

**Student Outcomes and Organizational Effectiveness
Business Administration and Accounting AAS Degree Programs**

Northwestern College's associate degree programs in business administration and accounting are accredited by the Accreditation Council for Business Schools and Programs (ACBSP) located at 11520 West 119th Street, Overland Park, Kansas 66213. The ACBSP may be contacted by phone at 913-339-9356. The website address is www.acbsp.org.

The accreditation process provides institutions an opportunity to examine business programs and services on a continuous basis in order to foster excellence in teaching and student learning outcomes. This is accomplished in several ways, one of which is the completion of a biennial report most recently completed by Northwestern College in September 2016. Information on assessment of student outcomes and results for organizational effectiveness are a component of the biennial report and made available in this document in compliance with ACBSP requirements.

If you have any questions, please contact the program director Sheila Roe-Boston at sroe-boston@nc.edu.

Student Learning Results

A student learning outcome is one that measures a specific competency attainment. Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination.

Student Learning Performance Measure No. 1	Measurement	Results	Analysis of Results	Action Taken or Improvement Made
Program: AAS in Accounting <i>"Students will analyze and assess ethical issues within the accounting profession."</i> Goals: 2012, 2013, and 2014: at least 80% of students achieve a 76% or higher score on an assigned case study in ethics. 2015: the goal was raised to 80% of students achieving an 80% or higher score on the assigned case study.	Students complete a case study (CP1-1 in textbook) in the Accounting I course regarding ethics and professional conduct regarding a company seeking a business loan of \$175,000 from a bank. This is a direct, integral, formative assessment.	2012: Goal was not met. 2013: Goal was exceeded. 2014: Goal was exceeded. 2015: The goal was raised in 2015; it was not met.	After excellent results in 2013 and 2014, the goal was raised regarding the score students were expected to achieve. The score was increased from 76% to a score of 80%. While the increase in expectations was a stretch, the faculty are confident that students will be able to achieve the goal.	More case study discussions and assignments on ethical issues will be assigned to students in the Accounting I course with the goal of reaching a score of 80% accuracy.



Student Learning Performance Measure No. 2	Measurement	Results	Analysis of Results	Action Taken or Improvement Made
Program: AAS in Accounting <i>"Students will analyze and assess ethical issues within the accounting profession."</i> Goals: 2012, 2013, and 2014: at least 80% of students would achieve a 76% or higher score on an assigned case study in ethics. 2015: raised to 80% of students achieving an 80% or higher score on the assigned case study.	In the ACCT120 Accounting II course, students complete a case study (CP 4-1 in textbook) regarding ethics and professional conduct. This is a direct, integral, formative assessment.	2012: Goal was exceeded 2013: Goal was exceeded 2014: Goal was exceeded 2015: Because of the excellent performance, the goal was raised to the expectation that 80% of the students would earn a score of 80% or better on the case study. The new, higher goal was exceeded.	Students in the second accounting course have demonstrated the ability to analyze and understand ethical standards and behavior in business situations at a high level of performance. Students appear to benefit from the reinforcement and application of case studies that begins in Accounting I and continues into Accounting II and III.	The assessment will continue another year with the higher goal. Depending upon results, this outcome may be retired from the next assessment cycle.



Student Learning Performance Measure No. 3	Measurement	Results	Analysis of Results	Action Taken or Improvement Made
<p>Program: AAS in Accounting</p> <p><i>"Students will analyze and assess ethical issues within the accounting profession."</i></p> <p><u>Goals:</u> 2012, 2013, and 2014: at least 80% of students would achieve a 76% or higher score on an assigned case study in ethics.</p> <p>2015: the goal was raised to 80% of students achieving an 80% or higher score on the assigned case study.</p>	<p>In the Accounting III course, students will complete a case study (CP 11-1 in textbook) regarding ethics and professional conduct regarding a business loan application. This is a direct, integral, formative assessment.</p>	<p>2012: The goal was exceeded</p> <p>2013: The goal was exceeded</p> <p>2014: The goal was exceeded</p> <p>2015: The goal was increased and the new goal was exceeded</p>	<p>Students in the third accounting course have demonstrated the ability to analyze and understand ethical standards and behavior in business situations.</p>	<p>Continue to track. No changes needed at this time.</p>



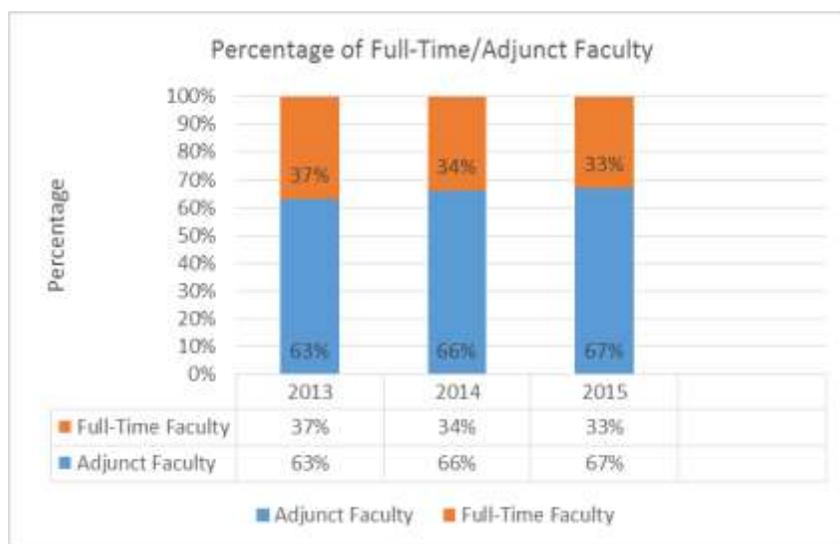
Student Learning Performance Measure No. 4	Measurement	Results	Analysis of Results	Action Taken or Improvement Made
Program: AAS in Business Administration <i>"Students will analyze and assess business-related ethical issues."</i> Goal: at least 80% of students will achieve a C grade or higher on the case study	In BUSN120 Management, students will complete a case study related to how greenwashing impacts the public's trust	2012: Goal was exceeded 2013: Goal was exceeded 2014: Goal was not met 2015: goal was exceeded	Some success has been achieved with instructors emphasizing topics on ethics.	Continue to track. Instructors will continue to place greater emphasis on topics related to ethics and ethical standards in business.



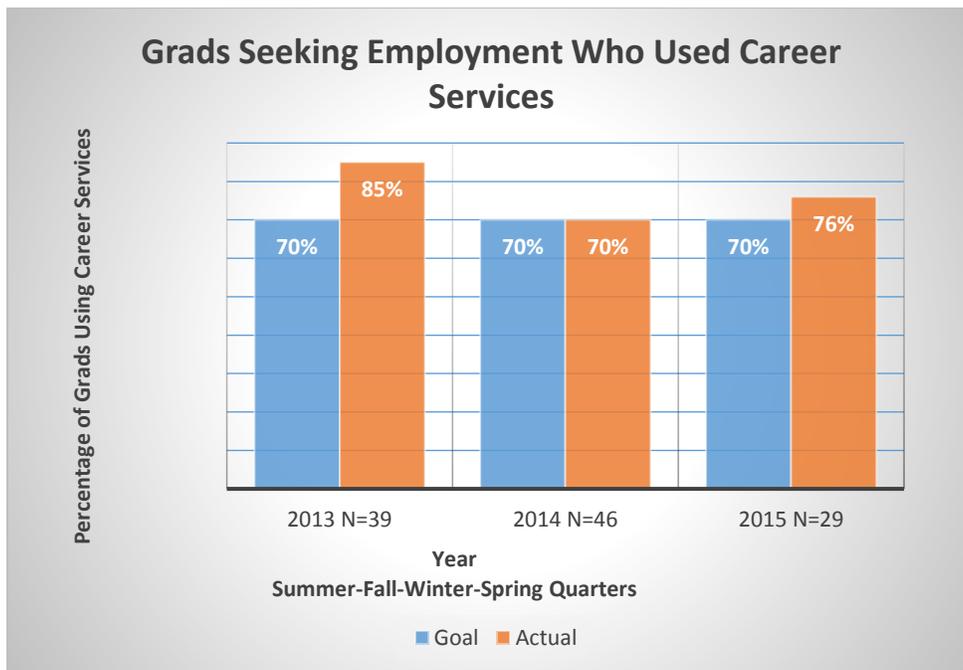
Organizational Effectiveness Results

Examples of organizational effectiveness goals include enrollment patterns, student academic success, graduation rates, retention rates, job placement rates, etc. The goals must have a systematic reporting mechanism that charts results. Following are four organizational effectiveness performance measures for the business administration and accounting programs at Northwestern College.

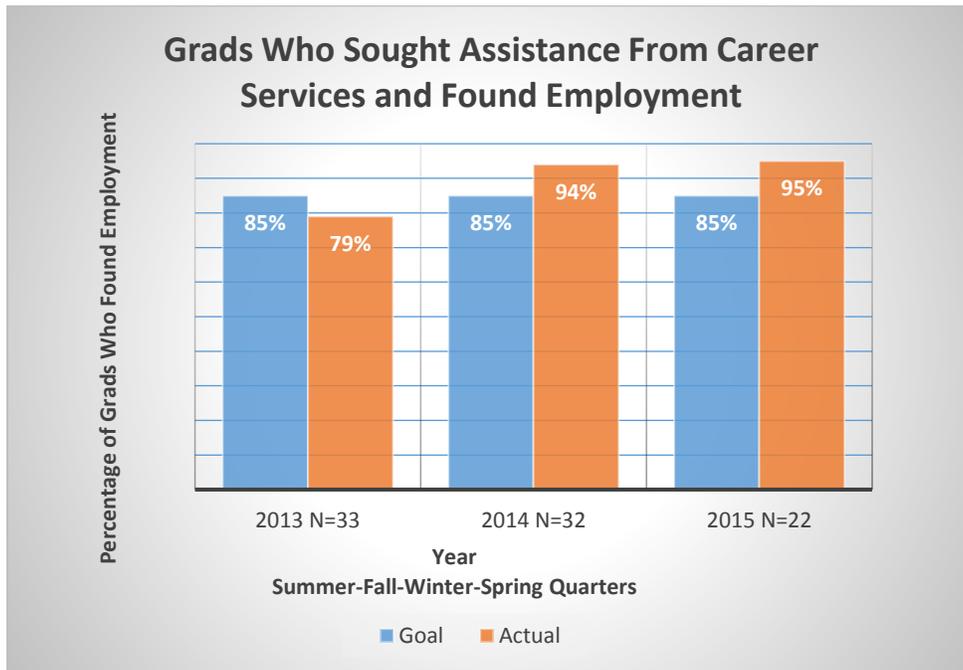
Organizational Effectiveness Performance Measure No. 1	Measurement	Results	Analysis of Results	Action Taken or Improvement Made
The School of Commerce will maintain a ratio of 30% full-time faculty and 70% adjunct faculty in its business administration and accounting programs. Having significant representation of full-time faculty is essential for curriculum development, assessment, and program reviews.	Our measurement is the percentage of FT faculty to percentage of adjunct faculty calculated annually in fall quarter.	<p>Of the total faculty teaching in the School of Commerce:</p> <p>2013: 37% were full-time and 63% were adjunct.</p> <p>2014: 34% were full-time and 66% were adjunct.</p> <p>2015: 33% were full-time and 67% were adjunct.</p>	The goal has been met for the past three years. The School of Commerce has been successful in maintaining a 30/70 ratio of full-time to adjunct faculty.	No action required. Continue to monitor.



Organizational Effectiveness Performance Measure No. 2	Measurement	Results	Analysis of Results	Action Taken or Improvement Made
<p>At least 70% of the students who graduate and are looking for employment seek the services of our Career Development and Alumni Relations Office.</p>	<p>Our measurement is the percentage of graduating students who sought assistance from career services. This percentage excludes those students who are continuing their education. Calculations are done annually based on four quarters of summer, fall, winter and spring.</p>	<p>2013: 85% of graduating students sought assistance from career services.</p> <p>2014: 70% of graduating students sought assistance from career services</p> <p>2015: 76% of graduating students sought assistance from career services.</p>	<p>The goal was met for the last three years although the percentage of students seeking assistance decreased in 2014 and 2015. The faculty and program director in the School of Commerce along with the Career Development and Alumni Relations office have been successful in encouraging students to use the career services provided to graduates by the college but this will continue to be monitored to determine long-term trends.</p>	<p>This goal will continue to be monitored.</p>



Organizational Effectiveness Performance Measure No. 3	Measurement	Results	Analysis of Results	Action Taken or Improvement Made
At least 85% of the students who work with career services upon graduation will find employment.	Our measurement is the percentage of students who found employment while using career services	Of the students who graduated and sought assistance from Career Services: 2013: 79% found employment 2014: 94% of students found employment 2015: 95% of students found employment.	The goal was not achieved in 2013. The School of Commerce made a concerted effort to encourage students to use career services and the goal was exceeded in 2014 and 2015. The School of Commerce faculty along with Career Development and Alumni Relations Department have successfully prepared and assisted students in finding employment upon graduation.	No action required. Continue to monitor.



Organizational Effectiveness Performance Measure No. 4	Measurement	Results	Analysis of Results	Action Taken or Improvement Made
At least 80% of students who are assisted by career services will find employment specifically in their field or a related field.	The percentage of business administration and accounting graduates who used career services found employment in their field or related field while using career services.	Of the business administration and accounting graduates who used career services and found employment: 2013: 65% found employment in their field or related field 2014: 87% found employment in their field or related field 2015: 81% of students found employment in field or related field,	The School of Commerce has been successful in preparing students for employment, and the Career Development and Alumni Relations Department has been successful in assisting students in finding employment in their field or related upon graduation.	No action required. Continue to monitor.

