



Report of Outcomes Assessment Results

Institution

Northwestern College

Academic Business Unit

Business & Economics Department

Academic Year

2018-19

Outcomes Assessment Plan

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.

Changes have been made and the revised plan is attached.

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

Directions

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

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

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

Add tables, and insert or delete rows in the tables as needed in order to accommodate the number of your (i) business programs, (ii) intended student learning outcomes, and (iii) intended operational outcomes. In the sections of the assessment results tables entitled "Summary of Achievement of Intended Student Learning Outcomes" and "Summary of Achievement of Intended Operational Outcomes," **DO NOT ADD OR DELETE COLUMNS**. Space is provided in these sections for four direct measures of student learning, four indirect measures of student learning, and eight operational assessment measures/methods. 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 the sections of the assessment results tables entitled "Summary of Achievement of Intended Student Learning Outcomes" and "Summary of Achievement of Intended Operational Outcomes," enter "Met" in a given cell of the table if the performance target for the instrument in that column was achieved for the intended outcome in that row; "Not Met" if the performance target for the instrument in that column was not achieved for the intended outcome in that row; or "NA" (Not Assessed) if the instrument in that column does not measure the intended outcome in that row.

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

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

Please be sure to delete these directions before submitting your form to the IACBE.

Outcomes Assessment Results

For Academic Year: 2018-19

Section I: Student Learning Assessment

Student Learning Assessment for: <i>Bachelor of Arts in Accounting</i>	
Program Intended Student Learning Outcomes (ISLO-Acctg)	
1. Students will be able to distinguish the principal concepts, theories, and practices in accounting with respect to measurement.	
2. Students will be able to distinguish the principal concepts, theories, and practices in accounting with respect to reporting.	
3. Students will be able to distinguish the principal concepts, theories, and practices in accounting with respect to communication.	
4. Students will be able to evaluate legal and ethical principles in business and apply them to organizational decision making.	
5. Students will be able to apply accounting-related quantitative methods and tools to the formulation of management decisions.	
6. Students will be able to construct coherent oral and written forms of communication and present them in a professional context.	
7. Students will be able to work effectively with colleagues in team situations.	
8. Students will be able to integrate Christian values with accounting theory and practice.	
Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Direct Measures:
1. Comprehensive Portfolio Evaluation ISLO-Acctg Assessed by this Measure: 1, 2, 3, 4, 5, 6, 7	On the rating scale in the Portfolio Evaluation rubric (with “3” being the highest rating), all students will achieve a performance rating of “2” or higher on each evaluation criterion associated with the ISLO-Acctg components assessed by this measure.
2. Comprehensive Capstone Integrative Project ISLO- Acctg Assessed by this Measure: 8	All students will score a 70% or higher on the project designed to demonstrate their ability to integrate Christian values with accounting theory and practice.
Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Indirect Measures:
1. Senior Exit Survey ISLO- Acctg Assessed by this Measure: 1, 2, 3, 4, 5, 6, 7, 8	On the exit survey instrument, at least 80% of all graduating students will indicate that they “agree” or “strongly agree” that they achieved each of the ISLO-Acctg components assessed by this measure.

2. Student Internship Survey

ISLO- Acctg Assessed by this Measure: 1, 2, 3, 6, 7

On the rating scale in the student internship survey (with “strongly agree” being the highest rating), at least 80% of interns will “strongly agree”, “agree”, or “somewhat agree” that they met internship objectives.

Learning Assessment Results: *Bachelor of Arts in Accounting*

Summary of Results from Implementing Direct Measures of Student Learning:

1. Comprehensive Portfolio Evaluation

Number of Students Achieving “2” or Higher on Portfolio Evaluation Rubric:

- A total of 14 students graduated during the 2018-19 school year with a major in Accounting.
- All 14 students achieved a score of “2” or higher for each ISLO measured.

2. Comprehensive Capstone Integrative Project

Number of Students Achieving 70% or Higher on the Comprehensive Capstone Integrative Project:

- 11 of the 14 students who graduated during the 2018-19 school year with a major in Accounting completed this project. All of them achieved a 70% or higher.

Summary of Results from Implementing Indirect Measures of Student Learning:

1. Senior Exit Survey

Number of Students Indicating They Agreed or Strongly Agreed That They Achieved Each of the ISLO-Acctg Components:

ISLO-Acctg 1 (Measurement):	14 (100% of Total)
ISLO-Acctg 2 (Reporting):	12 (86% of Total)
ISLO-Acctg 3 (Communication):	14 (100% of Total)
ISLO-Acctg 4 (Legal/Ethical):	13 (93% of Total)
ISLO-Acctg 5 (Quantitative):	13 (93% of Total)
ISLO-Acctg 6 (Oral/Written):	14 (100% of Total)
ISLO-Acctg 7 (Teamwork):	12 (86% of Total)
ISLO-Acctg 8 (Christian Values):	14 (100% of Total)

(Total Number of Students: 14)

2. **Student Internship Survey**

Number of Students Indicating They Strongly Agreed, Agreed, or Somewhat Agreed That They Achieved Each of the ISLO-Acctg Components:

ISLO-Acctg 1 (Measurement):	7	(88% of Total)
ISLO-Acctg 2 (Reporting):	7	(88% of Total)
ISLO-Acctg 3 (Communication):	7	(88% of Total)
ISLO-Acctg 6 (Oral/Written):	7	(88% of Total)
ISLO-Acctg 7 (Teamwork):	8	(100% of Total)

(Total Number of Students: 8)

Summary of Achievement of Intended Student Learning Outcomes:

Intended Student Learning Outcomes	Learning Assessment Measures							
	Portfolio Evaluation	Capstone Project	Direct Measure 3	Direct Measure 4	Senior Exit Survey	Internship Survey	Indirect Measure 3	Indirect Measure 4
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. Students will be able to distinguish the principal concepts, theories, and practices in accounting with respect to measurement.	Met	NA			Met	Met		
2. Students will be able to distinguish the principal concepts, theories, and practices in accounting with respect to reporting.	Met	NA			Met	Met		
3. Students will be able to distinguish the principal concepts, theories, and	Met	NA			Met	Met		

practices in accounting with respect to communication.								
4. Students will be able to evaluate legal and ethical principles in business and apply them to organizational decision making.	Met	NA			Met	NA		
5. Students will be able to apply accounting-related quantitative methods and tools to the formulation of management decisions.	Met	NA			Met	NA		
6. Students will be able to construct coherent oral and written forms of communication and present them in a professional context.	Met	NA			Met	Met		
7. Students will be able to work effectively with colleagues in team situations.	Met	NA			Met	Met		
8. Students will be able to integrate Christian values with accounting theory and practice.	NA	Met			Met	NA		

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

1. **ISLO-Acctg 1:** All learning outcomes were met.
2. **ISLO-Acctg 2:** All learning outcomes were met.
3. **ISLO-Acctg 3:** All learning outcomes were met.
4. **ISLO-Acctg 4:** All learning outcomes were met.
5. **ISLO-Acctg 5:** All learning outcomes were met.
6. **ISLO-Acctg 6:** All learning outcomes were met.
7. **ISLO-Acctg 7:** All learning outcomes were met.

8. **ISLO-Acctg 8:** All learning outcomes were met.

Outcomes Assessment Results

For Academic Year: 2018-19

Section I: Student Learning Assessment

Student Learning Assessment for: <i>Bachelor of Arts in Business Administration</i>	
Program Intended Student Learning Outcomes (ISLO-Bus Admin)	
1. Students will be able to distinguish the principal concepts, theories, and practices in business.	
2. Students will be able to identify and distinguish the relevant theories and principles associated with the economic environment of business.	
3. Students will be able to evaluate legal and ethical principles in business and apply them to organizational decision making.	
4. Students will be able to apply business-related quantitative methods and tools to the formulation of management decisions.	
5. Students will be able to construct coherent oral and written forms of communication and present them in a professional context.	
6. Students will be able to work effectively with colleagues in team situations.	
7. Students will be able to integrate Christian values with business theory and practice.	
Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Direct Measures:
1. Comprehensive Capstone Simulation Project ISLO-Bus Admin assessed by this Measure: 1 and 6	90% of students will score a 70% or higher on the rubric related to the simulation project designed to demonstrate their ability to demonstrate principal concepts and practices in business as well as work effectively with colleagues in teams.
2. ETS Test ISLO-Bus Admin assessed by this Measure: 1, 2, 3, 4	The 3-year moving average score of graduating students will be above the 60 th percentile.
3. Comprehensive Capstone Integrative Project ISLO-Bus Admin assessed by this Measure: 3, 5, 7	For ISLO 3 and 5, 90% of students will score a 75% or higher on the project designed to demonstrate their ability to evaluate legal/ethical principles and construct oral and written forms of communication. For ISLO 7, all students will score a 75% or higher on the project designed to demonstrate their ability to integrate Christian values with business theory and practice.

Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Indirect Measures:
1. Senior Exit Survey ISLO-Bus Admin assessed by this Measure: 1, 2, 3, 4, 5, 6, 7	On the exit survey instrument, at least 80% of all graduating students will indicate that they “agree” or “strongly agree” that they successfully achieved each of the core ISLOs assessed by this measure and that they successfully achieved the ISLO for their particular option.
2. Student Internship Survey ISLO-Bus Admin assessed by this Measure: 1, 2, 5, 6	On the rating scale in the student internship survey (with “strongly agree” being the highest rating), at least 80% of interns will “strongly agree”, “agree”, or “somewhat agree” that they met internship objectives.

Learning Assessment Results: *Bachelor of Arts in Business Administration*

Summary of Results from Implementing Direct Measures of Student Learning:

1. **Comprehensive Capstone Simulation Project**

Number of Students Achieving 70% or Higher on Capstone Simulation Project Rubric:

ISLO-Bus Admin 1 (Business Core):	22	(71% of Total)
ISLO-Acctg 6 (Teamwork):	31	(100% of Total)

(Total Number of Students: 31)

2. **ETS Test**

Overall score (we use this to evaluate ISLO #1)

<u>Year</u>	<u>Percentile</u>	<u># of students</u>
2016-17	51	43
2017-18	60	54
2018-19	80	30
2016-19	64	127

Score in the “economics” section (we use this to evaluate ISLO #2)

<u>Year</u>	<u>Percentile</u>	<u># of students</u>
2016-17	82	43
2017-18	87	54

2018-19	82	30
2016-19	83	127

Score in the “legal and social environment” section (we use this to evaluate ISLO #3)

<u>Year</u>	<u>Percentile</u>	<u># of students</u>
2016-17	55	43
2017-18	55	54
2018-19	64	30
2016-19	58	127

Score in the “quantitative business analysis” section (we use this to evaluate ISLO #4)

<u>Year</u>	<u>Percentile</u>	<u># of students</u>
2016-17	40	43
2017-18	63	54
2018-19	96	30
2016-19	66	127

3. Comprehensive Capstone Integrative Project

Number of Students Achieving 75% or Higher on the Comprehensive Capstone Integrative Project:

ISLO- Bus Admin 3 (Legal/Ethical):	31	(100% of Total)
ISLO- Bus Admin 5 (Oral/Written):	30	(97% of Total)
ISLO- Bus Admin 7 (Christian Values):	29	(94% of Total)

(Total Number of Students: 31)

Summary of Results from Implementing Indirect Measures of Student Learning:

1. Senior Exit Survey

Number of Students Indicating They Strongly Agreed or Agreed That They Achieved Each of the ISLO-Business Administration Components:

ISLO-Bus Admin 1 (Business Core):	31	(100% of Total)
ISLO-Bus Admin 2 (Economic Environment):	23	(74% of Total)
ISLO-Bus Admin 3 (Legal/Ethical):	22	(71% of Total)
ISLO-Bus Admin 4 (Quantitative):	22	(71% of Total)

ISLO-Bus Admin 5 (Oral/Written):	22 (71% of Total)
ISLO-Bus Admin 6 (Teamwork):	26 (84% of Total)
ISLO-Bus Admin 7 (Christian Values):	29 (94% of Total)

(Total Number of Students: 31)

Number of Students With a Given Option Indicating They Agreed That They Achieved ISLO-Bus Admin 1 For Their Particular Option:

Ag Concepts, Theories, and Practices: (Total Number of Majors with Ag Emphasis: 4)	4 (100% of Total)
Finance Concepts, Theories, and Practices: (Total Number of Majors with Finance Emphasis: 9)	7 (77% of Total)
General Business Concepts, Theories, and Practices: (Total Number of Majors with General Emphasis: 6)	6 (100% of Total)
International Business Concepts, Theories, and Practices: (Total Number of Majors with International Business Emphasis: 0)	0 N/A
Management Concepts, Theories, and Practices: (Total Number of Majors with Management Emphasis: 10)	9 (90% of Total)
Marketing Concepts, Theories, and Practices: (Total Number of Majors with Marketing Emphasis: 6)	4 (67% of Total)

2. Student Internship Survey

Number of Students Indicating They Strongly Agreed, Agreed, or Somewhat Agreed That They Achieved Each of the ISLO-Business Administration Components:

ISLO-Bus Admin 1 (Business Core):	12 (92% of Total)
ISLO-Bus Admin 2 (Economic Environment):	13 (100% of Total)
ISLO-Bus Admin 5 (Oral/Written):	12 (92% of Total)
ISLO-Bus Admin 6 (Teamwork):	12 (92% of Total)

(Total Number of Students: 13)

Summary of Achievement of Intended Student Learning Outcomes:

Intended Student Learning Outcomes	Learning Assessment Measures							
Program ISLOs	Capstone Simulation Project	ETS Test	Capstone Integrative Project	Direct Measure 4	Senior Exit Survey	Internship Survey	Indirect Measure 3	Indirect Measure 4
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. Students will be able to distinguish the principal concepts, theories, and practices in business.	Not Met	Met	NA		Met	Met		
2. Students will be able to identify and distinguish the relevant theories and principles associated with the economic environment of business.	NA	Met	NA		Not Met	Met		
3. Students will be able to evaluate legal and ethical principles in business and apply them to organizational decision making.	NA	Not Met	Met		Not Met	NA		
4. Students will be able to apply business-related quantitative methods and tools to the formulation of management decisions.	NA	Met	NA		Not Met	NA		
5. Students will be able to construct coherent oral and written forms of communication and present them in a professional context.	NA	NA	Met		Not Met	Met		
6. Students will be able to work effectively with colleagues in team situations.	Met	NA	NA		Met	Met		
7. Students will be able to integrate Christian values with business theory and practice.	NA	NA	Not Met		Met	NA		

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

1. **ISLO-Bus Admin 1:** This year saw a change in the instructor for the capstone course where the simulation is assigned. As a result, several changes were made to the way the simulation was integrated into the class and to the rubric used to assess the simulation. We are not confident that our low score is indicative of a true deficiency in our student's learning outcomes, or is due to the changes made relative to the assessment tool. We will implement a few further changes in the implementation and in the rubric, and monitor the results over the next year before making more substantive changes.
2. **ISLO-Bus Admin 2:** Our students self-assessment of their learning achievement as demonstrated through the senior survey was lower than objectively obtained data from third party sources based on national comparisons. We believe there are at least two possible explanations for this outcome. The first is a potential flaw with the assessment instrument itself. We have evaluated the senior survey and have modified some of the questions related to measuring progress on this learning objective to help students more clearly identify their progress. We believe clearer questions will be more effective at measuring their level of success. The second is a potential lack of confidence in our students as to how well they compare with other students in the country in terms of learning and performance. We believe that if we do a better job of intentionally sharing results with existing students on their performance (and that of their recent predecessors) on national tests and simulations will help them have a more accurate understanding of their progress relative to peers at other institutions.
3. **ISLO-Bus Admin 3:** The last three years of data demonstrate a promising trend relative to this learning objective on the ETS test. If the trend holds, we believe that we will meet this goal next year. We will continue to monitor the ETS goal. In addition, we believe that there may be a flaw in the assessment instrument of the senior survey. We have evaluated this tool and have modified some of the questions related to measuring progress on this learning objective to help students more clearly identify their progress. We believe clearer questions will be more effective at measuring their level of success.
4. **ISLO - Bus Admin 4:** Our students self-assessment of their learning achievement as demonstrated through the senior survey was lower than objectively obtained data from third party sources based on national comparisons. We believe there are at least two possible explanations for this outcome. The first is a potential flaw with the assessment instrument itself. We have evaluated the senior survey and have modified some of the questions related to measuring progress on this learning objective to help students more clearly identify their progress. We believe clearer questions will be more effective at measuring their level of success. The second is a potential lack of confidence in our students as to how well they compare with other students in the country in terms of learning and performance. We believe that if we do a better job of intentionally sharing results with existing students on their performance (and that of their recent predecessors) on national tests and simulations will help them have a more accurate understanding of their progress relative to peers at other institutions.
5. **ISLO - Bus Admin 5:** Our students self-assessment of their learning achievement as demonstrated through the senior survey was lower than objectively obtained data from third party sources based on national comparisons. We believe there are at least two possible explanations for this outcome. The first is a potential flaw with the assessment instrument itself. We have evaluated the senior survey and have modified some of the questions related to measuring progress on this learning objective to help students more clearly identify their progress. We believe clearer questions will be more effective at measuring their level of success. The second is a potential lack of confidence in our students as to how well they compare with other students in the country in terms of learning and performance. We believe that if we do a better job of intentionally

sharing results with existing students on their performance (and that of their recent predecessors) on national tests and simulations will help them have a more accurate understanding of their progress relative to peers at other institutions.

6. **ISLO - Bus Admin 6:** All learning outcomes were met.

7. **ISLO - Bus Admin 7:** While our goal is, and will continue to be, that 100% of students achieve a 75% or above in their ability to integrate Christian faith with business practice, this goal simply may not always be achieved. This year, 2 of the 31 students simply did not complete this project consistent with their potential. Both students were seniors in their last semester of college. We are thinking about changing the timing of this project during the semester. We also are looking at ways to incentivize students to turn in a preliminary version of this progress for feedback and improvement before turning it in for a final grade.

Outcomes Assessment Results

For Academic Year: 2018-19

Section I: Student Learning Assessment

Student Learning Assessment for: <i>Bachelor of Arts in Business Education</i>	
Program Intended Student Learning Outcomes (ISLO-Bus Ed)	
1. Students will be able to distinguish the principal concepts, theories, and practices in business.	
2. Students will be able to identify and distinguish the relevant theories and principles associated with the economic environment of business.	
3. Students will be able to evaluate legal and ethical principles in business and apply them to organizational decision making.	
4. Students will be able to integrate Christian values with education theory and practice.	
Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Direct Measures:
1. Praxis II Business Education: Content Knowledge Examination ISLO-Bus Ed Assessed by this Measure: 1, 2, 3	All graduating students will achieve a score above the State of Iowa cut score.
2. Comprehensive Capstone Integrative Project ISLO-Bus Ed Assessed by this Measure: 4	All students will score a 75% or higher on the project designed to demonstrate their ability to integrate Christian values with business teaching.
Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Indirect Measures:
1. Senior Exit Survey ISLO-Bus Ed Assessed by this Measure: 1, 2, 3, 4	On the exit survey instrument, at least 80% of all graduating students will indicate that they “agree” or “strongly agree” that they achieved each of the core ISLOs assessed by this measure and, in their particular concentrations, “strongly agree” that they were very successful in achieving each of the concentration ISLOs assessed by this measure.
Learning Assessment Results: <i>Bachelor of Arts in Business Education</i>	
Summary of Results from Implementing Direct Measures of Student Learning:	
1. Praxis II Business Education: Content Knowledge Examination	

Number of Students Achieving a Score Above the State of Iowa Cut Score:

- The 2 students graduating in 2018-19 each achieved the required score (157).

2. Comprehensive Capstone Integrative Project

Number of Students Achieving a 75% or higher on the integration of Christian values:

- The 2 students graduating in 2018-19 each scored 100%.

Summary of Results from Implementing Indirect Measures of Student Learning:

1. Senior Exit Survey

Number of Students Indicating They “Agree” or “Strongly Agree” That They Were Successful in Achieving Each of the ISLO-Bus Ed Components:

- Two students graduated with a Business Education degree in 2018-19. Only one person completed the Senior Exit Survey. The person “agree” or “strongly agree” to all ISLO-Bus Ed components except for #2 (economic environment).

Summary of Achievement of Intended Student Learning Outcomes:

Intended Student Learning Outcomes	Learning Assessment Measures							
	Praxis II Exam	Capstone Integrative Project	Direct Measure 3	Direct Measure 4	Senior Exit Survey	Indirect Measure 2	Indirect Measure 3	Indirect Measure 4
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. Students will be able to distinguish the principal concepts, theories, and practices in business.	Met	NA			Met			
2. Students will be able to identify and distinguish the relevant theories and principles associated with the economic environment of business.	Met	NA			Not Met			

3. Students will be able to evaluate legal and ethical principles in business and apply them to organizational decision making.	Met	NA			Met			
4. Students will be able to integrate Christian values with education theory and practice.	NA	Met			Met			

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

1. **ISLO – Bus Ed 1:** All learning outcomes were met.

2. **ISLO – Bus Ed 2:** Our students self-assessment of their learning achievement as demonstrated through the senior survey was lower than objectively obtained data from third party sources based on national comparisons. We believe there are at least two possible explanations for this outcome. The first is a potential flaw with the assessment instrument itself. We have evaluated the senior survey and have modified some of the questions related to measuring progress on this learning objective to help students more clearly identify their progress. We believe clearer questions will be more effective at measuring their level of success. The second is a potential lack of confidence in our students as to how well they compare with other students in the country in terms of learning and performance. We believe that if we do a better job of intentionally sharing results with existing students on their performance (and that of their recent predecessors) on national tests and simulations, this will help them have a more accurate understanding of their progress relative to peers at other institutions.

3. **ISLO – Bus Ed 3:** All learning outcomes were met.

4. **ISLO – Bus Ed 4:** All learning outcomes were met.

Outcomes Assessment Results

For Academic Year: 2018-19

Section I: Student Learning Assessment

Student Learning Assessment for: <i>Bachelor of Arts in Economics</i>	
Program Intended Student Learning Outcomes (ISLO-Econ)	
1. Students will be able to distinguish the principal concepts, theories, and practices in economics.	
2. Students will be able to evaluate legal and ethical principles in economics and apply them to their decision making.	
3. Students will be able to evaluate evidence-based public policy using economic analysis.	
4. Students will be able to apply quantitative methods used in empirical studies of economics.	
5. Students will be able to construct coherent oral and written forms of communication and present them in a professional context.	
6. Students will be able to integrate Christian values with economic theory and practice.	
Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Direct Measures:
1. Comprehensive Portfolio Evaluation ISLO-Econ Assessed by this Measure: 1, 2, 3, 4, 5, 6	On the rating scale in the Portfolio Evaluation rubric (with “exemplary” being the highest rating), at least 75% of students will achieve a performance rating of “proficient” or “exemplary” on each evaluation criterion associated with the ISLO-Econ components assessed by this measure.
2. ETS Test ISLO-Econ Assessed by this Measure: 1, 2, 4	The average of the Bachelor of Economics cohort will score in the 70 th percentile or better on each subset of examination questions related to each of the ISLO-Econ components assessed by this measure.
Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Indirect Measures:
1. Senior Exit Survey ISLO-Econ Assessed by this Measure: 1, 2, 3, 4, 5, 6	On the exit survey instrument, at least 80% of all graduating students will indicate that they strongly agree or agree they successfully achieved each of the ISLO-Econ components assessed by this measure.
Learning Assessment Results: <i>Bachelor of Arts in Economics</i>	

Summary of Results from Implementing Direct Measures of Student Learning:

1. Comprehensive Portfolio Evaluation

Number of Students Indicating they were “Proficient” or Higher in Achieving Each of the ISLO-Econ Components:

ISLO-Econ 1 (Econ Core):	7/7 (100%)
ISLO-Econ 2 (Legal/Ethical):	7/7 (100%)
ISLO-Econ 3 (Policy):	6/7 (86%)
ISLO-Econ 4 (Quantitative):	6/7 (86%)
ISLO-Econ 5 (Oral/Written):	7/7 (100%)
ISLO-Econ 6 (Christian Values):	7/7 (100%)

2. ETS Test

Only two out of seven economics graduates this year took the ETS test because only two of them took the Senior Seminar class where this test took place. One’s score is in the 54th percentile nationwide. One’s score is in the 96th percentile nationwide. The average is 75th percentile.

Summary of Results from Implementing Indirect Measures of Student Learning:

1. Senior Exit Survey

Number of Students Indicating They Strongly Agreed or Agreed That They Achieved Each of the ISLO-Econ Components:

ISLO-Econ 1 (Econ Core):	2/3 (67%)
ISLO-Econ 2 (Legal/Ethical):	2/3 (67%)
ISLO-Econ 3 (Policy):	N/A
ISLO-Econ 4 (Quantitative):	2/3 (67%)
ISLO-Econ 5 (Oral/Written):	2/3 (67%)
ISLO-Econ 6 (Christian Values):	2/3 (67%)

(3 out of 7 economics majors participated in the survey.)

Summary of Achievement of Intended Student Learning Outcomes:

Intended Student Learning Outcomes	Learning Assessment Measures
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Program ISLOs	Portfolio Evaluation	ETS Test	Direct Measure 3	Direct Measure 4	Senior Exit Survey	Indirect Measure 2	Indirect Measure 3	Indirect Measure 4
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. Students will be able to distinguish the principal concepts, theories, and practices in economics.	Met	Met			Not Met			
2. Students will be able to evaluate legal and ethical principles in economics and apply them to decision making.	Met	Met			Not Met			
3. Students will be able to evaluate evidence-based public policy using economic analysis.	Met	NA			Not Met			
4. Students will be able to apply quantitative methods used in economic studies.	Met	Met			Not Met			
5. Students will be able to construct coherent oral and written forms of communication and present them in a professional context.	Met	NA			Not Met			
6. Students will be able to integrate Christian values with economic theory and practice.	Met	NA			Not Met			
Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:								
<p>1. ISLO – Econ 1: The participation rate for the survey was very low. Less than 50% of the students graduating this year took the survey. We have a hard time drawing definitive conclusions from such a small number of students out what is, admittedly, already a small sample size. Our primary course of action is to come up with a better incentive to ensure a higher participation rate in the future.</p>								
<p>2. ISLO – Econ 2: The participation rate for the survey was very low. Less than 50% of the students graduating this year took the survey. We have a hard time drawing definitive conclusions from such a small number of students out what is, admittedly, already a small sample size. Our primary course of action is to come up with a better incentive to ensure a higher participation rate in the future.</p>								

3. ISLO – Econ 3: The participation rate for the survey was very low. Less than 50% of the students graduating this year took the survey. We have a hard time drawing definitive conclusions from such a small number of students out what is, admittedly, already a small sample size. Our primary course of action is to come up with a better incentive to ensure a higher participation rate in the future.

4. ISLO – Econ 4: The participation rate for the survey was very low. Less than 50% of the students graduating this year took the survey. We have a hard time drawing definitive conclusions from such a small number of students out what is, admittedly, already a small sample size. Our primary course of action is to come up with a better incentive to ensure a higher participation rate in the future.

5. ISLO – Econ 5: The participation rate for the survey was very low. Less than 50% of the students graduating this year took the survey. We have a hard time drawing definitive conclusions from such a small number of students out what is, admittedly, already a small sample size. Our primary course of action is to come up with a better incentive to ensure a higher participation rate in the future.

6. ISLO – Econ 6: The participation rate for the survey was very low. Less than 50% of the students graduating this year took the survey. We have a hard time drawing definitive conclusions from such a small number of students out what is, admittedly, already a small sample size. Our primary course of action is to come up with a better incentive to ensure a higher participation rate in the future.

Section II: Operational Assessment (Note: Complete this section only if you received first-time accreditation or reaffirmation of accreditation after January 1, 2011.)

Operational Assessment	
Intended Operational Outcomes	
1. The Business and Economics Department will be successful in placing its undergraduate students in appropriate entry-level positions or in graduate school on an annual basis.	
2. Faculty members in the Business and Economics Department will be highly-qualified in their teaching disciplines.	
3. Faculty members in the Business and Economics Department will be engaged in appropriate scholarly and professional activities on a regular basis.	
4. The Business and Economics Department will be successful in providing high-quality instruction to its students.	
5. The Business and Economics Department will be successful in providing effective academic support to its students.	
6. The Business and Economics Department will be successful in providing effective academic advising to its students.	
7. Undergraduate students in the Business and Economics Department will graduate in a timely manner.	
8. Undergraduate students in the Business and Economics Department will participate in relevant internships on a regular basis.	
Assessment Measures/Methods for Intended Operational Outcomes:	Performance Objectives (Targets/Criteria) for Operational Assessment Measures/Methods:
1. Job Placement Data IOOs assessed by this Measure: 1	The Business and Economics Department will place 90% or more of its undergraduate students in degree-related positions or in graduate school within six months of graduation.
2. Faculty Credentials Files IOOs assessed by this Measure: 2	At least 80% of the department’s student credit hours will be taught by full-time and adjunct faculty members who are either doctorally- or professionally-qualified to teach in their respective disciplinary areas.
3. Faculty Performance Reviews IOOs assessed by this Measure: 3	Data from faculty performance review forms will show that at least 80% of the school’s full-time faculty members attend one or more relevant disciplinary or instructional-development conferences, seminars, or workshops each year.

<p>4. Senior Exit Survey</p> <p>IOOs assessed by this Measure: 4, 5, 6, 8</p>	<p>4. On the exit survey instrument, at least 70% of all graduating students will indicate that they “agree” or “strongly agree” they were satisfied with professors’ teaching.</p> <p>5. On the exit survey instrument, at least 70% of all graduating students will “agree” or “strongly agree” that they were satisfied with the level of academic support that they were provided while in college.</p> <p>6. On the exit survey instrument, at least 80% of all graduating students will “agree” or “strongly agree” that they were satisfied with their academic advisors.</p> <p>8. On the exit survey instrument, at least 50% of all graduating students will indicate that they participated in an internship related to their degree program during their college career.</p>
<p>5. Graduation Data from Director of Institutional Research</p> <p>IOOs assessed by this Measure: 7</p>	<p>Of those graduates, at least 80% of Business and Economics Department students will complete in four years or less.</p>
<p>6. Report from Academic Support Center</p> <p>IOOs assessed by this Measure: 5</p>	<p>Data from the Peer Learning Center will indicate that 50% of students used the peer learning center for the following courses categorized by department: ACC215, ACC216, BUS200, BUS300, ECO213, and ECO214.</p>
<p>Summary of Results from Implementing Operational Assessment Measures/Methods:</p>	
<p>1. Job Placement Data</p> <p><u>Number of Students Placed in Degree-Related Postions or Graduate School Within Six Months of Graduation:</u></p> <ul style="list-style-type: none"> Of the 61 students who graduated from our Department in 2017-18, we have information on 53 students. Of these 53 students, 51 (96%) found a degree-related position or began graduate school within six months of graduation. 	
<p>2. Faculty Credential Files</p> <p><u>Number of Credit Hours Taught By Doctorally or Professional Qualified Faculty Members:</u></p>	

- During the 2018-19 school year, 97% of the 3182 credit hours offered by Business and Economics Department faculty were taught by those who were doctorally or professionally qualified in their respective disciplinary area.

3. Scholarly & Professional Activity

The scholarly and professional activities of each full-time faculty member for the self-study year and the previous years are summarized in Table 8: Scholarly and Professional Activities of Full-Time Faculty. In addition to achieving 80% conference attendance, department members are involved in a large number of additional scholarly activities including presentations at a number of conferences, community workshops, and professional organizations.

4. Senior Exit Survey

Number of Students Who “Agreed” or Strongly Agreed” That the Department Achieved Each of the IOO Components:

IOO-4 (Teaching):	37 of 41 students (90%)
IOO-5 (Academic Support-Faculty):	39 of 41 students (95%)
IOO-5 (Academic Support-Peers):	30 of 41 students (73%)
IOO-6 (Advising):	37 of 38 students (97%)
IOO-8 (Internships):	41 of 41 students (100%)

Students answered multiple questions for each IOO, contributing to the aggregate scores for each IOO listed above. Additionally, not all students were required to answer every question based upon initial responses.

5. Graduation Data

Number of Students Who Graduate in Four Years or Fewer:

- Of the 51 graduates¹ during the 2017-18 academic year, 49 graduated in 4 years or less (96.1%).

6. Academic Support

Number of Students Who Use the Peer Learning Center:

¹ This number does not include transfer students. Therefore, the number is less than what is shown in Job Placement Data in page 20.

Students enrolled in ACC215, ACC216, BUS200, BUS300, BUS404, and ECO213 classes during the 2018-19 school year utilized the resources of the Peer Learning Center as follows:

- Accounting courses = 70 students of 127 enrolled (55%)
- Business courses = 12 students of 147 enrolled (8%)
- Economics courses = 25 students of 28 enrolled (89%)

Summary of Achievement of Intended Operational Outcomes:

Intended Operational Outcomes	Operational Assessment Measures/Methods							
	Job Placement	Faculty Credentials	Faculty Performance	Senior Exit Survey	Graduation Data	Academic Support	Operational Assessment Measure/ Method 7	Operational Assessment Measure/ Method 8
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. The Business and Economics Department will be successful in placing its undergraduate students in appropriate entry-level positions or in graduate school on an annual basis.	Met	NA	NA	NA	NA	NA		
2. Faculty members in the Business and Economics Department will be highly-qualified in their teaching disciplines.	NA	Met	NA	NA	NA	NA		
3. Faculty members in the Business and Economics Department will be engaged in appropriate scholarly and professional activities on a regular basis.	NA	NA	Met	NA	NA	NA		
4. The Business and Economics Department will be successful in	NA	NA	NA	Met	NA	NA		

providing high-quality instruction to its students.								
5. The Business and Economics Department will be successful in providing effective academic support to its students.	NA	NA	NA	Met	NA	Not met		
6. The Business and Economics Department will be successful in providing effective academic advising to its students.	NA	NA	NA	Met	NA	NA		
7. Undergraduate students in the Business and Economics Department will graduate in a timely manner.	NA	NA	NA	NA	Met	NA		
8. Undergraduate students in the Business and Economics Department will participate in relevant internships on a regular basis.	NA	NA	NA	Met	NA	NA		

Proposed Courses of Action for Improvement in Operational Outcomes for which Performance Targets Were Not Met:								
1. IOO-1: All operational outcomes were achieved.								
2. IOO-2: All operational outcomes were achieved.								
3. IOO-3: All operational outcomes were achieved.								
4. IOO-4: All operational outcomes were achieved.								
5. IOO-5: The academic support usage for ACC and ECO courses were achieved, while BUS courses fell below the 50% mark. During the 2018-19 academic year, all Principles of Marketing courses (BUS200) offered were taught by adjunct professors. We believe this had a direct impact on the utilization of the academic support services. While we have addressed our staffing needs and hope to teach BUS200 with full-time faculty members in the future, this does highlight the need for us to improve communication with our adjuncts about the availability and nature of academic support services and to encourage them make better use of the Peer Learning Center.								
6. IOO-6: All operational outcomes were achieved.								
7. IOO-7: All operational outcomes were achieved.								
8. IOO-8: All operational outcomes were achieved.								