

EMMAUS BIBLE COLLEGE
Academic Program Review (APR)

Department: Business Administration

Chair: Dr. Kim S. Parcher

Faculty Members: Dr. Kim S. Parcher, (adjuncts: Tom Kook, Phillip Boom, Hala Hilel, Michael Stoudt, Paul Jensen, Phil Jensen, Luke Schaeffer)

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Program alignment with college mission, vision, strategic plan:

Emmaus's mission as a biblical higher education community is to glorify God by educating and equipping learners to impact the world for Christ through faithful and effective service in their ministries, professions, and communities.

The Business Administration program's mission is to prepare students to be highly competent business professionals with a biblical worldview, equipped to work effectively in commercial or ministry settings.

The Business Administration program's mission supports the college's mission by helping business students develop Biblically based, ministry and business focused principles upon which to build their future careers. The business curriculum is designed specifically to equip students with the body of knowledge and skills and abilities that will help them be effective servants and leaders in their future organizations and communities.

Program distinctives or recognitions of quality:

The business program integrates biblical principles into its curriculum, develops critical thinking abilities in its students and equips business students with foundational business knowledge necessary to lead successful careers in industry or ministry.

Specific examples of each include:

1. Biblical principles

- A. BUS 201 (Business Ethics) devotes 3 full class periods to learning how to read the Bible with depth and understanding and 4 learning activities focused on building Godly character traits in students.
- B. BUS 425 (Principles of Management and Leadership) spends 2 full class periods teaching students how to study the Bible better and has a final project requiring students to compare biblical and secular leadership styles.
- C. BUS 340 (Human Resource Management - HRM) includes two full class sessions that teach students how to reflect on Bible depth while they read and study the Bible.

2. Critical Thinking

- A. BUS 240 (Introduction to Management Information Systems) requires students to complete projects in Excel and Access that incorporate organizational, sequential and formula based skills.

- B. BUS 102 (Global Business) assigns students to submit text book summarizations under the instructor's tutelage in a corrective, back and forth manner.
 - C. BUS 380 (Project Management) requires students to learn organizational skills and display them by creating a project in Microsoft Project.
3. Equips business students with foundational business knowledge:

Some of the following courses that cover required, foundational knowledge in business include: Financial and Managerial Accounting, Macro and Microeconomics, Global Marketing, Principles of Finance, Principles of Management and Leadership, Principles of Organizational Behavior, Business Law and Business Policy and Strategy. Standard textbooks are used from parallel secular curriculums.

4. Recognitions of Quality:

All business seniors are required to take the Common Professional Component exam (CPC - <https://micro.peregrineacademics.com/services/purchase/cpc>), a nationally administered comprehensive business knowledge exam which focuses on measuring students' ability to recall standard business content from their courses. Students' results (outbound) are compared on a national scale.

Program alignment with Institutional Educational Goals:

The business program has 5 institutional level learning goals and 5 program level student learning outcomes:

Learning Goals (LG's):

1. Develop a thorough understanding of fundamental business principles.
2. Acquire the skills and dispositions needed to enable sound business practices.
3. Develop awareness of current issues and trends affecting functional areas of business and how to effectively operate in a global and changing environment.
4. Develop a philosophy of business that incorporates a Biblical worldview.
5. Evidence the ability to operate as business professionals in a variety of settings – commercial, non-profit, ministry and cross-cultural.

B. Program Level Student Learning Outcomes (PLSO's)

1. Demonstrate foundational knowledge in functional areas of business.
2. Demonstrate an ability to work effectively in a team situation.
3. Demonstrate communication skills in a professional context.
4. Demonstrate use of critical thinking skills in a business and organizational context.
5. Demonstrate an ability to integrate biblical concepts with business knowledge and practice.

Courses are required to integrate course outcomes (CO's) with PLSO's and LG's. The

way that this is accomplished is with a matrix aligning individual course activities with LG's, PSLO's, CO's and then the assessment tools used to measure results. One example from Business Ethics is:

Learning Activity	Learning Goals & Outcomes	Assessment
Student completion of assigned text chapter readings and in-class discussions (all lectures and learning activity 1)	Demonstrate ability to think through and resolve practical situations in business ethics (LG 1; PSLO 1; CO 1, 2).	Instructor observation of discussions as needed throughout classes
Student completion of writing assignments utilizing good grammar, knowledge of the text & interaction with the text from an objective viewpoint (learning activity 3, papers 1- 3)	Demonstrate effective written and communication skills in a professional context (LGs 2, 3; PSLO 3; CO 3)	Instructor review and grade assignment to written assignments and learning activities
Student group discussions/debates covering text or related material from differing participant viewpoints (learning activity 2, lecture 3)	Demonstrate effective use of critical thinking skills objectively from differing points of view (LGs 3, 4; PSLO 2,3,4, 5; CO 1,2)	Instructor review and student evaluation of student participation
Student written demonstration of understanding of differing world viewpoints related to a case study in the assigned textbooks Secular and Christian (paper 3)	Demonstrate a clear understanding of the differences between secular and Christian Worldviews. (LGs 4, 5; PSLOs 3, 4, 5; COs 1, 2)	Instructor evaluation and grade assignment of paper
Student ability to integrate biblical principles into their understanding of business ethics (In-class exercise on reading the Bible, learning activities 1 & 4)	Demonstrate an ability to integrate the Bible into the topics presented (LG 4, PSLO 5, CO 1, 3)	Instructor observation of class discussion on in-class exercise, evaluation and grade assignment for learning activities
Student learning how to self-assess (completion of WV rubric at the start and end of class)	Show how to self-assess their own growth (LG2, 5, PSLO 4, CO 2, 4)	Instructor oversight of student self-evaluation and review
Student ability to memorize key topic facts and reason out correct answers base on topic knowledge gained from assigned textbooks and instructor lectures (tests)	Successfully complete three tests reviewing textbook reading assignments, instructor lectures and class discussions. (LGs 1-3; PSLOs 1, 3, 5; COs 1-3)	Instructor evaluation of essay portions of tests and objective review of student test answers to questions (true/false, multiple choice, fill in the blank)

Program alignment with “Emmaus Experience”:

(Please include one or more paragraphs highlighting biblical integration, meaningful relationships, and spiritual growth.)

The Business program at Emmaus emphasizes and enhances students’ experience at

Emmaus.

1. Biblical Integration is infused in different ways across the curriculum. For some classes, it may be simply opening in prayer and sharing prayer requests and thoughts from personal devotions. But for other classes, the Bible is definitively integrated into course schedules at varying depths dependent on student progress in the degree.
 - A. BUS 201 (Business Ethics) devotes 3 full class periods to learning how to read the Bible with depth and understanding and 4 learning activities focused on building Godly character traits (integrity, honesty, fairness and compassion) in students.
 - B. BUS 425 (Principles of Management and Leadership) spends 2 full class periods teaching students how to study the Bible better and has a final project requiring students to compare biblical and secular leadership styles in the life of OT King Saul.
 - C. BUS 340 (Human Resource Management - HRM) includes two full class sessions that teach students how to reflect on Bible depth (doing more than word studies) while they read and study the Bible.
2. Meaningful relationships with students by faculty are encouraged. Attending sports events and special activities days, eating with students and having students in our homes all support relationships with students that are more than superficial. The chair of the business department does all of the above and often mentors students in leadership traits as well. One adjunct has invited students to an afternoon away at his place of residence in Elderidge, Iowa. Another has taken students on a field trip.
3. Spiritual growth of students' is enhanced by Learning Activities that push students to act on the knowledge of the Bible in conjunction with class subject knowledge.
 - A. Students in BUS 201 – Business Ethics – has 4 learning activities designed to drive students to understand and act per the character trait that they are studying from the textbook and with 2 of them, specifically from the Bible as well. When studying integrity, part of the exercise involves looking at the Bible's definition of integrity and designing an activity that requires them to display integrity and write a reflection paper as an outcome. For compassion, students are to respond to a blog and find 3 verses that give them direction on how to respond in the process.
 - B. Students in BUS 425 – Management and Leadership must study the leadership mistakes that King Saul (OT) made and reflect on how they would do better.
 - C. Students in BUS 110 – Global Business – have an assignment that requires them to study the middle chapters in the book of Proverbs and find verses that shed light on the various subject matters in classes that they will take in their program at Emmaus.

Department mission statement:

To prepare students to be highly competent business professionals with a biblical worldview,

equipped to work effectively in commercial or ministry settings.

Program achievement of department mission:

(Please include a brief description of the degree to which or ways in which the department has achieved its stated mission.)

The Business Administration department measures achievement of its mission in three ways.

First, all Business Administration seniors are required to take the CPC exam during the spring of their final year. It is a nationally ranked exam examining student capture of core program content across a broad mix of Business subjects such as accounting, economics and leadership. This past spring, after removing 3 outliers (students who completed the exam in such a short amount of time (approximately 6+ mins), that their results would not be reflective of program content capture), Emmaus Business Administration seniors surpassed the target score showing competent knowledge capture of core program content. This demonstrates that our program meets the preparation of business professionals, component of its mission.

Second, all Business Administration students are required to complete an internship in industry or ministry in or near their senior year. Their reviews and reflection papers help Emmaus's administration capture feedback on business competencies and skills. Common comments in their reviews and reflection papers are the adequacy of our courses for their preparation for a professional career and the professional image that our students display to the working community. Most students earn an A or A+ in this class and consider it a very positive experience. One comment noted that the student "greatly improved in (his) ability to utilize Excel." Another student commented that his "internship was very useful and helpful for (his) education..." A typical review comment by a supervisor would reflect the help that the student provided, such as "I cannot imagine what my work life would have been like without her help..." (Ministry) and another "xxx is exactly the type of person I would hire. He is mature, responsible, thoughtful and very much in tune with life as it happens around him" (Commercial). Negative comments are either unknown or extremely rare. These results show students who are becoming "highly competent business professionalsequipped to work effectively in commercial or ministry settings."

Thirdly, each spring the Business department has all Business department students complete a Bible Integration survey. It is designed to measure students' grasp of the practical application of the Bible during their time at Emmaus. The questionnaire contains 18 questions centered on four different aspects of impact that the Bible has made on them during the course of our program: Service, Character, Behavior and Knowledge. It is not centered on how much a student "knows" (cognitive learning) about the Bible, but how much it has changed or developed their character (skills). Results are tabulated and reviewed each year. With 6 representing "agree" and 7, "strongly agree," students scored between 5.6 and 6.2, with standard deviations between .96 and 1.19. These results show (average = 5.95) that students are being impacted by their Bible content and it is helping them form a Biblically based view of themselves and their actions towards others showing completion of the Biblical Worldview portion of the Business department's mission.

Program Learning Outcomes: (this is the Academic Catalog descriptive, WEAVE calls this “Student Learning Goals.”

1. Develop a thorough understanding of fundamental business principals. (Knowledge-head)
2. Acquire the skills and dispositions needed to enable sound business practices. (Skills-hands)
3. Develop awareness of current business issues and trends and how to effectively operate in a global and changing environment. (Skills-hands)
4. Develop a philosophy of business that incorporates a biblical worldview. (Disposition-heart)
5. Evidence the ability to operate as business professionals in a variety of settings - commercial, nonprofit, ministry, and cross-cultural. (Knowledge, Skills, and Disposition)

Summary of Learning Outcomes Assessment findings over the past five years:

(Information taken from Weave. List each outcome and related assessment tools/targets and then note whether targets were met, partially met, or not met for each cycle.)

Outcome Number	Assessment Tool	Target	2013-14	2014-15	2015-16	2016-17	2017-18
1.	Marketing Plan – Teamwork	80% = B or above	Not Reported	Partially Met	Met	Not Reported	Met
1.	Marketing Plan – Communication	80% = B or above	Not Reported	Met	Met	Not Reported	Partially Met
3.	Internship – Teamwork	Cooperation	Did not exist	Met	Met	Met	Partially Met
3.	Internship – Communication	Clear, concise	Did not exist	Met	Met	Met	Partially Met
4.	Senior Exit Interview – Communication	Comment of 4 of 8 qs	Did not exist	Met	Met	Not Reported	Met
4.	Senior Exit Interview – Critical Thinking	Score 3 or higher	Met	Met	Met	Not Reported	Met
5.	CPC Exam – Foundational Knowledge	Score 40-59	Met	Met	Met	Not Reported	Met
6.	Business Plan – Foundational knowledge	Reflect Knowledge	Did not exist	Did not exist	Did not exist	Met	Met
6.	Business Plan – Teamwork	Reflect Knowledge	Did not exist	Did not exist	Did not exist	Met	Partially Met
6.	Business Plan – Communication	Reflect Knowledge	Did not exist	Did not exist	Did not exist	Met	Met
6.	Business Plan – Critical Thinking	Reflect Knowledge	Did not exist	Did not exist	Did not exist	Met	Met

Changes to Learning Outcomes, Assessment Plans, or Curriculum over the last five years:

(Based on the findings above, describe changes that were made to curriculum and instruction or to the LOA plan over the past five years.)

Changes to the Business Administration program over the last 5 years have centered

on three types of change:

1. Curriculum/Class Structure

- A. BUS 1xx (Introduction to Business) and BUS 3xx (Marketing) have both widened to add a “global” element to their individual subject matters and titles.
- B. BUS 4xx (Business Policy and Strategy) has been redesigned around generation of a complete Business Plan rather than completion of a national business strategy game.
- C. BUS 2xx (Management Information Systems) has been moved from a 1 (freshmen) to a 2 (sophomore) course level for content development and enhancement.
- D. ECN 2xx (Macroeconomics) has been moved from a 1 (freshmen) to a 2 (sophomore) course level for content enhancement.
- E. BUS 4xx (Principles of Management and Leadership) has been moved from a 3 (junior) to a 4 (senior) course level for content development and enhancement.
- F. BUS 3xx (Organizational Behavior) has been moved to a 300 level course to allow Principles of Management and Leadership to serve as a content climax to critical thinking and Biblical integration exercises throughout their degree and to separate the semesters that each class is offered. There is content overlap between each class that makes offering both together in the same semester difficult for students.

2. Learning Outcomes and Assessments

- A. Learning Outcomes charts have been added to a number of Business classes. Each chart aligns program level Learning Outcomes with individual course outcomes and assessments at the individual course level.
- B. Some target metrics for class outcomes have been better defined by establishing percentile completion at a minimum grade.
- C. Documents guiding course outcomes have been clarified (Internship/Business Policy and Strategy – to require comments on teamwork)

3. Individual Course Instruction enhancements

Syllabi and courses have been updated to reflect the need for enhanced instruction in the area of business strategies, PPT presentations and subject

knowledge (Principles of Finance, Global Marketing) and expand application of experiential learning opportunities in courses (adding learning projects such as in Business Ethics.

Benchmarking:

(Please include one or more paragraphs that demonstrate a curricular review that makes comparison to programs at other institutions OR demonstrate achievement of external credentialing by an appropriate accrediting body.)

The following benchmarking study compared only the academic programs of study (Business) at differing institutions. As Emmaus is a Bible College, a Bible college was chosen within the same general theological viewpoint (Lancaster Bible College). A Bible College which developed into a Christian University provided an additional comparison (Grace Christian University) as did a secular university with which the chairman of this department is quite familiar (Indiana Institute of Technology). The only institution with a similarly sized, on-campus student body is Grace University.

The following are summary charts:

	Bible Classes the same as Emmaus:	Bus. Classes the same as Emmaus:	Gen Ed classes the same as Emmaus:
Grace Christian University	11	14	11
Lancaster Bible College	12	12	9 (+5 2/3 electives)
Indiana Institute of Tech.	0	15	9 (+ 3 electives)

	Total Credits offered in Bible:	Total Credits offered in Business:	Total Credits offered in Gen Eds:
Emmaus Bible College	45	45	36
Grace Christian University	30	50	34
Lancaster Bible College	42	40	41
Indiana Institute of Tech.	0	78	43

	Total Credits Required:
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Emmaus Bible College	126
Grace Christian University	114
Lancaster Bible College	123
Indiana Institute of Tech.	121

Conclusions:

1. Emmaus’s Business degree essentially matches Indiana Tech’s Business degree in core classes. This is helpful should Emmaus ever consider IACBE accreditation as Indiana Tech holds IACBE accreditation. Additional classes in Indiana Tech’s business program are often offered as electives at Emmaus.
2. The number of credits in the electives required at Indiana Tech (27 – business, 9 – Humanities) plus the 5 additional credits in Emmaus’s degree largely is taken up by the Bible Major (45 credits) at Emmaus.
3. Grace Christian University Business program’s classes is the second closest match to Emmaus’s classes in number and subject.
4. Emmaus’s Bible major most closely matches Lancaster Bible College’s Bible portion of their Business Major.
5. A key strength for Emmaus’s Bible degree is a strong emphasis on Systematic Theology and Hermeneutics and Missions which either is missing or less developed at the other two institutions. This reinforces our Mission as a school to educate and equip “learners to impact the world for Christ” by providing a solid Biblical framework to weave into our Business discipline. Emmaus graduates have gone on to successful careers in business even before the Business program was introduced and developed at Emmaus (example: Rob Sullivan, Bible graduate who went on to a successful career in the Financial Services industry).

Conclusion:

Emmaus provides a competent Bible and Business major program that is comparable, if not superior to a parallel Bible college and University. Additionally, Emmaus’s Business program matches a secular university’s program curriculum in core components which positions it favorably to consider IACBE accreditation if so desired in the future.

Program Retention and Completion:

(Please choose one or both of these methods for tracking enrollment and completion rates within your program.)

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Total Program Enrollment	15	23	35	30	32
	2014	2015	2016	2017	2018
Graduates (Include May, September and December Conferrals)	9	3	1	8	2

Currently, the system set up to capture program completion or graduation or retention-completion rate by students (program enrollment compared to program graduates) does not reflect upon student commitment to the program. It is not uncommon for students to change majors at some point during their freshman and/or sophomore years, sometimes even more than once. A better metric would capture students entering their junior year compared to students completing their senior year. Students do not devote the majority of their semester studies to business specific classes until their junior year.

Graduate Placement Data:

(Departments may determine how best to report this data, including details on career and ministry placement and/or graduate school placement. Information should be provided by alumni survey.)

	2013-14	2014-15	2015-16	2016-17	2017-18
Graduates	9	3	1	8	2
Placement	9	3	1	8	1*

* Data not available for 1 student

Faculty Demographics

	2013-14	2014-15	2015-16	2016-17	2017-18
Full	1	1	2	1	1
Adjunct	5	7	8	6	5
Faculty FTE	Fa = 2 Sp = 2.25	Fa = 1.5 Sp = 1.75	Fa = 2.5 Sp = 2.75	Fa = 2 Sp = 1.5	Fa = 1.5 Sp = 2.5

Student/faculty Ratio:

	2013-14	2014-15	2015-16	2016-17	2017-18
Student FTE/ Faculty FTE	15 Fa = 2 Sp = 2.25	23 Fa = 1.5 Sp = 1.75	35 Fa = 2.5 Sp = 2.75	30 Fa = 2 Sp = 1.5	32 Fa = 1.5 Sp = 2.5
Student FTE/ Faculty FTE	Fa = 7.5/1 Sp = 6.67/1	Fa = 15.33/1 Sp = 13.14/1	Fa = 14/1 Sp = 12.72/1	Fa = 15/1 Sp = 20/1	Fa = 21.3/1 Sp = 12.8/1

Department Marginal Revenue Analysis (see Appendix One):

(Business office provides data using CFO Colleague model)

Student Satisfaction with Program:

(Departments may determine how best to report this data, which may include alumni and employer survey data, SSI data, and/or information collected from program exit interviews.)

Student Satisfaction with the Business Program is collated from Instructor Reviews and Reflection Papers from Internships with an internal review of SSI data focused on Business Department responses. Note, Business internships are a combination of secular and Christian organization opportunities.

1. Student internship reflection papers

Business students complete an internship in area of business attractive to them near or in their senior year at Emmaus. This provides students completing our program an opportunity to offer feedback when they are best able to provide impact to our program. Students are quite eager to complete an internship, hence the feedback that they provide is helpful and does not appear to be unduly biased against their comprehension of the connection between classroom instruction and the practical application of their degree. Both venues directly ask students for feedback concerning the connection between their classroom instruction and their experience in the internship.

Total students providing input during their instructor reviews was 13 and through reflection papers, 13. Data for students who completed an internship before this writer (Dr. Parcher) is not available. Total comments through either means of feedback were 22 positive, 8 negative and 4 neutral. Of the negative comments, two notes stand out: a need for preparation on how to work with difficult personalities and a need to add experiential learning to class foci. One concern was expressed with the online format chosen for a class (it made a difficult subject even more difficult) and one student wanted Emmaus to develop and place students in internship positions in the area. The neutral comments centered on program limitations such as their wish to see additional classes offered on a subject matter of their particular interest (like banking or the insurance industry) or the overlap between some subjects.

[Interestingly: 1) at least one other student expressed appreciation for the help they received on working with difficult coworkers in industry in a class, so the information is available; 2) the online format comment was directed towards Principles of Finance, which has been changed to an on-campus class structure; 3) a number of other students expressed appreciation for the exposure to hands-on work in class and finally, 4) all students except the one above who wanted it organized for him prefer to find their own internships and do not want to have an internship arranged for them.]

Some of the positive comments regarding their internship experience include: “All of these classes came to life for me,” “Emmaus classes equipped me to speak to people with confidence and knowledge,” and “The skills I learned there have flowed into my job seamlessly and have made me better at my job.”

Clearly students are quite satisfied with their program and appreciated the preparation that their classes have provided for future careers in the workforce at large while still recognizing and identifying future areas for review.

2. Noel Levitz survey (SSI Data)

The SSI questionnaire broadly looks at student satisfaction on college campuses. It measures 63 divergent areas of student interest, including everything from resource access to campus safety and academic advisement. Level of importance is measured for each question as is a satisfaction rating. The results are tabulated for a school as a whole and individual departments within the school. A brief statistical analysis is provided including means and standard deviations.

The Business Administration department scored statistically equivalent to the rest of the school body on all of the 63 measures. Sometimes the Business Administration department scored slightly higher satisfaction ratings (#38-students receive ongoing feedback about progress towards their academic goals, #39-student disciplinary procedures are fair, and #40-faculty are usually available to students outside of class) while other times they scored slightly lower (#34-there are adequate services to help me decide upon a career, or #18-parking lots are well lighted). All scores fell well within the stated standard deviations for any one particular measure (no discrepancies were with significance) showing statistical equivalency.

There were two measures, however, that showed higher levels of variability in the data sets compared to the school body, even though both scores statistically fell within each other's standard deviation. The first was #10-“My academic advisor helps me set goals to work toward” (4.5 satisfaction compared to 5.73) and #21 “My academic advisor is knowledgeable about requirements in my major” (4.9 compared to 6.15).

It should be noted that in both measures that were lower, the standard deviation for the business department score was higher than that of the student body measure (1.73 / 1.38 and 1.95 / 1.29) showing higher variability in the data. This may indicate a group of students were more unsatisfied and weighted the results in the direction represented by the

above figures rather than all of the students reacting in this manner. These wider variances (standard deviations) may also indicate that students were not in as much agreement compared to the student body itself. Or it could indicate that business students did not develop a close relationship with their advisor. Interestingly, students who took this exam (2017) represented a department that was under transition in terms of faculty in previous years. One faculty (who did no advising) left abruptly in the middle of a semester towards the beginning of the junior/seniors entrance into the program and two more faculty were added in between then and this test. These same business students also felt that faculty are fair and unbiased in their treatment of individual students and were available at a higher measure than compared to the whole student body.

There were five satisfaction scores for the Business Administration degree that fell below 5.00: #10-my academic advisor helps me set goals to work toward(s), #12-the amount of student parking space on campus is adequate, #21-my academic advisor is knowledgeable about requirements in my major, #28-security staff respond quickly to calls for assistance, and #62-information of the campus Web site (w)as (a) factor in (the) decision to enroll. Except as noted directly above, the business department scores fell reasonably close to those for the student body.

The summary also lists two important measures, overall satisfaction with their experience here and if they had to do it over, would they enroll here. On both measures, the business administration program, though statistically equivalent, measured higher satisfaction scores than the student body as a whole with no “not satisfied,” “not very satisfied,” “somewhat dissatisfied” or “neutral” scores. All scores were “somewhat satisfied,” “satisfied” or “very satisfied” with “satisfied receiving the highest number of ratings (42%).

The SSI measure therefore shows a Business Administration degree student base that is appreciative of their school and values their time at Emmaus to an equivalent statistical level as the student body at large though the advisement portion of their experience here needs to be strengthened.

Recommendations:

(Note recommendations for change and/or improvement resulting from program review)

1. There is a need to hire and retain an additional professor.
2. The assessment measures need to be reviewed for completeness in terms of PLSOs and in at least one case, rewritten for clarification.
3. Additional measures need to be developed for hands-on approaches to learning in more classes.
4. Advising needs to be reviewed for better assisting students with career information (perhaps even list potential occupations in business upon graduation).
5. A better method needs to be developed to capture the program entrance and completion (graduation) rate. It should be internally measured rather than just reflect enrollment data dumps.

Appendix One: Department Marginal Revenue

**Analysis Appendix Two: WEAVE Detailed
Assessment Report (DAR)**

Appendix Three (Support documentation for xx)

A. CPC Exam: **5: Common Professional Component (CPC) Exam** (O:1) *(Final)*

The CPC-based COMP Exam is designed to assess retained knowledge: what the students know as a direct result of their academic experience. The exam is based on the CPC requirements as defined by the Accreditation Council for Business Schools and Programs (ACBSP) and the International Assembly for Collegiate Business Education (IACBE).

The CPC's sections include:

Marketing
Business Finance
Accounting
Management
Legal Environment of Business
Economics
Business Ethics
Global Dimensions of Business
Information Management Systems
Quantitative Techniques/Statistics
Business Leadership
Business Integration and Strategic Management

Test banks focus on foundational knowledge areas with distinct material based upon the academic degree level: Undergraduate, Masters, and Doctoral. [Preview Formatting]

Source of Evidence:	Comprehensives - Comprehensive/end-of-program subject matter exam
Connected Document:	• CPC-Based COMP Exams
Established in Cycle:	2012-2013
Active Through:	Keep Active
Entry Status:	Final
Last Updated By:	Phil Boom on 12/19/2013
Established By:	Jenna Mathew on 10/29/2013

Edit Measure

Targets and Findings:

1: Foundation Knowledge

▼ **Target (Final)** [Preview Formatting] 

Average Common Professional Component (CPC) Score: 40-59

Established in Cycle: 2012-2013

Active Through: Keep Active

Last Updated by Tom Harrington on
6/2/2015

Established by Tom Harrington on
6/1/2015

Edit Target

Findings:

2017-2018 ▼ Assessment Summary / Findings (Draft / In Progress)

Target: *Met*

Average raw score = 44.90 = including three outliers with extremely short times-to-completion. This is the average of all the raw scores for all students for all categories. Only 4 subjects were below 40 average: Business Finance (38.57), Information Management Systems (37.86), Management - Operations/Production Management (34.52) and Quantitative Research and Statistics (34.29). The higher range average subject scores were: Management (52.14), Management: Human Resource Management (68.45) and Management: Organizational Behavior (55.36). Note: The average score after removing the 3 outliers with extremely short times to completion = 49.10 with no subject scoring below 40. (Please see explanation directly below). This is in alignment with scores from 2012-2015. The 2015-2016 score (58.67) presents as an unexplained anomaly. The highest raw individual scores with outliers were 4 – 100s in Human Resource Management. The lowest scores were one 0 in Microeconomics and one 0 in Macroeconomics. The student with the zero in macroeconomics also had scores of 10 in 2 other subjects and 20s in 3 other subjects and was an outlier who completed the exam in 7 min 37 sec. The five core class average scores were: Business Ethics (41.43), Principles of Management and Leadership (42.14-“Business Leadership” and 52.14-“Management”), Organizational Behavior (52.36), Business Policy and Strategy (40-“Business Integration and Strategic Management”) and Business Internship (none). It should be noted that statistics is a generic course applicable to both Business and Counseling departments, production Operations is an elective at Emmaus that few students have taken, and finally, lower scores tend to be in subjects earlier in the educational system (such as Business Ethics and Management Information Systems). A noted problem is students with short times to completion for the exam. The two lowest overall scores (25 and 27.5) were completed in unreasonably short time spans (25 score in 6 mins 35 secs and 27.5 score in 7 mins 37 secs). A third student completed the exam in 12 mins 12 sec with a final score of 37.5. The next shortest time was 24 mins 7 sec corresponding to a 47.5 final score. The first three students directly above with unreasonably short times to completion present as outliers. It is reasonable to exclude them. Excluding these three students, the overall average score rises to 49.10. Now there are no subjects with average scores below 40 and the core class subject averages rise as well (Business Ethics (42.73), Principles of Management and Leadership (43.64-“Business Leadership” and 61.36-“Management”), Organizational Behavior (56.36),

Business Policy and Strategy (42.73-“Business Integration and Strategic Management”) and Business Internship (none). [Preview Formatting]
Established by Kim Parcher on 5/31/2018

B. Focus Group Questionnaire:

Notes for 2017-2018:

3. Communication: Comment on 4 of 8 comment questions.

Target Met: Average number of comments: 6.8 out of 8 (82 of 96 comments total = 85%)

Common comments include needing more variety in teaching=more full time teacher(s) – special speakers, some classes had content overlap, more up to date textbooks, classes not challenging at all, classes not real world, classes very real world, would like to work with businesses directly. Less Bible and more business. More hands on classes like project management-communications-bus policy, need to foster pride in the business program

NOTE: For program review: No apparent connection between Findings and Action Plan (2014-2015)

4. Critical Thinking: students self-report a median score of 3.0 or higher on critical thinking question (#1).

2017-2018 Target Met: Self-reported median score = 3.0.

NOTE: For program review: No definition (or easily found definition?) of “critical thinking.” Students could self-define. Some comment(s) seemed to view critical thinking as challenging assignments, another as case studies, ok as an educational exercise but not real world, lack of variety in professors, comprehension (good!) - One good student that said she learned what critical thinking is in the very first class: global business and it involved learning how to glean information out of the textbook – how to comprehend material.

C. Noel-Levitz Survey

Item	Emmaus Bible College - SSI			Business Administration		
	Importance	Satisfaction	SD / Gap	Importance	Satisfaction	SD / Gap
1. The campus staff are caring and helpful.	6.36	5.98	/ 1.26 0.38	6.33	5.90	/ 1.09 0.43
2. Registration processes and procedures are convenient.	5.85	5.80	/ 1.15 0.05	5.95	6.10	/ 1.09 -0.15
3. The campus is safe and secure for all students.	6.01	5.58	/ 1.49 0.43	6.00	5.48	/ 1.57 0.52

Item	Emmaus Bible College - SSI			Business Administration		
	Importance	Satisfaction	/ SD Gap	Importance	Satisfaction	/ SD Gap
4. The content of the courses within my major is valuable.	6.68	6.08	/ 1.17 0.60	6.57	5.48	/ 1.25 1.09
5. Administrators are available to hear students' concerns.	6.25	5.48	/ 1.42 0.77	6.38	5.29	/ 1.55 1.09
6. Billing policies are reasonable.	6.05	5.62	/ 1.37 0.43	6.48	5.90	/ 1.37 0.58
7. Admissions staff provide personalized attention prior to enrollment.	5.79	5.89	/ 1.30 -0.10	5.90	6.10	/ 0.89 -0.20
8. Financial aid awards are announced in time to be helpful in college planning.	6.29	5.61	/ 1.46 0.68	6.38	5.86	/ 1.24 0.52
9. Library resources and services are adequate.	5.76	5.95	/ 1.19 -0.19	5.86	6.05	/ 0.97 -0.19
10. My academic advisor helps me set goals to work toward.	5.92	5.73	/ 1.38 0.19	5.52	4.50	/ 1.73 1.02
11. Financial aid counseling is available if I need it.	5.72	5.52	/ 1.36 0.20	6.05	5.67	/ 1.06 0.38
12. The amount of student parking space on campus is adequate.	5.87	4.11	/ 1.92 1.76	5.60	4.05	/ 2.01 1.55
13. Living conditions in the residence halls are comfortable.	6.28	5.14	/ 1.50 1.14	6.70	5.55	/ 1.32 1.15
14. Faculty are fair and unbiased in their treatment of individual students.	6.52	5.28	/ 1.59 1.24	6.38	5.48	/ 1.03 0.90
15. Computer labs are adequate and accessible.	5.47	5.69	/ 1.28 -0.22	5.86	6.25	/ 0.85 -0.39
16. My academic advisor is available when I need help.	6.16	6.13	/ 1.19 0.03	5.71	5.75	/ 1.55 -0.04
17. There are sufficient courses within my program of study available each term.	6.40	5.74	/ 1.24 0.66	6.48	5.14	/ 1.46 1.34
18. Parking lots are well-lighted and secure.	5.57	5.35	/ 1.45 0.22	6.14	5.19	/ 1.29 0.95

Item	Emmaus Bible College - SSI			Business Administration		
	Importance	Satisfaction / SD	Gap	Importance	Satisfaction / SD	Gap
19. Residence hall staff are concerned about me as an individual.	5.90	5.67	/ 1.45 0.23	6.14	5.86	/ 1.11 0.28
20. Tutoring services are readily available.	5.54	6.00	/ 1.17 -0.46	5.52	6.10	/ 0.94 -0.58
21. My academic advisor is knowledgeable about requirements in my major.	6.41	6.15	/ 1.29 0.26	6.52	4.90	/ 1.95 1.62
22. This campus provides online access to services I need.	6.14	5.47	/ 1.44 0.67	6.48	5.62	/ 1.43 0.86
23. I am able to register for classes I need with few conflicts.	6.34	5.80	/ 1.35 0.54	6.43	6.00	/ 1.14 0.43
24. I receive the help I need to apply my academic major to my career goals.	6.24	5.79	/ 1.31 0.45	6.38	5.38	/ 1.40 1.00
25. I am able to take care of college-related business at times that are convenient for me.	6.02	5.74	/ 1.17 0.28	6.38	6.10	/ 1.00 0.28
26. Counseling services are available if I need them.	5.72	5.00	/ 1.81 0.72	5.52	5.38	/ 1.60 0.14
27. This institution helps me identify resources to finance my education.	5.88	5.07	/ 1.51 0.81	6.00	5.29	/ 1.15 0.71
28. Security staff respond quickly to calls for assistance.	5.87	5.20	/ 1.52 0.67	6.14	4.95	/ 1.50 1.19
29. Faculty use a variety of technology and media in the classroom.	5.39	5.49	/ 1.36 -0.10	6.10	5.38	/ 1.63 0.72
30. There is an adequate selection of food available on campus.	6.25	4.57	/ 1.87 1.68	6.35	5.24	/ 1.79 1.11
31. Students are made to feel welcome here.	6.47	5.77	/ 1.44 0.70	6.48	5.76	/ 1.51 0.72
32. Faculty provide timely feedback about my academic progress.	6.27	5.24	/ 1.47 1.03	6.38	5.24	/ 1.48 1.14
33. Admissions counselors accurately portray the campus in	6.08	5.42	/ 1.49 0.66	6.50	5.38	/ 1.69 1.12

Item	Emmaus Bible College - SSI			Business Administration		
	Importance	Satisfaction	SD Gap	Importance	Satisfaction	SD Gap
their recruiting practices.						
34. There are adequate services to help me decide upon a career.	5.84	5.23	/ 1.47 0.61	5.67	5.10	/ 1.64 0.57
35. I seldom get the "run-around" when seeking information on this campus.	5.87	5.35	/ 1.50 0.52	6.06	5.44	/ 1.20 0.62
36. The quality of instruction I receive in most of my classes is excellent.	6.59	5.99	/ 1.28 0.60	6.60	5.55	/ 1.61 1.05
37. There is a strong commitment to diversity on this campus.	5.62	5.14	/ 1.74 0.48	5.90	5.10	/ 1.74 0.80
38. I receive ongoing feedback about progress toward my academic goals.	5.99	5.06	/ 1.45 0.93	6.05	5.24	/ 1.26 0.81
39. Student disciplinary procedures are fair.	6.28	4.85	/ 1.91 1.43	6.33	5.14	/ 2.08 1.19
40. Faculty are usually available to students outside of class (during office hours, by phone or by e-mail).	6.43	6.18	/ 1.11 0.25	6.14	6.33	/ 0.66 -0.19
41. Tuition paid is a worthwhile investment.	6.58	5.73	/ 1.54 0.85	6.62	6.14	/ 1.35 0.48
42. Students are free to express their ideas on this campus.	6.32	4.88	/ 1.89 1.44	6.57	5.10	/ 1.97 1.47
43. Mentors are available to guide my life and career goals.	6.09	5.40	/ 1.57 0.69	6.24	5.52	/ 1.69 0.72
44. On the whole, the campus is well-maintained.	6.22	5.89	/ 1.28 0.33	6.24	6.00	/ 0.89 0.24
45. Student activity fees are put to good use.	6.17	5.32	/ 1.49 0.85	6.52	5.71	/ 1.65 0.81
46. Campus item 1	6.35	5.77	/ 1.55 0.58	6.38	6.24	/ 1.04 0.14
47. Campus item 2	6.65	5.74	/ 1.45 0.91	6.81	5.90	/ 1.51 0.91
48. Campus item 3	6.51	6.14	/ 1.14 0.37	6.62	6.24	/ 0.83 0.38
49. Campus item 4	5.67	4.83	/ 1.83 0.84	5.81	4.71	/ 1.93 1.10
50. Campus item 5	6.14	5.51	/ 1.57 0.63	6.62	5.81	/ 1.44 0.81

Item	Emmaus Bible College - SSI			Business Administration		
	Importance	Satisfaction	SD Gap	Importance	Satisfaction	SD Gap
51. Campus item 6	6.42	5.49	/ 1.58 0.93	6.48	5.48	/ 1.66 1.00
52. Campus item 7	6.46	5.92	/ 1.41 0.54	6.62	6.29	/ 0.78 0.33
53. Campus item 8	6.12	5.17	/ 1.72 0.95	6.24	5.95	/ 1.36 0.29
54. Campus item 9	6.07	5.00	/ 1.89 1.07	6.05	5.33	/ 1.74 0.72
55. Campus item 10	6.20	5.68	/ 1.57 0.52	6.50	6.11	/ 1.20 0.39
56. Cost as factor in decision to enroll.	6.42			6.59		
57. Financial assistance as factor in decision to enroll.	6.28			6.53		
58. Academic reputation as factor in decision to enroll.	5.98			5.76		
59. Future career opportunities as factor in decision to enroll.	5.93			5.82		
60. Personal recommendations as factor in decision to enroll.	5.78			5.59		
61. Distance from campus as factor in decision to enroll.	4.63			4.35		
62. Information on the campus Web site as factor in decision to enroll.	5.07			4.65		
63. Campus visits as factor in decision to enroll.	5.21			5.59		