



## Report of Outcomes Assessment Results

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Institution

**Northwestern College**

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Academic Business Unit

**Business & Economics Department**

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Academic Year

**2015-16**

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## Outcomes Assessment Plan

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

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

Changes have been made and the revised plan is attached.

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

## Directions

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

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

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

Add tables, and insert or delete rows in the tables as needed in order to accommodate the number of your (i) business programs, (ii) intended student learning outcomes, and (iii) intended operational outcomes. In the sections of the assessment results tables entitled "Summary of Achievement of Intended Student Learning Outcomes" and "Summary of Achievement of Intended Operational Outcomes," **DO NOT ADD OR DELETE COLUMNS**. Space is provided in these sections for four direct measures of student learning, four indirect measures of student learning, and eight operational assessment measures/methods. If you are employing fewer than this number of assessment instruments, simply leave cells in the unused columns blank. If you are employing more than this number of instruments, you will need to create additional summary-of-achievement tables to report your assessment information.

In the sections of the assessment results tables entitled "Summary of Achievement of Intended Student Learning Outcomes" and "Summary of Achievement of Intended Operational Outcomes," enter "Met" in a given cell of the table if the performance target for the instrument in that column was achieved for the intended outcome in that row; "Not Met" if the performance target for the instrument in that column was not achieved for the intended outcome in that row; or "NA" (Not Assessed) if the instrument in that column does not measure the intended outcome in that row.

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

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

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

## Outcomes Assessment Results

For Academic Year: 2015-16

### Section I: Student Learning Assessment

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

**Learning Assessment Results: *Bachelor of Arts in Accounting***

**Summary of Results from Implementing Direct Measures of Student Learning:**

## 1. Comprehensive Portfolio Evaluation

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

- A total of 10 students graduated during the 2015-16 school year with a major in Accounting.
- Insufficient data was collected on these 10 graduates to complete the portfolio evaluation rubric due to the timing of the required changes to Assessment Plans by the IACBE, the numerous changes to those new standards by the IACBE throughout last summer and into the 2015-16 year, and the fact that we underwent our 10-year review this fall.

## 2. Comprehensive Capstone Integrative Project

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

- None of the 10 students who graduated during the 2015-16 school year with a major in Accounting completed this project. The project is a central component to a new course that will be taught to Accounting majors beginning in the Fall of 2016.

**Summary of Results from Implementing Indirect Measures of Student Learning:**

## 1. Senior Exit Survey

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

ISLO-Acctg 1 (Measurement):	8 (80% of Total)
ISLO-Acctg 2 (Reporting):	10 (100% of Total)
ISLO-Acctg 3 (Communication):	8 (80% of Total)
ISLO-Acctg 4 (Legal/Ethical):	6 (60% of Total)
ISLO-Acctg 5 (Quantitative):	8 (80% of Total)
ISLO-Acctg 6 (Oral/Written):	no data collected
ISLO-Acctg 7 (Teamwork):	no data collected

ISLO-Acctg 8 (Christian Values):

10 (100% of Total)

(Total Number of Students: 10)

**2. Student Internship Survey**

Number of Students Achieving “3” or Higher on the Student Internship Survey:

- None of the 10 students who graduated during the 2015-16 school year with a major in Accounting completed the Student Internship Survey. The survey is a new assessment measure that was developed during the 2015-16 school year and will be implemented for the first time beginning in the Summer 2016 term.

**Summary of Achievement of Intended Student Learning Outcomes:**

Intended Student Learning Outcomes	Learning Assessment Measures							
	Portfolio Evaluation	Capstone Project	Direct Measure 3	Direct Measure 4	Senior Exit Survey	Internship Survey	Indirect Measure 3	Indirect Measure 4
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. Students will be able to distinguish the principal concepts, theories, and practices in accounting with respect to measurement.	Not Met	NA			Met	Not Met		
2. Students will be able to distinguish the principal concepts, theories, and practices in accounting with respect to reporting.	Not Met	NA			Met	Not Met		
3. Students will be able to distinguish the principal concepts, theories, and practices in accounting with respect to communication.	Not Met	NA			Met	Not Met		
4. Students will be able to evaluate legal and ethical principles in business and apply them to	Not Met	NA			Not Met	NA		

organizational decision making.								
5. Students will be able to apply accounting-related quantitative methods and tools to the formulation of management decisions.	Not 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.	Not Met	NA			Not Met	Not Met		
7. Students will be able to work effectively with colleagues in team situations.	Not Met	NA			Not Met	Not Met		
8. Students will be able to integrate Christian values with accounting theory and practice.	NA	Not Met			Met	NA		

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

- ISLO-Acctg 1:** Due to the fact that we were undergoing our 10-year review by the IACBE this year, we were required to implement and adopt the new Assessment Plan standards with no advance warning. This means we were designing and implementing our Assessment Plan during the course of the year. We developed a rubric for the comprehensive portfolio evaluation and began collecting artifacts from students in the program during the spring semester. For those students who graduated during 2015-16, we did not have any artifacts upon which to do a portfolio evaluation. The Internship Survey will be deployed beginning with internships completed during Summer 2016.
- ISLO-Acctg 2:** Due to the fact that we were undergoing our 10-year review by the IACBE this year, we were required to implement and adopt the new Assessment Plan standards with no advance warning. This means we were designing and implementing our Assessment Plan during the course of the year. We developed a rubric for the comprehensive portfolio evaluation and began collecting artifacts from students in the program during the spring semester. For those students who graduated during 2015-16, we did not have any artifacts upon which to do a portfolio evaluation. The Internship Survey will be deployed beginning with internships completed during Summer 2016.
- ISLO-Acctg 3:** Due to the fact that we were undergoing our 10-year review by the IACBE this year, we were required to implement and adopt the new Assessment Plan standards with no advance warning. This means we were designing and implementing our Assessment Plan during the course of the year. We developed a rubric for the comprehensive portfolio evaluation and began collecting artifacts from students in the program during the spring semester. For those students who graduated during 2015-16, we did not have any artifacts upon which to do a portfolio evaluation. The Internship Survey will be deployed beginning with internships completed during Summer 2016.

4. **ISLO-Acctg 4:** Due to the fact that we were undergoing our 10-year review by the IACBE this year, we were required to implement and adopt the new Assessment Plan standards with no advance warning. This means we were designing and implementing our Assessment Plan during the course of the year. We developed a rubric for the comprehensive portfolio evaluation and began collecting artifacts from students in the program during the spring semester. For those students who graduated during 2015-16, we did not have any artifacts upon which to do a portfolio evaluation. On the Senior Exit Survey, we did not achieve our performance target. As this is the first year of collecting data, we will monitor this category and see if this is an outlier or something that needs to be addressed. We also believe that a new course that will be offered beginning in the Fall 2016 semester (Senior Seminar in Accounting) will address some of the deficiencies in this area.
5. **ISLO-Acctg 5:** Due to the fact that we were undergoing our 10-year review by the IACBE this year, we were required to implement and adopt the new Assessment Plan standards with no advance warning. This means we were designing and implementing our Assessment Plan during the course of the year. We developed a rubric for the comprehensive portfolio evaluation and began collecting artifacts from students in the program during the spring semester. For those students who graduated during 2015-16, we did not have any artifacts upon which to do a portfolio evaluation.
6. **ISLO-Acctg 6:** Due to the fact that we were undergoing our 10-year review by the IACBE this year, we were required to implement and adopt the new Assessment Plan standards with no advance warning. This means we were designing and implementing our Assessment Plan during the course of the year. We developed a rubric for the comprehensive portfolio evaluation and began collecting artifacts from students in the program during the spring semester. For those students who graduated during 2015-16, we did not have any artifacts upon which to do a portfolio evaluation. No data was collected on the Senior Exit Survey due to an oversight. The questions designed for these areas were not included in the survey this year. We have taken steps to make sure they are included in the future. The Internship Survey will be deployed beginning with internships completed during Summer 2016.
7. **ISLO-Acctg 7:** Due to the fact that we were undergoing our 10-year review by the IACBE this year, we were required to implement and adopt the new Assessment Plan standards with no advance warning. This means we were designing and implementing our Assessment Plan during the course of the year. We developed a rubric for the comprehensive portfolio evaluation and began collecting artifacts from students in the program during the spring semester. For those students who graduated during 2015-16, we did not have any artifacts upon which to do a portfolio evaluation. No data was collected on the Senior Exit Survey due to an oversight. The questions designed for these areas were not included in the survey this year. We have taken steps to make sure they are included in the future. The Internship Survey will be deployed beginning with internships completed during Summer 2016.
8. **ISLO-Acctg 8:** The Academic Affairs Committee approved in April of 2016 the new course: ACC490SR – Senior Seminar in Accounting to be taught for the first time in the Fall of 2016. This new course will include the Comprehensive Capstone Integrative Project.



## Outcomes Assessment Results

For Academic Year: 2015-16

### 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, 2, 3, 4, 5, 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.
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 <sup>th</sup> percentile.
3. Comprehensive Capstone Integrative Project ISLO-Bus Admin assessed by this Measure: 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:

<b>Indirect Measures of Student Learning:</b>	
1. <b>Senior Exit Survey</b> 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 were “successful” or “very successful” in achieving each of the core ISLOs assessed by this measure and were “very successful” in achieving the ISLO for their particular option.
2. <b>Student Internship Survey</b> ISLO-Bus Admin assessed by this Measure: 1, 2, 5, 6	On the rating scale in the student internship survey (with “4” being the highest rating), at least 80% of interns will achieve a performance rating of “3” or higher.

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

**Summary of Results from Implementing Direct Measures of Student Learning:**

<p>1. <b>Comprehensive Capstone Simulation Project</b></p> <p><u>Number of Students Achieving “Acceptable” or Higher on Capstone Simulation Project Rubric:</u></p> <ul style="list-style-type: none"> <li>A total of 35 students graduated during the 2015-16 school year with a major in Business Administration.</li> <li>While 33 of the 35 students who graduated during the 2015-16 school year completed the Capstone Simulation Project, the grading rubric did not reflect the many changes to the Assessment Plan required by numerous changes to assessment plan standards by the IACBE throughout last summer and into the 2015-16 year, and the fact that we underwent our 10-year review this fall.</li> </ul>															
<p>2. <b>ETS Test</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th><u>Year</u></th> <th><u>Percentile</u></th> <th><u># of students</u></th> </tr> </thead> <tbody> <tr> <td>2013-14</td> <td>71</td> <td>33</td> </tr> <tr> <td>2014-15</td> <td>65</td> <td>27</td> </tr> <tr> <td>2015-16</td> <td>59</td> <td>33</td> </tr> <tr> <td><b>2013-2016</b></td> <td><b>65</b></td> <td><b>93</b></td> </tr> </tbody> </table>	<u>Year</u>	<u>Percentile</u>	<u># of students</u>	2013-14	71	33	2014-15	65	27	2015-16	59	33	<b>2013-2016</b>	<b>65</b>	<b>93</b>
<u>Year</u>	<u>Percentile</u>	<u># of students</u>													
2013-14	71	33													
2014-15	65	27													
2015-16	59	33													
<b>2013-2016</b>	<b>65</b>	<b>93</b>													
<p>3. <b>Comprehensive Capstone Integrative Project</b></p> <p><u>Number of Students Achieving 70% or Higher on the Comprehensive Capstone Integrative Project:</u></p> <ul style="list-style-type: none"> <li>None of the 35 students who graduated during the 2015-16 school year with a major in Business Administration completed this project.</li> </ul>															

The project is a central component to a new course that will be taught to Business Administration majors beginning in the Fall of 2016.

**Summary of Results from Implementing Indirect Measures of Student Learning:**

**1. Senior Exit Survey**

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

ISLO-Bus Admin 1 (Business Core):	16 (89% of Total)
ISLO-Bus Admin 2 (Economic Environment):	15 (88% of Total)
ISLO-Bus Admin 3 (Legal/Ethical):	11 (65% of Total)
ISLO-Bus Admin 4 (Quantitative):	13 (72% of Total)
ISLO-Bus Admin 5 (Oral/Written):	no data collected
ISLO-Bus Admin 6 (Teamwork):	no data collected
ISLO-Bus Admin 7 (Christian Values):	15 (83% of Total)

(Total Number of Students: 18)

**2. Student Internship Survey**

Number of Students Achieving “3” or Higher on the Student Internship Survey:

- None of the 35 students who graduated during the 2015-16 school year with a major in Business Administration completed the Student Internship Survey. The survey is a new assessment measure that was developed during the 2015-16 school year and will be implemented for the first time beginning in the Summer 2016 term.

**Summary of Achievement of Intended Student Learning Outcomes:**

Intended Student Learning Outcomes	Learning Assessment Measures							
	Capstone Simulation Project	ETS Test	Capstone Integrative Project	Direct Measure 4	Senior Exit Survey	Internship Survey	Indirect Measure 3	Indirect Measure 4
Program ISLOs	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	Not Met	Met	NA		Met	Not Met		

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.	Not Met	Met	NA		Met	Not Met		
3. Students will be able to evaluate legal and ethical principles in business and apply them to organizational decision making.	Not Met	Met	NA		Not Met	NA		
4. Students will be able to apply business-related quantitative methods and tools to the formulation of management decisions.	Not Met	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.	Not Met	NA	NA		Not Met	Not Met		
6. Students will be able to work effectively with colleagues in team situations.	Not Met	NA	NA		Not Met	Not 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:** Due to the fact that we were undergoing our 10-year review by the IACBE this year, we were required to implement and adopt the new Assessment Plan standards with no advance warning. This means we were designing and implementing our Assessment Plan during the course of the year. Unfortunately, the rubric for the Comprehensive Capstone Simulation Project did not reflect the most recent changes and so was not linked to the new ISLO's. This has been remedied for 2016-17. The Internship Survey will be deployed beginning with internships completed during Summer 2016.

2. **ISLO - Bus Admin 2:** Due to the fact that we were undergoing our 10-year review by the IACBE this year, we were required to implement and

adopt the new Assessment Plan standards with no advance warning. This means we were designing and implementing our Assessment Plan during the course of the year. Unfortunately, the rubric for the Comprehensive Capstone Simulation Project did not reflect the most recent changes and so was not linked to the new ISLO's. This has been remedied for 2016-17. The Internship Survey will be deployed beginning with internships completed during Summer 2016.

**3. ISLO - Bus Admin 3:** Due to the fact that we were undergoing our 10-year review by the IACBE this year, we were required to implement and adopt the new Assessment Plan standards with no advance warning. This means we were designing and implementing our Assessment Plan during the course of the year. Unfortunately, the rubric for the Comprehensive Capstone Simulation Project did not reflect the most recent changes and so was not linked to the new ISLO's. This has been remedied for 2016-17.

**4. ISLO - Bus Admin 4:** Due to the fact that we were undergoing our 10-year review by the IACBE this year, we were required to implement and adopt the new Assessment Plan standards with no advance warning. This means we were designing and implementing our Assessment Plan during the course of the year. Unfortunately, the rubric for the Comprehensive Capstone Simulation Project did not reflect the most recent changes and so was not linked to the new ISLO's. This has been remedied for 2016-17.

**5. ISLO - Bus Admin 5:** Due to the fact that we were undergoing our 10-year review by the IACBE this year, we were required to implement and adopt the new Assessment Plan standards with no advance warning. This means we were designing and implementing our Assessment Plan during the course of the year. Unfortunately, the rubric for the Comprehensive Capstone Simulation Project did not reflect the most recent changes and so was not linked to the new ISLO's. This has been remedied for 2016-17. No data was collected on the Senior Exit Survey due to an oversight. The questions designed for these areas were not included in the survey this year. We have taken steps to make sure they are included in the future. The Internship Survey will be deployed beginning with internships completed during Summer 2016.

**6. ISLO - Bus Admin 6:** Due to the fact that we were undergoing our 10-year review by the IACBE this year, we were required to implement and adopt the new Assessment Plan standards with no advance warning. This means we were designing and implementing our Assessment Plan during the course of the year. Unfortunately, the rubric for the Comprehensive Capstone Simulation Project did not reflect the most recent changes and so was not linked to the new ISLO's. This has been remedied for 2016-17. No data was collected on the Senior Exit Survey due to an oversight. The questions designed for these areas were not included in the survey this year. We have taken steps to make sure they are included in the future. The Internship Survey will be deployed beginning with internships completed during Summer 2016.

**7. ISLO - Bus Admin 7:** The Comprehensive Capstone Integrative Project is included in BUS403 beginning in Fall 2016.

**Outcomes Assessment Results**  
 For Academic Year: 2015-16

**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 apply effective educational strategies in the classroom.	
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 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 education 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-Bus Ed Assessed by this Measure: 1, 2, 3, 4, 5, 6, 7	On the rating scale in the Comprehensive 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-Bus Ed components assessed by this measure.
2. Praxis II Business Education: Content Knowledge Examination ISLO-Bus Ed Assessed by this Measure: 1, 2	All 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:
1. 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 were “successful” or “very successful” in achieving each of the core ISLOs assessed by this measure and, in their particular concentrations, 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:**

**1. Comprehensive Portfolio Evaluation**

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

- No students graduated with a Business Education degree during the 2015-16 school year.

**2. Praxis II Business Education: Content Knowledge Examination**

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

- No students took the Praxis II Exam in the 2015-16 school year.

**Summary of Results from Implementing Indirect Measures of Student Learning:**

**1. Senior Exit Survey**

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

- No students graduated with a Business Education degree during the 2015-16 school year.

**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...
1. Students will be able to distinguish the principal concepts, theories, and practices in business.	Not Met	Not Met			Not Met			
2. Students will be able to identify and	Not Met	Not Met			Not Met			

distinguish the relevant theories and principles associated with the economic environment of business.								
3. Students will be able to apply effective educational strategies in the classroom.	Not Met	NA			Not Met			
4. Students will be able to evaluate legal and ethical principles in business and apply them to organizational decision making.	Not Met	NA			Not Met			
5. Students will be able to construct coherent oral and written forms of communication and present them in a professional context.	Not Met	NA			Not Met			
6. Students will be able to work effectively with colleagues in team situations.	Not Met	NA			Not Met			
7. Students will be able to integrate Christian values with education theory and practice.	Not Met	NA			Not Met			

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

1. **ISLO – Bus Ed 1:** There were no students who graduated with a Business Education degree during the 2015-16 school year.
2. **ISLO – Bus Ed 2:** There were no students who graduated with a Business Education degree during the 2015-16 school year.
3. **ISLO – Bus Ed 3:** There were no students who graduated with a Business Education degree during the 2015-16 school year.
4. **ISLO – Bus Ed 4:** There were no students who graduated with a Business Education degree during the 2015-16 school year.
5. **ISLO – Bus Ed 5:** There were no students who graduated with a Business Education degree during the 2015-16 school year.
6. **ISLO – Bus Ed 6:** There were no students who graduated with a Business Education degree during the 2015-16 school year.
7. **ISLO – Bus Ed 7:** There were no students who graduated with a Business Education degree during the 2015-16 school year.



## Outcomes Assessment Results

For Academic Year: 2015-16

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 business and apply them to organizational decision making.	
3. Students will be able to apply economic-related quantitative methods and tools to the formulation of management decisions.	
4. Students will be able to construct coherent oral and written forms of communication and present them in a professional context.	
5. 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	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.
2. ETS Test ISLO-Econ Assessed by this Measure: 1, 2, 3	The average of the Bachelor of Economics cohort will score in the 70 <sup>th</sup> 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	On the exit survey instrument, at least 80% of all graduating students will indicate that they were “very successful” in achieving each of the ISLO-Econ components assessed by this measure.
Learning Assessment Results: <i>Bachelor of Arts in Economics</i>	
Summary of Results from Implementing Direct Measures of Student Learning:	
1. <b>Comprehensive Portfolio Evaluation</b>	

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

ISLO-Econ 1 (Econ Core):	2 (100% of Total)
ISLO-Econ 2 (Legal/Ethical):	2 (100% of Total)
ISLO-Econ 3 (Quantitative):	2 (100% of Total)
ISLO-Econ 4 (Oral/Written):	2 (100% of Total)
ISLO-Econ 5 (Christian Values):	2 (100% of Total)

(Total Number of Students: 2)

2. **ETS Test**

- Economics majors will begin taking the ETS test starting in the 2016-17 school year.

**Summary of Results from Implementing Indirect Measures of Student Learning:**

1. **Senior Exit Survey**

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

ISLO-Econ 1 (Econ Core):	2 (100% of Total)
ISLO-Econ 2 (Legal/Ethical):	2 (100% of Total)
ISLO-Econ 3 (Quantitative):	2 (100% of Total)
ISLO-Econ 4 (Oral/Written):	no data collected
ISLO-Econ 5 (Christian Values):	2 (100% of Total)

(Total Number of Students: 2)

**Summary of Achievement of Intended Student Learning Outcomes:**

Intended Student Learning Outcomes	Learning Assessment Measures							
	Portfolio Evaluation	ETS Test	Direct Measure 3	Direct Measure 4	Senior Exit Survey	Indirect Measure 2	Indirect Measure 3	Indirect Measure 4
Program ISLOs	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	Not Met			Met			
2. Students will be able to evaluate legal and ethical principles in business and apply them to organizational decision making.	Met	Not Met			Met			
3. Students will be able to apply economic-related quantitative methods and tools to the formulation of management decisions.	Met	Not Met			Met			
4. Students will be able to construct coherent oral and written forms of communication and present them in a professional context.	Met	NA			Not Met			
5. Students will be able to integrate Christian values with economic theory and practice.	Met	NA			Met			

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

1. **ISLO – Econ 1:** Economics majors will begin taking the ETS test starting in the 2016-17 school year.

2. **ISLO – Econ 2:** Economics majors will begin taking the ETS test starting in the 2016-17 school year.

3. **ISLO – Econ 3:** Economics majors will begin taking the ETS test starting in the 2016-17 school year.

4. **ISLO – Econ 4:** No data was collected on the Senior Exit Survey due to an oversight. The questions designed for these areas were not included in the survey this year. We have taken steps to make sure they are included in the future.

5. **ISLO – Econ 5:** All learning objectives were met.

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

<b>Operational Assessment</b>	
<b>Intended Operational Outcomes</b>	
1. The Business and Economics Department will be successful in placing its undergraduate students in appropriate entry-level positions or in graduate school on an annual basis.	
2. Faculty members in the Business and Economics Department will be highly-qualified in their teaching disciplines.	
3. Faculty members in the Business and Economics Department will be engaged in appropriate scholarly and professional activities on a regular basis.	
4. The Business and Economics Department will be successful in providing high-quality instruction to its students.	
5. The Business and Economics Department will be successful in providing effective academic support to its students.	
6. The Business and Economics Department will be successful in providing effective academic advising to its students.	
7. Undergraduate students in the Business and Economics Department will graduate in a timely manner.	
8. Undergraduate students in the Business and Economics Department will participate in relevant internships on a regular basis.	
<b>Assessment Measures/Methods for Intended Operational Outcomes:</b>	<b>Performance Objectives (Targets/Criteria) for Operational Assessment Measures/Methods:</b>
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	4. On the exit survey instrument, at least 70% of all graduating students

<p>IOOs assessed by this Measure: 4, 5, 6, 8</p>	<p>will indicate that they were “satisfied” or “very satisfied” with the teaching of their professors.</p> <p>5. On the exit survey instrument, at least 70% of all graduating students will indicate that they were “satisfied” or “very satisfied” with the level of academic support that they were provided while in college.</p> <p>6. On the exit survey instrument, at least 80% of all graduating students will indicate that they were “satisfied” or “very satisfied” with their academic advisors.</p> <p>8. On the exit survey instrument, at least 50% of all graduating students will indicate that they participated in an internship related to their degree program during their college career.</p>
<p>5. Graduation Data from Director of Institutional Research IOOs assessed by this Measure: 7</p>	<p>The Business and Economics Department will have a four-year undergraduate student graduation rate of at least 80%.</p>
<p>6. Report from Academic Support Center IOOs assessed by this Measure: 5</p>	<p>Data from the Peer Learning Center will indicate that 50% of students each year used the peer learning center for a class offered by the department.</p>

<p><b>Summary of Results from Implementing Operational Assessment Measures/Methods:</b></p>	
<p><b>1. Job Placement Data</b></p> <p><u>Number of Students Placed in Degree-Related Postions or Graduate School Within Six Months of Graduation:</u></p> <ul style="list-style-type: none"> <li>Of the 42 students who graduated from our Department in 2015-16, we have information on 30 students. Of these 30 students, 29 found a degree-related position within six months of graduation and one student is attending graduate school full-time</li> </ul>	
<p><b>2. Faculty Credential Files</b></p> <p><u>Number of Credit Hours Taught By Doctorally or Professional Qualified Faculty Members:</u></p> <ul style="list-style-type: none"> <li>During the 2015-16 school year, 98.3% of the 3,260 credit hours offered by Business and Economics Department faculty were taught by those who were doctorally or professionally qualified in their respective disciplinary area.</li> </ul>	

**3. Faculty Performance Reviews**

- 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. Results are much higher than the 80% minimum standard.

**4. Senior Exit Survey**

Number of Students Indicating they were “Satisfied” or Higher in Achieving Each of the IOO Components:

IOO-4 (Teaching):	19 (86% of Total)
IOO-5 (Academic Support-Faculty):	16 (73% of Total)
IOO-5 (Academic Support-Peers):	17 (77% of Total)
IOO-6 (Advising):	21 (94% of Total)
IOO-8 (Internships):	8 (36% of Total)

(Total Number of Students: 22)

**5. Graduation Data**

Number of Students Who Graduate in Four Years or Fewer:

- Of the 42 graduates during the 2014-15 academic year, all 42 graduated in 4 years or less.

**6. Academic Support**

Number of Students Who Use the Peer Learning Center:

- 247 of 302 students enrolled in business classes during the 2015-16 school year utilized the resources of the Peer Learning Center, which correlates to an 82% usage rate.
  - ACC courses = 83 students
  - ECO courses = 72 students
  - BUS courses = 92 students

**Summary of Achievement of Intended Operational Outcomes:**

Intended Operational Outcomes	Operational Assessment Measures/Methods
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	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	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	NA	NA	NA	NA	Met	NA		

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.	NA	NA	NA	Not Met	NA	NA		
<b>Proposed Courses of Action for Improvement in Operational Outcomes for which Performance Targets Were Not Met:</b>								
1. <b>IOO-1:</b> All operational outcomes were achieved.								
2. <b>IOO-2:</b> All operational outcomes were achieved.								
3. <b>IOO-3:</b> All operational outcomes were achieved.								
4. <b>IOO-4:</b> All operational outcomes were achieved.								
5. <b>IOO-5:</b> All operational outcomes were achieved.								
6. <b>IOO-6:</b> All operational outcomes were achieved.								
7. <b>IOO-7:</b> All operational outcomes were achieved.								
8. <b>IOO-8:</b> Only 36% of the students who responded to the senior exit survey indicated they had done an internship. We plan on continuing to encourage more students to participate in internships and will begin tracking not only internships for credit but also non-credited internships.								