Course of Action 5) Questions for the supplemental portions of the MFT (quantitative literacy and economics) will be reexamined to assure their appropriateness in context of the learning outcomes of the degree program. This review will be complete by 3/31/2013.

6. (Course of Action 6) Overall Proficiency Ratings: In 2010-11, the target for the overall proficiency scores from the faculty and student surveys was increased from 75% to 80% to be in alignment with the university’s Vision 2015.

Faculty Proficiency Ratings: In 2011-12, 199 College of Business full and part-time faculty completed a survey that provided their assessment of student learning. The score reported reflects the average of all competency areas. Specific competency area scores are being used by the College faculty to analyze course and program content, delivery and assessment.

Student Proficiency Ratings: In 2011-12, prior to taking the MFT, students completed a survey that captured their perceived competencies in the same areas as faculty rated. The score reported reflects the average of all competency areas. Specific competency area scores are being used by the College faculty to analyze course and program content, delivery and assessment.

In 2012-13, these perceptual proficiency data will be further analyzed in relationship to the scores reported in the direct measures. The results will inform and guide program assessments that will be completed by June, 2013.

7. (Course of Action 7) Legal 210 - A new examination was developed and used in the 2011-12 academic year. This examination is being evaluated to assure that it aligns with the course learning outcomes and is a measure of all competencies required.

Outcomes Assessment Results - MBA

For Academic Year: 2010-11

Section I: Student Learning Assessment

Student Learning Information for <i>Master of Business Administration</i>
<p><i>The Donald W. Maine College of Business is a quality business school providing innovative undergraduate and graduate career programs that appeal to an international audience. The College excels in engaging students in applications-based learning, enriched by faculty scholarship and professional business expertise along with service to the University's communities.</i></p>

Student Learning Assessment for <i>Master of Business Program</i>	
Intended Student Learning Outcomes for Master of Business Program :	
1. The MBA graduate will complete a situational analysis in order to develop and present strategies and tactics that enhance an organization's strategic position.	
2. The MBA graduate will make ethical, legal, and socially responsible decisions in a global environment to address comprehensive managerial problems.	
3. The MBA graduate will demonstrate the interpersonal and oral communication skills necessary for effective teamwork and clear and succinct communication with diverse audiences in order to work toward achieving organizational goals.	
4. The MBA graduate will demonstrate collaborative leadership capabilities necessary to successfully manage, influence and lead in a global environment.	
5. The MBA graduate will apply appropriate quantitative and qualitative inquiry methods to identify and solve organizational strategic problems and explore business opportunities.	
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. Capstone Project/Rubric	Average student score – 85%
2. Internship Evaluation	Average student score – 85%

Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:	
1. Faculty Survey	Faculty rate the student overall proficiency with the competencies associated with the curriculum at 75%	
2. Graduate Alumni Survey – Job Placement Rate	Job placement rate will be 95% or higher	
Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. Capstone Project/Rubric – Average student rating of 92.7	X	
2. Internship Evaluation – Average student rating of 95	X	
Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was...	
	Met	Not Met

1. Faculty Survey – Faculty rate the overall student proficiency with the competencies associated with the curriculum at 78.6%	X	
2. Graduate Alumni Survey – Job Placement Rate – 92%		X
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
<p>1. <i>(Course of Action 1) Graduate Alumni survey: There has been an upward trend in Job Placement. In 2010-11 we were at 82.3%, for 2011-12 we are at 92%. We will continue to work collaboratively with Career Services to increase the number of internship opportunities for its graduate students. We completed a major revision of the CAPS790, Internship Guidebook which is provided to students. We believe the revisions will increase the student's understanding of the value of an internship. This past year there was an impressive increase in the Internship Evaluation from 85% in 2009-10, to 95% in 2010-11.</i></p>		
<p>2. <i>(Course of Action 2) Graduate Alumni survey: In addition to increasing internship opportunities for MBA students, we will continue to work with Career Services to promote job fairs, on-campus company visits, and job opportunities for Graduate student.</i></p>		

Maine School of Business SUMMARY OF CHANGES Graduate and Undergraduate 2011– 2012

April 18, 2011

- Pending Changes *with appropriate forms*
 - Pending Change-Revisit by Curriculum Committee
 - Curriculum Committee Supported Change
 - Informational Changes**
- No box - *Changes being considered no documentation on file (ccf, cdf, etc)*

Program Changes

- BBA Finance – reintroduction of capstone course with option of FINC490 or FINC495

New Courses

- BUSN685 Current Topics in MBA Leadership 1 cr *may be repeated for max 3 cr (online only)*
- LEGL386** Study Abroad: Special Legal Topics 3 cr Prerequisite(s): LEGL101 (implement S/S 2011)
- MKTG345** Pricing Concepts and Methods 3 cr Prerequisite(s): FINC211 and MKTG211

Re-Activated/Re-Named Course

- FINC495 Financial Plan Development 3 cr Co-requisite(s): BUSN488T Prerequisite(s): Last semester; major courses complete or taken concurrently

Renamed Courses

- GPMT400 Financial Management of Projects
- GPMT445 Risk Management of Projects

- ☑ HRMG750 Organizational Development and Training (focus on Organizational Development)
- ☑ LEGL384 Comparative Legal Analysis/Study Abroad Prerequisite(s): LEGL101
- MGMT335 Global Sport Industry
- ☑ MGMT747 Sustainable Business Strategies

Renumbered Courses

- ☑ BUSN303 Business Research = BUSN403 needs to be completed earlier in rotation-provides competencies for later course work

Credit Hour Revision

- ☑ **GPMT490** 3 – 6 cr *changed to variable credit option*

New Course Fees

- ☑ MGMT399/MGMT699 \$580 (*bundled text and exam fee*)

Simulation access fee: (*exact amount to be approved by Finance*)

- ☑ BUSN120 \$30.00
- ☑ **BUSN495** \$55.00
- ☑ **GPMT350** \$55.00
- ☑ **HRMG453** \$45.00
- ☑ **MGMT440** \$45.00
- ☑ **MGMT735** \$55.00
- ☑ **MGMT755** \$45.00
- ☑ **MGMT780** \$55.00
- ☑ **MGMT799** \$55.00
- ☑ **MKTG421** \$45.00
- ☑ **MKTG441** \$45.00

Prerequisite/Co-requisite Changes

- ☑ ACCT200 Prerequisite(s): HINT211 or MGMT211
- ☑ ACCT202 Prerequisite(s): ACCT201, BITS211 or CISP211 and MATH125
- ☑ FINC403 Prerequisite(s): ACCT200 or ACCT201
- ☑ HRMG433 Prerequisite(s): BITS211, FINC211, HRMG213, and achieved senior status
- ☑ HRMG453 remove Recommended Prerequisite(s): FINC211
- ☑ MGMT364 Prerequisite(s): BITS211, FINC211, MGMT214, and STAT220
- ☑ MGMT370 Prerequisite(s): BUSN210, ENVS125, ACCT200 or FINC211, HINT211 or MGMT211, and MKTG211

- ☑ MGMT375 Co-requisite(s): MGMT321 Prerequisite(s): **HINT211** or MGMT211, and ENGL311
- ☑ MGMT412 Prerequisite(s): **FINC211**, MGMT211, and STAT220
- ☑ MGMT413 Prerequisite(s): BITS211, **FINC211**, MGMT211, and STAT220
- ☑ MGMT420 Prerequisite(s): BUSN210, ENGL311, **HINT211** or MGMT211, and achieved senior status
- ☑ MKTG305 Prerequisite(s): **FINC211** and MKTG211
- ☑ MKTG412 Prerequisite(s): BITS211, ENGL311, **FINC211**, MKTG211, STAT220, and achieved senior status

☑ All BBA level capstone courses will have BUSN488T listed as a Co-requisite(s):

ACCT490 for the Honors Accountancy program only, ACCT495, BUSN495, FINC490 (capstone option), FINC495, HRMG453, MKTG441, and PSMG441

Repeatable for Credit Courses

- ☑ LEGL285 1 cr repeatable 3 times for maximum of 3 credits *(implemented 201110)*
- ☑ LEGL385 3 cr repeatable 2 times for maximum of 6 credits *(implemented 201110)*

Deleted Courses

- ☑ BUSN403 replaced by BUSN303
- ☑ MGMT427 Quantitative Methods (sub with 300-400 MGMT elective)

RMGI Specialty Course Descriptions and Learning Outcomes

RMGI221 Principles of Risk Management and Insurance 3 CR

This course introduces the subject of risk management and insurance. The student will learn the concept of risk and risk management, how insurance fits in the risk management process, how the insurance mechanism works including the core competencies, and how the insurance market is structured and regulated. Students will also examine the structure of insurance contracts, and an overview of property and liability loss exposures and common insurance policy provisions. This course will also help students prepare for the INS 21 national examination administered by the Insurance Institute of America. **Recommended Co-requisite(s):** MATH125, MGMT211.

Upon completion of this course, the student should be able to:

- Explain the concepts of risk, loss, exposure, and insurance
- Describe the process of risk management; identify risk management techniques in addition to insurance
- Describe the insurance market structure, insurance regulation, and the significant operations and financial measurement of insurance companies
- Read an insurance policy, identify loss exposures, recognize common policy provisions
- Identify and analyze current issues and developments in this field
- Take the INS 21 national exam administered by the Insurance Institute of America

RMGI322 Personal Insurance 3 CR

This course examines insurance contracts and programs for individuals, including property, liability, automobile, life, disability, healthcare and retirement. This course will also help students prepare for the INS 22 national examination administered by the Insurance Institute of America. **Prerequisite(s):** MATH125, RMGI221.

Upon completion of this course, the student should be able to:

- Analyze provisions of homeowners and automobile insurance contracts, and apply them to loss situations
- Describe the coverages provided under other personal property, liability, life and health insurance contracts (dwelling, mobilehome, farm, flood, inland marine, watercraft, umbrella liability, term, whole life, basic and major medical)
- Apply the risk management process to personal exposures
- Identify and analyze current issues and developments in this field
- Take the INS 22 national exam administered by the Insurance Institute of America

RMGI323 Commercial Insurance 3 CR

This course examines insurance contracts and programs for businesses, including property, business income, crime, equipment breakdown, marine, general liability, automobile, workers compensation, farm, and others. This course will also help students prepare for the INS 23 national examination administered by the Insurance Institute of America. **Prerequisite(s):** MATH125, RMGI221.

Upon completion of this course, the student should be able to:

- Analyze provisions of commercial property, including business income, and general liability insurance contracts and apply them to loss situations
- Describe the coverages provided under other commercial property and liability insurance contracts (crime, equipment breakdown, inland and ocean marine, auto, businessowners and workers compensation)
- Identify and analyze current issues and developments in this field
- Take the INS 23 national exam administered by the Insurance Institute of America

RMGI410 Insurance Proposals and Negotiation 3 CR

This course examines typical negotiation situations in risk management and insurance and application of principled negotiating techniques to those situations, assembly of information to support positions and proposals, the responsible use and presentation of data, use of spreadsheets and presentation software to create professional documents and presentations to support positions and proposals, such as the development of a new product or the sale of a new insurance coverage to a risk manager or a new exposure to an insurance/reinsurance underwriter. The course includes a major group project to develop a written proposal and oral presentation. **Prerequisite(s):** BITS211, COMM120, ENGL311, RMGI323.

Upon completion of this course, the student should be able to:

- Use principled negotiating techniques in the business of risk management and insurance
- Create persuasive risk management and insurance proposals including written documents and illustrations, and oral presentations
- Evaluate risk management and insurance information and communicate it responsibly, and detect the misleading use of data
- Collaborate effectively on group projects
- Communicate at a professional level in the business of risk management and insurance

RMGI420 Insurance Company Operations 3 CR

This course examines the core competencies of an insurance company and the interdependencies of those functions, including actuarial, claims, finance, reinsurance, and underwriting. Other topics include insurance regulation, the global insurance market, and the strategic management of an insurance company. This course will incorporate the use of an insurance company simulation “game” exercise. This course will incorporate the online Ethics 311 Ethical Guidelines for Insurance Professionals module administered by the Insurance Institute of America, and help students prepare for the CPCU 520 national examination administered by the American Institute for Chartered Property Casualty Underwriters. **Prerequisite(s):** FINC211, STAT220, RMGI221

Upon completion of this course, the student should be able to:

- Understand the strategic management process of insurance companies
- Analyze the financial performance of property and liability insurance companies
- Explain the core operations of property and liability insurance companies, and the interdependencies of those operations
- Identify and analyze current issues and developments in this field
- Complete the online Ethics 311 Ethical Guidelines for Insurance Professionals module administered by the Insurance Institute of America
- Take the CPCU 520 national exam administered by the American Institute for CPCUs

RMGI454 Risk Management 3 CR

This course examines the process of risk management, including the identification and analysis of loss exposures; examination of alternatives to traditional insurance; the use of loss forecasting and cash flow analysis to make a decision. An overview of the evolution of an international exposure will also be examined. This course will incorporate the use of case studies and a risk management simulation “game” exercise. This course will also help students prepare for the ARM 54 national examination administered by the Insurance Institute of America. **Prerequisite(s):** FINC211, STAT220, RMGI221 (RMGI420 Recommended)

Upon completion of this course, the student should be able to:

- Identify and analyze the loss exposures of organizations, including multi-nationals
- Evaluate and choose the appropriate risk management technique(s) to address loss exposures
- Formulate a spreadsheet for loss forecasting and cash flow analysis, and use it to make a risk management decision
- Identify and analyze current issues and developments in this field
- Take the ARM 54 national exam administered by the Insurance Institute of America

RMGI490 Risk Management and Insurance Internship 3 CR

Contact Career Services at least one semester prior to enrolling.

This bachelor-level risk management and insurance internship is the integration of previous classroom instruction with new learning acquired through on-the-job work experience. The employment experience should be related as closely as possible to the student’s major field and individual interest. In general, 150–200 hours of career-related work time shall be required at the employment site and evidenced by weekly reports filed by the student. Students will be given information concerning placement site possibilities; however, responsibility for selection by the internship employer rests with the student. The internship may be either paid or unpaid. An appropriate faculty member and the placement site supervisor will evaluate the student’s performance. Note: A criminal background check and drug screening may be required by the internship site. **Prerequisite(s):** Junior status; “Foundations of Business” courses completed; minimum 2.7 GPA in the major and 2.7 GPA cumulative, RMGI221

Upon completion of the RMI internship, the student should be able to:

- Use risk management and/or insurance terminology appropriately
- Apply concepts from classroom to a professional work setting
- Manage time by prioritizing work and meeting deadlines
- Use a professional approach to one’s work and others in the work place (appearance, communication, ethical behavior, networking skills), meet or exceed professional standards in work performed, and demonstrate an understanding of professional work place customs and practices
- Interpret information, apply knowledge to a task, use technology appropriately, negotiate and arrive at a decision in a timely and professional fashion

BBA – Management Major, RMGI Specialty – Course Placement

Foundations of Excellence 39 credits

COMM120	Presentation Techniques	
ECON200	Microeconomics	3
ECON201	Macroeconomics	3
ENGL109	Composition	3
ENGL110	Advanced Composition	3
ENGL311	Professional Writing	3
FRSM100	Career and Education Seminar or (if exempt)	
	Open Electives	3
MATH125	Intermediate Algebra	3
STAT220	Introduction to Statistics	3
SOSC201	Diversity in Society	3
	Humanities Electives	3
	Social Science Electives	3
ENVS125	Environmental Studies OR	
	Science/Math Electives	3

Foundations of Business 32 credits

ACCT201	Accounting Foundations I	4
ACCT202	Accounting Foundations II	4
BITS211	Microcomputer Applications: Spreadsheets	3
BUSN120	Introduction to Business OR	
	Business Elective	3
BUSN210	Professional Ethics	3
CISP112	Computer Foundations	3
FINC211	Corporate Finance	3
LEGL210	Business Law Foundations	3
MGMT211	Management Foundations	3
MKTG211	Marketing Foundations	3

Management Major 43 credits

BUSN225	International Business	3
BUSN403	Business Research	3
BUSN488T	BBA Major Field Test	0
BUSN495	Business Planning Capstone	4
FINC223	Entrepreneurial Finance OR	
	Financial Analysis for Business Managers OR	
FINC235	Financial Analysis for Business Managers OR	
FINC320	International Finance	3
GPMT350	Principles of Project Management	3

HRMG213	Human Resource Management	3
MGMT321	Organizational Behavior	3
MGMT357	Operations Management	3
MGMT440	Strategic Management	3

RMGI Specialty

RMGI221	Principles of Risk Management & Insurance	3
RMGI322	Personal Insurance	3
RMGI323	Commercial Insurance	3
RMGI420	Insurance Company Operations & Regulations ⁺	3
RMGI454	Risk Management	3

Recommended Open Electives (select 2) 6 credits

RMGI410	Insurance Proposals & Negotiation	3
RMGI490	Risk Management & Insurance Internship*	3
MKTG212	Professional Selling	3
MKTG320	Marketing of Service	3