School of Business – Business CORE - Year 2 progress report
Student Learning Outcomes (SLOs)

Please list all of the student learning outcomes for your program as articulated in the assessment plan.

1. Demonstrate basic knowledge of functional areas of business.

2. Recognize and analyze ethical and legal issues in the business decision-making process.

3. Understand the role of Technology in Organizations and use technology effectively.

4. Communicate effectively.

5. Apply critical thinking skills to reach sound business decisions.

Overview of Measures/Instruments

SLO(s) *Note: Measures might be used for more than 1 SLO*	ULG*	Measures/Instruments *Please include a clear description of the instrument including when and where it is administered*	How is the information Used? *(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)*
1-Demonstrate basic knowledge of functional areas of business.	Q 1-2	Each semester data collection from graduating seniors through: 1 - EIU SBUS Capstone (in-house) and 2 - National ETS exam administered across the business schools in the USA. At EIU SBUS, this national exam is administrated as a graduation requirement once a semester.	Better scores each semester than the average ETS national score for five subcategories in ETS exam. Subcategory national averages are changing dynamically each semester but are from 40% to 65%. On average students performed 0.94% better than the ETS average national scores. However, we are 11.38% lower than the EIU SBUS capstone targets which are at 70%. For this learning goal, **we partially met our goals in AY21**. We use this information to review business core curriculum, review Capstone questions, and bring to the attention of instructors to review their syllabus and in-class activities.
2- Recognize and analyze ethical and legal issues in the business decision-making process.	W 7 S 1 R 1-4	1 - Written Ethics Case in BUS 4360 and/or BUS 2750 (Every semester) 2 - Embedded Questions from BUS 2750 (Every semester) 3 - EIU Capstone Questions (Every Semester)	Target Scores are 70% for Ethics Case, Embedded Questions and EIU Capstone. For EIU capstone, we are 15% lower than our target. For embedded questions, 3.3% above than our target. For Ethics case, we are 12.8% lower than our target. We can conclude **we partially met in AY21** our goals in this category. We use this information to review business core curriculum, review Capstone questions, and bring to the attention of instructors to review their syllabus and in-class activities.
3-Understand the role of technology in organizations and use technology effectively.	Q 6	1- BUS 1950 Excel, BUS 1950 Access and BUS 3500 Projects (Every semester) 2- EIU Capstone Questions (Every semester)	Target Scores are 70% for In-Class Projects and EIU Capstone. In class projects, we are 20.2% higher than our target. For EIU Capstone, we are 15% lower than our target. We conclude **we partially met the goals in AY21** in this category. We use this information to review business core curriculum, review Capstone questions, and bring to the attention of instructors to review their syllabus and in-class activities.

4- Communicate effectively.	S 1-7 W 1-7	1- EWP Samples for SBUS students (Every semester) 2- Oral Communication Data Collected at Senior Seminars for SBUS students (Every Semester)	Target Score is 3.00/4.00 for EWP Samples and Oral Communication Assignments. We are 16.8 above our target for EWP samples, and we are 14.25% above our target for Oral Communication. **We met the goals in AY21**. We use this information to review business core curriculum and bring to the attention of instructors to review their syllabus and in-class activities.
5- Apply critical thinking skills to reach sound business decisions.	C 1-6 Q 1-6	1- BUS 3710 Embedded Questions (Every Semester) 2- EIU Capstone Questions (Every Semester)	Target Score for BUS 3710 Embedded Questions and EIU Capstone is 70%. For Embedded Questions, we are 23.6% below and for EIU Capstone, we are 27.1% below our targets. **We did not meet the goals in AY21**. We use this information to review business core curriculum, review Capstone questions, and bring to the attention of instructors to review their syllabus and in-class activities.

*Please reference any University Learning Goal(s) (ULG) that this SLO, if any, may address or assess. C=Critical Thinking, W=Writing & Critical Reading; S=Speaking and Listening; Q=Quantitative reasoning; R=Responsible Citizenship; NA=Not Applicable

Score Card:

	EIU Capstone Target Deviation	ETS National Examination Target Deviation	Embedded Questions / In Class Projects Target Deviation	Written In Class Cases / EWP Target Deviation
1-Demonstrate basic knowledge of functional areas of business.	-11.38%	0.94%	N/A	N/A
2-Recognize and analyze ethical and legal issues in the business decision-making process	-15%	N/A	3.30%	-12.80%
3- Understand the role of Technology in Organizations and use technology effectively	-9.80%	N/A	20.20%	N/A
4- Communicate effectively.	N/A	N/A	14.25%	16%
5-Apply critical thinking skills to reach sound business decisions	-23.60%	N/A	-27.10%	N/A

*Positive numbers show better results than the target

Assessment 2019-2021 Summary of Results
Learning Goal 1. Demonstrate basic knowledge of functional areas of business.

Table A: Results from EIU Capstone Exam

Learning Goal:	Course(s)	Performance		
		AY19	**AY20**	**AY21**
1.1: Demonstrate knowledge of basic financial and managerial accounting terminology, theory, and principles.	BUS 2101	52.3%	55.8%	54.0%
	BUS 2102	62.4%	61.3%	62.2%
	Average:	*57.4%*	*58.6%*	*58.1%*
1.2: Demonstrate knowledge of basic finance terminology, theory, and principles.	BUS 3710	57.8%	58.4%	53.8%
1.3: Demonstrate knowledge of basic management terminology, theory, and principles.	BUS 3010	65.1%	67.5%	66.4%
	BUS 4360	72.1%	68.1%	57.6%
	Average:	*68.6%*	*67.8%*	*62.0%*
1.4: Demonstrate knowledge of basic marketing terminology, theory, and principles.	BUS 3470	50.2%	57.4%	57.6%
1.5: Demonstrate knowledge of basic international business terminology, theory, and principles.	BUS 3200	62.0%	62.7%	61.6%

Table B: Learning Goal 1 Historical Performance (weighted average)

Learning Goal		AY19	Over (Under) Performance	AY20	Over (Under) Performance	AY21	Over (Under) Performance
1.1	Accounting	44.4%	1.3%	41.7%	(1.3%)	45.8%	2.7%
1.2	Finance	42.7%	(0.6%)	42.6%	(0.5%)	42.5%	(0.7%)
1.3	Management	62.0%	0.6%	59.4%	(1.8%)	62.2%	1.0%
1.4	Marketing	53.7%	3.2%	50.7%	0.3%	53.2%	2.8%
1.5	Int'l Business	40.6%	0.8%	39.6%	2.9%	38.6%	(1.1%)

Learning Goal 2: Recognize and analyze ethical and legal issues in the business decision-making process.

The specific learning goals for this section include:

2.1: Articulate relevant ethical principles and values from the perspectives of various business stakeholders and apply those theories in making and assessing business decisions.

2.2: Compare and contrast the characteristics of business structures/legal entities.

2.3: Apply fundamental principles of tort, contract, agency, intellectual property, and employment law in analyzing business decisions.

Table C: Learning Goal 2 Historical Performance

Learning Goal		AY19	AY20	AY21
Percent of Students Scoring 'Acceptable' or higher:				
2.1	Written Ethics Case (4360)	75.6%	N/A	N/A
2.1	Written Ethics Case (2750)	93.6%	81.0%	57.2%
Embedded Questions from BUS 2750				
2.2	Business Organizations	75.1%	77.6%	71.5%
2.3	Torts	71.1%	82.9%	81.8%
2.3	Contracts	78.5%	83.9%	81.4%
2.3	Employment Law	71.1%	86.6%	87.4%
2.3	Intellectual Property	71.4%	73.8%	74.0%
2.3	Agency Law	57.9%	56.1%	54.6%
	LG 2.3 Average	70.8%	76.7%	75.1%
EIU Capstone Exam Results				
2.2	Business Organizations	59.8%	61.6%	40.0%
2.3	Torts, Contracts, Employment	72.2%	72.0%	70.1%

Learning Goal 3: Understand the role of Technology in Organizations and use technology effectively.

The specific learning goals for this section include:

3.1: Demonstrate competency in business productivity software (e.g., Microsoft Office).

3.2: Analyze, design, and develop a small relational database using a current development methodology.

Table D: Learning Goal 3.1 and 3.2 Results

		AY19	AY20	AY21
3.1	BUS 1950 - Excel	76.0%	80.5%	83.0%
3.1	BUS 1950 - Access	80.5%	83.0%	85.0%
3.2	BUS 3500 Project (% scoring proficient or higher)	95.1%	89.4%	96.4%

Table E: EIU Capstone Scores

Learning Goal:	Course(s)	Performance		
		AY19	AY20	AY21
3.1	BUS 1950	51.7%	50.9%	52.7%
3.2	BUS 3500	62.4%	59.3%	67.7%

Learning Goal 4: Communicate effectively.

For AY21, the average score for Learning Goal 4.1(Write effective business communications appropriate for the audience), as based on the 331 EWP samples collected for the School of Business was assessed at 3.37/4.00, which exceeds the goal for the School of Business which is 3.00. This average is above the 3.27 average for AY20.

For Learning Goal 4.2(Prepare and give a formal oral presentation appropriate for the audience), the average score is based on the oral communication data that is collected in the senior seminar courses. Based on 113student submissions assessed for AY21, the average score was 3.44/4.00, which exceeds the goal for the School of Business of 3.00. This average is below the 3.61 average for AY20.

Learning Goal 5: Apply critical thinking skills to reach sound business decisions.

Table F: EIU Capstone Scores

Learning Goal:	Course(s)	Performance		
		AY19	**AY20**	**AY21**
5.1	BUS 2810	42.1%	43.5%	42.9%
	BUS 3950	51.5%	52.4%	49.8%
	Average:	*46.8%*	*48.0%*	*46.4%*

Table G: Case Study Scores

	AY19	AY20	AY21
5.2: BUS 3710 Embedded Questions	77.8%	74.1%	42.9%

May 22, 2020

Austin Cheney
Dean
Eastern Illinois University
Lumpkin College of Business and Technology
Lumpkin Hall 4800
600 Lincoln Avenue
Charleston, IL 61920
acheney@eiu.edu

Dear Dean Cheney:

It is my pleasure to inform you that the peer review team recommendation to extend accreditation for the degree programs in business offered by Eastern Illinois University is concurred with by the Continuous Improvement Review Committee (CIRC) and ratified by the Board of Directors. Congratulations to you, the faculty, the students, the staff, and all supporters of Eastern Illinois University.

Eastern Illinois University has achieved accreditation for five additional years. The next on-site continuous improvement review occurs in the fifth year, 2024-2025. A timeline specific to the school's visit year is available here.

One purpose of peer review is to recognize initiatives that support an environment of continuous improvement of quality programs. As noted in the team report Eastern Illinois University is to be commended on the best practices found on **Attachment A.**

The school should begin to address the concern(s) identified by the peer review team and CIRC. As part of the next Continuous Improvement Review Application, due July 1, 2022, the school is asked to update the CIRC on the progress made in addressing the concerns listed on **Attachment B**.

Please refer to the ***Continuous Improvement Review Handbook*** for more information regarding the processes for continuous improvement reviews. The handbook is evolving and will be updated frequently to provide the latest revisions to the CIR process. Continue to monitor the website for the most current version of the handbook.

Again, congratulations from the Accreditation Council and AACSB International - The Association to Advance Collegiate Schools of Business. Thank you for participating in the continuous improvement review process and for providing valuable feedback that is essential to a meaningful and beneficial review.

Sincerely,

John A Elliott

John Elliott, Chair
Board of Directors

cc: peer review team

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May 22, 2020

Eastern Illinois University

Attachment A

This section provides a brief description of commendations and best practices of the school that demonstrate leadership and high-quality continuous improvement in management education.

- Faculty engagement with students is quite high.

- The Business Advisory Board is small but effective, especially in mentoring. Students are engaged with the business community through mentorships with advisory board members.

- The business school endowments allow for additional fiscal support.

May 22, 2020

Eastern Illinois University

Attachment B

This section identifies areas that the school should address during the coming review cycle. Please be prepared to discuss progress made in addressing these concerns in the continuous improvement review application.

1. The college should refine and improve its policies concerning intellectual contributions (ICs) in order to set clearer guidelines in terms of the expected quality and impact of ICs, as well as improving the incentives for faculty to produce an intellectual contribution portfolio that is consistent with the school's mission. (Standard 2: Intellectual Contributions, Impact, and Alignment with Mission)

2. The school should further refine its faculty qualification definitions, consistent to AACSB Standards, particularly considering the principle that Practice Academics (PA) sustain currency and relevance through professional engagement. Additionally, the school should explain how the faculty deployment system across degree programs, which seems not to allocate sufficient qualified faculty to bachelor programs, is aligned to the school's mission, expected quality outcomes, and strategies. (Standard 15: Faculty Qualifications and Engagement)

3. Although the school has effective learning assessment processes in place, it should evolve to a more mature curricula management process, effectively using assessment results to diagnose gap causes and implement actions that may improve student learning (Standard 8: Curricula Management and Assurance of Learning)

March 18, 2022

Dr. Gurkan Akalin
Assistant Chair for Administration and Assessment
RE: Year 2 Program Assessment Review – BUS Core

Documents submitted and reviewed:
1. Year 2 Table of Student Learning Outcomes (SLOs) for Academic Programs, with appendices: "Score Card" and "Assessment 2019-2021 Summary of Results"
2. Letter to School of Business dated 5/17/21 as Evidence of Ongoing AACSB accreditation of Accounting

Summary of Assessment Evaluation:
The Business Core is required for all School of Business majors in conjunction with their major course requirements. This core reflects courses taken at all four levels from Freshman (1000-) to Senior (4000-). AACSB assessment for undergraduate programs considers only the BUS Core for Assessment purposes, unlike EIU's approach to assessing majors.

The BUS Core has a long-established plan for assessing program student learning objectives that last underwent AACSB accreditation review during AY2020 based on AY2014-2019. As such, AY 2020 was Year 1 of the next assessment cycle, and AY 2021 was Year 2, resulting in the Year 2 Program Assessment Review in Fall 2021. An initial submission of materials was made in a timely manner for review, but needed revisions in format and in meeting requested content causing a delay in the Year 2 review.

It is noted that EIU requirements (as detailed in attachments to a 12/16/19 memo to faculty from Provost Gatrell) for accredited programs are to submit two elements:
1) Evidence of Ongoing Accreditation (provided by Dr. John Willems for this program and others in the School of Business), and
2) Annual (or periodic) Accreditation Report. However, the AACSB annual BSQ (for Business programs) does not include any assessment-related information and is not relevant, nor provided. In lieu of this report, accredited programs are asked to **provide the raw data** to demonstrate ongoing data collection.

The submitted file of Years 1 and 2 assessment:
1. SLOs & ULG: Identifies the five learning objectives that were established in previous AACSB and Assessment Review Cycles. The current SLOs were created in AY18 by revising/ simplifying the previous SLOs. University undergraduate learning goals have been mapped with SLOs; for SLO2 the Speaking ULG does not seem to be consistent with the actual measures.

2. Measures/Instruments: The single largest source of data for assessment, by design, comes from a locally created "EIU Capstone Questions" and from the national ETS Exam administered in BUS 4360, the Capstone class for all School of Business majors. Please

ensure that the EIU Capstone Questions are summarized as to the nature of the instrument in your Year 4 report, in lieu of attaching the actual instrument. This would include how it is developed (content validity) and longitudinal indication of year over year validity (criterion validity) and/or reliability of the measure.

Assignments and/or embedded questions from five BUS core classes are identified specifically for data collection – two courses from lower division (BUS 1950 and BUS 2750) and three upper division courses (BUS 3500, BUS 3710 & BUS 4360) which should provide additional insight as to the progress being made as students matriculate in the program.

Overall, measures and instruments being used are sound choices and are collected on a regular basis; a reliance on university-collected data (EWP and Senior Seminar) for SLO 4 – Communicate effectively - may be something that you want to consider securing a local measure to ensure that data is collected with your expectations more closely aligned. In the past, a sampling technique in a BUS core class in a single semester with multiple faculty reviewing video presentations and papers has been an effective mechanism for doing this.

3. Target scores, results: Please avoid narratives for this column and instead list target scores and the actual data by term. For example, for SLO1:

   Target: Above national average by ETS functional area, 70% or above on EIU Capstone
   Results: See annual data and national comparisons in Table 1; For year 1: ETS goal met, EIU Capstone not met.

When referencing comparisons, it would be helpful to identify not just the result, but the numbers that went into calculation, and to ensure that these numbers also appear and match with the data in your tables. In the Overview table, your summary of how the information is being used is adequate. However, you will need to have annual and cyclical analysis of the data specific to the steps and discussion that you took for the next section "Improvements and Changes Based on Assessment" (items 1 & 2). Please note the specificity of #3 in that section as well, as you will need to demonstrate the results of the annual review and the faculty members involved in each of those reviews.

Performance data for AY19 (not needed), AY20 and AY21 (the first and second years of this assessment review cycle) is listed in the appendix, comparison data for national ETS results should be included as should data for the EIU Capstone results.

Subsequent aspects of assessment reporting are not provided beyond the Overview Table in this Year 2 review for comment. Overall, it appears that the assessment process in the BUS core is following a rigorous design and intent is established. The faculty should be encouraged to utilize Years 3 & 4 data, along with 1 & 2 to provide indication of trends and continuous improvement in the program and to ensure documentation is occurring of those discussions.

Melody L Wollan, PhD, SHRM-SCP
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