

Accounting

Standard #4 Measurement and Analysis of Student Learning and Performance																																																																																																																	
Use this table to supply data for Criterion 4.2.																																																																																																																	
Performance Indicator	Definition																																																																																																																
1. Student Learning Results	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination).</i> Add these to the description of the measurement instrument in column two:</p> <p>Direct - Assessing student performance by examining samples of student work</p> <p>Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information.</p> <p>Formative – An assessment conducted during the student's education.</p> <p>Summative – An assessment conducted at the end of the student's education.</p> <p>Internal – An assessment instrument that was developed within the business unit.</p> <p>External – An assessment instrument that was developed outside the business unit.</p> <p>Comparative – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.</p>																																																																																																																
<p>Note: The accounting curriculum was completely overhauled in stages from 2013 through 2017. This included revising program goals and competencies and aligning those with each course. Previously, only textbook coverage was expected. Now in addition to traditional textbook coverage, multiple projects and skill development activities are integrated throughout the program with formative and summative assessments. Revised courses were released as follows: AC201 Fall 2013, AC202 Fall 2014, AC320 Spring 2015, AC325 Summer 2015, AC330 Spring 2016, AC350 Fall 2015, AC380 Fall 2015, AC425 Spring 2016, AC430 Spring 2016, AC309 Spring 2017, AC312 Summer 2017.</p>																																																																																																																	
Performance Measure	What is your measurement instrument or process?	Analysis of Results			Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)																																																																																																												
Measurable goal	Do not use grades.	Current Results	Analysis of Results	Action Taken or Improvement made																																																																																																													
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?																																																																																																													
		Accounting majors consistently perform near the 60th percentile on the CPC exam.	Accounting majors are consistently one of the top performing majors on the CPC exam.	Given there is a clear pattern of strong performance, no action taken at this time. We will direct our efforts on other program initiatives.	<div>Accounting Majors Performance on CPC</div> <table><thead><tr><th>Discipline</th><th>AY 12-13 (67)</th><th>AY 13-14 (53)</th><th>AY 14-15 (63)</th><th>AY 15-16 (27)</th><th>AY 16-17 (24)</th></tr></thead><tbody><tr><td>Accounting</td><td>65</td><td>60</td><td>65</td><td>60</td><td>65</td></tr><tr><td>Business Ethics</td><td>55</td><td>50</td><td>55</td><td>50</td><td>55</td></tr><tr><td>Business Finance</td><td>50</td><td>45</td><td>50</td><td>45</td><td>50</td></tr><tr><td>Business Management</td><td>55</td><td>50</td><td>55</td><td>50</td><td>55</td></tr><tr><td>Business Leadership</td><td>60</td><td>55</td><td>60</td><td>55</td><td>60</td></tr><tr><td>Economics</td><td>50</td><td>45</td><td>50</td><td>45</td><td>50</td></tr><tr><td>Economics: Microeconomics</td><td>45</td><td>40</td><td>45</td><td>40</td><td>45</td></tr><tr><td>Economics: Macroeconomics</td><td>45</td><td>40</td><td>45</td><td>40</td><td>45</td></tr><tr><td>Global Dimensions of Business</td><td>55</td><td>50</td><td>55</td><td>50</td><td>55</td></tr><tr><td>Information Management Systems</td><td>65</td><td>60</td><td>65</td><td>60</td><td>65</td></tr><tr><td>Legal Environment of Business</td><td>55</td><td>50</td><td>55</td><td>50</td><td>55</td></tr><tr><td>Management</td><td>55</td><td>50</td><td>55</td><td>50</td><td>55</td></tr><tr><td>Management: Human Resource Management</td><td>55</td><td>50</td><td>55</td><td>50</td><td>55</td></tr><tr><td>Management: Operations/Production Management</td><td>55</td><td>50</td><td>55</td><td>50</td><td>55</td></tr><tr><td>Management: Organizational Behavior</td><td>55</td><td>50</td><td>55</td><td>50</td><td>55</td></tr><tr><td>Marketing</td><td>55</td><td>50</td><td>55</td><td>50</td><td>55</td></tr><tr><td>Quantitative Research Techniques and Statistics</td><td>55</td><td>50</td><td>55</td><td>50</td><td>55</td></tr></tbody></table>	Discipline	AY 12-13 (67)	AY 13-14 (53)	AY 14-15 (63)	AY 15-16 (27)	AY 16-17 (24)	Accounting	65	60	65	60	65	Business Ethics	55	50	55	50	55	Business Finance	50	45	50	45	50	Business Management	55	50	55	50	55	Business Leadership	60	55	60	55	60	Economics	50	45	50	45	50	Economics: Microeconomics	45	40	45	40	45	Economics: Macroeconomics	45	40	45	40	45	Global Dimensions of Business	55	50	55	50	55	Information Management Systems	65	60	65	60	65	Legal Environment of Business	55	50	55	50	55	Management	55	50	55	50	55	Management: Human Resource Management	55	50	55	50	55	Management: Operations/Production Management	55	50	55	50	55	Management: Organizational Behavior	55	50	55	50	55	Marketing	55	50	55	50	55	Quantitative Research Techniques and Statistics	55	50	55	50	55
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		All scores are acceptable. The lowest score for accounting was "financial statement analysis."	We are likely experiencing the delayed outcome of the initiative taken in the AC202 course concerning the topic of financial statement analysis. Students showed improvement this current year in the area.	Effective Fall 2014, the topic of financial statement analysis was moved from AC201 to AC202 as a means of reducing content coverage in both courses. The formative assessment data from AC202 (see AC202 Financial Statement Analysis below) indicates that students on average score between 79 and 85% when tested on this topic at the end of the term. Going forward, we will continue to explore how financial statement analysis is addressed in other business courses.	<div>Accounting Subject Score Comparison: Time Period Covered 2012-2017</div> <table><thead><tr><th>Topic</th><th>2012</th><th>2013</th><th>2014</th><th>2015</th><th>2016</th><th>2017</th></tr></thead><tbody><tr><td>Accounting Data Analysis</td><td>52</td><td>50</td><td>55</td><td>58</td><td>55</td><td>50</td></tr><tr><td>Balance Sheet Analysis</td><td>45</td><td>43</td><td>50</td><td>55</td><td>52</td><td>50</td></tr><tr><td>Compliance Accounting</td><td>58</td><td>55</td><td>58</td><td>55</td><td>58</td><td>55</td></tr><tr><td>Dividends, Stocks, and Bonds</td><td>52</td><td>55</td><td>58</td><td>60</td><td>70</td><td>65</td></tr><tr><td>Financial Statement Analysis</td><td>45</td><td>42</td><td>40</td><td>45</td><td>48</td><td>50</td></tr><tr><td>Interest, Income, and Debt</td><td>42</td><td>45</td><td>48</td><td>50</td><td>55</td><td>60</td></tr><tr><td>Journal Entries</td><td>48</td><td>50</td><td>52</td><td>55</td><td>58</td><td>55</td></tr><tr><td>Management of Topics Accounting</td><td>62</td><td>58</td><td>60</td><td>65</td><td>68</td><td>65</td></tr></tbody></table>	Topic	2012	2013	2014	2015	2016	2017	Accounting Data Analysis	52	50	55	58	55	50	Balance Sheet Analysis	45	43	50	55	52	50	Compliance Accounting	58	55	58	55	58	55	Dividends, Stocks, and Bonds	52	55	58	60	70	65	Financial Statement Analysis	45	42	40	45	48	50	Interest, Income, and Debt	42	45	48	50	55	60	Journal Entries	48	50	52	55	58	55	Management of Topics Accounting	62	58	60	65	68	65
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		Although significant variation, accounting majors overall perform satisfactory.	Variability of scores across the spectrum. Need more consistent application of ethics coverage in program to enable consistent strong performance.	During 2016-17 academic year, implemented completion of Ethical Leadership Certification in AC330 course.	<div>Accounting Majors Performance on Business Ethics</div> <table><thead><tr><th>Category</th><th>2012</th><th>2013</th><th>2014</th><th>2015</th><th>2016</th><th>2017</th></tr></thead><tbody><tr><td>Business Ethics</td><td>65</td><td>55</td><td>50</td><td>55</td><td>50</td><td>55</td></tr><tr><td>Conflict of Interest</td><td>85</td><td>80</td><td>75</td><td>80</td><td>100</td><td>90</td></tr><tr><td>Corporate Ethics and Climate</td><td>65</td><td>60</td><td>55</td><td>60</td><td>65</td><td>60</td></tr><tr><td>Discrimination</td><td>55</td><td>50</td><td>50</td><td>55</td><td>80</td><td>70</td></tr><tr><td>Ethical Climate</td><td>80</td><td>55</td><td>50</td><td>55</td><td>50</td><td>55</td></tr><tr><td>Ethical Decision-Making</td><td>60</td><td>55</td><td>50</td><td>55</td><td>100</td><td>65</td></tr><tr><td>Ethical Issues</td><td>60</td><td>55</td><td>50</td><td>55</td><td>100</td><td>60</td></tr><tr><td>Ethical Standards</td><td>75</td><td>50</td><td>40</td><td>45</td><td>85</td><td>60</td></tr></tbody></table>	Category	2012	2013	2014	2015	2016	2017	Business Ethics	65	55	50	55	50	55	Conflict of Interest	85	80	75	80	100	90	Corporate Ethics and Climate	65	60	55	60	65	60	Discrimination	55	50	50	55	80	70	Ethical Climate	80	55	50	55	50	55	Ethical Decision-Making	60	55	50	55	100	65	Ethical Issues	60	55	50	55	100	60	Ethical Standards	75	50	40	45	85	60
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		Overall trendlines are improving in percentile rankings.	Overall increasing performance.	Quantitative applications across the curriculum strategies are being implemented. This includes students being advised to take Finite Math and the revision of EC315.	<div>Performance of Accounting Majors on Quantitative Research Techniques and Statistics</div> <table><thead><tr><th>Semester</th><th>Score</th></tr></thead><tbody><tr><td>41 S13</td><td>44</td></tr><tr><td>22 F13</td><td>48</td></tr><tr><td>34 S14</td><td>50</td></tr><tr><td>1 U14</td><td>30</td></tr><tr><td>17 F14</td><td>53</td></tr><tr><td>19 S15</td><td>50</td></tr><tr><td>7 U15</td><td>60</td></tr><tr><td>8 F15</td><td>46</td></tr><tr><td>14 S16</td><td>63</td></tr></tbody></table>	Semester	Score	41 S13	44	22 F13	48	34 S14	50	1 U14	30	17 F14	53	19 S15	50	7 U15	60	8 F15	46	14 S16	63																																											
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		With exception of 2014-15, accounting majors perform above 50th percentile.	Overall consistent performance around the 60th percental.	Given there is a clear patte of strong performance, no action taken at this time. V will direct our efforts on oth program initiatives.	<div>Performance of Accounting Majors on Global Dimensions of Business</div> <table><thead><tr><th>Category</th><th>Average Score</th></tr></thead><tbody><tr><td>41 S13</td><td>55</td></tr><tr><td>22 F13</td><td>58</td></tr><tr><td>34 S14</td><td>60</td></tr><tr><td>1 U14</td><td>60</td></tr><tr><td>17 F14</td><td>45</td></tr><tr><td>19 S15</td><td>48</td></tr><tr><td>7 U15</td><td>63</td></tr><tr><td>8 F15</td><td>51</td></tr><tr><td>14 S16</td><td>61</td></tr><tr><td>11 F16</td><td>58</td></tr><tr><td>13 S17</td><td>55</td></tr></tbody></table>	Category	Average Score	41 S13	55	22 F13	58	34 S14	60	1 U14	60	17 F14	45	19 S15	48	7 U15	63	8 F15	51	14 S16	61	11 F16	58	13 S17	55																																																																																										
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		There is variability in performance based on race.	Given the low enrollment of asian, black, and hispanic students, difficult to draw any valid conclusion.	No action taken at this time data is insufficient.	<div>Accounting Majors Performance on CPC by Race</div> <table><thead><tr><th>Topic</th><th>Asian (2)</th><th>Black (1)</th><th>Hispanic (1)</th><th>White (17)</th><th>Unknown (3)</th></tr></thead><tbody><tr><td>Accounting</td><td>40</td><td>30</td><td>90</td><td>55</td><td>65</td></tr><tr><td>Business Ethics</td><td>65</td><td>80</td><td>65</td><td>65</td><td>65</td></tr><tr><td>Business Finance</td><td>35</td><td>20</td><td>90</td><td>50</td><td>65</td></tr><tr><td>Business Integration and Strategic...</td><td>45</td><td>55</td><td>100</td><td>55</td><td>45</td></tr><tr><td>Business Leadership</td><td>45</td><td>40</td><td>80</td><td>55</td><td>55</td></tr><tr><td>Economics</td><td>40</td><td>40</td><td>80</td><td>45</td><td>45</td></tr><tr><td>Economics: Macroeconomics</td><td>40</td><td>40</td><td>40</td><td>40</td><td>40</td></tr><tr><td>Economics: Microeconomics</td><td>40</td><td>40</td><td>40</td><td>40</td><td>40</td></tr><tr><td>Global Dimensions of Business</td><td>80</td><td>80</td><td>60</td><td>55</td><td>45</td></tr><tr><td>Information Management Systems</td><td>55</td><td>30</td><td>90</td><td>65</td><td>55</td></tr><tr><td>Legal Environment of Business</td><td>75</td><td>60</td><td>70</td><td>65</td><td>75</td></tr><tr><td>Management</td><td>80</td><td>55</td><td>65</td><td>55</td><td>75</td></tr><tr><td>Management: Human Resource...</td><td>40</td><td>35</td><td>65</td><td>55</td><td>40</td></tr><tr><td>Management: Operations/Production...</td><td>75</td><td>35</td><td>75</td><td>65</td><td>75</td></tr><tr><td>Management: Organizational Behavior</td><td>65</td><td>40</td><td>75</td><td>70</td><td>65</td></tr><tr><td>Marketing</td><td>45</td><td>40</td><td>80</td><td>45</td><td>45</td></tr><tr><td>Quantitative Research Techniques and...</td><td>55</td><td>20</td><td>80</td><td>55</td><td>55</td></tr><tr><td>Percentile Rank</td><td>45</td><td>25</td><td>90</td><td>55</td><td>75</td></tr></tbody></table>	Topic	Asian (2)	Black (1)	Hispanic (1)	White (17)	Unknown (3)	Accounting	40	30	90	55	65	Business Ethics	65	80	65	65	65	Business Finance	35	20	90	50	65	Business Integration and Strategic...	45	55	100	55	45	Business Leadership	45	40	80	55	55	Economics	40	40	80	45	45	Economics: Macroeconomics	40	40	40	40	40	Economics: Microeconomics	40	40	40	40	40	Global Dimensions of Business	80	80	60	55	45	Information Management Systems	55	30	90	65	55	Legal Environment of Business	75	60	70	65	75	Management	80	55	65	55	75	Management: Human Resource...	40	35	65	55	40	Management: Operations/Production...	75	35	75	65	75	Management: Organizational Behavior	65	40	75	70	65	Marketing	45	40	80	45	45	Quantitative Research Techniques and...	55	20	80	55	55	Percentile Rank	45	25	90	55	75
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<div>Accounting Knowledge #1 (Part 1): Demonstrate ability to organize, review, and prepare financial statements, primarily focusing on corporate and governmental/nonprofit entities. The goal for AC201: that the average score is at or above the Proficient level. For AC320, 330, and 425: that at least 90% of students are scoring at or above the Proficient level. 5-point scale used: Exemplary, Superior, Proficient, Deficient, and Inadequate.</div>	<div>An exam problem that requires students to organize and prepare financial statements. The exam problem increases in difficulty as advance to higher-level courses. AC201 is a formative assessment.</div>	<div>Lowest "all students" average: 64% (Proficient) for 2016-17. Highest "all students" average: 74% (Superior) 2014-15. The course goal was met. Throughout all four years the average score was at or above Proficient.</div>	<div>The Fall 2013 results indicated too many students had a Deficient knowledge. The consensus among instructors was that the course covered too much content and lacked a clear study plan for the final exam. We implemented adjustments to the course for Summer 2014 with immediate positive outcomes.</div>	<div>Beginning Summer 2014 we: 1 - decreased chapters from 12 to 11. 2 - developed final exam review assignment (for course points) that includes preparation of financial statements. Going forward we will provide a stronger reward structure for completion of the final exam review assignment.</div>	<div>AC201 Financial Statements</div> <table><thead><tr><th>Category</th><th>2013-14</th><th>2014-15</th><th>2015-16</th><th>2016-17</th></tr></thead><tbody><tr><td>Online</td><td>55%</td><td>58%</td><td>60%</td><td>68%</td></tr><tr><td>8-Week</td><td>70%</td><td>85%</td><td>78%</td><td>68%</td></tr><tr><td>16-week</td><td>72%</td><td>92%</td><td>78%</td><td>52%</td></tr><tr><td>All Students</td><td>65%</td><td>75%</td><td>70%</td><td>65%</td></tr></tbody></table>	Category	2013-14	2014-15	2015-16	2016-17	Online	55%	58%	60%	68%	8-Week	70%	85%	78%	68%	16-week	72%	92%	78%	52%	All Students	65%	75%	70%	65%																																																																																									
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	An exam problem that requires students to organize and prepare financial statements. The exam problem increases in difficulty as advance to higher-level courses. AC320 is a formative assessment .	64% - 96% of all students scored Exemplary or Superior over the 3 year time period. Only 6 - 13% scored below Proficient. With the exception of 2016-17, our 90% goal was met. Students scoring Proficient and above in 2016-17 was 87%.	Accounting majors mostly populate this course so more concerned about mastering accounting as part of their career preparation.	No action necessary. We have focused efforts on other program development initiatives, particularly moving entire program to the online environment.	<p>AC320 Financial Statements (3 years)</p> <p>Legend: Exemplary (Blue), Superior (Orange), Proficient (Grey), Deficient (Yellow), Inadequate (Dark Blue)</p>
	An exam problem that requires students to organize and prepare financial statements. The exam problem increases in difficulty as advance to higher-level courses. AC330 is a formative assessment focusing on the Statement of Cash Flows.	72% - 88% of all students scored at or above Proficient or Superior over the 3 year period with less than 16% scoring below Proficient. With the exception of 2016-17, our 90% goal was met. Students scoring Proficient and above in 2016-17 was 84%.	The Statement of Cash Flows requires intensive understanding of account analysis which our 2014-15 results conveyed was insufficient.	For 2015-16 we incorporated the "MixMax" case throughout AC320 & 325. The case repeatedly focuses on account analysis and continuously grows in complexity. The 2015-16 results convey this has had a positive impact on student outcomes.	<p>AC330 STATEMENT OF CASH FLOWS 2015-17</p> <p>Legend: Exemplary (Blue), Superior (Orange), Proficient (Grey), Deficient (Yellow), Inadequate (Dark Blue)</p>
	An exam problem that requires students to organize and prepare financial statements. The exam problem increases in difficulty as advance to higher-level courses. AC425 is a summative assessment focusing on Consolidated Corporations & Governmental/Nonprofit entities.	77% - 93% of all students scored Exemplary or Superior over the 2 year time period. Only 4 - 12% scored below Proficient. With the exception of 2016-17, our 90% goal was met. Students scoring Proficient and above in 2016-17 was 88%.	The program formative assessments support continuous student development to enable positive student outcomes at the summative assessment level.	No action necessary. We will focus our efforts on other program development initiatives.	<p>AC425 FINANCIAL STATEMENTS 2015-17</p> <p>Legend: Exemplary (Blue), Superior (Orange), Proficient (Grey), Deficient (Yellow), Inadequate (Dark Blue)</p>

<p>Accounting Knowledge #1 (Part 2): Apply the conceptual framework to analyze core accounting events. The goal for AC201: that the average score is at or above the Proficient level.</p> <p>For AC320 and 425: that at least 90% of students are scoring at or above the Proficient level.</p> <p>5-point scale used: Exemplary, Superior, Proficient, Deficient, and Inadequate.</p>	<p>Exam questions. The exam increases in difficulty as advance to higher-level courses. The AC201 comprehensive final exam is a formative assessment.</p>	<p>Clearly an overall upward trend throughout the 4 year period for All Students.</p> <p>Lowest "all students" average: 59% (Deficient) for 2013-14.</p> <p>Highest "all students" average: 77% (Superior) 2015-16 & 2016-17.</p> <p>The course goal was met.</p> <p>Throughout all four years the average score was at or above Proficient.</p>	<p>The Fall 2013 results indicated too many students had a Deficient knowledge. The consensus among instructors was that the course covered too much content and lacked a clear study plan for the final exam. We implemented adjustments to the course for Summer 2014 with immediate positive outcomes. Although there have been fluctuations, the overall continuing outcome has been increased performance.</p>	<p>Beginning Summer 2014 we:</p> <p>1 - decreased chapters from 12 to 11.</p> <p>2 - developed a highly structured final exam review assignment as part of total course points.</p> <p>3 - more clearly directed student attention towards homework completion by removing excessive case discussions in online environment.</p> <p>Replaced those case discussions with homework discussions.</p>	<p>AC201 Core Accounting Events</p> <table><thead><tr><th>Category</th><th>2013-14</th><th>2014-15</th><th>2015-16</th><th>2016-17</th></tr></thead><tbody><tr><td>Online</td><td>53%</td><td>65%</td><td>80%</td><td>82%</td></tr><tr><td>8-Week</td><td>65%</td><td>62%</td><td>75%</td><td>78%</td></tr><tr><td>16-week</td><td>55%</td><td>72%</td><td>75%</td><td>72%</td></tr><tr><td>All Students</td><td>60%</td><td>65%</td><td>78%</td><td>78%</td></tr></tbody></table>	Category	2013-14	2014-15	2015-16	2016-17	Online	53%	65%	80%	82%	8-Week	65%	62%	75%	78%	16-week	55%	72%	75%	72%	All Students	60%	65%	78%	78%
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	<p>Exam questions. The exam increases in difficulty as advance to higher-level courses. The AC320 final exam is a formative assessment.</p>	<p>21% - 29% of all students scored below Proficient during this 2 year time period.</p>	<p>We need additional data collection and analysis. We may need to adjust the course or we may need to adjust our goal expectations. It could be that we have more students performing at "deficient" and "inadequate" in this entry-level course for the accounting major because of those opting to drop out of the accounting major at the time of the exam. By then, it is reasonable that a number of students would have decided to change their major from accounting.</p>	<p>None at this time. We will wait to collect more data and continue our efforts on other program development initiatives.</p>	<p>AC320 CORE ACCOUNTING EVENTS 2015-17</p> <table><thead><tr><th>Category</th><th>2015-16</th><th>2016-17</th></tr></thead><tbody><tr><td>ONLINE</td><td>Exemplary: 40%, Superior: 10%, Proficient: 10%, Deficient: 10%, Inadequate: 10%</td><td>Exemplary: 30%, Superior: 20%, Proficient: 10%, Deficient: 10%, Inadequate: 10%</td></tr><tr><td>8-WEEK</td><td>Exemplary: 35%, Superior: 15%, Proficient: 10%, Deficient: 10%, Inadequate: 10%</td><td>Exemplary: 30%, Superior: 20%, Proficient: 10%, Deficient: 10%, Inadequate: 10%</td></tr><tr><td>16-WEEK</td><td>Exemplary: 30%, Superior: 20%, Proficient: 10%, Deficient: 10%, Inadequate: 10%</td><td>Exemplary: 25%, Superior: 25%, Proficient: 10%, Deficient: 10%, Inadequate: 10%</td></tr><tr><td>ALL STUDENTS</td><td>Exemplary: 35%, Superior: 15%, Proficient: 10%, Deficient: 10%, Inadequate: 10%</td><td>Exemplary: 30%, Superior: 20%, Proficient: 10%, Deficient: 10%, Inadequate: 10%</td></tr></tbody></table>	Category	2015-16	2016-17	ONLINE	Exemplary: 40%, Superior: 10%, Proficient: 10%, Deficient: 10%, Inadequate: 10%	Exemplary: 30%, Superior: 20%, Proficient: 10%, Deficient: 10%, Inadequate: 10%	8-WEEK	Exemplary: 35%, Superior: 15%, Proficient: 10%, Deficient: 10%, Inadequate: 10%	Exemplary: 30%, Superior: 20%, Proficient: 10%, Deficient: 10%, Inadequate: 10%	16-WEEK	Exemplary: 30%, Superior: 20%, Proficient: 10%, Deficient: 10%, Inadequate: 10%	Exemplary: 25%, Superior: 25%, Proficient: 10%, Deficient: 10%, Inadequate: 10%	ALL STUDENTS	Exemplary: 35%, Superior: 15%, Proficient: 10%, Deficient: 10%, Inadequate: 10%	Exemplary: 30%, Superior: 20%, Proficient: 10%, Deficient: 10%, Inadequate: 10%										
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	<p>Exam questions. The exam increases in difficulty as advance to higher-level courses. The AC425 mid term & final exams are used for summative assessment.</p>	<p>71% - 96% of students scored at the Superior and Exemplary levels during this 2 year time period with 3 - 12% scoring below Exemplary. We are close to consistently meeting our 90% goal.</p>	<p>We need additional data collection to confirm this initial data. However, looks very positive and reinforces the theory that low-performing AC320 students likely dropped out of the major.</p>	<p>None at this time. We will wait to collect more data and continue our efforts on other program development initiatives.</p>	<p>AC425 CORE ACCOUNTING EVENTS 2015-17</p> <table><thead><tr><th>Category</th><th>2015-16</th><th>2016-17</th></tr></thead><tbody><tr><td>ONLINE</td><td>Exemplary: 85%, Superior: 5%, Proficient: 5%, Deficient: 2%, Inadequate: 3%</td><td>Exemplary: 80%, Superior: 5%, Proficient: 5%, Deficient: 5%, Inadequate: 5%</td></tr><tr><td>8-WEEK</td><td>Exemplary: 90%, Superior: 5%, Proficient: 5%, Deficient: 0%, Inadequate: 0%</td><td>Exemplary: 85%, Superior: 5%, Proficient: 5%, Deficient: 5%, Inadequate: 0%</td></tr><tr><td>16-WEEK</td><td>Exemplary: 85%, Superior: 5%, Proficient: 5%, Deficient: 5%, Inadequate: 0%</td><td>Exemplary: 75%, Superior: 10%, Proficient: 10%, Deficient: 5%, Inadequate: 0%</td></tr><tr><td>ALL STUDENTS</td><td>Exemplary: 85%, Superior: 5%, Proficient: 5%, Deficient: 2%, Inadequate: 3%</td><td>Exemplary: 80%, Superior: 5%, Proficient: 5%, Deficient: 5%, Inadequate: 5%</td></tr></tbody></table>	Category	2015-16	2016-17	ONLINE	Exemplary: 85%, Superior: 5%, Proficient: 5%, Deficient: 2%, Inadequate: 3%	Exemplary: 80%, Superior: 5%, Proficient: 5%, Deficient: 5%, Inadequate: 5%	8-WEEK	Exemplary: 90%, Superior: 5%, Proficient: 5%, Deficient: 0%, Inadequate: 0%	Exemplary: 85%, Superior: 5%, Proficient: 5%, Deficient: 5%, Inadequate: 0%	16-WEEK	Exemplary: 85%, Superior: 5%, Proficient: 5%, Deficient: 5%, Inadequate: 0%	Exemplary: 75%, Superior: 10%, Proficient: 10%, Deficient: 5%, Inadequate: 0%	ALL STUDENTS	Exemplary: 85%, Superior: 5%, Proficient: 5%, Deficient: 2%, Inadequate: 3%	Exemplary: 80%, Superior: 5%, Proficient: 5%, Deficient: 5%, Inadequate: 5%										
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<p>Accounting Knowledge #1 a: Be aware of differences in accounting principles adopted in the United States with those in the wider global environment. Professional Accounting Skill #1: demonstrate effective written communication skills. For AC330: that at least 90% of students are scoring at or above the Proficient level. 5-point scale used: Exemplary, Superior, Proficient, Deficient, and Inadequate.</p>	<p>Write a research paper comparing/contrasting U.S. with international accounting standards for a direct assessment.</p>	<p>83% - 93% of all students scored at the Superior and Exemplary levels during this 2 year time period with 6 - 17% scoring below Proficiency. We are close to consistently meeting our 90% goal.</p>	<p>We need additional data collection to confirm this initial data. However, looks very positive.</p>	<p>None at this time. We will wait to collect more data and continue our efforts on other program development initiatives.</p>	<p style="text-align: center;">AC330 INTERNATIONAL ACCOUNTING STANDARDS 2015-17</p> 	
<p>Accounting Knowledge #2: Evaluate financial strengths/weaknesses of an organization using ratio and trend analysis. The goal for AC202: that the average score is at or above the Proficient level. 5-point scale used: Exemplary, Superior, Proficient, Deficient, and Inadequate.</p>	<p>Exam questions on the AC202 comprehensive final exam used as a formative assessment.</p>	<p>Lowest "all students" average: 79% (Superior) for 2014-15. Highest "all students" average: 87% (Exemplary) 2016-17. We have met our goal of the average score being above Proficiency.</p>	<p>Overall, students are mastering and able to apply these concepts.</p>	<p>None at this time. Rather we will continue to focus our efforts on other accounting program initiatives.</p>	<p style="text-align: center;">AC202 Financial Statement Analysis</p> 	
<p>Accounting Knowledge #2: Evaluate financial strengths & weaknesses of an organization using ratio and trend analysis. Professional Accounting Skill #1: Demonstrate effective written communication skills. Professional Accounting Skills #2: Construct Excel spreadsheets for decision-making. Professional Accounting Skills #4: Critical thinking and problem-solving skills to solve diverse and unstructured problems. Professional Accounting Skill #5: Effectively collaborate in a team setting. The goal for AC325: that at least 90% of students are scoring at or above the Proficient level. 5-point scale used: Exemplary, Superior, Proficient, Deficient, and Inadequate.</p>	<p>Financial Statement Analysis Project using real-world company data serves as a direct assessment.</p>	<p>For the analysis and writing components of the project, 97% of students scored at or above the Proficient level during this 2 year time period, including 50 - 75% at Exemplary.</p>	<p>Overall, students are mastering and able to apply these concepts likely due to integrative coverage of ratios and MixMax case in AC320. The MixMax case repeatedly focuses on account analysis and continuously grows in complexity.</p>	<p>None at this time. We will wait to collect more data and continue our efforts on other program development initiatives.</p>	<p style="text-align: center;">AC325 FINANCIAL STATEMENT ANALYSIS 2015-17</p> 	

		For the Excel spreadsheet component of the Financial Statement Analysis project, 97% -100% of students scored at or above the Proficient level during this 2 year time period, including 60 - 81% at Exemplary.	Overall, students are mastering and able to apply these concepts. Likely due to the incorporation of Excel assignments in AC320 that lay a foundation for this project.	None at this time. We will wait to collect more data and continue our efforts on other program development initiatives.	<h3>AC325 EXCEL CONSTRUCTION 2015-17</h3> <p>Legend: Exemplary (Blue), Superior (Orange), Proficient (Grey), Deficient (Yellow), Inadequate (Dark Blue)</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Exemplary</th> <th>Superior</th> <th>Proficient</th> <th>Deficient</th> <th>Inadequate</th> </tr> </thead> <tbody> <tr> <td>ONLINE</td> <td>~45%</td> <td>~15%</td> <td>~10%</td> <td>~10%</td> <td>~10%</td> </tr> <tr> <td>8-WEEK</td> <td>~40%</td> <td>~15%</td> <td>~10%</td> <td>~10%</td> <td>~10%</td> </tr> <tr> <td>16-WEEK</td> <td>~45%</td> <td>~10%</td> <td>~10%</td> <td>~10%</td> <td>~10%</td> </tr> <tr> <td>ALL STUDENTS</td> <td>~40%</td> <td>~15%</td> <td>~10%</td> <td>~10%</td> <td>~10%</td> </tr> </tbody> </table>	Category	Exemplary	Superior	Proficient	Deficient	Inadequate	ONLINE	~45%	~15%	~10%	~10%	~10%	8-WEEK	~40%	~15%	~10%	~10%	~10%	16-WEEK	~45%	~10%	~10%	~10%	~10%	ALL STUDENTS	~40%	~15%	~10%	~10%	~10%
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		For the "team" component of the Financial Statement Analysis project, 87% - 94% of students scored at or above the Proficient level during this 2 year time period, including 50 - 68% at Exemplary.	Overall, students are mastering and able to apply these concepts. Likely due to participation in group projects in other university courses as well as awareness upfront of the team member expectations as identified in the project grading rubric.	None at this time. We will wait to collect more data and continue our efforts on other program development initiatives.	<h3>AC325 TEAM SETTING 2015-17</h3> <p>Legend: Exemplary (Blue), Superior (Orange), Proficient (Grey), Deficient (Yellow), Inadequate (Dark Blue)</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Exemplary</th> <th>Superior</th> <th>Proficient</th> <th>Deficient</th> <th>Inadequate</th> </tr> </thead> <tbody> <tr> <td>ONLINE</td> <td>~45%</td> <td>~10%</td> <td>~10%</td> <td>~10%</td> <td>~10%</td> </tr> <tr> <td>8-WEEK</td> <td>~40%</td> <td>~10%</td> <td>~10%</td> <td>~10%</td> <td>~10%</td> </tr> <tr> <td>16-WEEK</td> <td>~45%</td> <td>~10%</td> <td>~10%</td> <td>~10%</td> <td>~10%</td> </tr> <tr> <td>ALL STUDENTS</td> <td>~40%</td> <td>~10%</td> <td>~10%</td> <td>~10%</td> <td>~10%</td> </tr> </tbody> </table>	Category	Exemplary	Superior	Proficient	Deficient	Inadequate	ONLINE	~45%	~10%	~10%	~10%	~10%	8-WEEK	~40%	~10%	~10%	~10%	~10%	16-WEEK	~45%	~10%	~10%	~10%	~10%	ALL STUDENTS	~40%	~10%	~10%	~10%	~10%
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Accounting Knowledge #2: Evaluate financial strengths/weaknesses of an organization using ratio and trend analysis. Accounting Knowledge #6: Assurances of financial statements. Evaluate a company's financial and internal control strengths and weaknesses to develop a tentative audit strategy. Professional Accounting Skill #4: Critical thinking and problem-solving skills to solve diverse and unstructured problems. The goal for AC430: that at least 90% of students are scoring at or above the Proficient level. 5-point scale used: Exemplary, Superior, Proficient, Deficient, and Inadequate.	Auditing Planning Project that analyzes financial statements, assesses financial strengths and weaknesses, and assesses industry and economy to develop a tentative audit strategy is used as a summative assessment.	83% - 93% of students scored at or above the Proficient level, including 70 - 86% at Exemplary during this 2 year time period. We are close to consistently meeting our 90% goal.	Overall, students are mastering and able to apply these concepts. Likely due to formative assignments in earlier courses: AC202 & 325 as well as integrative coverage of ratios and MixMax case in AC320. The MixMax case repeatedly focuses on account analysis and continuously grows in complexity.	None at this time. We will wait to collect more data and continue our efforts on other program development initiatives.	<h3>AC430 FINANCIAL STATEMENT ANALYSIS 2015-17</h3> <p>Legend: Exemplary (Blue), Superior (Orange), Proficient (Grey), Deficient (Yellow), Inadequate (Dark Blue)</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Exemplary</th> <th>Superior</th> <th>Proficient</th> <th>Deficient</th> <th>Inadequate</th> </tr> </thead> <tbody> <tr> <td>ONLINE</td> <td>~45%</td> <td>~10%</td> <td>~10%</td> <td>~10%</td> <td>~10%</td> </tr> <tr> <td>8-WEEK</td> <td>~40%</td> <td>~10%</td> <td>~10%</td> <td>~10%</td> <td>~10%</td> </tr> <tr> <td>16-WEEK</td> <td>~45%</td> <td>~10%</td> <td>~10%</td> <td>~10%</td> <td>~10%</td> </tr> <tr> <td>ALL STUDENTS</td> <td>~40%</td> <td>~10%</td> <td>~10%</td> <td>~10%</td> <td>~10%</td> </tr> </tbody> </table>	Category	Exemplary	Superior	Proficient	Deficient	Inadequate	ONLINE	~45%	~10%	~10%	~10%	~10%	8-WEEK	~40%	~10%	~10%	~10%	~10%	16-WEEK	~45%	~10%	~10%	~10%	~10%	ALL STUDENTS	~40%	~10%	~10%	~10%	~10%
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<p>Accounting Knowledge #3 (Part 1): Apply costs through a cost system (such as job order, process, and activity-based costing systems). The goal for AC202: that the average score is at or above the Proficient level. For AC380: that at least 90% of students are scoring at or above the Proficient level. 5-point scale used: Exemplary, Superior, Proficient, Deficient, and Inadequate.</p>	<p>AC202 Comprehensive Final Exam is used for formative assessment.</p>	<p>Lowest "all students" average: 72% (Superior) for 2014-15. Highest "all students" average: 85% (Superior) 2016-17</p>	<p>Continuous upward trend for all students. Overall, students are mastering and able to apply these concepts.</p>	<p>None at this time. Rather we will continue to focus our efforts on other accounting program initiatives.</p>	<div><h3>AC202 Apply Cost Systems</h3><table><thead><tr><th>Category</th><th>2014-15</th><th>2015-16</th><th>2016-17</th></tr></thead><tbody><tr><td>Online</td><td>75%</td><td>85%</td><td>85%</td></tr><tr><td>8-Week</td><td>70%</td><td>85%</td><td>85%</td></tr><tr><td>16-week</td><td>70%</td><td>85%</td><td>85%</td></tr><tr><td>All Students</td><td>70%</td><td>85%</td><td>85%</td></tr></tbody></table></div>	Category	2014-15	2015-16	2016-17	Online	75%	85%	85%	8-Week	70%	85%	85%	16-week	70%	85%	85%	All Students	70%	85%	85%																																								
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	<p>AC380 Comprehensive Final Exam is used for summative assessment.</p>	<p>46% - 80% of students scored at or above the Proficient level, including 21 - 29% at Exemplary during this 2 year time period. We have not met out 90% goal over this time period.</p>	<p>Limited data has been collected at this point. However, early signs indicate a significant number of students are NOT mastering these concepts.</p>	<p>We will consider creating online lectures as a means of providing additional support for course assignments. In the meantime, we will collect additional data.</p>	<div><h3>AC380 APPLY COST SYSTEMS 2015-17</h3><table><thead><tr><th>Category</th><th>Exemplary</th><th>Superior</th><th>Proficient</th><th>Deficient</th><th>Inadequate</th></tr></thead><tbody><tr><td>ONLINE</td><td>10%</td><td>5%</td><td>10%</td><td>10%</td><td>15%</td></tr><tr><td>8-WEEK</td><td>0%</td><td>25%</td><td>10%</td><td>10%</td><td>15%</td></tr><tr><td>16-WEEK</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr><tr><td>ALL STUDENTS</td><td>10%</td><td>10%</td><td>10%</td><td>10%</td><td>15%</td></tr><tr><td>2016-17</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr><tr><td>ONLINE</td><td>10%</td><td>10%</td><td>10%</td><td>10%</td><td>15%</td></tr><tr><td>8-WEEK</td><td>0%</td><td>0%</td><td>100%</td><td>0%</td><td>0%</td></tr><tr><td>16-WEEK</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr><tr><td>ALL STUDENTS</td><td>10%</td><td>10%</td><td>10%</td><td>10%</td><td>15%</td></tr></tbody></table></div>	Category	Exemplary	Superior	Proficient	Deficient	Inadequate	ONLINE	10%	5%	10%	10%	15%	8-WEEK	0%	25%	10%	10%	15%	16-WEEK	0%	0%	0%	0%	0%	ALL STUDENTS	10%	10%	10%	10%	15%	2016-17	0%	0%	0%	0%	0%	ONLINE	10%	10%	10%	10%	15%	8-WEEK	0%	0%	100%	0%	0%	16-WEEK	0%	0%	0%	0%	0%	ALL STUDENTS	10%	10%	10%	10%	15%
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<p>Accounting Knowledge #3 (Part 2): Prepare budget reports and analyze variances. The goal for AC202: that the average score is at or above the Proficient level. For AC380: that at least 90% of students are scoring at or above the Proficient level. 5-point scale used: Exemplary, Superior, Proficient, Deficient, and Inadequate.</p>	<p>AC202 Comprehensive Final Exam is used for formative assessment.</p>	<p>Lowest "all students" average: 62% (Proficient) for 2014-15. Highest "all students" average: 84% (Superior) 2015-16</p>	<p>Overall, students are mastering and able to apply these concepts.</p>	<p>None at this time. Rather we will continue to focus our efforts on other accounting program initiatives.</p>	<div><h3>AC202 Prepare Budgets & Analyze Variances</h3><table><thead><tr><th>Category</th><th>2014-15</th><th>2015-16</th><th>2016-17</th></tr></thead><tbody><tr><td>Online</td><td>65%</td><td>85%</td><td>85%</td></tr><tr><td>8-Week</td><td>60%</td><td>80%</td><td>85%</td></tr><tr><td>16-week</td><td>70%</td><td>85%</td><td>85%</td></tr><tr><td>All Students</td><td>65%</td><td>85%</td><td>85%</td></tr></tbody></table></div>	Category	2014-15	2015-16	2016-17	Online	65%	85%	85%	8-Week	60%	80%	85%	16-week	70%	85%	85%	All Students	65%	85%	85%																																								
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	AC380 Comprehensive Final Exam is used for summative assessment .	68% - 82% of students scored at or above the Proficient level, including 43 - 45% at Exemplary over this 2 year time period. We did not meet our 90% goal during this time period.	Limited data has been collected at this point. However, early signs indicate a significant number of students are NOT mastering these concepts.	We will consider creating online lectures as a means of providing additional support for course assignments. In the meantime, we will collect additional data.	<div>AC380 PREPARE BUDGETS & ANALYZE VARIANCES 2015-17</div> <div><div>Exemplary</div><div>Superior</div><div>Proficient</div><div>Deficient</div><div>Inadequate</div></div> <div><div>ONLINE</div><div>8-WEEK</div><div>16-WEEK</div><div>ALL STUDENTS</div><div>2016-17</div><div>ONLINE</div><div>8-WEEK</div><div>16-WEEK</div><div>ALL STUDENTS</div></div>
Accounting Knowledge #3 (Part 3): Evaluate cost behaviors/methods and production reports for strategic decision making. The goal for AC202: that the average score is at or above the Proficient level. For AC380: that at least 90% of students are scoring at or above the Proficient level. 5-point scale used: Exemplary, Superior, Proficient, Deficient, and Inadequate.	AC202 Comprehensive Final Exam is used for formative assessment .	Lowest "all students" average: 64% (Proficient) for 2014-15. Highest "all students" average: 81% (Superior) 2015-16	Overall, students are mastering and able to apply these concepts.	None at this time. Rather we will continue to focus our efforts on other accounting program initiatives.	<div>AC202 Evaluate Cost Behaviors</div> <div><div>100%</div><div>80%</div><div>60%</div><div>40%</div><div>20%</div><div>0%</div></div> <div><div>Online</div><div>8-Week</div><div>16-week</div><div>All Students</div></div> <div><div>2014-15</div><div>2015-16</div><div>2016-17</div></div>
	AC380 Comprehensive Final Exam is used for summative assessment .	78% of students scored at or above the Proficient level both years, including 47 - 54% at Exemplary. We did not meet out 90% goal during these 2 years.	Limited data has been collected at this point. However, early signs indicate a significant number of students are NOT mastering these concepts.....or perhaps we have set too high of expectation. It is odd that over 50% of students were able to achieve Exemplary level with 22% below Proficient.	We will consider creating online lectures as a means of providing additional support for course assignments. In the meantime, we will collect additional data.	<div>AC380 EVALUATE COST BEHAVIORS 2015-17</div> <div><div>Exemplary</div><div>Superior</div><div>Proficient</div><div>Deficient</div><div>Inadequate</div></div> <div><div>ONLINE</div><div>8-WEEK</div><div>16-WEEK</div><div>ALL STUDENTS</div><div>2016-17</div><div>ONLINE</div><div>8-WEEK</div><div>16-WEEK</div><div>ALL STUDENTS</div></div>

<p>Accounting Knowledge #3 (Part 4): Explain the management accountant's role utilizing cost measurements for decision-making in global organizations.</p> <p>Accounting Professional Skill #1: Demonstrate effective writing.</p> <p>Professional Skill #4: Critical thinking and problem-solving skills to solve diverse and unstructured problems.</p> <p>Professional Orientation #2: Recognize the complexities in the global business/accounting environment.</p> <p>For AC380: that at least 90% of students are scoring at or above the Proficient level.</p> <p>5-point scale used: Exemplary, Superior, Proficient, Deficient, and Inadequate.</p>	<p>A written decision-making project completed individually is used as a direct assessment.</p>	<p>68% -76% of students scored at or above the Proficient level, including 55 - 58% at Exemplary during this 2 year time period. We did not meet our 90% goal.</p>	<p>Limited data has been collected at this point. However, early signs indicate a significant number of students are NOT mastering these concepts.....or perhaps we have set too high of expectation. It is odd that over 50% of students were able to achieve Exemplary while 32% scored below Proficient.</p>	<p>We will consider creating online lectures as a means of providing additional support for course assignments. In the meantime, we will collect additional data.</p>	<div data-bbox="1182 102 1860 492"> <h3>AC380 MANGEMENT'S ROLE IN GLOBAL DECISION-MAKING 2015-17</h3> <p>Legend: Exemplary (Blue), Superior (Orange), Proficient (Grey), Deficient (Yellow), Inadequate (Dark Blue)</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Exemplary</th> <th>Superior</th> <th>Proficient</th> <th>Deficient</th> <th>Inadequate</th> </tr> </thead> <tbody> <tr> <td>2015-17 ONLINE</td> <td>~45%</td> <td>~5%</td> <td>~0%</td> <td>~0%</td> <td>~50%</td> </tr> <tr> <td>2015-17 8-WEEK</td> <td>~35%</td> <td>~25%</td> <td>~10%</td> <td>~15%</td> <td>~15%</td> </tr> <tr> <td>2015-17 16-WEEK</td> <td>~0%</td> <td>~0%</td> <td>~100%</td> <td>~0%</td> <td>~0%</td> </tr> <tr> <td>2015-17 ALL STUDENTS</td> <td>~45%</td> <td>~5%</td> <td>~0%</td> <td>~0%</td> <td>~50%</td> </tr> <tr> <td>2016-17</td> <td>~0%</td> <td>~0%</td> <td>~0%</td> <td>~0%</td> <td>~100%</td> </tr> <tr> <td>2016-17 ONLINE</td> <td>~45%</td> <td>~5%</td> <td>~0%</td> <td>~0%</td> <td>~50%</td> </tr> <tr> <td>2016-17 8-WEEK</td> <td>~0%</td> <td>~0%</td> <td>~100%</td> <td>~0%</td> <td>~0%</td> </tr> <tr> <td>2016-17 16-WEEK</td> <td>~0%</td> <td>~0%</td> <td>~100%</td> <td>~0%</td> <td>~0%</td> </tr> <tr> <td>2016-17 ALL STUDENTS</td> <td>~45%</td> <td>~5%</td> <td>~0%</td> <td>~0%</td> <td>~50%</td> </tr> </tbody> </table> </div>	Category	Exemplary	Superior	Proficient	Deficient	Inadequate	2015-17 ONLINE	~45%	~5%	~0%	~0%	~50%	2015-17 8-WEEK	~35%	~25%	~10%	~15%	~15%	2015-17 16-WEEK	~0%	~0%	~100%	~0%	~0%	2015-17 ALL STUDENTS	~45%	~5%	~0%	~0%	~50%	2016-17	~0%	~0%	~0%	~0%	~100%	2016-17 ONLINE	~45%	~5%	~0%	~0%	~50%	2016-17 8-WEEK	~0%	~0%	~100%	~0%	~0%	2016-17 16-WEEK	~0%	~0%	~100%	~0%	~0%	2016-17 ALL STUDENTS	~45%	~5%	~0%	~0%	~50%
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Economics

Standard #4 Measurement and Analysis of Student Learning and Performance

Use this table to supply data for Criterion 4.2.

Performance Indicator	Definition				
1. Student Learning Results	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination).</i> Add these to the description of the measurement instrument in column two:</p> <p>Direct - Assessing student performance by examining samples of student work</p> <p>Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information.</p> <p>Formative – An assessment conducted during the student's education.</p> <p>Summative – An assessment conducted at the end of the student's education.</p> <p>Internal – An assessment instrument that was developed within the business unit.</p> <p>External – An assessment instrument that was developed outside the business unit.</p> <p>Comparative – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.</p>				
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)
Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?	
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative				
Demonstrate an understanding of theory underlying national government policymaking, relationship between the government budget deficit, trade deficit, supply-side economics, the AD-AS model, the Keynesian cross, and the IS-LM model	Final exam is the formative assessment for this course. It was comprehensive with format of open book and notes. They constitute 30% of the total course grade and will not be a take-home exam. This requirement was good on 2015-2017.	The results of inflation and recession as well as international trade areas in Macroeconomics have the highest result of 54%. However, the employment and labor supply area has the lowest result of 46% was observed.	The overall average result is above ACBSP average result in AY16-17. However, the result of the current year has shown the decline from the previous two years.	Enhance students learning in labor economics as well as economics trends and forecasting areas. Maintain the above all ACBSP average results.	<p style="text-align: center;">Macroeconomics Subject Score Comparison: Time Period 2013-2017</p>
Demonstrate an understanding of the fundamental principles of the theory of households and firms, characteristics of four industry types, profit maximization and the presence of economic profits in the short and long runs, economic efficiency, and general equilibrium analysis	Final exam is the formative assessment for this course. It was comprehensive with format of open book and notes. They constituted 30% of the total course grade and will not be a take-home exam. This requirement was good on 2015-2017.	The result of the spending and saving areas in Microeconomics has the highest result of 62% in AY16-17. However, the lowest result of 58% was observed in the supply and demand area was identified in the same period of time.	The average AY16-17 results in all areas are above the ACBSP results. However, the result of the current year has shown the lowest in the last three years.	Enhance students learning in the supply and demand area as well as price, cost, and profit areas. Maintain the above ACBSP average results.	<p style="text-align: center;">Microeconomics Subject Score Comparison: Time Period 2013-2017</p>

Senior Seminar in Economics that demonstrates microeconomics, macroeconomics, international trade, finance, policies, quantitative analysis, and independent economic analysis	An exam problem that requires students to use economic theory to analyze household and firm behavior. EC450 CLO 1 is a formative assessment.	All students achieved 100% in Spring 2014 and 2015. The lower result was observed, 87.1% and 88.1%, in Spring 2016 and spring 2017, respectively.	In general, the program has contained many international students who had proficient economics training.	Additional tutoring or homework can improve students from proficient level to superior and exemplary levels.	<div>EC450 Core Learning Outcome 1 Assessment Household and Firm Behavior Face-to-Face Classes</div> <table><thead><tr><th>Semester</th><th>Percentile</th></tr></thead><tbody><tr><td>Spring 2014</td><td>100</td></tr><tr><td>Spring 2015</td><td>100</td></tr><tr><td>Spring 2016</td><td>87.1</td></tr><tr><td>Spring 2017</td><td>88.1</td></tr></tbody></table>	Semester	Percentile	Spring 2014	100	Spring 2015	100	Spring 2016	87.1	Spring 2017	88.1
Semester	Percentile														
Spring 2014	100														
Spring 2015	100														
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Spring 2017	88.1														
Senior Seminar in Economics that demonstrates microeconomics, macroeconomics, international trade, finance, policies, quantitative analysis, and independent economic analysis	An exam problem that requires students to use economic theory to analyze national government policymaking. EC450 CLO 2 is a formative assessment.	Students achieved Exemplary (100%) level on Spring 2015 and achieved proficient elvels on Spring 2014 and 2016. The improvement to superior level was observed in 2017	In general, the program has grown with many international students who had proficient economics training.	Additional tutoring or homework practices can improve students from proficient level to superior and exemplary levels.	<div>EC 450 Core Learning Outcome 2 Assessment National Government Policymaking Face-to-Face Classes</div> <table><thead><tr><th>Semester</th><th>Percentile</th></tr></thead><tbody><tr><td>Spring 2014</td><td>89</td></tr><tr><td>Spring 2015</td><td>100</td></tr><tr><td>Spring 2016</td><td>85</td></tr><tr><td>Spring 2017</td><td>90</td></tr></tbody></table>	Semester	Percentile	Spring 2014	89	Spring 2015	100	Spring 2016	85	Spring 2017	90
Semester	Percentile														
Spring 2014	89														
Spring 2015	100														
Spring 2016	85														
Spring 2017	90														
Senior Seminar in Economics that demonstrates microeconomics, macroeconomics, international trade, finance, policies, quantitative analysis, and independent economic analysis	An exam problem that requires students to use economic theory to analyze global commerce. EC301 Online CLO 6 is a formative assessment.	Students achieved superior (91.2%) level on Spring 2015 and achieved proficient elvels on Spring 2014 and 2016. However, the lower level of proficiency level was observed in 2017.	In general, the program has grown with many international students who had proficient economics training.	Additional tutoring or homework practices can improve students from proficient level to superior and exemplary levels.	<div>EC 450 Core Learning Outcome 3 Assessment Global Commerce Face-to-Face Classes</div> <table><thead><tr><th>Semester</th><th>Percentile</th></tr></thead><tbody><tr><td>Spring 2014</td><td>85</td></tr><tr><td>Spring 2015</td><td>92</td></tr><tr><td>Spring 2016</td><td>82</td></tr><tr><td>Spring 2017</td><td>78</td></tr></tbody></table>	Semester	Percentile	Spring 2014	85	Spring 2015	92	Spring 2016	82	Spring 2017	78
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Senior Seminar in Economics that demonstrates microeconomics, macroeconomics, international trade, finance, policies, quantitative analysis, and independent economic analysis	Term paper that requires students to use economic theory to analyze and draw economics problems and policies. EC450 face-to-face CLO 4 is a formative assessment.	Students achieved superior level in Spring 2014, 2015, and 2017 and achieved exemplary level in Spring 2016.	The students have lowered on how to identify all releveant curves and causes for their shifts from 2016 to 2017.	Additional tutoring or homework practices can improve students to superior or exemplary levels.	<div>EC 450 Core Learning Outcome 4 Assessment Economic Problems and Policy Face-to-Face Classes</div> <table><thead><tr><th>Semester</th><th>Percentile</th></tr></thead><tbody><tr><td>Spring 2014</td><td>88</td></tr><tr><td>Spring 2015</td><td>84</td></tr><tr><td>Spring 2016</td><td>95</td></tr><tr><td>Spring 2017</td><td>83</td></tr></tbody></table>	Semester	Percentile	Spring 2014	88	Spring 2015	84	Spring 2016	95	Spring 2017	83
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Spring 2014	88														
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Senior Seminar in Economics that demonstrates microeconomics, macroeconomics, international trade, finance, policies, quantitative analysis, and independent economic analysis	Term paper that requires students to use quantitative analysis to test hypotheses of an economic nature. EC450 face-to-face CLO 5 is a formative assessment.	Students achieved exemplary level in Spring 2015, and achieved superior level in Spring 2016 and 2017. It has been improved from proficient level in Spring 2014.	The students have improved on using quantitative analysis to test hypotheses of an economic nature from 2014 to 2017.	Additional tutoring or homework practices can improve students to superior or exemplary levels.	<div>EC 450 Core Learning Outcome 5 Assessment Test Hypothesis of Economic Nature Face-to-Face Classes</div> <table><thead><tr><th>Semester</th><th>Percentile</th></tr></thead><tbody><tr><td>Spring 2014</td><td>75</td></tr><tr><td>Spring 2015</td><td>100</td></tr><tr><td>Spring 2016</td><td>89</td></tr><tr><td>Spring 2017</td><td>90</td></tr></tbody></table>	Semester	Percentile	Spring 2014	75	Spring 2015	100	Spring 2016	89	Spring 2017	90
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Spring 2015	100														
Spring 2016	89														
Spring 2017	90														

EC301 Intermediate Macroeconomics (online) - This course begins with a review of national income concepts including national income accounting. It analyzes fiscal and monetary policy using the ISLM model. The primary course focus is on the critical analysis of fiscal, monetary, new Keynesian, and new classical models and their success in explaining economic stability and the stimulation of economic growth.	Final exam is the formative assessment for this course. It was comprehensive with format of open book and notes. They constituted 30% of the total course grade and will not be a take-home exam. This requirement was good on 2015-2017.	Current Spring 2, 2017 online average courses final exam is 79.79% which is lowered from the same term, 81.27%, in 2016.	CLO3 and CLO4 scores have improved to the highest score in Fall, 2016. CLO5 describes supply-side economics and government spending deficit showed the low average in 2017. All other CLOs were observed low results in the last two terms in 2017.	Enhance the first three parts of teaching and emphasize more on the basic theories are recommended. Homework or test practice could help students to grasp the concepts of new-Keynesian theory, government budget deficit and trade deficit, and the evolution of the monetarist, and new classical theories. The timed, randomized, and open-book and notes final exam will continue to conduct in the future. The goal of improvement	EC 301 Core Learning Outcome Assessment - Online Courses	
EC301 Intermediate Macroeconomics - This course begins with a review of national income concepts including national income accounting. It analyzes fiscal and monetary policy using the ISLM model. The primary course focus is on the critical analysis of fiscal, monetary, new Keynesian, and new classical models and their success in explaining economic stability and the stimulation of economic growth.	EC301 Intermediate Macroeconomics (face-to-face) - This course begins with a review of national income concepts including national income accounting. It analyzes fiscal and monetary policy using the ISLM model. The primary course focus is on the critical analysis of fiscal, monetary, new Keynesian, and new classical models and their success in explaining economic stability and the stimulation of economic growth. Final exam is the formative assessment for this course. It was comprehensive and will be opened book and notes.	Current 2017 face to face average courses final exam is 92.8% which is higher than 87.74% in 2016.	CLO4 and CLO5 scores are the highest for face to face class in 2017. They are the explanations of how national savings determines the trade deficit as well as supply-side economics and government spending deficit. CLO2 had the lowest score which is the description of how new-Keynesian	Enhance the second part of teaching and emphasize more on the basic theories. Homework or test practice could help students to explain the relationship between the government budget deficit and the trade deficit as well as the evolution of the monetarist and new classical theories.	EC 301 Core Learning Outcome Assessment Face-to-Face Classes	
EC301 Intermediate Macroeconomics (online) - This course begins with a review of national income concepts including national income accounting. It analyzes fiscal and monetary policy using the ISLM model. The primary course focus is on the critical analysis of fiscal, monetary, new Keynesian, and new classical models and their success in explaining economic stability and the stimulation of economic growth.	Term paper that requires students to communicate economic theory and analyze in oral and written forms. EC301 online CLO 1-6 5 is a formative assessment.	Students achieved proficient levels in Spring 2 2015 and Fall 2 2016, and inadequate levels are observed in Spring 1 2015, Spring 1 2016, Spring 2 2016, Spring 1 2017, and Spring 2 2017.	Students have decreases on communicating economic theory and analyzing in oral and written forms in recent two AYS.	Additional exercise or practice on communicating and analyzing skills can improve students to superior or exemplary levels. The goal is to raise to the level of proficient level in fall 2016 except Fall 2 2016.	EC 301 Core Learning Outcome Assessment Total (#1-#6) Communication and Analysis Online Classes	
EC301 Intermediate Macroeconomics - This course begins with a review of national income concepts including national income accounting. It analyzes fiscal and monetary policy using the ISLM model. The primary course focus is on the critical analysis of fiscal, monetary, new Keynesian, and new classical models and their success in explaining economic stability and the stimulation of economic growth.	Term paper that requires students to communicate economic theory and analyze in oral and written forms. EC301 face to face CLO 1-6 5 is a formative assessment.	Students achieved proficient levels from Spring 1 2014 and Spring 2 2016	Students have increases slightly on communicating economic theory and analyzing in oral and written forms in recent three terms.	Additional exercise or practice on communicating and analyzing skills have improved students to superior or exemplary levels. The goal is to raise to the level of superior level in fall 2016.	EC 301 Core Learning Outcome Assessment Total (#1-#6) Communication and Analysis Face-to-Face Classes	

Demonstrate an understanding of the money supply and demand, policies, banking regulations, financial institutions, and exchange rates	The hishest CLO 5 and CLO6 for EC303 in 2017 include how asymmetric information, adverse selection, and moral hazard relate to banking regulation in the U.S. and abroad, as well as financial institutions. Global economy will be assessed with banking regulations.	The upward trend has been observed from AY2016 to AY2017. The results showed students have grown in superior level of 2.91%.	Global banking regulations and financial institutions have increased the important role on global economy.	If students take EC407 course, the international finance and trade class would help them improve the knowledge of the subject.	<p>EC 303 Core Learning Outcome Assessment Online Courses</p> <p>Percentile</p> <p>CLO</p> <p>■ F1 2014 ■ F2 2014 ■ S1 2015 ■ S2 2015 ■ S1 2016 ■ S2 2016 ■ F1 2016 ■ S1 2017 ■ S2 2017</p>	
Demonstrate an understanding of the money supply and demand, policies, banking regulations, financial institutions, and exchange rates	CLO 5 for EC303 include how asymmetric information, adverse selection, and moral hazard relate to banking regulation in the U.S. and abroad.	The upward trend has been observed from F1 2014 to S2 2017. The results showed students have grown from proficient (72.5%) to exemplary level (92.5%) level from 2014.	Global banking regulations have increased the important role on global economy.	If students take EC407 course, the international finance and trade class would help them improve the knowledge of the subject.	<p>EC 303 Core Learning Outcome #5 Assessment Online Classes</p> <p>Percentile</p> <p>■ F1 2014 ■ F2 2014 ■ S1 2015 ■ S2 2015 ■ S1 2016 ■ S2 2016 ■ F1 2016 ■ S1 2017 ■ S2 2017</p>	

Finance

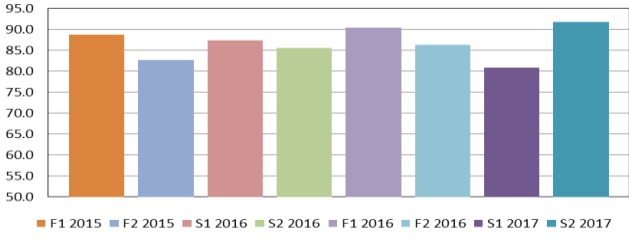
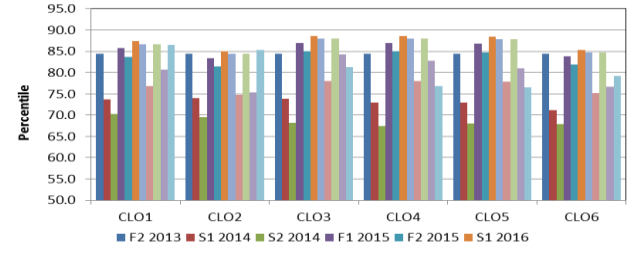
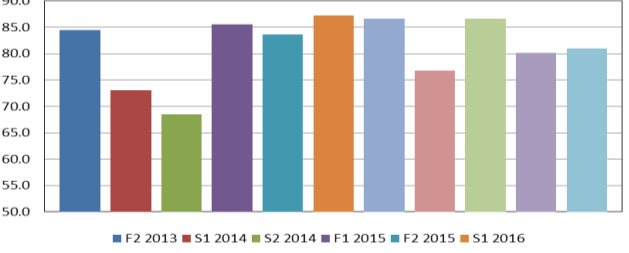
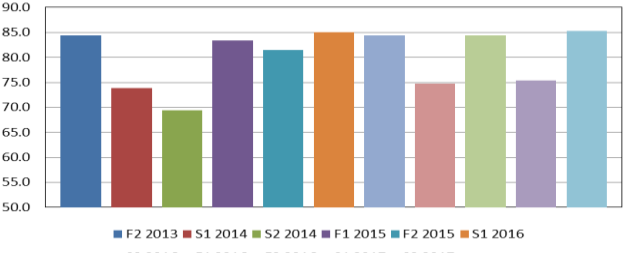
Standard #4 Measurement and Analysis of Student Learning and Performance

Use this table to supply data for Criterion 4.2.

Performance Indicator	Definition				
1. Student Learning Results	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination.</i> Add these to the description of the measurement instrument in column two:</p> <p>Direct - Assessing student performance by examining samples of student work</p> <p>Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information.</p> <p>Formative – An assessment conducted during the student's education.</p> <p>Summative – An assessment conducted at the end of the student's education.</p> <p>Internal – An assessment instrument that was developed within the business unit.</p> <p>External – An assessment instrument that was developed outside the business unit.</p> <p>Comparative – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.</p>				
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)
Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?	
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative				
Park finance majors are largely performing above average on CPCs with the exception of marketing. Since many finance students will get jobs as brokers which are somewhat sales based, looking into a sales class for finance majors could be a good option to improve their performance in this area.	Peregrine MFT data for program majors and the subscores for the area's impact on the business common professional component (CPC).	The business performance on CPC has shown in improving from 48% to 59% for the past five academic years.	The performance of Business Finance stays roughly on the average of other majors.	Program review and assessment annually would improve and enhance the performance.	<p style="text-align: center;">Finance Majors Performance on CPC</p> <p>Legend: AY 12-13 (28), AY 13-14 (27), AY 14-15 (38), AY 15-16 (20), AY 16-17 (16)</p>
Park finance students are performing at average to slightly below average when compared with their ACBSP peers. The below average scores on tax issues is not of great concern since this is largely covered in accounting classes. It will also be covered in Certified Financial Planning courses. The below average scores on Interest and dividends is more concerning since this is standard finance class material.	The standard of Park standard course syllabi would create more consistent of measuring the progress of the learning.	Stocks & bonds subject has increased score continuously in the past five years. However, the subject of profit, loss, cash flow & margins is lowered in the past four years.	Stocks and bonds portfolio simulation has been used in the class for trading practice. It might help students understand the learning concepts.	Enhance and continue to use Stocks and bonds simulation software to improve the related subject. More practice and exercise of other subjects can improve the interest and learning results.	<p style="text-align: center;">Finance Subject Score Comparison: Time Period Covered 2012-2017</p> <p>Legend: 2012 Park, 2013 Park, 2014 Park, 2015 Park, AY16-17 Park, AY16-17 ALL ACBSP, 2012 ALL ACBSP, 2013 ALL ACBSP, 2014 ALL ACBSP, 2015 ALL ACBSP</p>

<p>The goal is to explain the importance and rationale of ethical decision making in business environment and the skills and analysis necessary to succeed in professional careers. Ethical standard such as competency, integrity, objectivity, confidentiality and professionalism will be addressed from a value-oriented business approach with a better understanding of legal implications.</p>	<p>Final exam is the formative assessment for this course. It was comprehensive with format of open book and notes. They constituted 30% of the total course grade and will not be a take-home exam. This requirement was good on 2015-2017.</p>	<p>Subject of conflict of interest has improved to the exemplary level in Spring 2017. However, the ethical climate remained the lowest performance in Spring 2017.</p>	<p>Ethical climate area needs to be enhanced and emphasized in the learning process.</p>	<p>Students can take business ethics and business law courses to improve those low performance areas.</p>	<div><div>Finance Majors Performance on Business Ethics</div><table><thead><tr><th>Category</th><th>F13</th><th>S13</th><th>F14</th><th>S14</th><th>F15</th><th>S15</th><th>F16</th><th>S16</th><th>F17</th><th>S17</th></tr></thead><tbody><tr><td>Business Ethics</td><td>52</td><td>50</td><td>50</td><td>62</td><td>60</td><td>58</td><td>55</td><td>52</td><td>60</td><td>58</td></tr><tr><td>Conflict of Interest</td><td>50</td><td>100</td><td>28</td><td>88</td><td>75</td><td>75</td><td>75</td><td>50</td><td>100</td><td>50</td></tr><tr><td>Corporate Ethics and Climate</td><td>55</td><td>45</td><td>70</td><td>35</td><td>50</td><td>55</td><td>55</td><td>35</td><td>50</td><td>45</td></tr><tr><td>Discrimination</td><td>35</td><td>62</td><td>50</td><td>50</td><td>50</td><td>62</td><td>50</td><td>50</td><td>50</td><td>50</td></tr><tr><td>Ethical Climate</td><td>50</td><td>50</td><td>42</td><td>75</td><td>75</td><td>65</td><td>55</td><td>65</td><td>35</td><td>35</td></tr><tr><td>Ethical Decision-Making</td><td>65</td><td>42</td><td>30</td><td>50</td><td>50</td><td>50</td><td>25</td><td>50</td><td>65</td><td>30</td></tr><tr><td>Ethical Issues</td><td>58</td><td>40</td><td>85</td><td>50</td><td>50</td><td>50</td><td>20</td><td>65</td><td>50</td><td>50</td></tr><tr><td>Ethical Standards</td><td>52</td><td>45</td><td>50</td><td>95</td><td>65</td><td>90</td><td>45</td><td>90</td><td>85</td><td>65</td></tr></tbody></table></div>	Category	F13	S13	F14	S14	F15	S15	F16	S16	F17	S17	Business Ethics	52	50	50	62	60	58	55	52	60	58	Conflict of Interest	50	100	28	88	75	75	75	50	100	50	Corporate Ethics and Climate	55	45	70	35	50	55	55	35	50	45	Discrimination	35	62	50	50	50	62	50	50	50	50	Ethical Climate	50	50	42	75	75	65	55	65	35	35	Ethical Decision-Making	65	42	30	50	50	50	25	50	65	30	Ethical Issues	58	40	85	50	50	50	20	65	50	50	Ethical Standards	52	45	50	95	65	90	45	90	85	65
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<p>The fundamentals of conducting quantitative research of statistics in Finance area. The goal is to organize, analyze, and interpret financial quantitative analysis of data.</p>	<p>Final exam is the formative assessment for this course. It was comprehensive with format of open book and notes. They constituted 30% of the total course grade and will not be a take-home exam. This requirement was good on 2015-2017.</p>	<p>The results show that the quantitative research have improved in the last three terms. However, it was declined from the previous three terms.</p>	<p>The finite math course has been offered for enhancing the quantitative research techniques and statistics.</p>	<p>More exercise and practice in problem-solving technique can enhance the result in this area.</p>	<div><div>Performance of Finance Majors on Quantitative Research Techniques and Statistics</div><table><thead><tr><th>Semester</th><th>Average Score</th></tr></thead><tbody><tr><td>S13</td><td>60</td></tr><tr><td>U13</td><td>30</td></tr><tr><td>F13</td><td>48</td></tr><tr><td>S14</td><td>48</td></tr><tr><td>U14</td><td>20</td></tr><tr><td>F14</td><td>45</td></tr><tr><td>S15</td><td>65</td></tr><tr><td>U15</td><td>78</td></tr><tr><td>F15</td><td>75</td></tr><tr><td>S16</td><td>45</td></tr><tr><td>F16</td><td>58</td></tr><tr><td>S17</td><td>65</td></tr></tbody></table></div>	Semester	Average Score	S13	60	U13	30	F13	48	S14	48	U14	20	F14	45	S15	65	U15	78	F15	75	S16	45	F16	58	S17	65																																																																									
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<p>The goal is to understand the financing of international transactions and multinational business operations with emphasis on sources of funds, financial services, analysis of currency problems and exchange controls, and the functioning of foreign money and capital markets.</p>	<p>Final exam is the formative assessment for this course. It was comprehensive with format of open book and notes. They constituted 30% of the total course grade and will not be a take-home exam. This requirement was good on 2015-2017.</p>	<p>The improved results have shown in the last two academic terms as comparing with the previous terms.</p>	<p>Students learned from international business and finance classes for this global dimensions of business.</p>	<p>More exercise and practice in problem-solving technique can enhance the result in this area.</p>	<div><div>Performance of Finance Majors on Global Dimensions of Business</div><table><thead><tr><th>Semester</th><th>Average Score</th></tr></thead><tbody><tr><td>S13</td><td>60</td></tr><tr><td>U13</td><td>40</td></tr><tr><td>F13</td><td>55</td></tr><tr><td>S14</td><td>52</td></tr><tr><td>U14</td><td>30</td></tr><tr><td>F14</td><td>42</td></tr><tr><td>S15</td><td>60</td></tr><tr><td>U15</td><td>65</td></tr><tr><td>F15</td><td>62</td></tr><tr><td>S16</td><td>45</td></tr><tr><td>F16</td><td>72</td></tr><tr><td>S17</td><td>68</td></tr></tbody></table></div>	Semester	Average Score	S13	60	U13	40	F13	55	S14	52	U14	30	F14	42	S15	60	U15	65	F15	62	S16	45	F16	72	S17	68																																																																									
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<p>The major goal is to understand financial management in the development of a framework appropriate for financial decision making. Emphasis on obtaining and effectively utilizing the funds necessary for the operation of an enterprise. Comprehend elements of financial planning, capital budgeting, and consideration of alternative sources of funds.</p>	<p>Peregrine MFT data for program majors and the subscores for the area's impact on the business common professional component (CPC).</p>	<p>Finance majors are roughly half male and half female (51% to 45%, with the remaining percent unknown). Around 50% of finance majors are white, 20% black, and the remaining unknown or of other races. The vast majority are either active or retired military. Roughly 40% of finance classes are offered online, 30% face to face, and 30% in a mixed mode.</p>	<p>Both finance and accounting have a lower online presence than most other business majors. I assume this is due to the difficulty of offering mathematical content online.</p>	<p>Good mixed of Finance students would provide a learning environment for global finance transaction, institutions, and policies.</p>	<p>Finance Majors Performance on CPC by Race</p> <p>This bar chart displays the performance of finance majors on the CPC by race across 15 categories. The y-axis represents a score from 0 to 100. The legend indicates the number of students in each racial group: Asian (2), Black (3), Multiracial (2), White (6), and Unknown (3). The categories on the x-axis are: Accounting, Business Ethics, Business Finance, Business Integration and Strategic..., Business Leadership, Economics, Economics: Macroeconomics, Economics: Microeconomics, Global Dimensions of Business, Information Management Systems, Legal Environment of Business, Management: Human Resource..., Management: Operations/Production..., Management: Organizational Behavior, Quantitative Research Techniques and..., Marketing, and Percentile Rank.</p>
<p>The major goal is to understand financial management in the development of a framework appropriate for financial decision making. Emphasis on obtaining and effectively utilizing the funds necessary for the operation of an enterprise. Comprehend elements of financial planning, capital budgeting, and consideration of alternative sources of funds.</p>	<p>Final exam is the formative assessment for this course. It was comprehensive with format of open book and notes. They constituted 30% of the total course grade and will not be a take-home exam. This requirement was good on 2015-2017.</p>	<p>The outcomes of 2, 5, and 6 are in superior levels in S2 2017. Others remain strong as well.</p>	<p>The online courses have shown the stronger results as comparing to face-to-face courses in general.</p>	<p>Improve or maintain this level is required in learning this course.</p>	<p>FI 360 Core Learning Outcome Assessment Total (#1-#6) Online Courses</p> <p>This bar chart shows the assessment total for FI 360 Core Learning Outcomes #1-#6 in online courses across various semesters. The y-axis ranges from 50.0 to 95.0. The legend includes: F2 2013, S1 2014, S2 2014, F1 2015, F2 2015, S1 2016, S2 2016, F1 2016, F2 2016, S1 2017, and S2 2017.</p>
<p>The major goal is to understand financial management in the development of a framework appropriate for financial decision making. Emphasis on obtaining and effectively utilizing the funds necessary for the operation of an enterprise. Comprehend elements of financial planning, capital budgeting, and consideration of alternative sources of funds.</p>	<p>Final exam is the formative assessment for this course. It was comprehensive with format of open book and notes. They constituted 30% of the total course grade and will not be a take-home exam. This requirement was good on 2015-2017.</p>	<p>Overall has shown the strong results in the last 8 terms.</p>	<p>The reversed trend is observed in S2 2017 Term.</p>	<p>Improve or maintain this level is required in learning this course.</p>	<p>FI 360 Core Learning Outcome Assessment Total (#1-#6) Online Courses</p> <p>This bar chart shows the assessment total for FI 360 Core Learning Outcomes #1-#6 in online courses across various semesters. The y-axis ranges from 50.0 to 95.0. The legend includes: F2 2013, S1 2014, S2 2014, F1 2015, F2 2015, S1 2016, S2 2016, F1 2016, F2 2016, S1 2017, and S2 2017.</p>
<p>The major goal is to understand financial management in the development of a framework appropriate for financial decision making. Emphasis on obtaining and effectively utilizing the funds necessary for the operation of an enterprise. Comprehend elements of financial planning, capital budgeting, and consideration of alternative sources of funds.</p>	<p>Final exam is the formative assessment for this course. It was comprehensive with format of open book and notes. They constituted 30% of the total course grade and will not be a take-home exam. This requirement was good on 2015-2017.</p>	<p>The outcomes remain quite stable in this area.</p>	<p>The concept of financial ratios is learned from the managerial accounting should be applied in this area.</p>	<p>Improve or maintain this level is required in learning this concept.</p>	<p>FI 360 Core Learning Outcome Assessment #3 Financial Ratio Analysis Online Courses</p> <p>This bar chart shows the assessment for FI 360 Core Learning Outcome #3 (Financial Ratio Analysis) in online courses across various semesters. The y-axis ranges from 50.0 to 100.0. The legend includes: F1 2015, F2 2015, S1 2016, S2 2016, F1 2016, F2 2016, S1 2017, and S2 2017.</p>

The major goal is to understand financial management in the development of a framework appropriate for financial decision making. Emphasis on obtaining and effectively utilizing the funds necessary for the operation of an enterprise. Comprehend elements of financial planning, capital budgeting, and consideration of alternative sources of funds.	Final exam is the formative assessment for this course. It was comprehensive with format of open book and notes. They constituted 30% of the total course grade and will not be a take-home exam. This requirement was good on 2015-2017.	The lowered results of learning the capital budgeting were observed in S1 2017. However, it raised to the highest level in S2 2017.	This important subject has been improved to superior level.	Improve or maintain this level is required in learning this concept.	<div>FI 360 Core Learning Outcome Assessment #6 Capital Budgeting Online Courses</div>  <table><caption>FI 360 Core Learning Outcome Assessment #6 Data</caption><thead><tr><th>Term</th><th>Score</th></tr></thead><tbody><tr><td>F1 2015</td><td>89.0</td></tr><tr><td>F2 2015</td><td>84.0</td></tr><tr><td>S1 2016</td><td>88.0</td></tr><tr><td>S2 2016</td><td>86.0</td></tr><tr><td>F1 2016</td><td>90.0</td></tr><tr><td>F2 2016</td><td>87.0</td></tr><tr><td>S1 2017</td><td>83.0</td></tr><tr><td>S2 2017</td><td>91.0</td></tr></tbody></table>	Term	Score	F1 2015	89.0	F2 2015	84.0	S1 2016	88.0	S2 2016	86.0	F1 2016	90.0	F2 2016	87.0	S1 2017	83.0	S2 2017	91.0																																																																		
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The major goal is to understand financial management in the development of a framework appropriate for financial decision making. Emphasis on obtaining and effectively utilizing the funds necessary for the operation of an enterprise. Comprehend elements of financial planning, capital budgeting, and consideration of alternative sources of funds.	Final exam is the formative assessment for this course. It was comprehensive with format of open book and notes. They constituted 30% of the total course grade and will not be a take-home exam. This requirement was good on 2015-2017.	The CLO1 and CLO2 are the highest levels as comparing with other outcomes. However, CLO3-5 are observed with the declining trends.	The improvement areas include financial ratios, calculation of interest rate, present value, and term of financial instruments, as well as values of stocks and bonds.	Students can improve the knowledge by doing more exercise and problem-solving. The tutoring service or reviewing session can help student to build the confidence of the subject. The goal is to increase each outcome by 20%.	<div>FI 360 Core Learning Outcome Assessment Face-to-Face Courses</div>  <table><caption>FI 360 Core Learning Outcome Assessment Data</caption><thead><tr><th>CLO</th><th>F2 2013</th><th>S1 2014</th><th>S2 2014</th><th>F1 2015</th><th>F2 2015</th><th>S1 2016</th><th>S2 2016</th><th>F1 2016</th><th>F2 2016</th><th>S1 2017</th><th>S2 2017</th></tr></thead><tbody><tr><td>CLO1</td><td>85</td><td>86</td><td>87</td><td>88</td><td>87</td><td>86</td><td>85</td><td>84</td><td>83</td><td>82</td><td>81</td></tr><tr><td>CLO2</td><td>85</td><td>86</td><td>87</td><td>88</td><td>87</td><td>86</td><td>85</td><td>84</td><td>83</td><td>82</td><td>81</td></tr><tr><td>CLO3</td><td>85</td><td>86</td><td>87</td><td>88</td><td>87</td><td>86</td><td>85</td><td>84</td><td>83</td><td>82</td><td>81</td></tr><tr><td>CLO4</td><td>85</td><td>86</td><td>87</td><td>88</td><td>87</td><td>86</td><td>85</td><td>84</td><td>83</td><td>82</td><td>81</td></tr><tr><td>CLO5</td><td>85</td><td>86</td><td>87</td><td>88</td><td>87</td><td>86</td><td>85</td><td>84</td><td>83</td><td>82</td><td>81</td></tr><tr><td>CLO6</td><td>85</td><td>86</td><td>87</td><td>88</td><td>87</td><td>86</td><td>85</td><td>84</td><td>83</td><td>82</td><td>81</td></tr></tbody></table>	CLO	F2 2013	S1 2014	S2 2014	F1 2015	F2 2015	S1 2016	S2 2016	F1 2016	F2 2016	S1 2017	S2 2017	CLO1	85	86	87	88	87	86	85	84	83	82	81	CLO2	85	86	87	88	87	86	85	84	83	82	81	CLO3	85	86	87	88	87	86	85	84	83	82	81	CLO4	85	86	87	88	87	86	85	84	83	82	81	CLO5	85	86	87	88	87	86	85	84	83	82	81	CLO6	85	86	87	88	87	86	85	84	83	82	81
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Human Resources

Standard #4 Measurement and Analysis of Student Learning and Performance

Use this table to supply data for Criterion 4.2.

Performance Indicator	Definition				
1. Student Learning Results	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination).</i> Add these to the description of the measurement instrument in column two:</p> <p>Direct - Assessing student performance by examining samples of student work</p> <p>Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information.</p> <p>Formative – An assessment conducted during the student's education.</p> <p>Summative – An assessment conducted at the end of the student's education.</p> <p>Internal – An assessment instrument that was developed within the business unit.</p> <p>External – An assessment instrument that was developed outside the business unit.</p> <p>Comparative – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.</p>				
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)
Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?	
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative				
Our goal is to achieve a 50th percentile score on all CPC performance areas.	Peregrine's CPC assessment, which is summative external data.	Currently, HRM majors perform at or above the 50th percentile in all areas, other than: Finance, Economics, Macroeconomics, Global Dimensions of Business, Marketing, and Quantitative Research Techniques. While they show strength in areas related to management and business law, they display weaker performance in more quantitatively based areas, such as accounting. Remediation or supplemental efforts for strengthening these areas may be warranted.	Quantitative areas need to be improved, as noted in Column C, Current Results.	Results will be communicated to all faculty (full-time and adjuncts), including goals for improvement. Courses in the Business core and HRM core will be examined to determine if there can be content improvement.	<p style="text-align: center;">Human Resources Majors Performance on CPC</p> <p>Legend: AY 12-13 (132), AY 13-14 (176), AY 14-15 (143), AY 15-16 (139), AY 16-17 (101)</p>
Our goal is to achieve a 50th percentile score on all Human Resource Management CPC performance areas.	Peregrine's CPC assessment, which is summative external data.	Park HRM majors scored at or above the 50th percentile in all subject areas since 2012, except for Staffing Decisions, which was just below the 50th percentile. All areas except Recruiting Retention displayed gains from 2012 through 2015, with Staffing Decisions also gaining in 2016. Declines were noted in 2016 in the other areas, but scores were still well above the 50th percentile. The Recruiting Retention area needs attention as it initially displayed scores near the 70th percentile, but has since declined to about the 65th percentile. The topic	From AY 2012 through AY 2016, HRM majors have made a strong showing in all subscore areas, performing as well or better than the ACBSP averages.	From these results, it appears that Recruiting Retention is an area for improvement, and all areas need maintenance before declines become pronounced. Results will be communicated to all faculty (full-time and adjuncts), including goals for improvement. Core HRM courses (Planning and Staffing) will be examined to determine if there can be content improvement.	<p style="text-align: center;">Human Resources Subject Score Comparison: Time Period Covered 2012-2017</p> <p>Legend: 2012 Park, 2013 Park, 2014 Park, 2015 Park, AY16-17 Park, 2012 ALL ACBSP, 2013 ALL ACBSP, 2014 ALL ACBSP, 2015 ALL ACBSP</p>

Program Goal 6: Ethics. Our goal is to improve these scores incrementally over time.	Peregrine's CPC assessment, which is summative external data.	As evidenced by the graphic, the responses in several of the areas on the Peregrine CPC have been trending upward, with some performance improvements. However, at least four of the eight topic areas could use improvement, which is not satisfactory.	There are areas needing improvement, as noted in Column C, Current Results.	Results will be communicated to all faculty (full-time and adjuncts), including goals for improvement. Courses in the Business core and HRM core will be examined to determine if there can be content improvement. Special attention will be paid to courses having ethics content to determine whether those modules are actually being delivered.	<div>Human Resources Majors Performance on Business Ethics</div> <table><thead><tr><th>Topic</th><th>F13</th><th>S14</th><th>U14</th><th>F14</th><th>S15</th><th>U15</th><th>F15</th><th>S16</th><th>F16</th><th>S17</th></tr></thead><tbody><tr><td>Business Ethics</td><td>55</td><td>50</td><td>55</td><td>58</td><td>55</td><td>58</td><td>55</td><td>58</td><td>55</td><td>58</td></tr><tr><td>Conflict of Interest</td><td>45</td><td>75</td><td>100</td><td>82</td><td>70</td><td>80</td><td>68</td><td>70</td><td>65</td><td>68</td></tr><tr><td>Corporate Ethics and Climate</td><td>55</td><td>48</td><td>50</td><td>52</td><td>55</td><td>58</td><td>55</td><td>58</td><td>55</td><td>58</td></tr><tr><td>Discrimination</td><td>55</td><td>58</td><td>75</td><td>55</td><td>50</td><td>55</td><td>58</td><td>55</td><td>58</td><td>55</td></tr><tr><td>Ethical Climate</td><td>55</td><td>45</td><td>55</td><td>58</td><td>55</td><td>58</td><td>55</td><td>58</td><td>55</td><td>58</td></tr><tr><td>Ethical Decision-Making</td><td>60</td><td>40</td><td>45</td><td>48</td><td>50</td><td>52</td><td>55</td><td>58</td><td>55</td><td>58</td></tr><tr><td>Ethical Issues</td><td>55</td><td>58</td><td>60</td><td>62</td><td>65</td><td>68</td><td>70</td><td>72</td><td>75</td><td>78</td></tr><tr><td>Ethical Standards</td><td>45</td><td>48</td><td>50</td><td>52</td><td>55</td><td>58</td><td>55</td><td>58</td><td>55</td><td>58</td></tr></tbody></table>		Topic	F13	S14	U14	F14	S15	U15	F15	S16	F16	S17	Business Ethics	55	50	55	58	55	58	55	58	55	58	Conflict of Interest	45	75	100	82	70	80	68	70	65	68	Corporate Ethics and Climate	55	48	50	52	55	58	55	58	55	58	Discrimination	55	58	75	55	50	55	58	55	58	55	Ethical Climate	55	45	55	58	55	58	55	58	55	58	Ethical Decision-Making	60	40	45	48	50	52	55	58	55	58	Ethical Issues	55	58	60	62	65	68	70	72	75	78	Ethical Standards	45	48	50	52	55	58	55	58	55	58
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Continual increase in performance is needed, as well as stability in scores. Declines need to be reversed.	Peregrine's CPC assessment, which is summative external data.	While scores appear to have improved over time, later years appear to be exhibiting a downward trend which needs to be reversed.	Further research is needed to determine areas needing improvement, as noted in Column C, Current Results.	Further research to be conducted. These results will be communicated to all faculty (full-time and adjuncts), including goals for improvement. MG315 has been redesigned, and will be monitored to tailor it to obtain content improvement.	<div>Performance of Human Resources Majors on Quantitative Research Techniques and Statistics</div> <table><thead><tr><th>Section</th><th>Average Score</th></tr></thead><tbody><tr><td>91 S13</td><td>45</td></tr><tr><td>15 U13</td><td>48</td></tr><tr><td>71 F13</td><td>43</td></tr><tr><td>89 S14</td><td>44</td></tr><tr><td>11 U14</td><td>36</td></tr><tr><td>50 F14</td><td>51</td></tr><tr><td>38 S15</td><td>58</td></tr><tr><td>14 U15</td><td>55</td></tr><tr><td>44 F15</td><td>52</td></tr><tr><td>52 S16</td><td>57</td></tr><tr><td>55 F16</td><td>52</td></tr><tr><td>46 S17</td><td>47</td></tr></tbody></table>		Section	Average Score	91 S13	45	15 U13	48	71 F13	43	89 S14	44	11 U14	36	50 F14	51	38 S15	58	14 U15	55	44 F15	52	52 S16	57	55 F16	52	46 S17	47																																																																									
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Continual increase in performance is needed, as well as stability in scores. Declines need to be reversed.	Peregrine's CPC assessment, which is summative external data.	Constant downward trend exhibited, which needs to be reversed.	Further research is needed to determine areas needing improvement, as noted in Column C, Current Results.	Further research to be conducted. These results will be communicated to all faculty (full-time and adjuncts), including goals for improvement. Will consult with Dr. Creek to obtain suggestions regarding content improvement. Will conduct additional subject area research, as needed.	<div>Performance of Human Resources Majors on Global Dimensions of Business</div> <table><thead><tr><th>Section</th><th>Average Score</th></tr></thead><tbody><tr><td>91 S13</td><td>59</td></tr><tr><td>15 U13</td><td>57</td></tr><tr><td>71 F13</td><td>57</td></tr><tr><td>89 S14</td><td>55</td></tr><tr><td>11 U14</td><td>54</td></tr><tr><td>50 F14</td><td>50</td></tr><tr><td>38 S15</td><td>48</td></tr><tr><td>14 U15</td><td>53</td></tr><tr><td>44 F15</td><td>51</td></tr><tr><td>52 S16</td><td>50</td></tr><tr><td>55 F16</td><td>49</td></tr><tr><td>46 S17</td><td>49</td></tr></tbody></table>		Section	Average Score	91 S13	59	15 U13	57	71 F13	57	89 S14	55	11 U14	54	50 F14	50	38 S15	48	14 U15	53	44 F15	51	52 S16	50	55 F16	49	46 S17	49																																																																									
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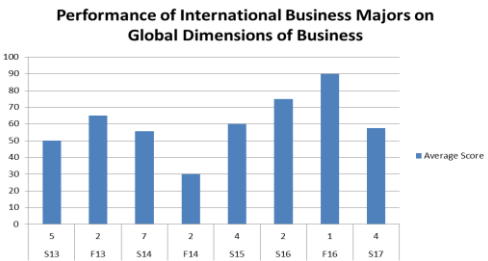
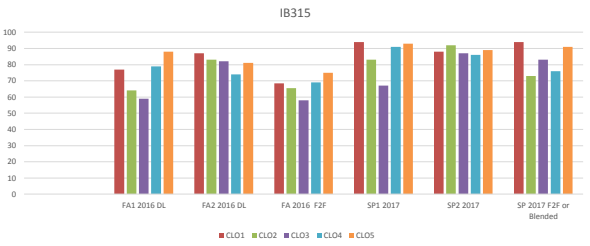
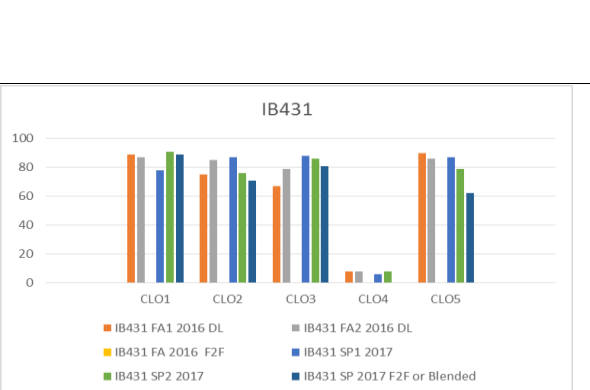
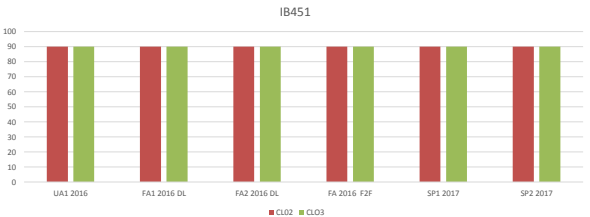
<p>Our goal is to achieve a 50th percentile score on all CPC performance areas.</p>	<p>Peregrine's CPC assessment, which is summative external data.</p>	<p>Currently, HRM majors perform at or above the 50th percentile in all areas, other than: Finance, Economics, Macroeconomics, Global Dimensions of Business, Marketing, and Quantitative Research Techniques. While they show strength in areas related to management and business law, they display weaker performance in more quantitatively based areas, such as accounting. Remediation or supplemental efforts for strengthening these areas may be warranted. Statistical analysis may be warranted to</p>	<p>Quantitative areas need to be improved, as noted in Column C, Current Results.</p>	<p>Results will be communicated to all faculty (full-time and adjuncts), including goals for improvement. Courses in the Business core and HRM core will be examined to determine if there can be content improvement.</p>	<div data-bbox="1178 103 1995 467"> <p>Human Resource Majors Performance on CPC by Race</p> <p>The chart displays performance scores for HRM majors across 18 different courses, categorized by race. The Y-axis represents the score, ranging from 0 to 120. The X-axis lists the courses: Accounting, Business Ethics, Business Finance, Business Integration and Strategic..., Business Leadership, Economics, Economics: Macroeconomics, Economics: Microeconomics, Global Dimensions of Business, Information Management Systems, Legal Environment of Business, Management, Management: Human Resource..., Management: Operations/Production..., Management: Organizational Behavior, Marketing, Quantitative Research Techniques and..., and Percentile Rank. The legend indicates the number of students for each race: American Indian (2), Black (14), Hispanic (11), Multiracial (2), White (56), and Unknown (16). The chart shows that performance is generally higher in management and business law courses and lower in quantitatively based areas like accounting and economics.</p> </div>

International Business

Standard #4 Measurement and Analysis of Student Learning and Performance

Use this table to supply data for Criterion 4.2.

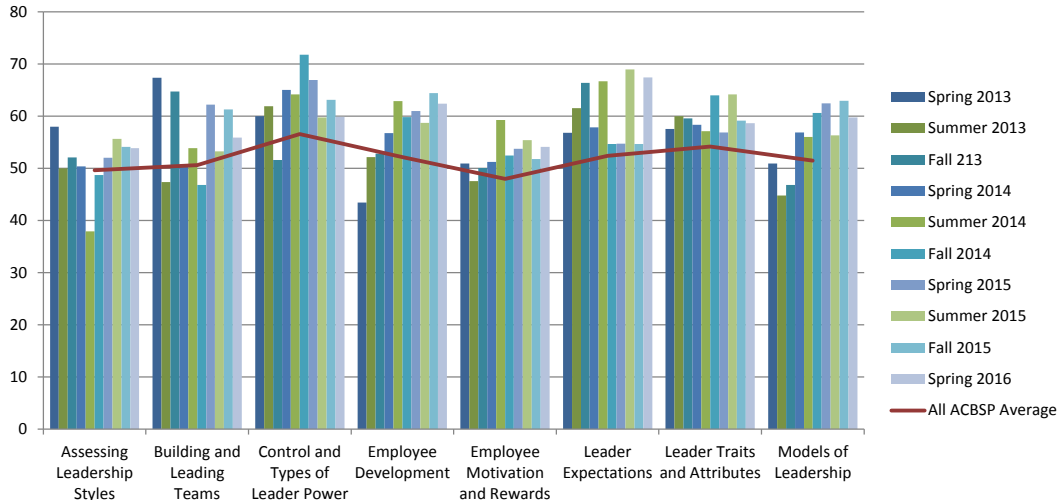
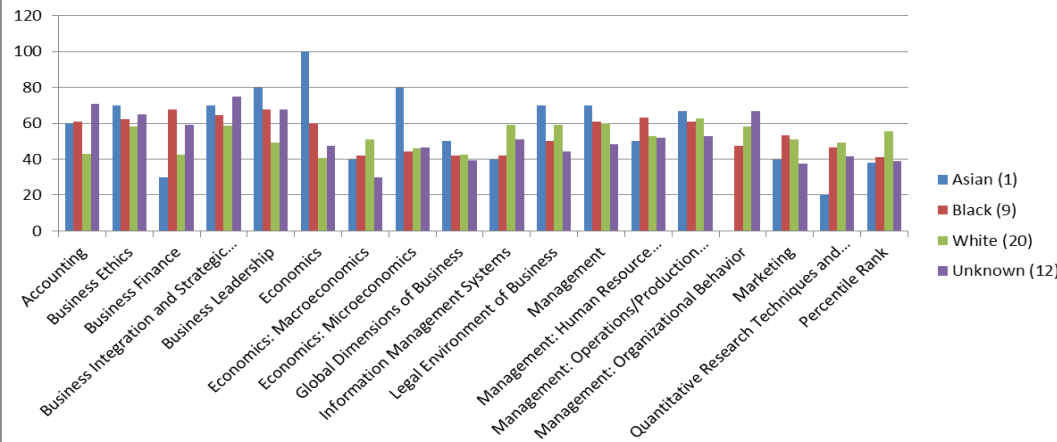
Performance Indicator	Definition				
1. Student Learning Results	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination).</i> Add these to the description of the measurement instrument in column two:</p> <p>Direct - Assessing student performance by examining samples of student work</p> <p>Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information.</p> <p>Formative – An assessment conducted during the student's education.</p> <p>Summative – An assessment conducted at the end of the student's education.</p> <p>Internal – An assessment instrument that was developed within the business unit.</p> <p>External – An assessment instrument that was developed outside the business unit.</p> <p>Comparative – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.</p>				
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)
Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?	
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative				
	Peregrine's CPC Assessment, Summative, External Data.	Current Results show improvement in Human Resource Management, Operations Management, Organizational Behavior and Marketing with all other areas CPC scores dropping. Comparing this years results to previous years, it looks like normal fluctuation when compared with previous years.	There are opportunities for improvement, however I would like to compare all of the SB results across majors	Results will be communicated to all faculty (full-time and adjuncts), including goals for improvement. Courses in the International Business Core will be examined to determine if there can be content improvement.	<p style="text-align: center;">International Business Majors Performance on CPC</p>
	Peregrine's CPC Assessment, Summative, External Data.	Currently, all areas show slight fluctuations and the majority show improvement over 2015 except for International Corporate strategies. Also, topic summary scores dropped both 2015 and 2016 Park International Business Students either meet or exceed ACBSP averages.	Though scores over most subject areas are showing improvement and met the 50th percentile goal, there is still room for improvement. Course redevelopment is a possibility to improve scores in this area.	Results will be communicated to all faculty (full-time and adjuncts), including goals for improvement. Courses in the International Business Core will be examined to determine if there can be content improvement.	<p style="text-align: center;">International Business Subject Score Comparison: Time Period Covered 2012-2017</p>
	Peregrine's CPC Assessment, Summative, External Data.	Business Ethics scores for Fall 2026 and Spring 2017 scores do not appear to be on an upward trend. Personally, Corporate Social responsibility and Business Ethics are the foundations of the International Business courses, however, this may need to be reemphasized to adjunct faculty. All business courses are mapped to CSR and Ethics	This area need to be improved	Results will be communicated to all faculty (full-time and adjuncts), including goals for improvement. Courses in the International Business Core will be examined to determine if there can be content improvement.	<p style="text-align: center;">International Business Majors Performance on Business Ethics</p>

	Peregrine's CPC Assessment, Summative, External Data.		Scores seem to be constant except for S2017, which shows a drop	Results will be communicated to all faculty (full-time and adjuncts), including goals for improvement. Courses in the International Business Core will be examined to determine if there can be content improvement.	<div>Performance of International Business Majors on Quantitative Research Techniques and Statistics</div> 
	Peregrine's CPC Assessment, Summative, External Data.	Currently, all areas show slight fluctuations with some improvement in F2016	This area needs to be improved. I would like to see the raw data.	Results will be communicated to all faculty (full-time and adjuncts), including goals for improvement. Courses in the International Business Core will be examined to determine if there can be content improvement.	<div>Performance of International Business Majors on Global Dimensions of Business</div> 
Program goal 1. Understand the strategic and operational aspects of business on an international level.	IB315 Final Exam CLO's 1. Evaluate the importance of the contemporary international business world by providing a broad overview of international business, what it is, how it has evolved, the reasons for growth, and its significance in the global economy. 2. Analyze the international environment, including the institutional framework of international business, major theories of international trade and investment, the international monetary system, foreign exchange, and global capital markets. 3. Assess the various environments within which the international firm must operate, including how local politics, laws, and culture affect international business, national trade policies, and cooperative trade agreements between countries. 4. Compare, contrast, and differentiate various aspects and challenges of managing the international business or multinational, including issues of strategic management, modes of entry into foreign markets, strategic alliances, behavioral processes in different cultures, and problems of control. 5. Assess and evaluate the aspects of international business operations, including special requirements of marketing, market forecasting, operations management, finance, and human resource management.	The original plan was to collect data for the final exam on all 5 CLO's and in the interest of relieving the adjuncts of data collection tasks, I'd planned to rely pulling the data from Canvas, however, as the result of a grade dispute I discovered several problems. Previously, an adjunct redeveloped IB315. I specified that the final exam was to be comprehensive and we were going to use it for assessment. The adjunct said she would create a comprehensive final but submitted a final for Chapter 8-28 of our text instead. When this was discovered I explained to PDL that we needed an immediate change and sent them a comprehensive exam to replace the existing one. Instead of replacing the exam with the one I submitted, they created their own exam, pulling 25 questions from the 50 I sent specific to the CLO's and randomized the questions and answers without authorization. This was discovered as the result of a grade dispute in Fall of 2016 and was corrected, however, this affected our collection of data and student grades. So I switched to a randomized sample, focusing on a smaller data set based on the issues from the previous year.	Data Collection was problematic this year for a number of reasons. For example, I discovered ALL of the rubrics that linked to the assignments had been deleted in every class. The rubrics were posted in the course information, but all rubrics linked to assignments were gone. This meant that instructors were not able to use them in their grading feedback without extensive copy pasting. Based on this I had to collect and evaluate some of the data by hand for IB451. The final exam rubrics for IB315 were straightforward, so I was able to collect and base assessment on the number of questions the students answered correctly or incorrectly that were mapped to various CLO's. Because of this issue, I used a random sampling methodology for IB315, International Business Perspectives and sampled 15 classes out of 65 sections. I randomly reviewed the courses and the patterns emerged immediately with all of the classes sampled exhibited the same issues, which are discussed in the next section.	Closer monitoring of all classes while in progress. Checking before, during, and after classes run, I had to change data collection methods due to systems issues and would prefer not to have to make last minute changes which could be solved with close monitoring. Need to create a question pool to eliminate cheating as most students scored extremely well on the exam. Make sure rubrics are in place. Communicate results to adjuncts	<div>IB315</div> 
Program Goal 2. Obtain specialized international business knowledge in the areas of finance and marketing. IB431 CLO1 1. Examine the globalization process and the environment within which multinational corporations must operate and analyze the challenges facing an international financial manager CLO 4. Examine the fundamental relationships among spot rates, forward rates, inflation rates, and interest rates and their implications for exchange rate changes. Overall, the students are successful with the majority of the exam questions	Final Exam Questions for CLO4 Given a current spot rate of 8.10 Norwegian krone per U.S. dollar, expected inflation rates of 3% in Norway and 6% per annum in the U.S., use the formula for relative purchasing power parity to estimate the one-year spot rate of krone per dollar. What was the annualized forward premium on the pound if the spot rate on May 6, 2011 was A£0.6102/\$ and the 180 day forward rate was A£0.5836/\$? CLO1 Once established abroad, large MNEs internal information networks typically fail to help implement market opportunities compared to their purely domestic counterparts	There were 40 students and 6 classes. Overall, the students are successful with the majority of the exam questions, relating to all the CLO's except CLO #4. Examine the fundamental relationships among spot rates, forward rates, inflation rates, and interest rates and their implications for exchange rate changes. Exam Questions: Given a current spot rate of 8.10 Norwegian krone per U.S. dollar, expected inflation rates of 3% in Norway and 6% per annum in the U.S., use the formula for relative purchasing power parity to estimate the one-year spot rate of krone per dollar and What was the annualized forward premium on the pound if the spot rate on May 6, 2011 was A£0.6102/\$ and the 180 day forward rate was A£0.5836/\$? This trend has continued from last year, so the question might need to be reworded. The 2 exam listed above questions were answered incorrectly by approximately 50% of students. The students were 100% successful with CLO 1. Examine the globalization process and the environment within which multinational corporations must operate and analyze the challenges facing an international financial manager and the corresponding exam question: Once established abroad, large MNEs internal information networks typically fail to help implement market opportunities compared to their purely domestic counterparts.	Data collection for IB431 was also problematic in some areas. Some instructors did not use the online system so data was not available. Also, the exam answers were shuffled rather than fixed even though the "do not shuffle answers" was marked in the system. I pulled a report for the exams and reviewed the order of all the questions. Some were in order and some were not, so I had to switch to a manual evaluation. I was able to review the information manually due to the small number of classes and students and pulled exam reports from Canvas. There were 40 students and 6 classes. Overall, the students are successful with the majority of the exam questions, relating to all the CLO's except CLO #4. Examine the fundamental relationships among spot rates, forward rates, inflation rates, and interest rates and their implications for exchange rate changes. Exam Questions: Given a current spot rate of 8.10 Norwegian krone per U.S. dollar, expected inflation rates of 3% in Norway and 6% per annum in the U.S., use the formula for relative purchasing power parity to estimate the one-year spot rate of krone per dollar and What was the annualized forward premium on the pound if the spot rate on May 6, 2011 was A£0.6102/\$ and the 180 day forward rate was A£0.5836/\$? This trend has continued from last year, so the question might need to be reworded. The 2 exam listed above questions were answered incorrectly by approximately 50% of students. The students were 100% successful with CLO 1. Examine the globalization process and the environment within which multinational corporations must operate and analyze the challenges facing an international financial manager and the corresponding exam question: Once established abroad, large MNEs internal information networks typically fail to help implement market opportunities compared to their purely domestic counterparts.	Closer monitoring of all classes while in progress. Checking before, during, and after classes run, I had to change data collection methods due to systems issues and would prefer not to have to make last minute changes which could be solved with close monitoring. Need to create a question pool to eliminate cheating as most students scored extremely well on the exam. Make sure rubrics are in place. Communicate results to adjuncts. New assessment plan may need to be developed.	<div>IB431</div> 
The research paper will incorporate all aspects of the CLO's for IB451, the capstone course for the International Business Program. For the most part, the students have accomplished this goal. The assessment plan for this class and assignment will evaluate CLO2 and CLO3			Out of the 10 students all of them were successful in meet the requirements of CLO 2 and CLO3	Class and students may be better served by using a simple case evaluation as there are several cases in the class.	<div>IB451</div> 
		Twelve students completed IB451 in AY2016-2017. One student elected to do a special research project and one student did not turn in a research paper so 10 students were assessed for this report. Out of the 10 students all of them were successful in meeting the requirements of CLO 2 and CLO3			

Logistics

Standard #4 Measurement and Analysis of Student Learning and Performance																																																																													
Use this table to supply data for Criterion 4.2.																																																																													
Performance Indicator	Definition																																																																												
1. Student Learning Results	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination).</i> Add these to the description of the measurement instrument in column two:</p> <p>Direct - Assessing student performance by examining samples of student work</p> <p>Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information.</p> <p>Formative – An assessment conducted during the student's education.</p> <p>Summative – An assessment conducted at the end of the student's education.</p> <p>Internal – An assessment instrument that was developed within the business unit.</p> <p>External – An assessment instrument that was developed outside the business unit.</p> <p>Comparative – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.</p>																																																																												
Performance Measure	What is your measurement instrument or process?	Analysis of Results			Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)																																																																								
		Current Results	Analysis of Results	Action Taken or Improvement made																																																																									
Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?																																																																									
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative																																																																												
Demonstrate a working knowledge of logistics and supply chain management.	Summative, External data derived from Peregrine Exam results. There has been a frequent change in the leadership for this program. This has affected the available data for this period.	Management Subject Score Comparisons that performed above 60 in the area of working knowledge of logistics and supply chain management are as follows: 1) Continuous Improvement, 2) Individual Group Dynamics, 3) Organizational Charts and Structures, 4) Organizational Mission, Vision and Values, 5) Quality Management, 6) Recruiting & Retentional of Employees, and 7) Staffing Decisions. There were no areas that scored above 60 in the Global Dimensions of Business Subscores.	The results indicate that it will be important to rethink the assessment process. There is also an indication that it is necessary to review those areas that are not meeting the goals and to keep areas performing above the goals on track.	Plan to review and develop if needed a new assessment instrument to address knowledge of logistics and supply chain management.	<div><div>Logistics Majors Performance on CPC</div><table><tr><th>Subject</th><th>AY 12-13 (20)</th><th>AY 13-14 (38)</th><th>AY 14-15 (68)</th></tr><tr><td>Accounting</td><td>50</td><td>55</td><td>52</td></tr><tr><td>Business Ethics</td><td>55</td><td>55</td><td>60</td></tr><tr><td>Business Finance</td><td>38</td><td>48</td><td>48</td></tr><tr><td>Business Management</td><td>55</td><td>55</td><td>65</td></tr><tr><td>Business Leadership</td><td>55</td><td>50</td><td>62</td></tr><tr><td>Economics</td><td>48</td><td>48</td><td>48</td></tr><tr><td>Economics: Macroeconomics</td><td>48</td><td>48</td><td>48</td></tr><tr><td>Economics: Microeconomics</td><td>52</td><td>50</td><td>50</td></tr><tr><td>Global Dimensions of Business</td><td>52</td><td>60</td><td>52</td></tr><tr><td>Information Management Systems</td><td>68</td><td>60</td><td>65</td></tr><tr><td>Legal Environment of Business</td><td>58</td><td>55</td><td>62</td></tr><tr><td>Management</td><td>48</td><td>60</td><td>60</td></tr><tr><td>Management: Human Resource Management</td><td>48</td><td>65</td><td>60</td></tr><tr><td>Management: Operations/Production Management</td><td>52</td><td>55</td><td>58</td></tr><tr><td>Management: Organizational Behavior</td><td>45</td><td>65</td><td>65</td></tr><tr><td>Marketing</td><td>42</td><td>38</td><td>48</td></tr><tr><td>Quantitative Research Techniques and Statistics</td><td>45</td><td>45</td><td>55</td></tr></table></div>	Subject	AY 12-13 (20)	AY 13-14 (38)	AY 14-15 (68)	Accounting	50	55	52	Business Ethics	55	55	60	Business Finance	38	48	48	Business Management	55	55	65	Business Leadership	55	50	62	Economics	48	48	48	Economics: Macroeconomics	48	48	48	Economics: Microeconomics	52	50	50	Global Dimensions of Business	52	60	52	Information Management Systems	68	60	65	Legal Environment of Business	58	55	62	Management	48	60	60	Management: Human Resource Management	48	65	60	Management: Operations/Production Management	52	55	58	Management: Organizational Behavior	45	65	65	Marketing	42	38	48	Quantitative Research Techniques and Statistics	45	45	55
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Demonstrate the ability to perform demand management to improve efficiency.	Summative, External data derived from Peregrine Exam results. There has been a frequent change in the leadership for this program. This has affected the available data for this period.	Management Subject Score Comparisons that performed above 60 in the area of working knowledge of logistics and supply chain management are as follows: 1) Continuous Improvement, 2) Individual Group Dynamics, 3) Quality Management, 6) Recruiting & Retentional of Employees, and 7) Staffing Decisions. There were no areas that scored above 60 in the Global Dimensions of Business Subscores.	The results indicate that it will be important to rethink the assessment process. There is also an indication that it is necessary to review those areas that are not meeting the goals and to keep areas performing above the goals on track.	Plan to review and develop if needed a new assessment instrument to address logistics demand management and efficiency..	<div><div>Management Subject Score Comparison: Time Period Covered 2012-2015</div><table><caption>Management Subject Score Comparison: Time Period Covered 2012-2015</caption><tr><th>Category</th><th>2012 Park</th><th>2013 Park</th><th>2014 Park</th><th>2015 Park</th><th>2012 ALL ACBSP</th><th>2013 ALL ACBSP</th><th>2014 ALL ACBSP</th><th>2015 ALL ACBSP</th></tr><tr><td>Continuous Improvement</td><td>40</td><td>40</td><td>42</td><td>62</td><td>48</td><td>48</td><td>48</td><td>48</td></tr><tr><td>Corporate Culture & Climate</td><td>48</td><td>48</td><td>50</td><td>58</td><td>50</td><td>50</td><td>50</td><td>50</td></tr><tr><td>Cost Control</td><td>50</td><td>58</td><td>50</td><td>52</td><td>65</td><td>50</td><td>65</td><td>50</td></tr><tr><td>Data Analysis Tools</td><td>50</td><td>60</td><td>50</td><td>58</td><td>50</td><td>50</td><td>50</td><td>50</td></tr><tr><td>HR Manager Roles & Responsibilities</td><td>50</td><td>55</td><td>50</td><td>62</td><td>50</td><td>50</td><td>50</td><td>50</td></tr><tr><td>HR Planning</td><td>60</td><td>60</td><td>62</td><td>65</td><td>60</td><td>60</td><td>60</td><td>60</td></tr><tr><td>Individual Group Dynamics</td><td>60</td><td>62</td><td>62</td><td>72</td><td>60</td><td>60</td><td>60</td><td>60</td></tr><tr><td>Organizational Charts and Structure</td><td>65</td><td>65</td><td>65</td><td>65</td><td>60</td><td>60</td><td>60</td><td>60</td></tr><tr><td>Organizational Mission, Vision, and Values</td><td>50</td><td>52</td><td>62</td><td>58</td><td>50</td><td>50</td><td>50</td><td>50</td></tr><tr><td>Quality Management</td><td>50</td><td>52</td><td>48</td><td>60</td><td>42</td><td>42</td><td>42</td><td>42</td></tr><tr><td>Recruiting & Retention of Employees</td><td>68</td><td>68</td><td>68</td><td>68</td><td>50</td><td>50</td><td>50</td><td>50</td></tr><tr><td>Staffing Decisions</td><td>48</td><td>48</td><td>58</td><td>68</td><td>68</td><td>68</td><td>68</td><td>68</td></tr></table></div>	Category	2012 Park	2013 Park	2014 Park	2015 Park	2012 ALL ACBSP	2013 ALL ACBSP	2014 ALL ACBSP	2015 ALL ACBSP	Continuous Improvement	40	40	42	62	48	48	48	48	Corporate Culture & Climate	48	48	50	58	50	50	50	50	Cost Control	50	58	50	52	65	50	65	50	Data Analysis Tools	50	60	50	58	50	50	50	50	HR Manager Roles & Responsibilities	50	55	50	62	50	50	50	50	HR Planning	60	60	62	65	60	60	60	60	Individual Group Dynamics	60	62	62	72	60	60	60	60	Organizational Charts and Structure	65	65	65	65	60	60	60	60	Organizational Mission, Vision, and Values	50	52	62	58	50	50	50	50	Quality Management	50	52	48	60	42	42	42	42	Recruiting & Retention of Employees	68	68	68	68	50	50	50	50	Staffing Decisions	48	48	58	68	68	68	68	68
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Demonstrate the impact of logistics and supply chain operations on a firm's profitability.	Summative, External data derived from Peregrine Exam results. There has been a frequent change in the leadership for this program. This has affected the available data.	Management Subject Score Comparisons that performed above 60 in the area of working knowledge of logistics and supply chain management are as follows: 1) Continuous Improvement, 2) Individual Group Dynamics, 3) Organizational Charts and Structures, 4) Organizational Mission, Vision and Values, 5) Quality Management, 6) Recruiting & Retentional of Employees, and 7) Staffing Decisions. There were no areas that scored above 60 in the Global Dimensions of Business Subscores.	The results indicate that it will be important to rethink the assessment process. There is also an indication that it is necessary to review those areas that are not meeting the goals and to keep areas performing above the goals on track.	Plan to review and develop if needed a new assessment instrument to address logistics, supply chain operations and profitability.	<div><div>Global Dimensions of Business Subscores</div><table><caption>Global Dimensions of Business Subscores</caption><tr><th>Category</th><th>Spring 2013</th><th>Summer 2013</th><th>Fall 2013</th><th>Spring 2014</th><th>Summer 2014</th><th>Fall 2014</th><th>Spring 2015</th><th>Summer 2015</th><th>Fall 2015</th><th>Spring 2016</th><th>All ACBSP Average</th></tr><tr><td>Foreign Direct Investment and Trade</td><td>60</td><td>58</td><td>58</td><td>58</td><td>48</td><td>48</td><td>58</td><td>68</td><td>58</td><td>60</td><td>52</td></tr><tr><td>International Corporate Strategies</td><td>58</td><td>58</td><td>58</td><td>58</td><td>48</td><td>52</td><td>52</td><td>55</td><td>48</td><td>52</td><td>42</td></tr><tr><td>International Governance and Regulation</td><td>65</td><td>58</td><td>65</td><td>60</td><td>65</td><td>55</td><td>55</td><td>58</td><td>58</td><td>58</td><td>48</td></tr><tr><td>International Patents and Protections</td><td>48</td><td>45</td><td>48</td><td>48</td><td>52</td><td>50</td><td>50</td><td>55</td><td>48</td><td>50</td><td>45</td></tr><tr><td>Multinational Culture</td><td>60</td><td>68</td><td>62</td><td>45</td><td>35</td><td>35</td><td>40</td><td>42</td><td>50</td><td>42</td><td>38</td></tr></table></div>	Category	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016	All ACBSP Average	Foreign Direct Investment and Trade	60	58	58	58	48	48	58	68	58	60	52	International Corporate Strategies	58	58	58	58	48	52	52	55	48	52	42	International Governance and Regulation	65	58	65	60	65	55	55	58	58	58	48	International Patents and Protections	48	45	48	48	52	50	50	55	48	50	45	Multinational Culture	60	68	62	45	35	35	40	42	50	42	38																																													
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International Patents and Protections	48	45	48	48	52	50	50	55	48	50	45																																																																																																															
Multinational Culture	60	68	62	45	35	35	40	42	50	42	38																																																																																																															

Demonstrate skills in data mining in logistics and supply chain topics and sources.	Summative, External data derived from Peregrine Exam results. There has been a frequent change in the leadership for this program. This has affected the available data for this period.	There were no areas that scored above 60 in the Global Dimensions of Business Subscores. There was a decrease in the performance of management majors on quantitative research techniques and statistics.	The results indicate that it will be important to rethink the assessment process. There is also an indication that it is necessary to review those areas that are not meeting the goals and to keep areas performing above the goals on track.	Plan to review and develop if needed a new assessment instrument to address data mining in logistics and supply chain management.	<div><h3>Business Leadership Subscores</h3><table><caption>Business Leadership Subscores (Estimated Data)</caption><tr><th>Category</th><th>Spring 2013</th><th>Summer 2013</th><th>Fall 2013</th><th>Spring 2014</th><th>Summer 2014</th><th>Fall 2014</th><th>Spring 2015</th><th>Summer 2015</th><th>Fall 2015</th><th>Spring 2016</th><th>All ACBSP Average</th></tr><tr><td>Assessing Leadership Styles</td><td>58</td><td>52</td><td>51</td><td>49</td><td>55</td><td>54</td><td>54</td><td>38</td><td>55</td><td>54</td><td>49.5</td></tr><tr><td>Building and Leading Teams</td><td>67</td><td>48</td><td>64</td><td>62</td><td>54</td><td>61</td><td>61</td><td>48</td><td>56</td><td>56</td><td>50.5</td></tr><tr><td>Control and Types of Leader Power</td><td>61</td><td>64</td><td>72</td><td>65</td><td>60</td><td>64</td><td>60</td><td>64</td><td>61</td><td>60</td><td>56.5</td></tr><tr><td>Employee Development</td><td>43</td><td>52</td><td>62</td><td>60</td><td>58</td><td>64</td><td>62</td><td>52</td><td>58</td><td>62</td><td>51.5</td></tr><tr><td>Employee Motivation and Rewards</td><td>51</td><td>48</td><td>50</td><td>49</td><td>59</td><td>55</td><td>54</td><td>48</td><td>55</td><td>54</td><td>49.5</td></tr><tr><td>Leader Expectations</td><td>61</td><td>66</td><td>67</td><td>54</td><td>68</td><td>67</td><td>67</td><td>69</td><td>58</td><td>67</td><td>54.5</td></tr><tr><td>Leader Traits and Attributes</td><td>58</td><td>60</td><td>58</td><td>58</td><td>56</td><td>64</td><td>58</td><td>64</td><td>59</td><td>59</td><td>54.5</td></tr><tr><td>Models of Leadership</td><td>51</td><td>45</td><td>45</td><td>57</td><td>56</td><td>61</td><td>62</td><td>56</td><td>62</td><td>63</td><td>51.5</td></tr></table></div>	Category	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016	All ACBSP Average	Assessing Leadership Styles	58	52	51	49	55	54	54	38	55	54	49.5	Building and Leading Teams	67	48	64	62	54	61	61	48	56	56	50.5	Control and Types of Leader Power	61	64	72	65	60	64	60	64	61	60	56.5	Employee Development	43	52	62	60	58	64	62	52	58	62	51.5	Employee Motivation and Rewards	51	48	50	49	59	55	54	48	55	54	49.5	Leader Expectations	61	66	67	54	68	67	67	69	58	67	54.5	Leader Traits and Attributes	58	60	58	58	56	64	58	64	59	59	54.5	Models of Leadership	51	45	45	57	56	61	62	56	62	63	51.5
Category	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016	All ACBSP Average																																																																																																						
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Employee Motivation and Rewards	51	48	50	49	59	55	54	48	55	54	49.5																																																																																																						
Leader Expectations	61	66	67	54	68	67	67	69	58	67	54.5																																																																																																						
Leader Traits and Attributes	58	60	58	58	56	64	58	64	59	59	54.5																																																																																																						
Models of Leadership	51	45	45	57	56	61	62	56	62	63	51.5																																																																																																						
Explain the role of transportation in the U.S. economy.	Summative, External data derived from Peregrine Exam results. There has been a frequent change in the leadership for this program. This has affected the available data for this period.	Management Subject Score Comparisons that performed above 60 in the area of the role of transportation in U.S. economy are as follows: 1) Continuous Improvement, 2) Individual Group Dynamics, 3) Quality Management, 6) Recruiting & Retentional of Employees, and 7) Staffing Decisions. There were no areas that scored above 60 in the Global Dimensions of Business Subscores. Research. There was a decrease in the performance of management majors on quantitative research techniques and statistics.	The results indicate that it will be important to rethink the assessment process. There is also an indication that it is necessary to review those areas that are not meeting the goals and to keep areas performing above the goals on track.	Plan to review and develop if needed a new assessment instrument to address transportation and the U. S. economy..	<div><h3>Logistics Majors Performance on CPC by Race</h3><table><caption>Logistics Majors Performance on CPC by Race (Estimated Data)</caption><tr><th>Subject</th><th>Asian (1)</th><th>Black (9)</th><th>White (20)</th><th>Unknown (12)</th></tr><tr><td>Accounting</td><td>60</td><td>60</td><td>42</td><td>68</td></tr><tr><td>Business Ethics</td><td>65</td><td>62</td><td>58</td><td>65</td></tr><tr><td>Business Finance</td><td>28</td><td>68</td><td>42</td><td>60</td></tr><tr><td>Business Integration and Strategic...</td><td>68</td><td>62</td><td>58</td><td>75</td></tr><tr><td>Business Leadership</td><td>80</td><td>68</td><td>48</td><td>68</td></tr><tr><td>Economics</td><td>100</td><td>60</td><td>40</td><td>45</td></tr><tr><td>Economics: Macroeconomics</td><td>40</td><td>40</td><td>50</td><td>30</td></tr><tr><td>Economics: Microeconomics</td><td>80</td><td>45</td><td>45</td><td>45</td></tr><tr><td>Global Dimensions of Business</td><td>45</td><td>42</td><td>40</td><td>50</td></tr><tr><td>Information Management Systems</td><td>40</td><td>40</td><td>60</td><td>50</td></tr><tr><td>Legal Environment of Business</td><td>70</td><td>48</td><td>60</td><td>45</td></tr><tr><td>Management</td><td>68</td><td>60</td><td>60</td><td>48</td></tr><tr><td>Management: Human Resource...</td><td>45</td><td>62</td><td>50</td><td>50</td></tr><tr><td>Management: Operations/Production...</td><td>68</td><td>62</td><td>62</td><td>52</td></tr><tr><td>Management: Organizational Behavior</td><td>45</td><td>48</td><td>65</td><td>68</td></tr><tr><td>Quantitative Research Techniques and...</td><td>40</td><td>52</td><td>48</td><td>40</td></tr><tr><td>Percentile Rank</td><td>38</td><td>40</td><td>55</td><td>40</td></tr></table></div>	Subject	Asian (1)	Black (9)	White (20)	Unknown (12)	Accounting	60	60	42	68	Business Ethics	65	62	58	65	Business Finance	28	68	42	60	Business Integration and Strategic...	68	62	58	75	Business Leadership	80	68	48	68	Economics	100	60	40	45	Economics: Macroeconomics	40	40	50	30	Economics: Microeconomics	80	45	45	45	Global Dimensions of Business	45	42	40	50	Information Management Systems	40	40	60	50	Legal Environment of Business	70	48	60	45	Management	68	60	60	48	Management: Human Resource...	45	62	50	50	Management: Operations/Production...	68	62	62	52	Management: Organizational Behavior	45	48	65	68	Quantitative Research Techniques and...	40	52	48	40	Percentile Rank	38	40	55	40																		
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Management

Standard #4 Measurement and Analysis of Student Learning and Performance

Use this table to supply data for Criterion 4.2.

Performance Indicator	Definition																																																																																																				
1. Student Learning Results	A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination).</i> Add these to the description of the measurement instrument in column two: Direct - Assessing student performance by examining samples of student work Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information. Formative – An assessment conducted during the student's education. Summative – An assessment conducted at the end of the student's education. Internal – An assessment instrument that was developed within the business unit. External – An assessment instrument that was developed outside the business unit. Comparative – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.																																																																																																				
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)																																																																																																
Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?																																																																																																	
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative																																																																																																				
Program Goal 1 Management Competency: Demonstrate an understanding of the interrelationships and interdependencies among the marketing, finance, operations, administration, and management functional systems of a business oriented toward accomplishment of the business mission and vision. Demonstrate an understanding of management terminology, principles, and concepts.	Summative Assessment: External data derived from Peregrine Exam results. Internal Data derived from MG 495 Live Team Case Analysis. CLO 2 (Demonstrate an understanding of management terminology, principles, and concepts) and CLO 4 (Demonstrate an understanding of the interrelationships and interdependencies among the marketing, finance, operations, administration, and management functional systems of a business). Formative Assessment: Internal Data derived from MG 371 Comprehensive Case Analysis - includes written communication rubric and oral presentation rubric. . CLO 2 (Demonstrates an understanding of management terminology, principles, and concepts) and CLO 4 (Demonstrates an understanding of the interrelationships and interdependencies among the marketing, finance, operations, administration, and management functional systems of a business). There has been a frequent change in the leadership for this program. This has affected the available data for this period.	Management majors performed above the goal of 60. Management Subject Score Comparisons that performed above ACBSP Average in the area of competency are as follows: Building and Leading Teams, Employee Motivation and Rewards, Leader Traits and Attributes. There was a decrease during the year in the results for CLO 2 and CLO 4 for the summative assessment. There was an increase in learning for the formative assessment data during the year.	The results indicate that it will be important to continue the current assessment process for this year. There is also an indication that it is necessary to review those areas that are not meeting the goals and to keep areas performing above the goals on track.	Plan to review and if needed modify the current assessment instrument to address management competency.	<div>Management Majors Performance on CPC</div> <table border="1"><thead><tr><th>Subject</th><th>AY 12-13 (243)</th><th>AY 13-14 (337)</th><th>AY 14-15 (313)</th><th>AY 15-16 (232)</th><th>AY 16-17 (157)</th></tr></thead><tbody><tr><td>Accounting</td><td>50</td><td>52</td><td>55</td><td>58</td><td>55</td></tr><tr><td>Business Ethics</td><td>55</td><td>58</td><td>60</td><td>62</td><td>60</td></tr><tr><td>Business Finance</td><td>48</td><td>50</td><td>52</td><td>55</td><td>52</td></tr><tr><td>Business Integration and Strategic...</td><td>52</td><td>55</td><td>58</td><td>60</td><td>58</td></tr><tr><td>Business Leadership</td><td>55</td><td>58</td><td>60</td><td>62</td><td>60</td></tr><tr><td>Economics</td><td>48</td><td>50</td><td>52</td><td>55</td><td>52</td></tr><tr><td>Economics: Macroeconomics</td><td>45</td><td>48</td><td>50</td><td>52</td><td>50</td></tr><tr><td>Economics: Microeconomics</td><td>48</td><td>50</td><td>52</td><td>55</td><td>52</td></tr><tr><td>Global Dimensions of Business</td><td>55</td><td>58</td><td>60</td><td>62</td><td>60</td></tr><tr><td>Information Management Systems</td><td>65</td><td>68</td><td>70</td><td>72</td><td>70</td></tr><tr><td>Legal Environment of Business</td><td>58</td><td>60</td><td>62</td><td>65</td><td>62</td></tr><tr><td>Management</td><td>55</td><td>58</td><td>60</td><td>62</td><td>60</td></tr><tr><td>Management: Human Resource...</td><td>60</td><td>62</td><td>65</td><td>68</td><td>65</td></tr><tr><td>Management: Organizational...</td><td>52</td><td>55</td><td>58</td><td>60</td><td>58</td></tr><tr><td>Quantitative Research Techniques...</td><td>40</td><td>42</td><td>45</td><td>48</td><td>45</td></tr></tbody></table>	Subject	AY 12-13 (243)	AY 13-14 (337)	AY 14-15 (313)	AY 15-16 (232)	AY 16-17 (157)	Accounting	50	52	55	58	55	Business Ethics	55	58	60	62	60	Business Finance	48	50	52	55	52	Business Integration and Strategic...	52	55	58	60	58	Business Leadership	55	58	60	62	60	Economics	48	50	52	55	52	Economics: Macroeconomics	45	48	50	52	50	Economics: Microeconomics	48	50	52	55	52	Global Dimensions of Business	55	58	60	62	60	Information Management Systems	65	68	70	72	70	Legal Environment of Business	58	60	62	65	62	Management	55	58	60	62	60	Management: Human Resource...	60	62	65	68	65	Management: Organizational...	52	55	58	60	58	Quantitative Research Techniques...	40	42	45	48	45
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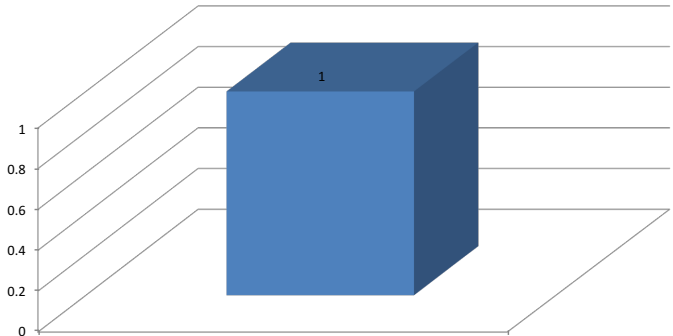
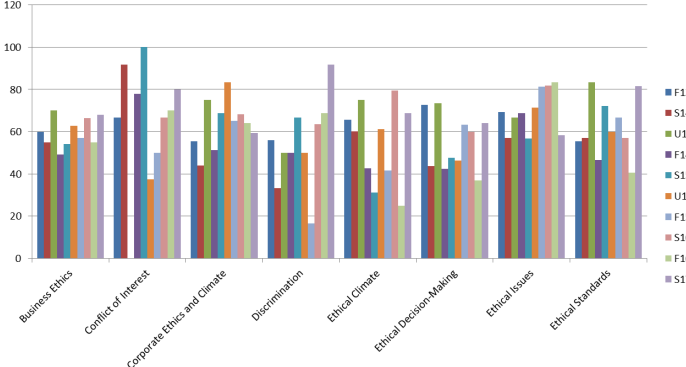
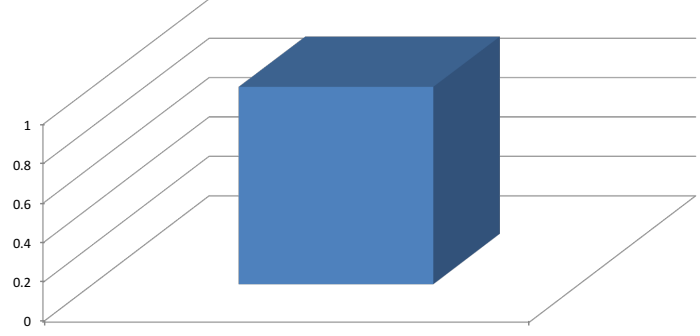
<p>Program Goal 4 Communication: Demonstrate effective written, oral, and presentation communication skills in an organizational setting.</p>	<p>Summative Assessment: External data derived from Peregrine Exam results. External data derived from Peregrine Exam results. Formative Assessment: Internal Data derived from MG 371 Comprehensive Case Analysis - includes written communication rubric and oral presentation rubric.</p>	<p>In the area of Business Leadership Subscores, the following areas scored above the goal of 60 for communication: 1) Employee Development. Areas that fell below the goal of 60 are 1) Building and Leading Teams, 2) Employee Motivation and Rewards, 3) Leader Expectations. In the formative assessment, the data was consistently high. The only concern was the low numbers for the written paper in the Spring I term.</p>	<p>The results indicate that it will be important to continue the current assessment process. There is also an indication that it is necessary to review those areas that are not meeting the goals and to keep areas performing above the goals on track.</p>	<p>Plan to review and if needed modify the current assessment instrument to address communication.</p>	<p>Management Majors Behavior on Business Integration and Strategic Management Subscores</p> <table><caption>Management Majors Behavior on Business Integration and Strategic Management Subscores</caption><tr><th>Subscore</th><th>Fall 2013</th><th>Spring 2014</th><th>Summer 2014</th><th>Fall 2014</th><th>Spring 2015</th><th>Summer 2015</th><th>Fall 2015</th><th>Spring 2016</th><th>Fall 2016</th><th>Spring 2017</th><th>All ACBSP Average</th></tr><tr><td>Business-Level Strategy</td><td>65</td><td>68</td><td>70</td><td>65</td><td>68</td><td>65</td><td>65</td><td>68</td><td>65</td><td>65</td><td>65</td></tr><tr><td>Competition</td><td>55</td><td>58</td><td>55</td><td>55</td><td>58</td><td>55</td><td>55</td><td>58</td><td>55</td><td>55</td><td>55</td></tr><tr><td>Corporate Mission, Vision, and Values</td><td>70</td><td>65</td><td>65</td><td>65</td><td>65</td><td>65</td><td>65</td><td>65</td><td>65</td><td>65</td><td>65</td></tr><tr><td>Corporate Strategies</td><td>65</td><td>65</td><td>65</td><td>65</td><td>65</td><td>65</td><td>65</td><td>65</td><td>65</td><td>65</td><td>65</td></tr><tr><td>Corporate Structure and Governance</td><td>55</td><td>55</td><td>55</td><td>55</td><td>55</td><td>55</td><td>55</td><td>55</td><td>55</td><td>55</td><td>55</td></tr><tr><td>Diversification</td><td>55</td><td>55</td><td>55</td><td>55</td><td>55</td><td>55</td><td>55</td><td>55</td><td>55</td><td>55</td><td>55</td></tr><tr><td>Stakeholders and Shareholders</td><td>55</td><td>55</td><td>55</td><td>55</td><td>55</td><td>55</td><td>55</td><td>55</td><td>55</td><td>55</td><td>55</td></tr><tr><td>Strategic Planning and Decision-Making</td><td>65</td><td>65</td><td>65</td><td>65</td><td>65</td><td>65</td><td>65</td><td>65</td><td>65</td><td>65</td><td>65</td></tr></table>	Subscore	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	All ACBSP Average	Business-Level Strategy	65	68	70	65	68	65	65	68	65	65	65	Competition	55	58	55	55	58	55	55	58	55	55	55	Corporate Mission, Vision, and Values	70	65	65	65	65	65	65	65	65	65	65	Corporate Strategies	65	65	65	65	65	65	65	65	65	65	65	Corporate Structure and Governance	55	55	55	55	55	55	55	55	55	55	55	Diversification	55	55	55	55	55	55	55	55	55	55	55	Stakeholders and Shareholders	55	55	55	55	55	55	55	55	55	55	55	Strategic Planning and Decision-Making	65	65	65	65	65	65	65	65	65	65	65
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Stakeholders and Shareholders	55	55	55	55	55	55	55	55	55	55	55																																																																																																						
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<p>Program Goal 5 Quantitative Analysis: Demonstrate the ability to use quantitative techniques to analyze organizational effectiveness and operational efficiency.</p>	<p>Summative Assessment: External data derived from Peregrine Exam results. Formative Assessment: Internal Data derived from MG 375 Comprehensive Final Examination. CLO 1 (Evaluate an organization's operations by appraising its efficiency and effectiveness. CLO 2 (Employ strategic focus dimensions to discriminate between various operations processes. CLO 3 (Analyze a company's global supply chain management through use of inventory management. CLO 4 (Assess an organization's practices and how those practices create product and service quality. CLO 5 (Assess operations managerial strategies that employ social responsibility)</p>	<p>In the area of Quantitative Analysis the scores for the performance of management majors on quantitative research techniques and statistics have improved but are still below the goal of 60. The formative assessment data steadily increased from the first term.</p>	<p>The results indicate that it will be important to continue the current assessment process. There is also an indication that it is necessary to review those areas that are not meeting the goals and to keep areas performing above the goals on track.</p>	<p>Plan to review and if needed modify the current assessment instrument to address quantitative analysis.</p>	<p>Management Majors Behavior on Business Leadership Subscores</p> <table><caption>Management Majors Behavior on Business Leadership Subscores</caption><tr><th>Subscore</th><th>Fall 2013</th><th>Spring 2014</th><th>Summer 2014</th><th>Fall 2014</th><th>Spring 2015</th><th>Summer 2015</th><th>Fall 2015</th><th>Spring 2016</th><th>Fall 2016</th><th>Spring 2017</th><th>All ACBSP Average</th></tr><tr><td>Assessing Leadership Styles</td><td>52</td><td>55</td><td>55</td><td>55</td><td>55</td><td>55</td><td>55</td><td>55</td><td>55</td><td>55</td><td>55</td></tr><tr><td>Building and Leading Teams</td><td>65</td><td>65</td><td>65</td><td>65</td><td>65</td><td>65</td><td>65</td><td>65</td><td>65</td><td>65</td><td>65</td></tr><tr><td>Control and Types of Leader Power</td><td>65</td><td>65</td><td>65</td><td>65</td><td>65</td><td>65</td><td>65</td><td>65</td><td>65</td><td>65</td><td>65</td></tr><tr><td>Employee Development</td><td>65</td><td>65</td><td>65</td><td>65</td><td>65</td><td>65</td><td>65</td><td>65</td><td>65</td><td>65</td><td>65</td></tr><tr><td>Employee Motivation and Rewards</td><td>55</td><td>55</td><td>55</td><td>55</td><td>55</td><td>55</td><td>55</td><td>55</td><td>55</td><td>55</td><td>55</td></tr><tr><td>Leader Expectations</td><td>65</td><td>65</td><td>65</td><td>65</td><td>65</td><td>65</td><td>65</td><td>65</td><td>65</td><td>65</td><td>65</td></tr><tr><td>Leader Traits and Attributes</td><td>65</td><td>65</td><td>65</td><td>65</td><td>65</td><td>65</td><td>65</td><td>65</td><td>65</td><td>65</td><td>65</td></tr><tr><td>Models of Leadership</td><td>65</td><td>65</td><td>65</td><td>65</td><td>65</td><td>65</td><td>65</td><td>65</td><td>65</td><td>65</td><td>65</td></tr></table>	Subscore	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	All ACBSP Average	Assessing Leadership Styles	52	55	55	55	55	55	55	55	55	55	55	Building and Leading Teams	65	65	65	65	65	65	65	65	65	65	65	Control and Types of Leader Power	65	65	65	65	65	65	65	65	65	65	65	Employee Development	65	65	65	65	65	65	65	65	65	65	65	Employee Motivation and Rewards	55	55	55	55	55	55	55	55	55	55	55	Leader Expectations	65	65	65	65	65	65	65	65	65	65	65	Leader Traits and Attributes	65	65	65	65	65	65	65	65	65	65	65	Models of Leadership	65	65	65	65	65	65	65	65	65	65	65
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<p>6. Teamwork: Demonstrate an understanding of effective team leadership to include leadership traits, gender differences, sources of power in leadership, the path goal approach, differences in cross-cultural leadership, and factors that relate to integrity in leadership.</p>	<p>Summative Assessment: External data derived from Peregrine Exam results. Data derived from MG401 Research Report. CLO 2 (Understanding of the leadership concepts. CLO 3 Demonstrating an understanding of global and domestic implications. CLO 4 (Apply ethical and socially responsible standards demonstrating person integrity. Formative Assessment: Internal Data derived from MG 371 Comprehensive Case Analysis - includes written communication rubric and oral presentation rubric. CLO 3 (Critique of Organization's planning, leading, organizing, and controlling practices). CLO 6 (Assessment of organizational practices and impact on motivation). There has been a frequent change in the leadership for this program. This has affected the available data for this period.</p>	<p>In the area of Business Leadership Subscores, the following areas scored above the goal of 60 for teamwork areas: 1) Control and Types of Leader Power, 2) Employee Development, 3) Leader Expectations. The areas that did not meet the goal of 60 are as follows: 1) Building and Leading Teams, 2) Employee Motivation and Rewards, 3) Leader Traits and Attributes and 4) Models of Leadership. In the data from the summative assessment, the results were low in the Fall II period. In the data from the formative assessment, the numbers were consistently high.</p>	<p>The results indicate that it will be important to continue the current assessment process. There is also an indication that it is necessary to review those areas that are not meeting the goals and to keep areas performing above the goals on track.</p>	<p>Plan to review and if needed modify the current assessment instrument to address teamwork.</p>	<p>Management Majors Behavior on Management: Operations/Production Management Subscores</p> <table><caption>Management Majors Behavior on Management: Operations/Production Management Subscores</caption><tr><th>Subscore</th><th>Fall 2013</th><th>Spring 2014</th><th>Summer 2014</th><th>Fall 2014</th><th>Spring 2015</th><th>Summer 2015</th><th>Fall 2015</th><th>Spring 2016</th><th>Fall 2016</th><th>Spring 2017</th><th>All ACBSP Average</th></tr><tr><td>Continuous Improvement</td><td>45</td><td>48</td><td>48</td><td>48</td><td>48</td><td>48</td><td>48</td><td>48</td><td>48</td><td>48</td><td>48</td></tr><tr><td>Cost Control</td><td>55</td><td>55</td><td>55</td><td>55</td><td>55</td><td>55</td><td>55</td><td>55</td><td>55</td><td>55</td><td>55</td></tr><tr><td>Data Analysis Tools</td><td>65</td><td>65</td><td>65</td><td>65</td><td>65</td><td>65</td><td>65</td><td>65</td><td>65</td><td>65</td><td>65</td></tr><tr><td>Quality Management</td><td>55</td><td>55</td><td>55</td><td>55</td><td>55</td><td>55</td><td>55</td><td>55</td><td>55</td><td>55</td><td>55</td></tr></table>	Subscore	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	All ACBSP Average	Continuous Improvement	45	48	48	48	48	48	48	48	48	48	48	Cost Control	55	55	55	55	55	55	55	55	55	55	55	Data Analysis Tools	65	65	65	65	65	65	65	65	65	65	65	Quality Management	55	55	55	55	55	55	55	55	55	55	55																																																
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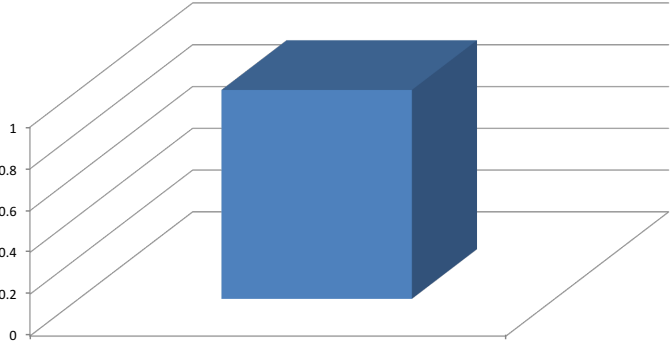
Marketing

Standard #4 Measurement and Analysis of Student Learning and Performance																																																																																																																	
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Our goal last year was that Marketing majors would achieve a 50th percentile score on all CPCperformance areas. That goal was met. In fact, most areas show marked improvement. This year we will move our goal up to the 52 percentile.	Peregrine's CPC Assessment, Summative, External Data.	Current Results show improvement in nearly all areas of the CPC, with the exception of Business Finance, MacroEconomics, and Global Dimensions of Business.	There are areas that can use improvement, as noted in Column C.	Results will be communicated to all faculty (full-time and adjuncts), including goals for improvement. Courses in the Marketing Core will be examined to determine if there can be content improvement. A new Finance instructor has been hired who will continue to implement improvements in the program.	<div>Marketing Majors Performance on CPC</div> <table border="1"><thead><tr><th>Category</th><th>AY 12-13 (38)</th><th>AY 13-14 (37)</th><th>AY 14-15 (48)</th><th>AY 15-16 (36)</th><th>AY 16-17 (20)</th></tr></thead><tbody><tr><td>Accounting</td><td>45</td><td>50</td><td>48</td><td>55</td><td>62</td></tr><tr><td>Business Ethics</td><td>60</td><td>58</td><td>52</td><td>55</td><td>60</td></tr><tr><td>Business Finance</td><td>48</td><td>50</td><td>52</td><td>55</td><td>50</td></tr><tr><td>Business Integration and Strategic...</td><td>45</td><td>55</td><td>62</td><td>60</td><td>62</td></tr><tr><td>Business Leadership</td><td>55</td><td>52</td><td>55</td><td>58</td><td>62</td></tr><tr><td>Economics</td><td>55</td><td>50</td><td>52</td><td>55</td><td>58</td></tr><tr><td>Economics: Macroeconomics</td><td>55</td><td>48</td><td>50</td><td>55</td><td>52</td></tr><tr><td>Economics: Microeconomics</td><td>55</td><td>50</td><td>52</td><td>55</td><td>58</td></tr><tr><td>Global Dimensions of Business</td><td>65</td><td>62</td><td>55</td><td>58</td><td>52</td></tr><tr><td>Information Management Systems</td><td>68</td><td>72</td><td>62</td><td>65</td><td>75</td></tr><tr><td>Legal Environment of Business</td><td>62</td><td>60</td><td>58</td><td>55</td><td>65</td></tr><tr><td>Management</td><td>60</td><td>58</td><td>55</td><td>58</td><td>62</td></tr><tr><td>Management: Human Resource...</td><td>52</td><td>65</td><td>60</td><td>62</td><td>72</td></tr><tr><td>Management: Operations/Production...</td><td>50</td><td>48</td><td>55</td><td>58</td><td>58</td></tr><tr><td>Management: Organizational Behavior</td><td>70</td><td>60</td><td>58</td><td>62</td><td>82</td></tr><tr><td>Marketing</td><td>45</td><td>48</td><td>52</td><td>55</td><td>58</td></tr><tr><td>Quantitative Research Techniques and...</td><td>45</td><td>48</td><td>50</td><td>52</td><td>60</td></tr></tbody></table>	Category	AY 12-13 (38)	AY 13-14 (37)	AY 14-15 (48)	AY 15-16 (36)	AY 16-17 (20)	Accounting	45	50	48	55	62	Business Ethics	60	58	52	55	60	Business Finance	48	50	52	55	50	Business Integration and Strategic...	45	55	62	60	62	Business Leadership	55	52	55	58	62	Economics	55	50	52	55	58	Economics: Macroeconomics	55	48	50	55	52	Economics: Microeconomics	55	50	52	55	58	Global Dimensions of Business	65	62	55	58	52	Information Management Systems	68	72	62	65	75	Legal Environment of Business	62	60	58	55	65	Management	60	58	55	58	62	Management: Human Resource...	52	65	60	62	72	Management: Operations/Production...	50	48	55	58	58	Management: Organizational Behavior	70	60	58	62	82	Marketing	45	48	52	55	58	Quantitative Research Techniques and...	45	48	50	52	60
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<p>Our goal would be to determine if we can ethnically identify students who consistently would require support in particular areas and develop remedial programs to provide that support. Ideally, all would score above the 50th percentile in each subject area.</p>	<p>Peregrine's CPC Assessment, Summative, External Data.</p>	<p>The analysis will look at groups relative to the 50 percentile. Black students scored above the 50th percentile overall; but fell below that level in Management, HR, and Management. The score highest in Business Finance, Business Integration and Strategy. Hispanic students score slightly above the 40 percentile overall. Areas beneath the 50th percentile are Accounting, Macroeconomics, Global Dimensions of Business and Marketing. The scored highest in Business Ethics, Economics, Management, HR and Quantitative Research Techniques. White students scored above the 70th percentile overall, without scoring below 50% in any specific area. They were lowest in in Business Leadership and Macroeconomics. They scored</p>	<p>This is the first year this data has been available, so no trend can be established. It is a snapshot in time. More knowledge can be gained over time.</p>	<p>Results will be communicated to all faculty (full-time and adjuncts), including goals for improvement.</p>	<div><div>Marketing Majors Performace on CPC by Race</div></div>	
<p>Last year our goal was to achieve a 50th percentile score on all Marketing Subjet areas, and to continually improve our scores. Continuous improvement remains our goal.</p>	<p>Peregrine's CPC Assessment, Summative, External Data.</p>	<p>Currently, all areas show improvement over 2014 scores, and all subject areas (with the exception of Price) either meet or exceed the score of 2015. Also, topic summary scores indicate both 2015 and 2016 Park Marketing student scores exceed those of ACBSP average for 2016.</p>	<p>Though scores over most subject areas are showing improvement and met the 50th percentile goal, there is still room for improvement. Two courses are set to be redeveloped in the very near future.</p>	<p>Results will be communicated to all faculty (full-time and adjuncts), including goals for improvement. Courses in the Marketing Core will be examined to determine if there can be content improvement.</p>	<div><div>Marketing Subject Score Comparison: Time Period Covered 2014-2017</div></div>	
<p>Program Goal 1: Demonstrate an understanding of the marketing concept, and the ability to use the strategic marketing process to resolve marketing problems and explore marketing opportunities. Our goal is to maintain scores at or above the 80th percentile.</p>	<p>MK351 Final - CLO2, Formative internal data.</p>	<p>Results show an upward trend in both FTF and distance learning classes.</p>	<p>Current classroom strategies are successful.</p>	<p>No action, other that continuous monitoring is required.</p>	<div><div>Program Goal 1, MK351 CLO 2</div></div>	

Program Goal 2: Demonstrate the ability to use quantitative techniques to analyze marketing strategies. Our goals are to maintain and improve upon the current 60th percentile rating.	Peregrine's CPC Assessment, Summative, External Data.	Recent results show performance relative to this goal is less erratic than in the past, with an incremental upward trend. The average percitle over the last year is slightly above the 60th percentile.	Current classroom strategies are successful.	We are redesigning our core statistics class; taking it out of the Econ program and putting it in the Management program. We will monitor to see the effect.	<div><div><div>Performance of Marketing Majors on Quantitative Research Techniques and Statistics</div><table><tr><td>28</td><td>3</td><td>17</td><td>18</td><td>3</td><td>12</td><td>12</td><td>7</td><td>10</td><td>17</td><td>10</td><td>10</td></tr><tr><td>S13</td><td>U13</td><td>F13</td><td>S14</td><td>U14</td><td>F14</td><td>S15</td><td>U15</td><td>F15</td><td>S16</td><td>F16</td><td>S17</td></tr></table></div><div></div></div>	28	3	17	18	3	12	12	7	10	17	10	10	S13	U13	F13	S14	U14	F14	S15	U15	F15	S16	F16	S17
28	3	17	18	3	12	12	7	10	17	10	10																		
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Goal 3: Demonstrate a working knowledge of data integration and research methodology and their place in the marketing decision process. Our goal is to maintain scores above the 80th percentile.	MK351 Final - CLO2, Formative internal data.	Results show incremental improvement over time.	Current classroom strategies are successful.	No action other that continued monitoring is required.	<div><div><div>Program Goal 3 MK351 CLO 5</div><table><tr><td>1</td></tr></table></div><div></div></div>	1																							
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Program Goal 3: Demonstrate a working knowledge of data integration and research methodology and their place in the marketing decision process. Our goal is one of continuous improvement.	MK453 - Research Project, Summative internal data. A research project project is evaluated using a common rubric.	Results show consistently higher scores.	Either we are doing a fabulous job of teaching this class, or we are experiencing grade inflation.	This assessment efforts in this class will be more closely monitored in the following year.	<div><div><div>Program Goal 3 MK453 Research Project</div><table><tr><td>1</td></tr></table></div><div></div></div>	1																							
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Program Goal 4c: an understanding and concern for the tenants of ethis and social responsibility. Our goal is to improve incrementally overtime.	MK351 Final - CLO1, Formative internal data.	Results in this area continue to be high.	Current strategies are maintaining high levels of performance.	No action other than continued monitoring is required.	<div><div>Program Goal C MK351 CLO 1</div></div>
Program Goal 4c: an understanding and concern for the tenants of ethis and social responsibility. Our goal is to improve incrementally overtime.	Peregrine's CPC Assessment, Summative, External Data.	Although resulta are somewhat inconsistent, from the first time period to the current one, all but two of the areas show improvement. However all results are above the 50th percentile.	Areas which need examination and support are the identification of ethical issues and ethical decision making.	Results will be disseminated so teachers can redirect their emphasis.	<div><div>Marketing Majors Performance on Business Ethics</div></div>
Program Goal 5: Demonstrate an understanding of the importance of consumer knowledge and consumer analysis.	Mk351 - Final CLO4, Formative, Internatl Data	Results are consistently high in this area.	Current strategies are maintaining high levels of performance.	No action other than continued monitoring is required.	<div><div>Program Goal 5 MK351 CLO 4</div></div>

Program Goal 6: Demonstrate effective oral and written communication skills.	MK453 - Research Project, Summative internal data. A research project is evaluated using a common rubric.	Results in this area are quite high.	Results has increased dramatically since the first measurement period.	The assessment measure for this goal will be reexamined and adjuncts will receive further training on the evaluation of the measure.	<div><div>Program Goal 6, MK453 Marketing Research</div></div>	
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Computer Information Systems

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Computer Information Management

Undergraduate Report		Not below: Specific targets are set for the school. Set targets for your program.			
Major Field Test Outcomes					
Should be reflected on in program analysis					
Standard #4 Measurement and Analysis of Student Learning and Performance					
Use this table to supply data for Criterion 4.2.					
Performance Indicator	Definition				
1. Student Learning Results	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination.</i> Add these to the description of the measurement instrument in column two:</p> <p>Direct - Assessing student performance by examining samples of student work Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information. Formative – An assessment conducted during the student's education. Summative – An assessment conducted at the end of the student's education. Internal – An assessment instrument that was developed within the business unit. External – An assessment instrument that was developed outside the business unit. Comparative – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.</p>				
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)
Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?	
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative				
<p>Demonstrate Proficiency in the application of technology in a business setting and the ability to research, assess and select information technology that aligns with business needs. 1a Identify strategic value of an information technology infrastructure and collaboration in a business setting.</p> <p>Students will demonstrate competency on final exams and in a final project, based on an assessment rubric, also students will score 75% or higher on the CPC Information Management Systems</p>	<p>Direct - Formative will be artifacts from IS 205 and IS 315. (A CARS will need to be developed internally to use). Currently have rubrics scores from final project. Summative - IS316 artifact Comparative - Summative compare to other ACBSP on key topics.</p>	<p>The rubrics need to be completed working with CSIS division and the artifacts need to be retrieved. The comparative is included.</p>	<p>For this year the only analysis that can be completed is the comparison to other ACBSP schools. We are similar to other schools in most areas however appear to be below others in new areas including E-commerce, knowledge workers and DSS.</p>	<p>Next steps: 1. Meet with different departments to collaborate on the development of Core assessment rubrics and further refine the goals so rubrics and the direct assessment process can be developed. This will include Direct internal Summative: IS316, IS361, CS300 and Formative: IS205, IS315, CS151, MA120, IB315, IS205, IS315. The summative will be focused on this year, the formative over the next 3 years. 2. Indirect internal - meet with marketing to collect survey information for graduates (develop a survey if it is found this is lacking) and external develop an advisory sub-committee for program feedback. Continue to use comparative data to follow trends, drill down working with the Data Analyst and Accreditation specialist to drive out comparisons across different modalities.</p>	<p>MIS Majors Performance on CPC</p>
<p>Identify and define quantitative techniques to analyze technological applications to enhance organizational effectiveness. 2a. Students will demonstrate working knowledge of statistics, general programming concepts, and data management fundamentals. The measurement will be the analysis of the final project in statistics and a program working in SQL based on an assessment rubric.</p>	<p>Direct - Formative will be artifacts from CS151 and MA120. (A CARS will need to be developed internally to use). Currently have rubrics scores from final project. Summative - IS361 artifact Comparative - Summative compare to other ACBSP and internal analysis</p>	<p>The rubrics need to be completed working with CSIS division and the artifacts need to be retrieved. The comparative is included.</p>	<p>In reviewing the comparison to internal programs it appears the MIS students are lower on quantitative, yet this is an area identified as being a critical component for this program. This is an area that needs to be addressed as assessment is completed at the course level.</p>	<p>Specific Goals: 1. Meet with Anne to drill down results for different modalities. 2. Meet with IS/CS, IB and MA to coordinate the development of assessment rubrics. 3. Meet with marketing to learn more about survey processes at Park. 4. Identify 4-6 key individuals to meet with about a sub-committee for the CIS/M programs. 5. Review the CLO and see how they align to the PLO and ULO specifically to address the comparative results found, adding curriculum where appropriate.</p>	<p>MIS Subject Score Comparison: Time Period 2014-2015</p>

Master of Healthcare Administration

Standard #4 Measurement and Analysis of Student Learning and Performance					
Use this table to supply data for Criterion 4.2.					
Performance Indicator	Definition				
1. Student Learning Results	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination.</i> Add these to the description of the measurement instrument in column two:</p> <p>Direct - Assessing student performance by examining samples of student work</p> <p>Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information.</p> <p>Formative – An assessment conducted during the student's education.</p> <p>Summative – An assessment conducted at the end of the student's education.</p> <p>Internal – An assessment instrument that was developed within the business unit.</p> <p>External – An assessment instrument that was developed outside the business unit.</p> <p>Comparative – Compare results between classes, between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.</p>				
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)
Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?	
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative				
For all MHA students to perform in the 50th percentile or better on all CPC performance areas for four consecutive terms on the Peregrine MFT..	Peregrine's CPC Assessment, Summative, External Data.	<p>The program examined the MFT results for Fall 2015 through Spring 2017 (n = 111). In most terms, the MHA students DIDN'T perform as well as all other ACBSP accredited MHA programs that competing the MFT. Only in Spring 2016, did the program achieve greater than 60%. The financial management CPC results are clearly lower than that of the remaining CPCs which were assessed through the MFT.</p> <p>Since the program slightly exceeded 60% in the financial management CPC during Spring 2016, the program focused on those topical areas where the students performed notably worse (> 5%) than other ACBSP accredited MHA programs, that completed the MFT in Spring 2016. The results are below:</p> <p>accountability (Park MHA 50%; Other ACBSP 60.4%) healthcare systems (Park MHA 29.2%; Other ACBSP 51%) planning (Park MHA 50%; Other ACBSP 62.9%)</p>	<p>An analysis of the MFT results provided evidence that the MHA students aren't mastering the financial management CPC to the same degree as they are mastering the remaining CPCs. In addition, the Spring 2016 results, show that students are scoring particularly low on accountability, healthcare systems, and planning.</p> <p>The self-reflective essay results made clear that over a quarter of the respondents entered the healthcare finance course feeling less than optimally prepared due, in part, to a lack of prior exposure to college-level financial coursework and a lack of confidence in their quantitative skills. While they found the course challenging, they existed the course more confident in their understanding of the subject matter.</p>	<p>The MHA program has redesigned HA518: Organization of Healthcare Delivery Systems, which was completed in Summer 2016. This is the first course a student takes in the MHA program, so it may be later in AY17-18, when students who have completed the redeveloped HA518 course will take the Peregrine MFT in HA616 (capstone). This is expected to improve the student's performance on the "healthcare systems" area of the financial management CPC, as well as further strengthen the "healthcare systems and organizations" CPC.</p> <p>HA516: Healthcare Finance has been redeveloped using a team approach with subject matter experts, at least one operational professional, and an instructional designer. The course now includes a major group project, whereby each team is assigned a Project Manager. The changes to this course are intended to stress the importance of accountability at the individual and group level. The course now incorporates different business structures and organizational types into the financial coursework, and stresses the role of finance in operational and strategic planning. Furthermore, the course incorporates important concepts associated with financial and managerial accounting prior to launching into financial management to accommodate those MHA students with little to no prior coursework in accounting or finance.</p>	<p>MHA CPCs by Term AY16</p>
To improve the overall financial management performance, on the Peregrine MFT, to the 60% level for at least 3 consecutive terms during AY17-18.	Peregrine MFT (summative assessment, external assessment). Will specifically be looking at the results for the "financial management" CPC.	<p>The program examined the MFT results for Fall 2015 through Spring 2017 (n = 111). In most terms, the MHA students DIDN'T perform as well as all other ACBSP accredited MHA programs that competing the MFT. Only in Spring 2016, did the program achieve greater than 60%. The financial management CPC results are clearly lower than that of the remaining CPCs which were assessed through the MFT.</p> <p>Since the program slightly exceeded 60% in the financial management CPC during Spring 2016, the program focused on those topical areas where the students performed notably worse (≥ 5%) than other ACBSP accredited MHA programs, that completed the MFT in Spring 2016. The results are below:</p> <p>accountability (Park MHA 50%; Other ACBSP 60.4%) healthcare systems (Park MHA 29.2%; Other ACBSP 51%) planning (Park MHA 50%; Other ACBSP 62.9%)</p>	<p>An analysis of the MFT results provided evidence that the MHA students aren't mastering the financial management CPC to the same degree as they are mastering the remaining CPCs. In addition, the Spring 2016 results, show that students are scoring particularly low on accountability, healthcare systems, and planning.</p>	<p>Benefits of Healthcare Finance has been removed, incorporated</p> <p>The MHA program has redesigned HA518: <i>Organization of Healthcare Delivery Systems</i>, which was completed in Summer 2016. This is the first course a student takes in the MHA program, so it may be later in AY17-18, when students who have completed the redeveloped HA518 course will take the Peregrine MFT in HA616 (capstone). This is expected to improve the student's performance on the "healthcare systems" area of the financial management CPC, as well as further strengthen the "healthcare systems and organizations" CPC.</p>	<p>Performance on Financial Management</p>

<p>To improve the overall strategic planning and marketing performance on the Peregrine MFT, to the 70% level, for at least 2 consecutive terms during AY17-18.</p>	<p>Peregrine MFT (summative, external assessment). Will specifically be looking at the results for the "strategic planning and marketing" CPC.</p>	<p>The MHA program examined the MFT results from Fall 2015 through Spring 2017 (n = 111). In most terms, the MHA students DIDN'T perform as well as all other ACBSP accredited MHA programs that completed the MFT. More specifically, the students performed worse over the past 4 terms (Fall I 2016 through Spring II 2017).</p> <p>Since the program achieved 70% in the strategic planning and marketing CPC during the Spring 2016 term, the program focused on those subject areas where the students performed notably worse (≥5%) than other ACBSP accredited MHA programs, that completed the MFT in Spring 2016. The results are below:</p> <p>healthcare systems (Park MHA 40.3%; Other ACBSP 62.3%) implementation (Park MHA 53.9%; Other ACBSP 60.6%) systems thinking (Park MHA 54.2%; Other ACBSP 63.5%)</p> <p>The self-reflective essays completed in HA616: <i>Healthcare Strategic Management and Marketing</i>, for Spring I and II 2017, were examined for reoccurring themes (n = 9). The results are as follows:</p> <p>100% of the students felt comfortable with the material covered and enjoyed the structure of the course.</p>	<p>An analysis of the MFT results provided evidence that the MHA students aren't mastering the strategic planning and marketing CPC to the same degree as students enrolled in other ACBSP accredited MHA programs of study. In addition, the Spring 2016 results, show that students are scoring particularly low on healthcare systems, implementation, and strategic thinking.</p> <p>The self-reflective essay results weren't overly informative in terms of identifying potential opportunities for improvement. The students are of the opinion that they have met the CLOs and exited the course with a better understanding of strategic management and marketing then when the course first began.</p>	<p>The MHA program has redesigned HA518: <i>Organization of Healthcare Delivery Systems</i>, which was completed in Summer 2016. This is the first course a student takes in the MHA program, so it may be later in AY17-18, that students who have completed the redeveloped HA518 course will take the Peregrine MFT in HA616 (capstone). This is expected to improve the student's performance on the "healthcare systems" area of the strategic planning and marketing CPC, as well as further strengthen the "healthcare systems and organizations" CPC.</p> <p>HA615: <i>Healthcare Strategic Management</i> has been replaced with HA616: <i>Healthcare Strategic Management and Marketing</i>. This new course places more emphasis on strategic marketing, but continues to focus on taking students through the strategic management processes. HA616 was launched in Spring I 2017; however, it will undergo "heavy maintenance" during AY2017-2018, whereby additional emphasis will be placed of strategic thinking and the planning and monitoring of implemented strategic plans.</p>	<p>Performance on Strategic Management and Marketing</p> <table><tr><th>Term</th><th>Score</th></tr><tr><td>F1 2016</td><td>65</td></tr><tr><td>F2 2016</td><td>62</td></tr><tr><td>S1 2017</td><td>63</td></tr><tr><td>S2 2017</td><td>65</td></tr></table>	Term	Score	F1 2016	65	F2 2016	62	S1 2017	63	S2 2017	65
Term	Score														
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<p>Program Goal 6: Synthesize relevant internal and external data in order to position complex organizations for fiscal and operational success, despite existing barriers, in order to maintain a strong competitive advantage within a dynamic and demanding industry. [CPC: Business Knowledge and Skills; PLO #6]</p>	<p>HA516 Unit 8 Self-reflective assignment, specifically related to CLO #1, #2 and #6. (summative, internal assessment)</p>	<p>The Unit 8 Self-Assessment Assignment asks the students to "For this unit's second discussion question, you are being asked to engage in a reflective exercise. Below are the course learning outcomes, which can be physically located under the course overview module. Now that you are nearing the conclusion of the course, I [faculty] would like for you to discuss just how prepared you feel you are in terms of addressing each outcome."</p> <p>The program devised a scale: "fully prepared", "somewhat prepared", "minimally prepared", and "not prepared". We then read each assignment and used the students qualitative comments to ascertain the level of proficiency they expressed in connection course learning outcomes 1, 2, and 6. In those cases where the student failed to mention (explicitly or implicitly) their perceived level of proficiency for CLO 1, 2, and or 6, we marked them as "not prepared". There were instances, where the student only addressed a portion of a CLO and not each of the component parts. In these instances, we scored them as "minimally prepared". There were instances where students attempted to describe their level of comfort with the concept covered in a CLO; however, it was clear from what they wrote that they didn't fully understand the concept or its application. In these cases, they were marked as "minimally prepared". There are no points assigned to this activity, as while students are encouraged to complete this particular assignment, it is intended to assess CLOs 1 and 3, which are provided below:</p> <p>CLO1: Develop tactical strategies for the creation of a culture that promotes strategic thinking.</p> <p>CLO3: Analyze various dimensions of the internal and external environment, with a focus on predicting future demand for healthcare products and services, and then demonstrate an ability to successfully synthesize relevant information in the process of strategy formulation.</p> <p>The average score on the Unit 3 application assignment was 79%, in S1P17, which increased to 93%, in S2P17. The average score remained relatively flat from S2P17 to U1P17.</p>	<p>The data provides anecdotal evidence that MHA students are not well prepared to analyze financial data; assess the financial position of a firm and using this information for operational and strategic planning purpose; conducting capital budgeting analyses; and determining a company's optimal cost of capital and how to use this information to assess the attractiveness of capital budgeting investments. In general, the lack of preparation was more evident during the S1P17 and S2P17 terms, when compared the three prior terms. These results were likely a by-product of a low response rate, 21% (n=4), for S1P17, and 17.4% (n=4), for S2P17.</p>	<p>To improve the student participation rate, the program will look into providing an appropriate enducement that will encourage students to complete the self-assessment, but won't have any significant impact on a student's performance in their course. The students will be encouraged to "explicitly" address their perceived level of preparation for every identified part of each CLO.</p> <p>The program will narrow its focus on HA516's CLO1, as opposed to concurrently looking at CLO1, 2, and 6. The decision to focus on CLO1 is based, in part, on the fact that it addresses concepts covered in CLO2 and 6. In addition, the program will focus on a specific homework assignment that is aligned with CLO1 (ex: Unit 7 homework; Capital Investment Decisions). A scoring rubric specific to this assignment will be developed; artifacts will be randomly pulled from sections of HA516; two MHA faculty academically qualified to teach healthcare finance will independently score the artifacts; results will be compared. This, coupled with the self-assessment assignment, in Unit 8, will likely yield more detailed results and help the program pinpoint what specifically needs to be done to strengthen our students financial preparedness.</p>	<p>HA516: CLO#1</p> <p>HA516: CLO#2</p> <p>HA516: CLO#6</p>										
<p>Program Goal 7: Demonstrate advanced problem solving skills in the construction of viable and ethical solutions to complex issues that may negatively impact product and service delivery. [CPC: Business Knowledge and Skills]</p>	<p>HA616 Unit 3 Application Assignment: Working Exercise, using common rubric, specifically related to CLO #1 and #3. (summative, internal assessment)</p>	<p>CLO1: Develop tactical strategies for the creation of a culture that promotes strategic thinking.</p> <p>CLO3: Analyze various dimensions of the internal and external environment, with a focus on predicting future demand for healthcare products and services, and then demonstrate an ability to successfully synthesize relevant information in the process of strategy formulation.</p> <p>The average score on the Unit 3 application assignment was 79%, in S1P17, which increased to 93%, in S2P17. The average score remained relatively flat from S2P17 to U1P17.</p>	<p>The average scores on the Unit 3 application assignment, during terms S1P17 and S2P17 don't appear to align well with the MFT percentile results for the domain "strategic planning and marketing" during the same periods of time. With averages in the 90s, we would expect to see our students scoring a higher percentile on "strategic planning and marketing". The results show that the Park MHA students performed less well when compared against all other students who completed the MFT across the U.S.</p>	<p>The program believes this is a good assignment for assessment the students' mastery of CLO1 and 3; however, the scoring rubric lacks the specificity to conduct an in-depth assessment of a student's understanding and application of learned concepts. A scoring rubric specific to this assignment will be developed; artifacts will be randomly pulled from sections of HA616; two MHA faculty academically qualified to teach healthcare strategic management and marketing will independently score the artifacts; and results will be compared. This, coupled with other assessment approaches currently used in the course, will likely yield more detailed results that will enable the program in pinpointing what specifically needs to be done to strengthen our students ability to develop tactical strategies; conduct internal and external environmental scans; predict demand; and synthesize relevant information for planning purposes.</p>	<p>HA616 Rubric Averages AY 2016-2017</p> <table><tr><th>Term</th><th>Average</th></tr><tr><td>Spring I 2017</td><td>79%</td></tr><tr><td>Spring II 2017</td><td>93%</td></tr><tr><td>Summer 2017</td><td>92%</td></tr></table> <p>Rubric Averages</p> <p>Spring I 2017 Spring II 2017 Summer 2017</p>	Term	Average	Spring I 2017	79%	Spring II 2017	93%	Summer 2017	92%		
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For all MHA students in all ethnic groups to perform in the 50th percentile or better on the Peregrine MFT.	Peregrine's MFT Percentile Rank, Summative, External Data.	The only ethnic group of MHA students that failed to achieve the 50th percentile during AY15/16. According to the Peregrine MFT, Asians achieved a percentile of 37%.	This is new data for the MHA program, so we will establish trends and review the data over time.	The program wants to avoid the tendency to implement change initiatives at this point in time. The faculty believes it would be prudent to more closely monitor our Asian students' performance over time to see what trends reveal.	<div><p><u>MFT Average Percentile Rank by Ethnicity AY16/17</u></p><table><tr><th>Ethnicity</th><th>Percentile Rank</th></tr><tr><td>Black/African American</td><td>54</td></tr><tr><td>Asian</td><td>37</td></tr><tr><td>Hispanic/Latino</td><td>81</td></tr><tr><td>Race and ethnicity unknown</td><td>52</td></tr><tr><td>White</td><td>54</td></tr></table></div>	Ethnicity	Percentile Rank	Black/African American	54	Asian	37	Hispanic/Latino	81	Race and ethnicity unknown	52	White	54
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Master of Business Administration

Standard #4 Measurement and Analysis of Student Learning and Performance																											
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Performance Measure	What is your measurement instrument or process? Do not use grades.	Analysis of Results			Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)																						
Measurable goal	(Indicate type of instrument) direct, formative, internal, comparative	Current Results	Analysis of Results	Action Taken or Improvement made																							
Increase the MFT Overall Average Percentile Rank	Peregrine MFT - Summative	Students in the MFT are doing relative overall on the Peregrine assessment. The national average is a score of 50 and the MBA program has primarily exceeded the national average.	While the Peregrine scores are not consistant each term, they are primarily exceeding the average score each term.	The MBA program has recently developed three new core courses in core curriculum for Fall 2017, as a result to see if we can strengthen the overall Peregrine scores. The goal is to see a steady increase in the overall percentile rank, term over term.	<p><u>PEREGRINE OVERALL AVERAGE PERCENTILE RANK</u></p> <table><tr><th>Term</th><th>Percentile Rank</th></tr><tr><td>Su 15</td><td>38</td></tr><tr><td>F1 15</td><td>39</td></tr><tr><td>F2 15</td><td>62</td></tr><tr><td>S1 16</td><td>53</td></tr><tr><td>S2 16</td><td>57</td></tr><tr><td>SU 16</td><td>58</td></tr><tr><td>F1 16</td><td>58</td></tr><tr><td>F2 16</td><td>69</td></tr><tr><td>S1 17</td><td>54</td></tr><tr><td>S2 17</td><td>62</td></tr></table>	Term	Percentile Rank	Su 15	38	F1 15	39	F2 15	62	S1 16	53	S2 16	57	SU 16	58	F1 16	58	F2 16	69	S1 17	54	S2 17	62
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Increase the overall Peregrine MFT score in Business Finance	Peregrine MFT - Summative	Students scores in the finance is one of the lowest scores on the Peregrine MFT exam.	Need reinforcement of the finance concepts throughout the core curriculum.	Redeveloped finance course and building in more finance concepts in the operations maanagment course, which is a new core MBA course and built into the redevelopment of MBA695 in Fall 2017, which is the capstone course. We will continue to monitor this each year.	<p><u>Peregrine MFT Score - Business Finance</u></p> <table><tr><th>Term</th><th>MFT Score</th></tr><tr><td>Su 15</td><td>46</td></tr><tr><td>F1 15</td><td>49</td></tr><tr><td>F2 15</td><td>54</td></tr><tr><td>S1 16</td><td>51</td></tr><tr><td>S2 16</td><td>55</td></tr><tr><td>SU 16</td><td>55</td></tr><tr><td>F1 16</td><td>58</td></tr><tr><td>F2 16</td><td>61</td></tr><tr><td>S1 17</td><td>57</td></tr><tr><td>S2 17</td><td>58</td></tr></table>	Term	MFT Score	Su 15	46	F1 15	49	F2 15	54	S1 16	51	S2 16	55	SU 16	55	F1 16	58	F2 16	61	S1 17	57	S2 17	58
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Improve the overall Peregrine MFT score in Qualitative to Quantitative Research Techniques & Statistics	Peregrine MFT - Summative	Students scores in the quantitative research is one of the lowest scores on the Peregrine MFT exam.	Need reinforcement of the quantitive research concepts throughout the core curriculum.	<p>The current core course - MBA674 - Quantitative Analysis for Management Decision has been replaced with Operations Management course in Fall 2017. The development of new core MBA courses, the quantitative research concepts will be introduced and reinforce in the first recommend MBA course, the marketing clas and the capstone to help improve the MFT scores.</p>	<div><p><u>Quantitative Research Techniques and Statistics</u></p><table><tr><th>Term</th><th>Score</th></tr><tr><td>Su 15</td><td>41</td></tr><tr><td>F1 15</td><td>42</td></tr><tr><td>F2 15</td><td>59</td></tr><tr><td>S1 16</td><td>55</td></tr><tr><td>S2 16</td><td>58</td></tr><tr><td>SU 16</td><td>53</td></tr><tr><td>F1 16</td><td>56</td></tr><tr><td>F2 16</td><td>59</td></tr><tr><td>S1 17</td><td>52</td></tr><tr><td>S2 17</td><td>55</td></tr></table></div>	Term	Score	Su 15	41	F1 15	42	F2 15	59	S1 16	55	S2 16	58	SU 16	53	F1 16	56	F2 16	59	S1 17	52	S2 17	55
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