



International Assembly for Collegiate Business Education

Annual Report – Accredited Member

Institution: _____
Academic Business Unit: _____
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: Springfield College

Institution's Address: 263 Alden Street

City and State or Country: Springfield, MA Zip or Postal Code 01109

Name of Submitter: Joel Parrish

Title: Chair, Department of Business Administration

Your Email Address: jparrish@spfldcol.edu

Telephone (with country code if outside of the United States): 413-748-3470

Date Submitted: 11/8/11

Accreditation Information

1. If applicable, when is your next institutional accreditation site visit? _____ Year
2. When is your next reaffirmation of IACBE accreditation site visit? 2012 Year
3. Provide the website address for the location of your public notification of accreditation by the IACBE: http://www.spfldcol.edu/home.nsf/accreditations
4. Provide the website address for the location of your public disclosure of student learning results: http://www.spfldcol.edu/homepage/dept.nsf/04E52AE2BE212E4245256BD80029D783/6E550E42EA5F70F245256CF500223820
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: Dr. Richard Flynn

Title: President

Highest Earned Degree: Doctoral Email: rflynn@spfldcol.edu

Telephone (with country code if outside of the United States): 413-748-3000 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: Jean Wyld

Title: Vice President for Academic Affairs

Highest Earned Degree: Doctorol Email: jwyld@spfldcol.edu

Telephone (with country code if outside of the United States): 413-748-3000 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: Joel Parrish

Title: Chair, Department of Business Administration

Highest Earned Degree: MBA Email: jparrish@spfldcol.edu

Telephone (with country code if outside of the United States): 413-748-3470 Fax (with country code if outside of the United States): 413-748-3452

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: Brenda Canning

Title: Assistant professor

Highest Earned Degree: MBA Email: bcanning@spfldcol.edu

Telephone (with country code if outside of the United States): 413-748-3348 Fax (with country code if outside of the United States): 413-748-3452

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: NA

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.

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? November 2011

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

The outcomes assessment plan that we have previously submitted is still current.

Changes have been made and the revised plan is attached.

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

3. Complete the Outcomes Assessment Results form below and include it with this annual report to the IACBE. **Note: Section II of the form (Operational Assessment) needs to be completed only if you received first-time accreditation or reaffirmation of accreditation after January 1, 2011.**

An example of a completed form can be found in a separate document that is available for download on the IACBE's website at: www.iacbe.org/accreditation-documents.asp.

Section I (Student Learning Assessment) of the Outcomes Assessment Results form must be completed for each business program that is accredited by the IACBE (i.e., a separate table must be provided for each program).

Performance targets/criteria are the criteria used by the academic business unit in evaluating assessment results to determine whether intended outcomes have been achieved. For example, if the academic business unit is using the ETS Major Field Test as one of its direct measures of student learning, then a performance target might be that the Institutional Mean Total Score on the exam will place students in the upper quartile nationally; or if the academic business unit is using a comprehensive project in a capstone course as a direct measure of student learning, then a performance target might be that 80% of the students will score at the highest level (e.g., proficient, exemplary, etc.) on each project evaluation criterion.

Remember that your outcomes assessment plan needs to include two or more direct and two or more indirect measures of student learning. These measures should be used at the program level.

At the bottom of each section of the form, space is provided to identify changes and improvements that you plan to make as a result of your assessment activity.

Italicized entries in the form represent areas where the academic business unit should insert its own assessment information. Add tables and insert rows in the tables as needed.

Other Issues

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

Outcomes Assessment Results

For Academic Year: 2010-11

Section I: Student Learning Assessment

Student Learning Assessment for (Program 1)	
Intended Student Learning Outcomes for (Program 1) :	
1. Students will be able to demonstrate knowledge of the fundamental principles of accounting, finance, marketing, and management.	
2. Students will be able to explain the global dimensions of business.	
3. Students will be able to apply ethical principles in business.	
4. Students will be able to apply principles of leadership in solving business problems.	
5. Students will be able to apply quantitative decision-support tools in business decision making.	
6. Students will be able to demonstrate effective verbal communication skills in business.	
7. Students will be able to demonstrate effective written communication skills in business.	
8. Students will be able to demonstrate effective teamwork skills in business.	
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. <i>CBE Exam</i>	<i>The majority of Business Administration will score proficient in the areas of accounting, finance, marketing and management.</i>
2. <i>End of Program Capstone Presentation</i>	<i>At least 80% of senior students majoring in Business Administration will score at least 80% on the Capstone presentation rubric.</i>
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
1. <i>Senior Exit Survey</i>	<i>On the exit survey instrument, at least 90% of graduating senior</i>

	<i>respondents indicate they were successful or very successful in achieving the intended learning outcomes.</i>	
2. <i>Alumni Survey</i>	<i>On the Alumni Survey instrument, at least 80% of alumni respondents indicate that their learning in the major prepared them for their current employment.</i>	
Summary of Results from Implementing Direct Measures of Student Learning:		Performance Target Was...
		Met Not Met
1. <i>The majority of students did not score proficient in each of the areas.</i>		X
2. <i>Based upon the grading results for the end of program capstone presentation, 100% of students scored at least 80% on the Capstone presentation rubric.</i>	X	
Summary of Results from Implementing Indirect Measures of Student Learning:		Performance Target Was...
		Met Not Met
1. <i>The results of the graduating student exits survey indicated that the majority of students felt that they were successful or very successful in achieving the intended learning outcomes. In addition, they felt prepared for either entry-level work or for further study in a business related program. Overall, the graduating students were satisfied with the program.</i>	X	
2. <i>The first alumni survey will be administered during the 2011 – 2012 academic year</i>		X
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
1. <i>Based upon the results of two years of the Comprehensive Business Exam, the Department is developing an in-house exam which would more adequately assess all eight learning outcomes. Please note the results of the exam were consistent with the national average; however an internally developed exam would better measure the Department's Learning Objectives. The performance target will be as follows: At least 80% of senior students majoring in Business Administration will score at least 70% on the comprehensive exam.</i>		
2. <i>The survey will be administered this year and results will be compiled.</i>		
3. <i>(Course of Action 3)</i>		
4. <i>(Course of Action 4)</i>		

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):	
<i>The Department of Business Administration is dedicated to the success of its students by providing quality undergraduate and graduate education in business and nonprofit administration within relevant concentrations. Building on Springfield College's mission and philosophy to educate students in spirit, mind, and body for leadership in service to humanity, the Department of Business Administration seeks to facilitate the learning process of its students in preparation for leading and managing organizations in a changing global environment.</i>	
Intended Operational Outcomes:	
1. <i>Faculty for the department of Business Administration will be highly qualified in their teaching discipline</i>	
2. <i>Faculty will provide quality instruction to its students.</i>	
3. <i>Faculty will provide effective academic advising to students.</i>	
4. <i>Instruction will be provided in quality physical space with up-to-date technology.</i>	
5. <i>Students will be provided with the opportunity to participate in internships to gain relevant work experience.</i>	
Assessment Measures for Intended Operational Outcomes:	Performance Targets/Criteria for Operational Assessment Measures:
1. <i>Faculty Credentials</i>	<i>90% of faculty will be doctorally or professionally qualified.</i>
2. <i>Senior Survey/SIRS</i>	<i>75% of respondents feel that the overall quality of instruction was very good to excellent.</i>
3. <i>Advisement Survey</i>	<i>90% of student respondents strongly agree or agree that the advisement received was accurate and effective.</i>
4. <i>Senior Survey.</i>	<i>90% of respondents feel that the quality of the physical space and technology is very good to excellent.</i>
5. <i>Department Data</i>	<i>70% of seniors will have participated in an internship</i>

Summary of Results from Implementing Operational Assessment Measures:	Performance Target Was...	
	Met	Not Met
1. <i>100% of full and part time faculty are doctorally or professional qualified.</i>	x	
2. <i>78% of respondents felt the quality of full-time faculty instruction was very good to excellent, only 48% felt the quality of part-time faculty was very good or excellent</i>		x
3. <i>The advisement survey will be administered this fall and spring.</i>	NA	NA
4. <i>70% of respondents felt the the quality of the physical space and technology is very good to excellent.</i>		x
5. <i>50% of graduating seniors participated in interships. While this figure is below the target, 100% students who were interested in participating in interships did so.</i>		x
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
1. <i>The Department of Business Administration continues to work with administration to increase the quality of teaching space and increase the availability of computer labs.</i>		
2. <i>A mentoring and evaluation process for part-time instructors has been put in place. Additionally, the number of part-time faculty has been reduced.</i>		
3. <i>Increase students willingness to participate in interships by introducing the concept their second year so they can plan their schedules accordingly.</i>		
4. <i>(Course of Action 4)</i>		