



**IACBE**

International Assembly for Collegiate Business Education

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**Public Disclosure of Student Learning Form**

**Institution:** National University  
**Academic Business Unit:** School of Business and Management  
**Academic Year:** 2010-11

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International Assembly for Collegiate Business Education  
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## Outcomes Assessment Results

For Academic Year: 2010-11

### Section I: Student Learning Assessment

<b>Student Learning Assessment for Bachelor of Arts in Management (BAM)</b>	
Intended Student Learning Outcomes for <i>(BAM)</i> Graduates of the program will be able to:	
1. <i>(Intended Learning Outcome 1)</i> Describe the basic functions of management and their practical implications.	
2. <i>(Intended Learning Outcome 2)</i> Analyze and evaluate management, leadership, and motivation theories	
3. <i>(Intended Learning Outcome 3)</i> Identify organizational behavior, communications and change theories and their practical implications.	
4. <i>(Intended Learning Outcome 4)</i> Explain the effect of international business environmental factors (legal, economic and cultural) on the conduct of global business.	
5. <i>(Intended Learning Outcome 5)</i> Explain the principles and theories of ethical decision-making and their practical implications in the everyday conduct of business.	
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. <i>(Direct Measure 1)</i> Final exam in MGT 309C – Principles of Management & Organizations - from all onground and online classes September 2010 to May 2011.	<i>(Target/Criterion for Direct Measure 1)</i> 80% of students achieve 80% or better on final exam.
2. <i>(Direct Measure 2)</i> Signature Assignment in MGT 309C from all onground and online classes September 2010 to May 2011.	<i>(Target/Criterion for Direct Measure 2)</i> 80% of students achieve 80% or better on signature assignment.
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:

1. <i>(Indirect Measure 1)</i> Alumni Survey completed voluntarily by BAM alumni in 2010.	<i>(Target/Criterion for Indirect Measure 1)</i> 80% of graduates feel that their program prepared the adequately for their career	
2. <i>(Indirect Measure 2)</i> Exit Survey completed by all graduating BAM students in 2011.	<i>(Target/Criterion for Indirect Measure 2)</i> 80% of students rate the BAM program either satisfied or very satisfied.	
Summary of Results from Implementing Direct Measures of Student Learning:		Performance Target Was...
		Met      Not Met
1. <i>(Results for Direct Measure 1)</i> 80.16% of the students taking Mgt 309C achieved a grade of B or better on the final exam.	x	
2. <i>(Results for Direct Measure 2)</i> 81.8 was the average score in the Mgt 309C signature assignment.	x	
Summary of Results from Implementing Indirect Measures of Student Learning:		Performance Target Was...
		Met      Not Met
1. <i>(Results for Indirect Measure 1)</i> According to survey data, 50% of BAM graduates feel that their degree from NU is very important in helping them with professional advancement, while 41.66% have no opinion one way or the other. 75% of BAM graduates have been continuously working since graduating from NU. 83.33% of BAM graduates feel that their program prepared the adequately for their career. Some caution is needed, because there were only 13 respondents.	x	
2. <i>(Results for Indirect Measure 2)</i> 92.3% of graduating BAM students are either satisfied or very satisfied with the BAM program, 7.7% have no opinion.	x	
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
1. <i>(Course of Action 1)</i> All targets met for this program		

## Outcomes Assessment Results

For Academic Year: 2010-11

### Section I: Student Learning Assessment

<b>Student Learning Assessment for Bachelor of Science Financial Management</b>	
Intended Student Learning Outcomes for <i>(BSFM)</i> Graduates of the program will be able to:	
1. <i>(Intended Learning Outcome 1)</i> Apply quantitative and qualitative skills in problem-solving	
2. <i>(Intended Learning Outcome 2)</i> Describe ethical and global issues that impact business and finance.	
3. <i>(Intended Learning Outcome 3)</i> Explain political, social, legal, regulatory, and technological issues in the context of micro and macro finance.	
4. <i>(Intended Learning Outcome 4)</i> Discuss the theoretical, contemporary, and practical aspects of Finance.	
5. <i>(Intended Learning Outcome 5)</i> Demonstrate oral and written communication skills needed within the business environment.	
6. <i>(Intended Learning Outcome 6)</i> Evaluate financial situations and make financial decisions.	
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. <i>(Direct Measure 1)</i> Signature assignments in both the Capstone Course and International Financial Management course	<i>(Target/Criterion for Direct Measure 1)</i> At least 75% of students achieve 80% or better on signature assignments
2. <i>(Direct Measure 2)</i> Embedded exams in three courses: Investments, Working Capital Management and International Financial Management	<i>(Target/Criterion for Direct Measure 2)</i> At least 75% of the students in three courses (FIN 442, FIN 443, and FIN 446) will achieve a score of at least 80% in the Embedded Exam
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
1. <i>(Indirect Measure 1)</i> Exit Survey completed by all graduating BAM students in 2011.	<i>(Target/Criterion for Indirect Measure 1)</i> 80% of students agree that Intended Student Learning Outcomes were achieved.

2. <i>(Indirect Measure 2)</i> Focus group with graduating students	<i>(Target/Criterion for Indirect Measure 2)</i> At least 85% satisfied with the program	
Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. <i>(Results for Direct Measure 1)</i> 85% of students in Capstone course scored more than 80%. 78% of students in International Financial Management scored 80%	x	
2. <i>(Results for Direct Measure 2)</i> 85% of students in Investments score at least 80%. 80%of students in Working Capital Management scored 82% and 78% of students in International Financial Management scored at least 80%.	x	
Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. <i>(Results for Indirect Measure 1)</i> A survey was sent out to the students who graduate from the program. Due to the very low enrolment, only five students received the survey, four of them opened it and only three students completed the survey. Statistically the result cannot be very reliable and it also may not representative of the population. All of the three students agreed or strongly agreed that that each Learning Outcome was achieved.	x	
2. <i>(Results for Indirect Measure 2)</i> Due to very low enrollments, the focus group was not used		x
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
1. <i>(Course of Action 1)</i> Focus group was not used because of low enrollment. Major program revision was approved by Undergraduate Council and the new curriculum is now in place. Enrollments began increasing in last quarter of FY 2011.		

## Outcomes Assessment Results

For Academic Year: 2010-11

### Section I: Student Learning Assessment

Student Learning Assessment for Bachelor of Science in Accountancy	
Intended Student Learning Outcomes for (BACC) Graduates of the program will be able to:	
1. <i>(Intended Learning Outcome 1)</i> Use information technologies and computerized accounting software for financial accounting and reporting.	
2. <i>(Intended Learning Outcome 2)</i> Apply generally accepted accounting principles to measure and report information related to accounting for the assets, liabilities, equities, revenues and expenses, and cash flows of business enterprises and governmental and not-for-profit entities.	
3. <i>(Intended Learning Outcome 3)</i> Prepare tax returns and reports for individuals and business enterprises.	
4. <i>(Intended Learning Outcome 4)</i> Interpret cost data and prepare managerial accounting reports.	
5. <i>(Intended Learning Outcome 5)</i> Utilize generally accepted auditing principles in the audit of public, private, government, and not-for-profit entities.	
6. <i>(Intended Learning Outcome 6)</i> Apply ethical and legal concepts to accounting and tax related issues.	
7. <i>(Intended Learning Outcome 7)</i> Demonstrate effective communication of accounting information.	
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. <i>(Direct Measure 1)</i> Uniform CPA exam prepared by the American Association of Certified Public Accountants (AICPA) and administered by the Board of Accountancy of a particular state in the USA.	<i>(Target/Criterion for Direct Measure 1)</i> An average over last five years available of at least 40% of the students achieve 75% in all four sections of CPA Exams
2. <i>(Direct Measure 2)</i> Embedded Exams Assessment Instrument in Intermediate Accounting I, II, and III (ACC 410A, ACC 410B, and ACC 410C)	<i>(Target/Criterion for Direct Measure 2)</i> A minimum of forty percent (40%) of the students achieve a score of at least seventy-five percent (75%) on the assessment instrument
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:

<p>1. <i>(Indirect Measure 1)</i> BS-ACCY Exit survey given to students both onsite and online in ACC435B--the last class in the program.</p>	<p><i>(Target/Criterion for Indirect Measure 1)</i> At least 75% of respondents are in agreement that the courses were very valuable or valuable in achieving competencies in Intermediate, Advanced, and Governmental and NonProfit Accounting courses.</p>		
<p>2. <i>(Indirect Measure 2)</i> BS-ACCY Alumni Survey conducted in 2010 for NU graduates from 2006-2010. In this survey two main questions were answered: (1) Do graduates get employment after graduation? (2) How important is your degree from National University in helping you with your professional advancement?</p>	<p><i>(Target/Criterion for Indirect Measure 2)</i> For Question No. 1: At least 75% get employment after graduation For Question No. 2: At least 75% perceived that the degree is important for their professional advancement.</p>		
<p>Summary of Results from Implementing Direct Measures of Student Learning:</p>		<p>Performance Target Was...</p>	
		<p>Met</p>	<p>Not Met</p>
<p>1. <i>(Results for Direct Measure 1)</i> Passing percentage in the CPA Exams Over 5 years available when the data were assessed (2004-2008) the averages passing percentage nationwide was 45.7%, California was 45.4%, while NU was 35.7%. NU average is still below the US and California averages although it has been improving since 2003 -2008. 2003 (26.8%), 2004 (34.8%, 2005) 38.8%, 2006 (31.4%), 2007 (39.6%, and 2008 34.0%). Auditing (AUD) has a 5 year mean of 42.8% which is quite close to the national and California overall averages of 46.0% and 45.4% respectively. The data indicate an upward trend over the 5 years following the 2003 lowest of 33.0%. The details are: 2003(33.0%), 2004 (50.0%), 2005 (42.9%), 2006 (33.3%), 2007 (42.1%), and 2008 (45.5%).  Regulations (REG) (includes Taxation for Individuals and Business, Business law &amp; Ethics) has a 5 year (2004-2005) mean of 40.1% and is getting close to the National and California averages of 44.5% and 44.3% respectively. The data indicate an upward trend over the 5 years (2004-2008) after the 2003 lowest of 33.0%. The details are: 2003 (33.0%), 2004 (38.5%), 2005 (51, 0%), 2006 (33.3%), 2007 (37.5%) and 2008 (40.0%).  Financial Accounting &amp; Reporting (FAR) (includes Financial Accounting, Government and NonProfit Accounting) has a 5 year mean of 30.2% which is below the National (46.1%) and California (46.4%). However, it is also improving from the low 12.0% in 2003, in detail: 2003 (12.0%), 2004 (22.2%), 2005 (43.8%), 2006 (23.1%), 2007 (33.3% and 2008(28.6%).  In the Business Environment and Concept (BEC) includes Cost Accounting, Managerial Accounting, Business Entities, Economics, Finance, and Information Technology), NU has a 29.8% mean (2004-2008) which is below the National (46.0%) and California (45.7%). This includes business courses that are not part of the accounting</p>			<p>x</p>



<p>ACC434 Government and Nonprofit Acct. - 72.73% of the respondents indicated that regarded that this course was Very Valuable, while 27.27% indicated that this course was Somewhat Valuable.</p> <p>For the question, "Are you satisfied with the course?" a 5 point Likert Scale was used (1 ) Very Dissatisfied, (2) Dissatisfied, (3) Neutral, (4) Satisfied, and (5) Very Satisfied</p> <p>ACC410A, ACC410B, ACC410C, ACC431, and ACC434 - These courses cover the program learning outcome PLO 2 "Apply generally accepted accounting principles to measure and report information related to accounting for assets, liabilities, equities, revenues and expenses, and cash flows of business enterprises and govenmenta and not-for-profit entities:</p> <p>There was a 100% satisfaction with 60% of the respondents indicated Very Satisfied, and 40% indicated Satisfied.</p>		
<p>2. <i>(Results for Indirect Measure 2)</i> The purpose of the alumni survey was to gather information from alumni related to current employment and their perceptions of the program.</p> <p>The population was the Bachelor of Science Major in Accountancy alumni, 2006-2010. The details of the completion rate were as follows: Viewed: 38, Started: 36, Completed: 35, Completion Rate: 97%. The report included responses in summary tables and listed responses to open ended text questions.</p> <p>The two main questions to be answered were:</p> <p>(1) Do graduates get employment after graduation?  (2) How important is their degree from National University in helping them with professional advancement?</p> <p>(1) Do graduates get employment after graduation?</p> <p>Responses to the survey question: Q4 - Are you working full-time or part-time?</p> <p>1. Full-time 33 97.06%  2. Part-time, less than 20 hours per week on average 0 0.00%  3. Part-time, less than 20 hours</p>	x	

per week on average 1 2.94%  
Total 34 100.00%

The above responses indicate that BS-ACCY graduates get employment after graduation with 97.06% working full-time and only 1 works part-time at 2.94%.

Responses to the survey question: Q5- What was your approximate individual earned income last year before taxes (excluding income from investments, and other sources)?

- 1. \$20,000 to \$39,000 6 17.65% 6 17.65%
  - 2. \$40,000 to \$59,000 11 32.35% 11 32.35%
  - 3. \$60,000 to \$79,000 12 35.29% 12 35.29%
  - 4. \$80,000 to \$99,000 3 8.82% 3 8.82%
  - 5. \$100,000 or more 2 5.88% 2 5.88%
  - 6. Prefer not to answer 0 0.00% 0 0.00%
- Total 34 100.00%

The data above indicate that not only that the graduates of BS-ACCY get employment, but that 100% of the respondents were employed with earnings between \$20,000 and \$100,000 or more. That shows that our graduates are gainfully employed after graduation.

Responses to the survey question: Q 7- Have you been continuously working since graduating?

- 1. Yes 32 91.43%
  - 2. No 3 8.57%
- Total 35 100.00%

The above data indicate that 91.43% of the respondents get jobs and not only are they well-remunerated, but that they keep their job, even during the deep recession in the USA.

(2) How important is your degree from National University in helping you with professional advancement?

Responses to the survey question: Q 6 – How important is your degree from National University in helping you with professional advancement? On a scale of 1-5 with 1 not at all important to 5 very important.

1 Not all important 3 8.5%

<p>2 3 8.57%</p> <p>3 4 11.43%</p> <p>4 11 31.43%</p> <p>5 Very important 14 40.00%</p> <p>Total 35 100.00%</p> <p>The data indicate that 82.86% of the respondents perceived that the BS-ACCY degree at National University enhanced their professional advancement in the accounting field.</p>		
<p>Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:</p>		
<p>1. <i>(Course of Action 1)</i> External reviewer to conduct in-depth review of accountancy curriculum.</p>		
<p>2. <i>(Course of Action 2)</i> Hire more qualified adjunct faculty. Train and mentor current adjuncts .</p>		
<p>3. <i>(Course of Action 3)</i> Identify students who wish to take CPA exam. Help them understand the process. “Strongly suggest” CPA Exam Review course. Encourage students to sit for exam.</p>		
<p>4. <i>(Course of Action 4)</i> Offer CPA Exam Review Course through National University Extended Learning.</p>		
<p>5. <i>(Course of Action 5)</i> Develop student CALCPA chapter at National University.</p>		
<p>6. <i>(Course of Action 6)</i> Develop and implement substantially improved standardized tests for each course as a direct measure of student achievement of Course Learning Outcomes and of their related Program Learning Outcomes.</p>		
<p>7. <i>(Course of Action 7)</i> Prepare pools of 120 CPA Exam type questions for each course from which 40 will be randomly selected for each student. Most will be prepared by core adjunct course leads. This will be for the Comprehensive Exam Final Part I. Students will only see their test scores- no solutions and correct answers will be provided.</p>		

## Outcomes Assessment Results

For Academic Year: 2010-11

### Section I: Student Learning Assessment

<b>Student Learning Assessment for Bachelor of Arts in Hospitality and Casino Management</b>	
Intended Student Learning Outcomes for <i>(BA HCM)</i> Graduates of the program will be able to:	
1. <i>(Intended Learning Outcome 1)</i> Communicate professionally and effectively with various levels of organizational leadership, customers, and team members in a variety of formats to include oral, visual, and written.	
2. <i>(Intended Learning Outcome 2)</i> Demonstrate broad-based skills including the application of casino specific management and leadership skills, the ability to apply Minimum Internal Control Standards (MICS) and marketing concepts, and define the unique role of Tribal Government Gaming Enterprises within the business and hospitality industry.	
3. <i>(Intended Learning Outcome 3)</i> Apply current hospitality and casino management guest service concepts and customer loyalty strategies recognized as industry standards.	
4. <i>(Intended Learning Outcome 4)</i> Utilize information and knowledge resources to maximize workplace learning, problem solving, and decisionmaking.	
5. <i>(Intended Learning Outcome 5)</i> Employ the major components of security and surveillance methods to include game protection, asset protection, and fair gaming procedures.	
6. <i>(Intended Learning Outcome 6)</i> Apply critical thinking skills and techniques in managerial decision-making processes.	
7. <i>(Intended Learning Outcome 7)</i> Demonstrate an understanding of team problem solving tools, quality management for service organizations, and a clear sense of what is required to build effective teams in the hospitality and gaming industry.	
8. <i>(Intended Learning Outcome 8)</i> Synthesize business policy, market opportunity, and organizational development linking technology policy with organizational strategy.	
9. <i>(Intended Learning Outcome 9)</i> Analyze the organizational and human aspects of the quality service in the hospitality industry to include key concepts of ethics, change management, communication, and managing resistance within today's organizations.	
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. <i>(Direct Measure 1)</i> HCM 490 - Capstone Written Project	<i>(Target/Criterion for Direct Measure 1)</i> 90% of students will receive

	passing scores.		
2. <i>(Direct Measure 2)</i> HCM 425 Case Study project evaluated using a rubric	<i>(Target/Criterion for Direct Measure 2)</i> 90% of students will receive a passing score		
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:		
1. <i>(Indirect Measure 1)</i> Entrance survey to measure and establish student's baseline KSAs for comparison with midpoint & exit surveys	<i>(Target/Criterion for Indirect Measure 1)</i> 85% of students will achieve acceptable using a rubric		
2. <i>(Indirect Measure 2)</i> Exit survey upon completion of program	<i>(Target/Criterion for Indirect Measure 2)</i> 90% of graduating students satisfied with the program		
Summary of Results from Implementing Direct Measures of Student Learning:		Performance Target Was...	
		Met	Not Met
1. <i>(Results for Direct Measure 1)</i> Fifteen students enrolled in the HCM 490 Capstone Project course during the 2010-11 Academic Year. 100% of the students achieved passing scores; 60% of the students achieved a 90% or greater. One of the findings for both direct measures is that the APA and writing areas need a keener focus throughout the program		x	
2. <i>(Results for Direct Measure 2)</i> Fifteen students enrolled in the HCM 425 course during the 2010-11 Academic Year. 100% of the students achieved passing scores; 53% of the students achieved a 90% or greater on the Case Study.		x	
Summary of Results from Implementing Indirect Measures of Student Learning:		Performance Target Was...	
		Met	Not Met
1. <i>(Results for Indirect Measure 1)</i> Survey was not administered to this first group of students who enrolled in the program, because the survey had not yet been created.			x
2. <i>(Results for Indirect Measure 2)</i> New program in 2010-11. No students have graduated as yet.			x
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:			
1. <i>(Course of Action 1)</i> Although the Performance Target was met for both Direct Measures, one of the findings was the need for a keener focus throughout the program on APA and writing in general. Lead faculty will review the content of the courses that concentrate on writing skills as well as foundation business processes for future cohorts.			
2. <i>(Course of Action 2)</i> . Lead faculty will create the Entrance Survey and coordinate with the National University Office of Institutional Research			

and Assessment to administer to the next cadre of new students.

3. (Course of Action 3) Exit survey is ready to be administered to first group of graduates

## Outcomes Assessment Results

For Academic Year: 2010-11

### Section I: Student Learning Assessment

<b>Student Learning Assessment for Bachelor of Science in Organizational Leadership</b>	
Intended Student Learning Outcomes for (BSOL) Graduates of the program will be able to:	
1. (Intended Learning Outcome 1) Develop a personal leadership approach.	
2. (Intended Learning Outcome 2) Compare and contrast the concepts of leadership and power.	
3. (Intended Learning Outcome 3) Identify challenges and advantages of diverse groups in organizations.	
4. (Intended Learning Outcome 4) Analyze negotiating styles of leaders and evaluate their effectiveness.	
5. (Intended Learning Outcome 5) Examine the strategies leaders use to motivate and evaluate members of groups and teams.	
6. (Intended Learning Outcome 6) Analyze and evaluate aspects of leadership in organizational culture and global environments.	
7. (Intended Learning Outcome 7) Evaluate the ethical implications of leadership decisions and strategies.	
8. (Intended Learning Outcome 8) Compare and analyze strategies and frameworks used by leaders to initiate change in organizations.	
9. (Intended Learning Outcome 9) Explain how the classic studies have informed the understanding and application of leadership and organizational theory.	
10. (Intended Learning Outcome 10) Apply appropriate technology to leadership decision making in organizations.	
11. (Intended Learning Outcome 11) Communicate orally and in writing using proper business communication formats.	
Assessment Tools for Intended Student Learning Outcomes—	Performance Targets/Criteria for Direct Measures:

Direct Measures of Student Learning:		
1. <i>(Direct Measure 1)</i> This measure was for PLO 5. Students respond to short essay answer exam to assess learning on concepts related to how leaders motivate and evaluate members of groups and teams.	<i>(Target/Criterion for Direct Measure 1)</i> Students complete exam with 70% or higher correct answers	
2. <i>(Direct Measure 2)</i> This measure was for PLO 6. Students complete a senior or capstone project in LED490. Instructors will use a rubric to evaluate the student's final project for the elements indicated by the Program learning Outcome.	<i>(Target/Criterion for Direct Measure 2)</i> A majority (60%) of the students will perform as indicated in the rubric at standard or 15-17 points out of a possible 20.	
3. <i>(Direct Measure 1)</i> This measure was for PLO 2. Students complete exam with short essay answers that reveals their understanding of leadership and power.	<i>(Target/Criterion for Direct Measure 3)</i> Acceptable Target: Students complete exam with 60% or higher correct answers. Ideal Target: Students complete exam with 75% or higher correct answers	
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:	
1. <i>(Indirect Measure 1)</i> None specified	<i>(Target/Criterion for Indirect Measure 1)</i> None specified	
2. <i>(Indirect Measure 2)</i> None specified	<i>(Target/Criterion for Indirect Measure 2)</i> None specified	
Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. <i>(Results for Direct Measure 1)</i> This measure includes student responses to a short essay answer exam designed to examine students' understanding of the concepts of leadership and power. This exam is a direct measure for PLO#2, Compare and contrast the concepts of leadership and power.  The distribution of scores revealed that 31 out of 42 or (74%) of exams scored at 75% or higher which indicated correct responses to the questions.  Students that scored at 60% or higher of correct responses included 6 (or 14%) out of 42 respondents.  Students that scored below 60% was 5 out of 42 (or 11%) on the student exams.  Overall 89% of students scored at 60% or better on the exam which exceeds the acceptable target. The ideal target is approaching at 74% of the required 75%.	x	
2. <i>(Results for Direct Measure 2)</i> All students scored above 16 out of 20 possible points which indicates 100%	x	

exceeded the acceptable target range of 15-17 points. The students that scored at 18 or above out of 20 points equaled 62% which also exceeded the ideal target of 80%.		
3. <i>(Results for Direct Measure 3)</i> The distribution of scores revealed that 31 out of 42 or (74%) of exams scored at 75% or higher which indicated correct responses to the questions.  Students that scored at 60% or higher of correct responses included 6 (or 14%) out of 42 respondents.  Students that scored below 60% was 5 out of 42 (or 11%) on the student exams.  Overall 89% of students scored at 60% or better on the exam which exceeds the acceptable target. The ideal target is approaching at 74% of the required 75%.	x	
Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. <i>(Results for Indirect Measure 1)</i> No measure specified		x
2. <i>(Results for Indirect Measure 2)</i> No measure specified		x
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
1. <i>(Course of Action 1)</i> Lead Faculty had an impossible workload during 2010-11, trying to manage both the bachelors and masters programs in Organizational Leadership. Another faculty member has now agreed to assume responsibility for the BSOL during FY 2011-12. This new Lead Faculty for BSOL will develop two appropriate indirect measures for the BSOL in 2011-12.		
2. <i>(Course of Action 2)</i>		
3. <i>(Course of Action 3)</i>		
4. <i>(Course of Action 4)</i>		

## Outcomes Assessment Results

For Academic Year: 2010-11

### Section I: Student Learning Assessment

Student Learning Assessment for Master of Accountancy	
Intended Student Learning Outcomes for (MACC) Graduates of the program will be able to:	
1. <i>(Intended Learning Outcome 1)</i> Measure, prepare, analyze, and report accounting information based on generally accepted accounting principles for businesses and for governmental and non-profit entities.	
2. <i>(Intended Learning Outcome 2)</i> Utilize current information technologies, methodologies, and systems, to plan, implement, execute, and analyze performance of the organization and its resources.	
3. <i>(Intended Learning Outcome 3)</i> Apply tax rules and regulations relating to individuals and business enterprises.	
4. <i>(Intended Learning Outcome 4)</i> Analyze cost and managerial accounting data and other qualitative information to prepare reports for external & internal decision-making.	
5. <i>(Intended Learning Outcome 5)</i> Utilize auditing principles and procedures applicable to business, governmental, and not-for-profit entities.	
6. <i>(Intended Learning Outcome 6)</i> Apply ethical and legal concepts to accounting and tax problems.	
7. <i>(Intended Learning Outcome 7)</i> Integrate the knowledge and skills acquired from the program to analyze and solve accounting related issues.	
8. <i>(Intended Learning Outcome 8)</i> Demonstrate effective communication of accounting information.	
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. <i>(Direct Measure 1)</i> The Uniform CPA Exam, prepared by the American Institute of Certified Public Accountants (AICPA) and administered by the Board of Accountancy of a particular state in the USA.	<i>(Target/Criterion for Direct Measure 1)</i> Average score of at least 40% for NU masters degree graduates across four sections of the CPA Exam for the 2010 Exam Results. (note: this is a lagging indicator).
2. <i>(Direct Measure 2)</i> A set of CPA exam-like multiple choice questions	<i>(Target/Criterion for Direct Measure 2)</i> 75% of students achieve a score

administered to every student in every section of ACC610M (Financial Accounting I), ACC611M (Financial Accounting II), ACC612M (Financial Accounting III), and ACC 615M (Advanced Financial Accounting).	of at least 75%.	
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:	
1. <i>(Indirect Measure 1)</i> Exit Survey to gather information from students related to their experiences in the program.	<i>(Target/Criterion for Indirect Measure 1)</i> 85% of students find the majority of courses in program “very valuable” or “somewhat valuable”, and 85% satisfied that they had learned at least 7 of 8 Program Learning Outcomes measured	
2. <i>(Indirect Measure 2)</i> End of course survey questions: Q4 - I gained significant knowledge about this subject. Q6 - My ability to think critically about topics in this class has improved. Q7 - I can apply what I learned in this course beyond the classroom.	<i>(Target/Criterion for Indirect Measure 2)</i> Mean of 4.00 or better out of 5.00 across all classes measured.	
Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. <i>(Results for Direct Measure 1)</i> NU Masters degree graduates received a score of 40% in the 2010 exam results, reported by NASBA in October 2011.	Met	
2. <i>(Results for Direct Measure 2)</i> This was the second year of the program, but the first time to use the embedded exams. These questions expose students to CPA exam-like questions to help them to be better prepared to take the CPA Exam. Summary of Findings: Online: ACC610M = 67% ACC611M = 67% ACC612M = 60% ACC615M = Not available Onsite: ACC610M = Not available ACC611M = 36% ACC612M = 58% ACC615M =Not available		Not Met
Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was...	

	Met	Not Met
1. <i>(Results for Indirect Measure 1)</i> 36 students graduated from the program during 2010-11. 9 of them completed the survey. At least 88.89% of them rated 12 of the 14 courses in the program somewhat valuable or very valuable. 100% of the respondents rated 8 of the courses somewhat valuable or very valuable. 100% of the respondents were satisfied or very satisfied that they had mastered 5 of the 8 learning outcomes. 88.89% of the respondents were satisfied or very satisfied that they had mastered 2 of the 8 learning outcomes. 66.67% of the respondents were satisfied or very satisfied that they had mastered 1 or the learning outcomes (#2)	Met	
2. <i>(Results for Indirect Measure 2)</i> A total of 54 classes consisting of 813 responses were analyzed  Online: 25 classes, 316 responses  Q4: mean of 4.32 Q6: mean of 4.28 Q7: mean of 4.36  Onsite: 29 classes, 497 responses  Q4: mean of 4.36 Q6: mean of 4.27 Q7: mean of 4.27  Overall: 54 classes, 813 responses  Q4: mean of 4.34 Q6: mean of 4.27 Q7: mean of 4.31	Met	
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
1. <i>(Course of Action 1)</i> Reanalyze embedded exam results in 2012. The data collections were not managed properly in 2010-11. This will be remeasured in 2012 with better administrative procedures in place.		

## Outcomes Assessment Results

For Academic Year: 2010-11

### Section I: Student Learning Assessment

Student Learning Assessment for Master of Arts in Management [Note: program terminated Sep 2011]	
Intended Student Learning Outcomes for (MAM) Graduates of the program will be able to:	
1. <i>(Intended Learning Outcome 1)</i> Frame managerial problems in a manner that fosters effective problem solving.	
2. <i>(Intended Learning Outcome 2)</i> Apply effective leadership and management concepts in organizational issues.	
3. <i>(Intended Learning Outcome 3)</i> Evaluate the effectiveness of using chosen concepts to solve problem.	
4. <i>(Intended Learning Outcome 4)</i> Integrate various theories and organizational practices for problem solving.	
5. <i>(Intended Learning Outcome 5)</i> Utilize legal and ethical concepts in managerial decision making.	
6. <i>(Intended Learning Outcome 6)</i> Apply information literacy skills for improving organizational performance.	
7. <i>(Intended Learning Outcome 7)</i> Design team processes to enhance organizational output.	
8. <i>(Intended Learning Outcome 8)</i> Develop effective managerial communication.	
9. <i>(Intended Learning Outcome 9)</i> Develop management plans that include sustainability practices and a cultural understanding in a global context.	
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. <i>(Direct Measure 1)</i> Signature assignment graded using a rubric. Results sorted into three categories: exceeds expectations, meets expectations, and less than expected.	<i>(Target/Criterion for Direct Measure 1)</i> 80% meet or exceed expectations
2. <i>(Direct Measure 2)</i> Exam questions for selected courses that relate to the program learning outcome asked on the final.	<i>(Target/Criterion for Direct Measure 2)</i> 80% provide correct answers to the questions.
Assessment Tools for Intended Student Learning Outcomes—	Performance Targets/Criteria for Indirect Measures:

Indirect Measures of Student Learning:			
1. <i>(Indirect Measure 1)</i> A survey sent to graduates of the Master of Arts in Management program asked respondents to rate how well the program prepared them to accomplish each of the program learning outcomes.	<i>(Target/Criterion for Indirect Measure 1)</i> 80% favorable rating		
2. <i>(Indirect Measure 2)</i> No measure specified.	<i>(Target/Criterion for Indirect Measure 2)</i> None		
Summary of Results from Implementing Direct Measures of Student Learning:		Performance Target Was...	
		Met	Not Met
1. <i>(Results for Direct Measure 1)</i> 73% of the students were able to meet or exceed on this standard. 46% were able to exceed it. 27% fell below this expectation. The 80% target for this learning outcome was not achieved. Additional exercises in preparing concepts, especially in generating concept related questions, needs to be added to the courses to better assist students in making this paradigm change.			x
2. <i>(Results for Direct Measure 2)</i> The methodology for measuring this program learning outcome was not developed until mid year. Global Business questions were included in one course during the year. 83% of the students answered the questions correctly.	x		
Summary of Results from Implementing Indirect Measures of Student Learning:		Performance Target Was...	
		Met	Not Met
1. <i>(Results for Indirect Measure 1)</i> The survey was sent out to the 26 students who graduated during 2010. No responses were received. This indirect approach provided no data to evaluate the specific program learning outcomes.			x
2. <i>(Results for Indirect Measure 2)</i> No measure specified.			x
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:			
1. <i>(Course of Action 1)</i> <b>Program terminated</b> effective September 2011. A new program, Master of Global Management, containing some revised MAM courses, along with other completely new courses, has been developed and approved by Graduate Council, and is planned to begin in January or February 2012.			



## Outcomes Assessment Results

For Academic Year: 2010-11

### Section I: Student Learning Assessment

<b>Student Learning Assessment for Master of Business Administration</b>	
Intended Student Learning Outcomes for (MBA) Graduates of the program will be able to:	
1. <i>(Intended Learning Outcome 1)</i> Synthesize information from functional areas within an organization, such as operations, finance, accounting, management, and marketing, as they support decision making processes throughout an organization.	
2. <i>(Intended Learning Outcome 2)</i> Evaluate the financial position of an enterprise, and plan the use of its financial resources to achieve its objectives.	
3. <i>(Intended Learning Outcome 3)</i> Apply the basic theories of leadership, economics, and business statistics to solving business problems and taking advantage of business opportunities	
4. <i>(Intended Learning Outcome 4)</i> Formulate the appropriate business policies and strategies within an environment of change to meet the objectives of the organization’s stakeholders.	
5. <i>(Intended Learning Outcome 5)</i> Utilize current methodologies, systems and technology in order to plan, execute and implement the strategies needed for effective management.	
6. <i>(Intended Learning Outcome 6)</i> Assess the risk and opportunities associated with operating within multi-cultural, global business environment.	
7. <i>(Intended Learning Outcome 7)</i> Demonstrate effective written communication and oral presentation skills in a collaborative, problem-solving setting.	
8. <i>(Intended Learning Outcome 8)</i> Assess and manage ethical issues and multicultural diversity.	
9. <i>(Intended Learning Outcome 9)</i> Examine information, ideas, belief, problems or arguments through an intellectual process that judges relevance, clarity, accuracy, and importance.	
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. <i>(Direct Measure 1)</i> MGT 602 – Case 2, random sample of cases evaluated by an external reviewer	<i>(Target/Criterion for Direct Measure 2)</i> 85% acceptable or better
2. <i>(Direct Measure 2)</i> FIN609A – Case (financial analysis of business	<i>(Target/Criterion for Direct Measure 1)</i> 85% of students will achieve

case). Random sample of at list 15 cases evaluated by the lead faculty	“acceptable” or better	
3. <i>(Direct Measure 3)</i> MGT 602 – Case 3, random sample of at least 15 cases evaluated by an external reviewer	<i>(Target/Criterion for Direct Measure 2)</i> 85% acceptable or better	
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:	
1. <i>(Indirect Measure 1)</i> Exit Survey of recent graduates of the MBA Program done in 2011	<i>(Target/Criterion for Indirect Measure 1)</i> 80% evaluate courses as “somewhat valuable” or “valuable”. 2) 80% would recommend the program to others.	
2. <i>(Indirect Measure 2)</i> Student end of course servey questions 4, 6, and 7: Q4 - I gained significant knowledge about this subject. Q6 - My ability to think critically about topics in this class has improved. Q7 - I can apply what I learned in this course beyond the classroom.	<i>(Target/Criterion for Indirect Measure 2)</i> 4.0 or better out of 5.0 on a Likert scale.	
Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. <i>(Results for Direct Measure 1)</i> Fourteen cases have been selected by the lead faculty for review. Out of fourteen, four cases were evaluated as "acceptable," seven as "meeting the target," and three of them “exceeded” the expectation and were evaluated as exceptional. The major weaknesses were in the area of "spelling and Grammar", Writing Mechanics and use of chart and graphs.	x	
2. <i>(Results for Direct Measure 2)</i> Fifteen cases were evaluated. All were acceptable or better. The primary shortcomings were in spelling, grammar and writing mechanics.	x	
3 <i>(Results for Direct Measure 3)</i> Fifteen cases were evaluated. All were acceptable or better. The primary shortcomings were in spelling, grammar and writing mechanics.	x	
Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. <i>(Results for Indirect Measure 1)</i> An Exit Survey of recent graduates of the MBA Program was done in 2011	x	

<p>1. The survey viewed by 92 and completed by 55 with a completion rate of 77%.</p> <p>2. The core courses were evaluated as "somewhat valuable" or "very valuable" by at least 82% of the respondents (except for Managerial Support System (67%) and Statistics for Business (69%). The most negative comments belong to this course.</p> <p>3. Eighty-two per cent agreed that the MBA program met their expectations.</p> <p>4. Eighty per cent would recommend it to others.</p> <p>5. The comments ranged from critical of specific program elements to expressions of complete approval.</p> <p>6. Answering the question: What were some of the academic highlights that you think will be particularly useful in your future career? The following comments encompasses the majority sentiments: I found the MBA program to be much more intense than the undergrad program. The challenge of meeting the criteria and successfully completing the program is a definite highlight. I feel that being exposed to the all of what the program has to offer has created a new sense of self and business that has increased my performance drastically. Every course was an academic highlight. The education the program has to offer is very powerful when combined with personal experience. I am a changed person because of it and earned distinction, of which I am very proud.</p>		
<p>2. <i>(Results for Indirect Measure 2)</i> The results showed that students learning in all three areas exceeded expectations. Onsite – 13 classes/205 responses. Q4 4.42, Q6 4.46, Q7 4.48 Online – 6 classes, 73 responses. Q4 4.03, Q6 4.07, Q7 4.10</p>	x	
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
<p>1. <i>(Course of Action 1)</i> All targets were met. In addition, a Memorandum of Understanding between Provost and the School of Business and Management was signed in August 2011, as a result of a Five Year Review of the MBA program completed during the preceding year. An extensive action plan is currently being implemented, according to this agreement.</p>		
<p>2. <i>(Course of Action 2)</i></p>		
<p>3. <i>(Course of Action 3)</i></p>		
<p>4. <i>(Course of Action 4)</i></p>		

## Outcomes Assessment Results

For Academic Year: 2010-11

### Section I: Student Learning Assessment

Student Learning Assessment for Master of Science in Organizational Leadership	
Intended Student Learning Outcomes for (MSOL) Graduates of the program will be able to:	
1. <i>(Intended Learning Outcome 1)</i> Distinguish between multiple approaches to exercising leadership to promote innovation and confront complex issues within organizations.	
2. <i>(Intended Learning Outcome 2)</i> Interpret organizational dynamics, group dynamics and engage in systems thinking in order to promote the development of a learning organization capable of innovation, adaptation, and orchestrating conflict.	
3. <i>(Intended Learning Outcome 3)</i> Evaluate ethical issues and aid organizational members in creating ethical culture appropriate to the organizational and/or global environment that supports operating in environments of diversity, uncertainty and unpredictability.	
4. <i>(Intended Learning Outcome 4)</i> Distinguish between the functions of authority and the understanding of leadership and power and be able to apply diverse leadership skills, utilize frameworks in order to serve organizational purposes.	
5. <i>(Intended Learning Outcome 5)</i> Implement effective use of emerging technology, presentation skills and communication both in face to face and virtual environments	
6. <i>(Intended Learning Outcome 6)</i> Utilize dialogue and other forms of inquiry with groups and teams in order to create collective problem solving and strategic plans.	
7. <i>(Intended Learning Outcome 7)</i> Create frameworks to determine how decisions made might impact ethical culture, support sustainability practices and consider global awareness.	
8. <i>(Intended Learning Outcome 8)</i> Identify quality scholarship and research and demonstrate the potential application of emerging leadership theory and knowledge to real world scenarios and simulations.	
9. <i>(Intended Learning Outcome 9)</i> Integrate knowledge and skills from multiple disciplines in order to utilize critical thinking, synthesize information, manage conflict, and create collective problem solving capacity.	
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. <i>(Direct Measure 1)</i> Program Lead Faculty and/or designated course leads will review course outlines and indicate activities that are	<i>(Target/Criterion for Direct Measure 1)</i> 70% of course outlines have

completed in courses that utilize dialogue and promote skills for problem solving and/or planning.	activities designed for dialogue.	
2. <i>(Direct Measure 2)</i> Instructors evaluate student performance based upon communications and presentations as indicated in course activity.	<i>(Target/Criterion for Direct Measure 2)</i> Instructors evaluation shows that students use of technology and effective presentations achieve satisfactory levels of performance for at least 75% of the students in class	
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:	
1. <i>(Indirect Measure 1)</i> Survey of adjunct faculty to determine how students are using emerging technology, developing presentation skills and communication.	<i>(Target/Criterion for Indirect Measure 1)</i> Data reflects that students are using emerging technology with success and creativity, and becoming more sophisticated in presentation skills.	
2. <i>(Indirect Measure 2)</i> Survey adjunct faculty to determine the use of dialogue by instructors as a skill development activity. The survey will also collect information to determine how instructors understand dialogue as a problem solving tool and leadership skill.	<i>(Target/Criterion for Indirect Measure 2)</i> The use of dialogue is included in most courses (80%) when leadership is taught.	
Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
<p>1. <i>(Results for Direct Measure 1)</i></p> <p>This audit revealed that 74% in this sample of course outlines had activities designed for dialogue.</p> <p>In order to assess the use of dialogue and other forms of inquiry with groups and teams, a review of course outlines was completed by the Program Lead to identify how instructors planned class time or course tasks to include dialogue or other forms of inquiry. Dialogue is defined as an advanced form of interaction beyond discussion, though it frequently begins with the use of discussion and evolves to an advanced exchange of meaning between participants. Not only is meaning constructed collectively but participants are sharing a process of scaffolding ideas in order to learn from one another as well as the instructor. The use of dialogue is significant as a leadership skill for post industrial models of leadership in organizations and therefore important in this graduate degree. In addition, course outlines were reviewed for activities that were planned for courses in order to use collective problem solving and the use of skills in creating strategic plans as stated in the Program Learning Outcome.</p> <p>A request was sent to adjunct faculty that instruct graduate level courses to send copies of course</p>	x	

syllabus/outlines. In the review, 23 course outlines were chosen at random and analyzed to identify activities in three areas: (1) use of dialogue or similar forms of inquiry (2) use of group problem solving skills and (3) the use of skills for strategic planning. Of the 23 course outlines reviewed, 12 were online courses and 1 was a hybrid course.

The outlines reviewed represent the following courses:

(#indicates online)

LED601-2 (1)

LED602-3 (3)

LED603-3 (1)

LED604-4 (2)

LED605-4 (2)

LED606-2 (0)

LED608-4 (2)

LED609-4 (2)

Of the 23 course syllabi/outlines reviewed, 17 (74%) of the outlines indicated plans for the use of dialogue within the course. The method and level of dialogue varied through different courses. For example, six courses used discussion to process course ideas and required students to actively participate by preparing questions in advance to facilitate discussion. Two courses distinguished between discussion, debate and dialogue as forms of inquiry. Three courses required an advanced understanding of dialogue and used a rubric to aid students in understanding what was expected. One course required students to create a Learning Community, and another course required a Leadership Community with the expectation that students would facilitate dialogue around the course concepts and that this process or action would be graded.

- Discussion with expectations on questions/course concepts-6 courses
- Dialogue/discussion/debate-2 courses
- Advanced dialogue with rubric-3 courses
- Learning community using dialogue-1 course
- Leadership community using dialogue-1 course

Additional examples included:

- Responding to threaded discussions in a way to promote further dialogue and discussion.
- Group assessment and inquiry—formal and included in grading.
- Create active dialogue on assigned course readings, included in grading.
- Class discussion.

<ul style="list-style-type: none"> <li>•Interactive discussion.</li> <li>•Discussion graded with rubric.</li> <li>•Dialogic activities.</li> <li>•Dialogue required and assigned-included in grading.</li> </ul> <p>Six of the courses did not indicate a formal plan for use of dialogue or other forms of inquiry other than discussion would be used as a graduate level form of learning.</p> <p>Skills for problem solving:</p> <p>16 or 70% of the outlines included planned course activities to promote problem solving skills including collective problem solving activities.</p> <p>Examples include:</p> <ul style="list-style-type: none"> <li>•Shared task of group development</li> <li>•Case of dysfunctional team</li> <li>•Collective group learning</li> <li>•Team teaching presentation</li> <li>•Team case analysis</li> <li>•Collective reflection on group development</li> <li>•Strategy development-mind mapping</li> <li>•Case study teams</li> <li>•Strategy development</li> <li>•Group feedback and observation</li> <li>•Problem analysis</li> <li>•Case analysis</li> </ul> <p>Skills for planning</p> <p>12 or 52% of the outlines included activities to promote skills for strategic plans.</p> <p>Examples include</p> <ul style="list-style-type: none"> <li>•Create plans to deal with hidden agendas</li> <li>•Create team presentations on case issues including strategy</li> <li>•Create application of strategy</li> </ul>		
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<ul style="list-style-type: none"> <li>•Create real time hypothesis for group dynamics</li> <li>•Create change strategy</li> <li>•Project management</li> <li>•Format and plan for research</li> <li>•Create change strategy</li> <li>•Design case intervention</li> </ul>		
<p>2. <i>(Results for Direct Measure 2)</i> This program learning outcome has not been adequately assessed and will be moved to the assessment plans for 2012.</p>		x
<p>Summary of Results from Implementing Indirect Measures of Student Learning:</p>	Performance Target Was...	
	Met	Not Met
<p>1. <i>(Results for Indirect Measure 1)</i> This program learning outcome has not been adequately assessed and will be moved to the assessment plans for 2012.</p>		x
<p>2. <i>(Results for Indirect Measure 2)</i> This program learning outcome has not been adequately assessed and will be moved to the assessment plans for 2012.</p>		x
<p>Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:</p>		
<p>1. <i>(Course of Action 1)</i> Lead Faculty had an impossible workload during 2010-11, trying to manage both the bachelors and masters programs in Organizational Leadership. Another faculty member has now agreed to assume responsibility for the BSOL during FY 2011-12.</p> <p>In addition to managing both the BSOL and the MSOL, a Memorandum of Agreement between Provost and the School of Business and Management was signed in August 2011, as a result of a Five Year Review of the MSOL program completed during the preceding year. An extensive action plan is currently being implemented, according to this agreement. Completion of the Memorandum of Agreement also took a considerable amount of the Lead's time.</p> <p>The result of all of these is that Direct Measure 2, and both of Indirect Measures 1 and 2 will now be assessed in the 2011-12 Academic Year.</p>		
<p>2. <i>(Course of Action 2)</i> Although Direct Measure 1 was Met, further action will be undertaken to increase the number of courses with planned activities that include dialogue. Adjunct support and training will be provided on how to use dialogue and other forms of inquiry in the classroom. Adjunct faculty need new ideas on how to use and create activities in the classroom to promote learning leadership skills and achieving the learning outcomes. Because adjunct faculty teach the majority of courses in the graduate level LED courses, training and mentoring will be provided in order for faculty to become more aware and familiar with activities and capacities to promote dialogue.</p>		