

## **Quality Assurance Information**

### **Fall 2015**

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>. 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 Baldrige National Quality award <https://www.nist.gov/baldrige/self-assessing/baldrige-sector/education>

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

[http://c.ymcdn.com/sites/www.acbsp.org/resource/collection/EB5F486D-441E-4156-9991-00D6C3A44ED1/ACBSP\\_Standards\\_and\\_Criteria\\_2013\\_Rev\\_F.pdf](http://c.ymcdn.com/sites/www.acbsp.org/resource/collection/EB5F486D-441E-4156-9991-00D6C3A44ED1/ACBSP_Standards_and_Criteria_2013_Rev_F.pdf)

The following pages highlight information that was submitted to the ACBSP as part of the 10 year reaccreditation process. It contains information on our performance as a college, including student achievement.

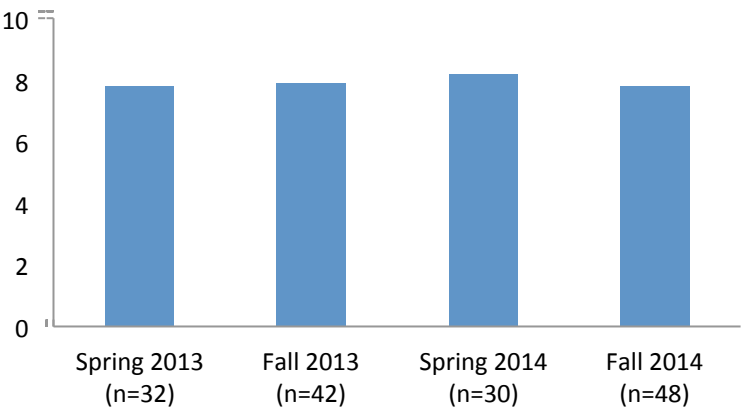
Standard #3 Student and Stakeholder Focus

Student and Stakeholder Focus Results		<p>Student- and stakeholder-focused results examine how well your organization satisfies students and stakeholders key needs and expectations.</p> <p><i>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.</i></p> <p><i>Measurement instrument or processes may include end of course surveys, alumni surveys, Internship feedback, etc.</i></p> <p>Each academic unit must demonstrate linkages to business practitioners and organizations, which are current and significant, including an advisory board.</p> <p>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.</p>			
Performance Measure / Measurable Goal (What is your goal?)	What is your measurement instrument or process?	Current Results (what are your current results?)	Analysis of Results (What did you learn from the results?)	Action Taken or Improvement made (Or next steps)	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)

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STUDENTS: Graduating seniors will indicate satisfaction in their COB academic experiences	St. Ambrose University administered surveys to graduating seniors, starting in the spring of 2014. Survey will be administered annually. Survey results are for COB majors only	Overall, graduating seniors were either satisfied or very satisfied with their academic experiences.	The College of Business faculty have discussed results, recognizing that academic advising is an area that needs improvement. The Faculty looks forward to seeing spring 2015 results to being to establish trend information	Academic advising processes are being improved institutionally through the advising office. The associate dean is heavily involved in helping for better advising experience for COB majors, which includes working on procedures for smoother transitions of getting faculty advisors in the major	<div><p><b>Graduating Seniors: Percentage of Respondents who selected one of the top two favorable responses on survey questions (n==33)</b></p><p>n=33</p><table><thead><tr><th>Survey Question</th><th>Percentage of Respondents</th></tr></thead><tbody><tr><td>Faculty Interest</td><td>82%</td></tr><tr><td>Departmental Flexibility</td><td>85%</td></tr><tr><td>Communication with Faculty</td><td>85%</td></tr><tr><td>Academic Advisor</td><td>74%</td></tr><tr><td>Intellectual Stimulation</td><td>82%</td></tr><tr><td>Teaching Competency</td><td>91%</td></tr></tbody></table></div>	Survey Question	Percentage of Respondents	Faculty Interest	82%	Departmental Flexibility	85%	Communication with Faculty	85%	Academic Advisor	74%	Intellectual Stimulation	82%	Teaching Competency	91%
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STUDENTS: Student Satisfaction with Faculty in the area of Faculty/Student Interaction	Student Course Evaluations (SIR II) / Each Semester	3 semesters of variable results; somewhat comparable to the comparative mean	Faculty discussion has revolved around areas where faculty may need more training. For example, writing course outcomes and utilizing teaching methods that reach today's students.	The College holds teaching forums once a semester to discuss best teaching practices. Faculty are also encouraged to attend our University Center for Teaching Excellence Events. Faculty are given feedback on SIIR 2 results in University Evaluation Procedures where suggestions on ways to seek improvements are given, if needed	<div><p><b>Faculty Student Interaction</b></p><table><tr><th>Term</th><th>COB mean</th><th>Comparative Mean</th></tr><tr><td>Spring 2013 (n=83)</td><td>4.60</td><td>4.37</td></tr><tr><td>Fall 2013 (n=118)</td><td>4.42</td><td>4.37</td></tr><tr><td>Spring 2014 (n=72)</td><td>4.54</td><td>4.37</td></tr></table></div>	Term	COB mean	Comparative Mean	Spring 2013 (n=83)	4.60	4.37	Fall 2013 (n=118)	4.42	4.37	Spring 2014 (n=72)	4.54	4.37
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<b>STUDENTS:</b> Senior students will indicate that they find value in their chosen major	Student Surveys administered each semester in MGMT 349, a course generally taken when students are seniors	Students rate their majors fairly high and fairly consistently	The College of Business faculty have discussed results. Discussion led faculty to wanting to see more useful results. A redesigned survey will be piloted in Fall 2015.	Questions on this survey also include qualitative responses with students giving high priority suggestions for improving classroom experiences. These suggestions have provided the content for the college's teaching forums.	<div><p><b>Student Survey: Senior Business Majors were asked the following: One a scale of 1 (no value) to 10 (very valuable), what is your rating of the value of the classes in your major?</b></p><table><thead><tr><th>Semester</th><th>Sample Size (n)</th><th>Rating (approx.)</th></tr></thead><tbody><tr><td>Spring 2013</td><td>32</td><td>8.0</td></tr><tr><td>Fall 2013</td><td>42</td><td>8.0</td></tr><tr><td>Spring 2014</td><td>30</td><td>8.2</td></tr><tr><td>Fall 2014</td><td>48</td><td>7.9</td></tr></tbody></table></div>	Semester	Sample Size (n)	Rating (approx.)	Spring 2013	32	8.0	Fall 2013	42	8.0	Spring 2014	30	8.2	Fall 2014	48	7.9
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<p>STUDENTS (MBA): Scores on exit survey for graduating MBA students will show student satisfaction with the program.</p>	<p>MBA students completed an exit survey, administered by Precept during their last semester.</p>	<p>The first annual report covered Fall 2013 and Spring 2014. The peer group was composed of much larger public and private universities .</p> <p>It was expected that St. Ambrose MBA would score lower in each of these areas in comparison.</p>	<p>The goal was to increase St. Ambrose MBA mean scores in each category to an average of 3.5 on a 5.0 scale within the next academic year. The scores from Fall 2013 to Spring 2014 show the gradual improvement from attention to each category. SIRII™ data is used to track at the course level.</p>	<p>End of semester meetings with department chairs and the MBA Director were established to discuss SIRII™ scores for each MBA class. Remediation was conducted where scores fell below 3.0. The meetings are to address teaching effectiveness and program quality the two lowest scoring categories.</p>	<p><b>MBA EXIT SURVEY DATA (Mean Scores out of 5)</b></p> <table border="1"> <thead> <tr> <th>Semester</th> <th>Group</th> <th>Teaching Effectiveness</th> <th>Responsiveness to Needs</th> <th>Course Relevance</th> <th>Program Quality</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Fall 2013</td> <td>SAU (n=34)</td> <td>2.8</td> <td>3.2</td> <td>3.2</td> <td>2.7</td> </tr> <tr> <td>Peer Group</td> <td>4.0</td> <td>4.0</td> <td>3.8</td> <td>4.0</td> </tr> <tr> <td rowspan="2">Spring 2014</td> <td>SAU (=23)</td> <td>3.0</td> <td>3.4</td> <td>3.4</td> <td>3.0</td> </tr> <tr> <td>Peer Group</td> <td>4.0</td> <td>4.0</td> <td>3.8</td> <td>4.0</td> </tr> <tr> <td rowspan="2">Spring 2015</td> <td>SAU (n=29)</td> <td>3.6</td> <td>4.0</td> <td>3.7</td> <td>3.2</td> </tr> <tr> <td>Peer Group</td> <td>4.0</td> <td>4.0</td> <td>3.8</td> <td>4.0</td> </tr> </tbody> </table>	Semester	Group	Teaching Effectiveness	Responsiveness to Needs	Course Relevance	Program Quality	Fall 2013	SAU (n=34)	2.8	3.2	3.2	2.7	Peer Group	4.0	4.0	3.8	4.0	Spring 2014	SAU (=23)	3.0	3.4	3.4	3.0	Peer Group	4.0	4.0	3.8	4.0	Spring 2015	SAU (n=29)	3.6	4.0	3.7	3.2	Peer Group	4.0	4.0	3.8	4.0
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Alumni (MOL): MOL Alumni will be satisfied with the MOL program and results after graduation	St. Ambrose MOL graduates completed surveys in Fall 2012	Alumni found that program led to success	The MOL program is contributing to alumni success as hoped for	No specific actions taken due to survey information;	<div><div><div><div><div></div><div></div><div></div></div><div><div><div><div><div></div><div></div><div></div></div></div><div><div><div><div><div></div><div></div><div></div></div></div></div><div><div><div><div><div></div><div></div><div></div></div></div><div><div><div><div><div></div><div></div><div></div></div></div></div><div><div><div><div><div></div><div></div><div></div></div></div><div><div><div><div><div></div><div></div><div></div></div></div></div><div><div><div><div><div></div><div></div><div></div></div></div><div><div><div><div><div></div><div></div><div></div></div></div></div><div><div><div><div><div></div><div></div><div></div></div></div><div><div><div><div><div></div><div></div><div></div></div></div></div><div><div><div><div><div></div><div></div><div></div></div></div><div><div><div><div><div></div><div></div><div></div></div></div></div><div><div><div><div><div></div><div></div><div></div></div></div><div><div><div><div><div></div><div></div><div></div></div></div></div><div><div><div><div><div></div><div></div><div></div></div></div><div><div><div><div><div></div><div></div><div></div></div></div></div><div><div><div><div><div></div><div></div><div></div></div></div><div><div><div><div><div></div><div></div><div></div></div></div></div><div><div><div><div><div></div><div></div><div></div></div></div><div><div><div><div><div></div><div></div><div></div></div></div></div><div><div><div><div><div></div><div></div><div></div></div></div><div><div><div><div><div></div><div></div><div></div></div></div></div><div><div><div><div><div></div><div></div><div></div></div></div><div><div><div><div><div></div><div></div><div></div></div></div></div><div><div><div><div><div></div><div></div><div></div></div></div><div><div><div><div><div></div><div></div><div></div></div></div></div><div><div><div><div><div></div><div></div><div></div></div></div><div><div><div><div><div></div><div></div><div></div></div></div></div><div><div><div><div><div></div><div></div><div></div></div></div><div><div><div><div><div></div><div></div><div></div></div></div></div><div><div><div><div><div></div><div></div><div></div></div></div><div><div><div><div><div></div><div></div><div></div></div></div></div><div><div><div><div><div></div><div></div><div></div></div></div><div><div><div><div><div></div><div></div><div></div></div></div></div><div><div><div><div><div></div><div></div><div></div></div></div><div><div><div><div><div></div><div></div><div></div></div></div></div><div><div><div><div><div></div><div></div><div></div></div></div><div><div><div><div><div></div><div></div><div></div></div></div></div><div><div><div><div><div></div><div></div><div></div></div></div><div><div><div><div><div></div><div></div><div></div></div></div></div><div><div><div><div><div></div><div></div><div></div></div></div><div><div><div><div><div></div><div></div><div></div></div></div></div><div><div><div><div><div></div><div></div><div></div></div></div><div><div><div><div><div></div><div></div><div></div></div></div></div><div><div><div><div><div></div><div></div><div></div></div></div><div><div><div><div><div></div><div></div><div></div></div></div></div><div><div><div><div><div></div><div></div><div></div></div></div><div><div><div><div><div></div><div></div><div></div></div></div></div><div><div><div><div><div></div><div></div><div></div></div></div><div><div><div><div><div></div><div></div><div></div></div></div></div><div><div><div><div><div></div><div></div><div></div></div></div><div><div><div><div><div></div><div></div><div></div></div></div></div><div><div><div><div><div></div><div></div><div></div></div></div><div><div><div><div><div></div><div></div><div></div></div></div></div><div><div><div><div><div></div><div></div><div></div></div></div><div><div><div><div><div></div><div></div><div></div></div></div></div><div><div><div><div><div></div><div></div><div></div></div></div><div><div><div><div><div></div><div></div><div></div></div></div></div><div><div><div><div><div></div><div></div><div></div></div></div><div><div><div><div><div></div><div></div><div></div></div></div></div><div><div><div><div><div></div><div></div><div></div></div></div><div><div><div><div><div></div><div></div><div></div></div></div></div><div><div><div><div><div></div><div></div><div></div></div></div><div><div><div><div><div></div><div></div><div></div></div></div></div><div><div><div><div><div></div><div></div><div></div></div></div><div><div><div><div><div></div><div></div><div></div></div></div></div><div><div><div><div><div></div><div></div><div></div></div></div><div><div><div><div><div></div><div></div><div></div></div></div></div><div><div><div><div><div></div><div></div><div></div></div></div><div><div><div><div><div></div><div></div><div></div></div></div></div><div><div><div><div><div></div><div></div><div></div></div></div><div><div><div><div><div></div><div></div><div></div></div></div></div><div><div><div><div><div></div><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## Standard #4 Measurement and Analysis of Student Learning and Performance

### 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 system 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
<b>1. Student Learning Results</b>  <b>(Required for each accredited program)</b>	<p>A student learning outcome is one that measures a specific competency attainment.  <i>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).</i></p> <p>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.</p>

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



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 standardize exam	<p>Peregrine Standardized exam. Business majors take this exam in MGMT 349, a course taken their senior year.</p> <p>Direct, external assessment taken for summative and comparative purposes</p>	Average student percent correct have ranged from 47% to 55% Overall, scores have been fairly consistent and above or close to our benchmark groups, with the exception of faith-based institutions	Faculty see results each year Discussion has revolved around the trends establish. While SAU students are fairly consistent, comparison to faith-based institutions is somewhat troubling. Discussion will occur as to what these results mean, particularly as trend data is established	Faculty are discussing how to make better meaning of the data, which includes examining each CPC and their sub-components.	<div><p>Goal for 2016: establish desired results for this outcome</p></div>
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**Campus Peregrine Results --Total Score % Correct**

Time Period	SAU campus	Traditional/Campus-Based	Faith-Based
May 2013 (n=10)	49.5	49.2	49.8
December 2013 (n=33)	51.0	50.5	53.0
May 2014 (n=45)	49.0	50.5	53.0
12/1/2014 (n=49)	47.5	48.8	51.2
5/1/2015 (n=46)	47.5	48.8	51.2

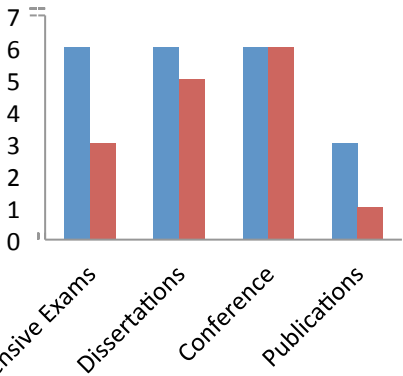
<p>Undergraduate Business majors, including BBA: Students should be able to effectively present information, in writing. We are interested with this initial use of the rubric in seeing that our students receive an average score of 7.5 on each dimension by the time they are seniors</p>	<p>COB writing rubric used in both MGMT 310, a Business Core course and MGMT 349, a course taken by seniors (note: faculty turnover did not allow us to collect data in MGMT 310 in Spring or Fall 13)</p> <p>We have experimented with a new writing rubric in Spring 2015</p> <p>Direct and internal assessment taken for formative, summative and comparative purposes</p>	<p>Rubric results for students in MGMT 310 reveal that they averaged less than a the desired 75% on 3 on 4 of the 5 writing parameters assessed, but that by 349, writing has improved.</p>	<p>Rubric results for MGMT 310 reveals the aspects of writing that faculty need to focus on during students later at St. Ambrose</p>	<p>Rubric results for MGMT 349 reveal some of the same weaknesses in student writing that appeared in MGMT 310. COB faculty are encourage to assign more writing in upper level courses and to provide meaningful feedback.</p>	<div><h3>COB Writing Assessment: Rubric Results, MGMT 310</h3><table><tr><th>Dimension</th><th>Spring 2012 (n = 28)</th><th>Fall 2012 (n=24)</th><th>Spring 2014 (n=17)</th><th>Fall 2014 (n=16)</th></tr><tr><td>Grammar, Sentence</td><td>6.5</td><td>6.5</td><td>7.8</td><td>7.8</td></tr><tr><td>Organization and Understanding of Topic</td><td>7.0</td><td>7.2</td><td>7.2</td><td>7.8</td></tr><tr><td>Support for Ideas</td><td>6.8</td><td>7.2</td><td>7.0</td><td>7.5</td></tr><tr><td>Task Compliance</td><td>8.5</td><td>8.0</td><td>7.8</td><td>8.8</td></tr></table></div>	Dimension	Spring 2012 (n = 28)	Fall 2012 (n=24)	Spring 2014 (n=17)	Fall 2014 (n=16)	Grammar, Sentence	6.5	6.5	7.8	7.8	Organization and Understanding of Topic	7.0	7.2	7.2	7.8	Support for Ideas	6.8	7.2	7.0	7.5	Task Compliance	8.5	8.0	7.8	8.8
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					<p><b>COB Writing Assessment: Rubric Results, MGMT 349</b></p> <table border="1"> <caption>COB Writing Assessment: Rubric Results, MGMT 349</caption> <thead> <tr> <th>Category</th> <th>Spring 2013 (n = 12)</th> <th>Fall 2013 (n=16)</th> <th>Spring 2014 (n=46)</th> <th>Fall 2014 (n=13)</th> <th>Spring 2015 (n=24)</th> </tr> </thead> <tbody> <tr> <td>Grammar, Sentence</td> <td>6.5</td> <td>7.5</td> <td>8.0</td> <td>8.0</td> <td>7.5</td> </tr> <tr> <td>Organization and Understanding of</td> <td>8.0</td> <td>7.5</td> <td>8.0</td> <td>8.0</td> <td>7.5</td> </tr> <tr> <td>Support for Ideas</td> <td>6.5</td> <td>7.5</td> <td>8.0</td> <td>8.0</td> <td>7.5</td> </tr> <tr> <td>Task Compliance</td> <td>8.0</td> <td>8.0</td> <td>8.0</td> <td>8.5</td> <td>8.0</td> </tr> </tbody> </table>	Category	Spring 2013 (n = 12)	Fall 2013 (n=16)	Spring 2014 (n=46)	Fall 2014 (n=13)	Spring 2015 (n=24)	Grammar, Sentence	6.5	7.5	8.0	8.0	7.5	Organization and Understanding of	8.0	7.5	8.0	8.0	7.5	Support for Ideas	6.5	7.5	8.0	8.0	7.5	Task Compliance	8.0	8.0	8.0	8.5	8.0
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<p>Accounting Majors: Recognize and appropriately respond to ethical concerns relating to accounting, auditing, and tax.</p>	<p>Ethics Cases in ACCT 415 – Auditing. Ethics rubric used</p> <p>Direct, internal external taken for formative and summative</p>	<p>The results vary by composition of the class..</p>	<p>For all semesters the Accounting Department is happy with the results, with the exception of "involves stakeholders."</p>	<p>Over the last 3 semesters the instructor s for ACCT 415 have emphasized the meaning of considering stakeholders and how important it is to consider all relevant stakeholders. It appears,</p>	<p><b>Accounting Ethics Rubric Results, ACCT 415 (Scale 1 to 5)</b></p> <table border="1"> <caption>Accounting Ethics Rubric Results, ACCT 415 (Scale 1 to 5)</caption> <thead> <tr> <th>Category</th> <th>Fall 2012</th> <th>Spring 2013</th> <th>Spring 2014</th> <th>Fall 2014</th> <th>Spring 2015</th> </tr> </thead> <tbody> <tr> <td>Identifies Facts</td> <td>4.5</td> <td>4.5</td> <td>4.0</td> <td>4.5</td> <td>3.5</td> </tr> <tr> <td>Discusses Alternatives</td> <td>4.5</td> <td>4.5</td> <td>3.5</td> <td>4.5</td> <td>3.5</td> </tr> <tr> <td>Involves Stakeholders</td> <td>3.5</td> <td>3.5</td> <td>3.5</td> <td>3.5</td> <td>3.0</td> </tr> <tr> <td>Appropriate Recommendation</td> <td>4.5</td> <td>4.5</td> <td>4.0</td> <td>4.5</td> <td>3.5</td> </tr> </tbody> </table>	Category	Fall 2012	Spring 2013	Spring 2014	Fall 2014	Spring 2015	Identifies Facts	4.5	4.5	4.0	4.5	3.5	Discusses Alternatives	4.5	4.5	3.5	4.5	3.5	Involves Stakeholders	3.5	3.5	3.5	3.5	3.0	Appropriate Recommendation	4.5	4.5	4.0	4.5	3.5
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				<p>however, that too many students do not appropria tely discuss stakehold ers. Accountin g Departme nt faculty will continue stressing the importan ce of stakehold ers.</p>	
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<p>Management Major: Majors demonstrate knowledge of ethical, multi-cultural and multinational perspectives surrounding management issues.</p> <p>Management majors should score above the national mean.</p>	<p>Peregrine Standardized Test- Average;</p> <p>External Direct for Summative, and Comparative</p>	<p>The Peregrine data show that scores global dimensions have slightly dipped but remained above the national mean. Scores on business ethics too dipped and remain below the national mean.</p>	<p>Data indicates that student are proficient except that scores on Business Ethics are below the national mean</p>	<p>The department has discussed working to make more uniform the Business Ethics course so that common outcomes are achieved, regardless of who the instructor is. Thinking of ways to improve the Business Ethics scores will be a departmental priority in the upcoming year. In addition, an International Module</p>	<div><p><b>Global Dimensions</b> Peregrine Assessment Results SAU Management Majors Comparisons Between AYs 13-14 &amp; 14-15 plus Peregrine Aggregate Average</p><table><tr><th>Category</th><th>Percentile</th></tr><tr><td>SAU AY 13-14 2 Sem AV N = 61</td><td>52.65</td></tr><tr><td>SAU AY 14-15 2 Sem AV N = 73</td><td>40.04</td></tr><tr><td>SAU AYs 13-15 4 Sem AV N = 134</td><td>46.34</td></tr><tr><td>Peregrine Aggregate Average</td><td>45.57</td></tr></table></div> <div><p><b>Business Ethics</b> Peregrine Assessment Results SAU Management Majors Comparisons Between AYs 13-14 &amp; 14-15 plus Peregrine Aggregate Average</p><table><tr><th>Category</th><th>Percentile</th></tr><tr><td>SAU AY 13-14 2 Sem AV N = 61</td><td>51.17</td></tr><tr><td>SAU AY 14-15 2 Sem AV N = 73</td><td>50.11</td></tr><tr><td>SAU AYs 13-15 4 Sem AV N = 134</td><td>50.64</td></tr><tr><td>Peregrine Aggregate Average</td><td>54.42</td></tr></table></div>	Category	Percentile	SAU AY 13-14 2 Sem AV N = 61	52.65	SAU AY 14-15 2 Sem AV N = 73	40.04	SAU AYs 13-15 4 Sem AV N = 134	46.34	Peregrine Aggregate Average	45.57	Category	Percentile	SAU AY 13-14 2 Sem AV N = 61	51.17	SAU AY 14-15 2 Sem AV N = 73	50.11	SAU AYs 13-15 4 Sem AV N = 134	50.64	Peregrine Aggregate Average	54.42
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				will be incorporated into MGMT 310 in the upcoming year. Departmental faculty are committed to analyzing assessment data every semester.																					
<p>MBA: Students will be able to illustrate innovative approaches to business using the major concepts, theories, and applications gained in a graduate level business program.</p> <p>A cumulative score of 800 (40 or above on a 50 pt. scale) or above in the content and development section of the MBA801 rubric.</p>	<p>The instrument is the MBA801 rubric. The content and development section of the rubric covers these topics: use of appropriate business disciplines, relevant use of literature, incorporation of relevant financial data, innovative use of operations, and effective implementation processes. There is a total of 900 points (45 on a 50 pt. scale) available in this section.</p>	<p>MBA Students ability to provide an innovative approach to business problems increased from 40.8 (81.6%) to 43.8 (87.6%) out of 50 pts. Students have decreased in the areas of readability, writing style from 45.62 pts. (91.2%) to 42.5 (85%). Paper mechanics have</p>	<p>The results show that MBA students are using unique approaches to solving business problems, but have trouble writing results in a formal paper.</p>	<p>An additional measurement will be created during the 15-16 academic year to compensate for the MBA801 transition to an elective course.</p>	<div><h3>MBA801 PROJECT RESULTS</h3><table><thead><tr><th>Semester</th><th>Content &amp; Development</th><th>Readability &amp; Writing Style</th><th>Paper Mechanics</th></tr></thead><tbody><tr><td>SPRING 2013 (N=19)</td><td>40.8</td><td>45.22</td><td>44.05</td></tr><tr><td>FALL 2013 (N=21)</td><td>41.8</td><td>42</td><td>43</td></tr><tr><td>SPRING 2014 (N=22)</td><td>44.2</td><td>45</td><td>46</td></tr><tr><td>FALL 2014 (N=3)</td><td>43.38</td><td>42.5</td><td>50</td></tr></tbody></table></div>	Semester	Content & Development	Readability & Writing Style	Paper Mechanics	SPRING 2013 (N=19)	40.8	45.22	44.05	FALL 2013 (N=21)	41.8	42	43	SPRING 2014 (N=22)	44.2	45	46	FALL 2014 (N=3)	43.38	42.5	50
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		improved.																		
DBA: Students should be able to describe the major concepts, theories, and research in organizational behavior, human resources, organizational theory, and strategic management.	This is assessed during course exams, as well as in written and oral comprehensive exams after completing their coursework. Evidence is also shown in student dissertations, publications and conference presentations Direct, Internal and External. Formative and Summative.	Of those who have successfully completed comprehensive exams, 93% have gone on to complete dissertations. 43 dissertations have been completed. 20 student or alum conference papers and publications have been developed in the calendar years 2013-2015.	Students are successfully completing the program and its requirements and are getting validated externally when conference papers are accepted and when manuscripts are accepted for publication.	We have been pleased with students' successful completion of written and comprehensive exams (internal validation in the program) and the acceptance of student and alum work at conferences and in publications (external validation).	<p>As is evident in our data, our emphasis has been on external validation and multi-evaluator feedback. This shows student competency on multiple learning outcomes. Conferences using a blind review process gives external measurement of students ability to describe major concepts in the field (SLO 1).</p> <p>In additions, It should be noted that student performance is addressed by our Admissions Retention Committee (ARC). For example, if a student receives one C or the GPA falls below a 3.0, the student will be reviewed by the ARC as to whether to be retained in the program. Also, the ARC monitors if students are making satisfactory progress on their dissertations. This body is responsible to make decisions regarding students' satisfactory progress if questions arise regarding timeframes for development of dissertation proposals and defenses as well</p> <div><p><b>DBA Assessment: Learning Outcomes (number of students and alumni completing: )</b></p><table><tr><th>Learning Outcome</th><th>Academic Year 2013-14</th><th>Academic Year 2014-15</th></tr><tr><td>Comprehensive Exams</td><td>6</td><td>3</td></tr><tr><td>Dissertations</td><td>6</td><td>5</td></tr><tr><td>Conference</td><td>6</td><td>6</td></tr><tr><td>Publications</td><td>3</td><td>1</td></tr></table></div>	Learning Outcome	Academic Year 2013-14	Academic Year 2014-15	Comprehensive Exams	6	3	Dissertations	6	5	Conference	6	6	Publications	3	1
Learning Outcome	Academic Year 2013-14	Academic Year 2014-15																		
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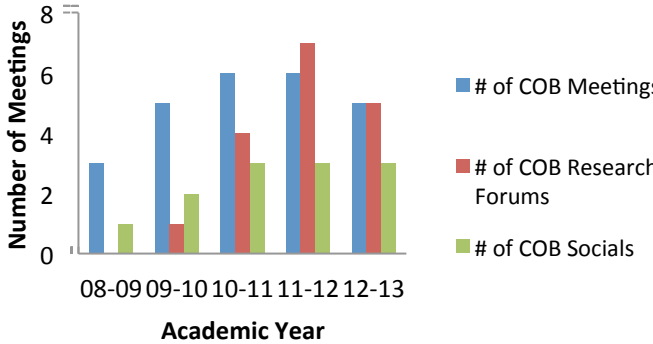
## Standard #5 Faculty and Staff Focus

Complete the following table Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

**Table 5.1 Standard 5 - Faculty- and Staff-Focused Results**

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



The College will provide opportunities for faculty and staff to be involved in the activities of the college.	Number of opportunities in which faculty and staff can get involved/ participate	The College continues to provide a variety of opportunities for faculty and staff involvement/ participation each year.	The College interprets this information as a rough indicator of engagement. The college has also incorporate a master calendar of college events that is distributed to faculty and staff at the beginning of the academic year so that faculty and staff have knowledge of these activities.	Continue to explore activities for increasing engagement as well as ways to measure and assess involvement and engagement	<div><h3>COB Opportunities for Involvement</h3><table><caption>COB Opportunities for Involvement Data</caption><thead><tr><th>Academic Year</th><th># of COB Meetings</th><th># of COB Research Forums</th><th># of COB Socials</th></tr></thead><tbody><tr><td>08-09</td><td>3</td><td>0</td><td>1</td></tr><tr><td>09-10</td><td>5</td><td>1</td><td>2</td></tr><tr><td>10-11</td><td>6</td><td>4</td><td>3</td></tr><tr><td>11-12</td><td>6</td><td>7</td><td>3</td></tr><tr><td>12-13</td><td>5</td><td>5</td><td>3</td></tr></tbody></table></div>	Academic Year	# of COB Meetings	# of COB Research Forums	# of COB Socials	08-09	3	0	1	09-10	5	1	2	10-11	6	4	3	11-12	6	7	3	12-13	5	5	3
Academic Year	# of COB Meetings	# of COB Research Forums	# of COB Socials																										
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Number of scholarly and professional activities	Self-report by faculty members via on-line survey	There were over 280 instances of scholarly and professional activities reported by the 75% of full-time faculty who teach in ACBSP accredited programs that responded to the survey.	College of Business will continue to encourage activity in these areas as well as advocate for additional resources to support these activities. We have also established improved processes for budget management , where we monitor the use of funds earmarked for professional development .	Continue to monitor this metric	<div><div>Faculty Scholarship and Professional Activity</div><table><thead><tr><th>Category</th><th>2010-11</th><th>2012-13</th></tr></thead><tbody><tr><td>Paper Presentation Published/Unpublished</td><td>10</td><td>22</td></tr><tr><td>Consulting</td><td>58</td><td>58</td></tr><tr><td>Professional Service</td><td>52</td><td>34</td></tr><tr><td>Professional</td><td>23</td><td>51</td></tr><tr><td>Professional</td><td>55</td><td>53</td></tr><tr><td>Other</td><td>0</td><td>16</td></tr></tbody></table></div>	Category	2010-11	2012-13	Paper Presentation Published/Unpublished	10	22	Consulting	58	58	Professional Service	52	34	Professional	23	51	Professional	55	53	Other	0	16
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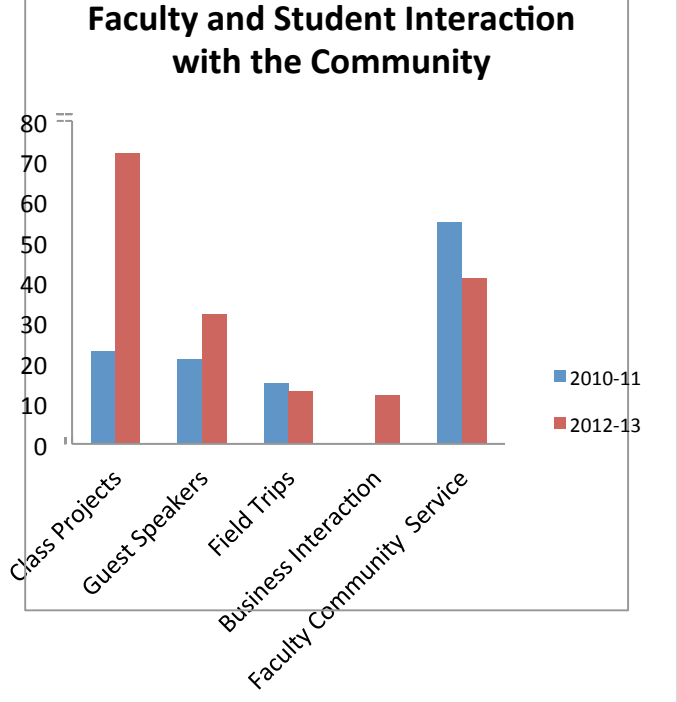
## Standard #6 Educational and Business Process Management

Complete table 6.1. Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

**Table 6.1 Standard 6 - Organizational Performance Results**

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

The College of Business will strive to increase program enrollment	The “Enrollment by Major” report provided by the St. Ambrose Office of Institutional Research: Numbers represent the number of declared majors on the 20 <sup>th</sup> day for the College’s ACBSP accredited programs for each of the past five falls (2013 data not available yet).	While ACBSP programs remain healthy in terms of student count, enrollment s in the ACBSP accredited programs, the undergraduate program enrollment has, for the most part, been declining. Graduate enrollment has been consistent	The COB has been involved in a high school outreach initiative in the hopes of attracting local high school students to business as a future field of student and to St. Ambrose as an institution. We are also working with the institutional enrollment management team on targeted recruiting strategies.	Continue outreach efforts, implement new recruiting strategies and continue to monitor enrollment in the College’s ACBSP accredited programs	<div><div>ACBSP Program Enrollment</div><table><thead><tr><th>Year</th><th>Undergraduate Programs</th><th>Graduate Programs</th></tr></thead><tbody><tr><td>Fall 2008</td><td>650</td><td>360</td></tr><tr><td>Fall 2009</td><td>630</td><td>300</td></tr><tr><td>Fall 2010</td><td>570</td><td>250</td></tr><tr><td>Fall 2011</td><td>500</td><td>250</td></tr><tr><td>Fall 2012</td><td>520</td><td>320</td></tr></tbody></table></div>	Year	Undergraduate Programs	Graduate Programs	Fall 2008	650	360	Fall 2009	630	300	Fall 2010	570	250	Fall 2011	500	250	Fall 2012	520	320
Year	Undergraduate Programs	Graduate Programs																					
Fall 2008	650	360																					
Fall 2009	630	300																					
Fall 2010	570	250																					
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Fall 2012	520	320																					

The College of Business Faculty engage themselves and their students with the broader business and Quad City community	Self-report by faculty members via on-line survey	There were over 150 instances of activities where faculty and students engaged with a broader community that were reported by the 75% of full-time faculty who teach in ACBSP accredited programs that responded to the survey.	The College of Business will continue to encourage activity in these areas as well as advocate for additional resources to support these activities.	Continue to monitor this metric.	<div><p><b>Faculty and Student Interaction with the Community</b></p><table><caption>Faculty and Student Interaction with the Community</caption><thead><tr><th>Activity</th><th>2010-11</th><th>2012-13</th></tr></thead><tbody><tr><td>Class Projects</td><td>24</td><td>72</td></tr><tr><td>Guest Speakers</td><td>22</td><td>32</td></tr><tr><td>Field Trips</td><td>16</td><td>14</td></tr><tr><td>Business Interaction</td><td>0</td><td>13</td></tr><tr><td>Faculty Community Service</td><td>55</td><td>42</td></tr></tbody></table></div>	Activity	2010-11	2012-13	Class Projects	24	72	Guest Speakers	22	32	Field Trips	16	14	Business Interaction	0	13	Faculty Community Service	55	42
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X

X

Results and brief discussion to be reported on in summer of 2015









