



NORTHWESTERN
COLLEGE

Interim Quality Assurance Report

Institution: Northwestern College

Academic Business Unit: Department of Business and Economics

Date of Submission: October 31, 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: Northwestern College

Institution's Physical Address: 101 7th St SW

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

City, and State or Country: Orange City, IA ZIP/Postal Code: IA

Telephone (with country code if outside of the United States): 712-707-7000

Email: president@nwciova.edu Website: www.nwciova.edu

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

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

Name: Greg Christy

Position Title: President

Highest Earned Degree: M.A. Email: president@nwciova.edu

Telephone (with country code if outside of the United States): 712-707-7100

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

Name: D. Nathan Phinney

Position Title: Vice President for Academic Affairs

Highest Earned Degree: Ph.D. Email: dnathan.phinney@nwciova.edu

Telephone (with country code if outside of the United States): 712-707-7102

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

Name: Dan Young

Position Title: Professor of Political Science; Chair of Department of Political Science; Chair of Department of Business and Economics

Highest Earned Degree: Ph.D. Email: young@nwcsiowa.edu

Telephone (with country code if outside of the United States): 712-707-7046

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: Same as head of academic unit

Position Title: _____

Highest Earned Degree: _____ Email: _____

Telephone (with country code if outside of the United States): _____

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

Name: Vonda Post

Position Title: Professor of Accounting

Highest Earned Degree: M.P.A. Email: vonda@nwcsiowa.edu

Telephone (with country code if outside of the United States): 712-707-7014

2. IACBE-Accredited Programs

Provide a listing of all of 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
Bachelor of Arts in Accounting	Department of Business and Economics	Northwestern College campus	N/A

ACCREDITED PROGRAM	ACADEMIC UNIT ADMINISTERING THE PROGRAM	LOCATIONS	PARTNER INSTITUTIONS
Bachelor Arts in Business Administration with options in			
• Agri-Business	Department of Business and Economics	Northwestern College campus	N/A
• Finance	Department of Business and Economics	Northwestern College campus	N/A
• General	Department of Business and Economics	Northwestern College campus	N/A
• Human Resource	Department of Business and Economics	Northwestern College campus	N/A
• Management	Department of Business and Economics	Northwestern College campus	N/A
• Marketing	Department of Business and Economics	Northwestern College campus	N/A
Bachelor of Arts in Business Education	Department of Business and Economics	Northwestern College campus	N/A
Bachelor of Arts in Economics	Department of Business and Economics	Northwestern College campus	N/A

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
1,412 (fall of 2019)	1,233 (fall of 2013)

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	YEAR OF LAST ACCREDITATION REVIEW
Accounting	61	44
Business Administration/Agri-Business	15	9
Business Administration/Finance	24	17
Business Administration/General	47	73
Business Administration/Human Resources	Discontinued	5
Business Administration/International Business (See NWC note below.)	3	Not yet created

ACCREDITED PROGRAM	HEADCOUNT ENROLLMENT	
	CURRENT YEAR	YEAR OF LAST ACCREDITATION REVIEW
Business Administration/Management	22	28
Business Administration/Marketing	25	14
Business Education	2	14
Economics	5	7
Totals	204	211

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.

NOTE FROM NWC: We have added an International Business option to the existing already accredited Business Administration major. We are not sure how to have you list that as an accredited option within the Business Administration major.

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 (GRADUATED MAY 2019)	YEAR OF LAST ACCREDITATION REVIEW
Accounting	14	8
Business Administration/Agri-Business	4	5
Business Administration/Finance	9	11
Business Administration/General	8	7

ACCREDITED PROGRAM	NUMBER OF DEGREES CONFERRED	
	CURRENT YEAR (GRADUATED MAY 2019)	YEAR OF LAST ACCREDITATION REVIEW
Business Administration/Human Resources	Discontinued	3
Business Administration/International Business (See NWC note in section 5 above.)	1	Not yet created
Business Administration/Management	11	9
Business Administration/Marketing	6	7
Business Education	2	2
Economics	7	2
Totals (See Note from NWC below)	52	37

NOTE FROM NWC: Since the figures in the table are expressed in terms of headcount and since some students in the bachelor's-level program pursue double majors, the sums of the columns may be greater than the totals. For example, if someone double majored in both accounting and business administration, then that person is counted in both the accounting and business administration figures, but only once in the totals.

5. Outcomes Assessment Plan for the Academic Business Unit

- Provide a copy of the current outcomes 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.)
- Identify and describe any significant changes from the plan that was previously submitted to the IACBE.

The current plan is in Appendix 1 and is the same as the plan on file with IACBE. This plan was a revision made in response to an IACBE Note from the Decision Letter. See Appendix 2, pp. 1-2 for details.

6. 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.

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:	Acctg				
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: <i>Bachelor of Arts in Accounting</i>						
Summary of Results from Implementing Direct Measures of Student Learning:						
1. Comprehensive Portfolio Evaluation <u>Number of Students Achieving “2” or Higher on Portfolio Evaluation Rubric:</u> <ul style="list-style-type: none">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 <u>Number of Students Achieving 70% or Higher on the Comprehensive Capstone Integrative Project:</u> <ul style="list-style-type: none">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 <u>Number of Students Indicating They Agreed or Strongly Agreed That They Achieved Each of the ISLO-Acctg Components:</u> <table><tr><td>ISLO-Acctg 1 (Measurement):</td><td>14 (100% of Total)</td></tr><tr><td>ISLO-Acctg 2 (Reporting):</td><td>12 (86% of Total)</td></tr></table>			ISLO-Acctg 1 (Measurement):	14 (100% of Total)	ISLO-Acctg 2 (Reporting):	12 (86% of Total)
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)

Acctg

(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							
Program ISLOs	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	Met	NA			Met	Met		

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.	Met	NA			Met	Met		Acctg
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.

Acctg

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: <i>Bachelor of Arts in Business Administration</i>	
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 # 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 # 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						
Program ISLOs	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.

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							
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:								
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.								

- 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.
- 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.

7. 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	
Intended Operational Outcomes	
1.	<i>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.</i>
2.	<i>Faculty members in the Business and Economics Department will be highly-qualified in their teaching disciplines.</i>

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.

4. Senior Exit Survey
IOOs assessed by this Measure: 4, 5, 6, 8

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.

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.

Operational

	<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>
5. Graduation Data from Director of Institutional Research IOOs assessed by this Measure: 7	Of those graduates, at least 80% of Business and Economics Department students will complete in four years or less.
6. Report from Academic Support Center IOOs assessed by this Measure: 5	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.
Summary of Results from Implementing Operational Assessment Measures/Methods:	
1. Job Placement Data <u>Number of Students Placed in Degree-Related Positions or Graduate School Within Six Months of Graduation:</u> <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. 	
2. Faculty Credential Files <u>Number of Credit Hours Taught By Doctorally or Professionally Qualified Faculty Members:</u> <ul style="list-style-type: none"> 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	

Operational

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:

Operational

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 providing high-quality instruction to its students.	NA	NA	NA	Met	NA	NA		
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.

8. 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
1.1	After the Decision Letter of April 15, 2016, we had submitted a response to IACBE addressing a number of Notes, including regarding 1.1. This response (to all the Notes) is in Appendix 2.	We have no record of IACBE's receipt of this response or what the current concern with 1.1 is. We plan to wait for further feedback on what the specific remaining concern with 1.1 is.

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

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

Principle 2.1: Assessment Planning
a. Major Changes in the Academic Business Unit (and the Institution of which It is a Part)
Revised assessment plan.
b. Evidence of How the Academic Business Unit Continues to Comply with Principle
We revised the plan in accordance with the comments made on the relevant note. For extensive discussion, please see Appendix 2, pp. 63-65.

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)
No changes since the last review.
b. Evidence of How the Academic Business Unit Continues to Comply with Principle

Principle 2.3: Continuous Quality Improvement**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 3.1: Strategic Planning****a. Major Changes in the Academic Business Unit (and the Institution of which It is a Part)**

Formation of Board of Advisors; hired two full-time faculty members.

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

Since our site visit during the 2014-15 school year, staffing in the department has been a major concern. Three of the six members in the department at that time have since been replaced, and one of the replacements was subsequently replaced. In addition, the Department asked for authorization to add an additional full-time faculty position due to staffing concerns. That position was approved. After a two-year search process, we will have seven full-time staff members beginning in the 2019-20 academic year. As a result, in the four academic years since our site visit, we have conducted seven national searches in a department of six people.

In spite of these challenges, the Department formed a Board of Advisers (BOA) during the 2016-17 Fall Semester. The Board consists of 12 business professionals with varied areas of expertise representing the different areas of study within the Department. The first year the BOA met two times. That schedule has now been increased to three meetings each year. For the first year or two, the BOA was primarily used to help the Department navigate day-to-day challenges including staffing concerns. More recently, the BOA has been utilized to develop strategic objectives and vision for the Department and to provide a level of accountability.

In conjunction with the BOA, the Department has begun thinking about strategic goals. While this has not yet been formalized into a strategic plan, we have been working with a strategic planning tool called an X-Matrix. The X-Matrix allows us to set some shorter and longer-term objectives and provide us with a list of one-year tasks to be performed during the current year.

Principle 3.1: Strategic Planning

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

For the last two years, at our August BOA meeting, we have used the X-Matrix to set out specific goals and assigned tasks for the upcoming year. At each year's August meeting, the idea will be to evaluate the Department's performance on the previous year's one-year goals as well as to set new goals for the upcoming year. The X-Matrix tool is designed to keep our one-year goals consistent with our longer-term goals.

We are optimistic that we have finally addressed our staffing issues. We are hopeful that the people we have in place now will provide some stability for the department going forward. Since five of our seven department members this year will all be in their first three years of being full-time professors, our short-term focus will be to successfully onboard them to the profession of academia as well as to our particular institution. After this process is a little further along, we hope to revisit our formal strategic planning process.

[The above is taken directly from Appendix 2.]

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)

No changes since the last review.

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

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)

Created an International Business option to the Business Administration. Deleted the Human Resources option.

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

Please see Principle 4.5: International Dimensions of Business below, as well as Appendix 2.

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)**

We do not have master's-level programs.

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)**

We do not have doctoral-level programs.

b. Evidence of How the Academic Business Unit Continues to Comply with Principle**Principle 4.5: International Dimensions of Business****a. Major Changes in the Academic Business Unit (and the Institution of which It is a Part)**

Created an International Business option to the Business Administration.

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

This enhances our existing course offerings, such as international economics. It draws on the wider college curriculum, particularly our semester-abroad programs and courses in departments such as Political Science.

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

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)**

Adding of the International Business option to the Business Administration major; deletion of the Human Resources option of same major.

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

Our most recent significant curriculum revision was done in 2017-2018. As a department, we used many of our weekly department meetings during the 2016-2017 academic year to discuss changes to our programs and courses. In the summer of 2017, we met for several days to finalize our changes and start working on the forms to be submitted to our Academic Affairs Committee. As a result, we have significantly modified our offerings. This resulted in a dropping an area of concentration (human resource management), adding a new area of concentration (international business), adding a legal environment class to our business administration core, adding an entrepreneurship minor, and adding an agricultural technology class in our agricultural business concentration to name a few. These changes were based on the following:

- Feedback from stakeholders (employers, alumni, admissions, college administration, etc.).
- Department faculty experiences and expertise.
- International Assembly for Collegiate Schools of Business (IACBE) accreditation Common Professional Component requirements for business education at the undergraduate level.
- Data from prior assessment plans.
- Feedback from our Board of Advisers.
- Input from our departments of admissions and marketing.

[This is directly taken from Appendix 2 below].

Principle 5.1: Qualifications 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 5.2: Deployment 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)**

No changes since the last review.

b. Evidence of How the Academic Business Unit Continues to Comply with Principle**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**Principle 5.5: Evaluation 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 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**Principle 6.2: Academic 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**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)**

No changes since the last review.

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

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.

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

Upgraded internet capacity and improved access to relevant software.

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

The change enhances our ability to comply with the principle. At the time of our self-study, the internet service on campus, both in faculty offices and in classrooms was deficient. However, over the past three years our Computing Services Department have made several important and significant changes to improve this service. As a result of these changes, we are not experiencing any of the issues we suffered from in the past.

In addition to improvements in internet service, access to financial data and availability of important academic software tools has increased. This is largely due to reallocation of library resources and the willingness of faculty to take advantage of the availability of free software to the extent possible.

Principle 7.5: Other Instructional Locations**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 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)**

No changes aside from establishment of Board of Advisors.

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

Please see our response above to Principle 3.1: Strategic Planning.

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**Principle 9.1: Innovation in Business Education****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

APPENDIX 1: ASSESSMENT PLAN

Outcomes Assessment Results

For Academic Year: _____

Section I: Student Learning Assessment

Student Learning Assessment for: <i>Bachelor of Arts in Accounting</i>	
Program Intended Student Learning Outcomes (ISLO-Acctg)	
9. Students will be able to distinguish the principal concepts, theories, and practices in accounting with respect to measurement.	
10.Students will be able to distinguish the principal concepts, theories, and practices in accounting with respect to reporting.	
11.Students will be able to distinguish the principal concepts, theories, and practices in accounting with respect to communication.	
12.Students will be able to evaluate legal and ethical principles in business and apply them to organizational decision making.	
13.Students will be able to apply accounting-related quantitative methods and tools to the formulation of management decisions.	
14.Students will be able to construct coherent oral and written forms of communication and present them in a professional context.	
15.Students will be able to work effectively with colleagues in team situations.	
16.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:
3. 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.
4. 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:

3. 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.
4. 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” or “somewhat agree” that they met internship objectives.
Learning Assessment Results: <i>Bachelor of Arts in Accounting</i>	
Summary of Results from Implementing Direct Measures of Student Learning:	
3. Comprehensive Portfolio Evaluation <u>Number of Students Achieving “2” or Higher on Portfolio Evaluation Rubric:</u>	
4. Comprehensive Capstone Integrative Project <u>Number of Students Achieving 70% or Higher on the Comprehensive Capstone Integrative Project:</u>	
Summary of Results from Implementing Indirect Measures of Student Learning:	
3. Senior Exit Survey <u>Number of Students Indicating They Agreed or Strongly Agreed That They Achieved Each of the ISLO-Acctg Components:</u>	
4. Student Internship Survey <u>Number of Students Indicating They Strongly Agreed or Somewhat Agreed That They Achieved Each of the ISLO-Acctg Components:</u>	
Summary of Achievement of Intended Student Learning Outcomes:	

Intended Student Learning Outcomes	Learning Assessment Measures							
Program ISLOs	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...
9. Students will be able to distinguish the principal concepts, theories, and practices in accounting with respect to measurement.								
10.Students will be able to distinguish the principal concepts, theories, and practices in accounting with respect to reporting.								
11.Students will be able to distinguish the principal concepts, theories, and practices in accounting with respect to communication.								
12.Students will be able to evaluate legal and ethical principles in business and apply them to organizational decision making.								
13.Students will be able to apply accounting-related quantitative methods and tools to the formulation of management decisions.								
14.Students will be able to construct coherent oral and written forms of communication and present them in a professional context.								
15.Students will be able to work effectively with colleagues in team situations.								

16.Students will be able to integrate Christian values with accounting theory and practice.								
Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:								
9. ISLO-Acctg 1:								
10.ISLO-Acctg 2:								
11.ISLO-Acctg 3:								
12.ISLO-Acctg 4:								
13.ISLO-Acctg 5:								
14.ISLO-Acctg 7:								
15.ISLO-Acctg 8:								

Outcomes Assessment Results

For Academic Year: _____

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)	
8. Students will be able to distinguish the principal concepts, theories, and practices in business.	
9. Students will be able to identify and distinguish the relevant theories and principles associated with the economic environment of business.	
10. Students will be able to evaluate legal and ethical principles in business and apply them to organizational decision making.	
11. Students will be able to apply business-related quantitative methods and tools to the formulation of management decisions.	
12. Students will be able to construct coherent oral and written forms of communication and present them in a professional context.	
13. Students will be able to work effectively with colleagues in team situations.	
14. 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:
4. Comprehensive Capstone Simulation Project ISLO-Bus Admin assessed by this Measure: 1, 2, 4, 6	On the rating scale in the Capstone Simulation Project evaluation rubric (with “exemplary” being the highest rating), all students will achieve a performance rating of “acceptable” or higher on each evaluation criterion associated with the core ISLOs assessed by this measure and, in their particular specializations, will achieve a rating of “proficient” or higher on each evaluation criterion associated with the specialization ISLOs assessed by this measure.
5. 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.
6. Comprehensive Capstone Integrative Project ISLO-Bus Admin assessed by this Measure: 3, 5, 7	All students will score a 70% 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—	Performance Objectives (Targets/Criteria) for Indirect Measures:

Indirect Measures of Student Learning:	
3. 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.
4. 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” or “somewhat agree” that they met internship objectives.
Learning Assessment Results: <i>Bachelor of Arts in Business Administration</i>	
Summary of Results from Implementing Direct Measures of Student Learning:	
4. Comprehensive Capstone Simulation Project <u>Number of Students Achieving “Acceptable” or Higher on Capstone Simulation Project Rubric:</u>	
5. ETS Test	
6. Comprehensive Capstone Integrative Project <u>Number of Students Achieving 70% or Higher on the Comprehensive Capstone Integrative Project:</u>	
Summary of Results from Implementing Indirect Measures of Student Learning:	
3. Senior Exit Survey <u>Number of Students Indicating They Strongly Agreed or Agreed That They Achieved Each of the ISLO-Business Administration Components:</u>	

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

4. Student Internship Survey

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

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...
8. Students will be able to distinguish the principal concepts, theories, and practices in business.								
9. Students will be able to identify and distinguish the relevant theories and principles associated with the economic environment of business.								
10. Students will be able to evaluate legal and ethical principles in business and apply them to organizational decision making.								

11.Students will be able to apply business-related quantitative methods and tools to the formulation of management decisions.								
12.Students will be able to construct coherent oral and written forms of communication and present them in a professional context.								
13.Students will be able to work effectively with colleagues in team situations.								
14.Students will be able to integrate Christian values with business theory and practice.								
Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:								
8. ISLO-Bus Admin 1:								
9. ISLO-Bus Admin 2:								
10.ISLO-Bus Admin 3:								
11.ISLO - Bus Admin 4:								
12.ISLO - Bus Admin 5:								
13.ISLO - Bus Admin 6:								
14.ISLO - Bus Admin 7:								

Outcomes Assessment Results

For Academic Year: _____

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)	
5. Students will be able to distinguish the principal concepts, theories, and practices in business.	
6. Students will be able to identify and distinguish the relevant theories and principles associated with the economic environment of business.	
7. Students will be able to apply effective educational strategies in the classroom.	
8. Students will be able to evaluate legal and ethical principles in business and apply them to organizational decision making.	
9. Students will be able to construct coherent oral and written forms of communication and present them in a professional context.	
10. Students will be able to work effectively with colleagues in team situations.	
11. 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:
3. Comprehensive Portfolio Evaluation ISLO-Bus Ed Assessed by this Measure: 1, 2, 3, 4, 5, 6, 7	On the rating scale in the Comprehensive Portfolio Evaluation rubric (with Level 5 being the highest rating), all students will achieve a performance rating of Level 3 or higher on each evaluation criterion associated with the ISLO-Bus Ed components assessed by this measure.
4. Praxis II Business Education: Content Knowledge Examination ISLO-Bus Ed Assessed by this Measure: 1, 2	All graduating students will achieve a score above the State of Iowa cut score.
Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Indirect Measures:
2. Senior Exit Survey ISLO-Bus Ed 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 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: *Bachelor of Arts in Business Education*

Summary of Results from Implementing Direct Measures of Student Learning:

3. Comprehensive Portfolio Evaluation

Number of Students Achieving Level 3 or Higher on Portfolio Evaluation Rubric:

4. Praxis II Business Education: Content Knowledge Examination

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

Summary of Results from Implementing Indirect Measures of Student Learning:

2. 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:

Summary of Achievement of Intended Student Learning Outcomes:

Intended Student Learning Outcomes	Learning Assessment Measures							
Program ISLOs	Portfolio Evaluation	Praxis II Exam	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...
5. Students will be able to distinguish the principal concepts, theories, and practices in business.								
6. Students will be able to identify and distinguish the relevant theories and								

principles associated with the economic environment of business.								
7. Students will be able to apply effective educational strategies in the classroom.								
8. Students will be able to evaluate legal and ethical principles in business and apply them to organizational decision making.								
9. Students will be able to construct coherent oral and written forms of communication and present them in a professional context.								
10.Students will be able to work effectively with colleagues in team situations.								
11.Students will be able to integrate Christian values with education theory and practice.								
Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:								
5. ISLO – Bus Ed 1:								
6. ISLO – Bus Ed 2:								
7. ISLO – Bus Ed 3:								
8. ISLO – Bus Ed 4:								
9. ISLO – Bus Ed 5:								
10.ISLO – Bus Ed 6:								
11.ISLO – Bus Ed 7:								

Outcomes Assessment Results

For Academic Year: _____

Section I: Student Learning Assessment

Student Learning Assessment for: <i>Bachelor of Arts in Economics</i>	
Program Intended Student Learning Outcomes (ISLO-Econ)	
7. Students will be able to distinguish the principal concepts, theories, and practices in economics.	
8. Students will be able to evaluate legal and ethical principles in business and apply them to organizational decision making.	
9. Students will be able to apply economic-related quantitative methods and tools to the formulation of management decisions.	
10. Students will be able to construct coherent oral and written forms of communication and present them in a professional context.	
11. 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:
3. Comprehensive Portfolio Evaluation ISLO-Econ Assessed by this Measure: 1, 2, 3, 4, 5	On the rating scale in the Portfolio Evaluation rubric (with “exemplary” being the highest rating), all students will achieve a performance rating of “proficient” or higher on each evaluation criterion associated with the ISLO-Econ components assessed by this measure.
4. ETS Test ISLO-Econ Assessed by this Measure: 1, 2, 3	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:
2. Senior Exit Survey ISLO-Econ Assessed by this Measure: 1, 2, 3, 4, 5	On the exit survey instrument, at least 80% of all graduating students will indicate that they “strongly 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:	
3. Comprehensive Portfolio Evaluation	

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

4. **ETS Test**

Number of Students scoring in the 70th percentile or better on each subset of examination questions relating to each of the ISLO-Econ components:

Summary of Results from Implementing Indirect Measures of Student Learning:

2. **Senior Exit Survey**

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

Summary of Achievement of Intended Student Learning Outcomes:

Intended Student Learning Outcomes	Learning Assessment Measures							
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...
7. Students will be able to distinguish the principal concepts, theories, and practices in economics.								
8. Students will be able to evaluate legal and ethical principles in business and apply them to organizational decision making.								
9. Students will be able to apply economic-related quantitative methods and tools to the								

formulation of management decisions.								
10.Students will be able to construct coherent oral and written forms of communication and present them in a professional context.								
11.Students will be able to integrate Christian values with economic theory and practice.								
Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:								
7. ISLO – Econ 1:								
8. ISLO – Econ 2:								
9. ISLO – Econ 3:								
10.ISLO – Econ 4:								
11.ISLO – Econ 5:								

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	
9. 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.	
10. Faculty members in the Business and Economics Department will be highly-qualified in their teaching disciplines.	
11. Faculty members in the Business and Economics Department will be engaged in appropriate scholarly and professional activities on a regular basis.	
12. The Business and Economics Department will be successful in providing high-quality instruction to its students.	
13. The Business and Economics Department will be successful in providing effective academic support to its students.	
14. The Business and Economics Department will be successful in providing effective academic advising to its students.	
15. Undergraduate students in the Business and Economics Department will graduate in a timely manner.	
16. 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:
7. 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.
8. 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.
9. 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.
10. Senior Exit Survey IOOs assessed by this Measure: 4, 5, 6, 8	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. 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. 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. 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.
11. Graduation Data from Director of Institutional Research IOOs assessed by this Measure: 7	Of those graduates, at least 80% of Business and Economics Department students will complete in four years or less.
12. Report from Academic Support Center IOOs assessed by this Measure: 5	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.
Summary of Results from Implementing Operational Assessment Measures/Methods:	
7. Job Placement Data <u>Number of Students Placed in Degree-Related Postions or Graduate School Within Six Months of Graduation:</u>	
8. Faculty Credential Files	

[Number of Credit Hours Taught By Doctorally or Professional Qualified Faculty Members:](#)

9. Scholarly & Professional Activity

10.Senior Exit Survey

[Number of Students Who “Agreed” or Strongly Agreed” That the Department Achieved Each of the IOO Components:](#)

11.Graduation Data

[Number of Students Who Graduate in Four Years or Fewer:](#)

12.Academic Support

[Number of Students Who Use the Peer Learning Center:](#)

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...

9. 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.								
10. Faculty members in the Business and Economics Department will be highly-qualified in their teaching disciplines.								
11. Faculty members in the Business and Economics Department will be engaged in appropriate scholarly and professional activities on a regular basis.								
12. The Business and Economics Department will be successful in providing high-quality instruction to its students.								
13. The Business and Economics Department will be successful in providing effective academic support to its students.								
14. The Business and Economics Department will be successful in providing effective academic advising to its students.								
15. Undergraduate students in the Business and Economics Department will graduate in a timely manner.								

16. Undergraduate students in the Business and Economics Department will participate in relevant internships on a regular basis.								
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Proposed Courses of Action for Improvement in Operational Outcomes for which Performance Targets Were Not Met:

9. IOO-1:

10. IOO-2:

11. IOO-3:

12. IOO-4:

13. IOO-5:

14. IOO-6:

15. IOO-7:

16. IOO-8:

APPENDIX 2: RESPONSE TO NOTES GIVEN ON DECISION LETTER

Note: This document is already in IACBE's files. It is included for the reason given in Section 8: Report on Note Compliance.

This document is written in response to the IACBE decision letter, dated April 15, 2016. We have copied and pasted the text of the original letter into this document. Below each of the notes, we have included our response. In addition, we have attached three items to this document. These items are referenced in our responses at different points. The three attachments are as follows:

1. Our current (revised) Outcomes Assessment Plan
2. A new Assessment Tool, the Student Internship Survey
3. Our Strategic Planning Tool: the X-Matrix

[October 31, 2019 comment: the assessment plan is in Appendix 1 above. Items 2 & 3 are not attached as you already have them.]

Principle 1.1: Outcomes Assessment

Please provide a revised outcomes assessment plan that meets current IACBE requirements and expectations. To that end, the plan may be simplified inasmuch as each intended student learning outcome needs to be assessed by only one direct and one indirect measure of student learning. For example, in the Bachelor of Arts in Accounting program, the second indirect measure, Employer Internship Evaluation, which is actually a direct measure, may be eliminated from the plan since all intended student learning outcomes are assessed by the Senior Exit Survey.

We have updated our outcomes assessment plan. The revised plan is attached. In some cases, even though we are only required to use one direct and one indirect measure, we have elected to keep multiple measures for a single learning outcome. In those instances, we have chosen to do so because we believe our chosen measures provide us with valuable information.

In addition, the Board of Commissioners recently simplified and streamlined the requirements for outcomes assessment plans. Specifically, members are no longer required to include concentrations, specializations, options, etc. in their assessment plans. Therefore, you may be able to reduce the number of direct and indirect measures of student learning for the Bachelor of Business Administration degree. As with the Bachelor of Arts in Accounting program, please remove the Employer Internship Evaluation instrument as an indirect measure (since it is actually a direct measure of student learning). Since the Senior Exit Survey assesses all intended student learning outcomes, a second indirect measure is not required.

Noted and done. Our revised outcomes assessment plan is attached. In those instances where we have elected to keep multiple measures that provide assessment feedback on the same learning outcome, we have chosen to do so because we believe the (additional) measure provides us with valuable information.

For the Bachelor of Business Education program, the second direct measure of student learning, PPST Examination, and the second indirect measure, Cooperating Teacher Evaluation, may be removed from the outcomes assessment plan since all intended student learning outcomes are assessed by the Comprehensive Portfolio Evaluation and the Senior Exit Survey. Similarly, the second direct measure of student learning, ETS Test, and the second indirect measure, Job Placement Tracking, may be removed from the outcomes assessment plan for the Bachelor of Arts in Economics since all intended student learning outcomes are assessed by the Comprehensive Portfolio Evaluation and the Senior Exit Survey.

Noted. Our revised outcomes assessment plan is attached. In those instances where we have elected to keep multiple measures that provide assessment feedback on the same learning outcome, we have chosen to do so because we believe the (additional) measure provides us with valuable information.

When revising the outcomes assessment plan, please ensure that all programs are identified by the official degree name. For example: Bachelor of Arts in Accounting, Bachelor of Arts in Business Administration, Bachelor of Arts in Business Education, and Bachelor of Arts in Economics need to be labeled accordingly.

Done.

Please provide a narrative that describes the ways in which the results from implementing your outcomes assessment plan (i.e., changes and improvements needed) are linked to the strategic planning processes of both the Department of Business and Economics and Northwestern College. If possible, the department's outcomes assessment process should also be linked to the college's budgeting process. If applicable, please provide a narrative that describes that linkage.

We have not had the time, or resources to be able to link the results from our outcomes assessment plan to the strategic planning process for the Department. Consequently, it has not been possible to also link those results to the strategic planning process for the college. Please see the answer to the "Note" for Principle 2.1 for additional information and context in response to this item.

Once the outcomes assessment plan is revised, please resubmit it along with copies of all evaluation rubrics and assessment tools.

During our site review, we provided copies of all applicable rubrics and assessment tools for the "new" outcomes assessment plan. Since that time, we have made very few changes that would affect what has already been provided. In several cases, we have deleted direct or indirect measures. The only new measure that has been added is a Student Internship Survey in both the Accounting and Business Administration majors.

We have attached an up-to-date (revised) version of our assessment plan as well as the new Student Internship Survey to our submission. We have not provided duplicate copies of what was in-place at the time of our site visit and that was consequently provided to the onsite team for which they already gave their approval.

For further assistance, please consult the IACBE document entitled “Guidelines for Preparing an Outcomes Assessment Plan,” which is available on the IACBE website at: www.iacbe.org/pdf/oa-plan-guidelines.pdf.

Principle 2.1: Strategic Planning

Please develop a plan for formalizing the strategic planning process within the Department of Business and Economics. Once the department’s strategic planning process is formalized, please describe that process and the steps taken to implement that process.

Since our site visit during the 2014-15 school year, staffing in the department has been a major concern. Three of the six members in the department at that time have since been replaced, and one of the replacements was subsequently replaced. In addition, the Department asked for authorization to add an additional full-time faculty position due to staffing concerns. That position was approved. After a two-year search process, we will have seven full-time staff members beginning in the 2019-20 academic year. As a result, in the four academic years since our site visit, we have conducted seven national searches in a department of six people.

In spite of these challenges, the Department formed a Board of Advisers (BOA) during the 2016-17 Fall Semester. The Board consists of 12 business professionals with varied areas of expertise representing the different areas of study within the Department. The first year the BOA met two times. That schedule has now been increased to three meetings each year. For the first year or two, the BOA was primarily used to help the Department navigate day-to-day challenges including staffing concerns. More recently, the BOA has been utilized to develop strategic objectives and vision for the Department and to provide a level of accountability.

In conjunction with the BOA, the Department has begun thinking about strategic goals. While this has not yet been formalized into a strategic plan, we have been working with a strategic planning tool called an X-Matrix. The X-Matrix allows us to set some shorter and longer-term objectives and provide us with a list of one-year tasks to be performed during the current year.

For the last two years, at our August BOA meeting, we have used the X-Matrix to set out specific goals and assigned tasks for the upcoming year. At each year’s August meeting, the idea will be to evaluate the Department’s performance on the previous year’s one-year goals as well as to set new goals for the upcoming year. The X-Matrix tool is designed to keep our one-year goals consistent with our longer-term goals.

We are optimistic that we have finally addressed our staffing issues. We are hopeful that the people we have in place now will provide some stability for the department going forward. Since five of our seven department members this year will all be in their first three years of being full-time professors, our short-term focus will be to successfully onboard them to the profession of academia as well as to our particular institution. After this process is a little further along, we hope to revisit our formal strategic planning process.

We have attached a copy of our most recent X-Matrix that was used for the 2018-19 academic year.

Principle 3.5: Curriculum Review and Improvement

Please describe the specific curriculum review and improvement process in greater detail as well as the progress being made in using assessment feedback data to improve your programs in business.

Curriculum review and improvement is a continuous process. Faculty have the primary responsibility for the content, quality and effectiveness of the business curriculum. The College has set up a process whereby each department is responsible for an annual review of student learning that will yield relevant actionable evidence for departmental decision-making. The Faculty Handbook 2013-2014 section 4.2.3.4 Annual Review of Student Learning, pgs 10-11 states:

Each year departments shall respond to the evidence they have collected regarding one or more Student Learning Goals. Departments shall submit to the Academic Program Assessment Committee by October 1 a brief report (i.e. two-to-three pages) detailing the following:

- A. The Student Learning Goal(s) reviewed in the previous year,*
- B. The forms of evidence gathered to assess student learning,*
- C. The results of the assessment (in chart or narrative form),*
- D. The department's interpretation of the evidence,*
- E. The actions taken in light of the results, and*
- F. The Student Learning Goal(s) the department plans to review in the upcoming year.*

The Annual Review should address pressing questions and be constructed in a way that will yield relevant, actionable evidence for departmental decision-making.

Also, each department goes through a comprehensive review every ten years. This is meant to be a more in-depth evaluation of the department. The Faculty Handbook 2013-2014 section 4.2.4 Review of Academic Departments, pgs 11-12 states:

4.2.4 Review of Academic Departments

4.2.4.1 Purposes of Review

- A. *A comprehensive review of each department with an emphasis on student learning within the department.*
- B. *To develop a strategy for building on the perceived strengths of the department and for addressing the unmet needs.*

4.2.4.2 Frequency of Review

Every department shall be evaluated every ten years, on a rotating schedule. The schedule shall be set by the Academic Program Assessment Committee in consultation with the office of the Provost.

4.2.4.3 Participants in the Review

Faculty in the department under review have primary responsibility for conducting the review and will complete a department self-study as described in FHB 4.2.3.4. The office of the Provost and the Academic Program Assessment Committee will serve as advisors and resources.

In addition, an external consultant shall be selected by the Provost in consultation with the department faculty. With rare exceptions, this consultant shall have had significant exposure to, understanding of and commitment to Christian liberal arts education. The consultant shall focus on programs rather than personnel, following the guidelines for outside evaluations (FHB 7.1.2.2.H). In consultation with the Provost, departments are encouraged to bring their external consultant to campus. The consultant's report shall be sent to offices of the Provost and the department chair. Department faculty shall submit a written response to the report to the Academic Program Assessment Committee, addressing specific concerns and recommendations of the external consultant.

4.2.4.4 The Department Self-Study

Each department shall prepare a self-study report as part of the review process, which includes the following components:

- A. *An introduction to the report that describes the department and the students it serves.*
- B. *Discussion of student learning in the department's major(s), including:*
 - 1. *The department's mission statement*
 - 2. *A list of the department's learning goals for each major*
 - 3. *A description of the department's assessment plan*
- C. *A review of the department's learning goals and recommendations for modification, if any. The department may consider questions such as these in its review.*
 - 1. *How do the department's learning goals implement the goals of Vision for Learning?*
 - 2. *In what ways do the department's learning goals recognize the characteristics and needs of the students the department serves?*
 - 3. *How does the department integrate faith and learning and contribute to the development of a Christian perspective within the department?*

- D. *A review of the extent to which the current curriculum adequately implements the department's learning goals and recommendations for changes, if any.*
 - 1. *A description of how the goals are currently implemented, i.e. how the requirements for each major and the courses offered by the department were intended to accomplish its learning goals.*
 - 2. *An analysis of the extent to which the department's learning goals are being met. The department may consider questions such as these in its analysis.*
 - a. *Is every learning goal addressed in one or more places in the curriculum?*
 - b. *Is the importance of each learning goal in proportion to its place in the curriculum?*
 - c. *In the context of the department's learning goals, how does the department's work compare with standards in the department?*
 - d. *In the context of the department's learning goals, how does the department's work compare with peer institutions? An appropriate peer group will usually consist of other Christian liberal arts colleges of comparable size and reputation. Included an explanation of how a peer group was selected.*
- E. *A review of the adequacy of the assessment plan and recommendations for changes, if any. The department may consider these questions.*
 - 1. *Does the current assessment plan adequately measure student learning?*
 - 2. *Is the relationship between learning goals and assessment measures transparent?*
 - 3. *Are a variety of assessment techniques in place (e.g. direct and indirect measures, qualitative and quantitative)?*
- F. *A plan for maintaining and improving the quality of the program. The department may consider these questions.*
 - 1. *How will any deficiencies in student learning be corrected?*
 - 2. *What would make the department's programs even better?*
- G. *An evaluation of the department's contributions to the Integrative General Education program, if any.*
 - 1. *What courses contribute to the Integrative General Education program, and which learning goals from Vision for Learning are addressed?*
 - 2. *How is student learning assessed?*
 - 3. *Based on assessment results, what changes, if any, are recommended to improve student learning?*
- H. *A discussion of faculty roles in the department. The department may consider these questions.*
 - 1. *Do the faculty's qualifications match the department's needs and the courses they teach? A current vita for each department member should be appended to this report.*
 - 2. *How does faculty scholarship serve students and the department?*
 - 3. *What type of advising takes place in the department? What are the advising loads? Are students satisfied with advising?*
 - 4. *What kinds of opportunities are available for informal interaction and mentoring of students?*

- I. *An analysis of issues and needs within the department. These may include budget, staffing, equipment, and resources. Supporting data such as student credit hours, course enrollments, budget history, or other data should be included. Include recommendations for correcting the problems identified.*
- J. *A summary that describes the department's strengths and weaknesses.*

4.2.4.5 The Review Process

- A. *Academic year prior to review:*
 - 1. *The Dean of the Faculty will meet with the department early in the spring semester to plan the review. This should include forming a potential list of external reviewers and identifying areas of the program that should receive extra attention during the review.*
 - 2. *The department will hold a special departmental meeting to plan the review, including a time-line for the review, assignment of responsibilities within the department for the review, and the development and planning for any additional goals for the review in addition to those specified in FHB 4.2.3.1 (e.g. requirements of external accrediting agencies).*
- B. *June-December: Department develops self-study.*
- C. *November-December: The external consultant visits and prepares a report.*
- D. *January-April: Academic Program Assessment committee meets to discuss the report and make recommendations.*
- E. *Academic year following review: The department, in consultation with the Provost and the Academic Program Assessment Committee, develops strategy for implementing recommendations, including a proposal to the Academic Affairs Committee for curricular changes, if indicated. Parts of the assessment review could be used to support the proposal.*

Both the annual and ten-year review processes rely heavily on assessment data for decision-making.

Also, on a continuous basis, the faculty of the Department review individual course requirements. Less extensive changes to the curriculum, which can include but are not limited to, course description changes, course title changes, and prerequisite requirement changes, changes to grading rubrics, and changes in course content can occur on a yearly basis. These changes can be based on the faculty member's experience with a particular course, the results of our outcomes assessment, input from our Board of Advisors, feedback from alumni and prospective employers, or changes in the current business environment that necessitate changes in the curriculum.

Our most recent significant curriculum revision was done in 2017-2018. As a department, we used many of our weekly department meetings during the 2016-2017 academic year to discuss changes to our programs and courses. In the summer of 2017, we met for several days to finalize our changes and start working on the forms to be submitted to our Academic Affairs Committee. As a result, we have significantly modified our offerings. This resulted in a dropping an area of concentration (human resource management), adding a new area of concentration (international business), adding a legal environment class to our business administration core, adding an entrepreneurship minor, and adding an agricultural technology class in our agricultural business concentration to name a few. These changes were based on the following:

- Feedback from stakeholders (employers, alumni, admissions, college administration, etc.).

- Department faculty experiences and expertise.
- International Assembly for Collegiate Schools of Business (IACBE) accreditation Common Professional Component requirements for business education at the undergraduate level.
- Data from prior assessment plans.
- Feedback from our Board of Advisers.
- Input from our departments of admissions and marketing.

Principle 6.6: Summary Evaluation of Resources

Please provide an update on the progress being made to improve technology and to replacing adjunct teaching hours with a full-time faculty member.

Technology: At the time of our self-study, the internet service on campus, both in faculty offices and in classrooms was deficient. However, over the past three years our Computing Services Department have made several important and significant changes to improve this service. As a result of these changes, we are not experiencing any of the issues we suffered from in the past. Below are some of the details of those improvements:

- switched to a managed wireless system using Meraki
- increased wireless coverage by 40% on campus
- upgraded our core switch to 10G
- most major academic buildings on campus (including the classrooms and Department offices have 10G switches
- Increased our internet bandwidth from 1G to 2.5G
- resized our network subnets to better fit our needs for each building

In addition to improvements in internet service, access to financial data and availability of important academic software tools has increased. This is largely due to reallocation of library resources and the willingness of faculty to take advantage of the availability of free software to the extent possible.

Adjuncts: At the time of our self-study, we were averaging around 30 credit hours per year of classes being taught by adjunct faculty. A full-time faculty position at Northwestern is expected to teach 24 credit hours. In addition, our class sizes were among the largest of all departments on campus. After our self-study was completed, we submitted a request to be allowed to hire one additional full-time faculty member. That request was granted at the end of the 2016-17 school year.

During the 2017-18 school year, we attempted to hire the newly approved position, but we were unsuccessful. We continued that search into the 2018-19 school year when we were successful in filling the new position. Beginning this next fall, we will have one additional full-time faculty member in our department. Our teaching rotation for the 2018-19 school year calls for a total of only three classes to be taught by adjunct faculty members. This will be a great improvement over the 2018-19 school year, when 14 classes were taught by adjunct faculty.