

**QUINCY UNIVERSITY
SCHOOL OF BUSINESS
2014-2015 ASSESSMENT REPORT
(FINAL VERSION)
(December 6, 2015)**

QUINCY UNIVERSITY'S MISSION STATEMENT

Quincy University stands as a Catholic, independent, liberal arts institution of higher learning in the Franciscan tradition. Inspired by the spirit of Francis and Clare of Assisi, we respect each person as a sister or brother with dignity, value, and worth. We work for justice, peace and the integrity of creation. We prepare men and women for leadership and for the transformation of the world by educating them to seek knowledge that leads to wisdom. We welcome and invite all to share our spirit and our life.

School of Business Goals:

1. To teach students a challenging curriculum which is both current and relevant to their field of study.
2. To enhance the students' critical thinking skills through experiential learning exercises.
3. To provide students with real world experience either in the classroom through the use of simulations, case analysis or other methods, or through practicum experience.
4. Encourage students to engage in a free exchange of ideas and opinions through the consideration of divergent views and perspectives of both domestic and global business practices.
5. To work through differing ethical dilemmas or perspectives with the students in preparing them to make sound business choices.
6. To prepare students for careers, graduate studies, and professional certifications.

School of Business Outcomes:

In order to assess these goals, the School of business developed the following outcomes. While a specific goal(s) is listed after each outcome, some of the goals are implicit within several of the outcomes.

Our graduates will:

1. Demonstrate proficiency in a body of knowledge through a curriculum which is both current and relevant to their field of study. (Goals 1,6)
2. Conceptualize, analyze and integrate that body of knowledge through critical thinking, decision making and experiential learning exercises. (Goal 2)
3. Gain practical experience either in the classroom through the use of simulations, case analysis or other methods, or through practicum experience and leadership involvement in student organizations.(Goals 3,6)
4. Be able to communicate complex business information for decision making purposes. (Goals 4,6)
5. Gain exposure to international issues. (Goal 4)
6. Examine values through analyzing both theoretical and practical ethical situations, dilemmas and perspectives. (Goal 5)
7. Be prepared for careers, graduate studies, and professional certifications. (Goal 6)

ASSESSMENT OF PROGRAM GOALS SCHOOL OF BUSINESS 2014-2015 Academic Years

Introduction

The School of Business faculty continued the assessment process for graduating seniors that was implemented on a more formal basis beginning in 2005.

The primary method of assessment is through the Major Field Tests from Educational Testing Services (ETS) which is administered to students in the spring semester in their senior capstone class (BUS 497 Strategic Management). Other assessment methods such as presentation scores, surveys and participation in campus organizations have been used to supplement the ETS tests. The School of Business continues to explore other means of assessment.

Assessment of Stated Outcomes

1. ***Graduates will demonstrate proficiency in a body of knowledge through a curriculum which is both current and relevant to their field of study. (Goals 1, 6)***

➤ Method of assessment:

This outcome will be measured in three ways:

a. Specialized knowledge of the major

Educational Testing Service (ETS) scores of Quincy University students in each major will be compared to the Mean Score Distributions for the related assessment indicator for all students taking the ETS test nationwide. Due to the small number of students in each major, outcomes which are based upon test results are shown for the most current seven years. Mean scores for students in the major will be at or above the 70th percentile when compared to all students taking the exam on a nationwide basis. (The method is based on an assumption that students in their major should possess a more thorough knowledge of the subject matter than general business students – ETS results do not allow comparisons within majors on a nationwide basis).

b. Knowledge of overall business concepts – graduating seniors

Composite ETS scores of all Quincy University business students (including nontraditional programs) will be compared to Total Score Distributions for all students taking the ETS test nationwide. Sixty percent of students will score at or above the 50th percentile.

c. Knowledge of subject matter at course completion

Pre-post test scores for selected business courses will be examined (courses covering topical material covered on the ETS test). All courses should show improvement in the knowledge of the subject matter.

➤ Assessment results based on 2014-2015 assessment:

a. Specialized knowledge of the major:

It is important to note that the small number of students in each major could result in outliers that may distort the percentile somewhat. In 2014, there were 5 students coding accounting (six less students than last year), 10 coding finance (five less students than last year; all double majors coded accounting), 19 coding

management (four more students than last year), and 8 coding marketing (same as last year).

In 2015, there were 10 students coding accounting (five more students than last year), 14 coding finance (four more students than last year; all double majors coded accounting), 16 coding management (three less students than last year), and 9 coding marketing (one more student than last year).

Based on the above, accounting, finance and marketing had increases in the number of students, and management has experienced a decrease.

Table 1: Performance of majors within the major (i.e. accounting major scores within accounting)

Major	2015 %	2014 %***	2013 %**	2012 %**	2011 %**	2010 %	2009 %
Accounting*	73 rd	68 th	59 th	99 th	95 th	95 th	95 th
Finance	52 nd	40 th	45 th	99 th	80 th	95 th	85 th
Management	19 th	43 th	45 th	21 st	15 th	15 th	40 th
Marketing	22 nd	34 th	31 rd	n.a.	5 th	20 th	30 th

% = percentile

*Note– double majors in accounting and finance maybe listed as accounting or finance. Most students code accounting.

**Changes to the test in 2011-2013 may slightly distort the comparison before 2011 results.

*** Changes to the test in 2014 may slightly distort the comparison before 2014 results.

Please note that subscores are reported for individual students. For every major there are subfields. The number of questions on the exam and the breadth of the subfield determine if a reliable subscore can be reported for an individual. The subscores require 30 questions for a specific subfield to be completed.

Table 1 shows that only accounting major met the assessment goals in 2015 because the mean scores for students in accounting major is above the 70th percentile when compared to all students taking the exam on a nationwide basis. (Note: 99th percentile represents top performance, and 1st percentile represents the lowest score of student performance). It was expected that the accounting major would score higher as stronger students tend to self-select themselves into accounting major. Students who are interested in business and who do not perform well in accounting are often advised into finance, management or marketing major.

➤ **Use of Results**

We discussed the results and there were improvements in accounting and finance majors but not in management and marketing majors. We hope the results will be better in the future based on the relative performance of next year's class to this year's class in the classroom itself. No change at this time. We have identified finance, management and marketing majors who did not do well in the majors and they have brought down the scores.

b. Knowledge of overall business concepts

Over the years, the goal of having sixty percent of students score at or above the 50th percentile has not met. (See Table 2). If we break it down by majors, none of them met the criteria in 2015. (See Table 3) The percentage of students scoring at or above the 90th percentile was the lowest in 2015 compared to previous years. (See Table 4)

Table 2: Percentage of students scoring at or above 50th percentile – all students

	2015 %	2014*** %	2013** %	2012** %	2011** %	2010 %	2009 %
All Students	44% (23/52)	37% (17/46)	43% (22/51)	48% (20/42)	41% (21/51)	34% (22/65)	29% (14/49)

% = percentile

**Changes to the test in 2011-2013 may slightly distort the comparison before 2011 results.

*** Changes to the test in 2014 may slightly distort the comparison before 2014 results.

Table 3: Students scoring at or above the 50th percentile – by major – all students

Major	2015 %	2014*** %	2013** %	2012** %	2011** %	2010 %	2009 %
Accounting*	50% (5/10)	80% (4/5)	55% (6/11)	80% (8/10)	79% (11/14)	58% (7/12)	78% (7/9)
Finance*	50% (7/14)	30% (3/10)	47% (7/15)	43% (3/7)	80% (4/5)	33% (4/12)	45% (5/11)
Management	25% (4/16)	37% (7/19)	40% (6/15)	33% (5/15)	17% (3/18)	26% (5/19)	25% (2/8)
Marketing	44% (4/9)	25% (2/8)	25% (2/8)	50% (2/4)	17% (1/6)	10% (1/10)	0% (0/15)
Business Administration	0% (0/3)	25% (1/4)	50% (1/2)	33% (2/6)	25% (2/8)	42% (5/12)	0% (0/6)

*Double majors in accounting and finance maybe listed as accounting or finance.

**Changes to the test in 2011 may slightly distort the comparison before and after 2011 results.

*** Changes to the test in 2014 may slightly distort the comparison before 2014 results.

Table 4: Student numbers – total; in or above 90th percentile

	2015	2014	2013	2012	2011	2010	2009
Total number of students	52	46	51	42	51	65	49
Students who scored at 90 th percentile or above	2 (3.8%)	4 (8.7%)	3 (5.9%)	4 (9.5%)	6 (11.8%)	0	4 (8.2%)

➤ **Use of Results**

Retention of important materials continues to be a problem for students. We need to explore ways to explore ways to provide students with review materials more often to remind students of important topics.

c. Knowledge of subject matter at course completion

Table 5 Pre-post test results

Pre-post test results – Spring 2015

Major	Pre-Test Grade %	Post Test Grade %	Increase/(Decrease) in average score*	Improvement in average score**
ACC 121	41	61	20	61
ACC 221	36	73	37	108

ECO 222	31	87	55	200
MKT 331	59	76	17	33

Table 5: Pre-post test results – Fall 2014

Major	Pre-Test Grade %	Post Test Grade %	Increase/(Decrease) in average score*	Improvement in average score**
ACC 121 (2 sessions)	35	67	32	102
ACC 221-00	36	69	33	114
ECO 222	32	36	4	14
ECO 223	36	91	55	177
MGT 300 (3 sessions)	43	51	9	29

Pre-post test results – Spring 2014

Major	Pre-Test Grade %	Post Test Grade %	Increase/(Decrease) in average score*	Improvement in average score**
ACC 121 (3 sessions)	39	65	26	82
ACC 221-00	40	63	23	62
ECO 222 (2 sessions)	34	81	47	172
ECO 223	36	46	10	35
ECO 225	36	73	36	118
MGT 300	41	75	34	83
MKT 331	64	88	24	41

Pre-post test results – Fall 2013

Major	Pre-Test Grade %	Post Test Grade %	Increase/(Decrease) in average score*	Improvement in average score**
ACC 121 (2 sessions)	39	64	25	75
ACC 221-00	38	69	31	92
BUS 215	38	42	4	18
ECO 222 (2 sessions)	34	43	9	33
ECO 223	37	95	59	186
ECO 225	41	77	36	108
ECO 226	49	77	28	89
MIS 305	41	59	18	51

Pre-post test results – Spring 2013

Major	Pre-Test Grade %	Post Test Grade %	Increase/(Decrease) in average score*	Improvement in average score**
ACC 121 (3 sessions)	44	73	28	70
ACC 221-00	44	71	27	68
ECO 222	33	87	54	189
ECO 223 (2 sessions)	39	80	41	123
ECO 225	39	83	44	133
ECO 226	38	85	47	135
ECO 423	46	69	22	52
MKT 331	62	85	22	43

Table 5: Pre-post test results – Fall 2012

Major	Pre-Test Grade %	Post Test Grade %	Increase/(Decrease) in average score*	Improvement in average score**
ACC 121	40	69	29	73

(3 sessions)				
ACC 221-00	37	63	26	70
BUS 215 (2 sessions)	39	67	28	72
ECO 222 (2 sessions)	30	39	9	30
ECO 225 (2 sessions)	42	48	6	14
ECO 226	44	53	9	20
ECO 423	53	76	23	43
FIN 315	55	65	10	20
MGT 300 (3 sessions)	44	82	38	86
MIS 305	42	70	28	67
TBU 410T-AE	56	95	39	70

*Increase/Decrease in average score= post-test %- pre-test %

** Improvement in average score = (post-test grade %- pre-test grade %)/pre-test grade %

Table 5 implies that the students are gaining knowledge when the course is taken; however, ETS results seem to demonstrate that many are not retaining the information for longer periods of time. In order to further explore areas needing improvement, individual assessment indicator areas were examined. ETS scores are not broken out for individual students in individual areas (Table 6). Therefore we are not able to compute the percentage of students who scored at or above the 50th percentile in each area. However, the results of the pre- and post-tests do present the overall average percentile for each area.

Table 6A: 2015 Percentile performance by assessment indicator area

Area	All Majors Percentile 52 students	Accounting Percentile 10 students	Finance** Percentile 14 students	Management Percentile 16 students	Marketing Percentile 9 students	Business Administration Percentile 3 students
Accounting	68 th	99 th	95 th	12 th	17 th	n.a.
Economics	32 nd	84 th	84 th	4 th	4 th	n.a.
Management	25 th	49 th	12 th	21 st	39 th	n.a.
Quantitative Business Analysis	17 th	83 rd	27 th	5 th	5 th	n.a.
Finance	62 nd	95 th	95 th	6 th	18 th	n.a.
Marketing	30 th	90 th	53 rd	26 th	11 th	n.a.
Legal and Social Environment	28 th	57 th	65 th	10 th	6 th	n.a.
Information Systems	11 th	85 th	20 th	1 st	4 th	n.a.
International Issues	39 th	97 th	82 nd	5 th	30 th	n.a.

** All double majors coded accounting. Additionally, all double majors met every assessment objective. Therefore, the inclusion of these individuals in Finance would increase results.

Table 6B: 2014 Percentile performance by assessment indicator area

Area	All Majors Percentile 46 students	Accounting Percentile 5 students	Finance** Percentile 10 students	Management Percentile 19 students	Marketing Percentile 8 students	Business Administration Percentile 4 students
Accounting	46 th	99 th	46 th	28 th	50 th	n.a.
Economics	16 th	30 th	36 th	12 th	12 th	n.a.
Management	12 th	40 th	5 th	15 th	7 th	n.a.
Quantitative Business Analysis	14 th	1 st	7 th	40 th	1 st	n.a.
Finance	59 th	83 rd	90 th	54 th	42 nd	n.a.
Marketing	38 th	53 rd	33 rd	38 th	49 th	n.a.
Legal and Social Environment	82 nd	99 th	59 th	88 th	66 th	n.a.
Information Systems	37 th	94 th	16 th	60 th	6 th	n.a.
International Issues	1 st	5 th	8 th	1 st	2 nd	n.a.

** All double majors coded accounting. Additionally, all double majors met every assessment objective. Therefore, the inclusion of these individuals in Finance would increase results.

Please note that Assessment Indicators are reported only for groups of students. Assessment Indicators report the average percent of correct answers, in a particular subject area, for all students tested to determine if students are having difficulty with specific clusters of questions. Content areas for which assessment indicator scores are reported typically have approximately 15 questions on the exam.

The difference between Table 1 and Table 6: Table 1 is performance by major and it was based on 30 questions (accounting major scores within accounting). Table 6 is performance by assessment indicator area and it was based on 15 questions (accounting major answering economics questions for example). The numbers do necessarily be the same.

Table 6 shows that the performance of students in all assessment indicators in general went up in 2015 as compared to 2014 with the exception of Marketing, Legal and Social Environment, and Information Systems. In 2015, management and market students had “difficulty” in everything as compared to 2014.

➤ Use of Results

No change is needed at this time. We need to continue giving students the pre- and post-tests and monitor student performance in various subjects.

Conclusion

It seems that the information covered on the ETS test as being presented by faculty and students in Accounting and Finance are demonstrating that they are learning the material. In 2015, 2 students scored at the 90th percentile or above (Table 4). We need this number to be higher in the future. Additionally, pre/post test results seem to demonstrate that students are gaining knowledge within the course. The School of Business faculty members have discussed how to address the issue and how to improve the performance of Marketing, Management, and Professional Business students. Additionally, the faculty is discussing other means of assessment which are not testing based; to see if the students are demonstrating proficiency in the relevant body of knowledge through other methods of assessment.

As shown with the student performance on the next assessment goals, students have demonstrated some success when measured by other six assessment methods.

- 2. ***Graduates will conceptualize, analyze and integrate that body of knowledge through critical thinking, decision making and experiential learning exercises. (Goal 2)*** Note: Students gain an understanding of the interrelationships through the business tool courses, which provide an overview of each area of business, and the senior capstone class (Strategic Management). The capstone class includes completion of an industry analysis, a comprehensive business case analysis, and a simulation game which require students to analyze an entire company.

- Method of assessment:

This outcome will be measured in three ways:

- a. **Practical experience through simulations, case analysis or other methods such as industry analysis or applied projects in the classroom:**

The following major classes include simulations, case analysis, industry analysis or other type of practical experience:

<p>Accounting Major: Cost Accounting Auditing Income tax Advanced Accounting Strategic Management</p>	<p>Finance Major: Business Finance Intermediate Finance Financial Statement Analysis Investments Strategic Management</p>
<p>Management Major: Operations Management Small Business Management Leadership in Free Enterprise Strategic Management</p>	<p>Marketing Major: Principals of Marketing Integrated Marketing Market Research Strategic Management</p>
<p>Professional Degree Program: Finance for Managers Financial Management II Marketing for Managers Principles of Management Strategic Management</p>	

b. Knowledge and integration of functional areas of business via completion of comprehensive business case analysis:

During the capstone course (Strategic Management) taken by all business majors, students develop and present a comprehensive business case analysis. The instructor will assess the student's ability for conceptualizing, analyzing, and integration on a pass/not pass basis. Seventy-five percent of the students will pass this assessment (i.e., receive a grade of B- or higher.)

Additionally all students enrolled in the class serve on a team consisting of 4 to 5 members and complete an industry analysis project. Seventy-five percent of the students will pass this assessment (i.e., receive a grade of B- or higher.)

c. Knowledge and integration of functional areas of business via Simulation Game:

During the capstone course (Strategic Management) taken by all business majors, students compete in a simulation game. Students have to develop and implement strategies which integrate all of the functional areas of business for their company to operate. Seventy-five percent of the students will pass this assessment (i.e., receive a grade of B- or higher.)

➤ Assessment results based on 2014 and 2015 assessments:

a. Practical experience through simulations, case analysis or other methods such as industry analysis or applied projects in the classroom:

All classes mentioned had case analysis or projects in the classroom. Assessment was met.

b. Knowledge of functional areas of business via industry analysis project:

For the business case analysis, in the Spring of 2015, 50 out of 52 students enrolled in the course received a grade of B- or higher, which represented 96 percent of all individuals. In the Spring of 2014, 39 out of 42 students received a grade of B- or higher, which represented 93 percent of all individuals. These numbers were above the established performance benchmark of 75 percent and the students did better in 2015. As a result, the assessment was met.

All students enrolled in the BUS 497 Strategic Management course served as a member of an industry analysis team consisting of 4 to 5 members. Overall, in Spring 2015, all 14 teams earned an "A" or "A-" on the project and presentation thereof. As a result all teams passed this assessment. In Spring 2014, 85 percent received a grade of B- or higher. These numbers were above the established performance benchmark of 75 percent. Assessment goal was met.

c. Knowledge of functional areas of business via Simulation Game: In Spring 2015, 50 out of 52 students (96%) participated in and performed successfully in the simulation game and received a grade of B or higher. These numbers were above the established performance benchmark of 75 percent. As a result, we met the assessment goal in 2015. This simulation game was not used in Spring 2014 due to time constraint and last minute change of instructor.

➤ Use of Results

Students performed well in the area and we hope that this continues in the future.

3. **Graduates will gain practical experience either in the classroom through the use of simulations, case analysis or other methods, or through practicum experience and leadership involvement in student organizations. (Goals 3,6)**

➤ Method of assessment:

a. **Practical experience through practicum experience**

The percentage of students gaining practical experience through practicum and/or internships will be developed (excluding Professional Business students who generally have jobs). In the future we will continue to encourage these relationships. (Note: Many of our students have part-time jobs and therefore are not interested in practicum or internship experience. If these experiences were counted, the percentage of students would be expected to be higher. However, since there is no method to monitor their success or experience, they will not be included in this assessment.)

b. **Practical experience through leadership involvement in student organizations**

The percentage of students active in some student leadership roll will be developed. Twenty-five percent (may be high) of our students (excluding Professional Business students who are generally adults seeking a part-time educational experience) will have gained some leadership experience while at Quincy University. (Note: The primary means for students to gain leadership experience in the area of business is through one of the three student business organizations: The Finance Club, Collegiate Entrepreneurs' Organization (CEO), and the Institute of Management Accountants (IMA). However, not all students can become officers or become otherwise involved in one of these organizations. Therefore, students are also encouraged to gain leadership experiences through participation in other campus organizations or through participation in community or church activities.)

➤ Assessment results based on 2014-2015 assessment

a. **Practical experience through practicum/internship experience**

Our students gain practical experience through participation in a practicum or internship. In 2014-2015, there were 4 students who had internships with Career Services and 16 students with EEIP (Early Exploratory Internship Program). In 2013-2014, there were 5 students who registered for internships with Career Services, and 15 students with EEIP.

b. **Practical experience through leadership involvement in student organizations**

Involvement in student organizations will be acquired from a senior survey instrument. The survey was not administered in Spring 2015. It will be administered in the future. In Spring 2014, 12 out of 36 students were involved in student organizations (33%).

➤ Use of Results:

The above results demonstrate that students are gaining practical experience through either class projects, internships, practicums or involvement in student organizations. For future years, multiple years will be presented so trends can be discussed.

4. **Graduates will be able to communicate complex business information for decision making purposes. (Goals 4,6)** (Note: Students gain presentation experience through course requirements in various classes.)

- Method of assessment:
During the capstone course (Strategic Management) taken by all business majors, students will develop a professional presentation on a topic assigned by the instructor. The presentations will be rated by other students in the class based on a 10 question rubric with each question rated on a 10-point Likert scale (10 being the highest). A perfect score would be 100 points. Sixty percent of students will be rated at an average score of 85 or above.
- Assessment Results:
 - 2015: 47 out of 52 students (90%) in the class received an average rating score of 85 or above. Assessment criterion was met.
 - 2014: all of 42 students (100%) in the class receive an average rating score of 85 or above.
 - Assessment goal was met in both years.
- Use of Results: No change needed at this point.

5. Graduates will gain exposure to international issues. (Goal 4)

- Method of assessment:
All students are required to take an international class as a part of the general education requirement. Generally, business students would take an international business class to fulfill this requirement. The School of Business offers several options for the student.
- Assessment Results for 2013 (based on international business discussions):
 - All – Strategic Management – International business implication of strategy discussed in details.
 - Accounting
 - Advanced Accounting - discussions on challenges faced by multinational enterprises including transition from GAAP to IFRS and examination of differences between the two. Additionally, students discuss foreign currency transactions and incorporation of foreign subsidiaries in U.S. financial statements.
 - Finance
 - Business Finance, Intermediate Finance, Investments, Portfolio Management, Financial Statement Analysis, International Finance – concerns with global capital markets with emphasis in monitoring movements in foreign exchange rate, global investment flows and cross border trade practices.
 - Management
 - International Business and Economics, Strategic Management – discussions of the exchange of goods and services among individuals and businesses in multiple countries.
 - Marketing
 - International Business and Economics – discussions of the marketing final products and services worldwide .
 - Professional Business
 - Managing in a Global Environment – discussions of managing business operations in more than one country.
- Use of Results: Students have addressed international business both within the general education curriculum through the required global course and within the major. No change at this time.

6. Graduates will examine values through analyzing both theoretical and practical ethical situations, dilemmas and perspectives. (Goal 5) [Note: Students gain an understanding of the ethical practices in business through the required General Education ethics course as well as through discussions and assignments covering business ethics in most classes.]

➤ Method of assessment:

In the past, students have been surveyed regarding this outcome. However, this senior survey was not available in Spring 2015. The business faculty is exploring other means of assessment for this outcome. For 2015 assessment, a description of some of the assignments completed by each major has been compiled. All students in the major will have completed these assignments which require students to examine the ethical implications of situations, dilemmas and perspectives.

The *senior* survey was incorporated in Spring 2014. Seventy percent of the seniors will respond with a 5, 6, or 7 based on a 7 point Likert scale (7 = strongly agree) in response to the survey question: The courses and activities at Quincy University have helped me gain an understanding of the ethical practices in business.

Alumni were also surveyed in the spring 2014 following graduation. (Spring, Summer, and Fall 2012 graduates and Spring, Summer, and Fall 2013 graduates; 2 years combined).

Seventy percent of the alumni will respond with a 5, 6, or 7 based on a 7 point Likert scale (7 = strongly agree) in response to the survey question: The courses and activities at Quincy University have helped me gain an understanding of the ethical practices in business.

➤ Assessment Results for 2015 (based on ethics discussions):

- All – Strategic Management – Ethical implication of strategy decisions discussed in detail and considered throughout the course
- Accounting
 - All accounting courses - discussions of short ethical situations provided in text
 - Income Tax accounting – discussions of the ethical impact of fraud by tax preparers and individuals
 - Auditing – Team completion of a case analysis including a presentation of a fraud case and its impact on the economic system
- Finance
 - All finance courses - discussions of short ethical situations provided in text
 - Intermediate Finance – discussions of ethical dilemmas particular to agency cost and management incentives
 - Financial Statement Analysis – ethical perspectives with emphasis on presentation of information
- Management
 - All management courses - discussions of short ethical situations provided in text
 - Operations Management – course cases include an ethical component
- Marketing
 - All marketing courses - discussions of short ethical situations provided in text
 - Integrated Marketing - course cases include an ethical component
 - Market Research – discussion on ethical issues associated with conducting business research
 - International Business – case studies on ethics

- Professional Business program
 - Most Professional Business program courses - - discussions of short ethical situations provided in text

Assessment Results for 2015 (based on senior survey): Not available.

Assessment Results for 2015 (based on alumni survey): Not available.

- Use of Results: Students have addressed ethics both within the general education curriculum through the required ethics course and within the major. Senior and alumni surveys will be administered next year. No change at this time.

7. Graduates will be prepared for careers, graduate studies, and professional certifications. (Goal 6)

- Method of assessment:
Since student preparation is a compilation of all of the items detailed above, this outcome will be assessed through a meta-analysis of the other assessment outcomes measures.
- Assessment Results:
The reoccurring theme of this year's assessment is: information is being presented and students are learning the material, but students in all majors are not demonstrating an understanding of the material through performance on the ETS test. Test results indicate that in 2015 all majors do not seem to perform well in all areas as compared to previous years. While faculty expect Accounting and Finance majors to attract stronger students and therefore demonstrate higher test scores, the results show the contrary.
- Use of Results:
The faculty in the School of Business are faced with the challenge of how to motivate students to work toward information retention in all majors.

STRENGTHS AND BENEFITS

1. Accounting major consistently performed very well in the ETS exams for the five out of seven years (2009-2015). The percentage of students scoring above the 50th percentile was 72 percent (on average) for accounting students (see Table 3). Assessment results indicate that accounting students perform very well academically.
2. Finance major performed relatively well in the ETS exams as compared to marketing and management even though the percentage of students scoring above the 50th percentile was less than 70 percent (on average in Table 3).
3. There were more accounting, finance, and marketing students in 2015 than last year. We can conclude that students tend to look more for skill-based courses rather than soft-based such as management.
4. Our graduates were hired by top regional and national firms such as Price Waterhouse-Cooper, KPMG, Gardner Denver, Blessing Hospital, ADM, Knapheide, First Bankers Trust, Mercantile Bank, and Ernst & Young.

5. Business students have greater flexibility in taking elective classes from other disciplines. Due to our financial situation, we were asked to streamline our courses in order to increase enrollment and to reduce cost. A consultant team had worked with us for one semester to help us with the changes. We compared our curriculum with our peer schools, and decided to reduce the number of sessions offered and/or to eliminate some classes. Due to our curriculum realignment, students can have more elective courses from other disciplines in order to graduate. It is expected that the changes will attract more students.

WEAKNESSES

1. Based on the overall ETS performance, QU students were at the 37th percentile in 2015 and 43rd percentile in 2014. These numbers are below the average (50th percentile) as compared to other institutions. Assessment results indicate that this score can be attributed to the lower scores of majors within the major.
2. Based on 2014-2015 number of students, management major who took the test was down from 19 to 16 students (down by 16 percent), and business administration major was down from 4 to 3 students (down by 25 percent). (See Table 3). It is a challenge for the School of Business to recruit more business students especially for management and business administration.
3. The ETS results show that only accounting students (72 percent on average) scored at or above 50th percentile for the last seven years (2009-2015). The rest scored significantly lower than accounting students (between 24 percent and 47 percent). We feel that this disparity is at least partially due to student self-selection in that students with weaker quantitative and analytical skills are more likely to select management and marketing as major areas.
4. With smaller number of faculty, it is unlikely that we would be more responsive to changes in the business world.
5. With limited travel budget, our faculty will not be able to attend conferences to update our knowledge in the business world.

PLANNED CHANGES

1. Internships continue to play a critical role for business majors. In the School of Business, internships are not required but many business students have internships. As mentors and advisors to the students, we will continue to expand our internships programs.
2. Some students have problems in taking ETS exams because they are not good in taking written tests. We will continue to evaluate the effectiveness of the ETS exams as an assessment tool.
3. Based on our current excessive work load, more faculty are needed.
4. We would like to have additional funds for business faculty to upgrade their knowledge by attending conferences. To compete with other schools we need our knowledge to be current.

9/20/15

Revised 12/6/15