

Quality Assurance Information

Fall 2017

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

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 Focus

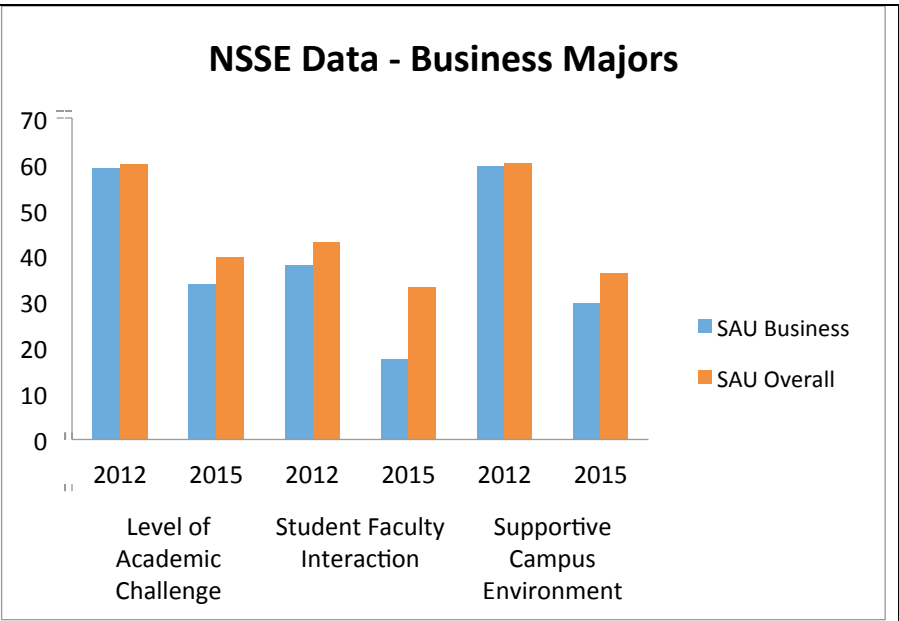
<p>Student and Stakeholder Focus Results</p>	<p>Student- and stakeholder-focused results examine how well your organization satisfies students and stakeholders key needs and expectations.</p> <p><i>Performance measures may include: satisfaction and dissatisfaction of current and past students and key 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>
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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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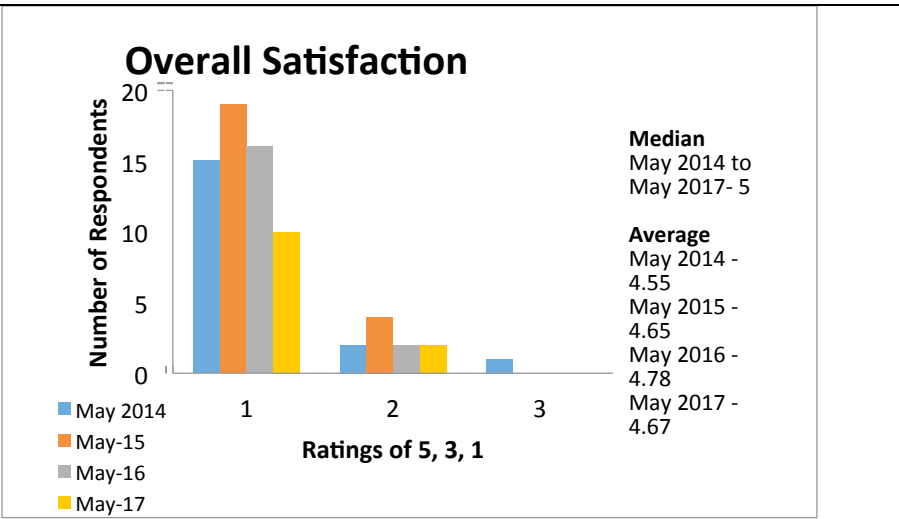
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<p>Students: The College of Business will realize scores comparable to overall St. Ambrose University scores in the areas of academic challenge, student-faculty interactions and supportive campus environment)</p>	<p>St. Ambrose University participated in the NSSE study and had access to Majors data in 2012 and 2015 (NOTE: NSSE scale changed between 2012 and 2015)</p>	<p>St. Ambrose business majors rated their experiences less favorably than students in the other colleges</p>	<p>When we discussed these results in 2009, we decided to try and create a more engaging College environment for our business majors. NSSE data reflect these efforts.</p>	<p>Since the fall of 2012, the college has held an events for incoming Freshmen business majors, which focusses on choosing a business major, getting an academic advisor in the major and internship and study abroad opportunities. 2015 data has not been discussed by faculty yet. This is an area of concern.</p>
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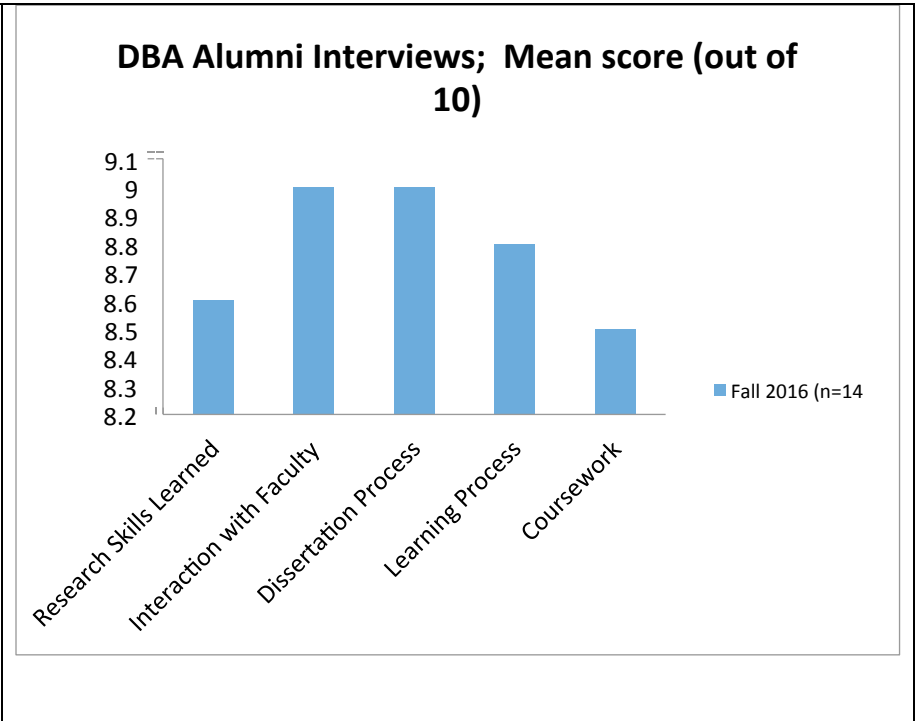


<p>Students: Finance majors at St. Ambrose University will show improvements in their overall satisfaction with their major.</p>	<p>St. Ambrose University Finance majors participated in exit interviews given by the Finance faculty</p>	<p>Overall Satisfaction of Finance majors has remained fairly consistent over the years.</p>	<p>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</p>	<p>Finance faculty will continue to monitor results of exit interviews, discuss meaning and incorporate changes as needed.</p>
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			satisfaction with these changes in the upcoming years.		
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DBA alumni will rate the program and their experiences favorably	DBA alumni were interviewed and surveyed in the Fall of 2016	Overall, responses were favorable, with means above 8.	Program faculty have discussed results and have made a few changes, such as offering a course on teaching at the college level, adding a few electives and clarifying the dissertation process	Program faculty will monitor the results from the changes made
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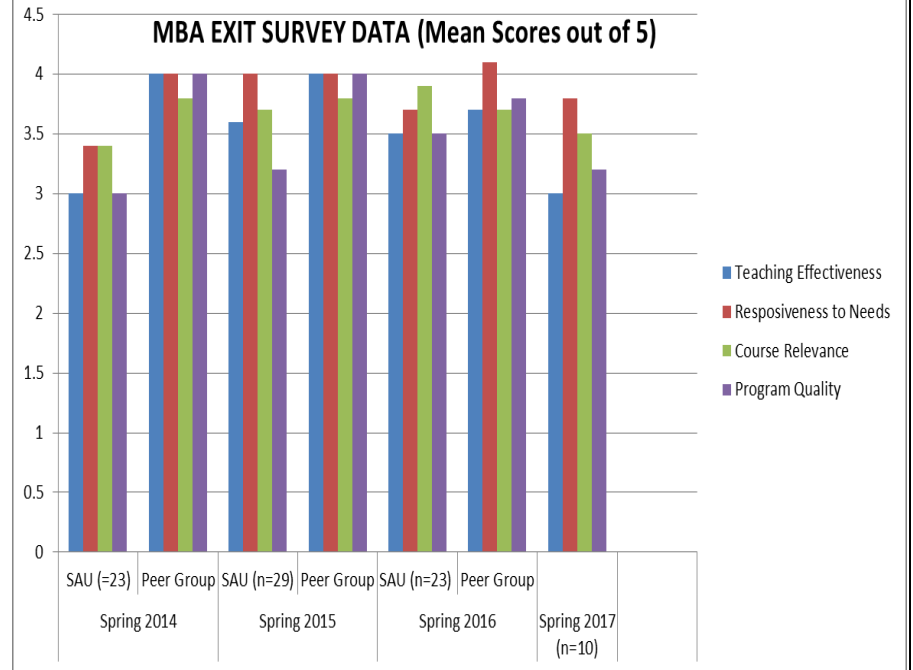
STUDENTS (MBA): Scores on exit survey for graduating MBA students will show student satisfaction with the program.

MBA students complete an exit survey, administered by Precept during their last semester.

Scores over the years have grown closer to the scores of the peer group. (note: Peer group score not available for Spring 2017)

The goal was to increase St. Ambrose MBA mean scores in each category to an average of 3.5 on a 5.0 scale. The scores from Spring 2014 to Spring 2016 show gradual improvement, with a bit of a dip in 2017.

The new MBA director will discuss results with MBA faculty council in order to make meaning of the data and to strategize for improvement.



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
<p>1. Student Learning Results</p> <p>(Required for each accredited program)</p>	<p>A student learning outcome is one that measures a specific competency attainment.</p> <p><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</p> <p>Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information.</p> <p>Formative – An assessment conducted during the student’s education.</p> <p>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.</p> <p>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

Peregrine Standardized exam. Business majors take this exam in MGMT 349 (now 449), a course taken their senior year.

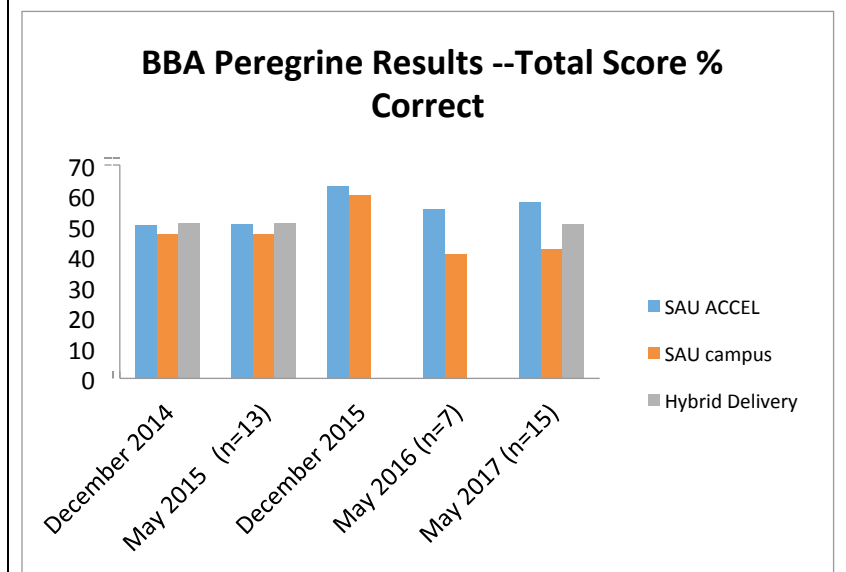
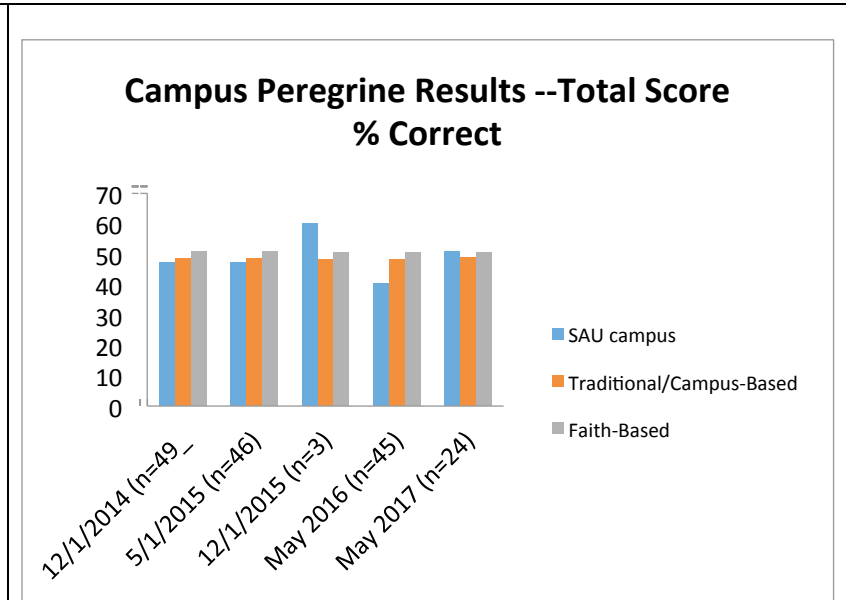
Direct, external assessment taken for summative and comparative purposes

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 comparison sets.

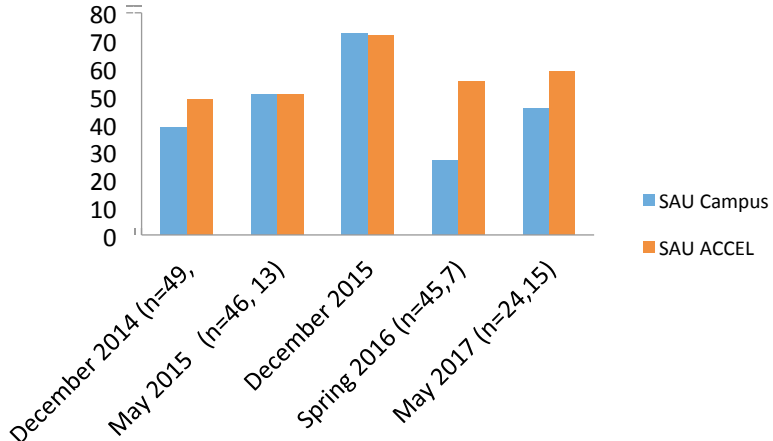
Faculty see results each year Discussion has revolved around the trends established. While SAU students are fairly consistent, we have recently discovered that past data may be skewed as it includes students who did not take more than 30 minutes to complete the exam. These results have been taken out of 2017 data.

Faculty are discussing how to make better meaning of the data, which includes examining each CPC and their sub-components.

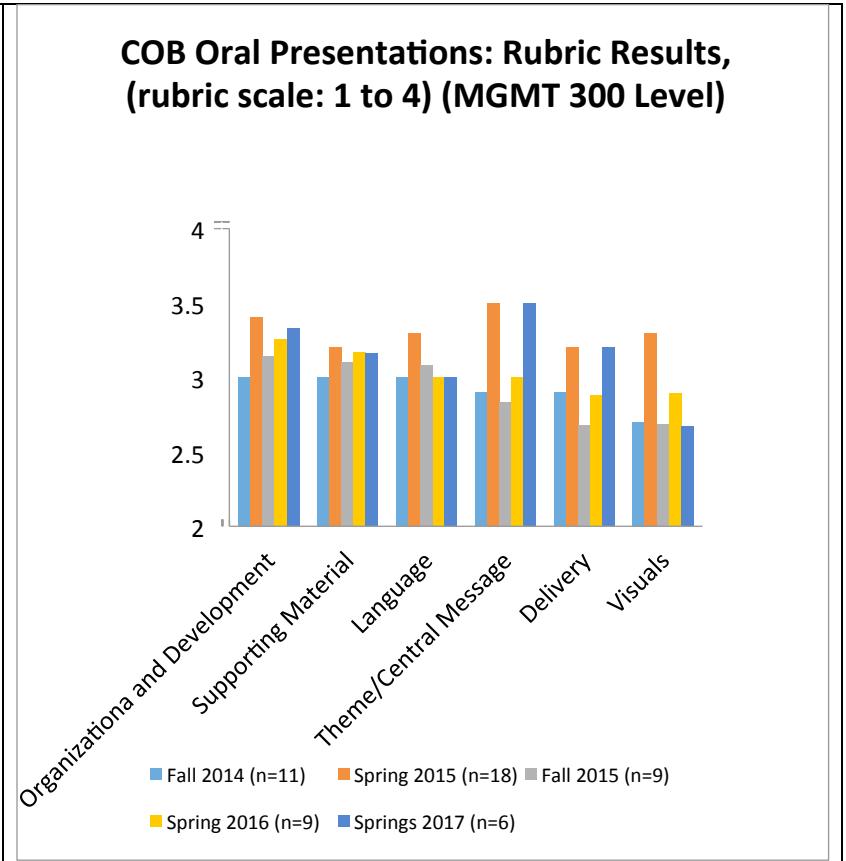
Goal for 2017-18: A college assessment committee has been assembled where continued use of this tool and how it best can be used will be discussed.



Peregrine Results -- Percentiles Achieved



<p>Undergraduate Business majors, including BBA: Students should be able to effectively present information, orally. We are interested with this initial use of the rubric in seeing that our students receive an average score of 3 (accomplished) on each dimension.</p>	<p>COB presenting rubric used in MGMT 332, 325 and ACCT 303</p> <p>Direct and internal assessment taken for formative and summative purposes</p>	<p>Rubric results for reveal that students averaged less a 3 (of 4) in a few instances, but for the most part are at our desired level. Specifically noted is the recent decrease in scores in visuals</p> <p>For the most part, these are the results of group presentations vs. individual students.</p>	<p>Rubric results are a bit inconsistent, depending on course and instructor rater.</p>	<p>COB faculty are encourage to assign more presentations in business courses and to provide meaningful feedback.</p>
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Accounting Majors: Recognize and appropriately respond to ethical concerns relating to accounting, auditing, and tax.

Ethics Cases in ACCT 415 – Auditing. Ethics rubric used. In 2017, we revised the rubric to a 3 points scale.

The department would like to see that 75% of students exceed (3) or meet (2) expectations in all parameters

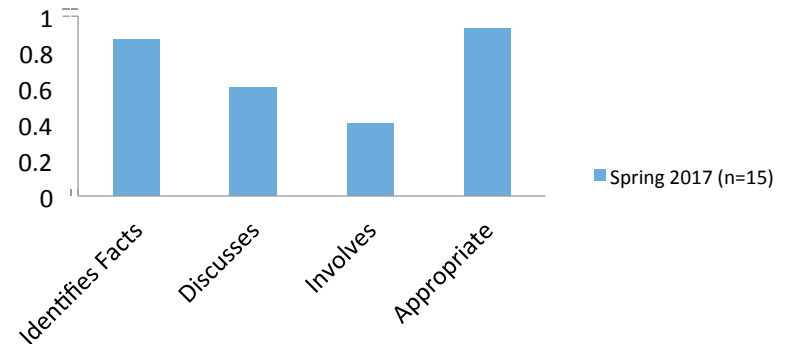
Direct, internal assessment taken for formative and summative purposes

The results have varied vary by composition of the class. However, Involves Stakeholders has consistently been the lowest rated parameter.

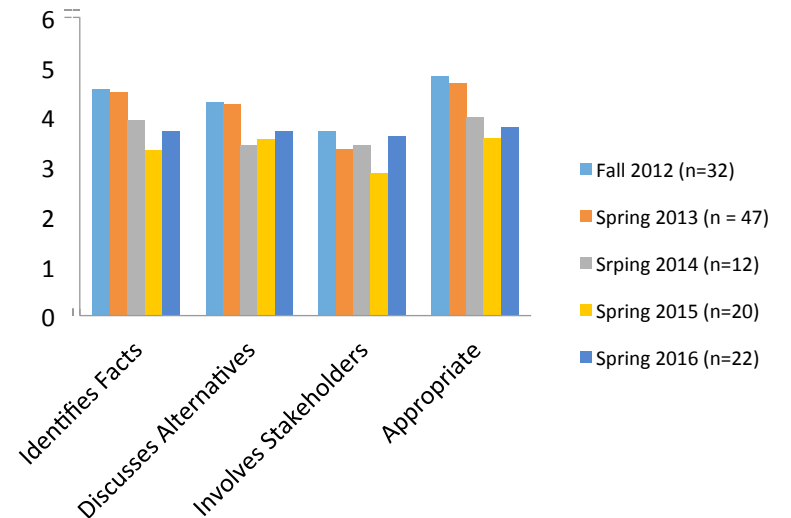
The Accounting Department has been satisfied happy with the results, with the exception of "involves stakeholders." In 2017, students didn't not meet departmental goals in the area of discusses ethical issues.

Instructors for ACCT 415 have emphasized the meaning of considering stakeholders and how important it is to consider all relevant stakeholders. It appears, however, that too many students do not appropriately discuss stakeholders. Accounting Department faculty will continue stressing the importance of stakeholders.

Accounting Ethics Assessment: Rubric Results, ACCT 415
(percent of students who exceeds or meets expectations)



Accounting Ethics Assessment: Rubric Results, ACCT 415
(rubric scale: 1 to 5)



				<p>With new department members starting in Fall 2017, the department will be reviewing assessment plan and data gathered.</p>																			
<p>MBA: Students will be able to demonstrate effective leadership through their enhanced understanding of leadership practices.</p> <p>Students need to demonstrate an overall score of 72% correct or higher on the Leadership section of the outbound Peregrine Exam.</p>	<p>The Peregrine cumulative outbound scores will be used to determine progress in understanding business leadership concepts. Students will take the take the outbound Peregrine exam as part of the MBA800 capstone course. All MBA Students are assessed</p>	<p>MBA students have been performing below the benchmark goal</p>	<p>These results have caused the program to discuss how leadership concepts are presented to students while they are in the program.</p>	<p>The program has hired a new director, starting in fall 2017. Learning outcomes and assessment data are being reviewed by the director and will be discussed by the program's</p>	<p style="text-align: center;">MBA Peregrine Results -- % on Correct on Leadership</p> <table border="1"> <thead> <tr> <th>Exam Date</th> <th>SAU MBA (%)</th> <th>ACBSP Region 5 (%)</th> </tr> </thead> <tbody> <tr> <td>December 2014 (n=30)</td> <td>62.8</td> <td>-</td> </tr> <tr> <td>December 2015 (n=43)</td> <td>60.0</td> <td>58.4</td> </tr> <tr> <td>May 2016 (n=25)</td> <td>60.0</td> <td>58.4</td> </tr> <tr> <td>Dec 2016 (n=24)</td> <td>62.0</td> <td>61.8</td> </tr> <tr> <td>May 2017 (n=35)</td> <td>58.6</td> <td>61.8</td> </tr> </tbody> </table>	Exam Date	SAU MBA (%)	ACBSP Region 5 (%)	December 2014 (n=30)	62.8	-	December 2015 (n=43)	60.0	58.4	May 2016 (n=25)	60.0	58.4	Dec 2016 (n=24)	62.0	61.8	May 2017 (n=35)	58.6	61.8
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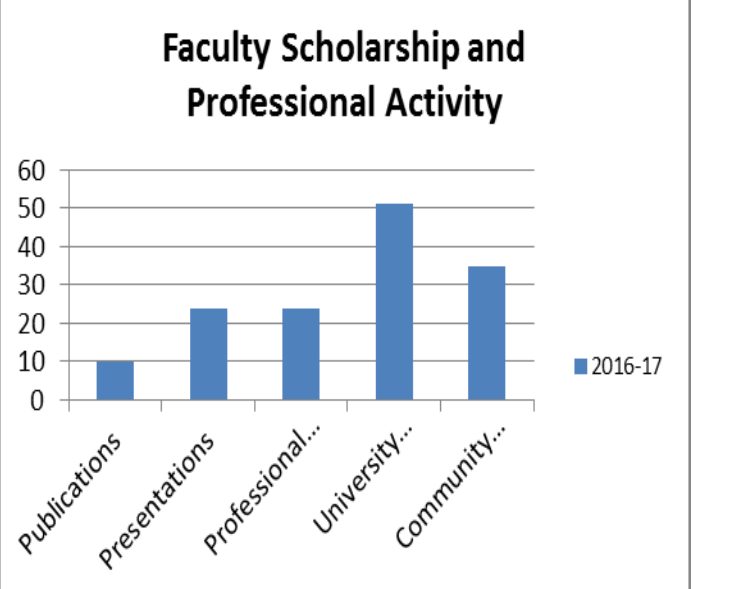
				faculty council during the 2017-18 academic year.	
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Standard #5 Faculty and Staff Focus

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

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

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	College of Business will continue to encourage activity in these areas as well as advocate for additional resources to support these activities.	Continue to encourage and monitor faculty activity	 <p>Faculty Scholarship and Professional Activity</p> <table border="1"> <caption>Data for Faculty Scholarship and Professional Activity (2016-17)</caption> <thead> <tr> <th>Category</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Publications</td> <td>10</td> </tr> <tr> <td>Presentations</td> <td>25</td> </tr> <tr> <td>Professional...</td> <td>25</td> </tr> <tr> <td>University...</td> <td>50</td> </tr> <tr> <td>Community...</td> <td>35</td> </tr> </tbody> </table>	Category	Count	Publications	10	Presentations	25	Professional...	25	University...	50	Community...	35
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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

5. Organizational Effectiveness Results		<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>			
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)

<p>The College of Business will strive to increase program enrollment</p>	<p>The “Enrollment by Major” report provided by the 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</p>	<p>While ACBSP programs remain healthy in terms of student count, and enrollment has, for the most part, been consistent</p>	<p>The College works closely with the institutional enrollment management team on targeted recruiting strategies.</p>	<p>Investigate new outreach efforts and recruiting strategies and continue to monitor enrollment in the College’s ACBSP accredited programs</p>	<div data-bbox="1260 224 1980 716"> <h3>Total Students--COB Undergraduate Majors</h3> <table border="1"> <caption>Total Students--COB Undergraduate Majors</caption> <thead> <tr> <th>Year</th> <th>Total 1st Majors</th> <th>Total 2nd Majors</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>390</td> <td>110</td> </tr> <tr> <td>2013</td> <td>380</td> <td>100</td> </tr> <tr> <td>2014</td> <td>410</td> <td>90</td> </tr> <tr> <td>2015</td> <td>390</td> <td>110</td> </tr> <tr> <td>2016</td> <td>370</td> <td>110</td> </tr> </tbody> </table> </div> <div data-bbox="1260 716 1980 1208"> <h3>Total Students--COB Graduate Programs</h3> <table border="1"> <caption>Total Students--COB Graduate Programs</caption> <thead> <tr> <th>Year</th> <th>Total DBA</th> <th>Total Macc</th> <th>Total MBA</th> <th>Total MOL</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>35</td> <td>25</td> <td>210</td> <td>80</td> </tr> <tr> <td>2013</td> <td>30</td> <td>20</td> <td>210</td> <td>90</td> </tr> <tr> <td>2014</td> <td>25</td> <td>20</td> <td>210</td> <td>80</td> </tr> <tr> <td>2015</td> <td>25</td> <td>30</td> <td>220</td> <td>80</td> </tr> <tr> <td>2016</td> <td>25</td> <td>25</td> <td>160</td> <td>90</td> </tr> </tbody> </table> </div>	Year	Total 1st Majors	Total 2nd Majors	2012	390	110	2013	380	100	2014	410	90	2015	390	110	2016	370	110	Year	Total DBA	Total Macc	Total MBA	Total MOL	2012	35	25	210	80	2013	30	20	210	90	2014	25	20	210	80	2015	25	30	220	80	2016	25	25	160	90
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<p>First Year Enrollment</p>	<p>Reports generated through the St. Ambrose Office of Institutional Research. Data reveals numbers of incoming Freshmen who declared business as a major as of the 20th day along with total incoming Freshmen.</p>	<p>The university has experienced a downward enrollment trend along with the college. College of Business trends are consistent with the university</p>	<p>Enrollment strategies in place during 2016-17 academic year yielded a strong incoming class. The university continues to monitor trends and implement strategies, which include discussion of enrollment in the College of Business</p>	<p>The College continues to work with enrollment management to identify outreach and recruiting strategies.</p>	<div data-bbox="1260 162 1974 633"> <h3>First Year Business Students as a Percentage of Total First Year Students</h3> <table border="1"> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>0.13</td> </tr> <tr> <td>2013</td> <td>0.11</td> </tr> <tr> <td>2014</td> <td>0.11</td> </tr> <tr> <td>2015</td> <td>0.15</td> </tr> <tr> <td>2016</td> <td>0.13</td> </tr> </tbody> </table> </div> <div data-bbox="1260 649 1974 1120"> <h3>Total First Year Enrollment</h3> <table border="1"> <thead> <tr> <th>Year</th> <th>Business</th> <th>SAU</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>80</td> <td>550</td> </tr> <tr> <td>2013</td> <td>60</td> <td>530</td> </tr> <tr> <td>2014</td> <td>70</td> <td>510</td> </tr> <tr> <td>2015</td> <td>75</td> <td>450</td> </tr> <tr> <td>2016</td> <td>65</td> <td>460</td> </tr> </tbody> </table> </div>	Year	Percentage	2012	0.13	2013	0.11	2014	0.11	2015	0.15	2016	0.13	Year	Business	SAU	2012	80	550	2013	60	530	2014	70	510	2015	75	450	2016	65	460
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