AIC | AMERICAN INTERNATIONAL COLLEGE

Interim Quality Assurance Report

Institution:	American International College
Academic Business Unit:	Division of Business, School of Business, Arts, and Sciences
Date of Submission:	November 1, 2019

INTRODUCTION

Each accredited member of the IACBE is required to submit an Interim Quality Assurance Report mid-way through its awarded period of accreditation. The report focuses on major changes that have taken place in the academic business unit, and in any institution of which it is a part, in areas such as outcomes assessment; faculty composition and qualifications; faculty and student policies and procedures; governance; financial, physical, learning, and technological resources; and other areas that relate to the IACBE's Accreditation Principles. In the Interim Quality Assurance Report, the academic business unit will report the following information:

1. Institutional Information

2. Listing of Accredited Programs

3. Institutional and Program Enrollments

4. Degrees Conferred in Accredited Programs

5. Outcomes Assessment Plan for the Academic Business Unit

6. Student Learning Assessment Results for Accredited Programs

7. Operational Assessment Results for the Academic Business Unit

8. Report on Note Compliance

9. Narrative Reporting on (i) Major Changes Relating to the IACBE's Accreditation Principles and (ii) How the Academic Business Unit Continues to Comply with the Principles

The purposes of the Interim Quality Assurance Report are to (1) provide information about major changes affecting the academic business unit since its last accreditation review, and (2) provide evidence that the academic business unit continues to comply with the IACBE's Accreditation Principles.

1. Institutional Information

Institution's Name: American International College

Institution's Physical Address: 1000 State Street

Institution's Mailing Address
(if different than physical address):

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

Telephone (with country code if outside of the United States): 413-205-3547

Email: Leslie.filippelli-dimanna@aic.edu   Website: www.aic.edu

Type of Institution: _____ Public   X   Private Nonprofit   _____ Private For-Profit

Provide the following information pertaining to the president/CEO of your institution:

Name: Vincent Maniaci

Position Title: President

Highest Earned Degree: EdD   Email: vincent.maniaci@aic.edu

Telephone (with country code if outside of the United States): 413-205-3202

Provide the following information pertaining to the chief academic officer of your institution:

Name: Mika Nash

Position Title: Executive Vice President for Academic Affairs

Highest Earned Degree: PhD   Email: mika.nash@aic.edu

Telephone (with country code if outside of the United States): 413-205-3369

Provide the following information pertaining to the head of your academic business unit:

Name: Susanne T. Swanker

Position Title: Dean of the School of Business, Arts and Sciences

Highest Earned Degree: PhD   Email: susanne.swanker@aic.edu

Telephone (with country code if outside of the United States): 413-205-3251

Provide the following information pertaining to your primary representative to the IACBE, i.e., the person who is the primary contact for the IACBE (if different from the head of the academic business unit):

Name: Leslie P. Filippelli-DiManna

Position Title: Associate Dean of the School of Business, Arts and Sciences, Director of Business Programs and Associate Professor

Highest Earned Degree: DBA   Email: Leslie.filippelli-dimanna@aic.edu

Telephone (with country code if outside of the United States): 413-205-3547

Provide the following information pertaining to your alternate representative to the IACBE:

Name: Susanne T. Swanker

Position Title: Dean of the School of Business, Arts and Sciences

Highest Earned Degree: PhD   Email: susanne.swanker@aic.edu

Telephone (with country code if outside of the United States): 412-205-3251

2. IACBE-Accredited Programs

Provide a listing of all the business programs accredited by the IACBE. These programs are identified in the decision letter that you received from the IACBE Board of Commissioners at your last accreditation review. In addition, they are also listed on your Membership Status page on the IACBE website. This listing must also include all accredited majors, concentrations, specializations, emphases, focus areas, options, tracks, fields, and streams contained within the programs. In addition, identify the academic units that administer the programs, all locations at which the programs are offered, and, if the programs are delivered in partnership with other institutions, please identify those institutions as well. (Add or delete rows in the table as needed):

ACCREDITED PROGRAM	ACADEMIC UNIT ADMINISTERING THE PROGRAM	LOCATIONS	PARTNER INSTITUTIONS
Master of Business Administration	School of Business, Arts and Sciences	Main campus	Not applicable
MBA in Resorts and Casino Management	School of Business, Arts and Sciences	Main campus	Not applicable
Master of Science in Accounting and Taxation	School of Business, Arts and Sciences	Main campus	Not applicable
Bachelor of Science in Business Administration with majors in	School of Business, Arts and Sciences	Main campus	Not applicable
. Accounting	School of Business, Arts and Sciences	Main campus	Not applicable
. Economics/Finance	School of Business, Arts and Sciences	Main campus	Not applicable
. General Business	School of Business, Arts and Sciences	Main campus	Not applicable
. Healthcare Management	School of Business, Arts and Sciences	Main campus	Not applicable
. International Business	School of Business, Arts and Sciences	Main campus	Not applicable
. Management	School of Business, Arts and Sciences	Main campus	Not applicable
. Marketing	School of Business, Arts and Sciences	Main campus	Not applicable

ACCREDITED PROGRAM	ACADEMIC UNIT ADMINISTERING THE PROGRAM	LOCATIONS	PARTNER INSTITUTIONS
. Sports and Recreation Management	School of Business, Arts and Sciences	Main campus	Not applicable

3. Institutional and Program Enrollments

Provide figures for the total headcount enrollment for the institution, as a whole, for the current year and for the year of your last accreditation review.

Notes:

'Enrollment' refers to the total number of students pursuing programs offered by the institution, not the number of students admitted in a given year.

For institutions for which the academic business unit is the institution, i.e., institutions that are stand-alone business units, provide figures for the total headcount enrollment for the academic business unit for the current year and for the year of your last accreditation review.

TOTAL INSTITUTIONAL HEADCOUNT ENROLLMENT	
Current Year	**Year of Last Accreditation Review**
Fall 2019 - 323	July 2016 - 406

For each IACBE-accredited program (including each accredited major, concentration, specialization, emphasis, focus area, option, track, field, and stream contained within the program), provide figures for the total headcount enrollment in the program for the current year and for the year of your last accreditation review. (Add or delete rows in the table as needed):

ACCREDITED PROGRAM	HEADCOUNT ENROLLMENT	
	CURRENT YEAR FALL 2019	YEAR OF LAST ACCREDITATION REVIEW JULY 2016
MBA	68	48
MBA Resorts and Casino Management	0	0
MSAT	2	11
BSBA in Accounting	28	51
BSBA in Economics/Finance	27	20
BSBA in General Business	56	83
BSBA in Healthcare Management	6	17
BSBA in International Business	15	19
BSBA in Management	44	43
BSBA in Marketing	23	30
BSBA in Sports and Recreation Management	54	84
TOTAL	323	406

Note: In the totals for each of the years identified in the table, please do not double-count students who are pursuing or pursued multiple programs, e.g., students who pursued both a finance program and a marketing program. In other words, the figures should simply be headcount enrollments regardless of the number of programs that the students are or were pursuing.

4. Degrees Conferred in Accredited Programs

For each IACBE-accredited program (including each accredited major, concentration, specialization, emphasis, focus area, option, track, field, and stream contained within the program), provide figures for the number of degrees conferred in the program for the current year and for the year of your last accreditation review. (Add or delete rows in the table as needed):

ACCREDITED PROGRAM	NUMBER OF DEGREES CONFERRED	
	CURRENT YEAR	YEAR OF LAST ACCREDITATION REVIEW
MBA	39	21
MBA Resorts and Casino	0	0
MSAT	1	12
BSBA - Accounting	5	9
BSBA – Economics/Finance	4	6
BSBA – General Business	12	13
BSBA – Healthcare Management	3	6
BSBA – International Business	4	1
BSBA – Management	7	16
BSBA - Marketing	7	6
BSBA – Sports Recreation Management	11	10
Total	93	100

6. Outcomes Assessment Plan for the Academic Business Unit

a. Provide a copy of the current outcome assessment plan for the academic business unit. The plan must encompass each program that is accredited by the IACBE and must be prepared using the template developed by the IACBE. (The outcomes assessment plan should be placed in an appendix of the interim report.)

b. Identify and describe any significant changes from the plan that was previously submitted to the IACBE.

7. Student Learning Assessment Results for Accredited Programs

For each IACBE-accredited program, provide student learning assessment information for the program. This information must include the following elements: (a) intended student learning outcomes (ISLOs) for each program, (b) a listing of the direct measures of student learning that are used for assessing the ISLOs, (c) performance objectives for each direct measure of learning, (d) a listing of the indirect measures of student learning that are used for assessing the ISLOs, (e) performance objectives for each indirect measure of learning, (f) results from the implementation of the direct measures of student learning, (g) results from the implementation of the indirect measures of student learning, and (h) an indication of whether students achieved each of the intended learning outcomes as determined by the performance objectives identified by the academic business unit in its outcomes assessment plan.

Notes:

A separate table must be provided for each IACBE-accredited program.

Add tables and insert or delete rows in the tables as needed in order to accommodate the number of your (i) programs and (ii) intended student learning outcomes.

In the sections of the learning assessment results tables labeled "Summary of Achievement of Intended Student Learning Outcomes," do not add or delete columns. Space is provided in these sections for four direct measures of student learning and four indirect measures of student learning. If you are employing fewer than this number of assessment instruments, simply leave cells in the unused columns blank. If you are employing more than this number of instruments, you will need to create additional summary-of-achievement tables to report your assessment information.

In these sections of the tables, (i) enter 'Met' in a given cell of a table if the performance objective for the instrument in that column was achieved for the intended learning outcome in that row, (ii) enter 'Not Met' if the performance objective for the instrument in that column was not achieved for the intended learning outcome in that row, or (iii) leave the cell blank if the instrument in that column does not measure the intended learning outcome in that row.

Italicized entries in the table template represent areas where the academic business unit should insert its own learning assessment information.

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION
a. Program Intended Student Learning Outcomes (Program ISLOs) – BSBA
1.	*P ISLO 1* Students will be able to discuss business contents appropriate to their discipline.
2.	*P ISLO 2* Students will be able to discuss the global dimensions of business.

3.	*P ISLO 3* Students will be able to evaluate the legal and social environment of business.
4.	*P ISLO 4* Students will be able to utilize quantitative methods to make better financial decisions
5.	*P ISLO 5* Students will be able to formulate plans using integrated business concepts.
6.	*P ILSO 6* Students will be able to create coherent written forms of communication.
7.	*P ILSO 7* Students will be able to present oral communications in a professional manner.
8.	*P ILSO 8* Students will be able to evaluate social responsibility issues in business contexts.
9.	*P ILSO 9* Students will be able to interact professionally as members of teams.

b. Assessment Instruments for Intended Student Learning Outcomes—Direct Measures of Student Learning:	c. Performance Objectives (Targets/Criteria) for Direct Measures:
1. *Direct Measure 1* Comprehensive Business Exam Program ISLOs Assessed by this Measure: P ISLO 1, 2, 3, 4, 5,	*Objective (Target/Criterion) for Direct Measure 1* A. 75% of all graduating BSBA students will score at the 35th national percentile for the overall exam [P ISLO 1] B. 75% of all graduating BSBA students will score at the 35th national percentile for each of the subsections of the exam, particularly 1. P ISLO 2 global 2. P ISLO 3 legal and social environment 3. P ISLO 4 quantitative methods 4. P ISLO 5 integration C. 75% of all graduating seniors in each major will score at the 50th national percentile in the subsection of the exam for their field of study [P ISLO 1] 1. Accounting 2. Economics 3. General Business [uses management] 4. Healthcare Management [uses management] 5. International Business 6. Management 7. Marketing 8. Sports Recreation Management [uses management]

		Notes
		  A. Only scores of exams for students who finish the exam with a minimum time frame of 45 minutes will be evaluated.
		  B. If the number of majors is few, then the 75% requirement will be interpreted as one student less than the total number of students enrolled in the major.
		  C. A minimum of one student per major is required.

2.	*Direct Measure 2* Business Plan
	
	Program ISLOs Assessed by this Measure: P ISLO 4, 5, 6, 7, 8, 9
		Objective (Target/Criterion) for Direct Measure 2
		
		75% of all graduating BSBA students will receive a minimum score of "satisfactory" or better on each ISLO assessed
		
		  A. P ISLO 4 quantitative analysis
		  B. P ISLO 5 integrated topics
		  C. P ISLO 6 written communication
		  D. P ISLO 7 oral communication
		  E. P ISLO 8 social responsibility
		  F. P ISLO 9 teamwork

d. Assessment Instruments for Intended Student Learning Outcomes—Indirect Measures of Student Learning:		**e. Performance Objectives (Targets/Criteria) for Indirect Measures:**

1.	*Indirect Measure 1*
	
	Program ISLOs Assessed by this Measure: P ISLO 1, 2, 3, 4, 5, 6, 7, 8, 9
		Objective (Target/Criterion) for Indirect Measure 1
		
		75% of the graduating BSBA students will report that they "agree" or "strongly agree" with each ISLO assessed.
		
		  A. P ISLO 1 overall
		  B. P ISLO 2 global environment
		  C. P ISLO 3 legal and social environment
		  D. P ISLO 4 quantitative analysis
		  E. P ISLO 5 integrated topics
		  F. P ISLO 6 written communication
		  G. P ISLO 7 oral communication
		  H. P ISLO 8 social responsibility

	I. P ISLO 9 teamwork

f. Summary of Results from Implementing Direct Measures of Student Learning:

1. *Summary of Results for Direct Measure 1*

   N = 32 total BSBA students, 24 students are required for 75%

   A.   1.   20 BSBA students – 63% - Fail, P ISLO 1 overall.

   B.   Specified ILSO
   1. BSBA students –27 of 32 84% - Pass, P ISLO 2 global.
   2. BSBA students – 21 of 32 66% - Fail, P ISLO 3 legal.
   3. BSBA students – 24 of 32 75% - Pass, P ISLO 4 quantitative methods
   4. BSBA students – 24 of 32 75% - Pass, P ISLO 5 integration.

   C.   P ISLO 1 discipline

   1. 3 of 4 – 75% ACC- Pass
   2. 1 of 4 – 25% FIN – Fail
   3. 4 of 6 – 67% GBUS - Fail
   4. 0 of 2 – 00% HCM - Fail
   5. 4 of 4 – 100% IBS **-** Pass
   6. 3 of 5 – 60% MGT- Fail
   7. 4 of 5 – 80% MKT – Pass
   8. 1 of 2 – 50% SRM- Fail

	Summary of Results for Direct Measure 2
	
	n=4
	
	    A. 4of 4, 100%, PASS P ISLO 4 quantitative analysis
	    B. 4of 4, 100%, PASS P ISLO 5 integrated topics
	    C. 4 of 4, 100%, PASS P ISLO 6 written communication
	    D. 4 of 4, 100%, PASS P ISLO 7 oral communication
	    E. 4 of 4, 100%, PASS P ISLO 8 social responsibility
	    F. 4 of 4, 100%, PASS P ISLO 9 teamwork

3.	*Summary of Results for Direct Measure 3*
4.	*Summary of Results for Direct Measure 4*

g. Summary of Results from Implementing Indirect Measures of Student Learning:

1.	*Summary of Results for Indirect Measure 1*
	
	N = 25
	
	75% of the graduating BSBA students will report that they "agree" or "strongly agree" with each ISLO assessed.
	
	    A. 24 of 25, 96%, PASS, P ISLO 1 overall
	    B. 22 of 25, 88%, PASS, P ISLO 2 global environment
	    C. 23 of 25, 92%, PASS, P ISLO 3 legal and social environment
	    D. 23 of 25, 92%, PASS, P ISLO 4 quantitative analysis
	    E. 23 of 25, 92%, PASS, P ISLO 5 integrated topics
	    F. 25 of 25, 100%, PASS, P ISLO 6 written communication
	    G. 24 of 25, 96%, PASS, P ISLO 7 oral communication
	    H. 25 of 25, 100%, PASS, P ISLO 8 social responsibility
	    I. 25 of 25, 100%, PASS, P ISLO 9 teamwork

2.	*Summary of Results for Indirect Measure 2*
3.	*Summary of Results for Indirect Measure 3*
4.	*Summary of Results for Indirect Measure 4*

h. Summary of Achievement of Intended Student Learning Outcomes:

Intended Student Learning Outcomes (ISLOs)	Learning Assessment Measures	
	Direct Measures of Student Learning	**Indirect Measures of Student Learning**

Program ISLOs	Direct Measure 1	Direct Measure 2	Direct Measure 3	Direct Measure 4	Indirect Measure 1	Indirect Measure 2	Indirect Measure 3	Indirect Measure 4
	Performance Objective Was…	Performance Objective Was…	Performance Objective Was…	Performance Objective Was…	Performance Objective Was…	Performance Objective Was…	Performance Objective Was…	Performance Objective Was…
1. *P ISLO 1* – Disciplinary content	Met				Met			
2. *P ISLO 2* - Global	Met				Met			
3. *P ISLO 3*- Legal and Social	Not Met				Met			
4. *P ILSO 4* – Quantitative methods	Met	Met			Met			
5. *P ISLO 5* - Integration		Met			Met			
6. *P ISLO 6* - Written		Met			Met			
7. *P ISLO 7*- Oral		Met			Met			
8. *P ISLO 8* – Social Responsibility		Met			Met			
9 *P ISLO 9* - Teamwork		Met			Met			

Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:

1. *Course of Action 1*

The students are made aware of the importance that we place on the Peregrine exit exam. They are told that their scores reflect the program and not them individually.

The Peregrine Exit exam has been utilized six times. There are plans for the coming year to review the usefulness of the Peregrine exam and to consider the use of other tools. The level of seriousness with which students approach the exam is questionable and has negative implications on the results and accuracy of assessment.

The points associated with the exit exam taken in MGT 4800-Capstone course were increased, which may account for the improvement in student scores in four of the eight disciplines, which almost tripled. The strategies and curriculum changes implemented appear to be working.

2. *Course of Action 2*

In year one, the assessment plan was changed. Additionally, the catalog was updated changing prerequisites, names of courses, etc. Standardization of syllabi to include the learning objectives was also implemented.

In year two, the curriculum for each major was standardized. All eight UG majors are required to take General Education courses, Business Core, and 11 courses in their major.

In year three, the focus was on standardizing program plans to ensure students schedule the correct courses in a specific sequence. This was done to help in the acquisition and retention of material.

This year, with the self-study approaching in anticipation of reaccreditation in 2021, we will be re-evaluating the core business courses required as well as reviewing and adding/making changes to the majors.

MASTERS OF BUSINESS ADMINISTRATION
a. Program Intended Student Learning Outcomes (Program ISLOs) - MBA

1.	*P ISLO 1* Students will be able to critique problems in business situations.
2.	*P ISLO 2* Students will be able to formulate plans based on integrated business theory and practice.
3.	*P ISLO 3* Students will be able to apply quantitative techniques to make better financial decisions.
4.	*P ISLO 4* Students will be able to create effective written documents.
5.	*P ISLO 5* Students will be able to compose and deliver clear, completing oral presentations.
6.	*P ISLO 6* Students will be able to interact professionally as members of teams.
7.	*P ISLO 7* Students will be able to critique social responsibility issues in business contexts.
8.	*P ISLO 8* Students will be able to differentiate plans based on cultural/global differences

b. Assessment Instruments for Intended Student Learning Outcomes—Direct Measures of Student Learning:	c. Performance Objectives (Targets/Criteria) for Direct Measures:
1. *Direct Measure 1* Business Plan Program ISLOs Assessed by this Measure: P ISLO 1, 2, 3, 4, 5, 6, 7, 8	*Objective (Target/Criterion) for Direct Measure 1* 75% of all graduating MBA students will receive a score of "satisfactory" or better on each P ISLO assessed.
2.	

3.		
4.		

	d. Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	**e. Performance Objectives (Targets/Criteria) for Indirect Measures:**
1.	*Indirect Measure 1* Graduate Business Exit Survey Program ISLOs Assessed by this Measure: P ISLO 1, 2, 3, 4, 5, 6, 7, 8	*Objective (Target/Criterion) for Indirect Measure 1* 75% of all graduating MBA students will "agree" or "strongly agree" with each P ISLO assessed.

	f. Summary of Results from Implementing Direct Measures of Student Learning:
1.	*Summary of Results for Direct Measure 1* Number, percent, P ILSO 4 of 4, 100%, PASS, P ISLO 1 – critique problems 4 of 4, 100%, PASS, P ISLO 2 – formulate plans 4 of 4, 100%, PASS, P ISLO 3 - quantitative analysis 4 of 4, 100%, PASS, P ISLO 4 – written communication 4 of 4, 100%, PASS, P ISLO 5 – oral communication 4 of 4, 100%, PASS, P ISLO 6 - teamwork 4 of 4, 100%, PASS, P ISLO 7 – social responsibility 4 of 4, 100%, PASS, P ISLO 8 – cultural/global differences

2.	*Summary of Results for Direct Measure 2*	
3.	*Summary of Results for Direct Measure 3*	
4.	*Summary of Results for Direct Measure 4*	

g. Summary of Results from Implementing Indirect Measures of Student Learning:

1.	*Summary of Results for Indirect Measure 1* n=24 24 of 24, 100%, Pass, P ISLO 1 – critique problems 23 of 24, 96%, Pass, P ISLO 2 – formulate plans 21 of 24, 88%, Pass, P ISLO 3 - quantitative analysis 23 of 24, 96%, Pass, P ISLO 4 – written communication 23 of 24, 96%, Pass, P ISLO 5 – oral communication 23 of 24, 96%, Pass, P ISLO 6 - teamwork 22 of 24, 92%, Pass, P ISLO 7 – social responsibility 22 of 24, 92%, Pass, P ISLO 8 – cultural/global differences
2.	*Summary of Results for Indirect Measure 2*
3.	*Summary of Results for Indirect Measure 3*
4.	*Summary of Results for Indirect Measure 4*

h. Summary of Achievement of Intended Student Learning Outcomes:

Intended Student Learning Outcomes (ISLOs)	Learning Assessment Measures							
	Direct Measures of Student Learning				Indirect Measures of Student Learning			
Program ISLOs	*Direct Measure 1*	*Direct Measure 2*	*Direct Measure 3*	*Direct Measure 4*	*Indirect Measure 1*	*Indirect Measure 2*	*Indirect Measure 3*	*Indirect Measure 4*
	Performance Objective Was…	Performance Objective Was…	Performance Objective Was…	Performance Objective Was…	Performance Objective Was…	Performance Objective Was…	Performance Objective Was…	Performance Objective Was…
1. *P ISLO 1* – Critique problems	Met				Met			
2. *P ISLO 2* – Formulate plans	Met				Met			
3. *P ISLO 3* - Quantitative methods	Met				Met			

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4.	*P ISLO 4* - Written	Met				Met			
5.	*P ISLO 5* - Oral	Met				Met			
6.	*P ISLO 6* - Teamwork	Met				Met			
7.	*P ISLO 7* – Social Responsibility	Met				Met			
8.	*P ISLO 8* – Cultural Differences	Met				Met			

Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:
3. *Course of Action 1*   Continue progress made.
4. *Course of Action 2*
5. *Course of Action 3*
6. *Course of Action 4*

MASTERS OF SCIENCE FOR ACCOUNTING AND TAXATION	
a. Program Intended Student Learning Outcomes (Program ISLOs) – MSAT	
1.	*P ISLO 1* Students will be able to critique problems in business situations.
2.	*P ISLO 2* Students will be able to formulate plans based on integrated business theory and practice.
3.	*P ISLO 3* Students will be able to apply quantitative techniques to make better financial decisions.
4.	*P ISLO 4* Students will be able to create effective written documents.
5.	*P ISLO 5* Students will be able to compose and deliver clear, completing oral presentations.
6.	*P ISLO 6* Students will be able to interact professionally as members of teams.
7.	*P ISLO 7* Students will be able to critique social responsibility issues in business contexts.
8.	*P ISLO 8* Students will be able to differentiate plans based on cultural/global differences

b. Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:	**c. Performance Objectives (Targets/Criteria) for Direct Measures:**
1. *Direct Measure 1* Business Research Paper Program ISLOs Assessed by this Measure: P ISLO 1, 2, 3, 4, 5, 6, 7, 8	*Objective (Target/Criterion) for Direct Measure 1* 75% of all graduating MBA students will receive a score of "satisfactory" or better on each P ISLO assessed.

d. Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	**e. Performance Objectives (Targets/Criteria) for Indirect Measures:**
1. *Indirect Measure 1* Graduate Business Exit Survey Program ISLOs Assessed by this Measure: P ISLO 1, 2, 3, 4, 5, 6, 7, 8	*Objective (Target/Criterion) for Indirect Measure 1* 75% of all graduating MBA students will "agree" or "strongly agree" with each P ISLO assessed.
2. *Indirect Measure 2* Program ISLOs Assessed by this Measure: *Outcomes List*	*Objective (Target/Criterion) for Indirect Measure 2*

	f. Summary of Results from Implementing Direct Measures of Student Learning:
1.	*Summary of Results for Direct Measure 1* 1 of 1 100%, Pass, P ISLO 1 – critique problems 1 of 1, 100%, Pass, P ISLO 2 – formulate plans 1of 1, 100%, Pass, P ISLO 3 - quantitative analysis 1 of 1, 100%, Pass, P ISLO 4 – written communication 1 of 1, 100%, Pass, P ISLO 5 – oral communication 0 of 0, 100%, N/A P ISLO 6 – teamwork 1 of 1, 100%, Pass, P ISLO 7 – social responsibility 1 of 1, 100%, Pass, P ISLO 8 – cultural/global differences
2.	*Summary of Results for Direct Measure 2*
3.	*Summary of Results for Direct Measure 3*
4.	*Summary of Results for Direct Measure 4*
	g. Summary of Results from Implementing Indirect Measures of Student Learning:
1.	*Summary of Results for Indirect Measure 1* 1 of 1, 100%, P ISLO 1 – critique problems 1 of 1, 100%, P ISLO 2 – formulate plans 1 of 1, 100%, P ISLO 3 - quantitative analysis 1 of 1, 100%, P ISLO 4 – written communication 1 of 1, 100%, P ISLO 5 – oral communication 1 of 1, 100%, P ISLO 6 – teamwork, paper done individually 1 of 1, 100%, P ISLO 7 – social responsibility 1 of 1, 100%, P ISLO 8 – cultural/global differences
2.	*Summary of Results for Indirect Measure 2*
3.	*Summary of Results for Indirect Measure 3*
4.	*Summary of Results for Indirect Measure 4*

h. Summary of Achievement of Intended Student Learning Outcomes:

Intended Student Learning Outcomes (ISLOs)	Learning Assessment Measures							
	Direct Measures of Student Learning				Indirect Measures of Student Learning			
Program ISLOs	*Direct Measure 1*	*Direct Measure 2*	*Direct Measure 3*	*Direct Measure 4*	*Indirect Measure 1*	*Indirect Measure 2*	*Indirect Measure 3*	*Indirect Measure 4*
	Performance Objective Was…	Performance Objective Was…	Performance Objective Was…	Performance Objective Was…	Performance Objective Was…	Performance Objective Was…	Performance Objective Was…	Performance Objective Was…
1. *P ISLO 1* – Critique problems	Met				Met			
2. *P ISLO 2* – Formulate plans	Met				Met			
3. *P ISLO 3* - Quantitative methods	Met				Met			
4. *P ISLO 4* - Written	Met				Met			
5. *P ISLO 5* - Oral	Met				Met			
6. *P ISLO 6* - Teamwork	N/A				N/A			
7. *P ISLO 7* – Social Responsibility	Met				Met			
8. *P ISLO 8* – Cultural Differences	Met				Met			

Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:

1. *Course of Action 1*

The MSAT program is very individualized, with a small enrollment typically about 5 per class. Teamwork is not currently measured. there was only one student in the MSAT Capstone so teamwork was not measured.

2. *Course of Action 2*

3. *Course of Action 3*

4. *Course of Action 4*

MBA RESORT AND CASINO	
a. Program Intended Student Learning Outcomes (Program ISLOs) – MSAT	
1.	*P ISLO 1* Students will be able to critique problems in business situations.
2.	*P ISLO 2* Students will be able to formulate plans based on integrated business theory and practice.
3.	*P ISLO 3* Students will be able to apply quantitative techniques to make better financial decisions.
4.	*P ISLO 4* Students will be able to create effective written documents.
5.	*P ISLO 5* Students will be able to compose and deliver clear, completing oral presentations.
6.	*P ISLO 6* Students will be able to interact professionally as members of teams.
7.	*P ISLO 7* Students will be able to critique social responsibility issues in business contexts.
8.	*P ISLO 8* Students will be able to differentiate plans based on cultural/global differences

b. Assessment Instruments for Intended Student Learning Outcomes—Direct Measures of Student Learning:		c. Performance Objectives (Targets/Criteria) for Direct Measures:
1.	*Direct Measure 1* Business Research Paper Program ISLOs Assessed by this Measure: P ISLO 1, 2, 3, 4, 5, 6, 7, 8	*Objective (Target/Criterion) for Direct Measure 1* 75% of all graduating MBA students will receive a score of "satisfactory" or better on each P ISLO assessed.
2.		
3.		
4.		

d. Assessment Instruments for Intended Student Learning Outcomes—Indirect Measures of Student Learning:		e. Performance Objectives (Targets/Criteria) for Indirect Measures:
1.	*Indirect Measure 1* Graduate Business Exit Survey Program ISLOs Assessed by this Measure: P ISLO 1, 2, 3, 4, 5, 6, 7, 8	*Objective (Target/Criterion) for Indirect Measure 1* 75% of all graduating MBA students will "agree" or "strongly agree" with each P ISLO assessed.
2.	*Indirect Measure 2* Program ISLOs Assessed by this Measure: *Outcomes List*	*Objective (Target/Criterion) for Indirect Measure 2*

<table>
<tr><td colspan="2">f. Summary of Results from Implementing Direct Measures of Student Learning:</td></tr>
<tr><td>1.</td><td>Summary of Results for Direct Measure 1</td></tr>
<tr><td>2.</td><td>Summary of Results for Direct Measure 2</td></tr>
<tr><td>3.</td><td>Summary of Results for Direct Measure 3</td></tr>
<tr><td>4.</td><td>Summary of Results for Direct Measure 4</td></tr>
<tr><td colspan="2">g. Summary of Results from Implementing Indirect Measures of Student Learning:</td></tr>
<tr><td>1.</td><td>Summary of Results for Indirect Measure 1</td></tr>
<tr><td>2.</td><td>Summary of Results for Indirect Measure 2</td></tr>
<tr><td>3.</td><td>Summary of Results for Indirect Measure 3</td></tr>
<tr><td>4.</td><td>Summary of Results for Indirect Measure 4</td></tr>
<tr><td colspan="2">h. Summary of Achievement of Intended Student Learning Outcomes:</td></tr>
</table>

Intended Student Learning Outcomes (ISLOs)	Learning Assessment Measures							
	Direct Measures of Student Learning				Indirect Measures of Student Learning			
Program ISLOs	*Direct Measure 1*	*Direct Measure 2*	*Direct Measure 3*	*Direct Measure 4*	*Indirect Measure 1*	*Indirect Measure 2*	*Indirect Measure 3*	*Indirect Measure 4*
	Performance Objective Was…	Performance Objective Was…	Performance Objective Was…	Performance Objective Was…	Performance Objective Was…	Performance Objective Was…	Performance Objective Was…	Performance Objective Was…
1. *Program Learning Outcome 1*								
2. *Program Learning Outcome 2*								
3. *Program Learning Outcome 3*								
4. *Program Learning Outcome 4*								
5. *Program Learning Outcome 5*								
6. *Program Learning Outcome 6*								

7.	Program Learning Outcome 7							
8.	Program Learning Outcome 8							

Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:
1.   *Course of Action 1* The Resorts and Casino management degree is authorized. We have not yet conducted a cohort in the degree. I listed the assessment plan in preparation for this program.
2. *Course of Action 2*
3. *Course of Action 3*
4. *Course of Action 4*

8. Operational Assessment Results for the Academic Business Unit

Provide operational assessment information for the academic business unit. This information must include the following elements: (a) intended operational outcomes (IOOs) for the academic business unit, (b) a listing of the measures/methods that are used for assessing the IOOs, (c) performance objectives for each operational assessment measure/method, (d) results from the implementation of the operational assessment measures/methods, and (e) an indication of whether the academic business unit achieved each of the intended operational outcomes as determined by the performance objectives identified by the academic business unit in its outcomes assessment plan.

Notes:

Insert or delete rows in the table as needed in order to accommodate the number of your intended operational outcomes.

In the section of the operational assessment results table labeled "Summary of Achievement of Intended Operational Outcomes," do not add or delete columns. Space is provided in this section for eight operational assessment measures. If you are employing fewer than this number of assessment instruments, simply leave cells in the unused columns blank. If you are employing more than this number of instruments, you will need to create additional summary-of-achievement tables to report your assessment information. In this section of the table, (i) enter 'Met' in a given cell of a table if the performance objective for the instrument in that column was achieved for the intended operational outcome in that row, (ii) enter 'Not Met' if the performance objective for the instrument in that column was not achieved for the intended operational outcome in that row, or (iii) leave the cell blank if the instrument in that column does not measure the intended operational outcome in that row.

Italicized entries in the table template represent areas where the academic business unit should insert its own operational assessment information.

OPERATIONAL ASSESSMENT	
a. Intended Operational Outcomes (IOOs)	
1.	*IOO 1* The Business Program will place its undergraduate students in appropriate entry-level positions or in graduate school on an annual basis
2.	*IOO 2* The Graduate Business Programs will contribute to the professional advancement of its MBA and MSAT graduates
3.	*IOO 3* The Business Programs will provide high quality instruction to its students.
4.	*IOO 4* Faculty members in the Business Programs will engage in appropriate scholarly, development and professional activities on an annual basis.
5.	*IOO 5* Faculty members in the Business Programs will be professionally or academically qualified in their teaching disciplines.
6.	*IOO 6* Students in the Business Programs will graduate in a timely manner

7.	*IOO 7* The Business Programs will provide effective advising to its students
8.	*IOO 8* The Business Programs will provide high-quality learning and technological resources to its students

	b. Assessment Measures/Methods for Intended Operational Outcomes:	**c. Performance Objectives (Targets/Criteria) for Operational Assessment Measures/Methods:**
1.	*Operational Assessment Measure/Method 1* Program Annual Report IOOs Assessed by this Measure: *Outcomes List* IOO 4, 5	*Objective (Target/Criterion) for Measure/Method 1* A. 100% of the full time and 95% of the adjunct instructors will be academically or professionally qualified in their respective discipline areas. B. 100% of the fulltime faculty members will attend one or more relevant disciplinary or instructional conferences, seminars, or workshops each year
2.	*Operational Assessment Measure/Method 2* Graduation Data from the Registrar's Office IOOs Assessed by this Measure: IOO 6	*Objective (Target/Criterion) for Measure/Method 2* A. 85% of the students will graduate from the MBA program within two years [excluding students leaving the program due to employment/transfers/relocations] B. 90% of the students will graduate from the MSAT program within three years excluding students leaving the program due to employment/transfers/relocations] C. 95% of the full-time undergraduate students who graduate will do so within six years.
3.	*Operational Assessment Measure/Method 3* Graduate Business Program Exit Survey IOOs Assessed by this Measure: IOO 3, 7, 8	*Objective (Target/Criterion) for Measure/Method 3* 90% of the graduate students will indicate that they "agree" or "strongly agree" that A. the program provided a variety of high-quality instruction B. AIC provided high quality faculty to teach the material C. AIC provided faculty who were receptive to and responsive to their questions D. effective academic advice was provided E. effective career advice was provided F. AIC provided a high-quality learning environment and technological resources
4.	*Operational Assessment Measure/Method 4* Institutional Undergraduate Exit Survey	*Objective (Target/Criterion) for Measure/Method 4*

	IOOs Assessed by this Measure: *Outcomes List* IOO 1	A. 85% of the graduated undergraduate business students will report being placed in degree-related positions or in graduate school within one year of graduation. B. 80% of the students will indicate that the position/career that they are entering requires direct use of the education/skills they received at AIC C. 20% of the students will indicate that they participated in an internship D. 75% of the students who participated in an internship will indicate it had a positive impact on current or future employment.
5.	*Operational Assessment Measure/Method 5* Institutional Graduate Exit Survey IOOs Assessed by this Measure: *Outcomes List – IOO 2*	*Objective (Target/Criterion) for Measure/Method 5* A. 95% of the graduated graduate students will report being placed in degree related positions within one year of graduation B. 90% of the graduate students will report that the position/career they are entering requires the direct use of education/skills that AIC provided.
6.		
7.		
8.		

d. Summary of Results from Implementing Operational Assessment Measures/Methods:

1.	*Summary of Results for Measure/Method 1* No new full-time faculty have been hired since the last accreditation visit. 1. Number, percentage, type of faculty A. 09 of 09, 100% Full time faculty members are professionally or academically qualified in their respective areas. 20 of 21, 95% Adjunct faculty currently hired are professionally or academically qualified in their respective areas. B. 09 of 09, 100% Full time faculty reported the appropriate level of scholarship and development. They all have attended workshops on assessment, teaching, and strategic planning.

2.	*Summary of Results for Measure/Method 2*
	
	A. Entering semester, total entering, graduate, on track, withdraw
	
	    1. Two year program
	
	        Fall 2017: 32 entered – 23 graduated – 2 on track for completion – 7 withdrawn/LOA
	        Spring 2018: 13 entered – 7 graduated – 3 on track for completion – 3 withdrawn/LOA
	        Totals: 45 students – 30 graduated – 5 on track for completion – 10 withdrawn/LOA
	
	        35 of 45, 78% (fail), students in the two year MBA program have graduated or are scheduled to graduate on time. We would need an additional 4 students to graduation to reach the 85% mark.
	
	    2. One year program
	
	        Summer 2018: 7 entered – 5 graduated – 2 on track for completion – 0 withdrawn/LOA
	
	        7 of 7, 100% (pass)**,** students in the one-year summer start program have graduated or is scheduled to graduate
	
	B. MSAT is not a cohort program of the folks who have entered the program since FA 17
	
	    Of the 4 students who have entered the program since Fall 2017, 1 has graduated, 2 are on track for completion in Spring 2020, and 1 withdrew. Therefore, 3 of 4, 75% (fail). All 4 students would need to graduate in order to achieve the benchmark.
	
	C. Data to be collected from the Registrar

3.	*Summary of Results for Measure/Method 3* MSAT MBA TOTAL Section A. 1 of 1, 100%, 21 of 24, 88%, 22 of 25, 88% Variety of instruction B. 1 of 1, 100% 18 of 24, 75% 19 of 25, 76% High quality instruction C. 1 of 1, 100% 21 of 24, 88% 22 of 25, 88% Receptive to question D. 1 of 1, 100% 19 of 24, 79% 20 of 25, 80% Effective advising academic E. 1 of 1, 100% 21 of 24, 88% 22 of 25, 88% Effective advising career F. 1 of 1, 100% 19 of 24, 79% 20 of 25, 80% High quality learning environment

4.	*Summary of Results for Measure/Method 4* Data to be collected by new instrument	
5.	*Summary of Results for Measure/Method 5* Data to be collected by new instrument	
6.	*Summary of Results for Measure/Method 6*	
7.	*Summary of Results for Measure/Method 7*	

e. Summary of Achievement of Intended Operational Outcomes:

	Intended Operational Outcomes (IOOs)	**Operational Assessment Measures/Methods**							
		Operational Assessment Measure/ Method 1 Performance Target Was…	*Operational Assessment Measure/ Method 2* Performance Target Was…	*Operational Assessment Measure/ Method 3* Performance Target Was…	*Operational Assessment Measure/ Method 4* Performance Target Was…	*Operational Assessment Measure Method 5* Performance Target Was…	*Operational Assessment Measure/ Method 6* Performance Target Was…	*Operational Assessment Measure/ Method 7* Performance Target Was…	*Operational Assessment Measure/ Method 8* Performance Target Was…
1.	*IOO 1*- UG Placement				N/A				
2.	*IOO 2*- Graduate Advancement					N/A			
3.	*IOO 3*- High Quality Instruction			Met					
4.	*IOO 4*- Faculty Scholarship	Met							
5.	*IOO 5* – Faculty Qualification	Met							
6.	*IOO 6*- Gr Timely Graduation		Not Met						
7.	*IOO 7*- Advising			Not met					
8	*IOO 8* - Learning Environment			Not met					

Proposed Courses of Action for Improvement in Operational Outcomes for which Performance Targets Were Not Met:
Course of Action 1 The College hired a new Director of Institutional Research (new position) which reports to the EVPAA. The focus of this position and those supporting its work has been on data collection and analysis over this past year. It is expected that in the coming year and in time for the new self study for reaccreditation that this office will work with Career Development to design and implement a new tool to assess career placement and success of our undergraduate and graduate students. IOO1 IOO2
Course of Action 2 A new Director of Business Programs was hired in August 2019. This person will be responsible for reviewing the MBA curriculum and faculty performance and making recommendations for change. IOO3

9. Report on Note Compliance

If you received Notes from the Board of Commissioners accompanying your last accreditation, and if these Notes have not been cleared (i.e., the Notes have not yet been removed by the Board of Commissioners), provide a report on your actions to address the issues identified in the Notes. For each Note, first list the principle number (e.g., Principle 1.1, Principle 3.2, Principle 4.1, etc.), and then describe the actions that you have already taken to address the issues in the Note followed by any actions that you plan to take to address the Note. (Add or delete rows in the table as needed):

NOTES	ACTIONS TAKEN TO ADDRESS NOTE	PLANNED ACTIONS TO ADDRESS NOTE
N/A		

10. Narrative Reporting on (i) Major Changes Relating to the IACBE's Accreditation Principles and (ii) How the Academic Business Unit Continues to Comply with the Principles

This section of the IQAR contains the IACBE's Accreditation Principles and Evaluation Criteria for the Accreditation of Business Programs that was approved by the Board of Commissioners at their December 2017 meeting. These Accreditation Principles and Evaluation Criteria will be used for your next self-study and site visit.

For each of the IACBE's Accreditation Principles and Evaluation Criteria for the Accreditation of Business Programs (December 2017), (a) describe any major changes that have taken place in the academic business unit, and in any institution of which it is a part, since its last accreditation review and (b) provide appropriate evidence demonstrating how the changes affect the business unit's ability to continue to comply with the IACBE's Accreditation Principles and Evaluation Criteria for the Accreditation of Business Programs (December 2017). If there have been no major changes that relate to the Principles since your last review, please indicate this by responding "No changes since the last review."

Notes:

In responding to part (b) for each Accreditation Principle, please place any evidence and supporting documentation in an appendix of the interim report.

The IACBE's Accreditation Principles and Evaluation Criteria for the Accreditation of Business Programs (December 2017) are available in the Member Only section of the website.

Principle 1.1: Commitment to Integrity, Responsibility, and Ethical Behavior
a. Major Changes in the Academic Business Unit (and the Institution of which It is a Part)
No changes since the last review.
b. Evidence of How the Academic Business Unit Continues to Comply with Principle
We list the policies for ethical behavior on our internal employee/student portal: https://my.aic.edu/ICS/Offices/Human_Resources/Policies_Procedures_and_Forms.jnz We list the procedures for academic integrity in our Undergraduate Academic Regulations, pages 39-43, and our Graduate Academic Regulations, pages 18-23. Both documents are posted on the AIC website. https://www.aic.edu/html/wp-content/uploads/pdf/undergraduate-academic-regulations.pdf?x59885 https://www.aic.edu/html/wp-content/uploads/pdf/graduate-academic-regulations.pdf?x59885

Principle 2.1: Assessment Planning
a. Major Changes in the Academic Business Unit (and the Institution of which It is a Part)
We have completely rewritten the assessment plan following our last accreditation visit. The assessment plan was submitted in 2016 and has been reported each year.
b. Evidence of How the Academic Business Unit Continues to Comply with Principle
Continuous improvement has been made since the last review. We have an internal business curriculum committee that meets at least once a semester and forwards changes through the college curriculum committee for changes to academic programs and, subsequently, the catalog. Examples of changes include:

Year one
- We rewrote the assessment plan
- We updated the catalog including items such as prerequisite courses, titles of courses.
- We started the Peregrine exit exam.
- We standardized the syllabus for each course in the business core.
- In each syllabus, we align the assessment of the appropriate courses to the exit exam.

Year two
- We standardized the UG business curriculum.
- Each business student takes, the general education courses, the business core and then 11 courses specific to each major.

Principle 2.1: Assessment Planning

a. Major Changes in the Academic Business Unit (and the Institution of which It is a Part)

- We have worked with the professional advisors to ensure that the students are taking the appropriate courses.

Year three
- We plan on working to assess individual majors not just the business program.
- This is linked to our regional accreditation self-study.

Year Four
- We continued to work with the professional advising staff to ensure students are enrolled in the appropriate courses in their first two years. Additionally, we established a fall semester mandatory meeting of all new business students to meet their advisors and the business faculty.
- Progress was made on assessment plans and reports.

Principle 2.2: Assessment of Student Learning and Operational Effectiveness

a. Major Changes in the Academic Business Unit (and the Institution of which It is a Part)

The assessment plan was changed in 2016 and reported each year.

b. Evidence of How the Academic Business Unit Continues to Comply with Principle

The changes to the program are evidence of the loop closing effects of assessment. See section 2.1.

We are doing well on the integration and ethical components. This is a function of the hands-on approach where each student must work as a team to complete a business plan in their capstone course.

There are some improvements of student results of the Peregrine exam, attributed to curriculum changes made in response to prior results.

Principle 2.3: Continuous Quality Improvement

a. Major Changes in the Academic Business Unit (and the Institution of which It is a Part)

AIC implemented a new General Education core in the Fall 2019 semester. Course categories changed requiring some minor adjustments in business program plans, which were updated. One major change to the general education core was the addition of the APEX (AIC Plan for Excellence) sequence of courses. Under the previous curriculum students completed one 1-credit orientation course in the first semester of their freshman year. The orientation category has changed to professional development and now includes four 1-credit courses taken in each of their four years of college. APEX is a shared undergraduate journey that transforms students through academic, community, and leadership opportunities. These opportunities will foster students' intellectual, personal, and professional growth and development. The program is designed to help students as they transition to

Principle 2.3: Continuous Quality Improvement

a. Major Changes in the Academic Business Unit (and the Institution of which It is a Part)

AIC, engage in learning both inside and outside of the classroom, develop meaningful and lasting relationships, and get connected to the campus community.

b. Evidence of How the Academic Business Unit Continues to Comply with Principle

See assessment plan for changes.

Principle 3.1: Strategic Planning

a. Major Changes in the Academic Business Unit (and the Institution of which It is a Part)

We highlighted the issue of strategic planning during our last reaccreditation visit. We identified a major issue and IACBE made a formal note of the strategic planning process. Academic Affairs has implemented an annual report and 5-year program review process, as outlined in the Annual Report and Program Review document located on the internal employee/student portal:

https://my.aic.edu/ICS/Academics/Office_of_Institutional_Effectiveness/

Annually, each undergraduate and graduate degree program completes an annual report, an integral part of which is the assessment report. These reports are due at the conclusion of each academic year (May for undergraduate programs, June for graduate programs). A 5-year program review cycle ensures that each undergraduate and graduate degree program undergoes a more extensive regular review. These reports are due in the fall term and provide an opportunity for a more comprehensive self study by each program.

Additionally, since the last annual report, the Associate Vice President for Academic Affairs has made great strides in working with the faculty standing committee on academic assessment to better define and understand that committee's role in supporting academic assessment.

b. Evidence of How the Academic Business Unit Continues to Comply with Principle

See comments in section a. above

The mission of AIC is listed in the UG catalog page nine as follows

The mission of American International College is to prepare students for personal fulfillment, professional achievement and civic engagement through educational experiences that transform lives.

Academic programs founded on the knowledge, skills and values of the liberal arts engage students in theory and emphasize applied learning, while preparing them for the challenges and opportunities presented in the global environment.

Committed to the intrinsic worth of each individual, AIC prepares students for life!

Principle 3.1: Strategic Planning

a. Major Changes in the Academic Business Unit (and the Institution of which It is a Part)

The Business Programs offer undergraduate and graduate courses that prepare students for personal fulfillment and professional achievement. Each undergraduate major in business must take a set of general education courses that support the liberal arts tradition. Every business student must take a course in international business. The other courses in the business core and major provide knowledge, skills, and values.

This culminates in the last course in which every business student must write a business plan. Not only must students demonstrate technical and fundamental skills, but must they must also show a large degree of initiative and creativity. Their business plans span a wide spectrum of industries and applications.

The Business Curriculum Committee (faculty standing committee) met regularly over the past academic year to review the assessment plan and to consider curricular changes to address concerns. This past academic year was the first year of a new general education curriculum (implemented with the start of Fall 2018). The overlap of general education courses (potential and approved) with the business curriculum was considered, in part to streamline the business program curricula. However, towards the end of the academic year the new (started August 2018) EVPAA announced a planned change in the general education curriculum effective Fall 2020. For that reason, the faculty decided to delay any curriculum changes; once the revised general education curriculum is approved for implementation in Fall 2020, the faculty will examine its impact on the business curriculum. This work is planned for the 2019-2020 academic year.

Each of the majors undergo a self-analysis yearly as part of the strategic planning process as outlined in section 3.1a.

Principle 4.1: Business Program Development and Design

a. Major Changes in the Academic Business Unit (and the Institution of which It is a Part)

Major changes have come from the assessment plan discussed earlier.

b. Evidence of How the Academic Business Unit Continues to Comply with Principle

We offer academic credit for an internship program for students. This is currently required for Marketing and Sports Recreation Management majors and is an upper level business elective for all others.

All courses are taught on campus. A few individual courses are taught on-line. These on-line courses use the same syllabus and instructors as the standard format.

We have a standardized syllabus for each business course. Any new proposed course has to be reviewed and approved by the business curriculum committee; the Dean of Business, Arts and Sciences; the college's curriculum committee, the Faculty Senate; and the Executive Vice President for Academic Affairs before it is entered into the catalog and offered.

a. Major Changes in the Academic Business Unit (and the Institution of which It is a Part)

Each student works as part of a team to complete a business plan as part of the capstone experience. The results of their work is reflected in a poster board session that is open to the campus community.

Degree	time	credit hours	delivery
BSBA			
- Accounting	4 years	120 hours	face to face
- Economics/Finance	4 years	120 hours	face to face
- General Business	4 years	120 hours	face to face
- Healthcare Management	4 years	120 hours	face to face
- International Business	4 years	120 hours	face to face
- Management	4 years	120 hours	face to face
- Marketing	4 years	120 hours	face to face
- Sports Recreation Management	4 years	120 hours	face to face
MBA			
- Traditional 2 year plan	2 year	36 hours	hybrid (see below)
- Accelerated 1 year plan	1 year	36 hours	hybrid (see below)
MBA Resorts and Casino	2 year	36 hours	hybrid (see below)
MS in Accounting and Taxation	1 year	30 hours	face to face

a. The hybrid courses require students to provide efforts outside of the course to complete group projects. These activities result in either a presentation or written assignments.
b. Some hybrid courses require discussion boards.
c. These hybrid courses do not have face to face equivalent courses.
d. The hybrid nature of the course allows the faculty to observe the skill and capability of each student in the face to face component as well as the out of class component. Much of the work is group work. Some time and effort goes into the first course to describe the issues involved with group work, to include social loafing and negotiation of effort.

Table 4-3   BSBA   ISLO

		1	2	3	4	5	6	7	8	9
ACC 1201	Principles of Accounting I	x								
ACC 1601	Principles of Accounting II	x								
BUS 1407	Business Communications						x	x		
BUS 3000	Business Law			x						
ECO 1401	Macroeconomics	x								
ECO 1402	Microeconomics	x								
FIN 2003	Managerial Finance	x			x					
IBS 1400	Introduction to Intl Business		x							
MAT 1250	Finite Math I				x					

a. Major Changes in the Academic Business Unit (and the Institution of which It is a Part)

MAT 1430	Fundamentals of Statistics				x					
MGT 1400	Principles of Management	x								x
MGT 4800	Senior Policy Seminar									
MIS 1220	Applications of Microcomputers					x			x	x
MIS 2310	Introduction to MIS				x		x			
MKT 1450	Principles of Marketing	x								

Table 4-3	MBA	ILSO								
		1	2	3	4	5	6	7	8	
ACC 5300	Managerial Accounting			x						
ECO 5210	Managerial Economics			x						
FIN 5210	Managerial Finance			x				x		
IBS 6110	International Business								X	
MGT 5210	Organizational Behavior				x		x		X	
MGT 5220	Human Resource Management	x								
MGT 5230	Quantitative Analysis			x						
MGT 5240	Operations Management					x				
MGT 5270	Information Systems									
MGT 6410	Strategic Management	x						x		
MGT 6999	MBA Capstone		x			x	x	x		
MKT 5215	Marketing Management	x			x					

table 4-3	MSAT	ISLO								
		1	2	3	4	5	6	7	8	
ACC 5505	Partnership and Corporate Taxes			x						
ACC 5510	Managerial Tax Planning			x						
ACC 5515	Employee Benefits and Retirement			x						
ACC 5520	Estate Taxes			x						
ACC 5610	Computer Security	x	x							
ACC 6450	International Tax			x					X	
ACC 6630	Controllership	x								
ACC 6999	Accounting Capstone	x	x		x	x	x			
LAW 5202	Contemporary Issues in Law							x		

Principle 4.2: Curricula of Undergraduate-Level Business Programs

a. Major Changes in the Academic Business Unit (and the Institution of which It is a Part)

Changes were discussed in the assessment plan

b. Evidence of How the Academic Business Unit Continues to Comply with Principle

The curriculum for business core for each business student includes

Table 4-4: Summary of Business Technical Knowledge (BTK) Coverage in Undergraduate Programs

Accounting		functional areas							
		A	B	C	D	E	F	G	H
course	Name	FUNC	LSE	GLOB	ETH	DST	COM	CT	INT
ACC 1201	Principles of Accounting I	I R E							
ACC 1601	Principles of Accounting II	I R E							
BUS 1407	Business Communications						I R E		
BUS 3000	Business Law		I R E						
ECO 1401	Macroeconomics	I R E							
ECO 1402	Microeconomics	I R E							
FIN 2003	Managerial Finance							I R E	
IBS 1400	Introduction to Intl Business			I R E					
MAT 1250	Finite Math I	I R E							
MAT 1430	Fundamentals of Statistics					I R E			
MGT 1400	Principles of Management	I R E							
MGT 4800	Senior Policy Seminar				I R E			I R E	I R E
MIS 1220	Applications of Microcomputers					I R E			
MIS 2310	Introduction to MIS						I		

Principle 4.2: Curricula of Undergraduate-Level Business Programs

a. Major Changes in the Academic Business Unit (and the Institution of which It is a Part)

MKT 1450	Principles of Marketing	I R E							
ACC 2401	Intermediate Accounting I	R							
ACC 2601	Intermediate Accounting II	R							
ACC 3402	Auditing				R				
ACC 3411	Cost Accounting						R E		
ACC 3422	Advanced Accounting I	R							
ACC 3431	Advanced Accounting II	R							
ACC 3440	Federal Income Tax	R							
ACC 3611	Advanced Federal Tax	R							
ACC 4875	Accounting Capstone								E
FIN xxxx	Finance elective								
MAT 2030	Statistical Analysis for Business					R			

Table 4-4: Summary of Business Technical Knowledge (BTK) Coverage in Undergraduate Programs

Economics		functional areas							
		A	B	C	D	E	F	G	H
course	Name	FUNC	LSE	GLOB	ETH	DST	COM	CT	INT
ACC 1201	Principles of Accounting I	I R E							
ACC 1601	Principles of Accounting II	I R E							
BUS 1407	Business Communications						I R E		
BUS 3000	Business Law		I R E						
ECO 1401	Macroeconomics	I R E							
ECO 1402	Microeconomics	I R E							
FIN 2003	Managerial Finance							I R E	
IBS 1400	Introduction to Intl Business			I R E					
MAT 1250	Finite Math I	I R E							
MAT 1430	Fundamentals of Statistics					I R E			
MGT 1400	Principles of Management	I R E							
MGT 4800	Senior Policy Seminar				I R E			I R E	I R E
MIS 1220	Applications of Microcomputers					I R E			
MIS 2310	Introduction to MIS						I		

a. Major Changes in the Academic Business Unit (and the Institution of which It is a Part)

MKT 1450	Principles of Marketing	I R E							
ACC 2210	Managerial Accounting							R	
ECO 2210	Labor Economics	R							
ECO 4200	Economics of Managerial Decision							R	
FIN 3202	Investments							R	
FIN 3240	Money and Banking							R	
FIN 3800	Advanced Managerial Finance								I R E
FIN 3840	Public Finance							R	
Fin xxxx	elective in finance								
MAT 1260	Finite Math II							R	
MAT 2030	Statistical Analysis for Business							R	
MGT 2400	Organizational Behavior	I R E							

Table 4-4: Summary of Business Technical Knowledge (BTK) Coverage in Undergraduate Programs

General Business		functional areas							
		A	B	C	D	E	F	G	H
Course	Name	FUNC	LSE	GLOB	ETH	DST	COM	CT	INT
ACC 1201	Principles of Accounting I	I R E							
ACC 1601	Principles of Accounting II	I R E							
BUS 1407	Business Communications						I R E		
BUS 3000	Business Law		I R E						
ECO 1401	Macroeconomics	I R E							
ECO 1402	Microeconomics	I R E							
FIN 2003	Managerial Finance							I R E	
IBS 1400	Introduction to Intl Business			I R E					
MAT 1250	Finite Math I	I R E							
MAT 1430	Fundamentals of Statistics					I R E			
MGT 1400	Principles of Management	I R E							

a. Major Changes in the Academic Business Unit (and the Institution of which It is a Part)

									I R E
MGT 4800	Senior Policy Seminar				I R E			I R E	I R E
MIS 1220	Applications of Microcomputers					I R E			
MIS 2310	Introduction to MIS						I		
MKT 1450	Principles of Marketing	I R E							
ACC 2210	Managerial Accounting							R E	
MGT 2400	Organizational Behavior	R E							
MGT 3661	Project Management					R E			
	bus elective 1								
	bus elective 2								
	bus elective 3								
	bus elective 4								
	bus elective 5								
	bus elective 6								
	bus elective 7								
	bus elective 8								

Table 4-4: Summary of Business Technical Knowledge (BTK) Coverage in Undergraduate Programs

Healthcare Management		functional areas							
		A	B	C	D	E	F	G	H
course	Name	FUNC	LSE	GLOB	ETH	DST	COM	CT	INT
ACC 1201	Principles of Accounting I	I R E							
ACC 1601	Principles of Accounting II	I R E							
BUS 1407	Business Communications						I R E		
BUS 3000	Business Law		I R E						
ECO 1401	Macroeconomics	I R E							
ECO 1402	Microeconomics	I R E							
FIN 2003	Managerial Finance							I R E	
IBS 1400	Introduction to Intl Business			I R E					
MAT 1250	Finite Math I	I R E							

Principle 4.2: Curricula of Undergraduate-Level Business Programs

a. Major Changes in the Academic Business Unit (and the Institution of which It is a Part)

course	Name	A	B	C	D	E	F	G	H
MAT 1430	Fundamentals of Statistics					I R E			
MGT 1400	Principles of Management	I R E							
MGT 4800	Senior Policy Seminar				I R E			I R E	I R E
MIS 1220	Applications of Microcomputers					I R E			
MIS 2310	Introduction to MIS						I		
MKT 1450	Principles of Marketing	I R E							
ACC 2210	Managerial Accounting							R E	
HCM 2200	American Healthcare System	I R E							
HCM 2610	Healthcare Management	I R E							
HCM 2620	Healthcare Marketing	I R E							
HCM 3230	Ethical and Legal issues in Health				R				
HCM 3440	Managing Healthcare Information	I R E							
HCM 4240	Healthcare Economics and Finance								E
BUS 4889	Business Internship								E
MGT 3202	Leadership				R				
MGT 3213	Human Resource Management		R		R				
MGT 3661	Project Management					R			

International Business		functional areas							
		A	B	C	D	E	F	G	H
course	Name	FUNC	LSE	GLOB	ETH	DST	COM	CT	INT
ACC 1201	Principles of Accounting I	I R E							

a. Major Changes in the Academic Business Unit (and the Institution of which It is a Part)

Code	Course									
ACC 1601	Principles of Accounting II	I R E								
BUS 1407	Business Communications							I R E		
BUS 3000	Business Law		I R E							
ECO 1401	Macroeconomics	I R E								
ECO 1402	Microeconomics	I R E								
FIN 2003	Managerial Finance							I R E		
IBS 1400	Introduction to Intl Business			I R E						
MAT 1250	Finite Math I	I R E								
MAT 1430	Fundamentals of Statistics						I R E			
MGT 1400	Principles of Management	I R E								
MGT 4800	Senior Policy Seminar				I R E				I R E	I R E
MIS 1220	Applications of Microcomputers						I R E			
MIS 2310	Introduction to MIS							I		
MKT 1450	Principles of Marketing	I R E								
IBS 1420	Diverse Cultures			R						
IBS 2650	International HRM			R	R					
IBS 3400	International Economics	R		R						
IBS 3410	International Marketing	R		R						
IBS 3620	Management of Imports/Exports	R		R						
IBS 3820	Global Supply Chain/Negotiations	R		R						
IBS 4430	International Organization	R		R						
IBS 4889	International Business Capstone			R						R E
BUS 4899	Business Internship									R E
MGT 3201	Business and Society					R				
MGT 3202	Leadership					R				

Principle 4.2: Curricula of Undergraduate-Level Business Programs

a. Major Changes in the Academic Business Unit (and the Institution of which It is a Part)

Table 4-4: Summary of Business Technical Knowledge (BTK) Coverage in Undergraduate Programs

Manage-ment		functional areas							
		A	B	C	D	E	F	G	H
course	Name	FUNC	LSE	GLOB	ETH	DST	COM	CT	INT
ACC 1201	Principles of Accounting I	I R E							
ACC 1601	Principles of Accounting II	I R E							
BUS 1407	Business Communications						I R E		
BUS 3000	Business Law		I R E						
ECO 1401	Macroeconomics	I R E							
ECO 1402	Microeconomics	I R E							
FIN 2003	Managerial Finance							I R E	
IBS 1400	Introduction to Intl Business			I R E					
MAT 1250	Finite Math I	I R E							
MAT 1430	Fundamentals of Statistics					I R E			
MGT 1400	Principles of Management	I R E							
MGT 4800	Senior Policy Seminar				I R E			I R E	I R E
MIS 1220	Applications of Microcomputers					I R E			
MIS 2310	Introduction to MIS						I		
MKT 1450	Principles of Marketing	I R E							
ACC 2210	Managerial Accounting							R	
ECO 2210	Labor Economics		R						
ECO 4200	Economics of Managerial Decisions							R	
IBS 3820	Global Supply Chain/Negotiations				R				
MGT 2400	Organizational Behavior								

Principle 4.2: Curricula of Undergraduate-Level Business Programs

a. Major Changes in the Academic Business Unit (and the Institution of which It is a Part)

MGT 3201	Business and Society				R					
MGT 3213	Human Resource Management		R		R					
MGT 3202	Leadership				R					
MGT 3661	Project Management					R				
	bus elective 1									
	bus elective 2									

Table 4-4: Summary of Business Technical Knowledge (BTK) Coverage in Undergraduate Programs

Marketing		functional areas							
		A	B	C	D	E	F	G	H
course	Marketing	FUNC	LSE	GLOB	ETH	DST	COM	CT	INT
ACC 1201	Principles of Accounting I	I R E							
ACC 1601	Principles of Accounting II	I R E							
BUS 1407	Business Communications						I R E		
BUS 3000	Business Law		I R E						
ECO 1401	Macroeconomics	I R E							
ECO 1402	Microeconomics	I R E							
FIN 2003	Managerial Finance							I R E	
IBS 1400	Introduction to Intl Business			I R E					
MAT 1250	Finite Math I	I R E							
MAT 1430	Fundamentals of Statistics					I R E			
MGT 1400	Principles of Management	I R E							
MGT 4800	Senior Policy Seminar				I R E			I R E	I R E
MIS 1220	Applications of Microcomputers					I R E			
MIS 2310	Introduction to MIS						I		

course	Name	A	B	C	D	E	F	G	H
MKT 1450	Principles of Marketing	I R E							
MKT 2600	Consumer Behavior				R				
MKT 2610	Distribution Strategies	R							
MKT 2700	Brand and Price Strategies							R E	
MKT 2710	Marketing Com Strategies							R E	
MKT 4810	Strategic Marketing								I R E
BUS 4899	Internship								R E
	bus elective 1								
	bus elective 2								
	bus elective 3								
	bus elective 4								
	bus elective 5								

Table 4-4: Summary of Business Technical Knowledge (BTK) Coverage in Undergraduate Programs

Sports Recreation Management		functional areas							
		A	B	C	D	E	F	G	H
course	Name	FUNC	LSE	GLOB	ETH	DST	COM	CT	INT
ACC 1201	Principles of Accounting I	I R E							
ACC 1601	Principles of Accounting II	I R E							
BUS 1407	Business Communications						I R E		
BUS 3000	Business Law		I R E						
ECO 1401	Macroeconomics	I R E							
ECO 1402	Microeconomics	I R E							
FIN 2003	Managerial Finance							I R E	
IBS 1400	Introduction to Intl Business			I R E					
MAT 1250	Finite Math I	I R E							
MAT 1430	Fundamentals of Statistics					I R E			
MGT 1400	Principles of Management	I R E							
MGT 4800	Senior Policy Seminar				I R E			I R E	I R E

Code	Course								
MIS 1220	Applications of Microcomputers					I R E			
MIS 2310	Introduction to MIS						I		
MKT 1450	Principles of Marketing	I R E							
MGT 3213	Human Resource Management		R		R				
SRM 1600	Management of Sports Industry	R							
SRM 2600	Event and Facility Management	R							
SRM 3210	Sports Marketing	R							
SRM 3212	International Aspects of Sports			R					
SRM 3401	Sports Finance and Economics							R	
SRM 4090	Current Issues in Sports MGT								R E
BUS 4899	Business Internship								R E
	bus elective 1								
	bus elective 2								
	bus elective 3								

Principle 4.3: Curricula of Master's-Level Business Programs

a. Major Changes in the Academic Business Unit (and the Institution of which It is a Part)

No major changes since the last review

b. Evidence of How the Academic Business Unit Continues to Comply with Principle

The development of advanced abilities to apply current and emerging business information technologies for data analysis and management in support of business decision making; MGT 5230 Information Systems for Business Strategy, MGT 5240 Operations Management

More advanced understanding of the professional, legal, and ethical responsibilities associated with the business profession were added to MGT 6999 MBA Capstone

Principle 4.4: Curricula of Doctoral-Level Business Programs

a. Major Changes in the Academic Business Unit (and the Institution of which It is a Part)

Not applicable

b. Evidence of How the Academic Business Unit Continues to Comply with Principle

Principle 4.4: Curricula of Doctoral-Level Business Programs

a. Major Changes in the Academic Business Unit (and the Institution of which It is a Part)

Not applicable

Principle 4.5: International Dimensions of Business

a. Major Changes in the Academic Business Unit (and the Institution of which It is a Part)

No changes since the last review

b. Evidence of How the Academic Business Unit Continues to Comply with Principle

We have an undergraduate major and minor in International Business. Additionally, each student in business must take IBS 1400, Introduction to International Business.

Each student must take MGT 4800, Senior Business Seminar, in which they write a business plan. One element of the business plan must address how global and cultural differences would affect their plan.

Principle 4.6: Information Technology Skills

a. Major Changes in the Academic Business Unit (and the Institution of which It is a Part)

No changes since the last review

b. Evidence of How the Academic Business Unit Continues to Comply with Principle

Each of the undergraduate business students in all 8 undergraduate majors must take a course in applications of microcomputers. This course is designed to teach the basics of the Microsoft Office suite, including Word, Excel and PowerPoint. Students use these programs throughout the business curriculum, culminating with the capstone course where they develop, prepare, and present a business plan.

Principle 4.7: Curriculum Review, Renewal, and Improvement

a. Major Changes in the Academic Business Unit (and the Institution of which It is a Part)

See earlier discussion on assessment plan

b. Evidence of How the Academic Business Unit Continues to Comply with Principle

The faculty has standardized the curriculum as shown in 2.1 a. We have reviewed the majors so that each major has the following components

- General education requirements (of the College)

Principle 4.7: Curriculum Review, Renewal, and Improvement

a. Major Changes in the Academic Business Unit (and the Institution of which It is a Part)

- Business core
- 11 courses specific to the major
- Other elective courses to total 120 hours

This has been done in consultation with our business advisors.

Principle 5.1: Qualifications of Business Faculty

a. Major Changes in the Academic Business Unit (and the Institution of which It is a Part)

One full time faculty member retired at the end of the academic year; for the upcoming academic year he has been replaced with several new adjuncts; an assessment is underway on the development of a plan to replace this faculty member for the following academic year. Additionally, in June 2019, the interim director of business left the college when this position was eliminated. A new position was created that combined two roles: Associate Dean of the School of Business, Arts, and Sciences and Director of Business Programs. The current Associate Dean/Director of Business started in August 2019. This position serves as the liaison to IACBE.

b. Evidence of How the Academic Business Unit Continues to Comply with Principle

Table 5-1 Faculty Qualifications							
Full time Faculty	hired	highest degree type	field	prof cert	assign teach	program level	Level of qualification
Croteau	2007	MS	ACC	CPA	ACC	UG	PQ
					ACC	MSAT	PQ
Epstein	1981	MBA	MKT		MKT	UG	PQ
Gauthier	1986	MS	Tax	CPA	ACC	UG	PQ
					ACC	MSAT	PQ
Hillyer	1993	MBA	MKT		MKT	UG	PQ
Khoury	2009	PhD	Law & Policy		MGT	UG	AQ
					MGT	MBA	AQ
Lagoditz	1982	MBA	MIS		MGT	UG	PQ
Lefort	1997	MBA			IBS	UG	PQ
Rogers	1999	PhD	ECO		ECO	UG	AQ
					ECO	MBA	AQ

				FIN	UG	AQ	
				FIN	MBA	AQ	
				IBS	MBA	PQ	
				MGT	MBA	PQ	
Yeh Lane	2012	PhD	Sports	SPORTS	UG	AQ	
Poole	2016	PhD	POM	MGT	UG	AQ	
				MGT	MBA	AQ	

Part time Faculty	hired	highest degree type	degree field	prof cert	assign teach	program level	Level of qualification	
Albino	2019	MS	FIN		FIN	UG	PQ	
Allen*	2017	BSBA	FIN		FIN	UG	OQ	
Baapogmah	2017	PhD	ACC		ACC	UG	AQ	
					ACC	MS	AQ	
					ECO	UG	AQ	
					ECO	MBA	AQ	
					FIN	MBA	AQ	
Barlar	2008	MBA	ACC		ACC	MS	PQ	
Bien	2010	LLD	Law		ACC	UG	AQ	
					ACC	MS	AQ	
Bovalino	2017	MS	MKT		MKT	MBA	PQ	
Glica	2017	MBA		SHRM	MGT	MBA	PQ	
Godbout	2017	MBA			HCM	UG	PQ	
Gonclaves	1988	MBA	FIN		FIN	UG	PQ	
Hale	2016	MS	ACC		ACC	UG	PQ	
Krumel	2016	MS	ECO		ECO	UG	PQ	
		ABD	ECO		ECO	MBA	PQ	
Laughner	2007	PhD	Curric		MGT	UG	AQ	
					MGT	MBA	AQ	
Martin	2018	MBA		CPA, CIA	FIN	UG	PQ	
McGann	2019	JD MSF	Law FIN		LAW	UG	PQ	
Morelli	2007	MBA			MGT	UG	PQ	
					MGT	MBA	PQ	
O'Connor	2003	MS	ACC		ACC	UG	PQ	
					MGT	UG	PQ	
Rondinelli	2010	MBA	ACC	CPA	ACC	MSAT	PQ	

Principle 5.1: Qualifications of Business Faculty

a. Major Changes in the Academic Business Unit (and the Institution of which It is a Part)

Schulze	2018	MBA	MGT		MGT	UG	PQ	
Socci	2014	MS	MKT/IBS		IBS	MBA	PQ	
Szymt	2017	EdD			MGT	MBA	AQ	
Viecelli	2008	MBA			MGT	UG	PQ	
Williams	2010	MBA			MGT	UG	PQ	

*Note: Allen is a serial entrepreneur who teaches one course in the use of spreadsheets. He prepares spreadsheets for financial analysis in his work professionally.

Principle 5.2: Deployment of Business Faculty

a. Major Changes in the Academic Business Unit (and the Institution of which It is a Part)

At the undergraduate level and for the MBA program, the percentage of credits taught by academically qualified faculty has increased since the last annual report (UG AQ increase by 5%, MBA AQ increase by 3%). This is evidence of our continued efforts to utilize academically qualified faculty throughout each program, but specifically in the upper level courses for each undergraduate major.

b. Evidence of How the Academic Business Unit Continues to Comply with Principle

Table 5-2

Summary of Faculty Deployment by Qualification level and Program Level

QL		AQ	AQ %	PQ	PQ %	OQL	OQL %	TOTAL
PL		SCH	%	SCH	%	SCH	%	SCH
UG		1435	27%	3975	73%	12	<1%	5422
MBA		747	52%	690	48%			1437
MSAT		24	40%	36	60%			60
TOTAL		2206	32%	4701	68%			6919

Principle 5.3: Scholarly and Professional Activities of Business Faculty

a. Major Changes in the Academic Business Unit (and the Institution of which It is a Part)

No changes since the last review.

b. Evidence of How the Academic Business Unit Continues to Comply with Principle

Principle 5.3: Scholarly and Professional Activities of Business Faculty

a. Major Changes in the Academic Business Unit (and the Institution of which It is a Part)

Four faculty members have published articles. Since the last interim report four have presented at professional conferences. Others have participated in regional and local professional development opportunities. Three faculty have been granted sabbaticals to work on projects since 2016.

Principle 5.4: Professional Development of Business Faculty

a. Major Changes in the Academic Business Unit (and the Institution of which It is a Part)

No changes since the last review

b. Evidence of How the Academic Business Unit Continues to Comply with Principle

All faculty are required to attend workshops on assessment, teaching, and strategic planning. Funds are available to faculty to attend conferences for professional development and/or scholarly presentations.

AIC has accepted the Boyer Model of Scholarship to guide faculty scholarly work. To support this work faculty develop goals annually, in consultation with the dean of the school.

One noted area for AIC is the use of a sabbatical leave to support faculty scholarship. In the past four years, three business faculty have applied for and been granted sabbatical leave to advance their scholarly agendas. These include:

- Marshall Epstein, marketing, for case studies involving winery
- John Rogers, economics/finance for strategic policies of international firms
- Keith Gauthier, accounting, to expand the self-testing procedures in accounting noted in the last review.

Each of these faculty have written publications and/or given presentations of their work. The Sabbatical policy is found in the Faculty Handbook (page 39), located on the internal employee/student portal:

https://my.aic.edu/ICS/icsfs/FACULTY_HANDBOOK_updated_9_24_2018.pdf?target=4a33852e-b65d-42c6-b008-3e6497a93b78

Principle 5.5: Evaluation of Business Faculty

a. Major Changes in the Academic Business Unit (and the Institution of which It is a Part)

We highlighted this issue in our self-study at the last review. Since that time the institution has reinstated the faculty performance review process; it is now completing the third complete cycle of this review process. The process is described in the Faculty Handbook, located on the college's internal employee/student portal:

Principle 5.5: Evaluation of Business Faculty

a. Major Changes in the Academic Business Unit (and the Institution of which It is a Part)

https://my.aic.edu/ICS/icsfs/FACULTY_HANDBOOK_updated_9_24_2018.pdf?target=4a33852e-b65d-42c6-b008-3e6497a93b78

b. Evidence of How the Academic Business Unit Continues to Comply with Principle

Faculty submit goals for the upcoming academic year (Sept – Aug) in May to the dean, including percentages for each category (teaching, scholarship/professional development, and institutional participation/service). Once reviewed and discussed with the dean, the goals are signed and filed. By the first day of classes, each faculty submits a performance review to the dean, detailing the work he/she performed during the previous academic year, including a commentary on the progress made towards the goals set for that year. The dean assesses this report and assigns a merit score, which informs the merit increase for that year.

Principle 6.1: Admissions Policies and Procedures

a. Major Changes in the Academic Business Unit (and the Institution of which It is a Part)

No changes since the last review

b. Evidence of How the Academic Business Unit Continues to Comply with Principle

The admissions office does not recruit for individual majors at the undergraduate level.

At the graduate level, we have admissions reps who go to fairs, schools, and firms and discuss the requirements for entering the program. We use a computerized tracking for applications.
The directors of graduate programs do not make any determinations of admission until the entire package is brought forward.

Internally, the Director of Business goes into the capstone course and discusses graduate school options for the graduating seniors. Additionally, the Director speaks to introductory classes in business and related fields such as Psychology and Sociology to discuss how business courses are a natural follow on to their undergraduate studies.

AIC uses a computerized application which tracks the number of admissions accepted, accepted conditionally, and denied. We can link the academic progress of each student compared to their status.

At the time the completed graduate admissions application is sent to the director, a review is made of earlier work that may be transferred. A copy of the transcripts, the course syllabus and the appropriate college catalog is examined. A form is sent to the Registrar's office to add any credit to the student's file. We do not accept life experience in lieu of formal education at the graduate level.

The admissions process is explained in the undergraduate catalog pages 34-48.

Principle 6.1: Admissions Policies and Procedures

a. Major Changes in the Academic Business Unit (and the Institution of which It is a Part)

The undergraduate admission process at American International College is individualized and holistic. It is the goal of the Office of Admissions to admit students who are academically prepared to be successful at American International College.

While there is no hard deadline for submitting an application, interested students are encouraged to submit their applications by the middle of their senior year if applying for first-year admission for the fall semester, or by December 1 if applying for first-year or transfer admission for the spring semester. Applicants to the health sciences programs should aim to apply by the preferred application deadlines, however applications received after the deadline will be considered on a rolling admissions basis. Students applying for transfer admission for the fall semester are urged to complete their applications by August 1. Students are encouraged to submit their application online, but may also use the paper application, which may be obtained by contacting the admissions office. Online applications can be accessed on the web at www.aic.edu/apply.

Notification of most admissions decisions are made on a rolling basis. That is, applications are processed upon receipt of all credentials and in most cases, applicants are notified of the admission decision within a few weeks of the application's completion. Transfer nursing applications are reviewed following the preferred application deadline and on a rolling basis once the deadline has passed.

Final matriculation to the college is contingent upon the successful completion of high school or its equivalent. A final transcript documenting graduation or an official General Education Diploma (GED) certificate is required or financial aid and registration may be affected.

The Admissions Office keeps confidential the information furnished on the application form and any other information relating to the applicant, from any source whatsoever. The Dean of Undergraduate Admissions may disclose any part or all of such information to other authorized college personnel for official college purposes only.

Admission Criteria for All Students

The following list outlines how admission criteria may be met:

· High school diploma or high school transcript indicating date of graduation; recognized equivalent of a high school diploma; a General Educational Development Certificate (GED); or a state certificate received by a student after the student has passed a state authorized examination that the state recognizes as the equivalent of a high school diploma;

· An academic transcript of a student who has successfully completed at least a two-year program that is acceptable for full credit toward a bachelor's degree; or

· For a person who is seeking enrollment in an educational program that leads to at least an associate degree or its equivalent and who has not completed high school, but who excelled academically in

a. Major Changes in the Academic Business Unit (and the Institution of which It is a Part)

high school, documentation that the student excelled 37 academically in high school and has met the formalized, written policies of that postsecondary institution for admitting such students.

How to Apply to American International College

· Applications are available online at www.aic.edu/apply. Paper applications can be obtained by contacting the admissions office.

· Submit the completed application form.

· Submit copies of high school transcript(s), diploma, or GED certificate.

· Submit official transcripts from all colleges/universities previously attended.

· Optional: Submit one letter of recommendation from a professor, counselor, or employer, submit official SAT or ACT test scores, and submit a personal statement.

The graduate admissions policy is similar and is published in the graduate catalog pages 27-52.

General Information Entrance Requirements and Procedures

Graduate programs are open to individuals with baccalaureate degrees in all academic disciplines and in some cases a master's degree, from a regionally accredited four-year college or university. Unless otherwise specified, eligibility for admission is based upon an individual evaluation of the applicant's prior academic record, standardized test scores and cumulative undergraduate and pre-requisite coursework GPAs as stipulated by each graduate degree program, letters of recommendation and, if applicable, career performance. Program specific admission requirements are below. Achieving minimum requirements for admission is not a guarantee of acceptance.

Characteristics of a Strong Application

The Graduate Admissions Committee considers a holistic approach of each candidate's application in assessing their potential to successfully complete the program.

Candidates should have both the ability and desire to thrive within a demanding and stimulating environment. Qualities sought include: academic preparedness, intellectual curiosity and communication skills.

Application for Admission

An application for graduate admission may be obtained in person from the Office of Graduate Admissions, 1000 State Street, Springfield, MA 01109, by telephone at (413) 205-3700 or through

Principle 6.1: Admissions Policies and Procedures
a. Major Changes in the Academic Business Unit (and the Institution of which It is a Part)

email: graduate.admissions@aic.edu., or via our website at: https://www.aic.edu/apply/graduate-admissions-apply/

How to Apply For Admission

Completed applications, official transcripts for all undergraduate and graduate work, if any, letters of recommendation and standardized test scores, if applicable, may be submitted as a single package or by separate cover to: American International College, Office of Graduate Admissions, 1000 State Street, Springfield, MA 01109.

Admissions Criteria for All Students

Applicants will be reviewed for admission based on the strength of their ability for graduate study and the receipt of the following documentation. Individuals applying to graduate programs at AIC are required to submit the following documentation:

· Completed and signed application

· Official sealed transcript(s) of all previous academic work, undergraduate and graduate

· (2) Letters of recommendation (One must be academic unless otherwise approved by the program director. It is requested that applicants for our School of Education MEd and CAGS programs provide at least 1 recommendation be from a current manager)

· Personal goal statement or essay 27

· U.S. $50 non-refundable application fee In addition to the items listed above, there may be additional requirements required for individual programs. Please refer to specific programs for a listing of additional application requirements.

Admissions Deadlines

To be considered for admission, applicants are responsible for garnering and submitting all necessary application materials by the designated graduate program application deadlines. Many programs offer various entry points and will accept applications for fall, spring and summer admission. In some instances, the Office of Graduate Admissions employs a "rolling" admissions deadline whereby admission applications are received throughout the year and up to two weeks before the first day of classes. However, a few graduate degree programs only accept applications for fall admission. Please be sure to consult specific graduate program requirements or refer to our website at https://www.aic.edu/admissions/graduate-admissions/graduate-admissions-requirements/ for more information regarding program options and admission requirements.

Principle 6.1: Admissions Policies and Procedures

a. Major Changes in the Academic Business Unit (and the Institution of which It is a Part)

Transcripts

Official transcripts from all previous academic work, undergraduate and graduate, are required. International candidates must also submit an official English translation of academic credentials for evaluation. If you are currently a student, please include your current classes, even if you have not received your final grades. If admitted, you will be required to submit a final, official transcript that includes highlights your final grades and degree conferred. All students seeking entry into graduate programs must submit final transcripts noting baccalaureate degree conferment prior to enrolling into a graduate program. Official documents must bear the actual signatures of the registrar and the official seal or stamp of the institution. Transcripts from schools outside the United States must receive a course by course evaluation through a recognized evaluation service. We accept evaluations from active members associated with the National Association of Credentials Evaluation Services (NACES) organization (www.naces.org)

Recommendations

Letters of recommendation should come from professors under whom the candidate has studied or, when appropriate, from supervisors or colleagues with whom the candidate has worked. Individuals should be those who can provide an objective and frank appraisal of the student's capacity for graduate study and potential for professional success. All recommendations need to be signed by the referring individual. The standard requirement for graduate admissions is two letters of recommendation. However, certain graduate degree programs require three letters of recommendation. Please consult the appropriate graduate degree program for specific details.

Personal Goal Statement

As a graduate degree candidate, a personal goal statement highlighting the student's desire to pursue an advanced degree and its benefits to that individual, both personally and professionally, must be submitted. The personal statement should be at least one-page, typed, on a separate sheet and submitted along with the application for graduate admission.

Application Fee

Applications must be accompanied by a U.S. $50 non-refundable application fee. An additional fee may be assessed for the evaluation of official transcripts from colleges and universities outside of the United States. The candidate will be so notified. Application fees may be waived at the discretion of the Dean of Graduate Admissions.

Acceptance Deposit

Upon acceptance into a graduate program, candidates who intend to enroll are required to send a non-refundable deposit, amount varies by graduate program, to the Office of Graduate Admissions, American International College, 1000 State Street, Springfield, MA 01109. Enrolled students will have their deposits credited to their student accounts.

Principle 6.2: Academic Policies and Procedures
a. Major Changes in the Academic Business Unit (and the Institution of which It is a Part)
Since the last review, the school has made major investments in students advising. A new software program called AIC|Connect (Starfish) was piloted in the last academic year and rolled out to all college personnel in Fall 2019. The professional advisors (freshmen and sophomore advising) use this system to record all notes of meetings and interactions/communications with students. This use has eliminated the paper advising files – once a student transitions to the faculty advisor at the end of their sophomore year, the faculty advisor is granted access to that student's electronic record. AIC|Connect is also used to notify, or flag, students and their advisors who may be at academic risk based on their performance in a particular semester or mid term grades. These students are notified and must talk with their advisor prior to registering for the next semester. This system also allows us to easily view the list of students who have yet to register for a particular semester thereby providing us with the opportunity for outreach and assistance. It is expected that this process will have a positive impact of retention.
b. Evidence of How the Academic Business Unit Continues to Comply with Principle
See a.

Principle 6.3: Career Development and Planning Services
a. Major Changes in the Academic Business Unit (and the Institution of which It is a Part)
Since the last review we have actually lost one position in our Career Development program. However, the Office of Academic Affairs has increased its personnel and capacity. Since the current Executive Vice President for Academic Affairs started in August 2018, new positions have been established and filled in that office, including an Associate VPAA, Director of Institutional Research, and Operations Manager. The Director of IR will greatly improve the ability of the business units to access accurate and relevant data to be used to make decisions and plans. Within the past several months, the Registrar and the Center for Student Success have both moved under the Academic Affairs unit; both the Registrar and the Dean for Academic Success report directly to the EVPAA. The Director of IR, the Director for Career Development, Director of Alumni, and the Registrar are working closely to upgrade our external reporting and support.
b. Evidence of How the Academic Business Unit Continues to Comply with Principle

Principle 6.3: Career Development and Planning Services

a. Major Changes in the Academic Business Unit (and the Institution of which It is a Part)

This is an area of concern. The following reports are undergoing review for revision.
- job placement rates,
- graduate school placement rates,
- student satisfaction with services provided,
- employer satisfaction with graduates,
- career advancement of alumni, etc.

The Director of IR has spent much of his first year organizing and collecting data, generating reports, and working with administration to review data. It is expected that over the next year or two that progress will be made in the areas identified above as concerns.

The business program has a survey given to each student in the capstone. We ask each student to rate on a four-point scale of strongly disagree, disagree, agree or strongly agree on each of the following:

1. Whether the students were able to meet each of their learning objectives

2. Whether the program provided each student

- The variety of high-quality instruction
- High quality faculty to teach the material
- Faculty who were receptive to my questions
- Effective advising on academic issues
- Effective advising on career issues
- High quality learning environment/technological resources

The results are noted in the appropriate section of the assessment plan.

Entering freshmen are assigned a professional advisor. AIC separates out advising of entering freshmen and sophomore from upperclassmen. Early on the advisors focus on the students choosing and declaring a major. The professional advisors work with the Career Center to provide information for students to make a wise choice.

Additionally, the business division puts on an orientation for new students. The focus of the orientation is to introduce the dean, associate dean/director of business programs, faculty and professional advisors; provide an opportunity for students to meet others in their major; and discuss the requirements of each major, including the general education, business core, and major requirements.

As discussed previously, one of the major components of the general education program implemented in Fall 2019 is the APEX curriculum. These four 1-credit courses, taken in each of a student's four undergraduate years, cover many topics with a specific focus on career and professional development. In addition to the four courses, students must complete a number of co-curricular activities, many of which are about careers and career readiness. The Director of Career

Principle 6.3: Career Development and Planning Services

a. Major Changes in the Academic Business Unit (and the Institution of which It is a Part)

Development works closely with the Director of APEX to plan these events, and is a regular guest to APEX courses.

Principle 7.1: Financial Resources Supporting Business Programs

a. Major Changes in the Academic Business Unit (and the Institution of which It is a Part)

No changes since the last review

b. Evidence of How the Academic Business Unit Continues to Comply with Principle

Funds are available to faculty to attend conferences and workshops in support of their scholarship and professional development. The dean consults with the director of business programs to review the number of faculty, student enrollments in each major, and needs to cover courses as part of the budget planning process.

Principle 7.2: Facilities Supporting Business Programs

a. Major Changes in the Academic Business Unit (and the Institution of which It is a Part)

No changes since the last review for business

b. Evidence of How the Academic Business Unit Continues to Comply with Principle

The space assigned to the business faculty and programs continues to be sufficient. Work was completed over the past year on faculty offices, including, as necessary, upgrades to office furniture, office painting, and general improvements to classrooms. Additionally, the adjunct business faculty office received a much needed upgrade including new furniture and desktop computers.

The amount of classrooms is adequate for business classes. Each semester the faculty ask to have specific classrooms depending on the nature of the course. The Registrar has been generous in assigning space.

Principle 7.3: Learning Resources Supporting Business Programs

a. Major Changes in the Academic Business Unit (and the Institution of which It is a Part)

No changes since the last review

b. Evidence of How the Academic Business Unit Continues to Comply with Principle

The Shea Memorial Library maintains several business databases. The faculty review the availability and scope each year as part of the strategic planning process. These databases include

Business databases are:
- Business Source Premier
- Academic Search Premier
- General BusinessFile ASAP
- Nexis Uni
- ProQuest Central
- EBSCO Regional Business News.
- IBISWorld
- SAGE Premier

Additionally, the Library has a staff member who serves as the liaison to the School of Business, Arts, and Sciences; he is available to the business faculty for personal assistance.

Principle 7.4: Technological Resources Supporting Business Programs

a. Major Changes in the Academic Business Unit (and the Institution of which It is a Part)

Academic Computing reports into the Office of Academic Affairs as part of the Center for Excellence in Teaching, Learning, and Scholarship (CETLS). The Director of Academic Computing recently left the College. However, an experienced Instructional Designer was hired. Searches are in the final stages for a Director of eLearning and two Faculty Development Directors. This team will be available to work with faculty in a number of ways, including with technology and its use in courses.

The College recently upgraded to the latest version of Blackboard, the learning management system used by all faculty for all courses.

b. Evidence of How the Academic Business Unit Continues to Comply with Principle

A typical classroom is equipped with Wi-Fi, a teaching station, computer, laptop connections, DVD player, display system, and a variety of seating arrangements. Technological equipment is maintained by the IT department, and classroom planning to ensure adequate space and a supportive learning environment is a shared responsibility held by the offices of academic affairs, the registrar, and auxiliary services. IT has a long-term budget plan for classroom switching and display systems to be replaced every ten years and computers every five years.

Principle 7.5: Other Instructional Locations

a. Major Changes in the Academic Business Unit (and the Institution of which It is a Part)

Not applicable

b. Evidence of How the Academic Business Unit Continues to Comply with Principle

Not applicable

SPrinciple 8.1: External Linkages with the Business Community

a. Major Changes in the Academic Business Unit (and the Institution of which It is a Part)

At the conclusion of each semester, students enrolled in the culminating experience course hold a poster session in which they present their business plans. While the majority of the presentations focus on business plans, a few highlight a student's internship. These sessions are open to and attended by many within the campus community and external business leaders, such as those who sponsored a student's internship.

b. Evidence of How the Academic Business Unit Continues to Comply with Principle

We have an internship program for undergraduate business students to get academic credit for experiential learning at for-profit and/or not-for-profit organization. We have four functional majors [Accounting, Economics/Finance, Management, Marketing] and three specialized majors [Healthcare Management, International Business, Sports Recreation Management] as well as a degree in General Business with is excellent for transfer students and those who want to have a double major or minor in a non-business program or participate in the Honors Program. A highlight of the specialized majors is the internship in that area.

An internship is required for students majoring in Sports Recreation Management, Healthcare Management, and Marketing. Students majoring in International Business must take either an internship or another required course. An internship is an upper level elective for all other students.

Due to the large number of required courses for business majors (general education, core curriculum, major requirements), it is difficult for business students to complete the Honors Program. Work continues between the business faculty and the Honors program director to develop an Honors curriculum that meets that program's standards and requirements yet still allows business students to complete. The Honors Program is undergoing changes in the coming year – irrespective of the business students' needs – that may make this easier.

The faculty work closely with Career Development for career fairs, and field trips, and guest speakers. Faculty sponsored guest speakers from local businesses who spoke about possible careers in business. In addition to local career fairs, some students attended a regional career fair in Boston. The Director of Business Programs has worked with the MA Hispanic Chamber of Commerce. The Director of Business and Director of the Degree Completion program have made many visits to local schools, firms, and community organizations to promote AIC business programs.

SPrinciple 8.1: External Linkages with the Business Community
a. Major Changes in the Academic Business Unit (and the Institution of which It is a Part)
Both accounting professors have a CPA practice. They bring in real world cases to the classes and see how the field is changing. Finally, our faculty and students regularly participate in the annual fall and spring conferences held by the Grinspoon Entrepreneurship Initiative to elevate the importance of entrepreneurship and recognize entrepreneurial excellence among college students. The business program is working with other health care programs in the School of Health Sciences to set up a joint External Advisory Board.

Principle 8.2: External Accountability
a. Major Changes in the Academic Business Unit (and the Institution of which It is a Part)
No changes since the last review
b. Evidence of How the Academic Business Unit Continues to Comply with Principle
A copy of this report is posted on our website for each major.

Principle 9.1: Innovation in Business Education
a. Major Changes in the Academic Business Unit (and the Institution of which It is a Part)
As noted in our last review, our accounting department uses a self-testing procedure. They continue to expand the use and have presented at regional conferences on this work. The business faculty continue to explore and expand the use of open educational resources to support the classroom work. A good example of this is in MGT 1400 Principles of Management using a textbook from https://open.umn.edu/opentextbooks.
b. Evidence of How the Academic Business Unit Continues to Comply with Principle
The accounting department continues to expand the use of their self-testing guides (Orchard Study Guides). The faculty proponent asked for and received a semester sabbatical to expand this work. In this past year the faculty have presented at a regional conference on their work in this area; it was well received. Last year one of the accounting faculty went on sabbatical leave to continue his work on these guides. He was the third business faculty member in the past several years to receive a sabbatical. The other two included a marketing professor who was on sabbatical during the last IACBE review. The third member was our Economics and Finance professor who also won the college award for scholarship.

Principle 9.1: Innovation in Business Education
a. Major Changes in the Academic Business Unit (and the Institution of which It is a Part)
The business faculty continue the exploration of the effective use of OER in their classrooms. The management department is starting with the Principles of Management textbook this year. So far the students have been enthusiastic.