

Annual Report
Accredited Member

2017-2018

This annual report should be completed for your academic business unit and submitted to the IACBE by November 1 of each year.

General Information

2641 John F. Kennedy Blvd.

City and State or Country Jersey City, NJ Zip or Postal Code 07306

Name of Submitter: Louis R. Ruvolo

Title: Director of Graduate Business Programs

Your Email Address: lruvolo@saintpeters.edu

Telephone (with country code if outside of the United States): 201-761-6475

Type of Institution: Public X Private For Profit

Date of Submission October 31, 2018

Total Headcount Enrollment of the Institution for 2017-2018: 3,544

Administrative Information

1. Provide the following information pertaining to the current president/chief executive officer of your institution:

Name: Eugene J. Cornacchia

Title: President

Highest Earned Degree: Ph.D. Email: ecornacchia@saintpeters.edu

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

Programmatic Information

1. For each of your IACBE accredited business programs, provide the total headcount enrollment and the number of degrees conferred the program (including each major, concentration, specialization, emphasis, option, or track) for 2017-18 (insert rows in the table as needed):

Total Headcount Enrollment of the Institution for 2017-18:

____ termination plan (e.g., plan for teaching out the program, when last graduates are expected, etc.). (Insert rows in table as needed.)

4. Were changes made in any of your IACBE accredited business programs during the reporting year? (____ : You do not have to identify course level changes, e.g., changes in course name, course coding, course numbering, course content, etc; identify only program-level changes, e.g., changes in program names, program curricula, etc.)

No.

____ Yes. If yes, please identify the changes on a separate page at the end of this report.

5. Were any new business programs (including new majors, concentrations, specializations, emphases, options, and/or tracks) established during the reporting year?

No.

____ Yes. If yes, please identify the new programs and the locations at which they are offered in the table below (Insert rows in the table as needed.) Please also describe the curricular requirements for the program on a separate page at the end of this report, and answer item 6 below.

____ : Any new programs (including new majors, concentrations, specializations, emphases, options, and/or tracks) cannot be listed, identified, or advertised as being accredited by the IACBE until they have undergone a accreditation review and have been granted accreditation by the Board of Commissioners.

6. If applicable, was approval of your institutional accrediting body required for any of the programs identified in item 5 above?

No.

____ Yes. If yes, please attach a copy of the material you sent to your institutional accrediting body.

7. Did you establish any new locations/instructional sites during the reporting year?

No.

____ Yes. If yes, please identify the new locations/instructional sites and the IACBE accredited programs offered at those locations/sites in the table below. Please also indicate whether you anticipate that any of the locations/sites will account for 25% or more of the total student credit hours (or contact hours as applicable) in business. Insert rows in the table as needed.)

8. If applicable, was approval of your institutional accrediting body required for any of the locations/instructional sites identified in item 7 above?

No.

Yes. If yes, please attach a copy of the material you sent to your institutional accrediting body.

Outcomes Assessment

1. Do you offer any majors, concentrations, specializations, emphases, options, or tracks as part of your business programs?

Yes If yes, proceed to item 2 below.

No. If no, proceed to item 4 below.

2. transcripts, diplomas, diploma supplements, or other official records of program completion?

Yes If yes, proceed to item 3 below.

No. If no, proceed to item 4 below.

3. Does your current outcomes assessment plan include student learning assessment information for all majors, concentrations, specializations, emphases, options and tracks contained within your business programs?

Yes If yes, proceed to item 4 below.

No. If no, please submit a revised outcomes assessment plan with your annual report that addresses student learning assessment for all major concentrations, specializations, emphases, options, and tracks comprising any portion of your business programs. Information about this requirement can be found on the IACBE website at the following address: www.iacbe.org/key-areas.asp.

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

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

Other Issues

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

- < Dean Rosenthal left the position in December 2017 and an interim dean was installed. Dean Naatus became the Dean effective May 2018.
- < A revised Operation Assessment Plan for the MBA and MSA was used for the 2017-2018 academic year reflecting knowledge gained from the prior academic year and will be submitted to IACBE by 12/31/2018.

	School of Business Administration, Department of Business Administration	
	BS in Business Management, International Business, Marketing	
1. Students will be	evaluate and present data in a professional manner.	
2. Students will res interest.	ately when confronted with moral and ethical dilemmas and recognize conflict of interest to resolve conflict of interest.	
3. Students will be the accuracy of	communicate (oral and written) the result of their efforts in a cogent manner so that the listener/reader has confidence in the accuracy of the information.	
4. Students will und integrated mann	more concepts in marketing, management, finance, and accounting and to apply these concepts in an integrated manner.	
5. Students will use marketing mana	reasoning and problem solving skills to address realistic business problems related to their management, international business major.	
1. Direct Measure 1 General Program Major, Concentra Assessed by this	Field Test or Assessment exam Assessed by this Measure Major, Concentration, Emphasis, Option, Track ISLOs Assessed by this Measure Outcomes List	Performance Targets/ Criteria for Direct Measures: The average of student scores in categories on the major field test used to measure Learning Outcomes 1, 2, and 4 will be equal to, greater than, or within five points of the national average. For Learning Outcome 5, the average of students scores in the category related to the major will be at least five points above the national average.

2. Direct Measure 2
upper level and

Summary of Results for Indirect Measure 5—The business management and marketing majors felt they learned enough in their majors to be prepared for their current positions. For international business, 33% of participants felt they needed to have more knowledge of supply chain, since they had to learn it on the job.

	<i>Direct Measure 1</i>	<i>Direct Measure 2</i>



1.

student scores in different content areas within management, in order to determine if we need a new required major course, or if we need to add/change content a bit in our existing major courses.

b) With 2 new majors that will be added to our assessment plan for our 2017-

School of Business Administration, Department of Business Administration

Student Learning Assessment for BS in Accountancy

General Program Intended Student Learning Outcomes (General Program ISLOs)

1. Students will be able to analyze, evaluate, and present data in a professional manner.
2. Students will res

BS in Accountancy

1. Summary of Results for Direct Measure 1

Quantitative Analysis — The average score for 9 students over all areas of quantitative research and statistics on a comprehensive examination was 62.7 this was above the national average by 27.8 points. It is important to note however that the national peregrine results had "0" value include for the IACBE average in 3 of the 7 categories used to calculate this total. If those "0" columns are omitted, the Saint Peter's University is still above the national average, but by 4.5 points.

Ethics — The average score for 9 graduating students over all areas of ethics on a comprehensive examination was 76.67 which is 15.17 points above the national average.

Content Knowledge — The average score for 9 students was measured in area of accounting was 73.9 this is 13.72 points above the national averages.

2. Summary of Results for Direct Measure 2

Oral Communication — On a comprehensive assignment/presentation in a quasi-capstone course, the target of 70% was met and was exceeded.

Written Communication — On a comprehensive assignment/presentation in a quasi-capstone course, the target of 80% was met and was exceeded.

1. Summary of Results for Indirect Measure 1

LO 1, 2, & 4: In Fall 2016 and Spring 2017 the 9 students in the quasi-capstone course completed a survey. Of the combined result of the students surveyed over 100% "agreed" or "strongly agreed" that they had achieved all learning outcomes.

2. Summary of Results for Indirect Measure 3

A survey/focus group of alumni reflected 83% or respondents "agreed" or "strongly agreed" that they had achieved all learning objectives.

	<i>Direct Measure 1</i>	<i>Direct Measure 2</i>	<i>Direct Measure 3</i>	<i>Direct Measure 4</i>	<i>Indirect Measure 1</i>	<i>Indirect Measure 2</i>	<i>Indirect Measure 3</i>	<i>Indirect Measure 4</i>
1. <i>Program Learning Outcome 1</i>	Met	Met	Met	Met	Met	Met	Met	Met
2. <i>Program Learning Outcome 2</i>	Met	Met	Met	Met	Met	Met	Met	Met
3. <i>Program Learning Outcome 3</i>	Met	Met	Met	Met	Met	Met	Met	Met

School of Business Administration, Graduate Business Programs

Master in Business Administration (MBA)

- 1. Students will be able to work effectively as a member of a team.*
- 2. Students will be able to communicate effectively (oral and written).*
- 3. In a business context, students will understand ethical responsibilities and respond accordingly.*
- 4. In a business context, students will be able to recognize problems and apply strategic analysis.*
- 5. In a business context, students will be able to reason analytically and make data-driven decisions.*

Master in Business Administration (MBA)

1.

	<i>Direct Measure 1</i>	<i>Direct Measure 2</i>	<i>Direct</i>

Master of Science in Accounting (MSA)

1. *Summary of Results for Direct Measure 1 — The average of students' scores in categories on the major field test used to measure Learning Outcomes 3, 4 and 5 indicate the following:
LO 3 (Ethics): The average score for 20 graduating students averaged over all areas of ethics on a comprehensive examination was the same as the national average.
LO 4 (Strategic Analysis) : The average score for 20 graduating students averaged over all areas of quantitative and strategic analysis on a comprehensive examination was 3 points above the national average.
LO 5 (Analytical Reasoning/Data Analysis): The average score for 20 graduating students averaged over all areas of quantitative and strategic analysis on a comprehensive examination was 5 points above the national average.*
2. *Summary of Results for Direct Measure 2 — Using an assignment evaluation rubric, 84% of the students achieved a level 3 or 4 rating for teamwork, 89% of the students achieved a level 3 or 4 rating for oral communications and 84% achieved a level of 3 or 4 for written communication.*

1. *Summary of Results for Indirect Measure 1*

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<i>School of Business Administration</i>
1. <i>Intended Operational Outcome 1 – Maintain working relationships with business organizations in the region.</i>
2. <i>Intended Operational Outcome 2 – Provide each student with ongoing advising throughout the program.</i>
3. <i>Intended Operational Outcome 3 –</i>

1. *Summary of Results for Measure/Method 1a:*

75% of faculty reported bringing external speakers from industry to their classes

45% brought students to visit outside businesses, organizations, conferences, etc.

35% of faculty worked on joint projects with students and outside organizations

65% performed consulting work with outside businesses, while 55% provided research assistance to outside businesses.

The Advisory Board met twice during the academic year.

2. *Summary of Results for Measure/Method 1b:*

Over 70% of the faculty reported being engaged in one or more professional development or professional consulting activities over the past year.

These include the NYU Faculty Resource Network in Summer 2017, international research conferences in Thailand, Belgium and the UK, faculty led trip for students to Japan, attendance at IACBE regional and national conferences, a symposium at Harvard and several other development activities. Graduate faculty are mostly adjuncts, current employed or recently retired from industry. All of our business adjunct faculty are engaged in professional activities or actively working in their fields and possess master's degree and extensive business experience.

2.

	<i>Operational Assessment Measure/ Method 1</i>	<i>Operational Assessment Measure/ Method 2</i>	<i>Operational Assessment Measure/ Method 3</i>	<i>Operational Assessment Measure/ Method 4</i>	<i>Operational Assessment Measure/ Method 5</i>	<i>Operational Assessment Measure/ Method 6</i>	<i>Operational Assessment Measure/ Method 7</i>	<i>Operational Assessment Measure/ Method 8</i>

