Accreditation Council for Business Schools and Programs (ACBSP)
Quality Assurance (QA) Report
for
Baccalaureate/Graduate Degree Programs

Current as of July 2012

Overview (O) 1. Complete all information requested.

Submit your report as an attachment to reports@acbsp.org on or before February 15th or September 15th.

This report should be limited to maximum of 50 pages. The average length of most good reports is 30 pages. To help reduce the page numbers you can remove the ACBSP examples used in this report template to help you complete the report.

O2. Institution Name: **Governors State University** Date **September 15, 2013**
Address: **1 University Parkway, University Park, IL 60484**

O3. Year Accredited/Reaffirmed: **1995/2005 This Report Covers Years: AY2011-12, AY2012-13**
O 4. List All Accredited Programs (as they appear in your catalog):

Accounting (B.S. & M.S.)
Business Administration (B.A. & MBA)
Business and Applied Science (B.A)
Management Information Systems (B.S. & M.S.) [Enrollment in the B.S. in MIS was suspended in 2008 pending elimination of the program.]

Note: Listing new programs here does not confer accreditation. New degree programs, majors or emphases must be in effect for at least two years and have graduates and follow the guidance in the process book before accreditation will be granted

O 5. List all programs that are in your business unit that are not accredited by ACBSP and how you distinguish accurately to the public between programs that have achieved accredited status and those that have not.

Entrepreneurship (B.A.)- began Fall 2012, Economics (B.A and B.S.) began Fall 2013
These programs are noted as new on the web site and as accreditation in progress based on new program standing.

O 6. List all campuses that a student can earn a business degree from your institution:
Business degrees are only offered on the main campus; there are no other campuses.

O7. Person completing report Name: **Jennifer Davidson**
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E-mail address: **jdavidson3@govst.edu**
ACBSP Champion name: **Ellen Foster Curtis**
ACBSP Co-Champion name: **Jennifer Davidson**

O 8. Conditions or Notes to be Addressed: You do not need to address Opportunity for Improvement (OFI).

Please explain and provide the necessary documentation/evidence for addressing each condition or note since your last report.
As of June 25, 2009, all business programs in the GSU College of Business and Public Administration were fully accredited with no notes or conditions. We will seek accreditation for new programs once they are two years old and have program graduates.

Are you requesting the Board of Commissioners to remove notes or conditions (if the justification for removal is lengthy consider attaching an appendix to QA report):

Remove Note: **No pending notes to remove**

Remove Condition: **No pending conditions to remove**

O 9. The business unit must routinely provide reliable information to the public on their performance, including student achievement such as assessment results.

Describe how you routinely provide reliable information to the public on your performance, including student achievement such as assessment results and program results.

Student Learning Outcome Assessment Results: Such as what you report in standard #4, ETS, MFT, accounting assessment, management assessment, critical thinking, communication, etc.

Program Results: Such as what you report in standard #6, graduation rates, retention rates, job placement, etc.

The most recent Quality Assurance Report is available on the College of Business and Public Administration website at: http://www.govst.edu/cbpa/t_cbpa_programs.aspx?id=462.

The Office of Institutional Research & Effectiveness (IR) at Governors State University is the official source for data regarding GSU. The Institutional Research website can be publically found at http://www.govst.edu/ir. At this location, the Profiles of Academic Majors (PAM) Fall 2012 report provides a ten-year longitudinal snapshot of selected enrollment and demographic statistics arranged by fall term, fiscal year or academic year as appropriate. There are three pages of statistics for each major or summary grouping. The data include: number of enrolled majors, number of enrolled females, number of enrolled minorities, number of full-time and part-time enrollees, total student credit hours for which students are enrolled, full-time equivalent (FTE) enrollments, average credit hour load, and average age, total degrees, degrees awarded to females, degrees awarded to minorities, GSU's costs per student credit hour, statewide average cost per SCH, and the difference between GSU's cost and the average for the state.

Student achievements are routinely disseminated via press releases from the GSU marketing department. The College of Business and Public Administration recognizes and publicizes student achievements in various other ways. We have a chapter of the Delta Mu Delta International Business Honor Society that was formed in 2009. Annually we induct members and recognize them for scholastic achievement. CBPA also recognizes all Dean's list (undergraduate) recipients by publishing their names in the CBPA newsletter at an honors reception hosted by the college annually each spring. The annual honors reception also recognizes high honors graduate students (with a 4.0 GPA and 20 graduate business hours earned) and scholarship recipients.

Standard #1 Leadership

Organization

a. List any organizational or administrative personnel changes within the business unit since your last report.

Dr. Margaret Neumann retired as Division of Accounting/Finance/Management Information Systems/Economics and Dr. David Green became Interim Chairperson in July 2012 and is now Chairperson as of July 2013.

Dr. William Wilkinson retired as Interim Chairperson of the Division of Management/Marketing/Public Administration and Dr. Jun Zhao became Interim Chairperson in March 2012 and is now Chairperson as of March 2013.

Pam Stipanich took another academic advising role on campus and Stacy Amedeo was hired as Academic Advisor August 2011 in her place. Bonnie Lunde, Coordinator of Academic Services, retired and Jennifer Davidson became Director of Academic Services in her place in January 2012. Luke Helm took another administration role on campus and Karen Williams was hired as Manager of Enrollment Services in June 2012 in his place. Adrienne Gray was hired as office manager for the Management/Marketing/Public Administration division in May 2012 filling a position left by Sonia Anderson in December 2011.

b. List all new sites where students can earn an accredited business degree (international campus, off-campus or on campus, on-line) that have been added since your last report?

No new sites have been added.
We are now offering our MBA with a specialization in Supply Chain Management (existing program - no curriculum changes) in an online format.

Standard #2 Strategic Planning (this standard not typically addressed in the QA report) This is used as a place holder to allow all the other standards to be addressed in the QA report and keep the numbering system consistent with self-studies and QA reports.

Standard #3 Student and Stakeholder Focus

Complete the following table. <u>Provide three or four examples</u>, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

Standard 3 - Student and Stakeholder-Focused Results

<table>
<tr><td colspan="2">Student- and Stakeholder-Focused Results</td><td colspan="4">Student- and stakeholder-focused results examine how well your organization satisfies students and stakeholders key needs and expectations.
Performance measures may include: satisfaction and dissatisfaction of current and past students and key stakeholders, perceived value, loyalty, persistence, or other aspects of relationship building, end of course surveys, alumni surveys, Internship feedback, etc.

Measurement instrument or processes may include end of course surveys, alumni surveys, Internship feedback, etc.

Each academic unit must demonstrate linkages to business practitioners and organizations, which are current and significant, including an advisory board.

Periodic surveys should be made of graduates, transfer institutions, and/or employers of graduates to obtain data on the success of business programs in preparing students to compete successfully for entry-level positions.</td></tr>
<tr><td colspan="2"></td><td colspan="3">Analysis of Results</td><td></td></tr>
<tr><td>Performance Measure

Measurable goal

What is your goal?</td><td>What is your measurement instrument or process?

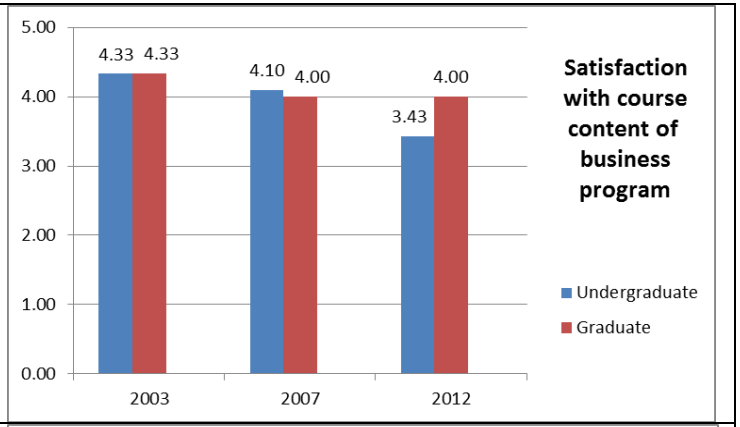
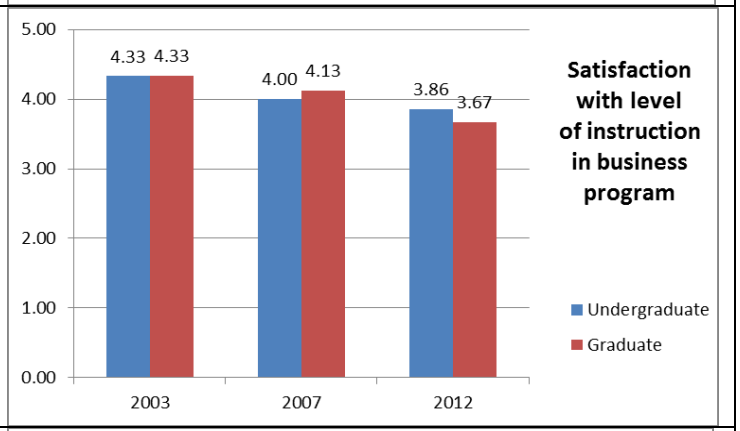
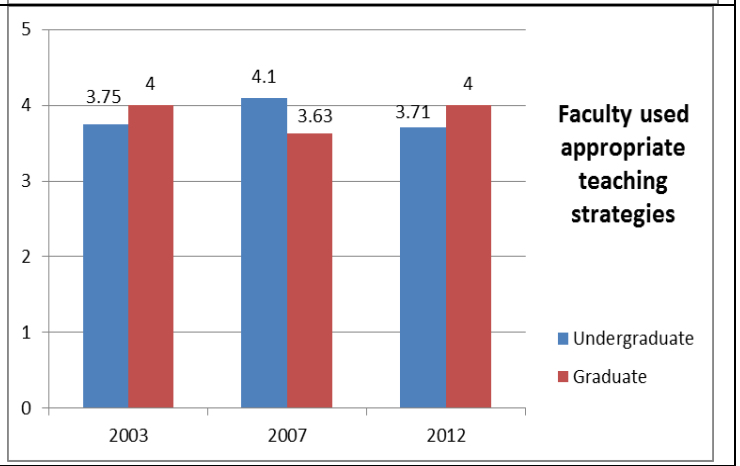
(Indicate length of cycle)</td><td>Current Results

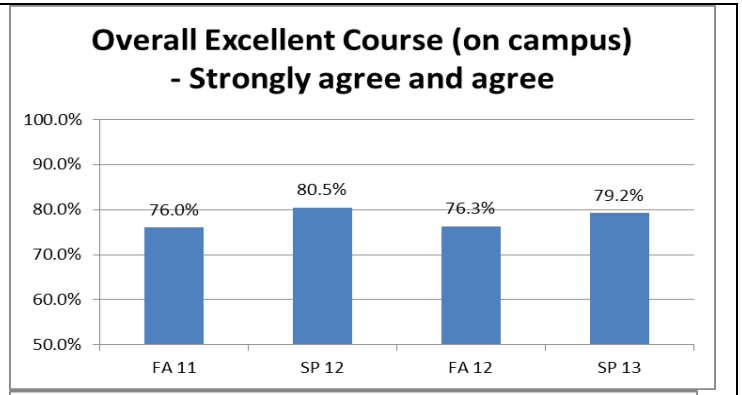
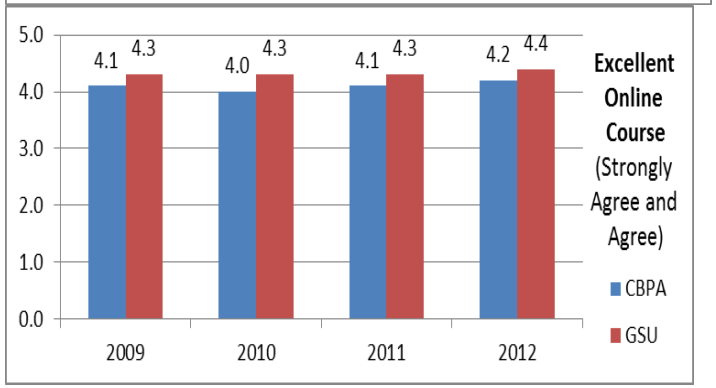
What are your current results?</td><td>Analysis of Results

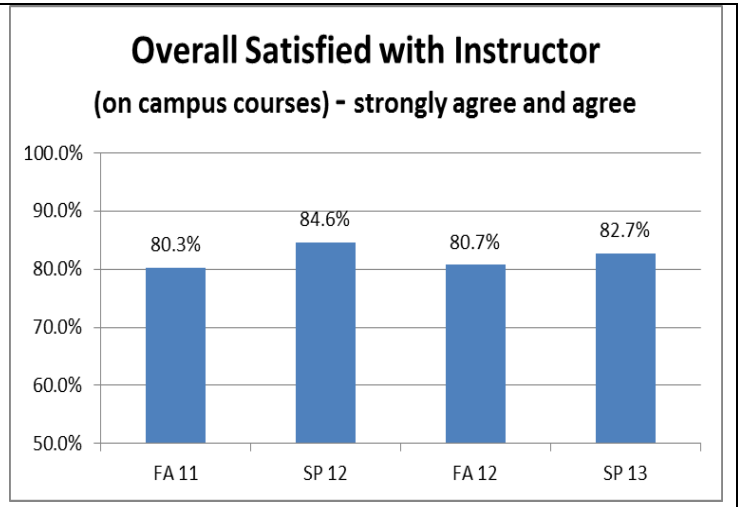
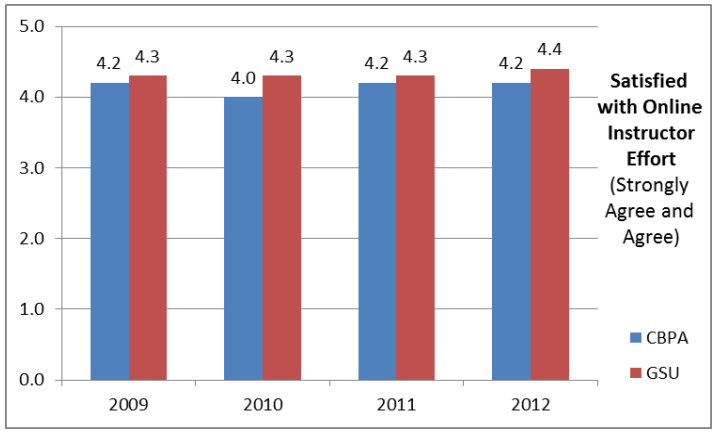
What did you learn from the results?</td><td>Action Taken or Improvement made

What did you improve or what is your next step?</td><td>Insert Graphs or Tables of Resulting Trends

(3-5 data points preferred)</td></tr>
</table>

Mean of satisfaction of business course content >= 4.0 (5= very satisfied & 4= mostly satisfied)	Alumni survey (Survey included in Appendix A)	Three sets of alumni data 1yr, 5yr, 9 yr out and all but one area meets the goal.	Very low response rate for survey (10 or under). Overall met goal. A slight downward trend that should be monitored.	Faculty teaching will continue to be stressed. Teaching is a priority. Any new faculty hires must demonstrate a high level of teaching quality.	
Mean of satisfaction of level of instruction in business courses >= 4.0 (5= very satisfied & 4= mostly satisfied)	Alumni survey (Survey included in Appendix A)	Three sets of alumni data 1yr, 5yr, 9 yr out and all but one year meets the goal.	Very low response rate for survey (10 or under). Overall met goal. A slight downward trend that should be monitored.	Faculty teaching will continue to be stressed. Teaching is a priority. Any new faculty hires must demonstrate a high level of teaching quality.	
Mean score of appropriate teaching strategies >=4.0 (5= very often & 4= often)	Alumni survey (Survey included in Appendix A)	Three sets of alumni data 1yr, 5yr, 9 yr out and goal is only met half the time.	Very low response rate for survey (10 or under). Inconsistently met goal.	Encourage faculty to attend workshops and brown bag sessions where seasoned faculty share successful research and teaching strategies. 18 CBPA brown bags sessions in last 3 yrs.	

80% of on campus students will agree or strongly agree that their course was excellent and the mean score for online courses will be 4.0 or greater	End of course student evaluation of instruction for business courses (4=agree, and 5=strongly agree)	Solid trend to meet goal for campus courses and meet goal for online courses	Results indicate students are satisfied with the courses and instructors. Between 76% and 80% agree their campus course was excellent over the last four semesters. For online courses the mean rating was between 4.0 and 4.2 over the last four years.	Continue to monitor faculty evaluations and dean and chairs make adjustments as needed.	 

80% of on campus students will agree or strongly agree they were satisfied with instructor effort and the mean score for online courses will be 4.0 or greater	End of course student evaluation of instruction for business courses (4=agree, and 5=strongly agree)	Solid trend meeting goal for campus and online courses.	Results indicate students are satisfied with the courses and instructors. Between 80% and 84% agree their campus course was excellent over the last four semesters. For online courses the mean rating was between 4.0 and 4.2 over the last four years.	Continue to monitor faculty evaluations and dean and chairs make adjustments as needed.	 

Standard #4 Measurement and Analysis of Student Learning and Performance

a. Program Outcomes

List outcomes, by accredited program. Many of the program outcomes should be used as part of a student learning assessment plan and be measurable.

State the learning objectives for each program (MBA, Ph.D., BBA, AA, etc.) accredited. A program is defined as follows: a plan of study is considered a program when it requires a minimum of 12 credit hours of coursework beyond the CPC and/or is recorded on a student's transcript (ex. Business Administration: major/concentration/option/specialization in Accounting, Finance, Marketing, etc.)

Program outcomes COMMON to all UNDERGRADUATE programs, specifically including the **BA in Business Administration**, the **BA in Business and Applied Science**, and the **BS in Accounting** degrees
[Note: these common outcomes will also apply for the new BA in Entrepreneurship and BA/BS Economics degrees]:

Upon graduation, ALL business undergraduate students will:

- Have a fundamental knowledge of **basic business concepts & practices;**
- Have effective communication skills
  - Oral communications skills
  - Written communications skills
- Have a well-developed **ethical** perspective;
- Have a well-developed **cross-cultural** perspective that includes both:
  - Micro-cultural (**Diversity**) and
  - Macro-cultural **(Global**) situations and issues.

In addition, students successfully completing the **BS in Accounting** degree will:

- Have appropriate **Accounting knowledge** & skills;

Program outcomes COMMON to all GRADUATE programs, specifically including the **MBA, MS in Accounting**, and the **MS in Management Information Systems** degrees:

Upon graduation, ALL our graduate students will:

- Have a well-integrated knowledge of the functional areas of business
- Be effective communicators in all relevant business media, including:
    - Oral communications skills
    - Written communications skills
- Have a well-developed ethical perspective
- Have a well-developed cross-cultural perspective that includes both:
    - Micro-cultural (Diversity) and
    - Macro-cultural (Global) situations and issues

In addition, students successfully completing the **MBA** degree will:

- Be able to lead others effectively.

In addition, students successfully completing the **MS in Accounting** degree will:

- Have appropriate accounting knowledge and skills;

In addition, students successfully completing the **MS in Management Information Systems** degree will:

- Have appropriate technical knowledge;

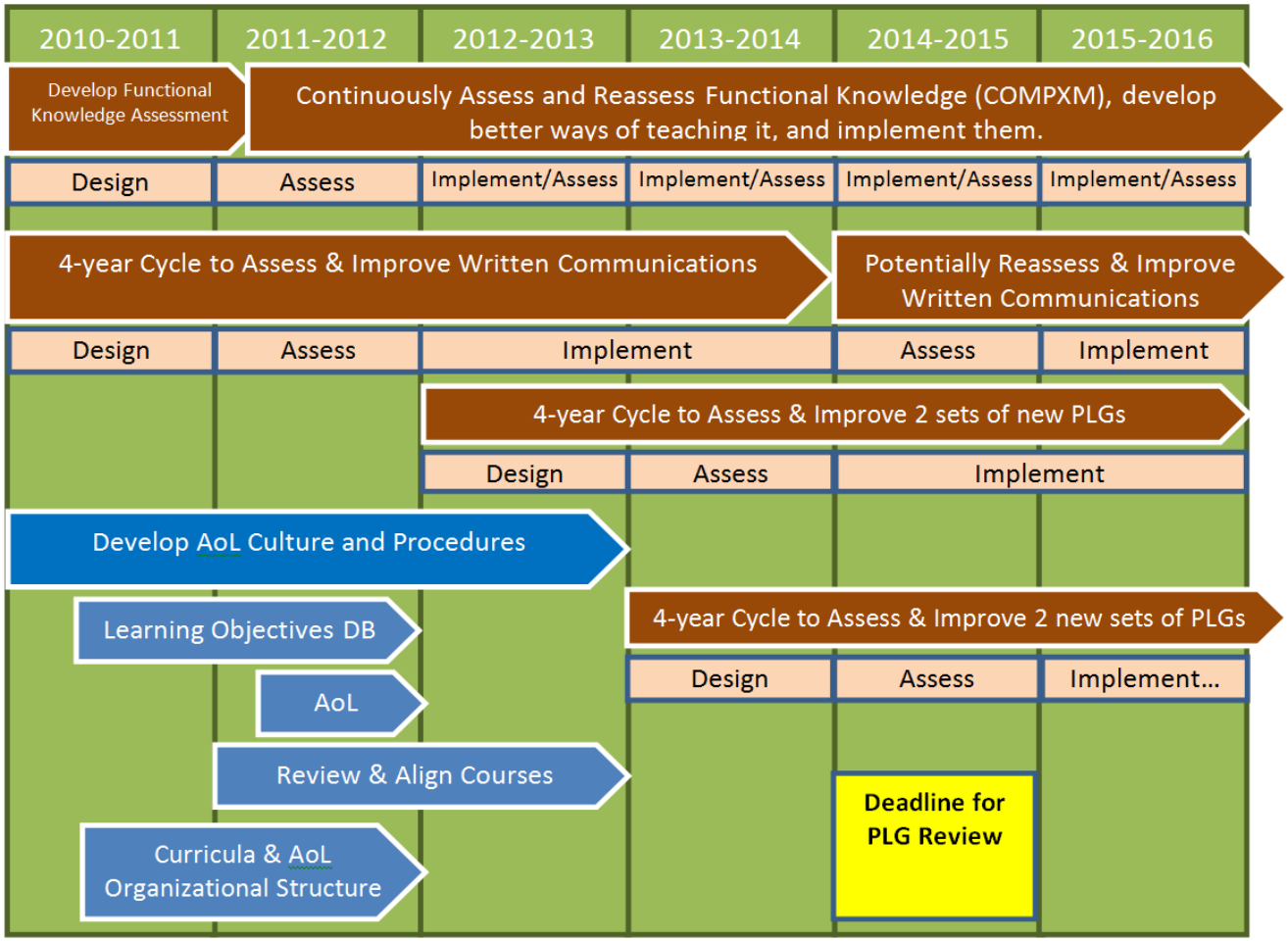
b. Performance Results

Complete the following table. Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

In 2011 the CBPA developed an assurance of learning plan. This plan specifies the timeframe for nurturing an assurance of learning culture throughout the college and assessing program learning goals.

The CBPA AOL Plan defined the assessment cycle as a four year process in which the first year would be used to design the assessment instrument and methodology, the second year would be used to collect and analyze data, and the third and fourth year would be used to implement the changes for improving student learning. Once a cycle is finished it would then be repeated as needed to measure the effectiveness of the change instituted and to continue improving the quality of the student learning in a continuous improvement mode. The second and subsequent cycles would take three or four years depending on the need to develop more refined assessment instruments and processes. Furthermore, the plan called for starting the cycle for two learning outcomes in 2011-2012 and to start assessing two new learning outcomes every year (our AOL timeline is reproduced below).

CBPA Assurance of Learning Timeline

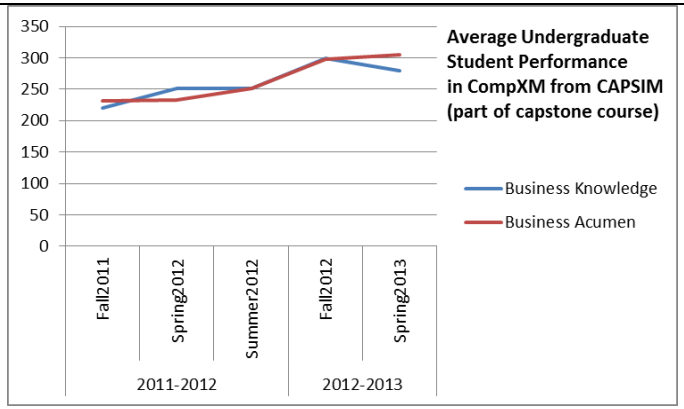
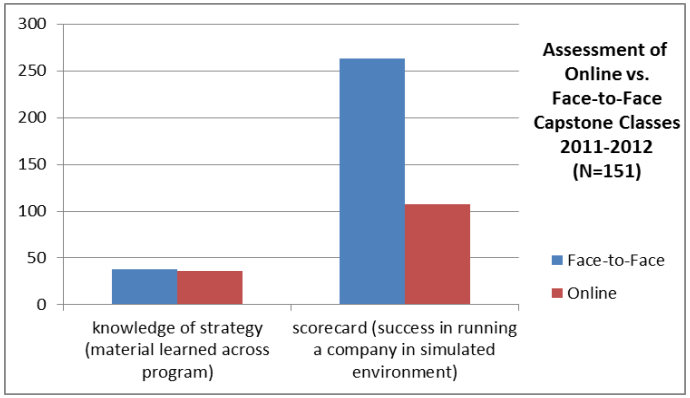


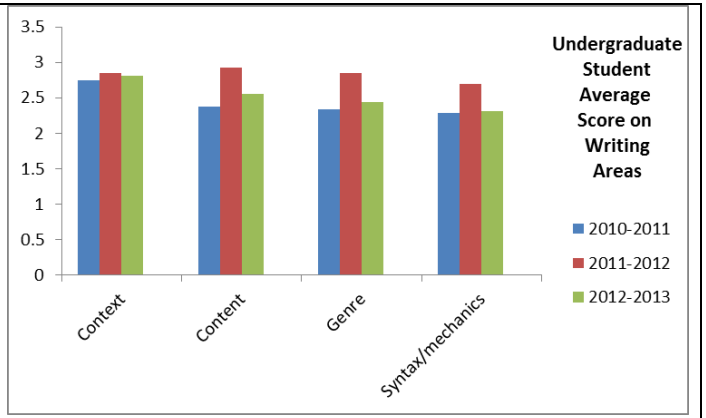
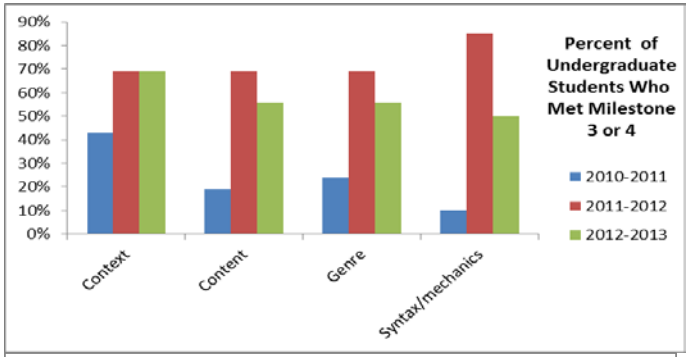
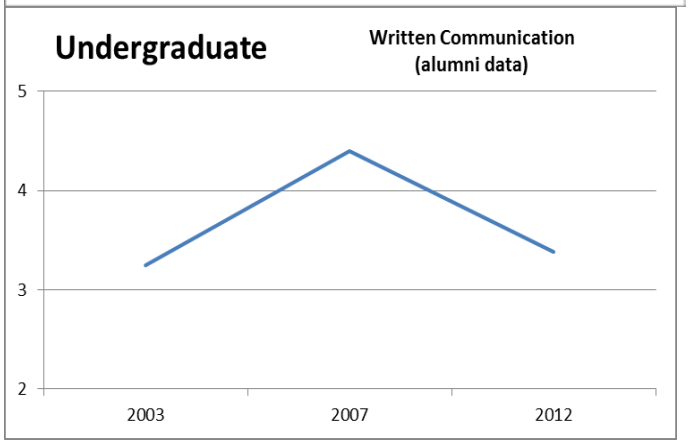
In 2011-2012, assessment efforts began for two common program learning goals: functional knowledge and writing skills. As planned, these efforts continued in 2012-2013 and the assessment cycle of three new program learning outcomes were started: oral communication, ethics, and cross cultural competencies.

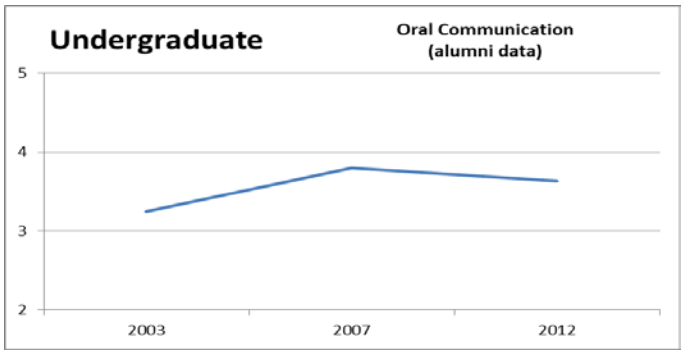
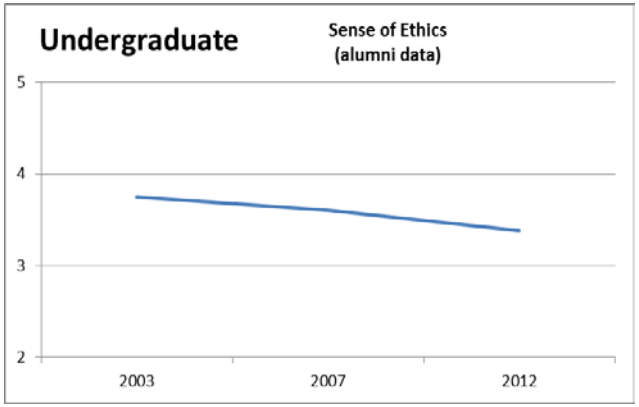
Student Learning Results (Required for each accredited program, doctorate, masters, and baccalaureate)

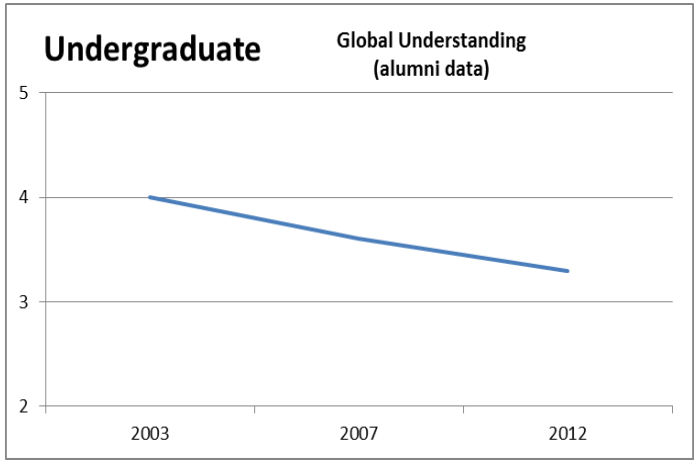
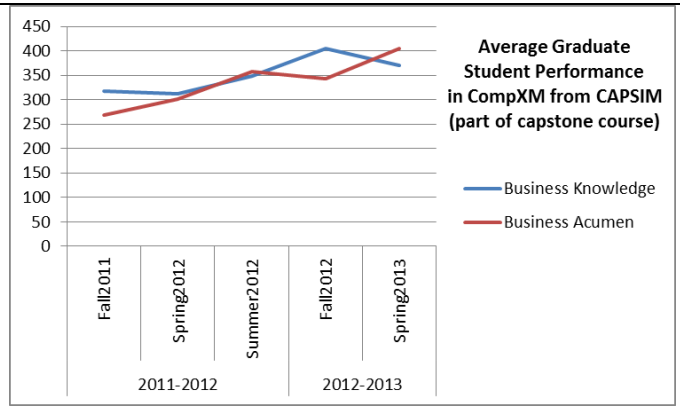
Performance Indicator	Definition
1. Student Learning Results **(Required for each accredited program)**	A student learning outcome is one that measures a specific competency attainment. *Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination).* Add these to the description of the measurement instrument in column two: Direct - Assessing student performance by examining samples of student work Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information. Formative – An assessment conducted during the student's education. Summative – An assessment conducted at the end of the student's education. Internal – An assessment instrument that was developed within the business unit. External – An assessment instrument that was developed outside the business unit. Comparative – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.

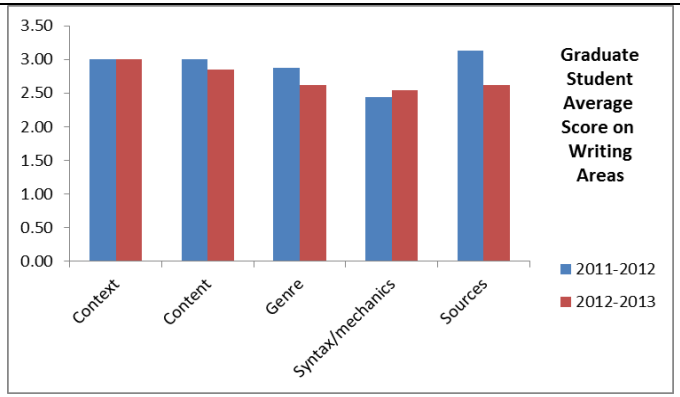
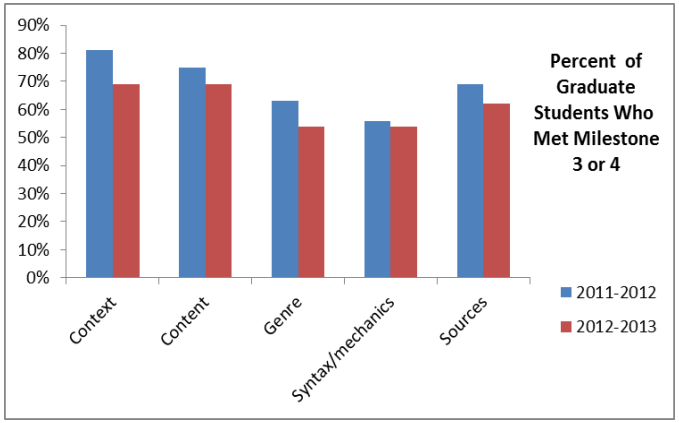
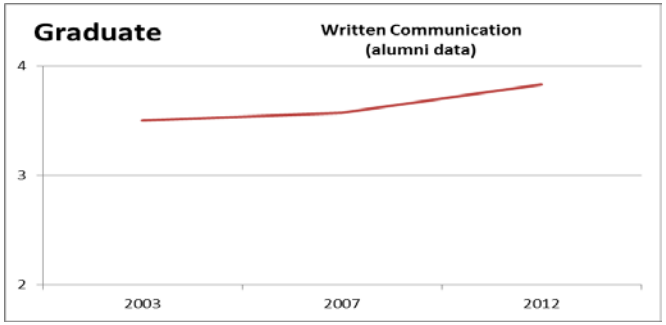
		Analysis of Results			
Performance Measure **Measurable goal** **What is your goal?**	**What is your measurement instrument or process?** **Do not use grades.** **(Indicate length of cycle)** direct formative internal comparative	**Current Results** **What are your current results?**	**Analysis of Results** **What did you learn from the results?**	**Action Taken or Improvement made** **What did you improve or what is your next step?**	**Insert Graphs or Tables of Resulting Trends** **(3-5 data points preferred)**

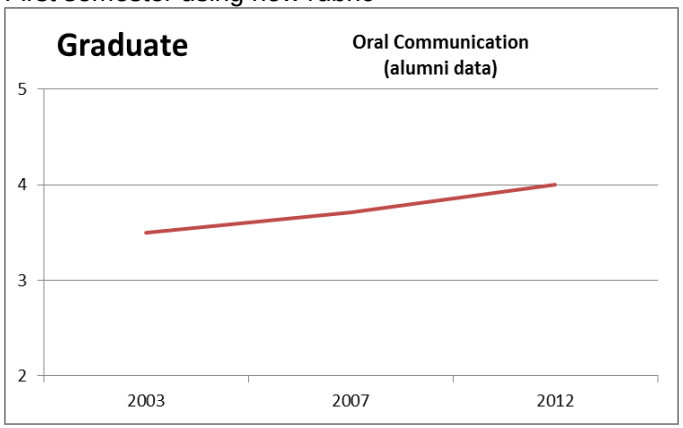
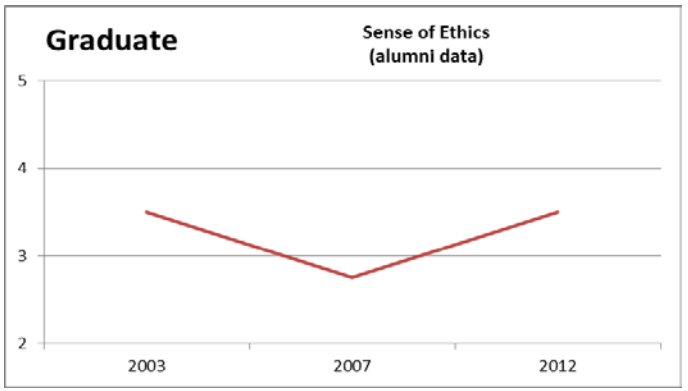
Undergraduate Business Students					
Fundamental knowledge of basic business concepts & practices – demonstrate competence and understanding of basic business disciplines and concepts.	COMP-XM from CAPSIM in each capstone course section every semester – scores on business acumen and business knowledge. Direct, external, summative, comparative measurement.	Required exam in all sections of the Capstone course (MGMT4900) since Fall 2011. We compared online vs. face-to-face teaching of the capstone course during academic year 2011-2012.	Overall upward trend in both business acumen and business knowledge. In spring 2013 we further analyzed the data and found that our students were deficient in financial statement Analysis and cash flow management. Campus and online classes, showed similar knowledge of strategy, but there was a significant difference in results at managing the company (average balanced scorecard).	ACCT21111 (Managerial Accounting) and FIN3110 (Principles of Financial Management) courses were modified beginning fall 2013. A module in Financial Statement Analysis and Cash Flow Management were added. It is possible students had less effective teamwork experiences in the online environment. For future sections, online faculty with approved online training will teach online. We will gather data and make comparisons to see if this change makes a difference in students' abilities to run simulated companies.	 The COMP-XM scores after the implementation of these changes in accounting and finance will be measured and compared to the scores prior to the intervention. The students who take ACCT 2111 and FIN 3110 will not take the capstone course for several semesters, so the results of the implementation make take some time to appear. 

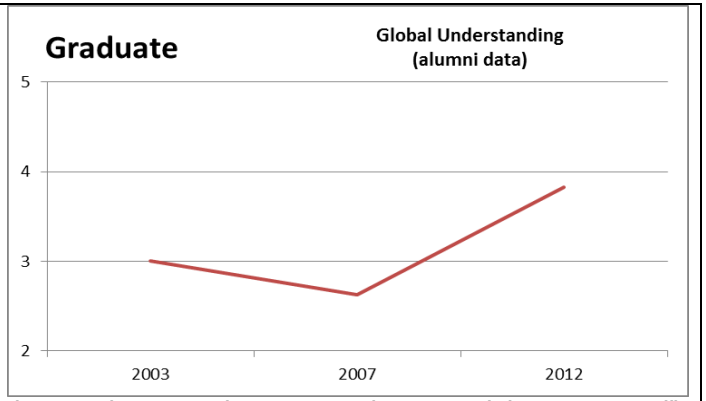
Students will create professional, effective written communication documents (70% of undergraduate students will average 3.0 out of 4.0 on all four areas of writing)	AAC&U Written Communications VALUE Rubric (See Appendix B) Direct, external, formative assessment. Alumni Survey question 1n (See Appendix A) Indirect, summative, external assessment.	50 Case studies from Capstone (MGMT4900) between Fall 2010 and Fall 2012. The percent of students scoring at milestone 3 or 4 level: 70% for context, 62% for content, 56% for genre, and 60% for syntax/ mechanics. Three sets of alumni data 1yr, 5yr, 9 yr out.	All areas are below college expectations. Alumni data shows an inconsistent trend overall with a mean score of 3.68 (low response rate).	Incorporate the Write Experience into our MGMT 3200 Business Communications course as a pilot in Fall 2013 and then proceed to include it across the curriculum and at the graduate level in more courses.	   *(5-Greatly, 4-Mostly, 3-Somewhat, 2-A Little, 1-Not at All)*

Design and deliver effective business presentations. (70% of undergraduate students will average 3.0 out of 4.0 overall on rubric)	AAC&U Oral Communications VALUE Rubric (See Appendix C) Direct, external, formative assessment. Alumni Survey question 1m (See Appendix A) Indirect, external, summative, assessment.	Data collected Spring 2013 from MGMT3200 Three sets of alumni data 1yr, 5yr, 9 yr out	New rubric used. Analysis will take place during Fall 2013. Slight positive trend on alumni data with a mean score of 3.56 (low response rate).	Actions for improvement will be determined after the analysis from CBPA rubric data is completed.	First semester using new rubric  *(5-Greatly, 4-Mostly, 3-Somewhat, 2-A Little, 1-Not at All)*
Identify an ethical dilemma in a scenario case and apply an ethics model or framework to propose and defend a resolution. (70% of undergraduate students will average 3.0 out of 4.0 overall on rubric)	AAC&U Ethical Reasoning VALUE Rubric (See Appendix D) Direct, external, formative assessment. Alumni Survey question 2b (See Appendix A) Indirect, summative, external assessment.	Data collected Spring 2013 from MGMT3200 Three sets of alumni data 1yr, 5yr, 9 yr out	New rubric used. Analysis will take place during Fall 2013. Slight downward trend in alumni data with a mean score of 3.58 (low response rate).	Actions for improvement will be determined after the analysis from CBPA rubric data is completed.	First semester using new rubric  *(5-Extremely, 4-Very, 3-Moderate, 2-Slightly, 1-Not at All)*
Diagnose cross-cultural issues in a case setting and propose appropriate solutions. (70% of undergraduate students will average 3.0 out of 4.0 overall on rubric).	Custom rubric adapted from the AAC&U's Intercultural Competence Value Rubric (See Appendix E) Direct, external, formative assessment.	Data collected Spring 2013 from MGMT4500	New rubric used. Analysis will take place during Fall 2013.	Actions for improvement will be determined after the analysis from CBPA rubric data is completed.	First semester using new rubric

Students will demonstrate their ability to integrate global perspectives in business decisions. (70% of undergraduate students will average 3.0 out of 4.0 overall on rubric)	Custom rubric adapted from the AAC&U Global Learning Value Pilot Rubric. (See Appendix F) Direct, external, formative assessment. Alumni Survey question 1q (See Appendix A) Indirect, summative, external assessment.	Data collected Spring 2013 from MGMT4600 Three sets of alumni data 1yr, 5yr, 9 yr out	New rubric used. Analysis will take place during Fall 2013. Slight downward trend in alumni data with a mean score of 3.63 (low response rate).	Actions for improvement will be determined after the analysis from CBPA rubric data is completed.	First semester using new rubric  *(5-Greatly, 4-Mostly, 3-Somewhat, 2-A Little, 1-Not at All)*
Graduate Business Students					
Well-integrated knowledge of the functional areas of business – students will solve business problems using business knowledge including accounting, finance, marketing, operations and productions, information technology and strategic planning.	COMP-XM from CAPSIM in each capstone course section every semester – scores on business acumen and business knowledge. Direct, external, summative, comparative measurement.	Required exam in all sections of the CAPSTONE course (MGMT8900) since Fall 2011	Overall upward trend in both business acumen and business knowledge. Detailed score analysis from will take place during Fall 2013.	Actions for improvement will be determined after further analysis is completed.	

Students will create effective, professional written business communications. (80% of students will average 3.0 out of 4.0 on all five areas of writing).	AAC&U Written Communications VALUE Rubric (See Appendix B) Direct, external, formative assessment. Alumni Survey question 1n (See Appendix A) Indirect, summative, external assessment.	29 papers (Personal Analysis of Simulation Experience) obtained from the Capstone (MGMT8900) course Fall 2010 - 2012. The percent of students scoring at milestone 3 or 4: 76% for context, 72% for content, 59% for genre, 66% for sources, and 55% for syntax/mechanics. Three sets of alumni data 1yr, 5yr, 9 yr out	All writing areas are below college expectations. Overall positive trend in graduate alumni data with a mean score of 3.63 (low response rate).	Waiting for results from pilot of the Write Experience at the undergraduate level to see if that solution could also be implemented at the graduate level.	   *(5-Greatly, 4-Mostly, 3-Somewhat, 2-A Little, 1-Not at All)*

Students will design and deliver an effective business presentation. (80% of students will average 3.0 out of 4.0 overall on rubric).	AAC&U Oral Communications VALUE Rubric (See Appendix C) Direct, external, formative assessment. Alumni Survey question 1m (See Appendix A) Indirect, summative, external assessment.	Data collected at the end of Spring 2013 from MGMT7500 Three sets of alumni data 1yr, 5yr, 9 yr out	New rubric used. Analysis will take place during Fall 2013. Overall positive trend in graduate alumni data with a mean score of 3.74 (low response rate).	Actions for improvement will be determined after the analysis from CBPA rubric data is completed.	First semester using new rubric  *(5-Greatly, 4-Mostly, 3-Somewhat, 2-A Little, 1-Not at All)*
In response to a case study, students will be able to provide an explanation of issues, evidence of sources, context and assumptions, stake a position, and conclude with implications and/or consequences. (80% of students will average 3.0 out of 4.0 overall on rubric).	AAC&U Ethical Reasoning VALUE Rubric (See Appendix D) Direct, external, formative assessment. Alumni Survey question 2b (See Appendix A) Indirect, summative, external assessment.	Data collected at the end of Spring 2013 from MGMT7500 Three sets of alumni data 1yr, 5yr, 9 yr out	New rubric used. Analysis will take place during Fall 2013. Overall flat trend in alumni data with a mean score of 3.25 (low response rate).	Actions for improvement will be determined after the analysis from CBPA rubric data is completed.	First semester using new rubric  *(5-Extremely, 4-Very, 3-Moderate, 2-Slightly, 1-Not at All)*
Students will diagnose cross-cultural issues in a case setting and propose appropriate solutions. (80% of students will average 3.0 out of 4.0 overall on rubric).	Custom rubric adapted from the AAC&U's Intercultural Competence Value Rubric (See Appendix E) Direct, external, formative assessment.	Data collected at the end of Spring 2013 from MGMT7500	New rubric used. Analysis will take place during Fall 2013.	Actions for improvement will be determined after the analysis from CBPA rubric data is completed.	First semester using new rubric

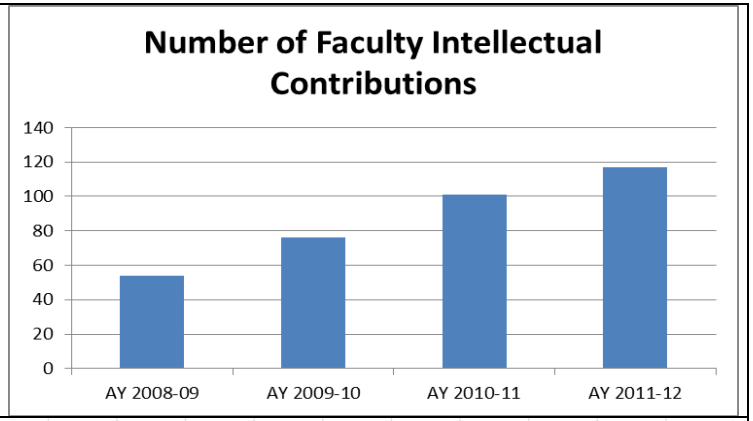
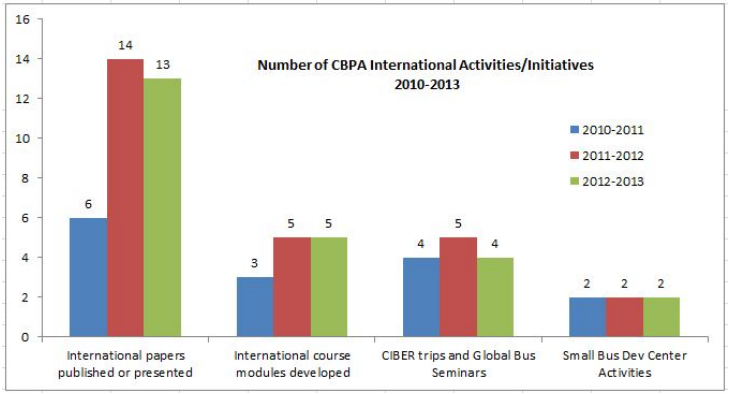
Students will demonstrate the ability to integrate global perspectives in business decisions. (80% of students will average 3.0 out of 4.0 overall on rubric).	Custom rubric adapted from the AAC&U Global Learning Value Pilot Rubric (See Appendix F) Direct, external, formative assessment. Alumni Survey question 1q (See Appendix A) Indirect, external, summative, assessment.	Data collected at the end of Spring 2013 from MGMT7600 Three sets of alumni data 1yr, 5yr, 9 yr out	New rubric used. Analysis will take place during Fall 2013. Overall positive trend in graduate alumni data with a mean score of 3.15 (low response rate).	Actions for improvement will be determined after the analysis from CBPA rubric data is completed.	 *(5-Greatly, 4-Mostly, 3-Somewhat, 2-A Little, 1-Not at All)*

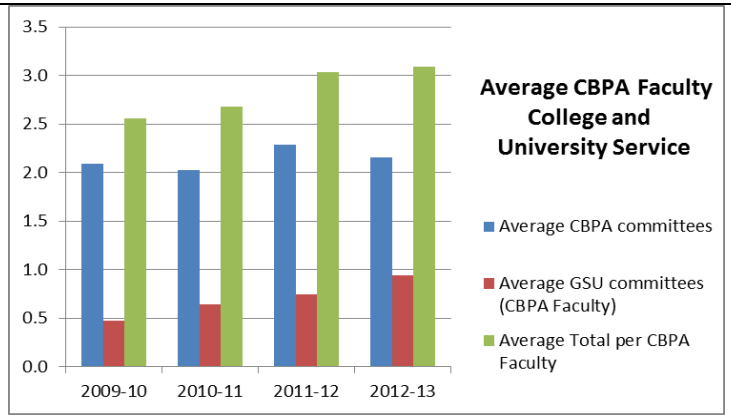
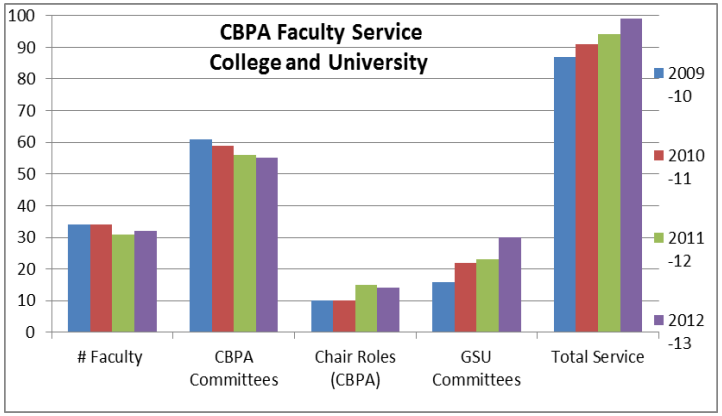
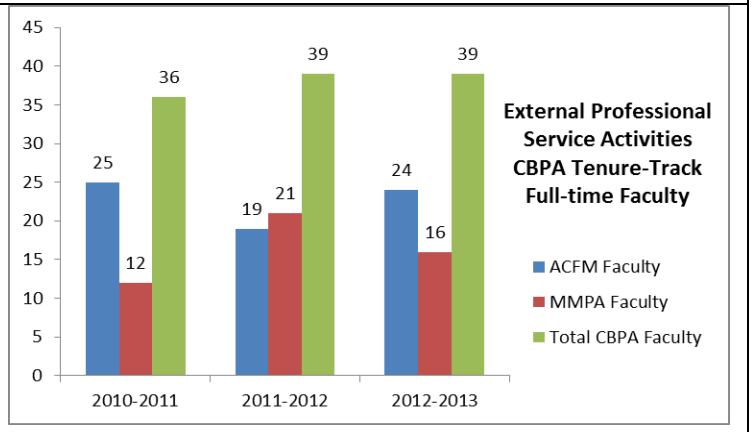
Standard #5 Faculty and Staff Focus

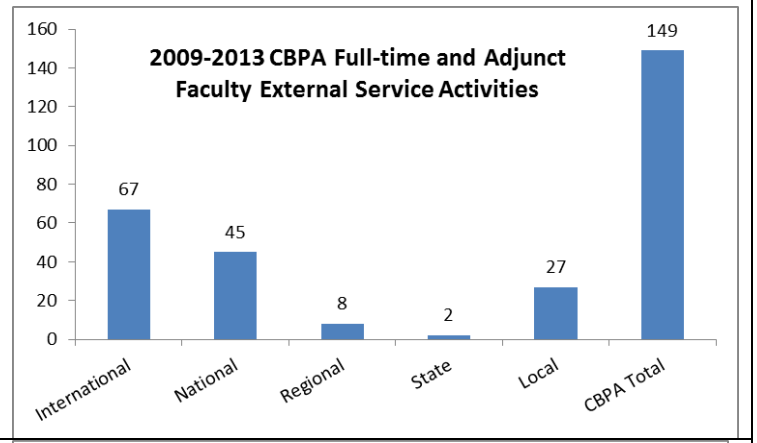
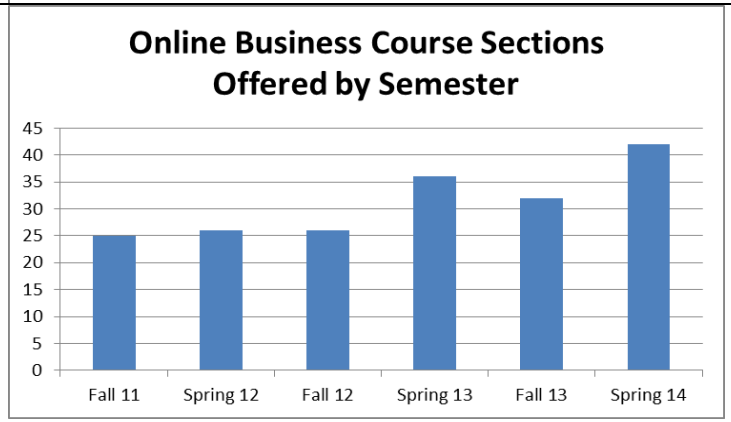
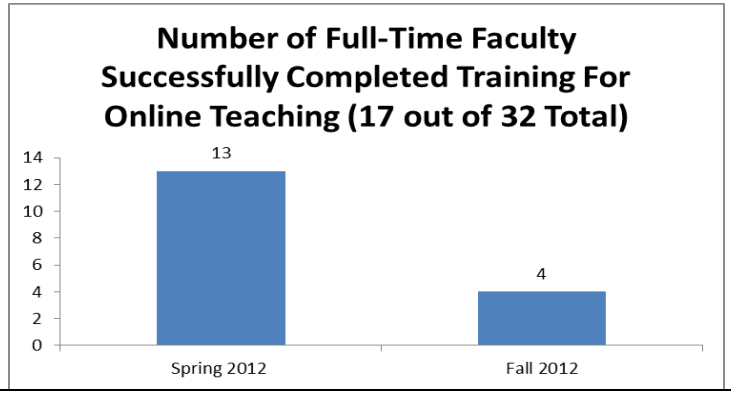
Complete the following table <u>Provide three or four examples</u>, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

Table 5.1 Standard 5 - Faculty- and Staff-Focused Results

Faculty and Staff Focused Results		Faculty and staff-focused results examine how well the organization creates and maintains a positive, productive, learning-centered work environment for business faculty and staff. *Key indicators may include: professional development, scholarly activities, community service, administrative duties, business and industry interaction, number of advisees, number of committees, number of theses supervised, satisfaction or dissatisfaction of faculty and staff, positive, productive, and learning-centered environment, safety, absenteeism, turnover, or complaints.*			
		Analysis of Results			
Performance Measure **Measurable goal** **What is your goal?**	**What is your measurement instrument or process? (Indicate length of cycle)**	**Current Results** **What are your current results?**	**Analysis of Results** **What did you learn from the results?**	**Action Taken or Improvement made** **What did you improve or what is your next step?**	**Insert Graphs or Tables of Resulting Trends** **(3-5 data points preferred)**

Faculty scholarly intellectual contributions will increase by 10% over the next 3 years	Number of faculty intellectual contributions as tracked in Sedona (PRJ, Mono, Book, Chap, PRP, PRPP, FW, NPRJ, Other)	Significant increase over time. Total faculty intellectual contributions have more than doubled.	The culture of faculty conducting research and interested in attending conferences and has increased significantly	Administration will continue to stress the importance of scholarly work by faculty. New funding will try to be secured for faculty research.	
Increase Globalization of curriculum by developing faculty competencies in teaching global business topics by having international opportunities funded by the college	Number of faculty involved in international efforts (ex. global business seminars and international trips, articles published in international journals, presentations at international conferences, and global course modules) developed	Significant increase over time. Total faculty involvement with international projects has nearly doubled.	The faculty are dedicated towards the globalization of the business curriculum	Administration will continue to stress the importance of international work by faculty. New funding will try to be secured for additional international activities. CBPA will work to develop exchange agreements with international universities and offer regular study abroad opportunities.	

Promote and maintain CBPA faculty service and leadership within the college and the university.	Number of committees per CBPA faculty member (College and University). Number of faculty who chair a CBPA committee.	The average CBPA faculty member serves on 3 committees.	The total number of committees within the college and across the university has increased over the last four years. While the number of faculty in CBPA is stayed fairly stable over the last few years, the average number of committees faculty serve on has increased slightly from 2.6 in 2009-10 to 3.1 in 2012-13.	Continue to encourage faculty members to engage in service and hold this average fairly level at 2-3 committees per faculty member.	 
Promote and increase CBPA faculty service to their profession through external service activities.	Number of external service activities per CBPA faculty member as reported on faculty vitae and in Sedona (ex. PRJ or book editor/ editorial board/ reviewer/ conference	Of the 28 Unit A Tenure-track faculty, 22 faculty (nearly 80%) are actively engaged in external service activities. When we review	The total number of external service activities averages out to about 1.4 per Unit A faculty member within the last three academic years.	Continue to encourage faculty members to engage in service to their profession and work to increase the external service level to an average of 2 activities per faculty member.	

	chair, track chair, session chair, reviewer, discussant, professional org. leadership role)	faculty external service activities for 2009-2013 for the entire college (Unit A, Unit B, and Adjuncts) there are nearly 150 activities to report in total.			
Increase and improve the online course offerings in CBPA through faculty development and collaboration.	Number of online sections offered and number of faculty who received training for teaching online	Met goal. 30% increase in online offerings fall 2011 to fall 2013. Over 50% increase in full-time faculty were formally trained to teach online (17 of 32 actively participated in training in 2012).	We are steadily increasing our quality and quantity of online business courses offered.	Continue to train faculty in online teaching pedagogy to maintain the rigor in online courses.	 

Faculty Qualifications

Complete Table 5.2 and 5.3 for <u>new full-time and part-time faculty members since last self-study or QA report. Do not include faculty members previously reported.</u>

Table 5.2 Standard 5 - NEW FULL-TIME AND PART-TIME FACULTY QUALIFICATIONS

Faculty new for 2011-12 and 2012-13

NAME (List alphabetically by Last Name)	MAJOR TEACHING FIELD	COURSES TAUGHT (List the Courses Taught During the Reporting Period, Do Not Duplicate Listing)	LIST ALL EARNED DEGREES (State Degree as Documented on Transcript, Must Include Major Field)	DOCUMENT OTHER PROFESSIONAL CERTIFICATION CRITIERA • Five Years Work Experience • Teaching Excellence • Professional Certifications	ACBSP QUALIFICATION 1. Academically 2. Professional 3. Exception
Adler, Donald	Accounting	ACCT 4252 Tax I	M.S. Taxation, B.B.A. Accounting	C.P.A., C.M.A. C.I.A. 27 years Senior tax professional	2
Colbert, Mitzi	MIS	MIS 7201 Systems Analysis & Design	M.S. Information Technology, B.S. Psychology	Database and systems analyst 6 years. CIO 3 years.	2
Cooper, James	MGMT, Statistics	STAT 2700 Statistics for Mgmt I, STAT 2700 Statistics for Mgmt II, MGMT 2100 Intro to Mgmt Strategies, MGMT 4500 Org. Behavior	Ph.D. Organizational Development and Change, M.B.A., B.B.A.	SPHR, Adjunct teaching for 8 years; Various HR management corporate positions 13 years	1
Elmes, Lynette	Accounting	ACCT 6100 Foundations of Acct & Finc	M.S. Accounting, B.S. Psychology	Accountant Manager 12 years; adjunct in accounting 6 years	2
Evans, Richard	MIS	MIS 2101 Basics of Info Technology	M.S. Management Information Systems, M.A. Management, M.B.A., B.S. Computer Science, A.A.S. Computer Science for Business	Business Program Chair, MIS Instructor, Computer programmer 22+ years. Computer programmer and consultant 6 years.	2
Gao, Xinghua (full-time)	Accounting, Finance	FIN 301 Princ of Fin Mgmt, FIN 465 Adv Investments, FIN 853 Derivatives, ACCT 3111 Cost Accounting, FIN 4530 Fin Institutions & Markets, ACCT 2110 Financial Acct, ACCT 6201 Sem Fin Acct Theory & Practice	Ph.D. in Business Administration (Finance), M.S. in Accounting, M.B.A. Wayne State	Teaching experience 2 years.	1

Heredia, Victoria	MIS	MIS 2101 Basics of Info Technology, MIS 3101 Management Info Systems	M. Computer Science (Information Systems) and Licenciate in Computer Science (Venezuela)	Research assistant and adjunct faculty 17 years; analyst & Programmer, high school computer science teacher, systems and data manager in Venezuela 3 years	2
Herring, Chevonne	Accounting	ACCT 2110 Financial Accounting, ACCT 2111 Managerial Accounting, ACCT 3111 Cost Acct I	M.B.A. Accounting, B.S. Management	Accounting Coordinator 2 years; Financial Services Consultant 3 years; Senior Auditor 2 years; Adjunct teacher 2 years	2
Hothan, Harold	Accounting	ACCT 4461 Govern and Nonprofit Acct, ACCT 7111 Sem in Managerial Acct	M. of Accounting Science, B.A. Ecnomics	C.P.A. Senior Auditor, Asst Controller, Controller, CFO, COO, Director of Finance 35 years; adjunct teacher 15 years	2
Jia, YongHong (Full-time)	Accounting	ACCT 2110 Fin Acct, ACCT 4355 Adv Audit Concepts & Standards, ACCT 6355 Sem in Auditing Standards, ACCT 3151 Int Acct I, ACCT 851 Acct Info Tech, ACCT 3152 Int Acct II, ACCT 4154 Adv Acct	Ph.D. in Business Administration (Finance), M.S. in Accounting	Teaching experience 2 years.	1
Kerns, Tricia	MGMT	MGMT 4420 Prod. & Inventory Cntrl Systems, MGMT 4410 Quality Mgmt, MGMT 3400 Prod & Op Mgmt	Ed.D. Ethical Leadership, M.B.A., B.A. Business Administration	6 years adjunct teaching; 15+ years Operations Manager positions	2
Lechner, Paul	Accounting	ACCT 6253 Fed Income Tax, Partner, Corp, ACCT 7815 Fin Statement Analysis	JD, M.B.A., B.S. Accounting	C.P.A., L.L.M. (Tax) Significant experience in originating, structuring, and developing ventures (financing and lending). Adjunct faculty 2 years.	1
Lunde, Bonnie	MGMT	MGMT 3200 Business Communication	M.A. Education, B.A. Business Administration	University Academic Administration 15 years	2
Martin, Nancy	MIS	MIS 3101 Mgmt Information Systems	Ph.D. Business Administration, B.S. Computer Science	Assistant Professor Information Systems and Applied Technologies 6 years; Manager Telecommunications Service Center 13 years.	1

McCullough, Dona	MGMT	MGMT 3300 Human Resource Management	M.A., Communication Studies, B.A. Psychology	HR professional/manager 12+ years; Adjunct teaching 3 years	2
McGowan, John	Accounting	ACCT 3152 Intermediate Acct II, ACCT 4354 Audit Concepts & Standards	M.B.A. (Finance & Accounting), B.A. Economics	C.P.A., C.F.E.; various accounting and finance advisor/ consultant/ manager roles 15 years	2
Mengova, Evelina (Full-time)	Economics	ECON 2301 Princ of Microeconomics, ECON 2302 Princ of Macroeconomics, ECON 3404 Managerial Econ, ECON 6100 Foundations of Economics	Ph.D. in Economics, M.A. in Economics	World Bank consultant, 2 years, IMF research department 2 years; teaching experience 5 years.	1
Milsap, Sharon	Accounting	ACCT 4154 Adv Acct	M.A. Business Administration, B.S. Business Administration	adjunct faculty member 5 years	2
Morrison, Michael	Accounting	ACCT 2111 Managerial Accounting, ACCT 3152 Intermediate Accounting III, ACCT 2110 Financial Accounting	M.B.A. Finance/Int. Business, B.S. Business Administration	C.P.A Assistant Professor 21 years	2
Porter, DuWarn	Economics	ECON 3404 Managerial Economics, ECON 2301 Principles of Microeconomic	M.B.A., B.A. Economics	branch manager, loan officer 4 years; underwriter, senior and supervising underwriter 7 years; grant manager and program analyst 3 years	2
Prendergast, Debra	Accounting	ACCT 3111 Cost Accounting I, ACCT 2110 Managerial Accounting, ACCT 2111 Financial Accounting	Ph.D. Public Policy Analysis, M.B.A., B.S. Business Administration (Accounting)	C.P.A., C.M.A., C.G.M.A. Dean, program coordinator 12+ years; Associate Professor 12 years	1
Prendergast, James	Accounting	ACCT 2111 Managerial Accounting, ACCT 4112 Cost Accounting II	M.B.A. (Finance), B.S. Accounting	C.P.A., C.M.A. CFO 20 years; Accountant, supervisor, manager, controller 15+ years. Adjunct faculty 5 years.	2
Skibinski, Joseph	Accounting, Finance	ACCT 4154 Adv Acct, FIN 3110 Princ of Fin Mgmt, ACCT 410 Adv Acct	M.B.A. Finance, B.B.A. Accounting & Finance	C.P.A. Various finance and accounting roles: floor trader, trader floor manager, account executive, senior account exec, senior broker, controller, senior accountant 30+ years	2
Stokes, Deadra	Bus Law	BLAW 2100 Business Law I	JD, B.S. Chemistry	15 years trial experience solo practicioner and general counsel; seminar teaching 4 years	1

Trendell, Michael (Full-time)	Accounting	ACCT 3151 Int Acct I, ACCT 3152 Int Acct II, 3153 Int Acct III, ACCT 4354 Audit Concepts & Standards, ACCT 4354 Auditing I	M.B.A, B.A. Criminal Justice	Director of Acct, Internal Audit, Finance Director 4 years; Director of Internal Audit 4 years; Senior Auditor 2 years. Adjunct teacher 6 years.	2
Wagner, Cecil (Giggy)	MGMT	MGMT 3200 Business Communication	M.A. English, B.A. Education	College composition instructor 6 years, junior high teaching 8 years	2
Williams, Michael (Full-time)	Finance	FIN 3110 Princ of Fin Mgmt, FIN 3501 Investments, FIN 7501 Investments, FIN 4110 Adv Corp Fin, FIN 4502 Adv Corp Fin, FIN 4501 Fin Options & Futures, FIN 8501 Derivatives	Ph.D. in Finance, M.A. in Economics, M.B.A. , B.S. in Economics	Research Assistant 5 years; Data Analyst \2 years; Credit Scoring Model Validataion Consultant 1 year. Teaching experience 3 years.	1
Young, Edward	Accounting	ACCT 3111 Cost Acct, ACCT 7101 Strategic Mgmt Acct, ACCT 8265 Employee Benefits	M.B.A., B.A. Accounting & Economics	C.P.A. various roles in accounting 40 years - senior audit manager, group manager, director financial services, director internal audit	2
Zhan, Jun (Full-time)	Accounting	ACCT 6100 Found of Acct & Finc, ACCT 7101 Strategic Managerial Acct, ACCT 3152 Int Acct II, ACCT 8965 Integrative Perspective on Acct, ACCT 3153 Int Acct III	Ph.D. in Accounting, M.A. in Accounting, B.A. in Accounting	Teaching experience Fall 6 years	1

Note: During the reporting period, CBPA had two empty full-time faculty positions that were created when the previous chairs retired in 2012. These positions are in the process of being filled for 2013-14. Also, starting in 2011 CBPA instituted a standardized hiring process for adjuncts and actively sought new adjunct faculty who met a higher academic and professional quality. Both of these factors have led to an increase in new faculty in the last two years.

Table 5.3 Standard 5, Criterion 5.8
Scholarly and Professional Activities

New Faculty Information			Scholarly Activities				Professional Activities				
Faculty Member	**Highest Degree Earned**	**Professional Certification**	**Papers Presented**	**Published articles,books, manuscripts**	**Unpublished articles/ manuscripts**	**Consulting**	**Related service**	**Conference**	**Meetings**	**Memberships**	**Other**
Adler, Donald	MBA	CPA, CMA, CIA					2			3	
Cooper, James	Ph.D.	SPHR					1			3	
Elmes, Lynette	MS						2			2	
Gao, Xinghua	Ph.D.		5						2	1	2
Hothan, Harold	MS	CPA								3	
Jia, Yonghong	Ph.D.	CPA (China), CPV (China)	4	3			1		8	3	
Martin, Nancy	Ph.D.		4	2			2		2	4	2
Mengova, Evelina	Ph.D.		4	2			1	4	7	4	
Milsap, Sharon	MA						4			2	2
Prendergast, Debra	Ph.D.	CPA, CMA, CGMA		1			3	1		4	
Trendell, Michael	MBA	CPA, CIA							5	2	
Williams, Michael	Ph.D.		3	5			3		3	1	
Zhan, Jun	Ph.D.			2					2	2	

*only new faculty with scholarly or professional activities are listed in table 5.3

Codes to Use for Scholarly Activities:

A = Scholarship of Teaching

B = Scholarship of Discovery

C = Scholarship of Integration

D = Scholarship of Application

Standard #6 Educational and Business Process Management

a. Curriculum

1. List any existing accredited degree programs/curricula that have been **substantially revised** since your last report and attach a Table - Standard 6, Criterion 6.1.3 – Undergraduate CPC Coverage for each program. **None**

2. List any **new** degree programs that have been developed and attach a Table - Standard 6, Criterion 6.1.3 – Undergraduate CPC Coverage for each new program since your last report.

   Note: If you have a new degree at a level currently accredited by ACBSP, then report information on: student enrollment, program objectives, instructional resources, facilities and equipment, admissions requirements, graduation statistics, core professional components (CPCs) and the outcomes assessment process to ACBSP.
   If new degree is at a higher level then what is currently accredited, school must complete self-study to add the degree.

Bachelor of Arts in Entrepreneurship (New Fall 2012): Will prepare students for the formation of a new business within the context of their academic or applied competencies. Entrepreneurship is inherently cross-disciplinary intersecting with virtually every area of business, but with important intellectual aspects beyond those of traditional business understanding.

The program has three primary objectives: 1) the transfer of knowledge as it pertains to entrepreneurship, 2) to instill the entrepreneurial spirit in students, and 3) the founding of new entrepreneurial ventures.

Note: See page 9 for undergraduate common outcomes assessment and see page 33 for CPC coverage

Facilities/Equipment and Instructional Resources: No new facilities or instructional resources are necessary. Programs are supported by existing state-of-the-art classrooms and 32 full-time business faculty members representing the full range of functional area business disciplines. Primary leadership will be provided by Dr. Robert Sinclair, Ph.D. in Entrepreneurship.

Admission Requirements: Students in this program must have completed 60 or more credit hours from a regionally accredited institution of higher education and must have a minimum of 12 hours specialized or technical coursework with a GPA of 2.0 or higher.

Enrollments: We currently have 8 active Bachelor of Arts in Entrepreneurship students: 2 students began fall in 2012, 2 students began in spring 2013, one student began in summer 2013, and 3 students began in fall 2013. Five of these students are enrolled for fall 2013. There are no graduates.

Bachelor of Arts in Economics (New Fall 2013): Will prepare students to 1) directly enter the public, private, and non-profit sector job markets and 2) compete for economics and related positions across a broad spectrum of socio-economic-financial-public policy occupations, and 3) enter graduate study for the master's level degrees in other Business and Social Science areas.

The program has three primary objectives: 1) provide a degree that focuses on theory, research, and applications to a number of business areas associated with the local area business and financial sectors, 2) increase the supply of ethnic minorities in the profession and the local and regional business and financial sectors, and 3) provide a bridge between undergraduate studies in social sciences and business.

Note: See page 9 for undergraduate common outcomes assessment and see page 34 for CPC coverage

Facilities/Equipment and Instructional Resources: No new facilities or instructional resources are necessary. Programs are supported by existing state-of-the-art classrooms and 32 full-time business faculty members representing the full range of functional area business disciplines. We currently have two full-time economics faculty (Dr. Anthony Andrews, Ph.D. in Regional Science (Spacial Economics) and Dr. Evelina Mengova, Ph.D. in Economics) and will be hiring one more full-time faculty member to start in 2014-15.

Admission Requirements: transfer 60 hours and have a minimum of a 2.0 (out of 4.0) GPA
Enrollments/Graduates: None- the program is new as of fall 2013.

Bachelor of Science in Economics (New Fall 2013): Will prepare students to 1) directly enter the public, private, and non-profit sector job markets; 2) compete for economics and related positions across a broad spectrum of socio-economic-financial-public policy occupations, and 3) enter graduate study in Economics, Finance, Business Administration, Public Administration, Public Policy, and Regional Science. The degree will include both required and selective courses in international, urban and regional, financial, industrial organization, quantitative and resource economics areas of specialization using more advanced mathematical courses.

The program objectives include: 1) offering a high quality economics undergraduate degree program, 2) preparing an ethnically diverse student body for the workforce, public service, and/or graduate study, and 3) focusing on the highly quantitative aspects of economic theory, research, and applications.

Note: See page 9 for undergraduate common outcomes assessment and see page 35 for CPC coverage

Facilities/Equipment and Instructional Resources: No new facilities or instructional resources are necessary. Programs are supported by existing state-of-the-art classrooms and 32 full-time business faculty members representing the full range of functional area business disciplines. We currently have two full-time economics faculty (Dr. Anthony Andrews, Ph.D. in Regional Science (Spacial Economics) and Dr. Evelina Mengova, Ph.D. in Economics) and will be hiring one more full-time faculty member to start in 2014-15.

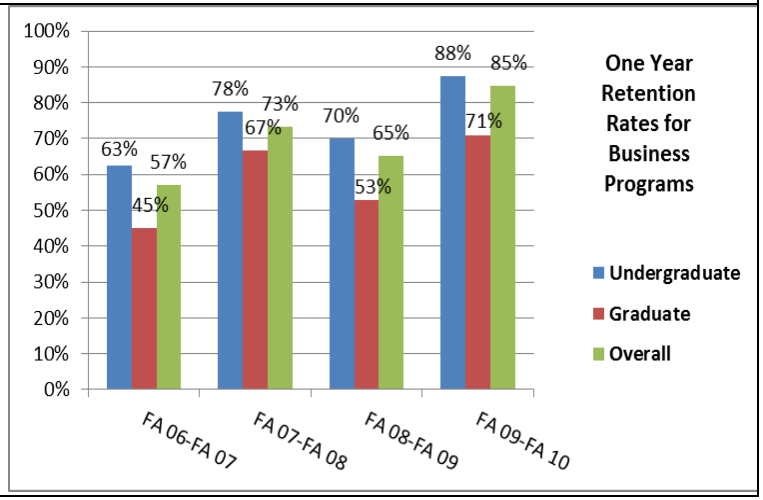
Admission Requirements: transfer 60 hours and have a minimum of a 2.0 (out of 4.0) GPA
Enrollments/Graduates: None- the program is new as of fall 2013.

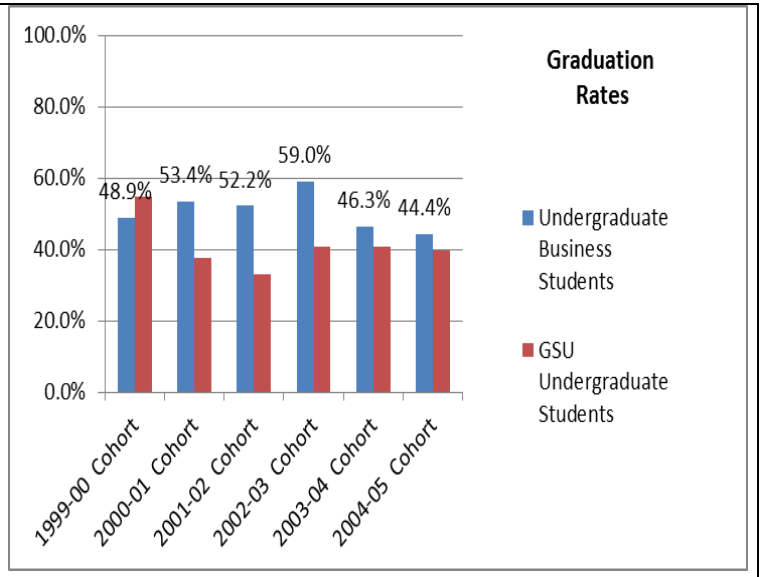
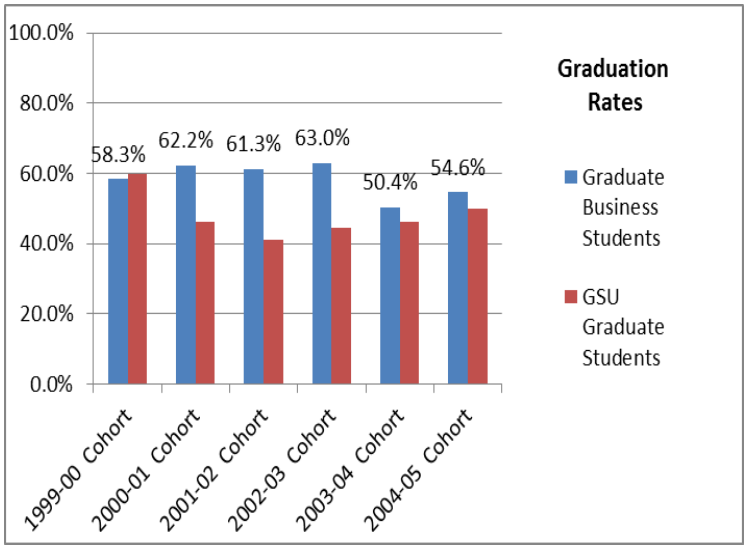
3. List any accredited programs that have been terminated since your last report. **None**

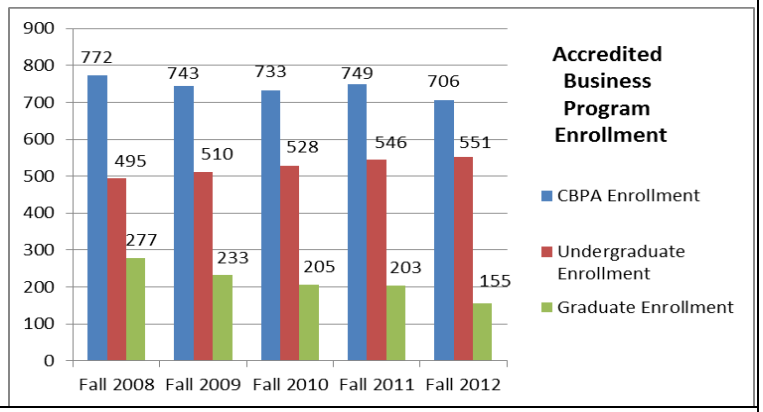
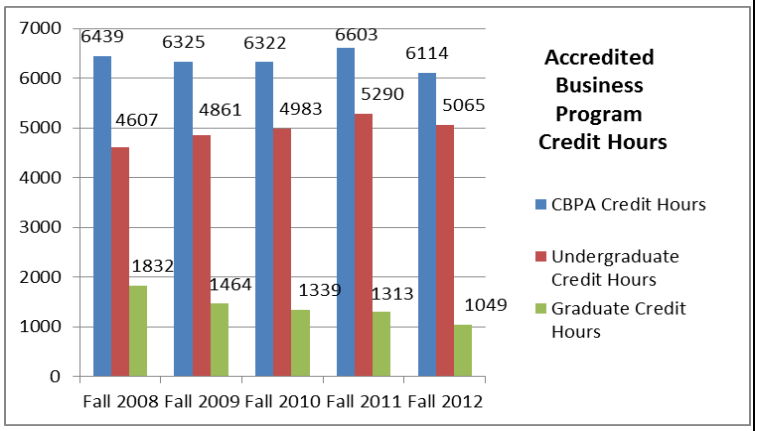
Complete table 6.1. <u>Provide three or four examples</u>, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

Table 6.1 Standard 6 - Organizational Performance Results

5. Organizational Effectiveness Results	Organizational effectiveness results examine attainment of organizational goals. Each business unit must have a systematic reporting mechanism for each business program that charts enrollment patterns, student retention, student academic success, and other characteristics reflecting students' performance. *Key indicators may include:* ***graduation rates***, ***enrollment***, *improvement in safety, hiring equity, increased use of web-based technologies, use of facilities by community organizations, contributions to the community, or partnerships, retention rates by program, and what you report to governing boards and administrative units.*

		Analysis of Results			
Performance Measure **Measurable goal** **What is your goal?**	**What is your measurement instrument or process?** **(Indicate length of cycle)**	**Current Results** **What are your current results?**	**Analysis of Results** **What did you learn from the results?**	**Action Taken or Improvement made** **What did you improve or what is your next step?**	**Insert Graphs or Tables of Resulting Trends** **(3-5 data points preferred)**
Increase retention rates of graduate students to 75% and undergrad students to 85%	One year retention rates from fall to fall annually	Fall 09 to Fall 10 retention was 71% for graduate business students and 87.5% for undergraduate business students.	Our most recent data is reported from fall 09 to fall 10 due to a change in ERP systems and a change in the IR office. The trend is positive overall. ***We are an upper division only school so there are no other peer schools to compare to.*	GSU needs a to develop a way to gather and report retention rates from fall 2010 forward within the new ERP system to first see the most recent trend in retention rates. Then goals can be set as appropriate.	

Increase graduation rates for all students by 10% by 2020	Graduation rates within six years after starting in an academic program.	For the 2004-05 cohort, undergraduate graduation rate was 44.4% and graduate graduation rate was 54.6%	The most recent data available indicates our graduation rate for graduate students falls between 50 and 63% and for undergraduate students if falls between 44.4 and 59%. ***We are an upper division only school so there are no other peer schools to compare to.*	GSU needs a to develop a way to gather and report graduation rates within the new ERP system to first see the most recent trend in graduation rates. Then goals can be set as appropriate.	 

Increase overall enrollment by 10% over the next three years	Official fall enrollment (unduplicated headcount) annually	Positive trend for undergraduate enrollment. Downward trend for graduate enrollment.	Institution wide we have seen a downward trend for graduate enrollment.	As an institution and also at the college level we are looking at what we can do to increase graduate enrollments.	
Increase overall credit hours for the college by 10% over the next three years	Official fall credit hours generated	Positive trend for undergraduate enrollment. Downward trend for graduate enrollment.	Institution wide we have seen a downward trend for graduate enrollment. CBPA raised its graduate business program admissions standards in 2008 requiring the GMAT or GRE for applicants.	As an institution and also at the college level we are looking at what we can do to increase graduate enrollments. CBPA hired an enrollment manager. We have also implemented several new programs to help increase enrollment. We are also spending more CBPA dollars on marketing and promotion of our programs.	

Complete the following table **only** if you have new programs or substantially changed an accredited program.

Table 6.3 Standard 6, Criterion 6.1.3
Table of Undergraduate Common Professional Component (CPC) Compliance

Note: In general, classes should not show total CPC contact hours of more than 150 percent of the course's total contact hours. Exceptions to this guideline would include an interdisciplinary capstone course. The substance of this requirement also applies to schools measuring coverage by percentage of a 3-hour course.

Degree: **Bachelor of Arts in Entrepreneurship**

	Hour Class Sessions by CPC Topic											
Core Courses	**a1 MKTG**	**a2 FIN**	**a3 ACCT**	**a4 MGMT**	**b1 LAW**	**b2 ECON**	**b3 Ethics**	**b4 Global**	**c1 IS**	**c2 STAT**	**d POL/ COMP**	**Total**
ACCT 2110			45		5		3		6			59
ACCT 2111			45		5		4		6			60
ECON 2301						45		3			3	51
ECON 2302					3	45	12				3	63
FIN 3110		45					3	1				49
MKTG 2100	45							3				48
MGMT 3200				45			3	3				51
MGMT 4600						3	3	45			6	57
ENTR 3100												0
ENTR 4100				45								45
ENTR 4200			36	9								45
ENTR 4300					24		25					49
ENTR 4400		36		9								45
ENTR 4500				45								45
ENTR 4600	36			9								45
ENTR 4900											45	45
MIS 2101									45			45
STAT 2700										45		45
TOTALS	81	81	126	162	37	93	53	55	57	45	57	

Degree: **Bachelor of Arts in Economics**

Core Courses	Hour Class Sessions by CPC Topic											
	a1 MKTG	**a2 FIN**	**a3 ACCT**	**a4 MGMT**	**b1 LAW**	**b2 ECON**	**b3 Ethics**	**b4 Global**	**c1 IS**	**c2 STAT**	**d POL/ COMP**	**Total**
ECON 2301						45		3				48
ECON 2302					3	45		12				60
STAT 2700										45		45
STAT 3700										45		45
MIS 2101								3	45			48
ACCT 2110			45		5		3		6			59
ACCT 2111			45		5		4		6			60
FIN 3110		45					3	1				49
MGMT3200				45	5		3	3			3	59
ECON 3404						45				9	3	57
ECON 3302						45		12			3	60
ECON 3511					1	9		45				55
ECON 4999						45				9	45	99
TOTALS	0	45	90	45	19	234	13	79	57	108	54	

Degree: **Bachelor of Science in Economics**

Core Courses	Hour Class Sessions by CPC Topic											
	a1 MKTG	**a2 FIN**	**a3 ACCT**	**a4 MGMT**	**b1 LAW**	**b2 ECON**	**b3 Ethics**	**b4 Global**	**c1 IS**	**c2 STAT**	**d POL/ COMP**	**Total**
ECON 2301						45		3				48
ECON 2302					3	45		12				60
STAT 2700										45		45
STAT 3700										45		45
MIS 2101									45			45
ACCT 2110			45		5		3		6			59
ACCT 2111			45		5		4		6			60
FIN 3110		45					3	1				49
MGMT 3200				45	5		3	3			3	59
BLAW 2100					45		6	3				54
MGMT2100				45	5		3	3			3	59
MGMT3400				45						12	3	60
MIS 3101							3	3	45			51
MKTG 2100	45						3	3		3	3	57
ECON 3404						45				9		54
ECON 3302						45		12				57
ECON 3511					1	9		45				55
ECON 3901						5				45		50
ECON 4101						10				45		55
ECON 4999						45				9	45	99
TOTALS	45	45	90	135	69	249	28	88	102	213	57	

Appendix A

GOVERNORS STATE UNIVERSITY
Office of Institutional Research & Effectiveness

2013 Survey

Please correct the information on the label below if necessary.

«First_Name» «Last_Name»
«Address_1_Line»
«City», «State» «Zip»

«Survey_Coding»
Level «Loc_Prog_Txt»
Major «Loc_Major1_Txt»
Gender «Opt_Gender»
Ethnicity «Opt_Ethnic_Txt»
Graduated «Loc_Grad_Sess_Txt»

SECTION I: OPINIONS ABOUT EDUCATIONAL OUTCOMES: For each statement below, please check the box that best describes your overall experience at GSU.

1. How large of a contribution did Governors State University aid in your preparation/growth in the following areas during your time here compared to when you started (IF NOT APPLICABLE, PLEASE LEAVE ANSWER BLANK) :	Greatly	Mostly	Somewhat	A Little	Not at All
a. **Preparation for Graduate/Professional School**	5	4	3	2	1
b. **Natural Sciences** (understand and apply natural science knowledge/methods to various situations; e.g., Biology, Chemistry, Physics)	5	4	3	2	1
c. **Quantitative Reasoning** (use and evaluate numerical information).	5	4	3	2	1
d. **Scientific Reasoning** (use and understand the scientific process & scientific reasoning)	5	4	3	2	1
e. **Fine Arts** (understanding and/or creating the aesthetic & intellectual components of art)	5	4	3	2	1
f. **Literature** (understand the aesthetic & intellectual components of major works)	5	4	3	2	1
g. **Social and Behaviors Sciences** (understand & apply social science knowledge & methods to the study of human behavior; e.g., Psychology, Government)	5	4	3	2	1
h. **US History** (understand US institutions, traditions, values, history).	5	4	3	2	1
i. **Western Civilization** (understand western civilization and its global impact).	5	4	3	2	1
j. **Preparation for Your Future Career**	5	4	3	2	1
k. **Preparation for Life-Long Learning**	5	4	3	2	1
l. **Critical Thinking & Analysis** (judging the consistency, adequacy, & relevance of ideas, data, & arguments)	5	4	3	2	1
m. **Oral Communication** (use speaking to think, learn, and share ideas)	5	4	3	2	1
n. **Written Communication** (use writing to discover and express ideas.	5	4	3	2	1
o. **Synthesis of Information** (understand the connections among different disciplines)	5	4	3	2	1
p. **Information Technology** (use IT to communicate, operating various programs, to conduct research)	5	4	3	2	1
q. **Global Understanding** (understanding global society and compare cultural traditions	5	4	3	2	1

3. Indicate the extent to which GSU contributed to your growth in each of the following areas:

	Greatly	Mostly	Somewhat	A Little	Not at All
a. Creativity	5	4	3	2	1
b. Drive to Achieve	5	4	3	2	1
c. Emotional Health	5	4	3	2	1
d. Cooperation/Teamwork	5	4	3	2	1
e. Leadership Abilities	5	4	3	2	1
f. Sense of responsibility to be involved in social/civic issues.	5	4	3	2	1
g. Clarification or ethical/moral values	5	4	3	2	1
h. Applying ethical principles in life	5	4	3	2	1
i. Self-Confidence (intellectual)	5	4	3	2	1
j. Self-Confidence (social)	5	4	3	2	1
k. Self-Understanding (awareness)	5	4	3	2	1
l. Understanding of Others	5	4	3	2	1

2. Listed below are some abilities often mentioned as important for personal and professional success in the 21st century. please check one box for each ability listed.

In your view, how helpful were your Governors State University experiences in	**Extremely** ***Helpful***	**Very Helpful**	**Moderately Helpful**	**Slightly Helpful**	**Not Helpful**
a. helping you to better develop your critical thinking skills					
b. helping you to better develop your sense of ethics					
c. contributing to a greater understanding of people with different backgrounds, habits, values, appearances, and abilities					
d. helping you to become a more active citizen					
e. improving the quality of your life aside from financial benefits					

4. During your time at GSU, how many papers did you have to write that were10+ pages in length? _____

5. In how many courses did you have to opportunity to revise your writing after receiving feedback from your instructor on an earlier draft?

None One Two Three Four Five Six Seven Eight Nine Ten or more

IF YOU ANSWERED NONE, PLEASE SKIP QUESTION 6

6. By having the opportunity to revise my papers, I feel that these courses have:	Strongly Agree				Strongly Disagree
Improved my overall writing abilities	5	4	3	2	1
Improved my confidences as a writer	5	4	3	2	1
Increased my understanding of my field/discipline	5	4	3	2	1

7. In my major degree program, I felt that...	Very Often	Often	Sometimes	Infrequentl	Never
a. faculty were accessible outside of class (via office visits, telephone, e-mail, video-conferencing, etc.)	☐	☐	☐	☐	☐
b. I was expected or required to work cooperatively with other students on projects, homework, and assignments.	☐	☐	☐	☐	☐
c. instructors encouraged me to challenge my own ideas, the ideas of other students, and those presented in readings and other course materials.	☐	☐	☐	☐	☐
d. faculty used appropriate teaching activities to help me learn.	☐	☐	☐	☐	☐
e. faculty expectations for the quality of student work were high.	☐	☐	☐	☐	☐
f. instructors provided me with timely feedback on my performance.	☐	☐	☐	☐	☐
g. faculty emphasized that studying and planning were important to my academic success.	☐	☐	☐	☐	☐

SECTION II: SATISFACTION WITH GOVERNORS STATE UNIVERSITY. Please circle the letter of the best response to the following questions.

8. Please indicate your level of satisfaction with each of the following aspects of GSU.	Very	Mostly	Somewhat	A Little	Not at All	Does not Apply
a. The course content in your major/program field	5	4	3	2	1	0
b. The general level of instruction in your chosen major/program while at GSU	5	4	3	2	1	0
c. The variety of the courses in your chosen major/program	5	4	3	2	1	0
d. The general level of instruction in the non-major courses you have taken at GSU	5	4	3	2	1	0
e. The variety of courses offered by this university	5	4	3	2	1	0
f. The availability of courses you want at times you can take them	5	4	3	2	1	0
g. The preparation you are receiving for your future occupation	5	4	3	2	1	0
h. The commitment to intellectual excellence at GSU	5	4	3	2	1	0
i. The general admissions procedures	5	4	3	2	1	0
j. The general registration procedures	5	4	3	2	1	0
k. The helpfulness of the registrar/admissions staff	5	4	3	2	1	0
l. The billing and fee payment procedures	5	4	3	2	1	0
m. The helpfulness of the financial/billing staff	5	4	3	2	1	0
n. The availability of financial aid information prior to enrolling	5	4	3	2	1	0
o. The helpfulness of the financial aid staff	5	4	3	2	1	0
p. Students voice in the university's policies and procedures	5	4	3	2	1	0
q. Personal security/safety at this campus	5	4	3	2	1	0
r. The general conditions of building and grounds	5	4	3	2	1	0
s. The classroom facilities	5	4	3	2	1	0
t. The recreation and fitness center	5	4	3	2	1	0
u. The bookstore	5	4	3	2	1	0
v. The library's recourses (meeting my academic needs)	5	4	3	2	1	0
w. Access to information technology on campus (computers, internet, etc.)	5	4	3	2	1	0
x. The overall conditions of the computer labs	5	4	3	2	1	0

y. Campus clubs and organizations	5	4	3	2	1	0
z. Career services	5	4	3	2	1	0
aa. Counseling services	5	4	3	2	1	0
bb. Family development center	5	4	3	2	1	0
cc. Food services	5	4	3	2	1	0
dd. International student services	5	4	3	2	1	0
ee. Metra shuttle service	5	4	3	2	1	0
ff. Military resources	5	4	3	2	1	0
gg. Online orientation	5	4	3	2	1	0
hh. Disability Services						
ii. Service learning	5	4	3	2	1	0
jj. TRIO program	5	4	3	2	1	0
kk. Tutoring services	5	4	3	2	1	0
ll. Veterans' recourses	5	4	3	2	1	0
mm. Writing center	5	4	3	2	1	0

9. What is your present attitude toward Governors State University?

a. Strongly positive b. Positive c. Somewhat positive
d. Somewhat negative e. Negative f. Strongly negative

10. What is your present attitude toward your undergraduate degree major?

a. Strongly positive b. Positive c. Somewhat positive
d. Somewhat negative e. Negative f. Strongly negative

11. If you could start your education over again, would you have *attended Governors State*?

Yes, definitely Yes, probably Probably not Definitely not

12. If you could start your education over again, would you have *taken the same degree major*?

Yes, definitely Yes, probably Probably not Definitely not

13. Would you recommend GSU to another student/family member?

Yes, definitely Yes, probably Probably not Definitely not

If your degree program did not lead to a license or certification, please skip to *Section III*.

14. Have you sat for a licensing or certification exam (related to your degree program) since earning your degree?

1. Yes 2. No

If you have **NOT** sat for such an exam, skip to *Section III.*

15. In general, how well did your degree prepare you for your certification/licensing exam?

a. Very well b. Well c. Adequately d. Inadequately e. Poorly f. Very poorly

16. How many attempts were required to pass your certification/licensing exam?

a. One b. Two c. Three or more d. I have not yet passed the exam

SECTION III: FURTHER EDUCATION: Opportunities for lifelong learning can take many avenues. Please tell us what avenues you have pursued ***after*** earning your degree from Governors State.

17. Since completing your bachelor's degree, have you earned one or more additional post-secondary degrees?

1. Yes 2. No

If you have **NOT** enrolled in a college or university (response "3"), skip to *question 24 .*

DEGREE(S) EARNED (please circle the number)

1. Associate's
2. Second Bachelor's
3. Academic Master's (MA, MS, MEd, etc.)
4. Professional Master's (MBA, MSW, MFA, MPA) Education Specialist
5. Medicine (MD, DO)
6. Health Professional (dentistry, pharmacy, podiatry, optometry, etc.)
7. Theology/Divinity
8. Law (LLB, JD)
9. Doctorate (PhD, EdD, DA, DBA, etc.)
11. Other, please specify:

Name of school where you are enrolled:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

18. Are you currently pursuing an additional degree since earning your bachelor's degree?

1. Yes, full-time 2. Yes, part-time 2. No

If you are pursuing (or have completed) another degree, please indicate which degree below:

DEGREE(S) EARNED (please circle the number)

10. Associate's
11. Second Bachelor's
12. Academic Master's (MA, MS, MEd, etc.)
13. Professional Master's (MBA, MSW, MFA, MPA) Education Specialist
14. Medicine (MD, DO)
15. Health Professional (dentistry, pharmacy, podiatry, optometry, etc.)
16. Theology/Divinity
17. Law (LLB, JD)
18. Doctorate (PhD, EdD, DA, DBA, etc.)
11. Other, please specify:

Name of school where you are enrolled:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

19. In general, how well did your degree at GSU prepare you for your additional degree program?

a. Very well b. Well c. Adequately d. Inadequately e. Poorly f. Very poorly

20. In addition to any degree work you indicated above, are you currently pursuing (or have you completed) additional education or certificates/licenses since earning your degree?

1. Yes 2. No

If yes, please indicate which below:

1. Additional College Courses for Professional Development
2. Additional College Courses for Personal Interest
3. Training/Educational Opportunities at Work
4. Continuing Education Units (CEUs)
5. Certificate(s), please specify: _____
6. License(s), please specify: _____

21. Are you interested in returning to GSU for an additional degree?

1. Yes 2. No

If yes, please specify the degree program _____

SECTION IV: EMPLOYMENT: Please circle the letter of the best response to the following questions:

22. Are you currently employed (including self-employed)?

a. Yes, full time
b. Yes, part time
c. No, but **am** seeking employment
d. No, **am not** seeking employment

IF YOU CIRCLED "C" OR "D" ABOVE, PLEASE SKIP TO SECTION V.

22. When did you secure your first job following receipt of your bachelor's degree?

a. Held the same job while enrolled
b. Secured job by time of graduation
c. Secured job after graduation

If you marked "c", how many months after graduation did you secure employment?

a. Less than 1 month
b. Between 1 and 3 months
c. Between 3 and 6 months
d. Between 6 and 9 months
e. More than 9 months

24. How satisfied are you with your current job?

a. Very satisfied
b. Satisfied
c. Somewhat satisfied
d. Somewhat dissatisfied
e. Dissatisfied
f. Very dissatisfied

25. In general, how well did your bachelor's degree prepare you for your present job?

a. Very well
b. Well
c. Adequately
d. Inadequately
e. Poorly
f. Very poorly

26. How closely related is your current job to your bachelor's degree major?

a. Closely related
b. Related
c. Unrelated by my choice
d. Unrelated **not** by my choice

27. What is your job title? _____

27. Please indicate on the list below your primary occupation. This listing is intended for students one, five, and nine years after graduation. For some occupations, such as doctors, the occupation is not appropriate for students one year after earning a baccalaureate degree.

1. Management
(such as top executives; marketing, P.R., finance, human resources, administrative services, purchasing, & sales managers; educational administrators; health administrators)

2. Business Operations
(such as buyers & purchasing agents; insurance claims adjusters/examiners; human resources, training, & labor relations specialists; management analysts)

3. Financial Specialists
(such as accountants, assessors, appraisers, financial & credit analysts/advisors, loan counselors/officers)

4. Computer Specialists
(such as computer & information scientists, programmers, software specialists, database & network administrators and analysts)

5. Mathematical Scientists and Technicians
(such as mathematicians, statisticians, actuaries & mathematical technicians)

6. Architects, Surveyors, and Cartographers

7. Engineers and Related Technicians
(such as agricultural, civil, computer hardware, electrical, industrial, mechanical, materials & construction engineers & technicians)

8. Life and Physical Scientists and Technicians
(such as agricultural & food scientists, biologists, medical scientists, chemists, physicists, atmospheric & environmental scientists, and related technicians)

9. Social Scientists
(such as economists, psychologists, market & survey researchers, geographers, historians, sociologists, anthropologists, political scientists & urban planners)

10. Health: Doctors
(such as physicians & surgeons, dentists, veterinarians, optometrists, podiatrists, and chiropractors)

11. Health: Registered Nurses

12. Health: Therapists
(such as occupational, physical, recreational, and speech therapists)

13. Health: Other Health Practitioners, Professionals, and Support Workers
(such as pharmacists, dieticians, physician assistants, and all other technicians/assistants/aides)

14. Community and Social Service
(such as counselors, social workers, community & religious workers, probation officers)

15. Legal: Attorneys/Judges

16. Legal: Legal Support Workers

17. Education : Early Childhood Teachers
(such as day care, pre-school, and kindergarten teachers)

18. Education: Elementary School Teachers

19. Education: Middle School Teachers

20. Education: Secondary School Teachers

21. Education: Special Education Teachers

22. Education: Other, <u>except</u> Administrators (see #1 above)
such as postsecondary teachers; vocational teachers; teaching & research assistants; other teachers, trainers, & assistants)

23. Library Occupations
(such as librarians, archivists, curators, and library technicians)

24. Arts and Design Workers
(such as designers and fine & craft artists)

25. Entertainers, Performers, Sports and Related Workers
(such as musicians, singers, dancers, actors, producers, directors, composers, athletes, coaches and referees)

26. Media and Communication Workers
(such as writers & editors, announcers, news analysts & reporters, public relations specialists, and media & communications equipment workers)

27. Sales
(such as real estate, retail, insurance & securities sales agents, wholesale & manufacturing sales representatives, telemarketers)

28. Office and Administration
(such as clerical & support personnel, clerks, tellers, distribution workers)

29. Protective Services
(such as firefighters, correctional officers, police, life guards, security guards, investigators)

30. Food Preparation and Serving
(such as cooks, bartenders, food service workers & servers)

31. Building and **Grounds Cleaning and Maintenance**
(such as janitors, cleaners, landscaping & grounds keeping laborers)

32. Personal Care and Services
(such as flight attendants, child care workers, hairstylists & personal care workers, recreation workers, hotel & travel industry workers)

33. Farming, Fishing, and Forestry
(such as farmworkers, animal care workers, foresters, loggers)

34. Construction and Extractive
(such as carpenters; electricians; painters, construction, oil & mining workers; plumbers)

35. Installation, Maintenance, and Repair
(such as telecommunications workers; auto repairers; heating, air conditioning, and refrigeration mechanics and installers)

36. Production
(such as electrical & electronic equipment assemblers; food, metal, plastic, printing, & photography industry technicians & workers)

37. Transportation and Material Moving
(such as pilots, drivers, air traffic controllers)

38. Military(such as officers & enlisted personnel)

29. How would you classify your primary employer?

a. Self-employed or private practice
b. Business (Industrial, commercial or service)
c. Professional firm (e.g., engineering, law)
d. College or university
e. Elementary or secondary school (including cooperatives)
f. Health agency (e.g., hospital, clinic)
g. Federal, state, or local government
h. Armed Services
i. Human service agency (non-profit)
j. Human service agency (proprietary)
k. Non-profit (non-government)
l. Other (please specify)_____

30. Please enter your annual earned income before taxes on your current job (nearest thousand).

$				,	**0**	**0**	**0**

31. For how many different employers (companies, firms, agencies, schools, etc.--not individual "bosses") have you worked since you earned your degree?

a. One b. Two c. Three to six d. More than six

32. Please provide the ZIP code of the place where you work:

SECTION V: ADDITIONAL DEMOGRAPHICS

33. Are you a member of any professional associations?

1. Yes 2. No

If yes, which? _____

34. Were the majority of your courses completed somewhere other than GSU's main campus?

1. Yes 2. No

If yes, how/where did you complete the majority of your degree?

a. At the Naperville Education Center
b. At the Kankakee Education Center
c. At an off-campus site as part of a cohort
d. Online

35. Are you currently involved in any research projects?

1. Yes 2. No

If yes, is the research part of your job? 1. Yes 2. No

SECTION V: COMMENTS

36. What was the single best thing you liked about attending GSU?

37. If you could do one or two things to strengthen/improve GSU, what would they be?

38. Please feel free to make any additional comments:

Appendix B

WRITTEN COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org

Association of American Colleges and Universities

Definition

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	**Milestones** 3	2	**Benchmark** 1
Context of and Purpose for Writing *Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).*	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Genre and Disciplinary Conventions *Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).*	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.
Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

Appendix C

ORAL COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org

Association of American Colleges and Universities

Definition

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
Language	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
Supporting Material	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.
Central Message	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.

Appendix D

ETHICAL REASONING VALUE RUBRIC

for more information, please contact value@aacu.org

Association of American Colleges and Universities

Definition

Ethical Reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Students' ethical self-identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone	Milestones		Benchmark
	4	3	2	1
Ethical Self-Awareness	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs and discussion has greater depth and clarity.	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs.	Student states both core beliefs and the origins of the core beliefs.	Student states either their core beliefs or articulates the origins of the core beliefs but not both.
Understanding Different Ethical Perspectives/Concepts	Student names the theory or theories, can present the gist of said theory or theories, and accurately explains the details of the theory or theories used.	Student can name the major theory or theories she/he uses, can present the gist of said theory or theories, and attempts to explain the details of the theory or theories used, but has some inaccuracies.	Student can name the major theory she/he uses, and is only able to present the gist of the named theory.	Student only names the major theory she/he uses.
Ethical Issue Recognition	Student can recognize ethical issues when presented in a complex, multilayered (gray) context AND can recognize cross-relationships among the issues.	Student can recognize ethical issues when issues are presented in a complex, multilayered (gray) context OR can grasp cross-relationships among the issues.	Student can recognize basic and obvious ethical issues and grasp (incompletely) the complexities or interrelationships among the issues.	Student can recognize basic and obvious ethical issues but fails to grasp complexity or interrelationships.
Application of Ethical Perspectives/Concepts	Student can independently apply ethical perspectives/concepts to an ethical question, accurately, and is able to consider full implications of the application.	Student can independently apply ethical perspectives/concepts to an ethical question, accurately, but does not consider the specific implications of the application.	Student can apply ethical perspectives/concepts to an ethical question, independently (to a new example) and the application is inaccurate.	Student can apply ethical perspectives/concepts to an ethical question with support (using examples, in a class, in a group, or a fixed-choice setting) but is unable to apply ethical perspectives/concepts independently (to a new example.).
Evaluation of Different Ethical Perspectives/Concepts	Student states a position and can state the objections to, assumptions and implications of and can reasonably defend against the objections to, assumptions and implications of different ethical perspectives/concepts, and the student's defense is adequate and effective.	Student states a position and can state the objections to, assumptions and implications of, and respond to the objections to, assumptions and implications of different ethical perspectives/concepts, but the student's response is inadequate.	Student states a position and can state the objections to, assumptions and implications of different ethical perspectives/concepts but does not respond to them (and ultimately objections, assumptions, and implications are compartmentalized by student and do not affect student's position.)	Student states a position but cannot state the objections to and assumptions and limitations of the different perspectives/concepts.

Appendix E

Evaluation Rubric for Cross-Cultural Perspectives (UC 6 and GC 5)
a. Micro-cultural (Diversity)

Cross-cultural knowledge and competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts"

	Capstone 4	Milestones 3	2	Benchmark 1
Knowledge *Cultural self-awareness*	Articulates insights into own cultural rules and biases (e.g seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)	Recognizes new perspectives about own cultural rules and biases (e.g not looking for sameness; comfortable with the complexities that new perspectives offer.)	Identifies own cultural rules and biases (e.g with a strong preference for those rules shared with own cultural group and seeks the same in others.)	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g uncomfortable with identifying possible cultural differences with others.)
Knowledge *Knowledge of cultural worldview frameworks*	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
Skills *Empathy*	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Views the experience of others but does so through own cultural worldview.
Skills *Verbal and nonverbal communication*	Articulates a complex understanding of cultural differences in verbal and nonverbal communication and is able to skillfully negotiate a shared understanding based on those differences.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding
Attitudes *Curiosity*	Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	Asks deeper questions about other cultures and seeks out answers to these questions.	Asks simple or surface questions about other cultures.	States minimal interest in learning more about other cultures.

Adapted from the AAC&U's Intercultural Competence Rubric

Appendix F

Evaluation Rubric for Cross-Cultural Perspectives (UC 6 and GC 5)
b. Macro-cultural (Global) Situations and Issues

Student will demonstrate the ability to integrate global perspectives in business decisions

Learning Objectives	Capstone 4	Milestone 3	2	Benchmark 1
Assess the interconnectedness of the global economy	Student understands how economies impact each other; he/she can think critically about political/ social/ environmental issues raised by economic interdependence.	Student is aware that economic conditions of one nation can impact those of other nations, but he/she is not aware of political/social issues raised by economic interdependence.	Student is aware that national economies impact one another, but this knowledge is general and sparse	Student does not understand that economies of nations impact one another.
Identify how political, social/cultural, economic and legal factors impact business decisions	Student identifies how several relevant global factors impact business decisions and provides specific examples to support	Student identifies how several relevant global factors impact business decisions	Student Identifies only a single relevant global factor impacts business decisions	Student fails to identify how relevant global factors impact business decisions
Applying Knowledge to Real-World Business Challenges	Applies knowledge and skills to generate sophisticated, appropriate and workable solutions to address complex business using interdisciplinary perspectives	Evaluates more complex solutions to global business challenges that are appropriate to their contexts using multiple lenses or disciplinary perspectives	Formulates practical yet elementary solutions to global business challenges	Defines global business challenges in basic ways, but fails to formulate practical solutions

Adopted from AAC&U Global Learning Value Pilot Rubric, with revision