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

Use this table to supply data for Criterion 4.2.

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student Learning Results</td>
<td>A student learning outcome is one that measures a specific competency attainment. Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination). 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.</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Performance Measure</th>
<th>Analysis of Results</th>
<th>Action Taken or Improvement made</th>
<th>Insert Graphs or Tables of Resulting Trends</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measurable goal</td>
<td>Do not use grades.</td>
<td>What are your current results?</td>
<td>Analysis of Results</td>
</tr>
<tr>
<td>What is your goal?</td>
<td>(Indicate type of instrument) direct, formative, internal, comparative</td>
<td>What did you learn from the results?</td>
<td>Action Taken or Improvement made</td>
</tr>
<tr>
<td></td>
<td>Accounting majors consistently perform near the 60th percentile on the CPC exam.</td>
<td>Accounting majors are consistently one of the top performing majors on the CPC exam.</td>
<td>Given there is a clear pattern of strong performance, no action taken at this time. We will direct our efforts on other program initiatives.</td>
</tr>
</tbody>
</table>

![Accounting Majors Performance on CPC](image_url)
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.

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. 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.

Accounting Subject Score Comparison: Time Period Covered 2012-2017

Accounting Majors Performance on Business Ethics

Performance of Accounting Majors on Quantitative Research Techniques and Statistics
| With exception of 2014-15, accounting majors perform above 50th percentile. | Overall consistent performance around the 60th percentile. | Given there is a clear pattern of strong performance, no action taken at this time. We will direct our efforts on other program initiatives. | [Graph: Performance of Accounting Majors on Global Dimensions of Business]

- Average Score

| 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. | [Graph: Accounting Majors Performance on CPC by Race]

**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.

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.  

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.

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.

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.  

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.  

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.

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.

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.
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.

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.

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.
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. For AC320 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.

Exam questions. The exam increases in difficulty as advance to higher-level courses. The AC201 comprehensive final exam is a formative assessment.

Clearly an overall upward trend throughout the 4 year period for All Students. Lowest “all students” average: 59% (Deficient) for 2013-14. Highest “all students” average: 77% (Superior) 2015-16 & 2016-17. The course goal was met. Throughout all four years the average score was at or above Proficient.

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.

Beginning Summer 2014 we:
1 - decreased chapters from 12 to 11.
2 - developed a highly structured final exam review assignment as part of total course points.
3 - more clearly directed student attention towards homework completion by removing excessive case discussions in online environment. Replaced those case discussions with homework discussions.

Exam questions. The exam increases in difficulty as advance to higher-level courses. The AC320 final exam is a formative assessment.

21% - 29% of all students scored below Proficient during this 2 year time period. 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.

None at this time. We will wait to collect more data and continue our efforts on other program development initiatives.

Exam questions. The exam increases in difficulty as advance to higher-level courses. The AC425 mid-term & final exams are used for summative assessment.

71% - 98% 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.

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.

None at this time. We will wait to collect more data and continue our efforts on other program development initiatives.
### Accounting Knowledge #1
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.

Write a research paper comparing/contrasting U.S. with International accounting standards for a direct assessment.

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.

- We need additional data collection to confirm this initial data. However, looks very positive.

### Accounting Knowledge #2
Evaluate financial strengths/weaknesses of an organization using ratio and trend analysis.

**Professional Accounting Skill #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.

- Financial Statement Analysis Project using real-world company data serves as a direct assessment.

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.

- 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.

- None at this time. Rather we will continue to focus our efforts on other accounting program initiatives.

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**AC330 INTERNATIONAL ACCOUNTING STANDARDS 2015-17**

<table>
<thead>
<tr>
<th></th>
<th>Exemplary</th>
<th>Superior</th>
<th>Proficient</th>
<th>Deficient</th>
<th>Inadequate</th>
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<tr>
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<td>2015-17</td>
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**AC202 Financial Statement Analysis**

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<th></th>
<th>2014-15</th>
<th>2015-16</th>
<th>2016-17</th>
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**AC325 FINANCIAL STATEMENT ANALYSIS 2015-17**

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<tr>
<th></th>
<th>2016-17</th>
<th>2015-16</th>
<th>2014-15</th>
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<tbody>
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</table>
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.

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.

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.

Audit 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.

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.
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.

AC202 Comprehensive Final Exam is used for formative assessment.

Lowest "all students" average: 72% (Superior) for 2014-15.
Highest "all students" average: 85% (Superior) 2016-17

Continuous upward trend for all students:
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.

AC380 Comprehensive Final Exam is used for summative assessment.

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.

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.

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.

AC202 Comprehensive Final Exam is used for formative assessment.

Lowest "all students" average: 62% (Proficient) for 2014-15.
Highest "all students" average: 84% (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.
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.

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.

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 our 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.
<table>
<thead>
<tr>
<th>Accounting Knowledge #3 (Part 4): Explain the management accountant's role utilizing cost measurements for decision-making in global organizations.</th>
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</thead>
<tbody>
<tr>
<td>Accounting Professional Skill #1: Demonstrate effective writing. Professional Skill #4: Critical thinking and problem-solving skills to solve diverse and unstructured problems. Professional Orientation #2: Recognize the complexities in the global business/accounting environment.</td>
</tr>
<tr>
<td>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.</td>
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</tbody>
</table>

A written decision-making project completed individually is used as a direct assessment.

<table>
<thead>
<tr>
<th>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.</th>
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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.

| We will consider creating online lectures as a means of providing additional support for course assignments. In the meantime, we will collect additional data. |

<table>
<thead>
<tr>
<th>AC380 MANAGEMENT'S ROLE IN GLOBAL DECISION-MAKING 2015-17</th>
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<td>16-WEEK</td>
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<td>ALL STUDENTS</td>
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<td>2016-17</td>
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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.
Economics
### Performance Indicator: Student Learning Results

A student learning outcome is one that measures a specific competency attainment. **Examples of a direct assessment (evidence) of student learning attainment that might be used include:** capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination. Add these to the description of the measurement instrument in column two.

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<td>Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information.</td>
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<td>Formative – An assessment conducted during the student’s education.</td>
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<td>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.</td>
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<td>Measurable goal</td>
<td>Do not use grades.</td>
<td>What are your current results?</td>
<td>What did you learn from the results?</td>
</tr>
</tbody>
</table>

**What is your goal?**

(Indicate type of instrument) direct, formative, internal, comparative

**Demonstrate an understanding of the 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.

**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 20% 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.

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### Macroeconomics Subject Score Comparison: Time Period 2013-2017

![Graph showing Macroeconomics Subject Score Comparison](image)

### Microeconomics Subject Score Comparison: Time Period 2013-2017

![Graph showing Microeconomics Subject Score Comparison](image)
<table>
<thead>
<tr>
<th>Course</th>
<th>Assessment Type</th>
<th>Description</th>
<th>Student Performance</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Seminar in Economics</td>
<td>Exam problem that requires students to use economic theory to analyze household and firm behavior. EC450 CLO 1 is a formative assessment.</td>
<td>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.</td>
<td>In general, the program has contained many international students who had proficient economics training.</td>
<td>Additional tutoring or homework practices can improve students from proficient level to superior and exemplary levels.</td>
</tr>
<tr>
<td></td>
<td>Exam problem that requires students to use economic theory to analyze national government policymaking. EC450 CLO 2 is a formative assessment.</td>
<td>Students achieved Exemplary (100%) level on Spring 2015 and achieved proficient levels on Spring 2014 and 2016. The improvement to superior level was observed in 2017.</td>
<td>In general, the program has grown with many international students who had proficient economics training.</td>
<td>Additional tutoring or homework practices can improve students from proficient level to superior and exemplary levels.</td>
</tr>
<tr>
<td></td>
<td>Exam problem that requires students to use economic theory to analyze global commerce. EC301 Online CLO 6 is a formative assessment.</td>
<td>Students achieved superior (91.2%) level on Spring 2015 and achieved proficient levels on Spring 2014 and 2016. However, the lower level of proficiency level was observed in 2017.</td>
<td>In general, the program has grown with many international students who had proficient economics training.</td>
<td>Additional tutoring or homework practices can improve students from proficient level to superior and exemplary levels.</td>
</tr>
<tr>
<td></td>
<td>Exam 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.</td>
<td>Students achieved superior level in Spring 2014, 2015, and 2017 and achieved exemplary level in Spring 2016.</td>
<td>The students have lowered on how to identify all relevant curves and causes for their shifts from 2016 to 2017.</td>
<td>Additional tutoring or homework practices can improve students to superior or exemplary levels.</td>
</tr>
<tr>
<td></td>
<td>Exam 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.</td>
<td>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.</td>
<td>The students have improved on using quantitative analysis to test hypotheses of an economic nature from 2014 to 2017.</td>
<td>Additional tutoring or homework practices can improve students to superior or exemplary levels.</td>
</tr>
</tbody>
</table>
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 26% of the total course grade and will not be a take-home exam. This requirement was good in 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.

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 82.8% which is higher that 87.74% in 2016.

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.

Term paper that requires students to communicate economic theory and analyze in oral and written forms. EC301 online CLO 1-6 S is a formative assessment.

Students achieved proficient levels in Spring 2015 and Fall 2016, and inadequate levels are observed in Spring 1 2015, Spring 1 2016, Spring 2 2016, Spring 1 2017, and Spring 2 2017.

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.

Term paper that requires students to communicate economic theory and analyze in oral and written forms. EC301 face to face CLO 1. 6 is a formative assessment.

Students achieved proficient levels from Spring 1 2014 and Spring 2 2016

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.

Term paper that requires students to communicate economic theory and analyze in oral and written forms. EC301 face to face CLO 1. 6 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.

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.

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. Homework or test practice could help students to grasp the concepts of 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 was achieved.

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.

Term paper that requires students to communicate economic theory and analyze in oral and written forms. EC301 online CLO 1-6 S is a formative assessment.

Students achieved proficient levels in Spring 2015 and Fall 2016, and inadequate levels are observed in Spring 1 2015, Spring 1 2016, Spring 2 2016, Spring 1 2017, and Spring 2 2017.

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.

Term paper that requires students to communicate economic theory and analyze in oral and written forms. EC301 face to face CLO 1. 6 is a formative assessment.

Students achieved proficient levels from Spring 1 2014 and Spring 2 2016

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.

Term paper that requires students to communicate economic theory and analyze in oral and written forms. EC301 face to face CLO 1. 6 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 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.
Demonstrate an understanding of the money supply and demand, policies, banking regulations, financial institutions, and exchange rates

The highest CLO 5 and CLO 6 for EC303 in 2017 include how asymmetric information, adverse selection, and moral hazard relate to banking regulation in the U.S. and abroad. 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.

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.

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.

Global economy will be assessed with banking regulations.

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.

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.
Finance
### Performance Indicator

**1. Student Learning Results**

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<thead>
<tr>
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<th>Measurable goal</th>
<th>Performance Measure</th>
<th>What is your measurement instrument or process?</th>
<th>Current Results</th>
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<th>Action Taken or Improvement made</th>
<th>Insert Graphs or Tables of Resulting Trends</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measurable goal</td>
<td>Do not use grades.</td>
<td>What is your measurement instrument or process?</td>
<td>Peregrine MFT data for program majors and the subscores for the area's impact on the business common professional component (CPC).</td>
<td>The business performance on CPC has shown in improving from 48% to 59% for the past five academic years.</td>
<td>The performance of Business Finance stays roughly on the average of other majors.</td>
<td>Program review and assessment annually would improve and enhance the performance.</td>
<td>(3-5 data points preferred)</td>
</tr>
<tr>
<td>What is your goal?</td>
<td>(Indicate type of instrument) direct, formative, internal, comparative</td>
<td>What is your goal?</td>
<td>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.</td>
<td>Peregrine MFT data for program majors and the subscores for the area's impact on the business common professional component (CPC).</td>
<td>The standard of Park standard course syllabi would create more consistent of measuring the progress of the learning.</td>
<td>Stocks &amp; bonds subject has increased score continuously in the past five years. However, the subject of profit, loss, cash flow &amp; margins is lowered in the past four years.</td>
<td>Stocks &amp; bonds portfolio simulation has been used in the class for trading practice. It might help students understand the learning concepts.</td>
</tr>
</tbody>
</table>

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

Use this table to supply data for Criterion 4.2.

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Definition</th>
</tr>
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<tbody>
<tr>
<td>A student learning outcome is one that measures a specific competency attainment. Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination). 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.</td>
<td></td>
</tr>
</tbody>
</table>

---

**Finance Majors Performance on CPC**

![Finance Majors Performance on CPC](image)

**Finance Subject Score Comparison: Time Period Covered 2012-2017**

![Finance Subject Score Comparison: Time Period Covered 2012-2017](image)
The goal is to explain the importance and rationale of ethical decision making in the business environment and the skills and analysis necessary to succeed in professional careers. Ethical standards such as competency, integrity, objectivity, confidentiality and professionalism will be addressed from a value-oriented business approach with a better understanding of legal implications.

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.

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.

Ethical climate area needs to be enhanced and emphasized in the learning process.

Students can take business ethics and business law courses to improve those low performance areas.

The fundamentals of conducting quantitative research of statistics in Finance area. The goal is to organize, analyze, and interpret financial quantitative analysis of data.

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 results show that the quantitative research have improved in the last three terms. However, it was declined from the previous three terms.

The finite math course has been offered for enhancing the quantitative research techniques and statistics.

More exercise and practice in problem-solving technique can enhance the result in this area.

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.

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 improved results have shown in the last two academic terms as comparing with the previous terms.

Students learned from international business and finance classes for this global dimensions of business.

More exercise and practice in problem-solving technique can enhance the result in this area.
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.

Peregrine MFT data for program majors and the subscores for the area's impact on the business common professional component (CPC).

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.

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.

Good mixed of Finance students would provide a learning environment for global finance transaction, institutions, and policies.

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 outcomes of 2, 5, and 6 are in superior levels in S2 2017. Others remain strong as well.

The online courses have shown the stronger results as comparing to face-to-face courses in general.

Overall has shown the strong results in the last 8 terms.

The reversed trend is observed in S2 2017 Term.

The concept of financial ratios is learned from the managerial accounting should be applied in this area.

Improve or maintain this level is required in learning this concept.
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.

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.

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 lower learning outcomes are observed in the last two terms.

The learning outcomes should restored to the level in F1 2015 to S2 2016.

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%.

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 unstable learning results have been obsered in the foundational financial management area for the last 4 terms.

The learning outcome should maintain stable as a foundation of this course. The good knowledge of the foundation would help the rest of materials learning in this course.

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.
Human Resources
# Performance Indicator

1. **Student Learning Results**

<table>
<thead>
<tr>
<th>Performance Measure</th>
<th>What is your measurement instrument or process?</th>
<th>Current Results</th>
<th>Analysis of Results</th>
<th>Action Taken or Improvement made</th>
<th>Insert Graphs or Tables of Resulting Trends</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measurable goal</td>
<td>Do not use grades.</td>
<td>Current results?</td>
<td>What did you learn from the results?</td>
<td>What did you improve or what is your next step?</td>
<td>(3-5 data points preferred)</td>
</tr>
<tr>
<td>What is your goal?</td>
<td>(Indicate type of instrument) direct, formative, internal, comparative</td>
<td>Peregrine's CPC assessment, which is summative external data.</td>
<td>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.</td>
<td>Quantitative areas need to be improved, as noted in Column C, Current Results.</td>
<td>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.</td>
</tr>
</tbody>
</table>

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.

Human Resources Majors Performance on CPC

Human Resources Subject Score Comparison: Time Period Covered 2012-2017

<table>
<thead>
<tr>
<th>CPC Area</th>
<th>AY 12-13 (132)</th>
<th>AY 13-14 (136)</th>
<th>AY 14-15 (149)</th>
<th>AY 15-16 (139)</th>
<th>AY 16-17 (130)</th>
</tr>
</thead>
<tbody>
<tr>
<td>50th percentile score on all CPC performance areas.</td>
<td>60</td>
<td>65</td>
<td>70</td>
<td>75</td>
<td>80</td>
</tr>
<tr>
<td>Average score</td>
<td>55</td>
<td>60</td>
<td>65</td>
<td>70</td>
<td>75</td>
</tr>
</tbody>
</table>
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.

Further research is needed to determine areas needing improvement, as noted in Column C, Current Results.

While scores appear to have improved over time, later years appear to be exhibiting a downward trend which needs to be reversed.

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.

Continual increase in performance is needed, as well as stability in scores. Declines need to be reversed.

Continual increase in performance is needed, as well as stability in scores. Declines need to be reversed.

Further research is needed to determine areas needing improvement, as noted in Column C, Current Results.

Continual increase in performance is needed, as well as stability in scores. Declines need 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.

While scores appear to have improved over time, later years appear to be exhibiting a downward trend which needs to be reversed.

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.

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.
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. Statistical analysis may be warranted to identify areas that need improvement. 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. Statistical analysis may be warranted to determine whether any quantitative areas need to be improved, as noted in Column C, Current Results.
International Business
Performance Indicator

1. **Student Learning Results**

A student learning outcome is one that measures a specific competency attainment. Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination). Add these to the description of the measurement instrument in column two:

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Definition</th>
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<tbody>
<tr>
<td>Direct – Assessing student performance by examining samples of student work.</td>
<td></td>
</tr>
<tr>
<td>Indirect – Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information.</td>
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</tr>
<tr>
<td>Formative – An assessment conducted during the student's education.</td>
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<tr>
<td>Internal – An assessment instrument that was developed within the business unit.</td>
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</table>

**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.

### Analysis of Results

<table>
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<tr>
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<tr>
<td>Measurable goal</td>
<td>Do not use grades.</td>
<td>What are your current results?</td>
<td>What did you learn from the results?</td>
<td>What did you improve or what is your next step?</td>
<td></td>
</tr>
<tr>
<td>What is your goal?</td>
<td>View the performance of Peregrine's CPC Assessment, Summative, External Data.</td>
<td>Current Results show improvement in Human Resource Management, Operations Management, Organizational Behavior and Marketing with all other areas CPC scores dropping. Comparing this year's results to previous years, it looks like normal fluctuation when compared with previous years.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business Ethics</td>
<td>Business Ethics scores for Fall 2016 and Spring 2017 do not appear to be on a upward trend. Personally, Corporate Social Responsibility and Business Ethics are the foundations of the International Business courses. However, we may need to re-emphasize to adjunct faculty. All business courses are mapped to CSR and Ethics.</td>
<td>Results will be communicated to faculty by fall and spring to include goals for improvement. Courses in the International Business Core will be examined to determine if there will be content improvement.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

**Use this table to supply data for Criterion 4.2.**

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<tr>
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**Performance Measure**

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<th>Insert graphs or tables of resulting trends (3-5 data points preferred)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measurable goal</td>
<td>Do not use grades.</td>
<td>What are your current results?</td>
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<td>What did you improve or what is your next step?</td>
<td></td>
</tr>
<tr>
<td>What is your goal?</td>
<td>View the performance of Peregrine's CPC Assessment, Summative, External Data.</td>
<td>Current Results show improvement in Human Resource Management, Operations Management, Organizational Behavior and Marketing with all other areas CPC scores dropping. Comparing this year's results to previous years, it looks like normal fluctuation when compared with previous years.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business Ethics</td>
<td>Business Ethics scores for Fall 2016 and Spring 2017 do not appear to be on a upward trend. Personally, Corporate Social Responsibility and Business Ethics are the foundations of the International Business courses. However, we may need to re-emphasize to adjunct faculty. All business courses are mapped to CSR and Ethics.</td>
<td>Results will be communicated to faculty by fall and spring to include goals for improvement. Courses in the International Business Core will be examined to determine if there will be content improvement.</td>
<td></td>
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</tr>
</tbody>
</table>

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**International Business Majors Performance on CPC**

<table>
<thead>
<tr>
<th>Year</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>75</td>
</tr>
<tr>
<td>2013</td>
<td>80</td>
</tr>
<tr>
<td>2014</td>
<td>85</td>
</tr>
<tr>
<td>2015</td>
<td>90</td>
</tr>
</tbody>
</table>

---

**International Business Subject Score Comparison: Time Period Covered 2012-2017**

- Foreign Direct Investment Policy
- International Corporate Strategy
- International Capital Flows
- International Trade and Investment
- International Business Environment
- International Marketing
- International Economics
- International Finance
- Risk Management
- International Accounting

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<td>75</td>
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**International Business Majors Performance on Business Ethics**

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</thead>
<tbody>
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<td>85</td>
</tr>
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<td>2015</td>
<td>90</td>
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Scores seem to be consistent except for S2017, which shows a drop. It is crucial to understand why this happened and explore potential solutions. Results will be communicated to all faculty (full-time and adjuncts) including goals for improvement. Courses in the International Business Core will be reviewed to determine if there can be content improvement.

The original plan was to collect data for the final exam on all 5 CLOs and in the spring. Unfortunately, this process was not straightforward, so I was able to base assessment on the majority of the exam questions, relating to all the CLOs which could be solved with close monitoring. Need to create a question pool to eliminate cheating as most problems are straightforward, so I was able to review the administration process to ensure the number of questions and students and pasted exams reports from Canvas. There were 40 students who took courses. Overall, the students are successful with CLOs. Some instructors did not use the online system so data was not collected. The exam results were analyzed by the grade dispute in Fall 2016 and was corrected, however, this affected the collection of data and student grades. I searched for a comparable sample, focusing on a course that is not based on the issues from the previous year.

The research paper will recognize all aspects of the CLOs for IB315, the Capstone course for the International Business Program. For the next year, the students have accomplished all aspects of the course and assignment and each CLO is clearly illustrated.

The graph below shows the impact of the strategic and operational aspects of business on an international level. Overall, the students are successful with CLOs. Some instructors did not use the online system so data was not collected. The exam results were analyzed by the grade dispute in Fall 2016 and was corrected, however, this affected the collection of data and student grades. I searched for a comparable sample, focusing on a course that is not based on the issues from the previous year. The annualized forward premium on the pound if the previous year was £0.5836/$. This trend has continued from last year, so the question might need to be revised. The 2 most listed above questions were assessed incorrectly by approximately 50% of students. The students were 100% successful with CLO1.

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Logistics
### Performance Indicator

1. **Student Learning Results**

#### Definition

A student learning outcome is one that measures a specific competency attainment. Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination. Add these to the description of the measurement instrument in column two:

- **Direct** - Assessing student performance by examining samples of student work
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- **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

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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Measurable 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.

#### Analysis of Results

- **What are your current results?**
- **What did you learn from the results?**
- **What did you improve or what is your next step?**

#### Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)

![Logistics Majors Performance on CPC](image-url)

- AY 12-13(20)
- AY 13-14(36)
- AY 14-15(40)
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.

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.
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 qualitative 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.

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 qualitative 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.
Management
**Standard #4 Measurement and Analysis of Student Learning and Performance**

<table>
<thead>
<tr>
<th>Performance Indicator</th>
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### 1. Student Learning Results
A student learning outcome is one that measures a specific competency attainment. Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination. Add these to the description of the measurement instrument in column two:

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<tr>
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<td>What are your current results?</td>
<td>What did you learn from the results?</td>
<td>What did you improve or what is your next step?</td>
<td></td>
</tr>
<tr>
<td>What is your goal?</td>
<td>(Indicate type of instrument) direct, formative, internal, comparative.</td>
<td>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, and 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.</td>
<td>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.</td>
<td>Plan to review and if needed modify the current assessment instrument to address management competency.</td>
<td></td>
</tr>
</tbody>
</table>

**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). Data 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.

**Analysis of Results**

**Management Majors Performance on CPC**

```
<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Average Score</th>
</tr>
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<tbody>
<tr>
<td>AY 12-13 (143)</td>
<td>60</td>
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<tr>
<td>AY 13-14 (137)</td>
<td>55</td>
</tr>
<tr>
<td>AY 14-15 (130)</td>
<td>50</td>
</tr>
<tr>
<td>AY 15-16 (125)</td>
<td>45</td>
</tr>
<tr>
<td>AY 16-17 (157)</td>
<td>70</td>
</tr>
</tbody>
</table>
```
Program Goal 2: Problem Solving: Demonstrate the ability to use critical and creative thinking for effective problem solving, decision-making, and planning on local, regional, and global organizational issues.

Summative Assessment: External data derived from Peregrine Exam results. Formative Assessment: Internal Data derived from MG 371 Comprehensive Case Analysis. CLO 1 (Analysis of the Situation), CLO 4 (Demonstrate an understanding of problem solving and interdependencies among the marketing, finance, operations, administration, and management functional systems of a business). CLO 6 (Critical Thinking), CLO 8 (Demonstrate and understanding of global implications)

Management Subject Score Comparisons that performed at or above 60 in the area of problem solving are as follows: 1) Corporate Culture and Climate, 2) HR Planning (Individual Group Dynamics), 3) Organizational Charts and Structures, 4) Quality Management, and 5) Staffing Decisions. Areas that were below 60 are as follows: 1) Continuous Improvement, 2) Cost Control, 3) Data Analysis Tools, 4) Quality Management, 5) Recruiting and retention of Employees. In the area of Business Leadership the following areas scored above the ACBSP average: 1) Control and Types of Leader Power, 2) Employee Motivation and Rewards, 3) Leader Expectations, 4) Leader Traits and Attributes. In the formative assessment there was a consistent increase in the results for all but the CLO 8 data.

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.

Plan to review and if needed modify the current assessment instrument to address problem solving.

Program Goal 3: Globalization: Demonstrate the ability to create, implement, and maintain policies and conditions that result in a ethical and socially responsible organization that can compete in a manner that is consistent with global sustainability.

Summative Assessment: External data derived from Peregrine Exam results. Formative Assessment: Internal Data derived from MG 371 Comprehensive Case Analysis. CLO 7 (Assessment of ethical principles and social responsibility), CLO 8 (Demonstrate an understanding of global implications).

Global Dimensions of Business results have declined this year from a high of 96 in the Fall 2016. The result for Spring 2017 was 78. In the formative assessment the data for CLO 7 was consistently high. The data for CLO 8 had a major decrease for the final semester.

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.

Plan to review and if needed modify the current assessment instrument to address globalization.
Leadership factors that relate to integrity in cross-cultural leadership, and goal approach, differences in power in leadership, the path of power, and how those practices create product and service quality. CLO 5 (Assess an organization's planning, leading, organizing, and controlling practices). CLO 6 (Assessment of organizational practices and impact on motivation).

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.

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.

In the area of Business Leadership Subscores, the following areas scored above the goal of 60 for teamwork: 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.

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.

In the area of Quantitative Analysis, the scores for the 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.

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Plan to review and if needed modify the current assessment instrument to address communication.

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Marketing
### 1. Student Learning Results

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What is your goal? (Indicate type of instrument) direct, formative, internal, comparative

| Our goal last year was that Marketing majors would achieve a 50th percentile score on all CPC performance 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. |                                                                    |

#### Marketing Majors Performance on CPC

![Marketing Majors Performance on CPC](image-url)
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.

The analysis will look at groups relative to the 50th percentile. Black students scored above the 50th percentile overall, but fell below that level in Management, HR, and Management. The score 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 Business Leadership and Macroeconomics. Hispanic students scored slightly above the 40 percentile overall. Areas beneath the 50th percentile are Accounting, Macroeconomics, Global Dimensions of Business and Marketing. The score 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 Business Leadership and Macroeconomics. The score 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 Business Leadership and Macroeconomics.

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.

Program Goal 2, MK351 CLO 2: Current classroom strategies are successful. No action, other than continuous monitoring is required.
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.

Recent results show performance relative to this goal is less erratic than in the past, with an incremental upward trend. The average percentile 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.

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.

Recent results show incremental improvement over time. Current classroom strategies are successful. No action other than continued monitoring is required.

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.

<table>
<thead>
<tr>
<th>Program Goal 2</th>
<th>Peregrine’s CPC Assessment, Summative, External Data.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Goal 3</td>
<td>MK351 Final - CLO2, Formative internal data.</td>
</tr>
<tr>
<td>Program Goal 3</td>
<td>MK453 - Research Project, Summative internal data.</td>
</tr>
</tbody>
</table>
Program Goal 4a: Synthesize and analyze Marketing concepts, applying critical thinking skills. Our goal is to maintain scores above 80%.

MK351 Final - CLO2; Formative Internal data.
Results show consistent scores with an average of 84.25% over the last AY. This means we met and exceeded last year's goal.

Current strategies are maintaining a high level of performance. No action other than continued monitoring is required.

Program Goal 4b: ...knowledge of the global and domestic environment, and... Our goal is to remain about the 80th percentile and to incrementally improve.

MK351 Final - CLO 3, Formative Internal Data.
Results are incrementally higher, primarily meeting the goal of the 80th percentile.

Currently strategies are maintaining high levels of performance. No action other than continued monitoring is required.

Program Goal 4c: ...knowledge of the global and domestic environment, and... Our goal is to remain about the 50th percentile and to incrementally improve.

Peregrine’s CPC Assessment, Summative, External Data.
Results are incrementally lower, but still at or above the 50th percentile.

Our methods of teaching global marketing need to be reviewed. This is an elective class, but the subject may need more emphasis in the required marketing classes. We may also discuss including the topic in IB315.
Program Goal 4c: an understanding and concern for the tenants of ethics and social responsibility. Our goal is to improve incrementally overtime.

Peregrine’s CPC Assessment, Summative, External Data. Although results 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.

Program Goal 5: Demonstrate an understanding of the importance of consumer knowledge and consumer analysis.

MK351 - Final CLO4, Formative, Internati Data Results are consistently high in this area. Current strategies are maintaining high levels of performance. No action other than continued monitoring is required.

Program Goal 5 MK351 CLO 4
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.
Computer Information Systems
- Computer Information Management
### Undergraduate Report

Not below: Specific targets are set for the school. Set targets for your program.

<table>
<thead>
<tr>
<th>Major Field Outcomes</th>
<th>Should be included in program analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Use this table to supply data for Criterion 4.2.

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

#### 1. Student Learning Results

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

- 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.

### Analysis of Results

<table>
<thead>
<tr>
<th>Performance Measure</th>
<th>What is your measurement instrument or process?</th>
<th>Current Results</th>
<th>Analysis of Results</th>
<th>Action Taken or Improvement made</th>
<th>Insert Graphs or Tables of Resulting Trends</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measurable goal</td>
<td>Do not use grades.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is your goal?</td>
<td>(Indicate type of instrument)</td>
<td>Direct, formative, internal, comparative</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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.** To identify the technical value of information technology infrastructure and collaboration in a business setting.

**Students will demonstrate competency on final exams in and a final project, based on an assessment rubric, also students will score 75% or higher on the CPC Information Management Systems**?

**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 at SQL, based on an assessment rubric.

**Direct** - Formative will be artifacts from IS 316 and IS 315 (A CARS will need to be developed internally to use). Currently have rubrics scores from final project. **Comparative - IS316 artifact** Comparative - Summative compare to other ACCSBP on key topics.

The rubrics need to be completed working with CSIS Division and the artifacts need to be retrieved. The comparative is included.

For this year the only analysis that can be completed is the comparison to other ACCSBP 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.

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, IS391, CS360 and Formative: IS295, IS315, CS151, MA120, IS315, 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, roll down working with the Data Analyst and Accreditation specialist to drive out comparisons across different modalities.
Master of Healthcare Administration
Performance Indicators | Definition
--- | ---
### 1. Student Learning Results
- **Definition:** A student learning outcome is one that measures a specific competency attainment. Examples of direct assessment (exams) of student learning attainment that might be used include: capstone performance, thesis/paper examination, faculty-designed examination, proficiency-based examination, course examination. Additions to the description of the measurement instrument in column two.
- **Direct:** Assessing student performance by examining samples of student work (e.g., a quiz, exam, project, homework, etc.).
- **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.
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<th>Measurable goal?</th>
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<th>What is your goal?</th>
<th>Analysis of Results</th>
<th>Action Taken to Improvement made</th>
<th>Insert graphs or Tables of Resulting Trends (3-5 data points preferred)</th>
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<td><strong>1. Student Learning Results</strong></td>
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<td><strong>What is your current results?</strong></td>
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<tr>
<td><strong>What did you learn from the results?</strong></td>
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<tr>
<td><strong>What did you improve or what is your next step?</strong></td>
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**Evaluating MHA students to perform in the 60th percentile or better on all CPC performance areas for four consecutive semesters on the Peregrine MFT.**

The program examined the MFT results for Fall 2015 through Spring 2017 (n = 111). In most terms, the MHA students did not 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.

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 (> 60%) than other ACBSP accredited MHA programs, that completed the MFT in Spring 2016. The results are below:

<table>
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<tr>
<th>Accountability (Park MHA 50%; Other ACBSP 66%)</th>
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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 in accountability, healthcare systems, and planning.

The self-reflection essay results showed that over a quarter of the respondents exceed the healthcare finance course feeling less than optimally prepared, due in part, to a lack of prior exposure to relevant financial course content and a lack of confidence in their quantitative skills.

While they found the course challenging, they noted the courses were more confident in their understanding of the subject material.

The MHA program has redesigned HA616—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 HA616 course will take the Peregrine MFT in Spring 2018. Future results are expected. 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 management” CPC.

### HA616—Organization of Healthcare Delivery Systems

The course now incorporates different business structures and organizational types into the financial coursework, and enhances the role of finance in operational and strategic planning. Furthermore, the course incorporates important concepts associated with financial and managerial accounting prior to focusing into financial management to accommodate those MHA students with little to no prior coursework in accounting or finance.

### Performance on Financial Management

<table>
<thead>
<tr>
<th>Year</th>
<th>Performance on Financial Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>58</td>
</tr>
<tr>
<td>2017</td>
<td>56</td>
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</table>
Program Goal I: Synthesize relevant internal and external data in order to position complex organizations for fiscal and operational success, despite changing conditions. ([SPC] Business Knowledge and Skills (BKS))

HA615 Unit I S-reflective assignment, specifically related to CLO Ms. K1 and K2. (summative, internal assessment)

The unit I S-reflective assignment asks the students to define the key points of the course, the students ability to develop an operational plan, and the students’ ability to analyze strategic thinking. The assignment aims to assess the students’ understanding of relevant concepts and their ability to apply them in practice. The assignment also provides an opportunity for the students to reflect on their own learning and identify areas for improvement. 

Program Goal II: Demonstrate advanced problem solving skills in the construction of complex scenarios that may negatively impact products and services delivered. ([SPC] Business Knowledge and Skills (BKS))

HA615 Unit I Self-reflective assignment, specifically related to CLO Ms. K1 and K2. (summative, internal assessment)

The unit I S-reflective assignment asks the students to define the key points of the course, the students ability to develop an operational plan, and the students’ ability to analyze strategic thinking. The assignment aims to assess the students’ understanding of relevant concepts and their ability to apply them in practice. The assignment also provides an opportunity for the students to reflect on their own learning and identify areas for improvement. 

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Program Goal IV: Synthesize relevant internal and external data in order to position complex organizations for fiscal and operational success, despite changing conditions. ([SPC] Business Knowledge and Skills (BKS))

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Program Goal V: Demonstrate advanced problem solving skills in the construction of complex scenarios that may negatively impact products and services delivered. ([SPC] Business Knowledge and Skills (BKS))

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Program Goal VI: Synthesize relevant internal and external data in order to position complex organizations for fiscal and operational success, despite changing conditions. ([SPC] Business Knowledge and Skills (BKS))

HA615 Unit I Self-reflective assignment, specifically related to CLO Ms. K1 and K2. (summative, internal assessment)
For all MHA students in all ethnic groups to perform in the 50th percentile or better on the Peregrine MFT. Peregrine's MTI 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.
Master of Business Administration
### 1. Student Learning Results

**Performance Measure**
- Increase the MFT Overall Average Percentile Rank
- Increase the overall Peregrine MFT score in Business Finance

**Measurable goal**
- Do not use grades.

**What is your goal?**
- (Indicate type of instrument) direct, formative, internal, comparative

<table>
<thead>
<tr>
<th>Performance Measure</th>
<th>Measurable goal</th>
<th>What is your goal?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase the MFT Overall Average Percentile Rank</td>
<td>Peregrine MFT - Summative</td>
<td>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.</td>
</tr>
<tr>
<td>Increase the overall Peregrine MFT score in Business Finance</td>
<td>Peregrine MFT - Summative</td>
<td>Students scores in the finance is one of the lowest scores on the Peregrine MFT exam.</td>
</tr>
</tbody>
</table>

**Analysis of Results**
- Current Results
  - What are your current results?
- Analysis of Results
  - What did you learn from the results?
- Action Taken or Improvement made
  - What did you improve or what is your next step?

<table>
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<tr>
<th>Analysis of Results</th>
<th>Insert Graphs or Tables of Resulting Trends</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase the MFT Overall Average Percentile Rank</td>
<td>PEREGRINE OVERALL AVERAGE PERCENTILE RANK</td>
</tr>
<tr>
<td>Increase the overall Peregrine MFT score in Business Finance</td>
<td>Peregrine MFT Score - Business Finance</td>
</tr>
</tbody>
</table>

**Definition**
A student learning outcome is one that measures a specific competency attainment. Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination. Add those to the description of the measurement instrument in column two:

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**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

**Examples of indirect assessments:**
- Getting feedback from the student or other persons who may provide relevant information.

**Examples of formative assessments:**
- An assessment conducted during the student’s education.

**Examples of summative assessments:**
- An assessment conducted at the end of the student’s education.

**Examples of internal assessments:**
- An assessment instrument that was developed within the business unit.

**Examples of external assessments:**
- An assessment instrument that was developed outside the business unit.

**Examples of comparative assessments:**
- 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.
<table>
<thead>
<tr>
<th>Improve the overall Peregrine MFT score in Qualitative to Quantitative Research Techniques &amp; Statistics</th>
<th>Peregrine MFT - Summative</th>
<th>Students scores in the quantitative research is one of the lowest scores on the Peregrine MFT exam.</th>
<th>Need reinforcement of the quantitative research concepts throughout the core curriculum.</th>
<th>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.</th>
</tr>
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<table>
<thead>
<tr>
<th>Semester</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Su 15</td>
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<tr>
<td>Fl 15</td>
<td>43</td>
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<tr>
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<tr>
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