Quality Assurance Information Fall 2019

In today's higher education environment, where the public is demanding more and more accountability from higher education institutions, the College of Business is pleased to be accredited by the Accreditation Council for Business Schools and Programs (ACBSP) http://www.acbsp.org/?page=home. Because of this accreditation, we must demonstrate compliance with the ACBSPs accreditation standards and criteria, which allows us to reveal our commitment to continuous improvement in providing a quality business education to our students.

The ACBSP standards are drawn to a large degree from the Malcolm Baldridge National Quality award
http://www.nist.gov/baldrige/enter/education.cfm
In demonstrating compliance with these standards, our attention is drawn to key quality dimensions such as sound strategic planning focusing on key constituent and measurement of student learning and performance.

These standards include the following:

- Leadership
- Strategic Planning
- Student and Stakeholder Focus
- Measurement and Analysis of Student Learning and Performance
- Faculty and Staff Focus
- Educational and Business Process Management

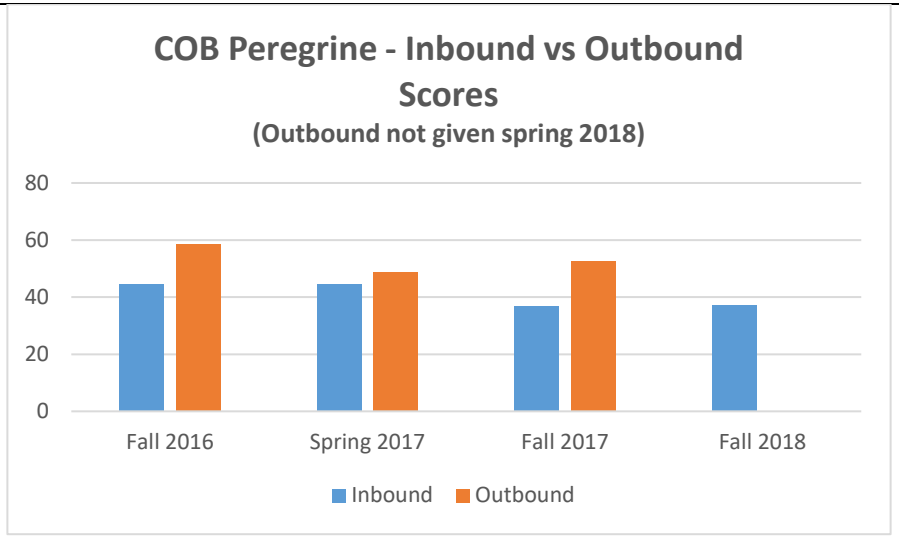
https://cdn.ymaws.com/www.acbsp.org/resource/collection/EB5F486D-441E-4156-9991-00D6C3A44ED1/ACBSP_Unified_Standards_and_Criteria_for_Accreditation.pdf

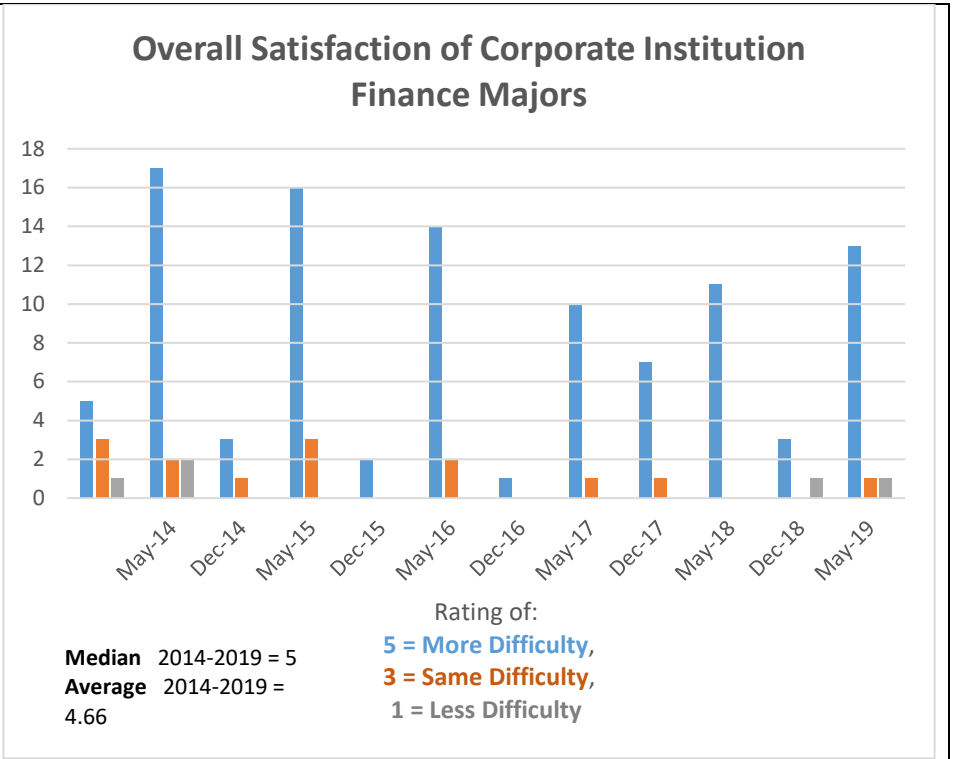
The following pages highlight information that was submitted to the ACBSP as part of the biennial quality assurance process. It contains information on our performance as a college, including student achievement.

Standard 3 - Student and Stakeholder-Focused Results

Student- and Stakeholder-Focused Results The College of Business (COB) will meet the needs and expectations of students and all stakeholders. The COB endeavors to enable the success of its students and serve the needs of the broader community.	Student- and stakeholder-focused results examine how well your organization satisfies students and stakeholders key needs and expectations. *Performance measures may include: satisfaction and dissatisfaction of current and past students and key stakeholders, perceived value, loyalty, persistence, or other aspects of relationship building, end of course surveys, alumni surveys, Internship feedback, etc.* *Measurement instrument or processes may include end of course surveys, alumni surveys, Internship feedback, etc.* Each academic unit must demonstrate linkages to business practitioners and organizations, which are current and significant, including an advisory board. Periodic surveys should be made of graduates, transfer institutions, and/or employers of graduates to obtain data on the success of business programs in preparing students to compete successfully for entry-level positions.

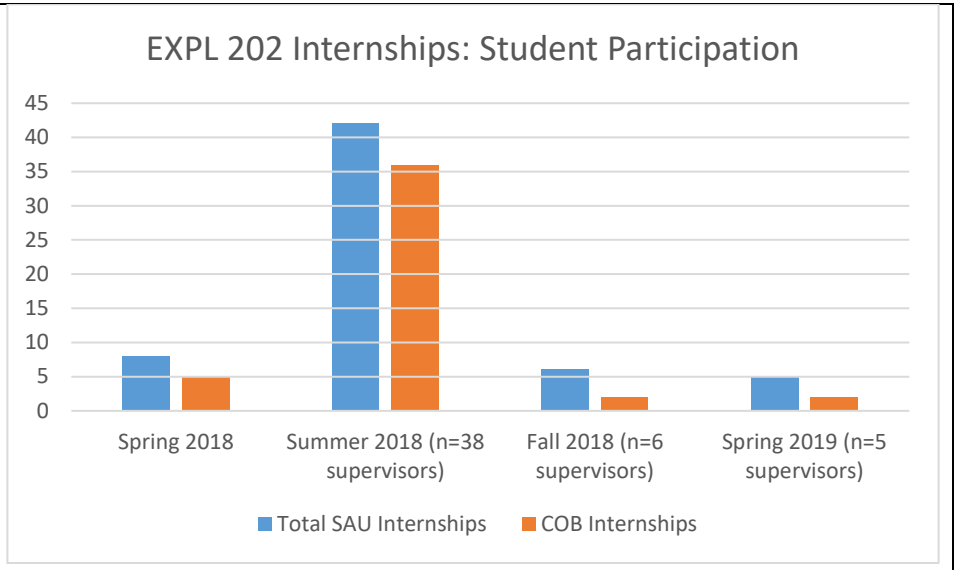
		Analysis of Results			
Performance Measure **Measurable goal** **What is your goal?**	**What is your measurement instrument or process?** **(Indicate length of cycle)**	**Current Results** **What are your current results?**	**Analysis of Results** **What did you learn from the results?**	**Action Taken or Improvement made** **What did you improve or what is your next step?**	**Insert Graphs or Tables of Resulting Trends** **(3-5 data points preferred)**

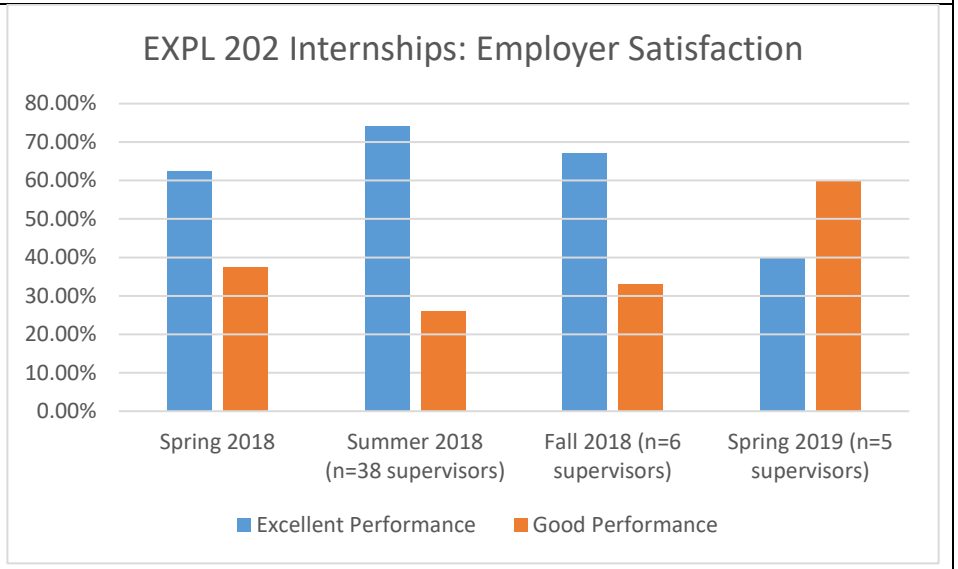
The College of Business will boost students' academic preparation and content knowledge.	The COB assessed content knowledge and preparation of all majors using the national assessment survey offered by Peregrine.	The results of the before-and-after assessments show improvement in student content knowledge.	The results show that COB faculty are engaging students in and out of the classroom and presenting relevant curricular content.	COB faculty have opportunity to review assessment results and make changes to their curriculum. Departments also discuss results for broader adjustments to curriculum. NOTE: Course assessments will change due to external vendor changes.	

Finance majors at St. Ambrose University will show improvements in their overall satisfaction with their major.	St. Ambrose University Finance majors participated in exit interviews given by the Finance faculty. Summative Question #2 "Again, addressing the entire major, how satisfied are you with your experience? "	Over the two year period, Finance majors shown high satisfaction with the major.	Overall Satisfaction of Finance majors has remained fairly consistent over the years. There has been an upward trend in satisfaction in the last three years.	Finance faculty will continue to monitor results of exit interviews, discuss meaning and incorporate changes as needed. The finance major has undergone significant changes, starting in the fall of 2017. Exit interview data was incorporated into the change. The department will monitor student satisfaction with these changes in the upcoming years.	

The COB graduates will seeking employment will be successful	Percent of business graduates employed.	The St. Ambrose University (SAU) Career Center surveys graduate multiple times at certain intervals to measure if Business graduates are employed. Of those that responded to the survey, reported at least 85% employment rate. Some majors achieved 100% employment rate.	The COB prepares its graduates well. The curriculum and the skills that graduates acquire are enabling graduates to find employment successfully.	The COB will continue to monitor the results of the survey of its graduates and make changes to curriculum as necessary.	

% Rounded to the Nearest Degree	Accounting	Management	Marketing	Business Administration	International Business	Finance	BBA- Accounting	Business Sales	General Business	Economics
2016-17 Graduates	29	52	63	16	2	14	3	1	1	
2016-17 % Employed	83 %	93 %	92 %	100 %	50%	100 %	100 %	100 %	100 %	
2017-18 Graduates	22	38	45		1	14		7		3
2017-18 % Employed	86 %	95 %	96 %		100 %	93%		86%		100 %

As part of the University's initiative to involve all students in at least two impactful activities (e.g., internships, study abroad, research projects),	The SAU Career Center offers a structured internship process for all students.	A number of COB students completed internships.	A significantly more number of students could avail of internships.	The COB faculty discuss the importance of internships to student success during their studies and after graduation. The COB faculty discuss the importance of internship in their classes as well as during advising sessions with students. The COB will continue to explore ways to enhance experiential learning The results	

				going forward will be measured for further actions.	
The COB monitors student internship work performance as measured by satisfaction of supervisor of interning students	The SAU Career Center offers a structured internship process for all students. The Career Center also surveys supervisors about their satisfaction of student-intern's performance.	Nearly 100% of the university's student interns receive Excellent or Good ratings on Employer Satisfaction.	The interns are performing as per the expectations of the employers. The preparation and structured nature of the internship process seems to be effective.	Continue to survey the employers and monitor results on an ongoing basis. Respond to and specific written or verbal comments from employers.	

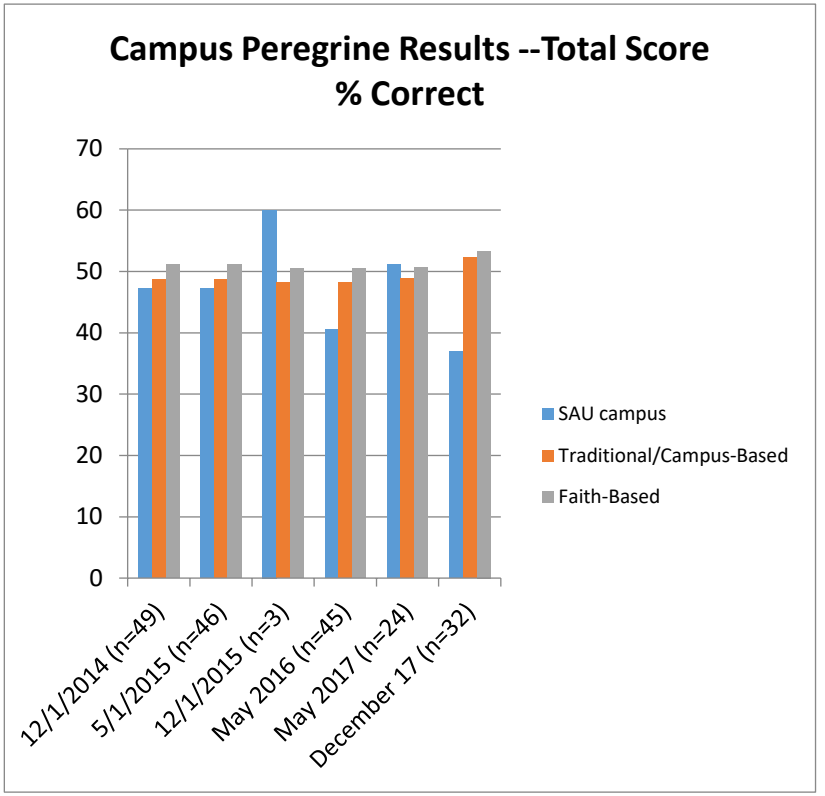
Standard 4 Student Learning Results (Required for each accredited program, doctorate, masters, and baccalaureate)

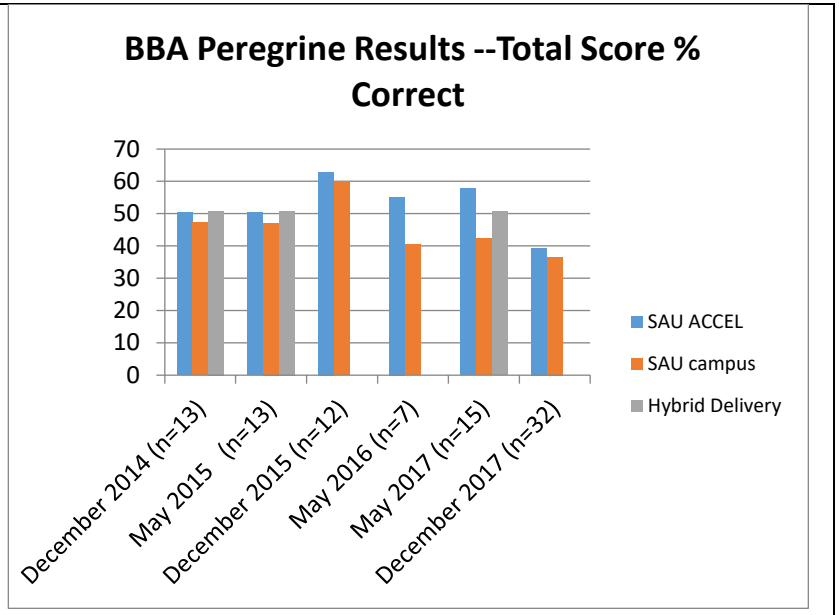
Common Learning Outcomes for all Undergraduate Business Majors:

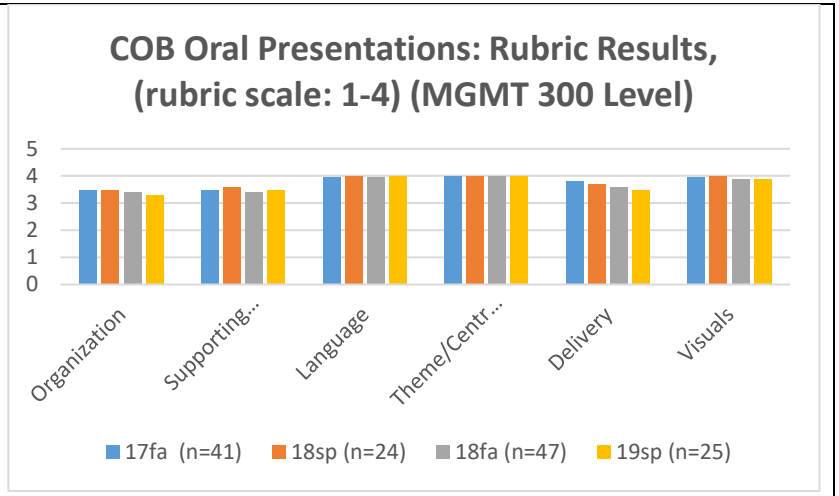
- Understand Business Concepts related to accounting, economics, finance, management and marketing
- Effectively present information, both in writing and orally
- Use critical reasoning skills to analyze and interpret data to solve complex business problems
- Apply a value-based reasoning systems in decision making
- Work effectively in teams and in collaboration with others
- Understand the impact of cultural or global differences on business
- Demonstrate proficiency in using appropriate modern professional technology

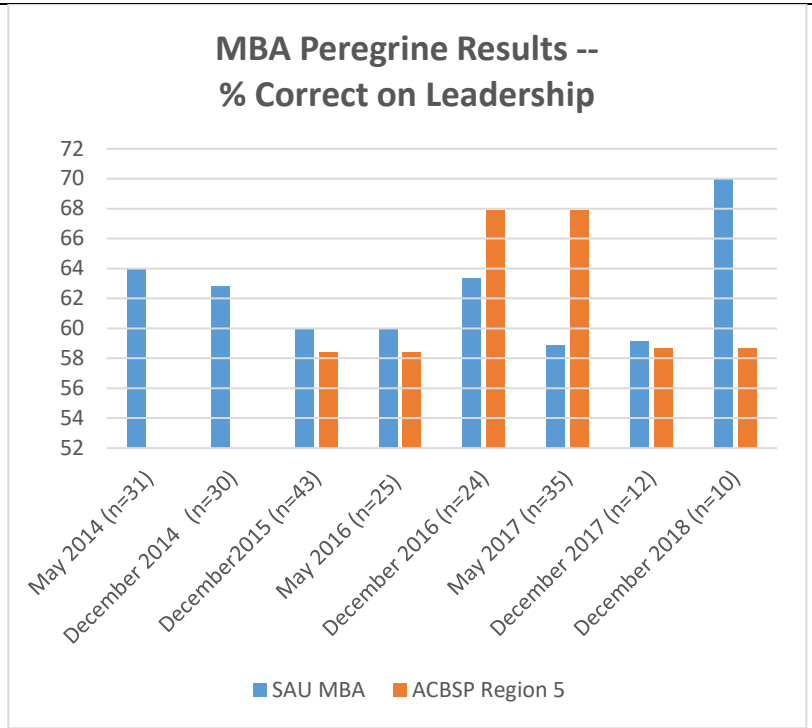
Performance Indicator	Definition
1. Student Learning Results **(Required for each accredited program)**	A student learning outcome is one that measures a specific competency attainment. *Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination).* Add these to the description of the measurement instrument in column two: Direct - Assessing student performance by examining samples of student work Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information. Formative – An assessment conducted during the student's education. Summative – An assessment conducted at the end of the student's education. Internal – An assessment instrument that was developed within the business unit. External – An assessment instrument that was developed outside the business unit. Comparative – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.

		Analysis of Results			
Performance Measure **Measurable goal** **What is your goal?**	**What is your measurement instrument or process?** **Do not use**	**Current Results** **What are your current**	**Analysis of Results** **What did you learn from the**	**Action Taken or Improvement made** **What did**	**Insert Graphs or Tables of Resulting Trends** **(3-5 data points preferred)**

	grades. **(Indicate length of cycle)** direct formative internal comparative	**results?**	**results?**	**you improve or what is your next step?**	
Undergraduate Business Majors, including BBA: Students should understand Business Concepts related to accounting, economics, finance, management and marketing. Business Students will score higher than our benchmark groups on the Peregrine standardized exam	Peregrine Standardized exam. Business majors take this exam in MGMT 349 (now MGMT 449), a course taken in their senior year. Direct, external assessment taken for summative and comparative purposes	Average student percent correct have ranged from 47% to 60% with the exception of May 2015 scores, which dipped to 40%. Prior to this, scores had been fairly consistent and above or close to our benchmark groups. Results for ACCEL (BBA) are fairly steady and above	Faculty see results each year Discussion has revolved around the trends established. While SAU students are fairly consistent, we have recently discovered that past data may be skewed as it includes students who did not take more than 30 minutes to complete the exam.	Faculty are discussing how to make better meaning of the data, which includes examining each CPC and their sub-components. The College is reviewing the current programs. The College has added an academic support specialist who will collect and review data	

		comparison sets.	These results have been taken out of 2017 data.	each semester to ensure assurance of learning.	
Undergraduate Business majors, including BBA: Students should be able to effectively present information, orally. The COB graduates score at least a 3 on each of the dimensions of the rubric selected.	The COB's own presentation rubric is used in MGMT 332, 325 and ACCT 303 Direct and internal assessment taken for formative and summative purposes	Rubric results reveal that students averaged a 3 (of 4) in and for the most part are at our desired level.	Rubric results are a bit inconsistent , depending on the course (which is expected as students make progress) and instructor-rater, which is an item to	The COB faculty that assess presentation skills in their courses are encouraged to discuss the rubric and grading students. All COB faculty are encouraged to consider presentation	

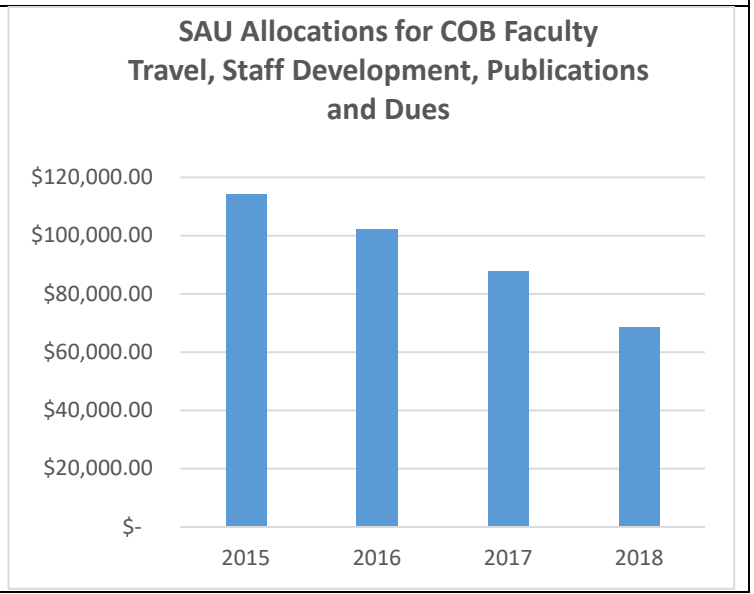
			review.	s in their courses and to provide opportunities for students to learn. Faculty are also encouraged to give strong feedback to students. .	

MBA: Students will be able to demonstrate effective leadership through their enhanced understanding of leadership practices. Students need to demonstrate an overall score of 72% correct or higher on the Leadership section of the outbound Peregrine Exam.	The Peregrine cumulative outbound scores will be used to determine progress in understanding business leadership concepts. Students will take the outbound Peregrine exam as part of the MBA 800 capstone course. All MBA Students are assessed.	MBA students have been performing below the benchmark goal, and also erratically.	Recent (Dec 2018) rise in leadership competency is welcome, but there are inconsistencies in the manner that leadership is taught.	These results have caused the program to discuss how leadership concepts are presented to students while they are in the program. The results of leadership competency tests will be monitored and faculty engagement in improving instruction will also be encouraged.	

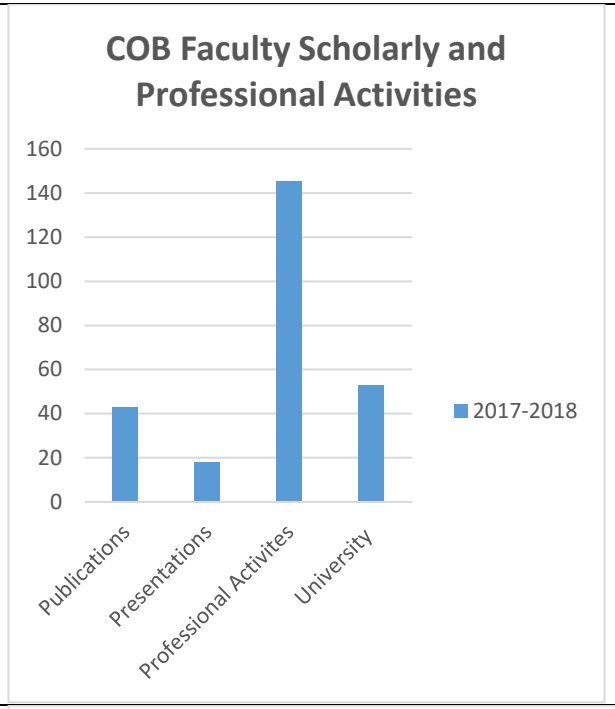
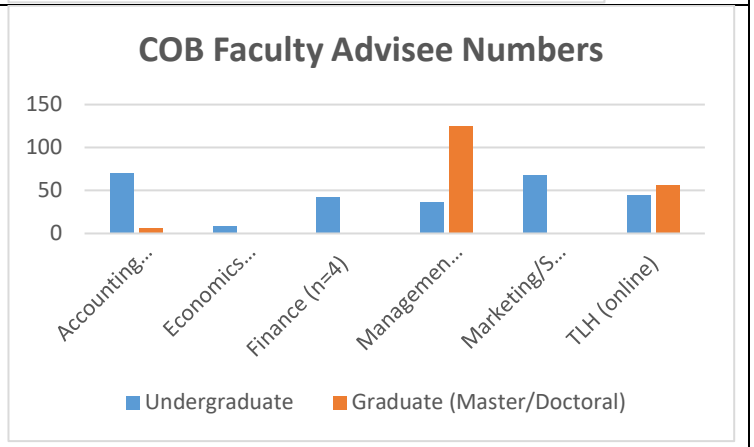
Standard 5 - Faculty- and Staff-Focused Results

Faculty and Staff Focused Results	Faculty and staff-focused results examine how well the organization creates and maintains a positive, productive, learning-centered work environment for business faculty and staff. *Key indicators may include: professional development, scholarly activities, community service, administrative duties, business and industry interaction, number of advisees, number of committees, number of theses supervised, satisfaction or dissatisfaction of faculty and staff, positive, productive, and learning-centered environment, safety, absenteeism, turnover, or complaints.*

Analysis of Results

Performance Measure **Measurable goal** **What is your goal?**	**What is your measurement instrument or process?** **(Indicate length of cycle)**	**Current Results** **What are your current results?**	**Analysis of Results** **What did you learn from the results?**	**Action Taken or Improvement made** **What did you improve or what is your next step?**	**Insert Graphs or Tables of Resulting Trends** **(3-5 data points preferred)**
The University will allocate sufficient funds toward travel, professional development, research studies and dues for College of Business faculty	University expenditures allowed for faculty travel, professional development, research studies, and dues for College of Business faculty	The college had seen an increase in these line items as a result of efforts to support faculty development. However, due to enrollment declines, these line	Overall, the university is supportive of faculty travel, professional development, research studies, and dues. The total number of faculty also declined due to retirements.	Continue to monitor this metric and advocate for additional development funds, especially as enrollment rebounds. Also, encourage faculty to fully use the funds that are allocated. Faculty will be encouraged to	

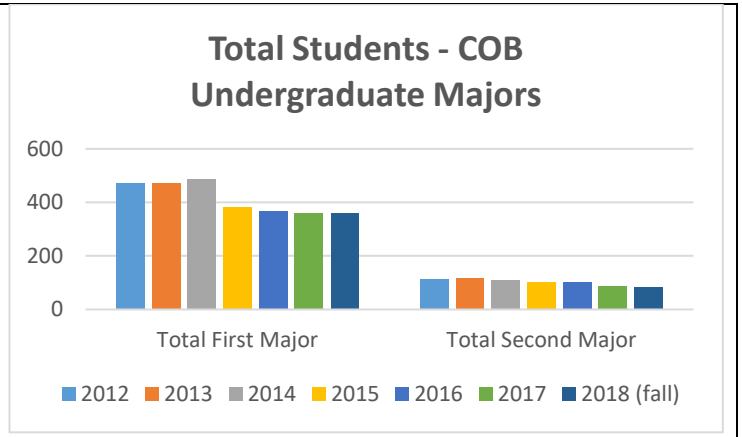
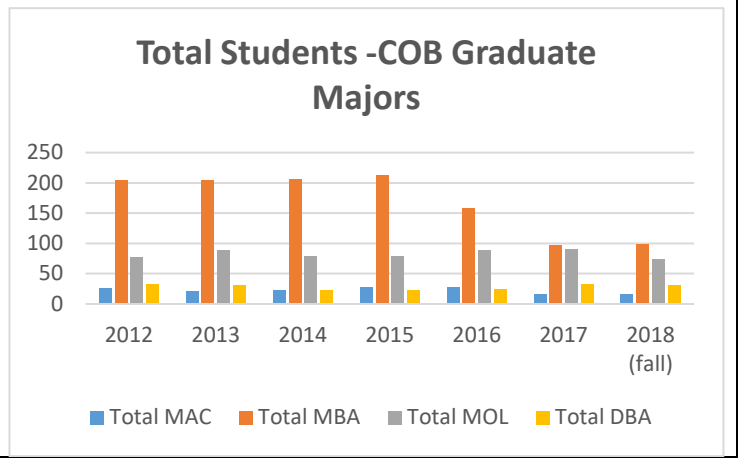
		items were subject to budget cuts (as seen in 2017 decline).	Even though the budgets are cut, all faculty members who needed support for scholarship and professional development received it through the College or the University funds.	seek outside funding.	

Number of scholarly, professional activities and service	Self-report by faculty members	There were over 140 instances of scholarly and professional activities and service reported by the 79% of full-time faculty who responded	The COB faculty have been professionally engaged and productive in terms of publications	College of Business will continue to encourage activity in these areas as well as advocate for additional resources to support these activities.	
The COB faculty will provide advising to all upperclassmen	All students are assigned a faculty adviser in the College of Business	All students have faculty advisers. Process of assigning advisers needs to be timely. Some departments have a	Closer coordination with Freshmen advising office will improve transferring students to COB faculty advisers. Management department has many	Continue to work with Freshmen advising office to transition Business majors to the COB faculty advisers.	

		large number of grad students.	graduate students, and therefore faculty in the department carry a heavy graduate advisee load.		

Standard 6 - Organizational Performance Results—St. Ambrose University; 2019 QA Report

5. Organizational Effectiveness Results	Organizational effectiveness results examine attainment of organizational goals. Each business unit must have a systematic reporting mechanism for each business program that charts enrollment patterns, student retention, student academic success, and other characteristics reflecting students' performance. *Key indicators may include: graduation rates, enrollment, improvement in safety, hiring equity, increased use of web-based technologies, use of facilities by community organizations, contributions to the community, or partnerships, retention rates by program, and what you report to governing boards and administrative units.*

		Analysis of Results			
Performance Measure **Measurable goal** **What is your goal?**	**What is your measurement instrument or process?** **(Indicate length of cycle)**	**Current Results** **What are your current results?**	**Analysis of Results** **What did you learn from the results?**	**Action Taken or Improvement made** **What did you improve or what is your next step?**	**Insert Graphs or Tables of Resulting Trends** **(3-5 data points preferred)**
The College of Business will strive to increase	The "Enrollment by Major" report provided by the	While ACBSP programs	The College works closely with the	Investigate new outreach efforts and recruiting	

program enrollment	St. Ambrose Office of Institutional Research: Numbers represent the number of declared majors on the 20th day for the College's ACBSP accredited programs for each of the past five falls	remain healthy in terms of student count, and enrollment has, for the most part, been consistent	institutional enrollment management team on targeted recruiting strategies.	strategies and continue to monitor enrollment in the College's ACBSP accredited programs