



**SCHOOL OF BUSINESS ADMINISTRATION**

**OUTCOMES ASSESSMENT ANNUAL REPORT  
ACADEMIC YEAR 2014 – 2015**

**July 2015**

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**School of Business Administration**  
**Assessment Report 2014-2015**  
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**School of Business Administration  
Outcomes Assessment Annual Report  
Academic Year 2014-2015**

**I. Executive Summary**

The School of Business Administration (SBA) utilizes a three-pronged approach to directly measure student outcomes - student portfolios, comprehensive testing, and technology mastery. This report highlights the results from these direct measures of its students' ability to meet the stated program objectives. Overall, the assessment results for the SBA suggest that its students are able to meet various program objectives. Many of the outcomes assessed were at or above the stated goals for the 2014-2015 assessment cycle. For example, all of the outcomes assessed for the BBA program exceeded its goal. The scores for the BBA-Accounting concentration continue to improve, and at the AAS level, the Paralegal program saw improvements in its outcomes for the 2014-15 assessment cycle. For example, the average score for "Legal Writing Skills" increased to 4.06 in 2014-2015, an increase of 17% over 2013-2014.

This report also includes assessment results for the BBA Finance & Economics concentrations credentialing of student outcomes. The results from the course embedded assessment in the three principles courses (FIN 300, ECN 306, and ECN307) revealed a slight increase in the number of students who met the basic acquisition (AQSN) criterion for principles of finance and economics. For example, approximately, 95.4 percent of students met at least the basic acquisition criterion in 2014-15 in finance compared to 94% in 2013-14. 94.4 percent of students met at least the basic AQSN criterion for economics in 2014-15, a two percentage point improvement over the 2013-2014 academic year.

Although many of the outcomes assessed were at or above the stated goals for the 2014-2015 assessment cycle, there is room for improvement in a few areas. The faculty has identified steps to address the challenges presented in the students' portfolios and has articulated recommendation for change within the teaching/learning process. One recommended change for 2015-16 is to move the assessment from Principles of Accounting III (ACC 112) to a higher level course that will allow for "a better measurement" of the accounting majors. Appendices 1-5 will provide specific goals set by each curriculum committee for the 2015-16 academic year.

## **II. Introduction**

The School of Business Administration, SBA, has pursued a three-tiered approach to tackling outcomes assessment – student portfolios, comprehensive testing, and technological mastery. The three-pronged approach utilizes multiple direct measures of student performance. Both qualitative and quantitative measures are used to determine our students' ability to meet the stated program objectives.

The purpose of the SBA's assessment program is to improve the teaching/learning process. All faculty members are involved in the assessment process from creating the assessment tools, to implementing them in their classes, to submitting artifacts from their students, to evaluating the results, and to crafting plans of action to improve the teaching/learning process. The process is reviewed annually to provide robust data to evaluate the curriculum.

The faculty determines goals for the next academic year, which annually starts during July, the first academic quarter. Some concerns are addressed by revisions to courses, documented on the courses' syllabi. Other plans are laid out in each committee's assessment report, which may include faculty training, new textbook reviews, or changes to the assessment process.

### III. Outcomes Assessment Portfolio Program

This section of the annual report will detail the data collection process and the outcomes assessment results for each School of Business Programs.

#### Collection Process

The portfolio content is collected from course-embedded assessment projects and/or assignments from the following courses:

- Small Business Management (MGT 285)
- Principles of Accounting III (ACC 112)
- Advanced Legal Research and Writing (PAR 299)
- Business Strategy and Policy (MGT 450)
- Auditing (ACC 460)
- Management Information Systems (CIS 310)

Students' products were collected from Summer II 2014, through Spring 2015 Quarters. [Note: only smaller curricula areas used the Spring 2015 results, as the larger curricula had enough samples for evaluation purposes.] The Information Systems department generates a random number table, using the Cohen Test methodology, to generate thirty numbers. The class-lists for each course mentioned above are also provided. The Outcomes Assessment Portfolio Program Chair then uses the random numbers to identify specific students enrolled in any of the courses. If a particular course offering has fewer than thirty students enrolled, the entire population of the course is used for assessment collection. Each faculty member teaching an assessment course is then notified with a letter from the Outcomes Assessment Portfolio Program Chair. The letter outlines the collection and submission procedures and provides the randomly identified students for assessment collection. The submission procedures vary by project or course. Some projects are submitted electronically through Livetext, while others are in hard-copy format. Instructors submitting hard-copies complete a docket sheet when returning the assessment materials. The identification is needed for proper filing only. Students' names are removed from the materials prior to review, by the assessment committees. The portfolio content is coded to identify from which campus and division the samples represent. The table below represents the coding.

CAMPUS	DAY DIVISION	EVENING DIVISION
Chicago	A	B
Orland Park	C	D
Springfield	E	F
DuPage	G	H
Bensenville	I	J
Elgin	K	–
Arlington Heights	–	N
Peoria	U	V
Lake County	W	X

Each Assessment/Curriculum Chair retrieved the archived portfolio materials prior to the April 25, 2015 meetings. They distributed the blinded materials to their faculty for evaluation. The faculty has created rubrics that allow them to evaluate the portfolio content in a consistent and reliable manner. The rubrics used for evaluating portfolio outcomes are scaled 1-5 while each dimension of skill sets has proficiency definitions that delineate ability levels. Additionally, assessor orientation sessions may have been held for new faculty to further ensure consistent understanding of the rubric items. Once evaluated, the portfolio materials are returned to the Chair for tabulation. The day-long assessment meetings are dialogs evaluating the results identified through the evaluation process. Of almost as much value as the numerical data is the process of faculty discussing strength and concerns in the curriculum and identifying methods to improve. (Note: The Paralegal faculty did not meet on April 25, 2015, as all are practicing attorneys, but met on a Saturday on the Chicago campus.) The Assessment/Curriculum Chairs then provided the Dean, Larry Nieman, with reports from their respective areas of study. Each of the reports in their entirety is on file, in the Dean's office, and in the assessment file of the Outcomes Assessment Portfolio Program Chair. The management assessment reports are also available on the Management Faculty Resources Blackboard site. The strengths, concerns and recommendations from various committees are in a table form in appendixes 1-5. Table 1 links the assessment outcome objectives to the portfolio, testing, and technology certifications.

## **Outcomes Assessment Results - BBA**

### **Bachelor of Business Administration (BBA) Program**

#### **Assessed Program Objectives**

The BBA program is assessed in the capstone MGT 450—Business Strategy & Policy course. The following are the program objectives for the current assessment:

- Equip students with a strong foundation to evaluate and integrate business theories and skills.
- Prepare students to research, frame, and defend business solutions within a managerial context, both on an individual basis and in a group setting.
- Develop students' ability to analyze an organization from a strategic perspective.

#### **Capstone Project Outcome Statements**

The following are the outcome statements for the current assessment:

- **Technology Utilization:** Appropriate technology employed in the analysis of the business.
- **Business Communication/Framework:** Students' articulated business concepts in correct business tone in producing their capstone project.
- **Business Communication/Business Concepts:** Students' integrated business concepts and theories properly.
- **Research:** Analytical tools and methodology were evident in the students' project.
- **Business Solutions/Analysis:** Utilization of a managerial perspective in the analysis of alternative business solutions was demonstrated.
- **Business Solutions/Defense:** Defense of the of business solution developed, for a given business problem, was documented in the students' project.

### **Summary of Results**

Criteria scores were set by faculty for the expected percentages for each dimension. The department's goal was to maintain or improve on each score for 2014-15. The results for each outcome were as follows:

<b>Outcomes Evaluated</b>	<b>BBA Goal</b>  (at 3 or > 3) Scale of 1 to 5	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>Difference from previous year</b>
		<b>Actual</b>							
Technology Utilization	70%	98.70%	87.91%	83.33%	82.93%	75.53%	79.31%	84.38%	5.07%
Technology Application	70%	94.70%	83.33%	83.33%	90.00%	85.29%	82.14%	n/a *	n/a
Business Communication – Framework	80%	96.00%	90.32%	98.15%	92.68%	97.06%	96.43%	84.38%	-12.05%
Business Communication – Business Concepts	80%	92.10%	91.21%	92.59%	87.82%	91.18%	92.86%	90.63%	-2.23%
Research	70%	90.10%	85.71%	87.04%	77.50%	75.00%	82.14%	75.00%	-7.14%
Business Solutions – Analysis	75%	92.00%	85.71%	85.19%	80.95%	79.41%	82.14%	81.25%	-0.89%
Business Solutions - Defense	75%	70.10%	70.33%	77.78%	63.04%	75.76%	71.42%	84.38%	12.96%

**Analysis:** All of the outcomes exceeded the goals.

**Recommendations:** As this data represents the first iteration of the new rubric which was implemented for the 2014-15 academic year, it is difficult to draw valid inferences when comparing to prior years. The faculty will use this as the beginning point for future analysis. See Appendix 1 for additional recommendations.

### **Bachelor of Business Administration (BBA) - Accounting Concentration**

#### **Assessed Concentration Objectives**

The BBA accounting concentration is assessed in the ACC 460 Auditing course. The following are the objectives for the BBA accounting curriculum.

- Demonstrate the ability to understand accounting principles, objectives and auditing standards to develop competencies in such areas as revenue recognition and contingencies liabilities.

- Demonstrate skills in critical thinking and analytical reasoning to identify management issues and how they affect accounting principles and financial statements.
- Demonstrate communication skills in identifying accounting issues and explaining the auditing standard and accounting principle that is being addressed.

### **Project Outcome Statements**

The following are the outcome statements for the current assessment: Students will be able to

- Understand the accounting and business issue.
- Determine which accounting and auditing standard was being measured.
- Decide if the business was practicing acceptable accounting principles and auditing standards.
- If the practice was unacceptable based on current accounting and auditing policies, explain how it affected the financial statements and what was required to make the policy acceptable.

### **Summary of Results**

Table: Likert Scores for the Observed Rubric Criteria. Likert Scale 1-5

<b>Criteria</b>	<b>Average Likert Scale Rating</b>
<b>Accounting Skills:</b> Students were able to read, understand, and comprehend the accounting issue principle and objective that was being presented in the scenario.	4.0
<b>Auditing Skills:</b> Students were able to identify the generally accepted auditing standards and generally accepted accounting principles that were presented in each scenario.	3.6
<b>Business Skills:</b> Students were able to identify auditing standards and accounting principles that was being addressed in each scenario and how it was affecting the financial statements.	3.8
<b>Business Communications:</b> Students prepared a written response explain which auditing standard was presented in each scenario; if the standard was being followed and if not being followed explain what is required to correct the situation.	4.4
<b>OVERALL AVERAGE SCORE</b>	3.95

**Analysis:** The committee graded 10 papers, 9 of which scored a grade of 70 percent or higher, with the average score being 79 percent. The accounting department is in agreement that the Intermediate Accounting courses (ACC280, 281, 380) are contributing to the success of the ACC460 assessments. These classes are continuing to help develop accounting knowledge for students which have a positive effect on the quality of assessments in ACC460.

**Recommendations:** There are no recommendations for substantial changes to the assessment tool or process for ACC460 with the exception of possibly adding a simulation to the assessment process. See Appendix 2 for more details.

## **Outcomes Assessment Results - AAS**

## **Associate in Applied Science (AAS) in Business Administration Program**

### **Assessed Program Objectives**

The AAS program is assessed in the capstone MGT 285 Small Business Management course. The following are the program objectives for the current assessment:

- Develop students' ability to generate business solutions.
- Develop students' ability to communicate in a business environment using appropriate technology, both individually and in a group setting.
- Develop students' abilities to analyze functional areas.
- Equip students to evaluate business opportunities that could lead to the development of a business plan.

### **Project Outcome Statements:**

Students will be able to:

- **Technology Utilization:** use appropriate technology in their work.
- **Business Communication - Vocabulary / Terminology:** demonstrate the correct use of general business terminology.
- **Business Communication - Business Concepts:** use business concepts and theories properly.
- **Business Ethics:** include ethical considerations in their work.
- **Business Solutions - Analysis:** demonstrate a thorough analysis of an alternative business solution.
- **Business Solutions – Development/Research:** present applicable business solution for given business problems.
- **Business Functions:** apply their knowledge of the various functional areas.

### **Summary of Results**

The students' capstone project content evaluation was based on each of the seven outcome statements. Likert Scale 1-5

<b>Category</b>	<b>Benchmark</b>	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Actual	2014-15 Actual *	Diff. from prior year
<b>Technology</b>	90% with 3 or greater on a scale of 1 to 5	87.25%	92.96%	91.55%	86.67%	80.33%	79.49%	90.00%	10.5
<b>Business Communication/ Vocabulary Terminology</b>	80% with 3 or greater on a scale of 1 to 5	89.32%	85.32%	84.62%	93.55%	86.89%	92.31%	100.00%	7.6
<b>Business Communication/ Business Concepts</b>	70% with 3 or greater on a scale of 1 to 5	89.22%	81.65%	83.33%	87.10%	86.89%	92.31%	100.00%	7.6
<b>Business Ethics</b>	75% with 3 or greater on a scale of 1 to 5	83.33%	82.41%	78.21%	80.65%	86.89%	76.92%	90.00%	13.0
<b>Business Solutions/ Analysis</b>	75% with 3 or greater on a scale of 1 to 5	69.89%	69.90%	69.23%	83.87%	85.25%	74.36%	80.00%	5.6
<b>Business Solutions/ Development</b>	75% with 3 or greater on a scale of 1 to 5	62.75%	64.08%	55.13%	74.19%	77.59%	71.79%	100.00%	28.2
<b>Business Functions</b>	80% with 3 or greater on a scale of 1 to 5	75.49%	80.73%	71.43%	85.71%	83.61%	87.18%	90.00%	2.8

**Analysis:** Due to unforeseen errors in the data collection for this cycle, only ten artifacts from a single course section were assessed. The resultant data is not statistically significant and is provided for continuity purposes only.

**Recommendations:** Remind faculty teaching this course that the final project is a required assessment artifact and must be loaded on LiveText.

## Associate in Applied Science (AAS) in Business Administration Program - Accounting

### Assessed Program Objectives

The AAS - Accounting curriculum is assessed in the ACC 112 Accounting course. The following are the program objectives for the current assessment:

- Demonstrate a basic understanding of the accounting cycle by completing and identifying adjusting and accrual entries, preparing financial statements, and analyzing financial statements using financial ratios.
- Demonstrate proper use of software programs to prepare financial statements that are linked with financial ratios.
- Demonstrate their business knowledge with a written assignment.

### Project Outcome Statements

The following are the outcome statements for the current assessment: Students will be able to

- Identify such accounting issues as journal entries, adjusting journal entries, impact journal entries have on financial statements.
- Compute current assets and current liabilities, financial statements.
- Use Microsoft Excel to create worksheets.
- Identify and calculate financial ratios.
- Understand liquidity, turnover and profit margin ratios.
- Make recommendations on improving the company's financial results based on the ratio data.

### *Summary of Results*

**Table: Likert Scores for the Observed Rubric Criteria. Scale 1-5**

<b>Criteria</b>	<b>Average Likert Scale Rating</b>
<b>Accounting Skills:</b> Students were able to record, summarize, and analyze business transactions accurately.	3.6
<b>Information Technology Skills:</b> Students prepare financial statements per Generally Accepted Accounting Principles (GAAP) and financial ratio analysis using spreadsheet and database applications	4.3
<b>Business Skills:</b> Students calculate liquidity and profitability financial ratios and use this information appropriately to make managerial decisions.	3.7
<b>Business Communications:</b> Students prepared a professional letter, making a decision and supporting their decision with an explanation of the financial ratios.	3.9
<b>OVERALL AVERAGE SCORE</b>	3.9

**Analysis:** A total of 20 papers, 15 of which scored a grade of 70 percent or higher. The average score was 78 percent. Overall students were successful in identifying the correct way to record journal entries, adjusting journal entries, as well as identifying the individual sections of financial statements and calculating financial ratios. Students were also able to consistently

make recommendations regarding their calculations and interpretations and also prepare a professionally formatted and written business memo.

**Recommendations:** For Academic Year 2015 – 2016, the committee is considering moving the assessment from the ACC112 course to a higher level accounting course (ACC280, 281, or 380). An assessment at the higher level will allow for a better measurement of the accounting majors. See Appendix 3.

## Associate in Applied Science (AAS) Paralegal Program

### Assessed Program Objectives

The Paralegal program is assessed in the capstone course, PAR 299, Advanced Legal Research and Writing. The assessment tool is the Legal Memorandum prepared by students. The objectives of the Paralegal Program are to:

- Develop students' ability to generate business solutions.
- Develop students' ability to communicate in a business environment using appropriate technology, both individually and in a group setting.
- Provide students with ethical standards providing them with a framework for competent and professional decision-making.
- Equip students with knowledge of substantive law and procedural rules essential to functioning as a paralegal.
- Develop students' skills in the use of a variety of traditional and non-traditional research tools.

### Project Outcome Statements

- Students will demonstrate research proficiency.
- Students will demonstrate knowledge of legal terminology.
- Students will demonstrate knowledge of substantive and procedural rules of law.
- Students will use professional analysis and ethical judgment.
- Students will demonstrate legal writing skills.
- Students will demonstrate an ability to use legal office technology.

### *Summary of Results*

The Committee members evaluated each paper on a scale of 1-5 for each outcome statement. The goal for average scores was set at 4.0.

#### Summary of Results Table – Chicago

<b>Outcomes evaluated</b>	<b>Goal (4.0 or above)</b>	<b>Actual 2013-2014</b>	<b>Actual 2014-2015</b>
1. Research proficiency	75%	95%	94%
2. Knowledge of legal terminology	75%	84%	72%
3. Knowledge of substantive and procedural rules of law	75%	84%	68%
4. Use of professional analysis and ethical judgment	75%	74%	69%
5. Legal writing skills	75%	58%	69%
6. Ability to use legal office technology	75%	95%	78%

**Analysis:** In 2014-2015, average scores equaled or exceeded 4.0 in five categories with the category "Use of Professional Analysis and Ethical Judgment" achieving an average score of 3.93. The average score for "Legal Writing Skills" increased to 4.06 in 2014-2015, an increase of 17% over 2013-2014.

**Recommendations:** Instructors should critique and correct students’ legal writing throughout the Paralegal Program, not just in the final memorandum. Instructors should continue to require students with poor writing skills to have drafts of the memoranda read by the Writing Center before the drafts are presented to the PAR 299 instructor. See Appendix 4 for a comprehensive list of recommendations

**Summary of Results Table - Springfield**

<b>Outcomes evaluated</b>	<b>Goal (4.0 or above)</b>	<b>Actual 2013-2014</b>	<b>Actual 2014-2015</b>
1. Research proficiency	75%	38%	100%
2. Knowledge of legal terminology	75%	50%	71%
3. Knowledge of substantive and procedural rules of law	75%	63%	71%
4. Use of professional analysis and ethical judgment	75%	63%	57%
5. Legal writing skills	75%	38%	71%
6. Ability to use legal office technology	75%	50%	100%

**Analysis:** There were seven papers assessed. PAR 299 was taught by a different instructor than in previous years. Average scores in all categories were significantly higher than last year’s scores. The goal for average scores had previously been set at 4.0. In 2014-2015, the goal for average scores was achieved in “Research Proficiency” and “Ability to Use Legal Office Technology” and was almost achieved in 3 other categories. In 2013-2014, the goal for average scores was not achieved in any category.

**Recommendations:** Require intensive legal research and writing assignments in all PAR classes, with an emphasis on distinguishing cases. See Appendix 5 for a comprehensive list of recommendations

#### **IV. Outcomes Assessment Testing Program**

The School of Business Administration (SBA) Outcomes Assessment Testing Program employs a faculty-developed post-test intended to evaluate multiple individual and institutional academic dimensions. First, the post-test measures student ability to meet the following stated program objectives:

- To equip students with a strong foundation to evaluate and integrate business theories and skills.
  - Students will develop competencies in accounting, economics, finance, general management, management information systems, and marketing. These skills are honed during a major project in which students are expected to fully assess the threats and opportunities of the competitive environment and the strengths and weaknesses of an organization.
- To prepare students to research, frame, and defend business solutions within a managerial context, both on an individual basis and in a group setting.
  - Students will acquire and apply research, analysis, communication, problem solving, and critical-thinking skills through comprehensive projects. They will also gain an awareness of ethical issues and the ability to incorporate ethical perspectives in organizational decisions.

Second, the post-test facilitates analysis of academic outcomes among geographically dispersed campuses and among different program delivery methods (e.g., day, evening, degree completion). Finally, the post-test provides feedback to facilitate specific curricular program enhancements as well as cross-curricular program initiatives.

Development of the post-test began during the Spring Quarter, 2002, and evolved through four testing iterations to refine the test's content validity and its administrative procedures. The faculty-developed post-test examines business curricular areas (accounting, economics, finance, management, marketing) and general education areas addressing critical thinking/problem solving. A revision implemented during the 2006 Summer 2 Quarter became the point of reference or benchmark for subsequent institutional evaluative analysis. A subsequent revision of marketing questions was accomplished during the AY2010 Summer 2 Quarter.

## Quarterly Result Summary

### ***Summer 2, 2014 (AY2015) (tested September 2014)***

The Summer 2 Quarter, AY2015, post-test of the three classes (35 students) showed a significant difference in the mean scores. The average for the two **Chicago** (day & night) classes was 65.5%; the average for the one **Orland Park** night class was 52%. This testing cycle demonstrated a positive post-test score/Grade Point Average (GPA) correlation of 0.38. The average score for the Summer 2 Quarter, AY 2015 was 63%. (Chart 1)

### ***Fall, 2014 (AY2015) (tested November 2014)***

The Fall Quarter, AY2015, post-test of seven classes (82 students) showed no significant difference in the mean scores. The average for the one **Chicago** day class was 62%; the average for the one **DuPage** day class was 61%; the average for the one **Orland Park** day class was 67%; the average for the one **Springfield** day class was 68%; the average for the one **Peoria** day class was 58%; the average for the two **Lake County** classes (one day, one night) was 66%. This testing cycle demonstrated a positive post-test score/Grade Point Average (GPA) correlation of 0.33. The average score for the Fall Quarter, AY2015 test was 63 %. (Chart 1)

### ***Winter, 2014 (AY2015) (tested February 2015)***

The Winter Quarter, AY2015, post-test of seven classes (133 students) showed a significant difference in the mean scores. The mean for the two **Chicago** (day & night) classes was 63%; the mean for the one **Orland Park** night class was 57%; the mean for the one **Springfield** night class was 73%; the mean for the one **Ohare** night class was 69%; the mean for the one **Peoria** night class was 60%; the mean for the one **Elgin** day class was 59%. This testing cycle demonstrated a positive post-test score/Grade Point Average (GPA) correlation of 0.46. The average score for the Winter Quarter, AY2015 test was 62%. (Chart 1)

### ***Spring, 2015 (AY2015) (tested April 2015)***

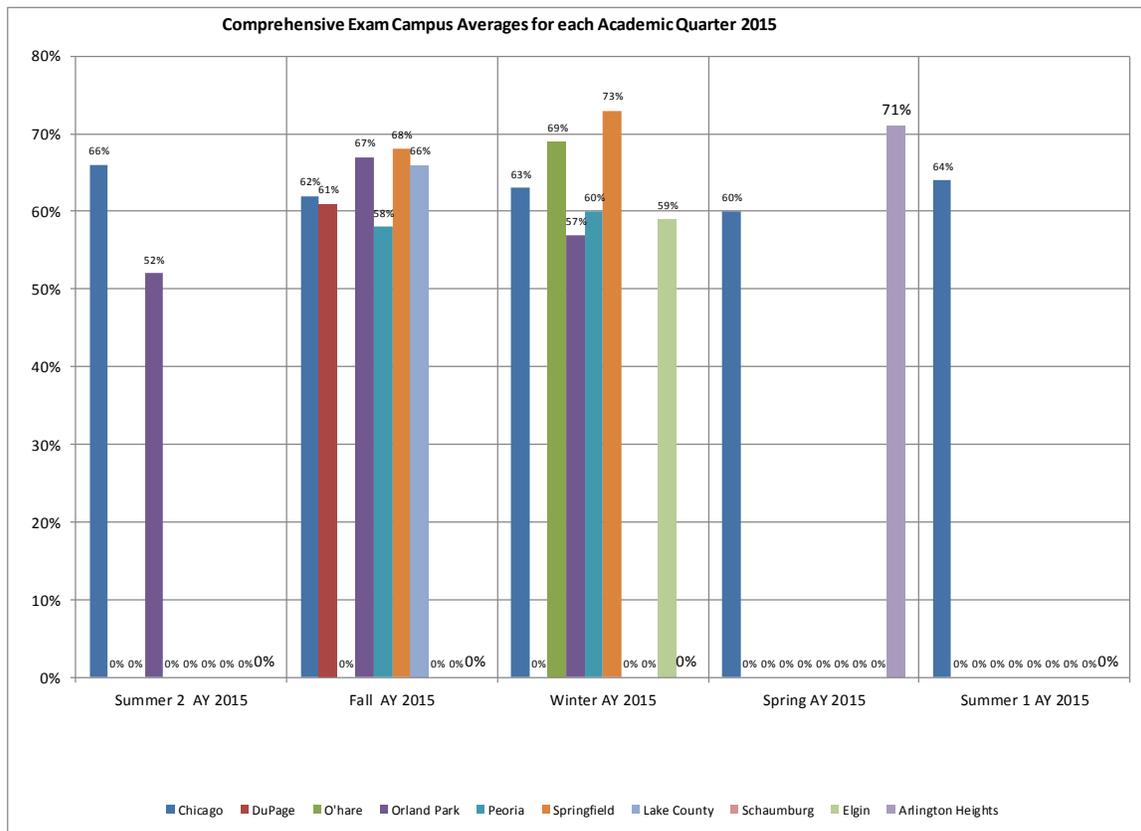
The Spring Quarter, AY2015, post-test of two classes (61 students) did not reveal a significant difference in the class mean. The mean for the one **Chicago** day class was 60%; the mean for the one **Arlington Heights** night class was 71%. This testing cycle demonstrated a positive post-test score/Grade Point Average (GPA) correlation of 0.303. The average score for the Spring Quarter, AY2015 test was 65%. (Chart 1)

**Summer 1, 2015 (AY2015) (tested June 2015)**

The Summer 1 Quarter, AY2015, post-test of one **Chicago** day class (21 students) showed a mean score of 64%. This testing cycle demonstrated a positive post-test score/Grade Point Average (GPA) correlation of 0.487. The average score for the Summer 1 Quarter, AY2015 test was 64%. (Chart 1)

Chart 1 graphically presents the comprehensive exam campus averages for each academic quarter in the 2015 academic year. These averages reflect all programs offered (e.g., day, night).

*Chart 1 Comprehensive Exam Campus Averages for each Academic Quarter 2015*



**Correlation Comprehensive Score – GPA**

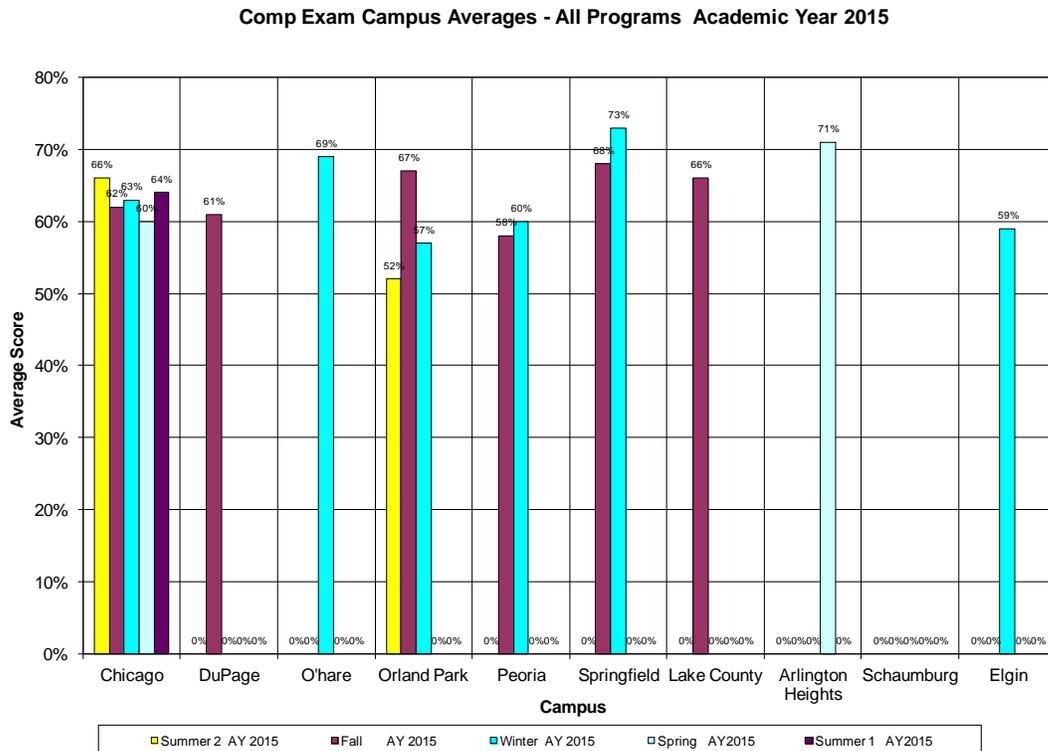
An analysis of the correlation of student comprehensive exam scores with student Grade Point Averages (GPA) shows a generally consistent, positive relationship. This relationship indicates that students with high GPAs tend to achieve higher comprehensive scores and students with lower GPAs achieve lower comprehensive scores. This result would appear to suggest some validation of academic grading and student competency.

**By-Campus Averages**

A review of the averages, by campus, reflects fairly consistent student results at each campus. The **Chicago** average (five quarters) ranges from 60% to 66%; the **DuPage** campus average (one quarter) is 61%; the **O'hare** campus average (one quarter) is 69%; the **Orland Park** campus average (three quarters) ranges from 52% to 67%; the **Peoria** campus average (two quarters) ranges from 58% to 60% ; the **Springfield** campus average (two quarters) ranges from 68% to 73%; the **Lake County** average (one quarter) is 66%; the **Arlington Heights** average (one quarter) is 71%; and the **Elgin** campus average (one quarter) is 59%. (Chart 2)

Chart 2 graphically presents the comprehensive exam campus averages in the 2015 academic year. These averages reflect **all the programs offered** (e.g., day, night)

Chart 2

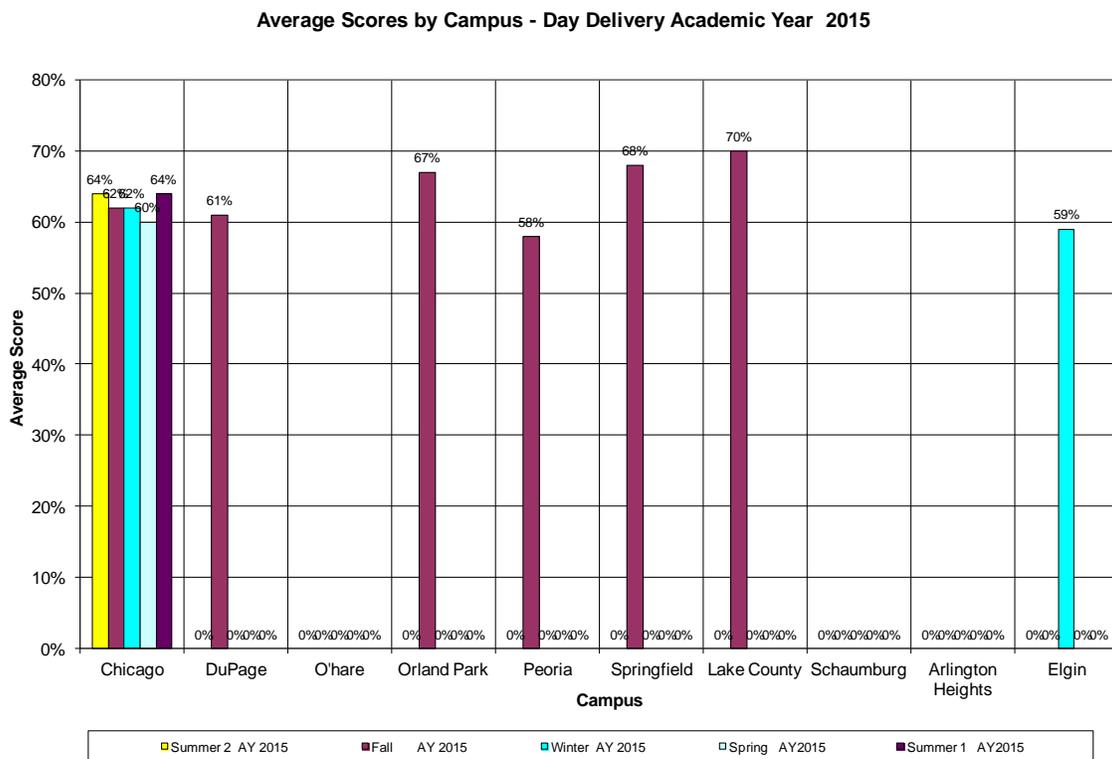


**Program Delivery Results – Day**

A review of the average scores by program delivery (day), reveals limited score variance at each campus. For the day delivery, the variance at the **Chicago** campus (five quarters) ranges from a low of 60% to a high of 64%. The **Orland Park** campus (one quarter) is 67%. The **DuPage** campus (one quarter) is 61%. The **Springfield** campus (one quarter) is 68%. The **Elgin** campus (one quarter) is 59%. The **Lake County** campus (one quarter) is 70%. The **Peoria** campus (one quarter) is 58%. (Chart 3)

Chart 3 graphically presents each campus’ academic year 2015 comprehensive exam day program averages by academic quarter.

Chart 3

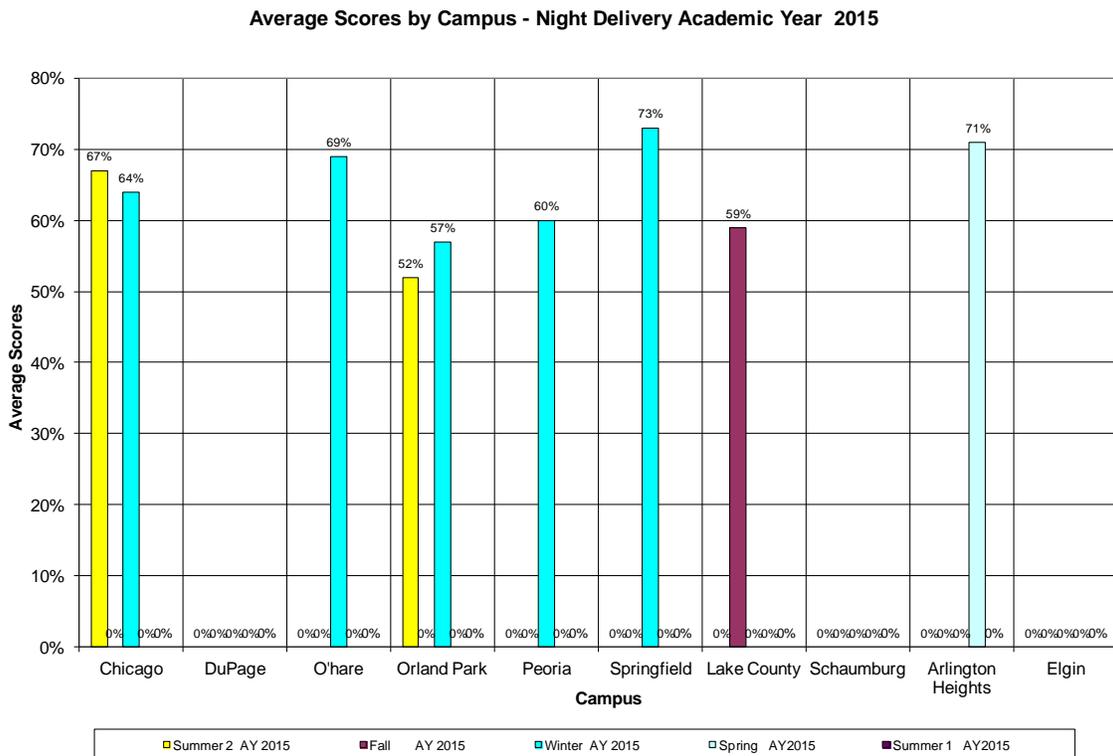


**Program Delivery Results – Night**

For the night delivery, the Chicago campus scores ranged from 64% to 67% for two quarters; the O’Hare score for one quarter was 69%; the Orland Park campus scores for two quarters ranged from 52% to 57%; the Peoria score for one quarter was 60%; the Lake County score for one quarter was 59%; the Arlington Heights score for one quarter was 71%. The Springfield campus score for one quarter was 73%. (Chart 4)

Chart 4 graphically presents each campus’ academic year 2015 comprehensive exam night program averages by academic quarter.

Chart 4



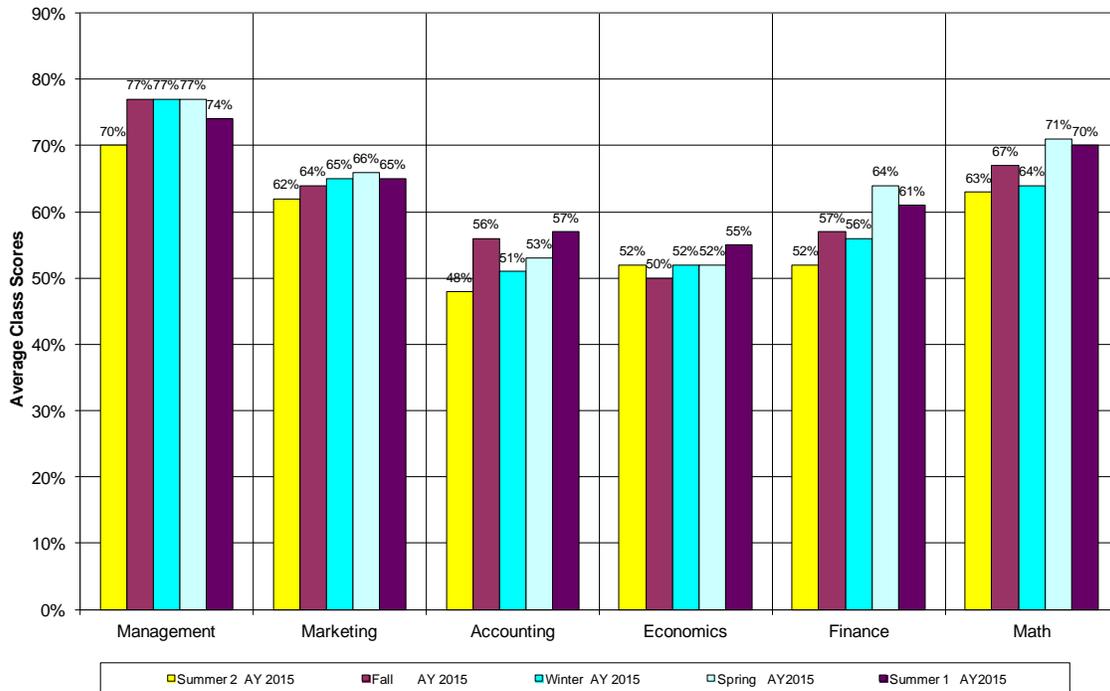
### Curricular-Specific Results

Insights gained from the AY2015 post-tests aid faculty efforts to evaluate curricular subject matter content/emphasis. These insights also drive greater cross-curricular dialogue designed to improve student retention of knowledge from subject-to-subject, program-to-program, and campus-to-campus. Curricular-specific scores are fairly consistent from quarter-to-quarter and within each curricular area (Chart 5). Faculty within each curricular area review detailed “by-class” and “exam question” results shortly after the end of each quarter.

Chart 5 presents curricular scores for each curricular area (Management, Marketing, Accounting, Economics, Finance, Math) for each academic quarter.

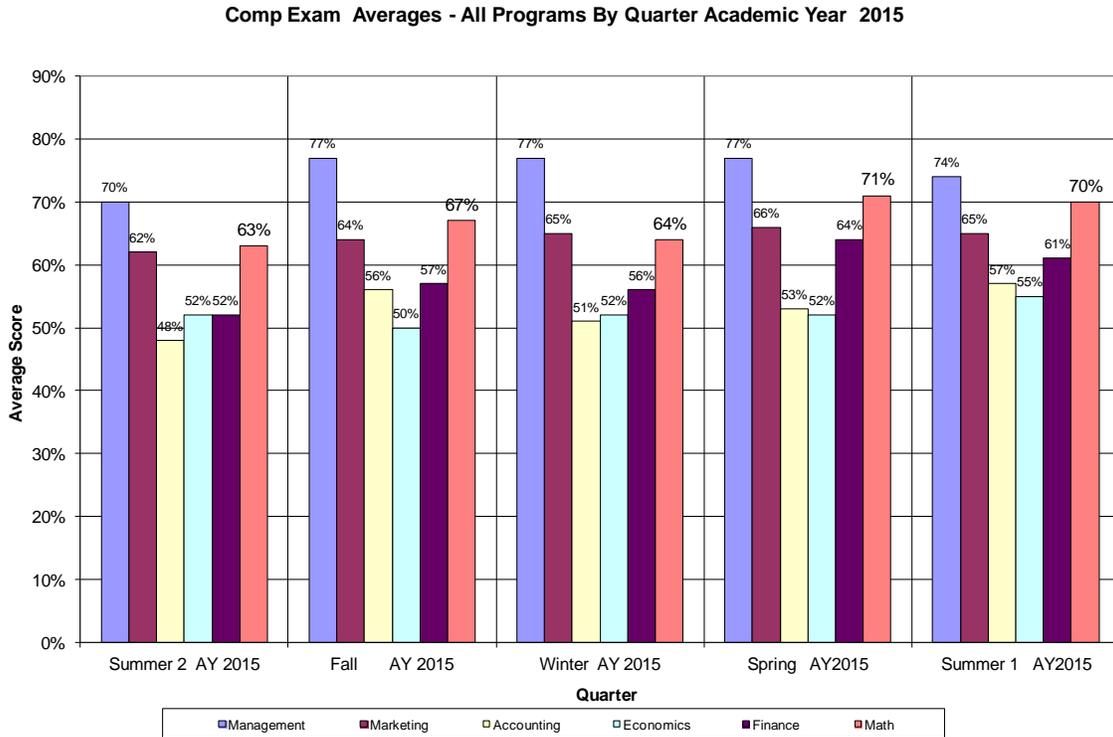
Chart 5

Curricular Scores - By Quarter Academic Year 2015



Curricular-specific scores from quarter-to-quarter are shown in Chart 6. Chart 6 presents curricular scores for each curricular area (Management, Marketing, Accounting, Economics, Finance, Math) for each academic quarter.

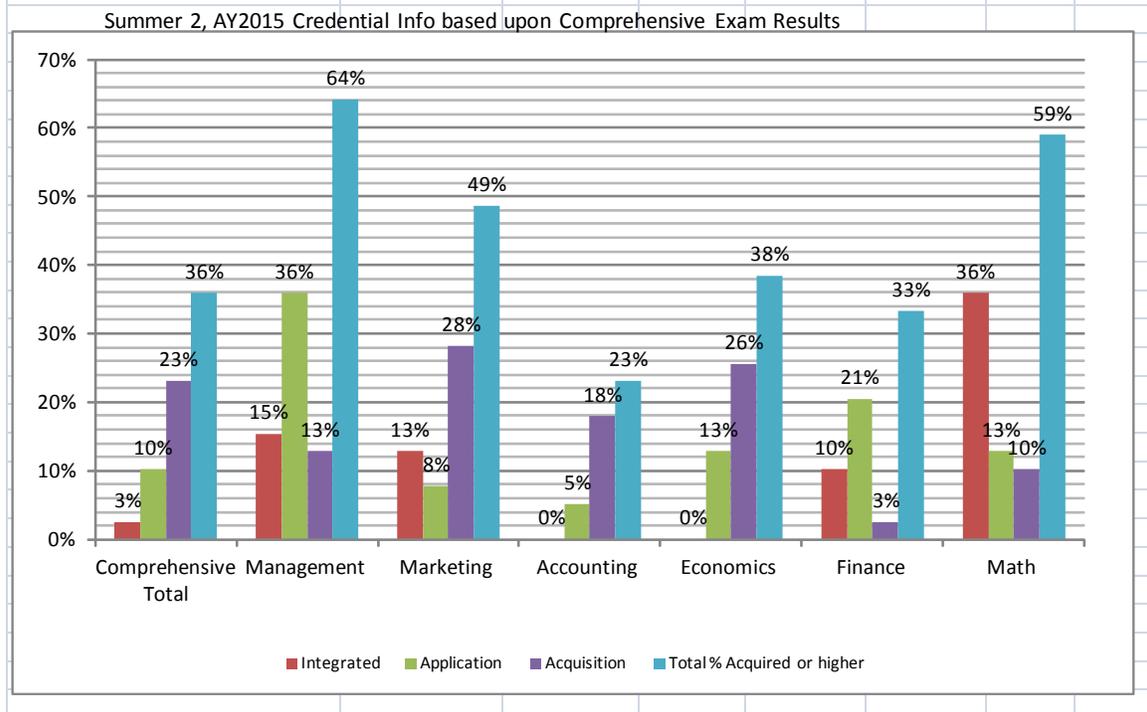
Chart 6



# Credential Results

## Summer 2, AY2015

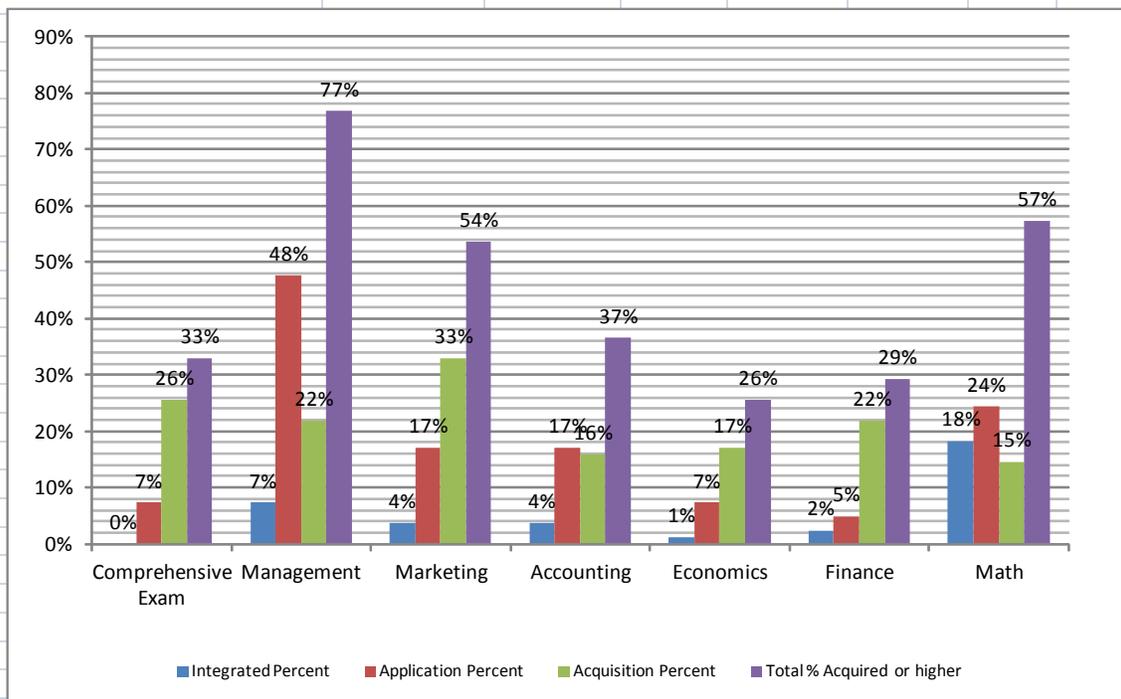
Summer 2, AY2015 Credential Info based upon Comprehensive Exam Results							
	Comprehensive Total	Management	Marketing	Accounting	Economics	Finance	Math
Integrated 90% 58 to 65 correct	1	6	5	0	0	4	14
Application 80% 52 to 57 correct	4	14	3	2	5	8	5
Acquisition 70% 45 to 51 correct	9	5	11	7	10	1	4
Integrated	3%	15%	13%	0%	0%	10%	36%
Application	10%	36%	8%	5%	13%	21%	13%
Acquisition	23%	13%	28%	18%	26%	3%	10%
Total % Acquired or higher	36%	64%	49%	23%	38%	33%	59%
Total # Acquired or higher	14	25	19	9	15	13	23



**Fall, AY2015**

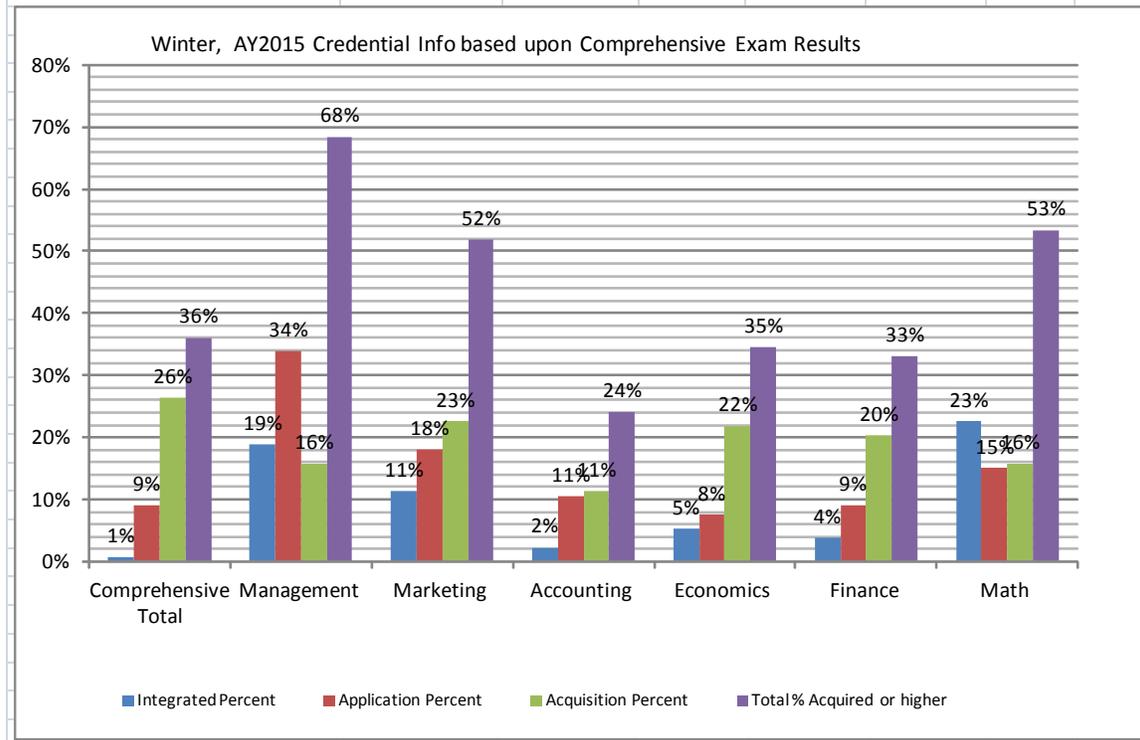
Fall, AY2015 Credential Info based upon Comprehensive Exam Results							
	Comprehensive Exam	Management	Marketing	Accounting	Economics	Finance	Math
Integrated 90% (58 to 65 correct)	0	6	3	3	1	2	15
Application 80% (52 to 57 correct)	6	39	14	14	6	4	20
Acquisition 70% (45 to 51 correct)	21	18	27	13	14	18	12
Integrated Percent	0%	7%	4%	4%	1%	2%	18%
Application Percent	7%	48%	17%	17%	7%	5%	24%
Acquisition Percent	26%	22%	33%	16%	17%	22%	15%
Total % Acquired or higher	33%	77%	54%	37%	26%	29%	57%

Fall, AY2015 Credential Info based upon Comprehensive Exam Results



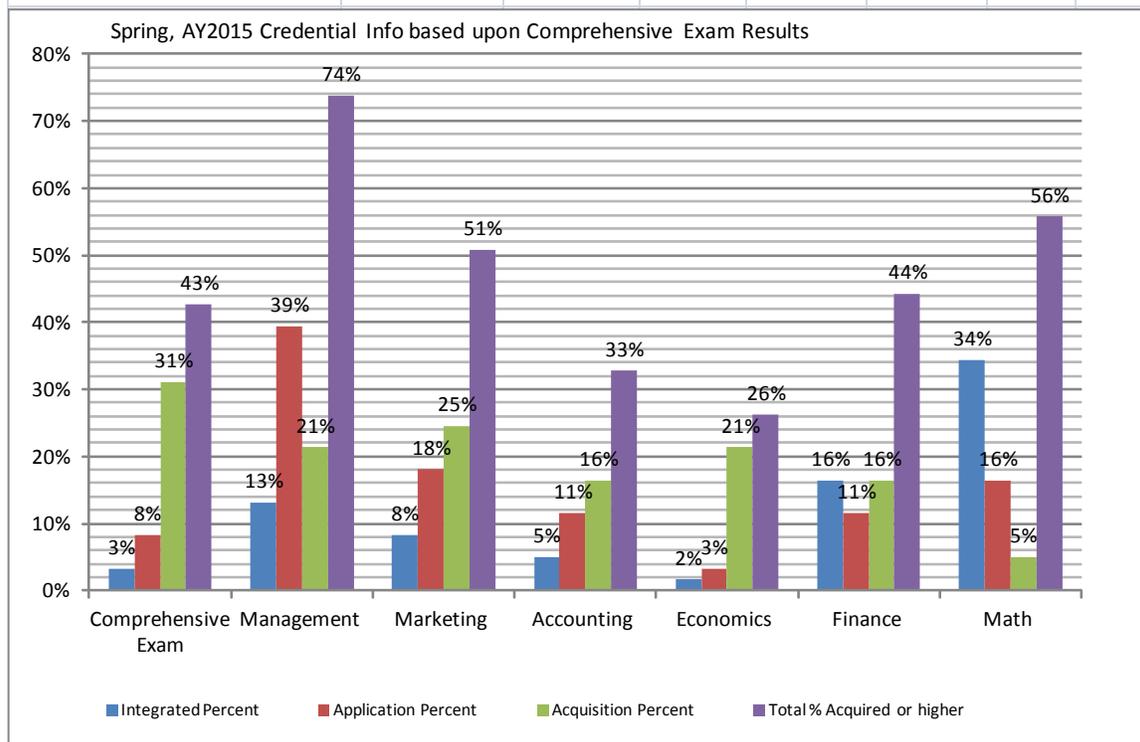
**Winter, AY2015**

Winter, AY2015 Credential Info based upon Comprehensive Exam Results							
	Comprehensive Total	Management	Marketing	Accounting	Economics	Finance	Math
Integrated 90% 58 to 65 correct	1	25	15	3	7	5	30
Application 80% 52 to 57 correct	12	45	24	14	10	12	20
Acquisition 70% 45 to 51 correct	35	21	30	15	29	27	21
Integrated Percent	1%	19%	11%	2%	5%	4%	23%
Application Percent	9%	34%	18%	11%	8%	9%	15%
Acquisition Percent	26%	16%	23%	11%	22%	20%	16%
Total % Acquired or higher	36%	68%	52%	24%	35%	33%	53%



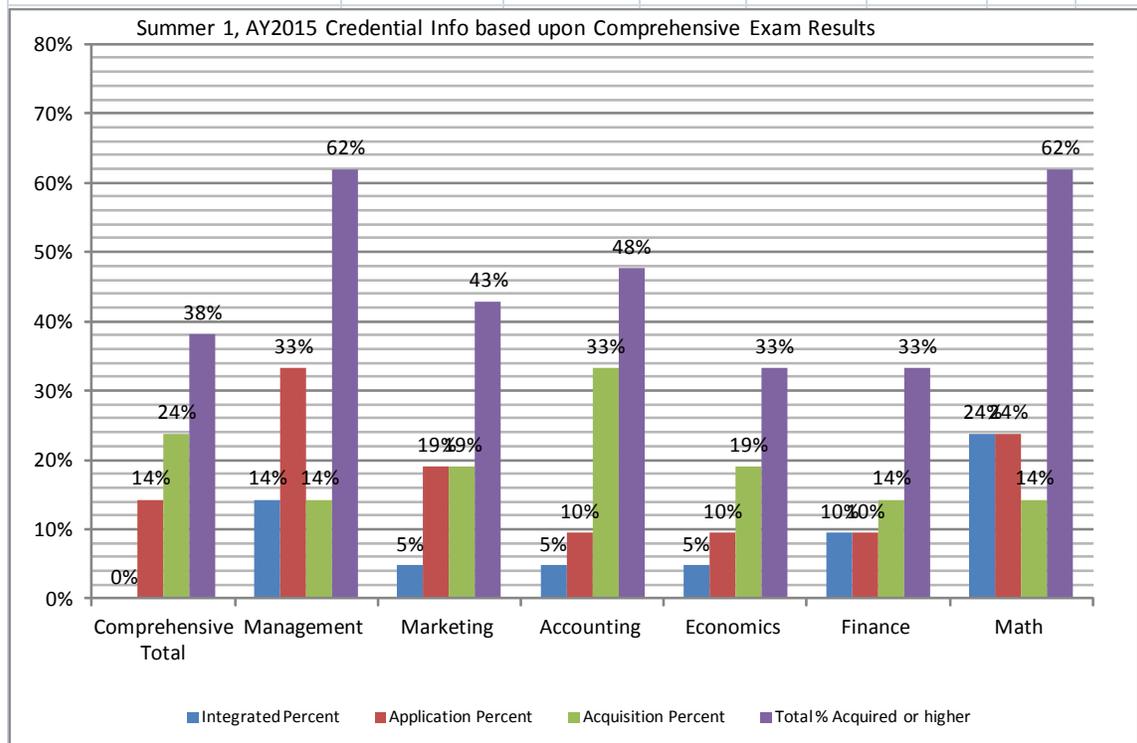
**Spring, AY2015**

Spring, AY2015 Credential Info based upon Comprehensive Exam Results							
	Comprehensive Exam	Management	Marketing	Accounting	Economics	Finance	Math
Integrated 90% 58 to 65 correct	2	8	5	3	1	10	21
Application 80% 52 to 57 correct	5	24	11	7	2	7	10
Acquisition 70% 45 to 51 correct	19	13	15	10	13	10	3
Integrated Percent	3%	13%	8%	5%	2%	16%	34%
Application Percent	8%	39%	18%	11%	3%	11%	16%
Acquisition Percent	31%	21%	25%	16%	21%	16%	5%
Total % Acquired or higher	43%	74%	51%	33%	26%	44%	56%



**Summer 1 AY2015**

Summer 1, AY2015 Credential Info based upon Comprehensive Exam Results							
	Comprehensive Total	Management	Marketing	Accounting	Economics	Finance	Math
Integrated 90% 58 to 65 correct	0	3	1	1	1	2	5
Application 80% 52 to 57 correct	3	7	4	2	2	2	5
Acquisition 70% 45 to 51 correct	5	3	4	7	4	3	3
Integrated Percent	0%	14%	5%	5%	5%	10%	24%
Application Percent	14%	33%	19%	10%	10%	10%	24%
Acquisition Percent	24%	14%	19%	33%	19%	14%	14%
Total % Acquired or higher	38%	62%	43%	48%	33%	33%	62%



## **V. Microsoft Certified Application Specialist, “MCAS” Assessment Report, 2014 – 2015**

### **Objective**

To provide our students with the essential technology skills which will set them apart in today’s competitive job market. Employers are looking for qualified and knowledgeable software specialists in the workplace. By becoming MOS certified in Excel and/or PowerPoint, our students will increase their credibility with their employers, co-workers, and clients.

At Robert Morris University, MOS certification exams are used as an assessment tool for our students in CIS 110 (Quantitative Problem Solving). Students who were enrolled in BUS 241 (PowerPoint) also have the opportunity to sit for the PowerPoint 2010 certification exam if they choose to do so.

During this past academic year, 21 students chose to take the Microsoft Office Specialist Certification Excel 2010 exam and 3 students took the PowerPoint 2010 exam.

### **Section One - Assessment Results**

All students enrolled at the University are required to take the Excel class. During the ten-week quarter, concepts are explained and reviewed. The students’ ability to perform real-world job functions is also assessed. Once a student has successfully completed the Excel class, he/she has the opportunity to sit for a MOS certification exam. The exam is designed to validate desktop computer skills using Microsoft Office Excel 2010.

#### **Exam Results:**

Forty-three percent of the total number of students who took the Excel certification exam passed. The average pass rate score was in the 800s.

Three students took the PowerPoint certification exam. Thirty-three percent of the students passed the exam. The average pass rate was in the 800s.

In order to pass the Excel or PowerPoint certification exam, the test candidate must achieve a score of 700 points out of a possible 1,000 points.

## Section Two – Interpretation of Exam Results

### Excel 2010

This certification exam covers the areas listed in the table below:

<b>Topics</b>	<b>Average Scores 2013 - 2014</b>	<b>Average Scores 2014 - 2015</b>
Managing the Worksheet Environment	42%	48%
Creating Cell Data	42%	51%
Formatting Cells and Worksheet Data	55%	57%
Managing Worksheets and Workbooks	61%	68%
Applying Formulas and Functions	54%	65%
Presenting Data Visually	69%	70%
Sharing Worksheet Data	71%	71%
Analyzing and Organizing Data	54%	61%

The table below depicts the breakdown of the scores for those students who took the exam:

<b>Range of Scores</b>	<b>Number</b>
1000	2
950, 925, 900	0
875, 850, 825	4
775, 750, 725, 700	3
639	2
578	3
487, 457	3
396	3
243	1
Total	21

The median test score in Excel for the 21 test candidates was 639.

Many of our students have never taken an Excel course so the intermediate to advanced concepts can be very challenging.

Once the test is completed, the proctors have asked the test candidates their opinion as to why they thought the test was difficult. Two specific answers are usually stated: timed conditions and the way the tasks are worded. This is the first timed test that most test candidates have taken in an application. The test is 50 minutes in length and once the time has expired, the test shuts down and the results appear. The wording on the test can be quite challenging IF the test candidate has not mastered the terminology and concepts presented throughout the quarter.

Applying Formulas and Functions is still a weak content area. This particular area involves mathematical formulas and functions. Students must be able to think logically to create formulas that will solve realistic business problems. Math computations continue to be a challenge for the majority of our students. Some of

our students come to the University with a strong foundation in math; however, a number of our students still struggle with basic computations.

In order to help our students improve their math skills, MyFoundations Lab (MFL) has been incorporated into the CIS 110 classes. In the Excel class, we focus on three topics: Whole Numbers, Fractions and Mixed Numbers, and Decimals. The students are assigned tasks which they must complete by a specific deadline. These modules contain tutorials as well as review exercises which will help our students to review basic math concepts before they enroll in math courses at the University.

**PowerPoint 2010**

Since more of our students are choosing to take PowerPoint as an elective and sit for the certification exam, the specific exam results are reported in this assessment report.

This certification exam covers the areas listed in the table below:

<b>Topics</b>	<b>Average Scores 2013 - 2014</b>	<b>Average Scores 2014 - 2015</b>
Managing the PowerPoint Environment	88%	73%
Creating a Slide Presentation	59%	33%
Working with Graphical and Multimedia Elements	70%	57%
Creating Charts and Tables	80%	60%
Applying Transitions and Animations	64%	67%
Collaborating on a Presentation	71%	33%
Preparing a Presentation for Delivery	52%	58%
Delivering a Presentation	47%	50%

The table below depicts the breakdown of the scores for those students who took the PowerPoint exam:

<b>Range of Scores</b>	<b>Number</b>
893	1
592	1
162	1
Total	3

The median test score in Excel for the 16 test candidates was 528.

### Section Three – Proposed Suggestions

The following list depicts our Committee's recommendations after discussing the outcomes for the past year:

1. There are numerous Quantitative Problem Solving sections offered institutionally throughout the academic year. The number of students who sit for the certification exam will only increase if instructors who are assigned to teach the CIS110 (Excel) or the BUS241 (PowerPoint) classes are certified.

The table below lists the faculty members who are currently certified:

<b>Instructor</b>	<b>Excel 2010</b>	<b>PowerPoint 2010</b>
Casini, Michelle	X	X
Conrad, Judy	X	
Fuller, Donna	X	X
Jepsen, Barb	X	
Kutzer, Diana	X	X
Smith, Donna	X	

The following table includes the breakdown of certification exams by instructors for the past academic year:

<b>Instructor</b>	<b>Excel Total</b>	<b>Passed</b>	<b>Failed</b>
Casini, Michelle	9	1	8
Kutzer, Diana	12	8	4
<b>Totals</b>	21	9	12
<b>Instructor</b>	<b>PowerPoint</b>	<b>Passed</b>	<b>Failed</b>
Fuller, Donna	3	1	2

In order for an increase in student certification to take place, more instructors need to be certified. In the classroom, instructors who are certified will feel more comfortable promoting the importance of taking a certification exam since they have been through the prep time as well as actually sitting for the certification exam. Of course, once an instructor prepares to take the certification exam, he/she is better prepared to present the various tasks or concepts to his/her own class.

One of the objectives stated on the syllabus for Excel is as follows:

- Prepare for the MOS (Microsoft Office Specialist) certification exam/final exam and demonstrate proficiency in Excel by achieving a score of 70% or higher.

This course objective is not being met each academic year. Students need to be taught by instructors who are certified.

2. Workshops must be conducted by instructors on each campus during the quarter to help students prepare for the certification exam. These workshops will cover the specific tasks that students must master before sitting for an exam. Workshops can be organized through the Learning Commons so that all students have an opportunity to prepare for the exams.
3. Instructors can produce podcasts for difficult Excel concepts. For student reinforcement, podcasts, screencasts, or modules need to be developed for intermediate or advanced Excel concepts.
4. Peer-to-peer faculty observations will help instructors to view methodology in presenting basic to advanced concepts.
5. By analyzing the results of the certification exams, topics need to be introduced earlier in the quarter. For example, once students understand the basics of Excel, the instructor can start incorporating chart concepts sooner than Week 7 or Week 8 of the quarter.
6. It is each instructor's responsibility to develop modules or projects utilizing concepts that are not covered in the textbook tutorials.
7. All students who take an application course should not be required to sit for a certification exam. Some students will learn the software; however, they are not strong enough to be placed under timed conditions and be successful. An instructor needs to assess each student to determine whether or not he/she is ready to sit for a standardized test. Sometimes individual students need to go to workshops before they take a certification exam.

Instructors who are certified would be able to give constructive opinions to their students because they are aware of how well the students are grasping the concepts presented in class on a weekly basis.

8 During the 2015 – 2016 academic year, SAM, an interactive online learning environment, will be integrated into the CIS 110 course. This software will help students master Microsoft Office and computer concepts essential to academic and career success. Students will be able to observe, practice, and train, then apply their skills live in the application.

## **Conclusion**

The Committee's primary concern continues to be increasing the number of students enrolled in CIS 110 or BUS 241 to take the certification exams. We need to make sure that the instructors at all campuses:

- are certified in Excel and/or Powerpoint
- encourage their students to prepare and sit for the certification exams

The Committee agrees that instructors must be certified in the current version of the application software. Application courses are taught at various campuses; therefore, the individuals who are responsible for MOS testing must submit results to the Office Technology Curriculum Chair on a quarterly basis.

The objectives for the next academic year (2015-2016) will be the following:

- Increase the number of certified instructors
- Increase the percentage of students sitting for certification exams on all campuses.
- Increase the pass rate for the certification exam on all campuses.

## INDIRECT ASSESSMENT MEASURES

### VI. Indirect Assessment: Placement, Faculty Statistics and Credentialing and Response to the Long Range Plan.

#### Placement

All students continue to have an internship at the Junior or Senior level. This past year 374 internships were filled in the SBA which is down 26% (473 in the previous academic year). This was due to a decrease in enrollment along with an increase in ICenter projects. As we continue to increase our experiential opportunities especially through the ICenter, internships will continue to be a source of growth and expansion for the SBA. Of all ICenter opportunities offered in 2014-15, SBA students were part of 75% of them.

Engaging students in discipline specific, career opportunities and professional experiences is a goal of Career Services. The following is a sample of related efforts and outcomes for the SBA in conjunction with both departments.

- Personal development and coaching in preparation for PwC interviews.
- Developed internship and business development content for IACBE report.
- Continued Junior Achievement Partnership through CMT courses.
- Secured prestigious internships with additional rigor at 300- level as part of objectives.

#### Faculty Statistics

The School of Business has 40 active adjuncts on the roster, teaching various disciplines. Overall these adjuncts bring a breadth of experience and knowledge to the classroom. Many of these adjuncts are dedicated and attend curriculum and other meetings on their own time in support of the college. Recruitment efforts continue to be ongoing with the team-orientated School of Business staff and hiring activity fluctuates based on academic term and ultimately enrollment. Hiring will be critical as the SBA had 6 faculty phase out this year.

#### Faculty Evaluation Scores

The School of Business has 36 full time faculty members and 40 part time faculty members (adjuncts). Over the 2014-15 academic year, full and part time faculty scored comparatively similar. School of Business full time faculty averaged 5.28 on their evaluations while adjunct faculty averaged 5.13 on their evaluations.

<b>Comparisons of Evaluation Scores for full time and part time faculty teaching business courses</b>		
	Full time faculty	Adjunct faculty
Average	5.28	5.13

## **Student Credentialing**

In 2014-15, 321 bachelor's degree seeking business students had earned universal, skills (program related) or demonstrated experience competencies. Of the 321 students, 41 were Accounting students, 13 were Law Office Administration students and 267 were Management students.

There are nine universal competencies and students can earn credentials at three levels (acquisition, application and integration). Of the 321 SBA students, 90% of all students earned the acquisition level in all nine universal competencies (93% last year). 89% of the students had earned application level in five of the nine universal competencies (90% last year). The four competencies that were not above 90% at the application level were Creative Thinking 85% (73% last year), Citizenship 67% (63% last year), Leadership 57% (38% last year) and Managing Information 88%. 75% of all SBA students earned integration level in five of the nine universal competencies (62% last year).

There are three skills (program related) competencies in each of the three SBA concentrations. In Accounting, the three competencies are Concepts and Standards, Technology and Ethical Issues. Of the 41 Accounting students, 95% of them earned application level in all three areas (93% last year). 5% of the students earned integration level (3% last year).

In Management, the three competencies are Business Principals, Technology and Ethical Issues. Of the 267 Management students, 91% of them earned application level in Business Principals (93% last year), 87% earned application level in Technology (82% last year) and 79% earned application level in Ethical Issues (59% last year). 32% of the students earned integration level in Business Principals (16% last year), while 3-8% earned the same level in both Technology and Ethical Issues (2% last year).

In Law Office Administration, the three competencies are Legal Concepts, Technology and Ethical Issues. Of the 13 students in this concentration, 92% have earned the integration level in all three areas (88% last year).

Areas of focus for the future will be Citizenship and Leadership within the universal competencies. Ethical Issues seemed to increase across the board as a result of implementing the ethics simulation in the business curriculum. This simulation has exposed students to more ethical scenarios throughout their stay at Robert Morris. In addition, increasing students earning integration level competencies will be a high priority in all areas.

## **Response to Long Range Plan**

- A strong partnership continues with PricewaterhouseCoopers (PwC). 12 students were selected to take part in their Honors Program, 22 students were selected as seasonal hires from February 1st to April 15th, 2015. Kevin McDonald and Suheily DeOleo received full-time job offers.
- The Junior Achievement partnership continues to be very stable. Over 700 RMU students have been involved with community service outreach through the JA in a Day Program and Ask the Collegian. As a result of CMT220, business classes and expanded development, RMU students have impacted over 7,500 CPS students and close to 400 classrooms in 2014-2015. Over 75 CPS high school classes have been brought to RMU for HS Visit Days impacting over 1,200 CPS students and exposing them to RMU. The JA Competition Day hosted at RMU on April 17th brought our 200 high school students and 100 industry professional to RMU.

- As a result of our strong outreach efforts with Junior Achievement, Robert Morris University was awarded a Bronze President's Volunteer Service Award for the 2013-14 program year. To achieve this honor, organizations provided more than 5,000 volunteer hours to Junior Achievement. The President's Volunteer Service Award is a U.S. presidential recognition program created by the President's Council on Service and Civic Participation for individuals and organizations who contribute a significant amount of time to volunteer service. Junior Achievement USA®, as an official certifying organization for this award, has the privilege of bestowing this degree of honor to organizations with a U.S. presence that provide volunteers to teach JA programs anywhere in the world.
- On November 20<sup>th</sup> Tom Bednarcik arranged for the IMA Chair-Elect, Benjamin Mulling to address a standing room audience of close to 200 students in the Chicago campus auditorium. Benjamin spoke on the topic of Leadership in Crisis using his own experience to motivate students.
- Tom Bednarcik also arranged to host the Mystery Fraud Dinner at the DuPage branch on February 17<sup>th</sup>. The CPA firm that led the teaching session was Hungerford/Vinton, LLP from Rochester, New York. The Fox Valley Chapter catered the food and the fraud training included solving a white collar crime. Over 60 people were in attendance with close to 20 students (8 from RMU).
- Lead by Tom Bednarcik, Robert Morris University – Illinois received the 1<sup>st</sup> Place award in the Aurora University's Accounting Society Annual Accounting Case Competition. The RMU students participating in the competition were: Ailis Clancy, Jillian McCurrie, Michael Raimondi, and Ronald Williams. The students prepared a written solution to the case and then participated in an oral defense of their solution before a panel of public accountants from the public accounting firm of Mueller. The case required students to solve ten accounting scenarios and then prepare the formal note disclosures that would appear in the Form 10K corporate annual report filed with the Securities and Exchange Commission. Also, students needed to place the note disclosures in the appropriate order that they would appear in the annual report. Schools that completed were Aurora University, Benedictine University, Dominican University, and University of St. Francis.
- Cindy Byrd's MKT305 project supporting experience – based learning. Modeled after an actual entrepreneurial experience, complete with "Sharks" who attended the final presentations, asked great questions, provided invaluable critique/mentoring, and ultimately decided whether or not to invest in the students' products. Out of nine teams, 1 did not earn any investment; most teams earned an investment from 3 or 4 of the "Sharks," who were actual business owners from the Peoria area. Additionally, the students had the opportunity to hear from and interact with Mr. Dave Alwan, owner of Echo Valley Meats, who has been on the Shark Tank TV show twice. (He's the only two-time participant to successfully get a deal with his second pitch).
- Morris Men under the advising of Ed Dixon completed the Annual Toy and Gift Drive in December 2014 and were able to 'share donations' with the Admissions Department. Over 200 toys and gifts were collected. The Group also sponsored a 2015 Black History Month program entitled, 'Black Lives Matter.' The event was well-attended and plans are in the works for a 2016 improved program.
- On February 11, 2015, Stephanie Bird (1000 pts. out of 1000) Raymond Bolton (1000 pts. out of 1000) achieved a perfect score on the Microsoft Office Specialist Excel 2010 certification exam.

We started teaching Excel 2010 in the year 2012. No student has ever achieved a perfect score on this exam until this year.

- 7 students passed the IRS VITA credentialing exam and for no credit or compensation prepared over 675 state and federal tax returns for students, staff and members of the local community. An outreach support of close to \$75,000.
- Lambda Epsilon Chi and Sigma Beta Delta, the two Honor Societies in the School of Business saw the highest gpas earned from the over 250 eligible members with 3.70 or higher.
- Barb Jepsen, Tom Bednarcik and Margaret Berezewski attended the Illinois Accounting Teachers Conference in December. At the conference the three participated by explaining how to incorporate screencasts into a blended accounting curriculum.
- In May, Margaret Berezewski was Master of Ceremonies at a two-day ACFE fraud educational event at McCormick Place. She is also on the ACFE Chicago Chapter board.
- 24 business faculty have taken on a total of close to 55 ICenter Projects during 2014-15.

# Appendices

**Appendix 1: BBA Program Summary, 2014-2015**

<b>Strengths</b>	<b>Observed Concerns</b>	<b>Faculty Response</b>	<b>Planned Changes</b>
All of the outcomes exceeded the benchmark goal.		The data represents the first iteration of the new rubric. The faculty will use this rubric as the beginning point for future analysis.	
The overall average scores at all the branch campuses were above the 3.0 BBA goal	The overall average score for the Chicago campus was below the average for the branches.	The small sample size may explain the difference.	Future performance will be monitored to identify any potential emerging trends.

**Appendix 2: BBA Accounting Summary, 2014-2015**

<b>Strengths</b>	<b>Observed Concerns</b>	<b>Faculty Response</b>	<b>Planned Changes</b>
<p>Overall, students were successful in properly identifying both the correct and incorrect applications of GAAP and GAAS. Students were also able to make recommendations to correct incorrect applications of accounting and auditing standards.</p>		<p>The accounting department is in agreement that the Intermediate Accounting courses (ACC280, 281, 380) are contributing to the success of the ACC460 assessments. These classes are continuing to help develop accounting knowledge for students which have a positive effect on the quality of assessments in ACC460.</p>	<p>No recommendations for substantial changes to the assessment tool or process for ACC460 with the exception of possibly adding a simulation to the assessment process. The simulation currently being considered comes from the creators of the Ethics Game (also used in our MGT courses) and would cover the newly revised AICPA Code of Ethics.</p>

**Appendix 3: AAS Accounting Summary, 2014-2015**

<b>Strengths</b>	<b>Observed Concerns</b>	<b>Faculty Response</b>	<b>Planned Changes</b>
<p>Overall students were successful identifying the correct way to record journal entries, adjusting journal entries, as well as identifying the individual sections of financial statements and calculating financial ratios. Students were also able to consistently make recommendations regarding their calculations and interpretations and also prepare a professionally formatted and written business memo</p>			<p>For Academic Year 2015 – 2016 the committee is considering moving the assessment from the ACC112 course to a higher level accounting course. (ACC280, 281, or 380) An assessment at the higher level will allow for a better measurement of our accounting majors.</p>

**Appendix 4: AAS Paralegal Chicago Summary, 2014-2015**

<b>Outcomes</b>	<b>Strengths</b>	<b>Concerns</b>	<b>Recommendations</b>
Research proficiency	94% of the memoranda reached the goal of 4.0 or above.		Continue research assignments in all PAR classes. Continue to require the identification and analysis of four authorities, for a grade, before commencement of writing the memo.
Legal terminology		72% of the memoranda reached the goal of 4.0 or above, 12% lower than last year.	Continue to emphasize the necessity of appropriate use of legal vocabulary in all paralegal assignments.
Knowledge of substantive and procedural rules		68% of the memoranda reached the goal of 4.0 or above, 16% lower than last year.	In all paralegal classes continue to emphasize the importance of retaining skills learned in other paralegal classes throughout the program. Assignments in other paralegal classes should incorporate identification and application of appropriate rules to fact situations to reach a logical conclusion. Adjust classroom assignments in PAR. 299 to require the identification and application of appropriate rules to fact situations for a grade, before commencement of

Outcomes	Strengths	Concerns	Recommendations
Professional analysis/ethical judgment		69% of the memoranda reached the goal of 4.0 or above, 5% lower than last year.	writing the memo. In all PAR classes, projects should incorporate analysis and fact-application assignments. Adjust classroom assignments in PAR. 299 to require the incorporation of analysis and fact-application for a grade, before commencement of writing the memo.
Legal Writing Skills	Average scores and outcome scores are higher than last year.	69% of the memoranda reached the goal of 4.0 or above. This is 11% higher than last year's scores but still below the 75% benchmark.	Continue to require legal research and writing assignments in all PAR classes, including case studies and case briefing exercises. Identify students with poor writing skills early in the program and encourage their use of the Writing Center. Encourage students with poor writing skills to have the draft of their memoranda read in the Writing Center or by another instructor before it is read by the PAR 299 instructor.
Use of legal office technology	Average scores and outcome scores are lower than last year.	78% of the memoranda reached the goal of 4.0 or above.	Continue to require professional quality work product in all courses. At least part of a student's grade on written work should reflect proper use of grammar and spell check proper formatting for legal documents.

**Appendix 5: AAS Paralegal Springfield Summary, 2014-2015**

<b>Outcomes</b>	<b>Strengths</b>	<b>Concerns</b>	<b>Recommendations</b>
Research proficiency	Average scores were higher than last year's. Outcome score was significantly higher than last year's and achieved the 75% goal.		Continue research assignments in all PAR classes. Adjust classroom assignments to require the identification and analysis of required authorities, for a grade, before commencement of writing the memo. Meet with students to review the memo for the three weeks prior to submission.
Legal terminology	Average scores were higher than last year's. Outcome score was 21% higher than last year's.	Outcome score did not achieve the 75% goal.	Emphasize the necessity of appropriate use of legal vocabulary in all paralegal assignments. Use of appropriate legal terminology applicable to each student's Memorandum should be assessed (as part of the graded assignments identifying and analyzing each case) before the student begins to write the memo and then again at each weekly meeting before submission.
Legal knowledge	Average scores were higher than last year's. Outcome score was 8% higher than last year's.	Outcome score did not achieve the 75% goal.	In all paralegal classes, continue to emphasize the importance of legal analysis and incorporate analysis assignments into

Outcomes	Strengths	Concerns	Recommendations
			other paralegal classes throughout the program. The instructor should discuss with individual students, at each weekly session, their understanding of the law applicable to their case.
Professional analysis/ethical judgment	Average scores were higher than last year's.	Outcome score was 6% lower than last year's and did not achieve the 75% goal.	Require intensive legal research and writing assignments in all PAR classes, with an emphasis on distinguishing cases.
Legal writing skills.	Average scores were higher than last year's. Outcome score was 33% higher than last year's.	Outcome score did not achieve the 75% goal.	Require intensive legal research and writing assignments in all PAR classes, including case studies, case briefing and citation exercises. Identify students with poor writing skills and encourage or require their use of the Writing Center, including for proofreading. Proper citation and shepardizing of each case should be assessed, as part of the graded assignments identifying and analyzing each case, before the student begins to write the Memoranda and then again at each weekly meeting before submission.
Use of legal office technology	Average scores were higher than last year's and outcome scores		Continue to require professional quality work product in all courses. At least

<b>Outcomes</b>	<b>Strengths</b>	<b>Concerns</b>	<b>Recommendations</b>
	achieved the 75% goal.		part of a student's grade on written work should reflect proper use of grammar and spell check as well as proper formatting for legal documents.

# **Appendix 6: Additional Assessments**

### ASSESSMENT CRITERIA

Students' competencies in each of the listed dimensions were assessed. Raters used a Likert scale from 1 to 5 to score each paper.

Category
Detailing the Case
Identification of the Issues
Identification of the Options
Evaluation of the Options (against the issues)
Formulation of the Ethical Decision

### ASSESSMENT METHODOLOGY

Committee members were randomly assigned a set of papers for review. The Chair, Mr. Greg Berzewski, distributed the papers electronically via LiveText. Each committee member logged on to LiveText to access and review his/her assigned papers. After reviewing the papers, each committee member used the scoring rubric on LiveText to report his/her scores. Samples of student work were evaluated on a scale of 1 to 5. The ratings represent the following criteria:

- 1 = Element is not present, or if present, is not addressed in an acceptable manner.
- 2 = Element is present but not sufficiently addressed.
- 3 = Element is present and adequately addressed.
- 4 = Element is present and addressed in a good manner.
- 5 = Element is present and addressed in an excellent manner.

The faculty received the basic data for each dimension at the April 25, 2015 assessment meeting. The faculty reviewed the 2014-2015 results and discussed the terms and expectations of each assessed dimension. However, year-to-year comparison was not possible because a new rubric was implemented for the 2014-2015 academic year.

## ASSESSMENT RESULTS

Table: Likert Scores for the assessed dimensions. Scale 1-5

Category	Benchmark	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Actual	2014-15 Actual	Diff., 2014-15 to 2013-14
Detailing the case	80% with 3 or greater on a scale of 1 to 5	76.73%	76.72%	64.16%	75.56%	75.68%	75.36%	89.60%	14.24%
Identification of the Issues	80% with 3 or greater on a scale of 1 to 5	71.29%	76.29%	68.21%	76.67%	78.38%	75.36%	67.70%	-7.66%
Identification of the Options	75% with 3 or greater on a scale of 1 to 5	64.36%	65.37%	68.97%	71.91%	70.27%	65.22%	74.60%	9.38%
Evaluating the Ethical Argument	50% with 3 or greater on a scale of 1 to 5	60.40%	55.60%	59.77%	67.78%	61.11%	63.77%	62.10%	-1.67%
Formulation of the Ethical Decision	60% with 3 or greater on a scale of 1 to 5	62.38%	61.21%	55.75%	69.32%	74.29%	69.57%	59.70%	-9.87%

## BBA Ethics Assessment Summary, 2014-2015

<b>Category</b>	<b>Strengths</b>	<b>Concerns</b>	<b>Recommendations</b>
Detailing the Case (DC)	Students did a good job detailing the scenarios in the case and scored above the 80% benchmark.		
Identification of the Issues (II)		Students scored well below the 80% benchmark for 2014-15.	Performance on this dimension will be closely monitored during the 2015-16 assessment cycle.
Identification of the Options (IO)		The average was below the 75% benchmark.	Instructors should continue to offer students opportunities to analyze problems from multiple perspectives and discuss the impact of proposed options/solutions on different stakeholders.
Evaluating the Options (EO)	The average was above the 50% benchmark for 2014-15.		Continue class exercises that emphasize critical analysis of multiple options.
Formulation of the Ethical Decision (FED)		Students scored well below the 60% benchmark.	

## Appendix 6b: BBA Finance & Economics Assessment, 2014-2015

### Credentialing of Student Outcomes – 2014-15 Results for FIN300 (principles of finance), and SSC303 & SSC304 (principles of macro- and micro-economics)

In the 2006-2007 academic year, the economics and finance curriculum committees implemented a common portion of the final test for FIN300 (principles of finance). Subsequently, the committees implemented a common portion of the final test in ECN306, previously SSC304 (microeconomic principles) in the summer 1 quarter of the 2008-09 academic year, and in ECN307, previously SSC303 (macroeconomic principles), in the fall quarter of the 2009-10 academic year. For all three principles courses, the common portion of the final test - consisting of 15 multiple choice questions covering key principles in the respective courses - is now a part of the final exam administered in all sections of each course for each quarter.

One objective of the common tests in the three principles courses is to ensure consistent mastery of course objectives/outcomes across all campuses and delivery models.

A second objective of the tests relates to the School of Business's credentialing process: to measure student competencies with respect to the objectives of understanding and applying basic principles of economics and finance. Accordingly, each student's results on the common test will be used to measure the student's proficiency with respect to acquisition (AQSN) and application (APPN) of basic financial or economic principles. The criteria will be as follows:

	<b>Poor</b>	<b>Level One: Acquisition (AQSN)</b>	<b>Level Two: Application (APPN)</b>
<b>Answers correct</b> (out of 15 questions)	0-5	6-10	11-15
<b>Percent correct</b>	0-33.3	40-66.7	73.3-100

The 2014-2015 credential results for FIN300 in the table below are based on data from two quarters: Fall2014, and Winter2014.

<b>FIN 300 Credential Results: 2014-2015</b>			
	<b>Poor</b>	<b>Level One: Acquisition (AQSN)</b>	<b>Level Two: Application (APPN)</b>
<b>Number of students out of 194</b>	9	112	73
<b>Percent of students</b>	4.6	57.7	37.7

Outcomes for **principles of finance (FIN300)** for the 2014-2015 academic year are:

- Of a total of 194 students, approximately 95.4 percent (185 out of 194) of students met at least the basic AQSN criterion. Equivalently, 4.6 percent of students (9 out of 194) were classified as Poor, meaning they failed to meet the AQSN skill level). This outcome is up slightly from the last two years, when approximately 94% of students in each year met at least the basic AQSN criterion.
- Additionally the percent of students achieving the higher APPN skill level rose from 29.5 percent in 2013-2014 to 37.7 percent in 2014-15. It is worth observing that the percent of students attaining the APPN skill level was as high as 57 percent as recently as the 2011-12 academic year. (It should also be noted that the common test for Fin300 has been slightly revised since 2011 – 2012.)

- It should also be noted the average student score across all sections over the two quarters (not shown in the table) is approximately 64.0 percent, an increase of 3 percent for the 2014-15 academic year.

The following results, based on separate quarterly analyses not shown in the tables above, are also worth highlighting:

- 95.1 percent or more of students in each quarter meet at least the basic AQSN criterion (meaning that no more than 4.9 percent in any quarter fall below the AQSN level);
- The proportion of students also meeting the higher APPN skill level, ranges from 36.5 to 38 percent for the two quarters;
- The average student score across all sections ranges from 64 to 65 percent for the two quarters.

The 2014-2015 results of the common test for microeconomic principles (ECN306) are:

<b>ECN306 Credential Results: 2014-2015</b>			
	<b>Poor</b>	<b>Level One: Acquisition (AQSN)</b>	<b>Level Two: Application (APPN)</b>
<b>Number of students out of 286</b>	16	144	126
<b>Percent of students</b>	5.6	50.4	44

Outcomes for **microeconomic principles (ECN306)** for the 2014-15 academic year are:

- Of a total of 286 students, 94.4 percent (270 out of 286) of students met at least the basic AQSN criterion. These results reflect a 2 percentage point improvement over the 2013-2014 academic years. Equivalently, only about 5.6 percent of students (24 out of 318) were classified as poor, meaning they failed to meet the AQSN skill level.
- Additionally, 50.4 percent of all students also met the higher APPN skill level, an improvement from the 2013-2014 result of 47.2 percent.
- It should also be noted the average student score across all sections over the two quarters (not shown in the table) is approximately 66.7 percent, slightly higher than the 2013 - 2014 academic year, and toward the high end of the AQSN proficiency range.

The following results, based on separate quarterly analyses not shown in the tables above, are also worth highlighting:

- 90.4 percent or more of students in each quarter meet at least the basic AQSN criterion (meaning that no more than 9.6 percent in any quarter fall below the AQSN level).
- The proportion of students also meeting the higher APPN skill level, ranges from approximately 44.0 to 44.1 percent for the two quarters;
- The average student score across all sections ranges from 66 to 68 percent for the two quarters.

The 2014-15 credentialing results for **macroeconomic principles (ECN307)** are:

<b>ECN307 Credential Results: 2014-2015</b>			
	<b>Poor</b>	<b>Level One: Acquisition (AQSN)</b>	<b>Level Two: Application (APPN)</b>
<b>Number of students out of 155</b>	23	80	52
<b>Percent of students</b>	14.8	51.6	33.6

Outcomes for **macroeconomic principles (ECN307)** for 2014-2015 are:

- Of a total of 155 students, approximately 85.2 percent (132 out of 155) of students met at least the basic AQSN criterion, an improvement over last year's result of 82.2 percent. It should be noted that this exam was significantly revised for the start of the 2014 – 2015 academic year. Equivalently, 14.8 percent of students (23 out of 155) were classified as Poor (meaning they failed to meet the AQSN skill level).
- Additionally, 33.6 percent of all students also met the higher APPN skill level. While still low, this represents a solid improvement from the 2013 – 2014 result of 20 percent.
- It should also be noted the average student score across all sections over the two quarters (not shown in the table) is 60 percent, substantially higher than the 53.3 percent from the 2013-2014 academic year, and even higher than the 54.2 percent from the 2012 – 2013 academic year.

The following results, based on separate quarterly analyses not shown in the tables above, are also worth highlighting:

- The proportion of students meeting at least the basic AQSN criterion ranges from 80.3 percent to 88.8 percent for the two quarters.
- The proportion of students also meeting the higher APPN skill level, ranges from approximately 15.2 (winter) percent to 47.2 (fall) percent for the two quarters. Again, the fall represents only one section of macroeconomics.
- The average student score across all sections ranges from 56 to 65 percent.

As noted above, the economics faculty revised the macro common exam questions after the 2013-14 academic year, replacing three questions and revising three others. So while the overall performance is improved on the macro test in 2014-15 over the prior year, the results are not directly comparable given the substantial revisions noted.

**Table 1: Program Objective Mapping Charts – AAS and BBA**

	<b>Portfolio Program</b>	<b>Testing Program</b>	<b>Technological Mastery Program</b>
<b>AAS/Global Objectives</b>			
Develop students' ability to generate business solutions.	ACC 112, ACC 211, MGT 282, MGT 285, PAR 299,		
Develop students' ability to communicate in a business environment using appropriate technology, both individually and in a group setting.	ACC 112, ACC 211, MGT 285, PAR 299,		MCAS Examinations
<b>AAS/Accounting</b>			
Equip students with the ability to prepare professional financial statements for business decision-making.	ACC 112, ACC 211		
Equip students with the ability to use technology in the computation and communication of accounting information to produce accurate and relevant data.	ACC 112, ACC 211		
<b>AAS/Business Administration Objectives</b>			
Develop students' abilities to analyze functional areas.	MGT 285		
Equip students to evaluate business opportunities that could lead to the development of a business plan.	MGT 285		
<b>AAS/Paralegal</b>			
Provide students with ethical standards providing them with a framework for competent and professional decision-making.	PAR 299		
Equip students with knowledge of substantive law and procedural rules essential to functioning as a paralegal.	PAR 299		
Develop students' skills in the use of a variety of traditional and non-traditional research tools.	PAR 299		
<b>BBA/Global Objectives</b>			
Equip students with a strong foundation to evaluate and integrate business theories and skills.	ACC 460, FIN 410, MGT 450	Post-Test, Administered in MGT 450	
Prepare students to research, frame, and defend business solutions within a managerial context, both on an individual basis and in a group setting.	ACC 460, FIN 410, MGT 282, MGT 450		
<b>BBA/Management Objectives</b>			
Develop students' ability to analyze an organization from a strategic perspective.	MGT 450	Post-Test, Administered in MGT 450	
<b>BBA/Accounting Objectives</b>			
Prepare students to analyze implications of special topics in business by linking data, knowledge, and other insights for decision-making purposes.	MGT 282, MGT 450, ACC 460	Post-Test, Administered in MGT 450	
Equip students with a strong foundation to analyze business situations and view them from different perspectives.	MGT 450, ACC 460	Post-Test, Administered in MGT 450	
	<b>Portfolio Program</b>	<b>Testing Program</b>	<b>Technological Mastery Program</b>
Prepare students to analyze a firm's master budget, calculate the variances, and determine the causes of the variances.	MGT 450, ACC 460		