

## Standard #4 Measurement and Analysis of Student Learning and Performance

### Supporting Data for Criterion 4.2

2014-2015 & 2015-2016 School of Business - Overall Student Performance Measures & Indicators						
Performance Indicator		Definition				
		Analysis of Results				
Performance Measure.	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Graphs of Resulting Trends	
<i>Measurable goal</i>	<i>(Type of instrument)</i>	<i>What are your current results?</i>	<i>What did you learn from the results?</i>	<i>What did you improve or what is your next step?</i>		
70% of all business students will complete the Feasibility Plan with a score of 70% or higher	Feasibility Plan: direct, internal, formative assessment instrument utilized in MGT-301	Over 70% of all business students had an average score of 70% or higher on the Feasibility Plan for all five semesters and the percentage is increasing.	Aggregate student scores are consistently higher than the goal and were increasing in the last two semesters.	Recommendation will be made to increase the goal to "75% of all business students will complete the Feasibility Plan" with a score of 75% or higher.	2014	
					2015	
					2016	
					85	91
					88	90
					92	
					2014FA	2015SP
					2015SU	2015FA
					2016SP	
60% of students will score no less than one standard deviation (13.9) below the national average (152.1)	ETS MFT in Business: direct, external, summative assessment instrument utilized in various capstone courses determined by major.  CLO: 1,2,3	Over 60% of all business students completed the ETS Exam with a score of 138.2 or higher	Aggregate student scores are consistently higher across programs than previous years. However, there was a slight decrease in the last two semesters.	The school plans to implement a new direct, summative, external assessment for all undergraduate programs. Moving to Peregrine assessment tool in order to better serve students, faculty, and administrators.	2014	
					2015	
					2016	
					75	69
					76	73
					69	
					2014FA	2015SP
					2015SU	2015FA
					2016SP	

Associate of Arts: Business Administration (AA.BA)

Performance Indicator		Definition									
		Analysis of Results									
Performance Measure.	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Graphs of Resulting Trends						
<i>Measurable goal</i>	<i>(Type of instrument)</i>	<i>What are your current results?</i>	<i>What did you learn from the results?</i>	<i>What did you improve or what is your next step?</i>							
60% of students will score <i>no less than</i> one standard deviation (12.6) below the national average (546.7)	ETS MFT for Associate degree in Business: direct, external, summative assessment instrument utilized in GBA-298	Over 60% of students completed the ETS Exam with a score of 534.1 or higher	Performance measure was met from 2015-2016.	Over the past few years the SOB has taken several initiatives to improve student performance in the ETS MFT exams, which was the following: update contents within the CBK courses, identified benchmark courses that helped students prepare for the exam, and include study materials within GBA398 and GBA498.	<table><tr><td>2014</td><td>2015</td><td>2016</td></tr><tr><td></td><td></td><td></td></tr></table>	2014	2015	2016			
2014	2015	2016									
75% of students will complete the capstone course project with an average score of 80% or higher	Professional & Career Development Project: direct, internal, summative assessment instrument utilized in GBA-298	Over 75% of students scored 80% or higher on the Professional & Career Development Project	Performance measure met from 2014-2016.	Contiune to monitor performance measure and review the rigor of course material to determine if adjustment is needed.	<table><tr><td>2014</td><td>2015</td><td>2016</td></tr><tr><td></td><td></td><td></td></tr></table>	2014	2015	2016			
2014	2015	2016									

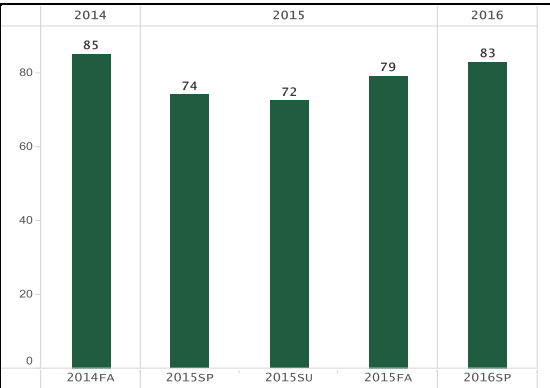
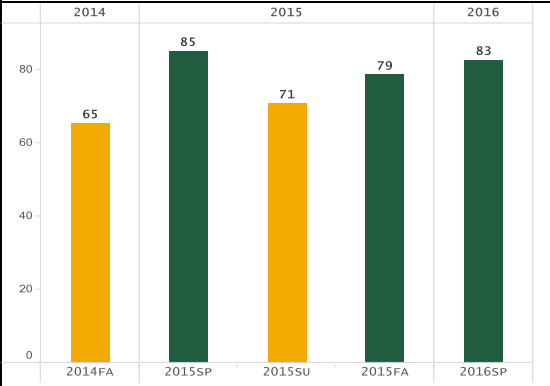
- Identify three benchmark courses
- Add two courses – GBA 327 & GBA 398

Accounting & Business Administration: Accounting (BA.ACC & BA.BUSAD.ACC)		
Performance Indicator	Definition	
	Analysis of Results	

Performance Measure.	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Graphs of Resulting Trends												
Measurable goal	(Type of instrument)	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?													
60% of students will score <i>no less than</i> one standard deviation (13.9) below the national average (152.1)	ETS MFT in Business: direct, external, summative assessment instrument utilized in ACC-498  CLO: 1,2,3	Over 60% of students completed the ETS Exam with a score of 138.2 or higher	The results indicate that the goal was met during each of the reporting periods.	As more students complete the current Common Body of Knowledge curriculum that culminates with the successful completion of GBA 398, Integrated Perspectives on Business, a course that comprehensively integrates all of the business core courses, students should continue to perform better on the ETS exam. Additionally the use of Peregrine as the external summative assessment is being considered.	<div><div>2014</div><div>2015</div><div>2016</div><table><thead><tr><th>Year</th><th>Score</th></tr></thead><tbody><tr><td>2014FA</td><td>93</td></tr><tr><td>2015SP</td><td>80</td></tr><tr><td>2015SU</td><td>94</td></tr><tr><td>2015FA</td><td>81</td></tr><tr><td>2016SP</td><td>93</td></tr></tbody></table></div>	Year	Score	2014FA	93	2015SP	80	2015SU	94	2015FA	81	2016SP	93
Year	Score																
2014FA	93																
2015SP	80																
2015SU	94																
2015FA	81																
2016SP	93																
75% of all ACC students will have an average score of 75% or higher on all four tests	Average of four tests: direct, internal, formative assessment instrument utilized in in ACC-301  CLO: 4,5	In the first two semesters over 75% of students had an average score of 75% or higher on all four tests.  In the last two semesters slightly under 75% of students had an average score of 75% or higher on all four tests.	The goal was met in 2014FA and 2015SP. However in 2015FA and 2016SP the goal was not quite met. Analysis indicates that these results are driven by scores achieved at three of our centers.	Outreach to those faculty teaching ACC 301 at the identified centers will focus on reviewing how tests are being administered and ensuring that those teaching the course are adequately covering the course material. Additionally the assessment will be reviewed for its appropriateness and useage at all locations.	<div><div>2014</div><div>2015</div><div>2016</div><table><thead><tr><th>Year</th><th>Score</th></tr></thead><tbody><tr><td>2014FA</td><td>100</td></tr><tr><td>2015SP</td><td>83</td></tr><tr><td>2015FA</td><td>71</td></tr><tr><td>2016SP</td><td>71</td></tr></tbody></table></div>	Year	Score	2014FA	100	2015SP	83	2015FA	71	2016SP	71		
Year	Score																
2014FA	100																
2015SP	83																
2015FA	71																
2016SP	71																

<p>75% of all accounting students will complete the Financial Analysis Project with a score of 80% or higher</p>	<p><b>Financial Analysis Project:</b> direct, internal, summative assessment instrument utilized in <b>ACC-498</b></p> <p><b>CLO: 4,5</b></p>	<p>In three of the five reported semesters, over <b>75%</b> of students completed the Financial Analysis Project with a score of <b>80%</b> or higher.</p> <p>In two of the reported semesters less than <b>75%</b> of students completed the project with a score of <b>80%</b> or higher.</p>	<p>The results indicate a strong performance on the project in three of the five reported terms. However the results in 2014FA and 2015SU are less than satisfactory and analysis indictes that the low scores in 2014FA and 2015SU are being driven by one location in each respective term.</p>	<p>Outreach to those faculty teaching ACC 498 at the identified centers will focus on reviewing how the project is being administered and ensuring that those teaching the course are adequately covering the course material.</p>	<table><thead><tr><th></th><th>2014</th><th>2015</th><th>2016</th></tr></thead><tbody><tr><td>2014FA</td><td>30</td><td></td><td></td></tr><tr><td>2015SP</td><td></td><td>92</td><td></td></tr><tr><td>2015SU</td><td></td><td>63</td><td></td></tr><tr><td>2015FA</td><td></td><td></td><td>82</td></tr><tr><td>2016SP</td><td></td><td></td><td>84</td></tr></tbody></table>		2014	2015	2016	2014FA	30			2015SP		92		2015SU		63		2015FA			82	2016SP			84
	2014	2015	2016																										
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Computer Information System (BS.CIS)																									
Performance Indicator		Definition																							
		Analysis of Results																							
Performance Measure.	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made																					
<i>Measurable goal</i>	<i>(Type of instrument)</i>	<i>What are your current results?</i>	<i>What did you learn from the results?</i>	<i>What did you improve or what is your next step?</i>	<i>Graphs of Resulting Trends</i>																				
60% of students will score <i>no less than</i> one standard deviation (13.9) below the national average (152.1)	ETS MFT in Business: direct, external, summative assessment instrument utilized in COM-498	Over 60% of students completed the ETS Exam with a score of 138.2 or higher	Performance measure was MET for 2014 and 2015.	Over the past few years the SOB has taken several initiatives to improve the performance of our students in the ETS MFT that include: <ul style="list-style-type: none"><li>• Update contents of CBK courses</li><li>• Identify three benchmark courses</li><li>• Add two courses – GBA 327 &amp; GBA 398</li></ul>	<table><tr><td></td><td>2014</td><td colspan="2">2015</td><td>2016</td></tr><tr><td></td><td><div><div></div><div>82</div></div></td><td><div><div></div><div>77</div></div></td><td><div><div></div><div>82</div></div></td><td><div><div></div><div>63</div></div></td></tr><tr><td></td><td>2014FA</td><td>2015SP</td><td>2015SU</td><td>2015FA</td></tr><tr><td></td><td></td><td></td><td></td><td>2016SP</td></tr></table>		2014	2015		2016		<div><div></div><div>82</div></div>	<div><div></div><div>77</div></div>	<div><div></div><div>82</div></div>	<div><div></div><div>63</div></div>		2014FA	2015SP	2015SU	2015FA					2016SP
					2014	2015		2016																	
	<div><div></div><div>82</div></div>	<div><div></div><div>77</div></div>	<div><div></div><div>82</div></div>	<div><div></div><div>63</div></div>																					
	2014FA	2015SP	2015SU	2015FA																					
				2016SP																					
	CLO: 1,2,3																								

<b>70%</b> of students will complete the Term Project with a score of <b>70%</b> or higher	<b>Term Project:</b> direct, internal, formative assessment instrument utilized in in <b>COM-320</b>  <b>CLO: 4,5</b>	Over <b>70%</b> of students had an average score of <b>70%</b> or higher on the Term Project for all five semesters and the percentage is increasing.	Performance measure was MET for 2014 and 2015.	To help students succeed in the COM 320 course, the course instructors have been providing more individualized support to help students succeed in the course project. This effort has resulted in improving student performance scores.	 <table><thead><tr><th>2014</th><th>2015</th><th>2016</th></tr></thead><tbody><tr><td>85</td><td>74</td><td>72</td></tr><tr><td></td><td>79</td><td>83</td></tr></tbody></table>	2014	2015	2016	85	74	72		79	83
2014	2015	2016												
85	74	72												
	79	83												
<b>75%</b> of students will score at least a <b>75%</b> on the Eight Case Studies	<b>Eight Case Studies:</b> direct, internal, summative assessment instrument utilized in <b>COM-498</b>  <b>CLO: 4,5</b>	Scores were inconsistent with over <b>75%</b> of students scoring <b>75%</b> or higher on the Eight Case Studies in three out of five reported semesters.	Performance measure was partially met, with students scoring 75% or higher in three of the last five semesters.	Course instructors will be instructed to provide more individualized support to help struggling students succeed in the capstone assessment.	 <table><thead><tr><th>2014</th><th>2015</th><th>2016</th></tr></thead><tbody><tr><td>65</td><td>85</td><td>71</td></tr><tr><td></td><td>79</td><td>83</td></tr></tbody></table>	2014	2015	2016	65	85	71		79	83
2014	2015	2016												
65	85	71												
	79	83												

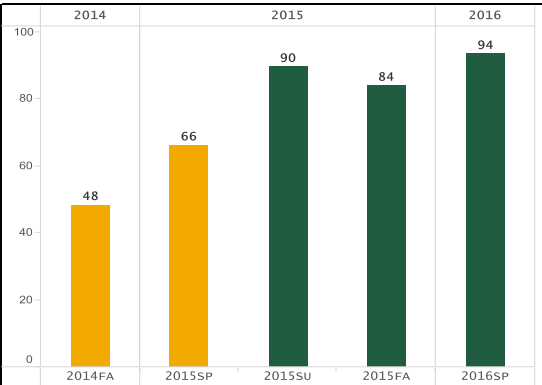
Communication Management (BA.CMM)					
Performance Indicator		Definition			
		Analysis of Results			
Performance Measure.	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Graphs of Resulting Trends
Measurable goal	(Type of instrument)	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?	

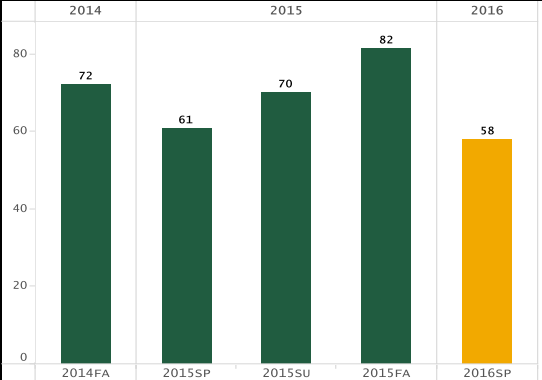
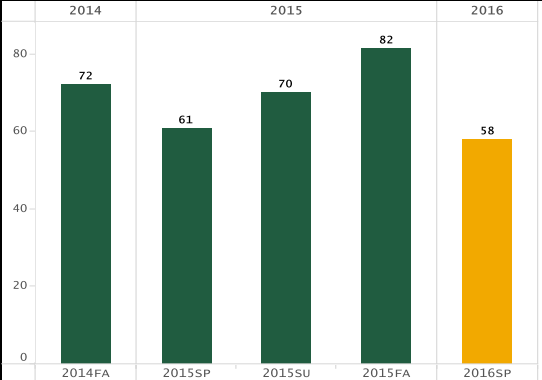
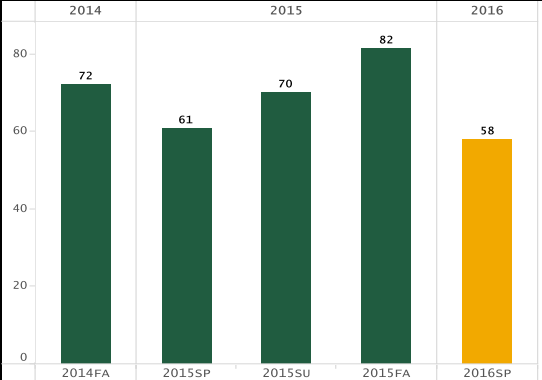
<b>60%</b> of students will score <i>no less than</i> one standard deviation <b>(13.9)</b> below the national average <b>(152.1)</b>	<b>ETS MFT in Business:</b> direct, external, summative assessment instrument utilized in <b>CMM-498</b>  <b>CLO: 1,2,3</b>	Less than <b>60%</b> of students completed the ETS Exam with a score of <b>138.2</b> or higher.  *only 6 students took this test as this is a very small major and this course is only offered one per year.	Small sample size limits the strength of interpretation of results.	Improve coaching students how to best prepare for the exam via the preparation materials.	<table><tr><th>Year</th><th>Term</th><th>Score</th></tr><tr><td>2015</td><td>2015SP</td><td>17</td></tr><tr><td>2015</td><td>2015FA</td><td>100</td></tr><tr><td>2016</td><td>2016SP</td><td>40</td></tr></table>	Year	Term	Score	2015	2015SP	17	2015	2015FA	100	2016	2016SP	40
Year	Term	Score															
2015	2015SP	17															
2015	2015FA	100															
2016	2016SP	40															
<b>70%</b> of students will complete the Theory Paper with a score of <b>70%</b> or higher	<b>Theory Paper:</b> direct, internal, formative assessment instrument utilized in in <b>CMM-301</b>  <b>CLO: 4,5</b>	Over <b>70%</b> of students had an average score of <b>70%</b> or higher on the Theory Paper for both semesters that this course was offered.	Goal met	Continue to refine and strengthen assessment.	<table><tr><th>Year</th><th>Term</th><th>Score</th></tr><tr><td>2014</td><td>2014FA</td><td>100</td></tr><tr><td>2015</td><td>2015FA</td><td>85</td></tr></table>	Year	Term	Score	2014	2014FA	100	2015	2015FA	85			
Year	Term	Score															
2014	2014FA	100															
2015	2015FA	85															
<b>75%</b> of students will complete the Communication Portfolio Project with a score of <b>80%</b> or higher	<b>Communication Portfolio Project:</b> direct, internal, summative assessment instrument utilized in <b>CMM-498</b>  <b>CLO: 6,7</b>	<b>100%</b> of students scored <b>80%</b> or higher on the Communication Portfolio Project.	Small sample size limits the strength of interpretation of results even though goal was met.	Continue to map the assessment and determine if the goal of a grade of 80% should be increased. Examine the assessment tool to increase confidence that it is challenging senior majors.	<table><tr><th>Year</th><th>Term</th><th>Score</th></tr><tr><td>2015</td><td>2015SP</td><td>100</td></tr><tr><td>2016</td><td>2016SP</td><td>100</td></tr></table>	Year	Term	Score	2015	2015SP	100	2016	2016SP	100			
Year	Term	Score															
2015	2015SP	100															
2016	2016SP	100															

## Health Care Management (BS.HCA)

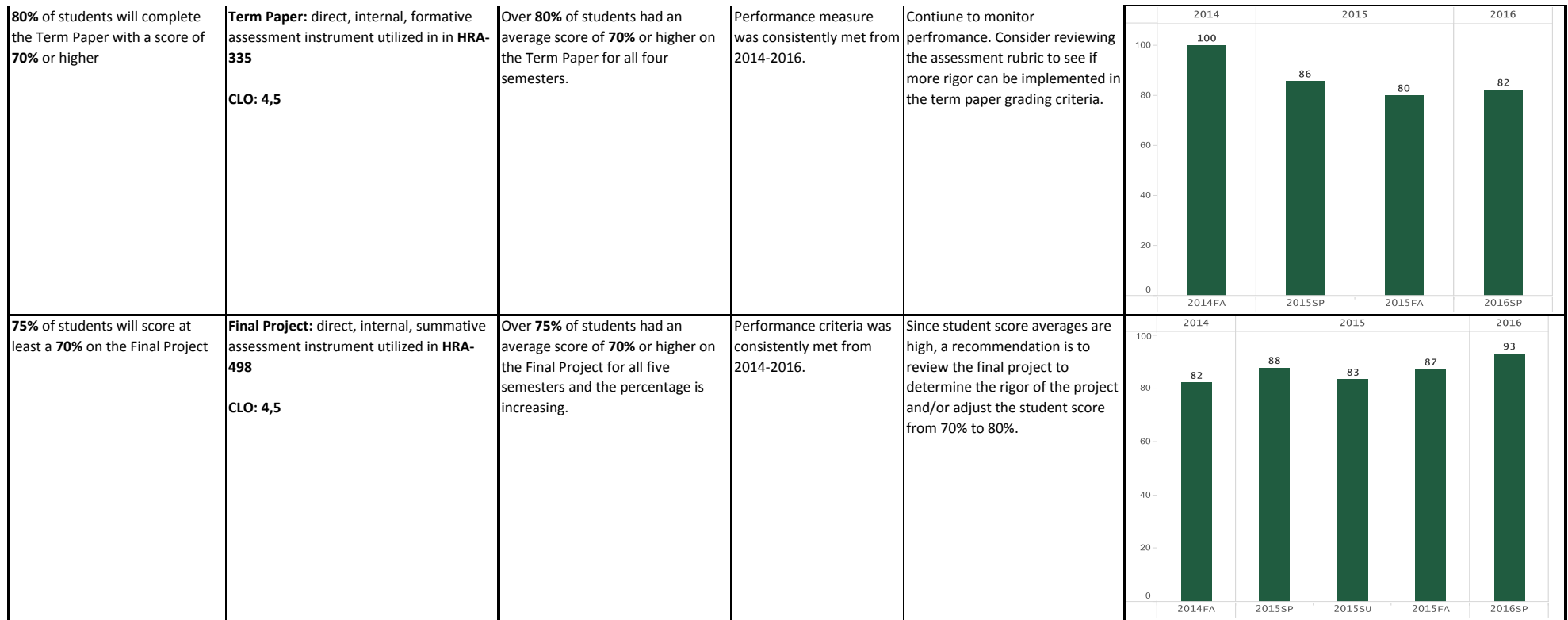
Performance Indicator	Definition
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		Analysis of Results															
Performance Measure.	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made													
<i>Measurable goal</i>	<i>(Type of instrument)</i>	<i>What are your current results?</i>	<i>What did you learn from the results?</i>	<i>What did you improve or what is your next step?</i>	<i>Graphs of Resulting Trends</i>												
60% of students will score <i>no less than</i> one standard deviation (13.9) below the national average (152.1)	ETS MFT in Business: direct, external, summative assessment instrument utilized in HCA-498  CLO: 1,2,3	Less than 60% of students completed the ETS Exam with a score of 138.2 or higher in all three semesters.	Performance measures was not consistently met from 2014-2016 but there is a slight increase in year 2016 in comparison to year 2015.	Over the past few years the SOB has taken several initiatives to improve student performance in the ETS MFT exams, which was the following: update contents within the CBK courses, identified benchmark courses that helped students prepare for the exam, and include study materials within HCA-498.	<div><div>2014</div><div>2015</div><div>2016</div><table><thead><tr><th>Year</th><th>Score</th></tr></thead><tbody><tr><td>2014FA</td><td>50</td></tr><tr><td>2015SP</td><td>58</td></tr><tr><td>2015SU</td><td>55</td></tr><tr><td>2015FA</td><td>45</td></tr><tr><td>2016SP</td><td>53</td></tr></tbody></table></div>	Year	Score	2014FA	50	2015SP	58	2015SU	55	2015FA	45	2016SP	53
Year	Score																
2014FA	50																
2015SP	58																
2015SU	55																
2015FA	45																
2016SP	53																
80% of students will complete the Final Term Paper & Presentation with a score of 70% or higher	Final Term Paper & Presentation: direct, internal, formative assessment instrument utilized in in HCA-302  CLO: 4,5	Scores were inconsistent with over 80% of students scoring 70% or higher on the Final Term Paper & Presentation in two out of five reported semesters.	Performance measure was not consistently met from 2014-2016.	To help students perform better and succeed in the HCA-302 course, the course instructors will be instructed and trained to provide more individualized support and feedback to help students succeed in the course Final Term Paper & Presentations. This will result in improving student performance scores.	<div><div>2014</div><div>2015</div><div>2016</div><table><thead><tr><th>Year</th><th>Score</th></tr></thead><tbody><tr><td>2014FA</td><td>96</td></tr><tr><td>2015SP</td><td>79</td></tr><tr><td>2015SU</td><td>76</td></tr><tr><td>2015FA</td><td>85</td></tr><tr><td>2016SP</td><td>76</td></tr></tbody></table></div>	Year	Score	2014FA	96	2015SP	79	2015SU	76	2015FA	85	2016SP	76
Year	Score																
2014FA	96																
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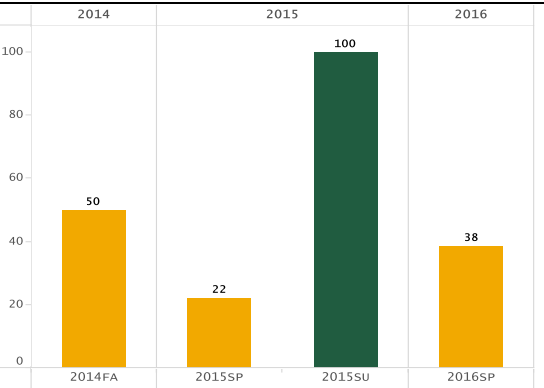
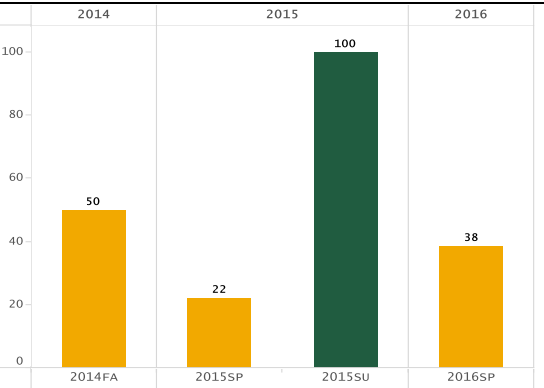
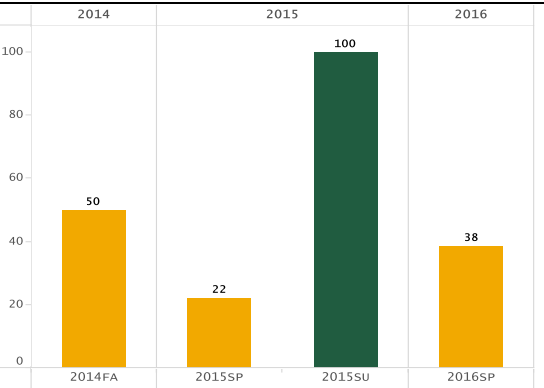
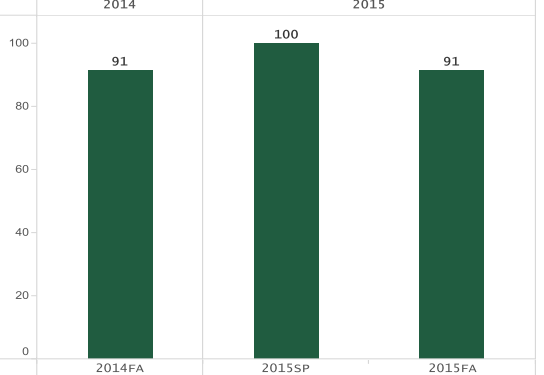
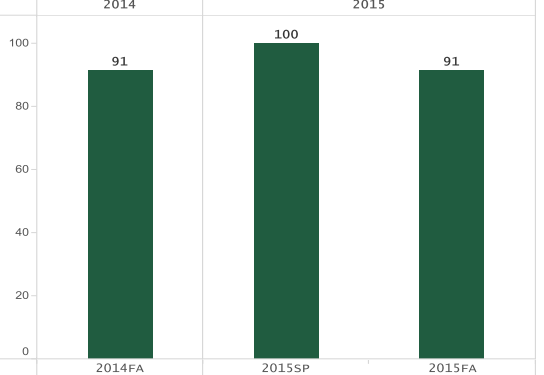
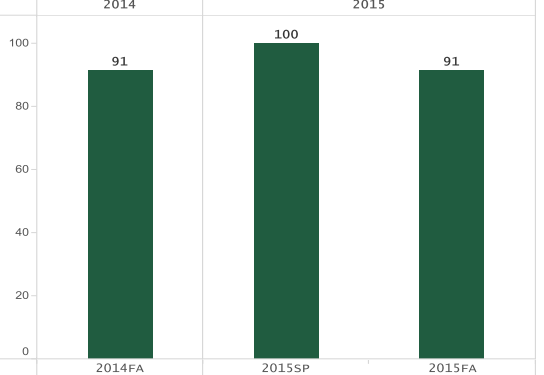
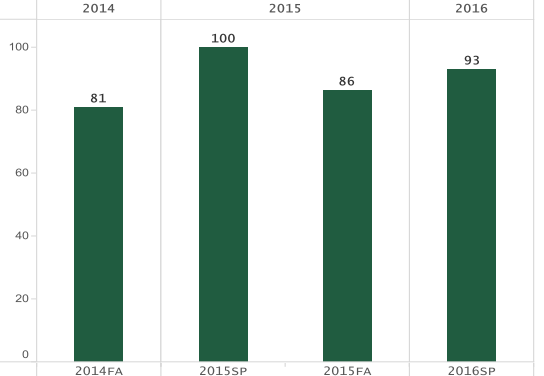
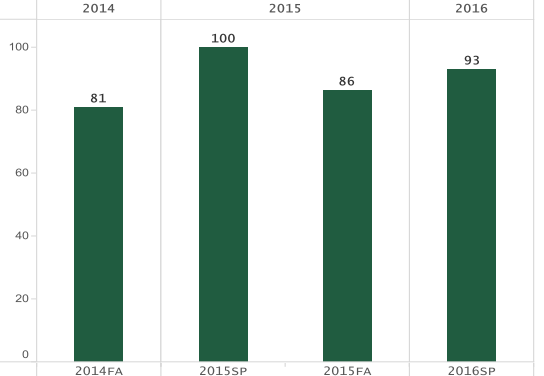
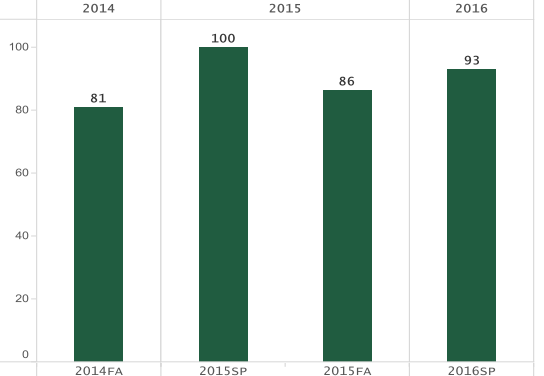
<b>75%</b> of students will score at least a <b>75%</b> on the Final Term Paper	<b>Final Term Paper:</b> direct, internal, summative assessment instrument utilized in <b>HCA-498</b>  <b>CLO: 4,5</b>	Over <b>75%</b> of students scored <b>75%</b> or higher on the Final Term Paper in three out of five reported semesters.  Scores requirements have been met and scores have been increasing in the last three semesters.	Performance measure shows a significant increase in years 2015 and 2016.	Continue to monitor performance. Consider reviewing the assessment rubric to see if more rigor can be implemented in the term paper grading criteria.	 <table><tr><th>2014</th><th>2015</th><th>2016</th></tr><tr><td>48</td><td>66</td><td>90</td></tr><tr><td>84</td><td>94</td><td></td></tr></table>	2014	2015	2016	48	66	90	84	94	
2014	2015	2016												
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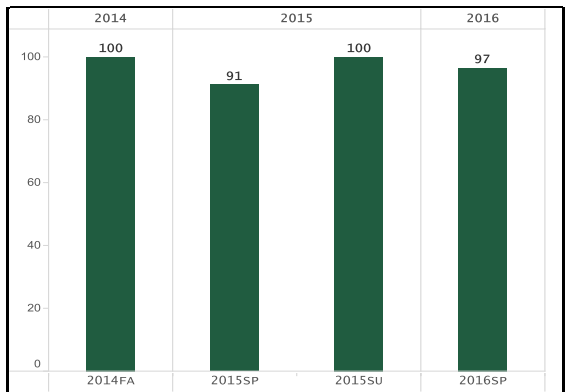
Human Resource Management (BA.HRA)																					
Performance Indicator		Definition																			
		Analysis of Results																			
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60% of students will score <i>no less than</i> one standard deviation (13.9) below the national average (152.1)	ETS MFT in Business: direct, external, summative assessment instrument utilized in HRA-498  CLO: 1,2,3	Over 60% of students completed the ETS Exam with a score of 138.2 or higher	Performance measure was consistently met except for a slight drop was noticed in spring of 2016.	Contiune to monitor performance. If a drop below 60% is noticed at the end of Fall 2016, an evaluation of the program will be needed to determine the drop. Once determination is completed, recommendations can be made.	<table><tr><td></td><td>2014</td><td colspan="2">2015</td><td>2016</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td>2014FA</td><td>2015SP</td><td>2015SU</td><td>2015FA</td><td>2016SP</td></tr></table>		2014	2015		2016							2014FA	2015SP	2015SU	2015FA	2016SP
	2014	2015		2016																	
																					
	2014FA	2015SP	2015SU	2015FA	2016SP																

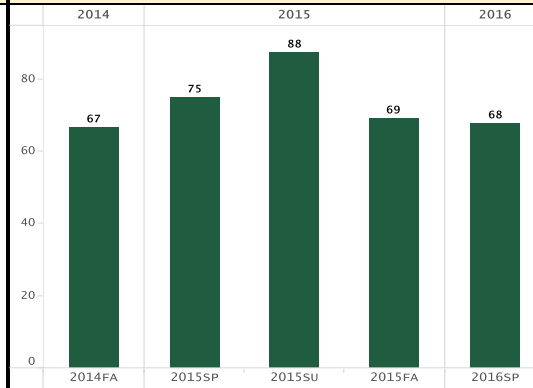
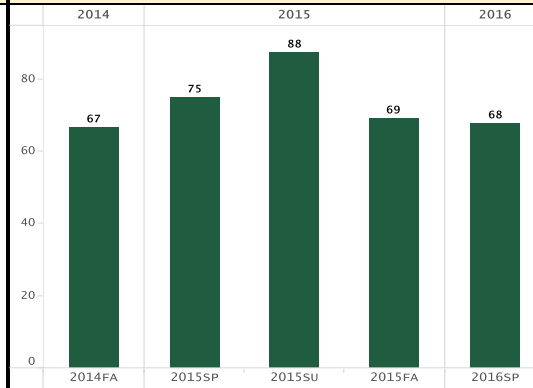
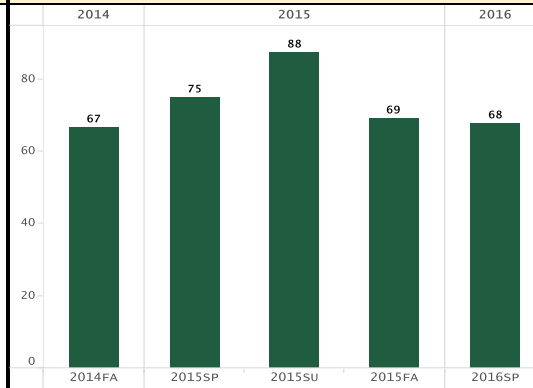


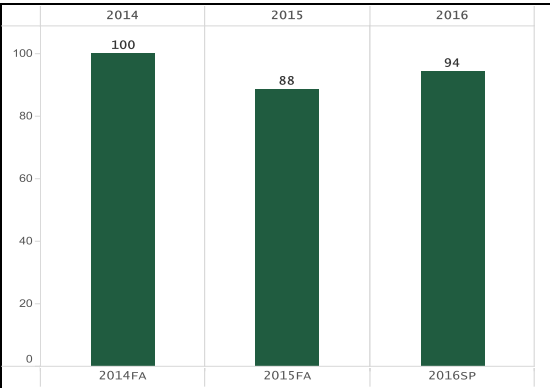
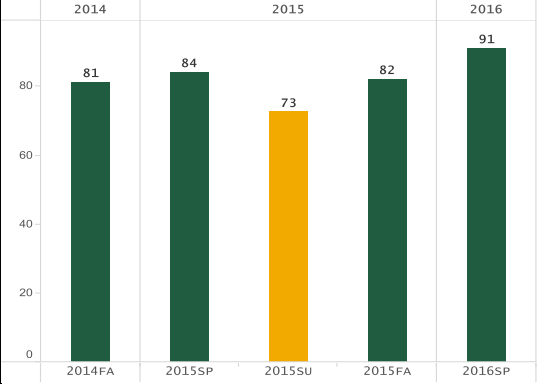


International Hospitality and Tourism Management (BA.IHT)					
Performance Indicator		Definition			
		Analysis of Results			
Performance Measure.	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Graphs of Resulting Trends
Measurable goal	(Type of instrument)	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?	

<b>60%</b> of students will score <i>no less than</i> one standard deviation <b>(13.9)</b> below the national average <b>(152.1)</b>	<b>ETS MFT in Business:</b> direct, external, summative assessment instrument utilized in <b>IHT-498</b>  <b>CLO: 1,2,3</b>	Less than <b>60%</b> of students completed the ETS Exam with a score of <b>138.2</b> or higher in all three semesters.	Did not meet	The ETS is being reviewed to possibly replace the exam with another type of summative assessment. As of Fall 2015 all business students are required to take a new course that was designed specifically to provide this evaluation to all business students. This course is GBA 398. In addition the study material for the EST-MFT is constantly being revised	<table><tr><th>2014</th><th>2015</th><th>2016</th></tr><tr><td><table><tr><th>Year</th><th>Score</th></tr><tr><td>2014FA</td><td>50</td></tr><tr><td>2015SP</td><td>22</td></tr><tr><td>2015SU</td><td>100</td></tr><tr><td>2016SP</td><td>38</td></tr></table></td></tr></table>	2014	2015	2016	 <table><tr><th>Year</th><th>Score</th></tr><tr><td>2014FA</td><td>50</td></tr><tr><td>2015SP</td><td>22</td></tr><tr><td>2015SU</td><td>100</td></tr><tr><td>2016SP</td><td>38</td></tr></table>	Year	Score	2014FA	50	2015SP	22	2015SU	100	2016SP	38
2014	2015	2016																	
 <table><tr><th>Year</th><th>Score</th></tr><tr><td>2014FA</td><td>50</td></tr><tr><td>2015SP</td><td>22</td></tr><tr><td>2015SU</td><td>100</td></tr><tr><td>2016SP</td><td>38</td></tr></table>	Year	Score	2014FA	50	2015SP	22	2015SU	100	2016SP	38									
Year	Score																		
2014FA	50																		
2015SP	22																		
2015SU	100																		
2016SP	38																		
<b>70%</b> of students will complete the Two Research Papers with a score of <b>70%</b> or higher	<b>Two Research Papers:</b> direct, internal, formative assessment instrument utilized in in <b>IHT-315</b>  <b>CLO: 4,5</b>	Over <b>70%</b> of students had an average score of <b>70%</b> or higher on the Two Research Papers for all three semesters.	Results Exceed performance Measurement.	Tourism Track has been discontinued and when the remaining students in the tourism track are taught out, this class will no longer be taught and this will no longer be a performance measurement formative assessment	<table><tr><th>2014</th><th>2015</th></tr><tr><td><table><tr><th>Year</th><th>Score</th></tr><tr><td>2014FA</td><td>91</td></tr><tr><td>2015SP</td><td>100</td></tr><tr><td>2015FA</td><td>91</td></tr></table></td></tr></table>	2014	2015	 <table><tr><th>Year</th><th>Score</th></tr><tr><td>2014FA</td><td>91</td></tr><tr><td>2015SP</td><td>100</td></tr><tr><td>2015FA</td><td>91</td></tr></table>	Year	Score	2014FA	91	2015SP	100	2015FA	91			
2014	2015																		
 <table><tr><th>Year</th><th>Score</th></tr><tr><td>2014FA</td><td>91</td></tr><tr><td>2015SP</td><td>100</td></tr><tr><td>2015FA</td><td>91</td></tr></table>	Year	Score	2014FA	91	2015SP	100	2015FA	91											
Year	Score																		
2014FA	91																		
2015SP	100																		
2015FA	91																		
<b>70%</b> of students will complete the Career Research Assignment with a score of <b>70%</b> or higher	<b>Career Research Assignment:</b> direct, internal, formative assessment instrument utilized in in <b>IHT-120</b>  <b>CLO: 4,5</b>	Over <b>70%</b> of students had an average score of <b>70%</b> or higher on the Career Research Assignment for all four semesters.	Results Exceed performance Measurement.	This class is being taught by more than one faculty as of Fall 15 so Chair will reach out to other faculty teaching this course to ensure that the criteria for the career research assignment is clear. Continue to monitor performance of this measurement and evaluate rigor of the Career Research Assignment	<table><tr><th>2014</th><th>2015</th><th>2016</th></tr><tr><td><table><tr><th>Year</th><th>Score</th></tr><tr><td>2014FA</td><td>81</td></tr><tr><td>2015SP</td><td>100</td></tr><tr><td>2015FA</td><td>86</td></tr><tr><td>2016SP</td><td>93</td></tr></table></td></tr></table>	2014	2015	2016	 <table><tr><th>Year</th><th>Score</th></tr><tr><td>2014FA</td><td>81</td></tr><tr><td>2015SP</td><td>100</td></tr><tr><td>2015FA</td><td>86</td></tr><tr><td>2016SP</td><td>93</td></tr></table>	Year	Score	2014FA	81	2015SP	100	2015FA	86	2016SP	93
2014	2015	2016																	
 <table><tr><th>Year</th><th>Score</th></tr><tr><td>2014FA</td><td>81</td></tr><tr><td>2015SP</td><td>100</td></tr><tr><td>2015FA</td><td>86</td></tr><tr><td>2016SP</td><td>93</td></tr></table>	Year	Score	2014FA	81	2015SP	100	2015FA	86	2016SP	93									
Year	Score																		
2014FA	81																		
2015SP	100																		
2015FA	86																		
2016SP	93																		

<b>70%</b> of students will score at least a <b>75%</b> on the Term Paper & Presentation	<b>Term Paper &amp; Presentation:</b> direct, internal, summative assessment instrument utilized in <b>IHT-498</b>  <b>CLO: 4,5</b>	Over <b>70%</b> of students had an average score of <b>75%</b> or higher on the Term Paper & Presentation for all four semesters.	Results Exceed performance Measurement. Results for the past few years have ranged from 87 to 100%. Modification needed	Continue to monitor this measurement as well as consideration of raising measurement to 80%, in addition check for rigor in Term Paper and Presentation	 <table><tr><th>2014</th><th>2015</th><th>2016</th></tr><tr><td>100</td><td>91</td><td>100</td></tr><tr><td>2014FA</td><td>2015SP</td><td>2015SU</td></tr><tr><td></td><td></td><td>2016SP</td></tr></table>	2014	2015	2016	100	91	100	2014FA	2015SP	2015SU			2016SP
2014	2015	2016															
100	91	100															
2014FA	2015SP	2015SU															
		2016SP															

Business Administration: Logistics (BA.BUSAD.LOG)																
Performance Indicator		Definition														
		Analysis of Results														
Performance Measure.	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Graphs of Resulting Trends											
Measurable goal	(Type of instrument)	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?												
60% of students will score <i>no less than</i> one standard deviation (13.9) below the national average (152.1)	ETS MFT in Business: direct, external, summative assessment instrument utilized in MGT-492  CLO: 1,2,3	Over 60% of students completed the ETS Exam with a score of 138.2 or higher	Performance measure was consistently met from 2014-2016.	Over the past few years the SOB has taken several initiatives to improve student performance in the ETS MFT exams, which was the following: update contents within the CBK courses, identified benchmark courses that helped students prepare for the exam, and include study materials.	<table><tr><td>2014</td><td>2015</td><td>2016</td></tr><tr><td></td><td></td><td></td></tr><tr><td>2014FA</td><td>2015SP</td><td>2015SU</td><td>2015FA</td><td>2016SP</td></tr></table>	2014	2015	2016				2014FA	2015SP	2015SU	2015FA	2016SP
2014	2015	2016														
																
2014FA	2015SP	2015SU	2015FA	2016SP												

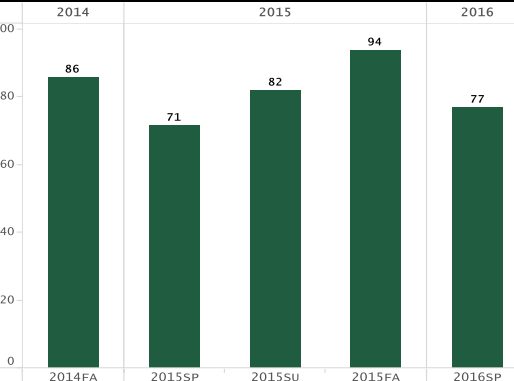
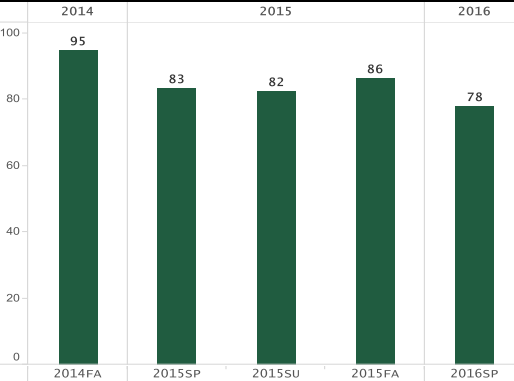
<b>70%</b> of students will complete the Project Management Plan with a score of <b>70%</b> or higher	<b>Project Management Plan:</b> direct, internal, formative assessment instrument utilized in in <b>MGT-312</b>  <b>CLO: 4,5,6</b>	Over <b>70%</b> of students had an average score of <b>70%</b> or higher on the Project Management Plan for all three semesters.	Performance measure was consistently met from 2014-2016.	Continue to monitor student performance. Consider raising the performance score to 80% and also check the rigor of the Project Management Plan.	 <table><thead><tr><th>2014</th><th>2015</th><th>2016</th></tr></thead><tbody><tr><td>100</td><td>88</td><td>94</td></tr></tbody></table>	2014	2015	2016	100	88	94				
2014	2015	2016													
100	88	94													
<b>75%</b> of students will score at least a <b>75%</b> on the Final Research Paper	<b>Final Research Paper:</b> direct, internal, summative assessment instrument utilized in <b>MGT-492</b>  <b>CLO: 4,5,6</b>	Over <b>75%</b> of students had an average score of <b>75%</b> or higher on the Final Research Paper in four out of five semesters.  The percentage met in the last two semesters has been steadily increasing.	Performance measure was consistently met from 2014-2016.	Continue to monitor student performance for at least two more semesters and determine if adjustments are needed if student scores continue to rise or maintain above average scores.	 <table><thead><tr><th>2014</th><th colspan="2">2015</th><th colspan="2">2016</th></tr></thead><tbody><tr><td>81</td><td>84</td><td>73</td><td>82</td><td>91</td></tr></tbody></table>	2014	2015		2016		81	84	73	82	91
2014	2015		2016												
81	84	73	82	91											

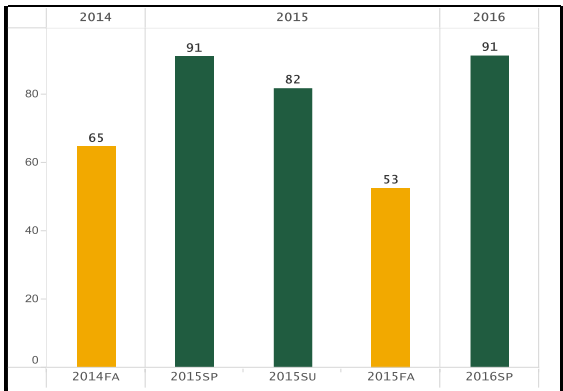
Management & Business Administration: Management (BA.MGT & BA.BUSAD.MGT)					
Performance Indicator		Definition			
		Analysis of Results			
Performance Measure.	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Graphs of Resulting Trends
Measurable goal	(Type of instrument)	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?	

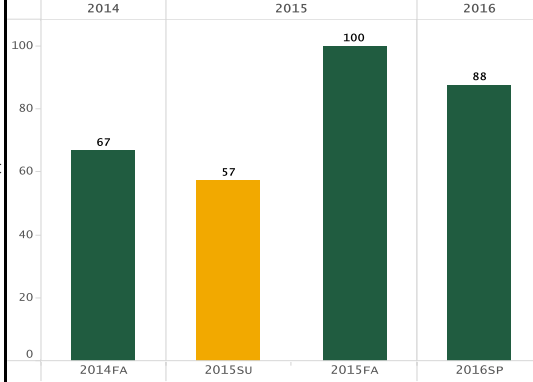
<b>60%</b> of students will score <i>no less than</i> one standard deviation <b>(13.9)</b> below the national average <b>(152.1)</b>	<b>ETS MFT in Business:</b> direct, external, summative assessment instrument utilized in <b>GBA-498</b>  <b>CLO: 1,2,3</b>	Over <b>60%</b> of students completed the ETS Exam with a score of <b>138.2</b> or higher	Performance measure was consistently met from 2014-2016.	Over the past few years the SOB has taken several initiatives to improve student performance in the ETS MFT exams, which was the following: update contents within the CBK courses, identified benchmark courses that helped students prepare for the exam, and include study materials within GBA398 and GBA498.	<table><tr><th>2014</th><th colspan="4">2015</th><th>2016</th></tr><tr><td>81</td><td>70</td><td>72</td><td>78</td><td>71</td><td></td></tr><tr><td>2014FA</td><td>2015SP</td><td>2015SU</td><td>2015FA</td><td>2016SP</td><td></td></tr></table>	2014	2015				2016	81	70	72	78	71		2014FA	2015SP	2015SU	2015FA	2016SP	
2014	2015				2016																		
81	70	72	78	71																			
2014FA	2015SP	2015SU	2015FA	2016SP																			
<b>70%</b> of students will complete the Employment Portfolio with a score of <b>70%</b> or higher	<b>Employment Portfolio:</b> direct, internal, formative assessment instrument utilized in in <b>GBA-321</b>  <b>CLO: 4,5,6</b>	Over <b>70%</b> of students had an average score of <b>70%</b> or higher on the Employment Portfolio for all five semesters and the percentage is increasing slightly.	Performance measure was consistently met and above average from 2014-2016.	Continue to monitor student performance. Consider raising the performance score to 80%.	<table><tr><th>2014</th><th colspan="4">2015</th><th>2016</th></tr><tr><td>85</td><td>85</td><td>78</td><td>82</td><td>87</td><td></td></tr><tr><td>2014FA</td><td>2015SP</td><td>2015SU</td><td>2015FA</td><td>2016SP</td><td></td></tr></table>	2014	2015				2016	85	85	78	82	87		2014FA	2015SP	2015SU	2015FA	2016SP	
2014	2015				2016																		
85	85	78	82	87																			
2014FA	2015SP	2015SU	2015FA	2016SP																			
<b>75%</b> of students will have a mean composite score equal to or higher than <b>70%</b> on the Written 3-year Plan & Simulation Performance	<b>Written 3-year Plan &amp; Simulation Performance:</b> direct, internal, summative assessment instrument utilized in <b>GBA-498</b>  <b>CLO: 4,5,6</b>	Over <b>75%</b> of students had an average score of <b>70%</b> or higher on the Written 3-year Plan & Simulation Performance for all five semesters and the percentage is increasing slightly.	Performance measure was consistently met and above average from 2014-2016.	Continue to monitor student performance. Consider raising the performance score to 75%. A new simulation has been implemented (GoVenture). Review the rigor of the simulation.	<table><tr><th>2014</th><th colspan="4">2015</th><th>2016</th></tr><tr><td>86</td><td>87</td><td>85</td><td>85</td><td>96</td><td></td></tr><tr><td>2014FA</td><td>2015SP</td><td>2015SU</td><td>2015FA</td><td>2016SP</td><td></td></tr></table>	2014	2015				2016	86	87	85	85	96		2014FA	2015SP	2015SU	2015FA	2016SP	
2014	2015				2016																		
86	87	85	85	96																			
2014FA	2015SP	2015SU	2015FA	2016SP																			

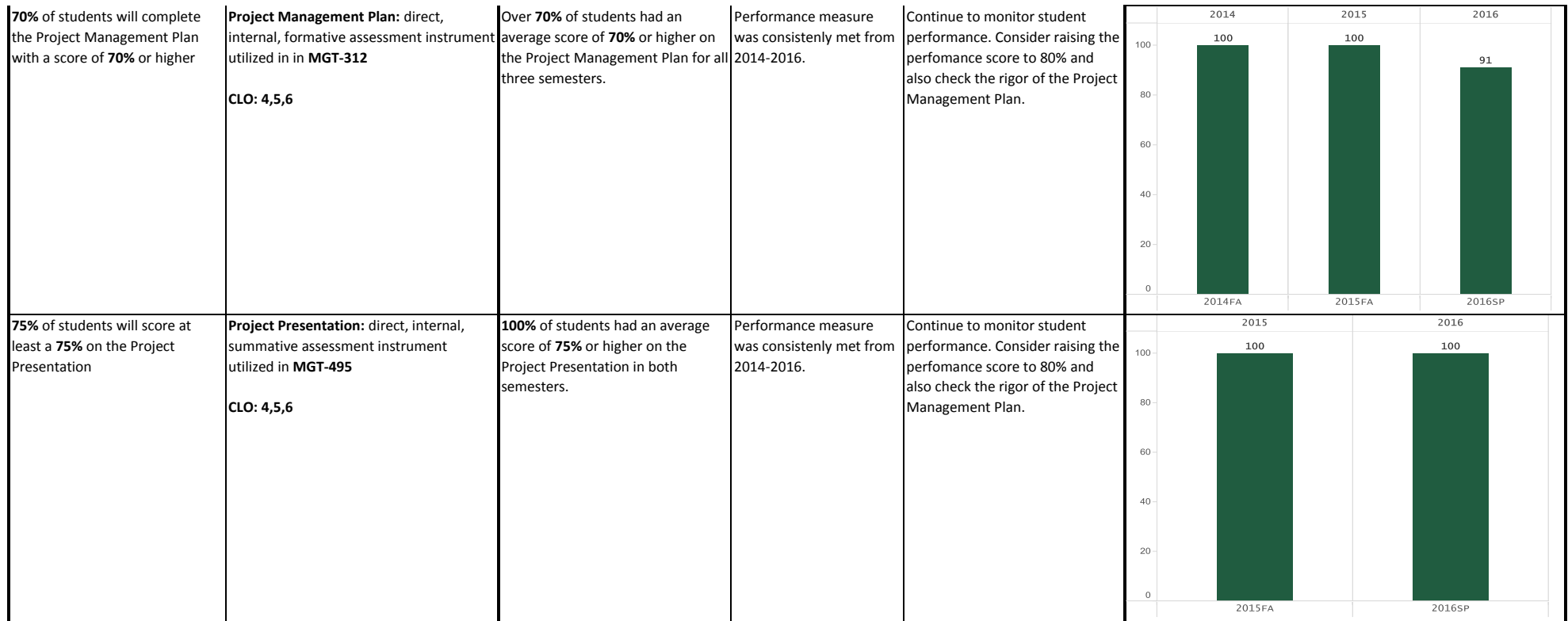
## Marketing &amp; Business Administration: Marketing (BA:MKT &amp; BA.BUSAD.MKT)

Performance Indicator	Definition
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		Analysis of Results																			
Performance Measure.	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Graphs of Resulting Trends																
Measurable goal	(Type of instrument)	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?																	
60% of students will score <i>no less than</i> one standard deviation <b>(13.9)</b> below the national average <b>(152.1)</b>	ETS MFT in Business: direct, external, summative assessment instrument utilized in MKT-498  CLO: 1,2,3	Over <b>60%</b> of students completed the ETS Exam with a score of <b>138.2</b> or higher	Goal not met. MKT majors are either not prepared for the exam or not motivated to prepare for the exam.	Add the use of multiple choice questions in the classes to "reteach" students how to take multiple choice tests. Change the MKT curriculum to strengthen student preparation. A new course with more emphasis on marketing analytics has been created to replace this course.	 <table><thead><tr><th>Year</th><th>Score</th></tr></thead><tbody><tr><td>2014FA</td><td>86</td></tr><tr><td>2015SP</td><td>71</td></tr><tr><td>2015SU</td><td>82</td></tr><tr><td>2015FA</td><td>94</td></tr><tr><td>2016SP</td><td>77</td></tr></tbody></table>					Year	Score	2014FA	86	2015SP	71	2015SU	82	2015FA	94	2016SP	77
Year	Score																				
2014FA	86																				
2015SP	71																				
2015SU	82																				
2015FA	94																				
2016SP	77																				
70% of students will complete the Consumer Behavior Term Paper with a score of <b>75%</b> or higher	Consumer Behavior Term Paper: direct, internal, formative assessment instrument utilized in MKT-383  CLO: 5,6,7	Over <b>70%</b> of students had an average score of <b>75%</b> or higher on the Consumer Behavior Term Paper for all five semesters.	Goal met. Students are prepared throughout the program to successfully completethe assessment.	New marketing curriculum eliminates this assessment in this course for the major. New goal and assessment will be created for the new curriculum.	 <table><thead><tr><th>Year</th><th>Score</th></tr></thead><tbody><tr><td>2014FA</td><td>95</td></tr><tr><td>2015SP</td><td>83</td></tr><tr><td>2015SU</td><td>82</td></tr><tr><td>2015FA</td><td>86</td></tr><tr><td>2016SP</td><td>78</td></tr></tbody></table>					Year	Score	2014FA	95	2015SP	83	2015SU	82	2015FA	86	2016SP	78
Year	Score																				
2014FA	95																				
2015SP	83																				
2015SU	82																				
2015FA	86																				
2016SP	78																				

<p><b>80%</b> of students will have a Simulation Score equal to or higher than (50% stock price and 50% report) of at least <b>75%</b> with class mean of <b>78%</b></p>	<p><b>Simulation Score:</b> direct, internal, summative assessment instrument utilized in <b>MKT-498</b></p> <p><b>CLO: 8,9</b></p>	<p>Scores were inconsistent with over <b>80%</b> of students scoring <b>75%</b> or higher with a class mean of <b>78%</b> or higher on the Simulation Score in three out of five reported semesters. Most recently the percent of students who met the criteria has increased.</p>	<p>Inconsistency across terms</p>	<p>A new course with more emphasis on analytics has been created to replace this course.</p>	 <table><thead><tr><th>Year</th><th>2014</th><th>2015</th><th>2016</th></tr></thead><tbody><tr><td>2014FA</td><td>65</td><td></td><td></td></tr><tr><td>2015SP</td><td></td><td>91</td><td></td></tr><tr><td>2015SU</td><td></td><td>82</td><td></td></tr><tr><td>2015FA</td><td></td><td>53</td><td></td></tr><tr><td>2016SP</td><td></td><td></td><td>91</td></tr></tbody></table>	Year	2014	2015	2016	2014FA	65			2015SP		91		2015SU		82		2015FA		53		2016SP			91
Year	2014	2015	2016																										
2014FA	65																												
2015SP		91																											
2015SU		82																											
2015FA		53																											
2016SP			91																										

Business Administration: Project Management (BA.BUSAD.PM)															
Performance Indicator		Definition													
		Analysis of Results													
Performance Measure.	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Graphs of Resulting Trends										
Measurable goal	(Type of instrument)	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?											
60% of students will score <i>no less than</i> one standard deviation (13.9) below the national average (152.1)	ETS MFT in Business: direct, external, summative assessment instrument utilized in MGT-495	Over 60% of students completed the ETS Exam with a score of 138.2 or higher in the 2014FA semester only	Performance measure was consistently met from 2014-2016, except for summer 2015.	Over the past few years the SOB has taken several initiatives to improve student performance in the ETS MFT exams, which was the following: update contents within the CBK courses and identified benchmark courses that helped students prepare for the exam. Recommendation is to continue to monitor the ETS outcomes to see if an adjustment is needed.	<div><div>2014</div><div>2015</div><div>2016</div></div>  <table><thead><tr><th>Semester</th><th>Score</th></tr></thead><tbody><tr><td>2014FA</td><td>67</td></tr><tr><td>2015SU</td><td>57</td></tr><tr><td>2015FA</td><td>100</td></tr><tr><td>2016SP</td><td>88</td></tr></tbody></table>	Semester	Score	2014FA	67	2015SU	57	2015FA	100	2016SP	88
	Semester				Score										
2014FA	67														
2015SU	57														
2015FA	100														
2016SP	88														
	CLO: 1,2,3														



Sport Business (BA.SPB)					
Performance Indicator		Definition			
		Analysis of Results			
Performance Measure.	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Graphs of Resulting Trends
Measurable goal	(Type of instrument)	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?	

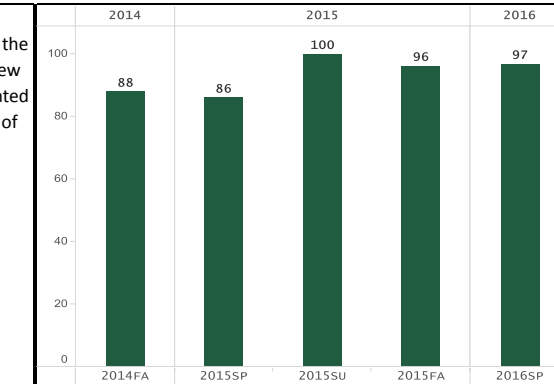


<b>60%</b> of students will score <i>no less than</i> one standard deviation <b>(13.9)</b> below the national average <b>(152.1)</b>	<b>ETS MFT in Business:</b> direct, external, summative assessment instrument utilized in <b>SPB-449</b>  <b>CLO: 1,2,3</b>	Over <b>60%</b> of students completed the ETS Exam with a score of <b>138.2</b> or higher in the 2015SP semester only	Exceeded performance measurement	The ETS is being reviewed to possibly replace the exam with another type of summative assessment. As of Fall 2015 all business students are required to take a new course that was designed specifically to provide this evaluation to all business students. This course is GBA 398. In addition the study material for the EST-MFT is constantly being revised	<table><tr><th>Year</th><th>Score</th></tr><tr><td>2014FA</td><td>48</td></tr><tr><td>2015SP</td><td>83</td></tr><tr><td>2015FA</td><td>81</td></tr><tr><td>2016SP</td><td>58</td></tr></table>	Year	Score	2014FA	48	2015SP	83	2015FA	81	2016SP	58
Year	Score														
2014FA	48														
2015SP	83														
2015FA	81														
2016SP	58														
<b>75%</b> of students will complete the Risk Management Project with a score of <b>75%</b> or higher	<b>Risk Management Project:</b> direct, internal, formative assessment instrument utilized in in <b>SPB-350</b>  <b>CLO: 4,5</b>	Over <b>75%</b> of students had an average score of <b>75%</b> or higher on the Orgnaizational Investigation & Analysis in the 2015SP semester only.	Exceeded performance measurement	Continue to monitor performance measurement as well as evaluate risk management project. Since this program is going through an APR as well as a reaccreditation for it's COSMA accreditation, all measurements will be evaluated.	<table><tr><th>Year</th><th>Score</th></tr><tr><td>2015SP</td><td>82</td></tr><tr><td>2016SP</td><td>73</td></tr></table>	Year	Score	2015SP	82	2016SP	73				
Year	Score														
2015SP	82														
2016SP	73														
<b>70%</b> of students will attain a score of <b>75%</b> or higher on the Orgnaizational Investigation & Analysis	<b>Orgnaizational Investigation &amp; Analysis:</b> direct, internal, summative assessment instrument utilized in in <b>SPB-496</b>  <b>CLO: 4,5</b>	Over <b>70%</b> of students had an average score of <b>75%</b> or higher on the Orgnaizational Investigation & Analysis for all three semesters.	Exceeded performance measurement	Continue to monitor performance measurement as well as consider rising performance measure criteria. In addition evaluate Organizational Investigation & Analysis project. Since this program is going through an APR as well as a reaccreditation for it's COSMA accreditation, all measurements will be evaluated.	<table><tr><th>Year</th><th>Score</th></tr><tr><td>2014FA</td><td>100</td></tr><tr><td>2015SP</td><td>100</td></tr><tr><td>2016SP</td><td>86</td></tr></table>	Year	Score	2014FA	100	2015SP	100	2016SP	86		
Year	Score														
2014FA	100														
2015SP	100														
2016SP	86														

**Business Administration: Technology Management (BA.BUSAD.TEC)**

Performance Indicator	Definition
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		Analysis of Results																			
Performance Measure.	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Graphs of Resulting Trends																
Measurable goal	(Type of instrument)	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?																	
60% of students will score <i>no less than</i> one standard deviation (13.9) below the national average (152.1)	ETS MFT in Business: direct, external, summative assessment instrument utilized in GBA-498  CLO: 1,2,3	Over 60% of students completed the ETS Exam with a score of 138.2 or higher	Performance measure was consistently met from 2014-2016.	Over the past few years the SOB has taken several initiatives to improve student performance in the ETS MFT exams, which was the following: update contents within the CBK courses and identified benchmark courses that helped students prepare for the exam. Recommendation is to continue to monitor the ETS outcomes to see if an adjustment is needed.	<div><div>2014</div><div>2015</div><div>2016</div></div> <table><thead><tr><th>Year</th><th>Score</th></tr></thead><tbody><tr><td>2014FA</td><td>82</td></tr><tr><td>2015SP</td><td>61</td></tr><tr><td>2015SU</td><td>90</td></tr><tr><td>2015FA</td><td>72</td></tr><tr><td>2016SP</td><td>72</td></tr></tbody></table>					Year	Score	2014FA	82	2015SP	61	2015SU	90	2015FA	72	2016SP	72
					Year	Score															
2014FA	82																				
2015SP	61																				
2015SU	90																				
2015FA	72																				
2016SP	72																				
70% of students will complete the Employment Portfolio with a score of 70% or higher	Employment Portfolio: direct, internal, formative assessment instrument utilized in in GBA-321  CLO: 4,5,6	Over 70% of students had an average score of 70% or higher on the Employment Portfolio for all five semesters and the percentage is increasing slightly.	Performance measure was consistently met from 2014-2016.	Continue to monitor student performance. Consider raising the performance score to 80% and also check the rigor of the Employment Portfolio.	<div><div>2014</div><div>2015</div><div>2016</div></div> <table><thead><tr><th>Year</th><th>Score</th></tr></thead><tbody><tr><td>2014FA</td><td>100</td></tr><tr><td>2015SP</td><td>94</td></tr><tr><td>2015SU</td><td>92</td></tr><tr><td>2015FA</td><td>89</td></tr><tr><td>2016SP</td><td>93</td></tr></tbody></table>					Year	Score	2014FA	100	2015SP	94	2015SU	92	2015FA	89	2016SP	93
					Year	Score															
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2015SP	94																				
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<b>75%</b> of students will have a mean composite score equal to or higher than <b>70%</b> on the Written 3-year Plan & Simulation Performance	<b>Written 3-year Plan &amp; Simulation</b> <b>Performance:</b> direct, internal, summative assessment instrument utilized in <b>GBA-498</b>  <b>CLO: 4,5,6</b>	Over <b>75%</b> of students had an average score of <b>70%</b> or higher on the Written 3-year Plan & Simulation Performance for all five semesters.	Performance measure was consistently met from 2014-2016.	Continue to monitor student performance. Consider raising the performance score to 75%. A new simulation has been implemented (GoVenture). Review the rigor of the simualtion.	 <table><thead><tr><th>Year</th><th>Score</th></tr></thead><tbody><tr><td>2014FA</td><td>88</td></tr><tr><td>2015SP</td><td>86</td></tr><tr><td>2015SU</td><td>100</td></tr><tr><td>2015FA</td><td>96</td></tr><tr><td>2016SP</td><td>97</td></tr></tbody></table>	Year	Score	2014FA	88	2015SP	86	2015SU	100	2015FA	96	2016SP	97
Year	Score																
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## Standard #4 Measurement and Analysis of Student Learning and Performance

## Supporting Data for Criterion 4.2

Master of Business Administration																										
Performance Indicator		Definition																								
		Analysis of Results			Graphs of Resulting Trends																					
Performance Measure.	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made																						
Measurable goal	(Type of instrument)	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?																						
80% or a 3 or greater on a 4 point scale wherein students demonstrate they attained a significantly high level of quality learning in MBA-599 (summative).	Internal - MBA Program Learning Outcomes Assessment  The data is segmented by location, formative/summative, and semester.  Refer to evidence file link to see segmentation by location.  1st assessment period Graduate Studies in Business has measured formative to summative scores due to the recent implementation of a learning outcome management system. Previously reported scores showed only summative comparisons.	Students are achieving expected results in the program. 68% of students entering the MBA program average a 3 or better in their first class (MBA-525-Formative). This percentage grows to 92.3% at the completion of the MBA program with an average of 3 or better in their final class (MBA-599-Summative). Students are attaining 23% improvement across all locations.	Most locations mimicked this trend with significant growth from MBA-525 (formative) to MBA-599 (summative) program learning outcome achievement.  The most significant change was students in online courses who's outcomes improved by an average of 28%; an average of 20% higher than all campus locations. It is relevant to note that campus students initial scores were 16% higher than online students.  Several of the smaller center locations struggle to show the same level of growth from formative to summative scores.	In 2016SU1 all onground courses moved to a standard syllabi with predetermined assignments.  In 2016FA1 all onground MBA courses, with the exception of MBA-560 and MBA-570, moved to using a standard online rubric for all significant written assignments and discussions that will be utilized across all locations. In 2016FA2 MBA-560 and MBA-570 will utilize standard online rubrics. In 2017SP1 all online courses will have standard online rubrics for all written assignments and discussions.  These actions will ensure consistent assessment using the same criteria at all locations, whether onground or online.  These results will be reported as per the standard Graduate Studies in Business  Assessment Plan in the Graduate Faculty Committee, School of Business Faculty Meeting, and analyzed in the Academic Program Review to ensure continuous improvement.	<div>Percentage of Students Scoring 3 or Better</div> <table><thead><tr><th>Semester</th><th>MBA-525 Formative</th><th>MBA-599 Summative</th></tr></thead><tbody><tr><td>Fall 2014</td><td>70.1%</td><td>89.4%</td></tr><tr><td>Spring 2015</td><td>71.9%</td><td>94.0%</td></tr><tr><td>Summer 2015</td><td>72.8%</td><td>87.2%</td></tr><tr><td>Fall 2015</td><td>64.4%</td><td>90.7%</td></tr><tr><td>Spring 2016</td><td>63.4%</td><td>93.4%</td></tr><tr><td>Summer 2016</td><td>68.6%</td><td>99.1%</td></tr></tbody></table>	Semester	MBA-525 Formative	MBA-599 Summative	Fall 2014	70.1%	89.4%	Spring 2015	71.9%	94.0%	Summer 2015	72.8%	87.2%	Fall 2015	64.4%	90.7%	Spring 2016	63.4%	93.4%	Summer 2016	68.6%	99.1%
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<p>80% or higher when benchmarked against other ACBSP Schools and MBA Programs in their summative external Business Administration CPC-Based COMP Exam administered by Peregrine Academic Services taken in MBA-599 (summative).</p> <p>10% growth in total composite scores in the external Business Administration CPC-Based COMP Exam administered by Peregrine Academic Services taken in MBA-525 (formative) and MBA-599 (summative).</p>	<p>External -Peregrine Assessment</p> <p>The data is segmented by location, formative/summative, semester, and topic.</p> <p><b>Refer to evidence file link to see segmentation by location and topics.</b></p> <p>Implemented in Spring 2015 - First reporting of Administration CPC-Based COMP Exam results.</p>	<p>Students are achieving expected results in the CPC-Based Comp Exam. Students entering the program average a 49% on the external Business Administration CPC-Based COMP Exam administered by Peregrine Academic Services in MBA-525 (formative). Students exiting the program in MBA-599 (Summative) average a 62% on the external Business Administration CPC-Based COMP Exam administered by Peregrine Academic Services.</p> <p>Students are showing a high level of learning with a 13% growth in total composite score improvement across all locations.</p> <p>Total summative percentile rankings average a 90% compared to ACBSP schools and a 89% compared to MBA schools in the external Business Administration CPC-Based COMP Exam administered by Peregrine Academic Services.</p>	<p>Students are achieving high results on formative, summative, growth scores. These results are similar across the topics accessed within the external Business Administration CPC-Based COMP Exam. Several of the center locations show lower scores in both formative and summative assessments across the reported semesters compared to the aggregate Saint Leo MBA Scores.</p>	<p>This data is being analyzed in the 2016-2017 Academic Program Review.</p> <p>In 2016SU1 all onground courses moved to a standard syllabi with predetermined assignments.</p> <p>In 2016FA1 all onground MBA courses, with the exception of MBA-560 and MBA-570, moved to using a standard online rubric for all significant written assignments and discussions that will be utilized across all locations. In 2016FA2 MBA-560 and MBA-570 will utilize standard online rubrics. In 2017SP1 all online courses will have standard online rubrics for all written assignments and discussions.</p> <p>This change will provide consistency in program delivery across the locations.</p> <p>Learning Outcomes are currently being mapped to the Peregrine Assessment to give further focus for future program improvements.</p> <p>Results are reported according to the standard Graduate Studies in Business Assessment Plan.</p>	<div><div><div><div><div>Spring 2015</div><div>Summer 2015</div><div>Semester / Timeline</div><div>Fall 2015</div><div>Spring 2016</div></div><div><div><div>Avg Score</div><div>60.00</div><div>40.00</div><div>20.00</div><div>0.00</div></div><div><div>Summative</div><div>Formative</div><div>Summative</div><div>Formative</div><div>Summative</div><div>Formative</div><div>Summative</div></div><div><div>61.74</div><div>49.37</div><div>63.20</div><div>49.58</div><div>62.83</div><div>50.60</div><div>64.06</div></div></div></div><div><div><div>Percentile Rank - Comparison to All ACBSP Students and All MBA Students - All Locations - Outbound Scores - Topic: Total</div><div><div>Spring 2015</div><div>Summer 2015</div><div>Fall 2015</div><div>Spring 2016</div></div><div><div>ACBSP</div><div>MBA</div><div>ACBSP</div><div>MBA</div><div>ACBSP</div><div>MBA</div><div>ACBSP</div><div>MBA</div></div><div><div>88.0%</div><div>86.0%</div><div>93.6%</div><div>90.0%</div><div>90.1%</div><div>89.0%</div><div>87.9%</div><div>93.0%</div></div></div></div></div></div>
<p>80% or a 3 or greater on a 4 point scale wherein students demonstrate their commitment to the Saint Leo University's Core Values of Community, Excellence, Integrity, Personal Development, Respect, Responsible Stewardship.</p>	<p>Internal -MBA Program Learning Outcomes Assessment</p> <p>The data is segmented by location, core value, and semester.</p> <p><b>Refer to evidence file link to see segmentation by location.</b></p> <p>First reporting of learning outcomes segmented by core value due to the recent implementation of learning outcome management system.</p>	<p>Students are achieving expected results in the program. Averaged scores of all locations are above the composite score of 80% or a 3 or greater on a 4 point scale.</p>	<p>There is no concerning trends to indicate students are not demonstrating their commitment to the core values of Community, Excellence, Integrity, Personal Development, Respect, Responsible Stewardship. Several of the locations offer the courses on a rotation. These locations need more data points in order to identify trends.</p>	<p>Results are reported according to the standard Graduate Studies in Business Assessment Plan.</p>	<div><div><div><div><div>Overall Core Values</div><div><div>Summer 2013</div><div>Fall 2013</div><div>Spring 2014</div><div>Summer 2014</div><div>Fall 2014</div><div>Spring 2015</div><div>Summer 2015</div><div>Fall 2015</div><div>Spring 2016</div><div>Summer 2016</div></div><div><div>83.7%</div><div>88.7%</div><div>92.9%</div><div>85.4%</div><div>88.7%</div><div>89.4%</div><div>90.2%</div><div>88.9%</div><div>90.8%</div><div>94.0%</div></div></div></div><div><div><div>Individual Core Values - All</div><div><div>Community</div><div>Excellence</div><div>Integrity</div><div>Personal Development</div><div>Respect</div><div>Responsible Stewardship</div></div><div><div>92.6%</div><div>82.7%</div><div>96.2%</div><div>91.7%</div><div>96.2%</div><div>89.0%</div></div></div></div></div></div>

MBA.ACC																													
Performance Indicator		Definition																											
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80% or a 3 or greater on a 4 point scale wherein students demonstrate they attained a significantly high level of quality learning in ACC-549 (summative).	Internal - MBA.ACC Program Learning Outcomes Assessment  The data is segmented by semester.	Students are achieving expected results in the program.	Results across the different semesters are consistently meeting the intended program outcomes. 2015SU1 showed a drop in scores. This semester was reviewed and did not show inconsistency in delivery or instruction.	Learning Outcomes are currently being mapped to the Peregrine Assessment to give further focus for future program improvements.  Results are reported according to the standard Graduate Studies in Business Assessment Plan.	<div>Percentage of Students Scoring 3 or Better MBA - Accounting Concentration</div> <table><thead><tr><th>Semester</th><th>Percentage</th></tr></thead><tbody><tr><td>Fall 2014</td><td>95%</td></tr><tr><td>Spring 2015</td><td>100%</td></tr><tr><td>Summer 2015</td><td>39%</td></tr><tr><td>Fall 2015</td><td>88%</td></tr><tr><td>Spring 2016</td><td>94%</td></tr><tr><td>Summer 2016</td><td>88%</td></tr></tbody></table>	Semester	Percentage	Fall 2014	95%	Spring 2015	100%	Summer 2015	39%	Fall 2015	88%	Spring 2016	94%	Summer 2016	88%										
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80% or higher when benchmarked against ACBSP Schools in their summative external Accounting Common Professional Component (CPC) based comprehensive exam administered by Peregrine Academic Services taken in ACC-549 (summative).  10% growth in total composite scores in the external Accounting Common Professional Component (CPC) based comprehensive exam administered by Peregrine Academic Services taken in ACC-505 (formative) and ACC-549 (summative).	External - Peregrine Assessment  The data is segmented by formative/summative, semester, and topics.  <a href="#">Refer to evidence file link to see segmentation by location and topics.</a>  Implemented in Summer 2015 - First reporting of Accounting Common Professional Component (CPC) based comprehensive exam results.	Students scored under the 80% ranking with an average score of 78% on the ACC-549 summative Accounting Common Professional Component (CPC) based comprehensive exam. Students demonstrated growth but did not meet the expected growth of 10% from formative to summative scores. Students averaged a 7.4% growth from formative to summative scores.	1st full year of data collection. Topic segmentation identifies areas that present lower improvement scores from formative to summative exams.	Results are reported according to the standard Graduate Studies in Business Assessment Plan.  Learning Outcomes are currently being mapped to the Peregrine Assessment to give further focus for future program improvements.	<div>MBA.ACC Student Score by Concentration Comparison to All ACBSP Students - Accounting - Topic: All</div> <table><thead><tr><th>Semester</th><th>Formative</th><th>Summative</th></tr></thead><tbody><tr><td>Summer 2015</td><td>58.40</td><td>71.58</td></tr><tr><td>Fall 2015</td><td>50.74</td><td>61.19</td></tr><tr><td>Spring 2016</td><td>58.14</td><td>56.72</td></tr></tbody></table> <div>Percentile Rank - Comparison to All ACBSP Students - Accounting - Outbound Scores - Topic: All</div> <table><thead><tr><th>Semester</th><th>ACBSP</th><th>Percentile Rank</th></tr></thead><tbody><tr><td>Summer 2015</td><td>ACBSP</td><td>83.8%</td></tr><tr><td>Fall 2015</td><td>ACBSP</td><td>80.7%</td></tr><tr><td>Spring 2016</td><td>ACBSP</td><td>70.9%</td></tr></tbody></table>	Semester	Formative	Summative	Summer 2015	58.40	71.58	Fall 2015	50.74	61.19	Spring 2016	58.14	56.72	Semester	ACBSP	Percentile Rank	Summer 2015	ACBSP	83.8%	Fall 2015	ACBSP	80.7%	Spring 2016	ACBSP	70.9%
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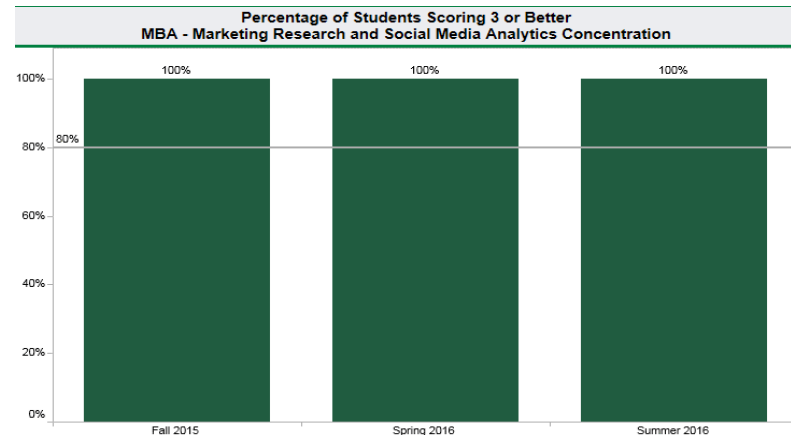
MBA.HCM																				
Performance Indicator		Definition																		
		Analysis of Results																		
Performance Measure.  <i>Measurable goal</i>	What is your measurement instrument or process?  <i>(Type of instrument)</i>	Current Results  <i>What are your current results?</i>	Analysis of Results  <i>What did you learn from the results?</i>	Action Taken or Improvement made  <i>What did you improve or what is your next step?</i>	Graphs of Resulting Trends															
80% or a 3 or greater on a 4 point scale wherein students demonstrate they attained a significantly high level of quality learning in HCM-550 and HCM-590 (end of program).	Internal - MBA.HCM Program Learning Outcomes Assessment  The data is segmented by semester.	Students are achieving expected results in the program.	Results across the different semesters are consistently meeting the intended course outcomes. The scores are showing improvements after several course redesigns to strength the quality of the program and improve student learning.	Learning Outcomes are currently being mapped to the Peregrine Assessment to give further focus for future program improvements.  Results are reported according to the standard Graduate Studies in Business Assessment Plan.	<div><div>Percentage of Students Scoring 3 or Better MBA - Health Care Management Concentration</div><table><thead><tr><th>Semester</th><th>Percentage of Students Scoring 3 or Better</th></tr></thead><tbody><tr><td>Fall 2014</td><td>80%</td></tr><tr><td>Spring 2015</td><td>82%</td></tr><tr><td>Summer 2015</td><td>92%</td></tr><tr><td>Fall 2015</td><td>91%</td></tr><tr><td>Spring 2016</td><td>92%</td></tr></tbody></table></div>	Semester	Percentage of Students Scoring 3 or Better	Fall 2014	80%	Spring 2015	82%	Summer 2015	92%	Fall 2015	91%	Spring 2016	92%			
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80% or higher when benchmarked against Schools located within the US in their summative HCM-590 (Summative) assessment using the external Health Care Administration CPC-Based COMP exam administered by Peregrine Academic Services.	External -Peregrine Assessment  The data is segmented by semester and topic.  <b>Refer to evidence file link to see segmentation by topic.</b>  Implemented in Fall 2015 - First reporting of Health Care Administration CPC-Based COMP Exam results .	The initial results in show high overall scores with an average of 71 but a ranking to other schools in the US of 73%. This is a new exam offered with Peregrine and there is minimal scores that contribute to percentile rankings.	There is not enough data to determine trends.	Results are reported according to the standard Graduate Studies in Business Assessment Plan.	<div><div>MBA HCM Student Score by Concentration Comparison to All ACBSP Students - Health Care Management - Topic: Total</div><table><thead><tr><th>Semester</th><th>Avg Score</th></tr></thead><tbody><tr><td>Fall 2015</td><td>70.58</td></tr><tr><td>Spring 2016</td><td>71.30</td></tr></tbody></table></div> <div><div>Percentile Rank - Comparison to Students Located in the US - Health Care Management - Outbound Scores - Topic: Total</div><table><thead><tr><th>Semester</th><th>Students Located in the US</th><th>Percentile Rank</th></tr></thead><tbody><tr><td>Fall 2015</td><td>Students Located in the US</td><td>71.00%</td></tr><tr><td>Spring 2016</td><td>Students Located in the US</td><td>75.00%</td></tr></tbody></table></div>	Semester	Avg Score	Fall 2015	70.58	Spring 2016	71.30	Semester	Students Located in the US	Percentile Rank	Fall 2015	Students Located in the US	71.00%	Spring 2016	Students Located in the US	75.00%
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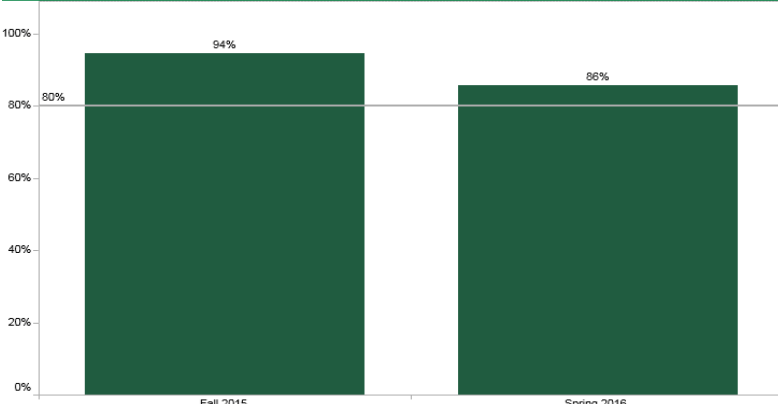
MBA.HRA																			
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80% or a 3 or greater on a 4 point scale wherein students demonstrate they attained a significantly high level of quality learning in HRA-549 (summative).	Internal - MBA.HRA Program Learning Outcomes Assessment  The data is segmented by semester.	Students are not consistently achieving expected results in the program. Results range from 39% to 94%.	These results have been brought to the graduate Faculty Committee to report back to the department. The assessment course has been reviewed and there is inconsistency in grading assessment.	In 2017SP1 all online courses will have standard online rubric for all written assignments and discussions.  These actions will ensure consistent assessment using the same criteria. Faculty will be trained on using these new assessment measures prior to implementation. Consistency will allow the department to determine any areas that need improvement in future academic program review.  Results are reported according to the standard Graduate Studies in Business Assessment Plan.	<div>Percentage of Students Scoring 3 or Better MBA - Human Resource Management Concentration</div> <table><thead><tr><th>Semester</th><th>Percentage</th></tr></thead><tbody><tr><td>Fall 2014</td><td>76%</td></tr><tr><td>Spring 2015</td><td>82%</td></tr><tr><td>Summer 2015</td><td>63%</td></tr><tr><td>Fall 2015</td><td>39%</td></tr><tr><td>Spring 2016</td><td>68%</td></tr><tr><td>Summer 2016</td><td>94%</td></tr></tbody></table>	Semester	Percentage	Fall 2014	76%	Spring 2015	82%	Summer 2015	63%	Fall 2015	39%	Spring 2016	68%	Summer 2016	94%
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80% or higher when benchmarked against ACBSP Schools and MBA Programs in their summative HRA-549 (Summative) assessment using the external Advanced Common Professional Component (CPC) Topics: Human Resource Management exam administered by Peregrine Academic Services.	External - Peregrine Assessment  The data is segmented by semester and topic.  <b>Refer to evidence file link to see segmentation by location and topics.</b>  Implemented in Spring 2016 - First reporting of Advanced Common Professional Component (CPC) Topics: Human Resource Management results.	There is not enough data to determine trends.	1st results in Spring 2016 show promise with an 81% ranking to other ACBSP scores.	Learning Outcomes are currently being mapped to the Peregrine Assessment to give further focus for future program improvements.  Results are reported according to the standard Graduate Studies in Business Assessment Plan.	<div>SLU Student Score by Concentration Comparison to All ACBSP Students - Human Resource Administration - Topic: Total</div> <div>Spring 2016</div> <div>Avg. Score</div> <div>59.39</div> <div>Summative</div> <div>Percentile Rank - Comparison to All ACBSP Students - Human Resource Administration - Outbound Scores - Topic: Total</div> <div>Spring 2016   ACBSP</div> <div>81.0%</div>														



MBA.ISM																	
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80% or a 3 or greater on a 4 point scale wherein students demonstrate they attained a significantly high level of quality learning in COM-590 (end of program).	Internal - MBA.ISM Program Learning Outcomes Assessment  The data is segmented by semester.	Students are achieving expected results in the program.	Results across the different semesters are consistently meeting the intended course outcomes.	Learning Outcomes are currently being mapped to the Peregrine Assessment to give further focus for future program improvements.  Results are reported according to the standard Graduate Studies in Business Assessment Plan.	<div>Percentage of Students Scoring 3 or Better MBA - Information Security Management Concentration</div> <table border="1"><thead><tr><th>Semester</th><th>Percentage</th></tr></thead><tbody><tr><td>Fall 2014</td><td>80%</td></tr><tr><td>Spring 2015</td><td>96%</td></tr><tr><td>Summer 2015</td><td>93%</td></tr><tr><td>Fall 2015</td><td>94%</td></tr><tr><td>Spring 2016</td><td>100%</td></tr></tbody></table>	Semester	Percentage	Fall 2014	80%	Spring 2015	96%	Summer 2015	93%	Fall 2015	94%	Spring 2016	100%
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Fall 2015	94%																
Spring 2016	100%																
80% or higher when benchmarked against Schools located within the US in their summative COM-590 (Summative) assessment using the external Business Administration Common Professional Component (CPC) with topics in Information Security Management by Peregrine Academic Services.	External -Peregrine Assessment  The data is segmented by semester and topic.  Refer to evidence file link to see segmentation by topic.  Implemented in Fall 2015 - First reporting of Business Administration Common Professional Component (CPC) with topics in Information Security Management results.	Initial results in show an average ranking to other ACBSP schools of 77%.	There is not enough data to determine trends.	Results are reported according to the standard Graduate Studies in Business Assessment Plan.	<div>MBA.ISM Student Score by Concentration Comparison to All ACBSP Students - Information Security Management - Topic: All</div> <table border="1"><thead><tr><th>Semester</th><th>Avg Score</th></tr></thead><tbody><tr><td>Fall 2015</td><td>57.97</td></tr><tr><td>Spring 2016</td><td>61.11</td></tr></tbody></table> <div>Percentile Rank - Comparison to All ACBSP Students - Information Security Management - Outbound Scores - Topic: All</div> <table border="1"><thead><tr><th>Semester</th><th>Percentile Rank</th></tr></thead><tbody><tr><td>Fall 2015</td><td>64.0%</td></tr><tr><td>Spring 2016</td><td>77.0%</td></tr></tbody></table>	Semester	Avg Score	Fall 2015	57.97	Spring 2016	61.11	Semester	Percentile Rank	Fall 2015	64.0%	Spring 2016	77.0%
Semester	Avg Score																
Fall 2015	57.97																
Spring 2016	61.11																
Semester	Percentile Rank																
Fall 2015	64.0%																
Spring 2016	77.0%																

MBA.MKT																			
Performance Indicator		Definition																	
		Analysis of Results																	
Performance Measure.	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Graphs of Resulting Trends														
Measurable goal	(Type of instrument)	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?															
80% or a 3 or greater on a 4 point scale wherein students demonstrate they attained a significantly high level of quality learning in MKT-564 (end of program).	Internal - MBA.MKT Program Learning Outcomes Assessment  The data is segmented by semester.	Students are achieving expected results in the program.	Results across the different semesters are consistently meeting the intended course outcomes.	Learning Outcomes are currently being mapped to the Peregrine Assessment to give further focus for future program improvements.  Results are reported according to the standard Graduate Studies in Business Assessment Plan.	<div><div>Percentage of Students Scoring 3 or Better MBA - Marketing Concentration</div><table><thead><tr><th>Semester</th><th>Percentage</th></tr></thead><tbody><tr><td>Fall 2014</td><td>80%</td></tr><tr><td>Spring 2015</td><td>100%</td></tr><tr><td>Summer 2015</td><td>100%</td></tr><tr><td>Fall 2015</td><td>95%</td></tr><tr><td>Spring 2016</td><td>100%</td></tr><tr><td>Summer 2016</td><td>100%</td></tr></tbody></table></div>	Semester	Percentage	Fall 2014	80%	Spring 2015	100%	Summer 2015	100%	Fall 2015	95%	Spring 2016	100%	Summer 2016	100%
Semester	Percentage																		
Fall 2014	80%																		
Spring 2015	100%																		
Summer 2015	100%																		
Fall 2015	95%																		
Spring 2016	100%																		
Summer 2016	100%																		
80% or higher when benchmarked against Schools located within the US in their summative MKT-564 (Summative) assessment using the external Business Administration Common Professional Component (CPC) with advanced topics in Marketing by Peregrine Academic Services.	External -Peregrine Assessment  The data is segmented by semester and topics.  Refer to evidence file link to see segmentation by topic.  Implemented in Spring 2016 - First reporting of Business Administration Common Professional Component (CPC) with advanced topics in Marketing results.	Initial results in show an average ranking to other ACBSP schools in the US of 69%.	There is not enough data to determine trends.	Results are reported according to the standard Graduate Studies in Business Assessment Plan.	<div><div>MBA MKT Student Score by Concentration Comparison to All ACBSP Students - Marketing - Topic: Total</div><table><thead><tr><th>Semester</th><th>Avg Score</th></tr></thead><tbody><tr><td>Spring 2016</td><td>59.91</td></tr></tbody></table><div>Percentile Rank - Comparison to All ACBSP Students - Marketing - Outbound Scores - Topic: Total</div><table><thead><tr><th>Semester</th><th>ACBSP</th><th>Percentile Rank</th></tr></thead><tbody><tr><td>Spring 2016</td><td>ACBSP</td><td>83.0%</td></tr></tbody></table></div>	Semester	Avg Score	Spring 2016	59.91	Semester	ACBSP	Percentile Rank	Spring 2016	ACBSP	83.0%				
Semester	Avg Score																		
Spring 2016	59.91																		
Semester	ACBSP	Percentile Rank																	
Spring 2016	ACBSP	83.0%																	

MBA.MRSMA													
Performance Indicator		Definition											
		Analysis of Results											
Performance Measure.	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Graphs of Resulting Trends								
Measurable goal	(Type of instrument)	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?									
80% or a 3 or greater on a 4 point scale wherein students demonstrate they attained a significantly high level of quality learning in MKT-580 (end of program).	Internal - MBA.MRSMA Program Learning Outcomes Assessment  The data is segmented by semester.  No external assessment available in Marketing Research & Social Media Analytics at this time.  New concentration in the MBA and the first reporting of learning outcomes achievement.	Students are achieving expected results in the program.	Results across the different semesters are consistently meeting the intended course outcomes.	Results are reported according to the standard Graduate Studies in Business Assessment Plan.	<div><div>Percentage of Students Scoring 3 or Better</div><div>MBA - Marketing Research and Social Media Analytics Concentration</div><table><thead><tr><th>Semester</th><th>Percentage</th></tr></thead><tbody><tr><td>Fall 2015</td><td>100%</td></tr><tr><td>Spring 2016</td><td>100%</td></tr><tr><td>Summer 2016</td><td>100%</td></tr></tbody></table></div>	Semester	Percentage	Fall 2015	100%	Spring 2016	100%	Summer 2016	100%
Semester	Percentage												
Fall 2015	100%												
Spring 2016	100%												
Summer 2016	100%												

MBA.PRM											
Performance Indicator		Definition									
		Analysis of Results									
Performance Measure.  <i>Measurable goal</i>	What is your measurement instrument or process?  <i>(Type of instrument)</i>	Current Results  <i>What are your current results?</i>	Analysis of Results  <i>What did you learn from the results?</i>	Action Taken or Improvement made  <i>What did you improve or what is your next step?</i>	<i>Graphs of Resulting Trends</i>						
80% or a 3 or greater on a 4 point scale wherein students demonstrate they attained a significantly high level of quality learning in PRM-524 (end of program).	Internal - MBA.PRM Program Learning Outcomes Assessment	The initial results in show an anticipated achievement of student learning outcomes with an average score of 90%.	There is not enough data to determine trends.	Results are reported according to the standard Graduate Studies in Business Assessment Plan.	<div><div>Percentage of Students Scoring 3 or Better MBA - Project Management Concentration</div><table><thead><tr><th>Semester</th><th>Percentage</th></tr></thead><tbody><tr><td>Fall 2015</td><td>94%</td></tr><tr><td>Spring 2016</td><td>86%</td></tr></tbody></table></div>	Semester	Percentage	Fall 2015	94%	Spring 2016	86%
	Semester					Percentage					
Fall 2015	94%										
Spring 2016	86%										
The data is segmented by semester.											
No external assessment available in Project Management at this time.											
New concentration in the MBA and the first reporting of learning outcomes achievement.											

MBA.SPB																	
Performance Indicator		Definition															
		Analysis of Results															
Performance Measure.	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made													
Measurable goal	(Type of instrument)	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?	Graphs of Resulting Trends												
80% or a 3 or greater on a 4 point scale wherein students demonstrate they attained a significantly high level of quality learning in to SPB-565 (summative).	Internal - MBA.SPB Program Learning Outcomes Assessment  The data is segmented by semester.	Students are not consistently achieving expected results in the program. Results range from 68% to 100%.	These results have been brought to the graduate Faculty Committee to report back to the department. The course has been reviewed.	In 2017SP1 all online courses will have standard online rubrics for all written assignments and discussions.  These actions will ensure consistent assessment using the same criteria. Faculty will be trained on using these new assessment measures prior to implementation. Consistency will allow the department to determine any areas that need improvement in the futures academic program review.  Results are reported acording to the standard Graduate Studies in Business Assessment Plan.	<div>Percentage of Students Scoring 3 or Better MBA - Sport Business Concentration</div> <table><thead><tr><th>Semester</th><th>Percentage of Students Scoring 3 or Better</th></tr></thead><tbody><tr><td>Fall 2014</td><td>68%</td></tr><tr><td>Spring 2015</td><td>76%</td></tr><tr><td>Summer 2015</td><td>86%</td></tr><tr><td>Fall 2015</td><td>93%</td></tr><tr><td>Spring 2016</td><td>100%</td></tr></tbody></table>	Semester	Percentage of Students Scoring 3 or Better	Fall 2014	68%	Spring 2015	76%	Summer 2015	86%	Fall 2015	93%	Spring 2016	100%
Semester	Percentage of Students Scoring 3 or Better																
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Spring 2015	76%																
Summer 2015	86%																
Fall 2015	93%																
Spring 2016	100%																
80% or higher when benchmarked against ACBSP Schools in their summative SPB-565 (Summative) assessment using the external Business Administration Common Professional Component (CPC) with Supplemental Topics in Sports Management exam administered by Peregrine Academic Services.	External - Peregrine Assessment  The data is segmented by semester and topic.  Refer to evidence file link to see segmentation by topic.  Implemented in Spring 2016 - First reporting of Business Administration Common Professional Component (CPC) results.	There is not enough data to determine trends.	1st results in Spring 2016 show low percentile rankings 56% ranking to other ACBSP scores. This is a new test for Peregrine and there is little external exams for benchmarking.	Learning Outcomes are currently being mapped to the Peregrine Assessment to give further focus for future program improvements.  Results are reported according to the standard Graduate Studies in Business Assessment Plan.	<div>MBA. SPB Student Score by Concentration Comparison to All ACBSP Students - Sport Business - Topic: Total</div> <div>Spring 2016</div> <div>55.11</div> <div>Avg Score</div> <div>Summative</div> <div>Percentile Rank - Comparison to All ACBSP Students - Sport Business - Outbound Scores - Topic: Total</div> <div>Spring 2016 ACBSP 54.0%</div>												

	A	B	C	D	E	F									
1															
2	Standard #6 - Organizational Performance Results - Table 6.1														
3	Complete the following table. Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.														
4	Table 6.1 Standard 6 - Organizational Performance Results														
5	Organizational Effectiveness Results	Organizational effectiveness results examine attainment of organizational goals. Each business unit must have a systematic reporting mechanism for each business program that charts enrollment patterns, student retention, student academic success, and other characteristics reflecting students' performance. Key indicators may include: graduation rates, enrollment, improvement in safety, hiring equity, increased use of web-based technologies, use of facilities by community organizations, contributions to the community, or partnerships, retention rates by program, and what you report to governing boards and administrative units.													
6			Analysis of Results												
7	Performance Measure: What is your goal? The goal should be measurable.	What is your measurement instrument or process? (indicate length of cycle)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)									
8	No faculty member receives a composite score of <b>3 or less</b> (out of 5) in more than one term and the average composite score of all Business courses is <b>4.2</b> or higher.	End-of-Course Evaluation submitted by students in each course for all business courses taught (aggregated to annual)	One faculty member received a composite score of 3 or less (out of 5) in more than one term during 2014-2015 and two faculty in 2015-2016. The average composite score of all Business courses ranged from 4.38 to 4.58 for all teaching locations across both reported years	Three separate faculty members did not meet this performance goal. The number of faculty that did not meet this goal is very small relative to the total number of faculty and sections taught. The mean composite score is consistently above the goal for all teaching locations	Department Chairs are examining past End-of-Course Evaluation data to determine if there is a consistent pattern for these three faculty members. These will continue to be monitored in future terms	<div><div>University College</div><div>Continuing Education</div><div>Center for Online Learning</div></div> <table><thead><tr><th>Measure Names</th><th>2014-2015</th><th>2015-2016</th></tr></thead><tbody><tr><td>Mean</td><td>4.58</td><td>4.55</td></tr><tr><td>3 or Less</td><td>0</td><td>0</td></tr></tbody></table>	Measure Names	2014-2015	2015-2016	Mean	4.58	4.55	3 or Less	0	0
Measure Names	2014-2015	2015-2016													
Mean	4.58	4.55													
3 or Less	0	0													
9	75% of all faculty observed receive a rating of “Meets Expectations in All Areas” or “Outstanding”	In-Class and Online Class Observations (annual)	47% of all faculty observed in 2014-2015 and 73% of all faculty observed in 2015-2016 received a rating of “Meets Expectations in All Areas” or “Outstanding”	This goal was not met for both years, but was close to being met in the 2015-2016 year. The variation in data is likely due to a small sample size that is mainly comprised of newer faculty	In future years, the sample size will be increased to better represent the entire faculty population and provide a more accurate analysis of this measure	<table><thead><tr><th>Year</th><th>Percent Met</th></tr></thead><tbody><tr><td>2014-2015</td><td>47%</td></tr><tr><td>2015-2016</td><td>73%</td></tr></tbody></table>	Year	Percent Met	2014-2015	47%	2015-2016	73%			
Year	Percent Met														
2014-2015	47%														
2015-2016	73%														
10	90% of the measurable outcomes associated with the goals and objectives will be met in the academic year.	School of Business Goals and Objectives (annual)	100% of the measurable outcomes associated with the goals and objectives were met in the academic year	Performance criterion met consistently	Goals and Objectives are reviewed every quarter to ensure that desired outcomes are being achieved	<table><thead><tr><th>Year</th><th>Percent Met</th></tr></thead><tbody><tr><td>2014-2015</td><td>100%</td></tr><tr><td>2015-2016</td><td>100%</td></tr></tbody></table>	Year	Percent Met	2014-2015	100%	2015-2016	100%			
Year	Percent Met														
2014-2015	100%														
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