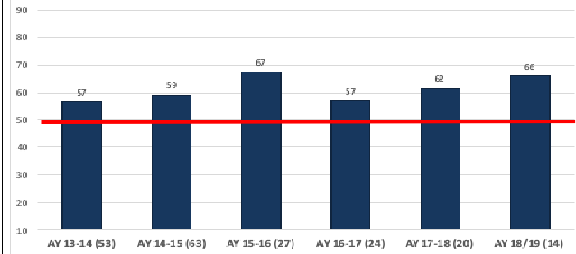
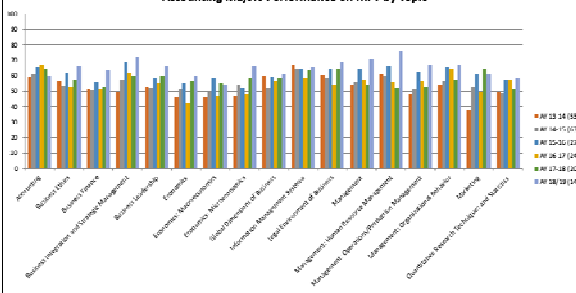
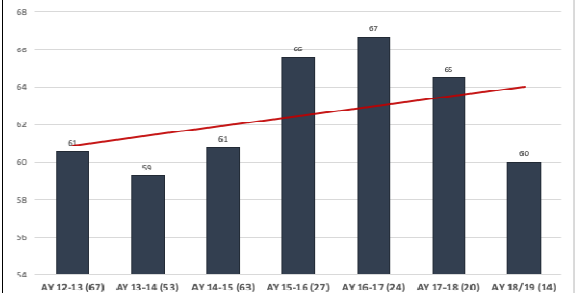


Accounting

Standard #4 Measurement and Analysis of Student Learning and Performance

Use this table to supply data for Criterion 4.2.

Performance Indicator		Definition																			
1. Student Learning Results		A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination).</i> Add these to the description of the measurement instrument in column two: Direct - Assessing student performance by examining samples of student work 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.																			
		Analysis of Results																			
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)																
Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?																	
What is your goal?	(Indicate type of instrument) direct, formative, internal,																				
Our goal is achieve a 50th average percentile rank on all MFT all performance areas.	Peregrine’s MFT assessment, Summative external data	Accounting majors scored between 57 and 67 percentile during this time period.	Overall, accounting majors are exceeding expectations	None needed at this time.	<div>Accounting Majors - MFT Average Percentile Rank by AY</div>  <table border="1"><thead><tr><th>AY</th><th>Percentile Rank</th></tr></thead><tbody><tr><td>AY 13-14 (53)</td><td>57</td></tr><tr><td>AY 14-15 (53)</td><td>59</td></tr><tr><td>AY 15-16 (27)</td><td>67</td></tr><tr><td>AY 16-17 (24)</td><td>57</td></tr><tr><td>AY 17-18 (20)</td><td>62</td></tr><tr><td>AY 18/19 (34)</td><td>66</td></tr></tbody></table>	AY	Percentile Rank	AY 13-14 (53)	57	AY 14-15 (53)	59	AY 15-16 (27)	67	AY 16-17 (24)	57	AY 17-18 (20)	62	AY 18/19 (34)	66		
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Our goal is achieve a score of 50 or above on all MFT performance areas, and to continually improve our scores.	Peregrine’s MFT assessment, Summative external data	Accounting majors consistently scored above the 50 percental throughout this time period.	Overall, accounting majors are exceeding expectations	None needed at this time.	<div>Accounting Majors Performance on MFT by Topic</div> 																
Our goal is achieve a score of 50 or above on all Accounting Subject areas, and to continually improve our scores.	Peregrine’s MFT assessment, Summative external data	Accounting majors consistently scored above the 50 percental throughout this time period.	The overall trend is upward although there was a drop in 2018-19. It is too early to conclude whether this pattern will continue.	None needed at this time.	<div>Accounting Majors - Accounting Topic Score by AY</div>  <table border="1"><thead><tr><th>AY</th><th>Topic Score</th></tr></thead><tbody><tr><td>AY 12-13 (67)</td><td>61</td></tr><tr><td>AY 13-14 (53)</td><td>59</td></tr><tr><td>AY 14-15 (63)</td><td>61</td></tr><tr><td>AY 15-16 (27)</td><td>66</td></tr><tr><td>AY 16-17 (24)</td><td>67</td></tr><tr><td>AY 17-18 (20)</td><td>65</td></tr><tr><td>AY 18/19 (14)</td><td>60</td></tr></tbody></table>	AY	Topic Score	AY 12-13 (67)	61	AY 13-14 (53)	59	AY 14-15 (63)	61	AY 15-16 (27)	66	AY 16-17 (24)	67	AY 17-18 (20)	65	AY 18/19 (14)	60
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<p>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.</p>	<p>An exam problem that requires students to organize and prepare financial statements. The exam problem increases in difficulty as advance to higher-level courses. AC201 is a formative assessment.</p>	<p>Lowest "all students" average: 64% (Proficient) for 2016-17. Highest "all students" average: 77% (Superior) 2017-18. The course goal was met. Throughout all four years the average score was at or above Proficient. The 2017-18 average scores for each modality showed a marked year-over-year improvement. Further, 2017-18 marks the 1st time that the average results for all modalities reached the Superior level. However, there was a slight drop back for overall scores in 2019.</p>	<p>The Fall 2013 results indicated too many students had a Deficient knowledge. The consensus among instructors was that the course covered too much content and lacked a clear study plan for the final exam. We implemented adjustments to the course for Summer 2014 with immediate positive outcomes. The was to be a drop in 2019 outcomes for online students and a slight drop in 2019 for all students likely due to online faculty allowing unlimited time for final exam. That was corrected in 2019.</p>	<p>We achieved positive outcomes by 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. Additional positive outcomes were achieved in 2018 when we provided a stronger reward structure for completion of the final exam review assignment. 2019 adjustments include: 1- assure that adjuncts are administering exam as directed (we discovered one that was providing unlimited time), 2 - set final exam so that students are not aware of exam score until completed as a means of motivating full completion of exam.</p>	<p>AC201 Financial Statements</p>
	<p>An exam problem that requires students to organize and prepare financial statements. The exam problem increases in difficulty as advance to higher-level courses. AC320 is a formative assessment.</p>	<p>87 - 100% of all students scored proficient or above during the 4 year period. Only 6 - 13% scored below Proficient. With the exception of 2016-17, our 90% goal was met.</p>	<p>Accounting majors mostly populate this course so more concerned about mastering accounting as part of their career preparation.</p>	<p>No action necessary. We have focused efforts on other program development initiatives, particularly moving entire program to the online environment.</p>	<p>AC320 Financial Statements (2014-19)</p>
	<p>An exam problem that requires students to organize and prepare financial statements. The exam problem increases in difficulty as advance to higher-level courses. AC330 is a formative assessment focusing on the Statement of Cash Flows.</p>	<p>83 - 90% of all students scored at or above Proficiency. Our 90% goal was met in 2015-16 and 2018-19.</p>	<p>The Statement of Cash Flows requires intensive understanding of account analysis which our 2014-15 results conveyed was insufficient.</p>	<p>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. However, we may need to better motivate students to complete this case going forward.</p>	<p>AC330 STATEMENT OF CASH FLOWS 2015-19</p>
	<p>An exam problem that requires students to organize and prepare financial statements. The exam problem increases in difficulty as advance to higher-level courses. AC425 is a summative assessment focusing on Consolidated Corporations & Governmental/Nonprofit entities.</p>	<p>88 - 97% of all students scored at or above Proficient. With the exception of 2016-17, our 90% goal was met throughout this 4 year period.</p>	<p>The program formative assessments support continuous student development to enable positive student outcomes at the summative assessment level.</p>	<p>This course has not been updated and does not use an online homework system. We plan to redevelop the course next year to incorporate an online homework system to deter student cheating and enhance student learning.</p>	<p>AC425 FINANCIAL STATEMENTS 2015-19</p>
<p>Accounting Knowledge #1 (Part 2): Apply the conceptual framework to analyze core accounting events. The goal for AC201: that the average score is at or above the Proficient level. 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.</p>	<p>Exam questions. The exam increases in difficulty as advance to higher-level courses. The AC201 comprehensive final exam is a formative assessment.</p>	<p>Clearly an overall upward trend throughout the 4 year period for All Students. Lowest "all students" average: 59% (Deficient) for 2013-14. Highest "all students" average: 87% (Exemplary) 2017-18. The course goal was met. Throughout all years the average score was at or above Proficient.</p>	<p>There continues to be an overall upward trend following the course adjustments made in Summer 2014. In 2017-18, the average scores reached the Exemplary level with the exception of the 8-week modality; the 8-week average scores were just 1 point below the Exemplary level. With that being said, see the commentary in the Suggestions box for extenuating circumstances that likely contributed to the Exemplary results.</p>	<p>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. - more clearly directed student attention towards homework completion by removing excessive case discussions in online environment. Replaced those case discussions with homework discussions. In 2017-18 the Final Exam settings were inadvertently changed to allow 3 attempts per question, as opposed to just 1. This likely contributed to stellar outcomes this year. These exam settings were corrected for 2019.</p>	<p>AC201 Core Accounting Events</p>

	Exam questions. The exam increases in difficulty as advance to higher-level courses. The AC320 final exam is a formative assessment .	71 - 81% of all students scored proficient or above during the 3 year time period. We did not meet our 90% goal.	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.	There was improvement overall in 2017-18 which may be attributed to having full-time faculty teaching most of the online sections. However, scores dipped back down the following year when that did not happen. We will wait to collect more data and continue our efforts on other program development initiatives.	AC320 CORE ACCOUNTING EVENTS 2015-19
	Exam questions. The exam increases in difficulty as advance to higher-level courses. The AC425 mid-term & final exams are used for summative assessment .	88 - 97% of all students scored proficient or above during the 3 year time period with the prior 2 years being modestly below the 90% goal.	The past 3 years' data has been fairly consistent across platforms. It tends to reinforce the theory that low-performing AC320 students likely dropped out of the major.	This course has not been updated and does not use an online homework system. We plan to redevelop the course next year to incorporate an online homework system to deter student cheating and enhance student learning.	AC425 CORE ACCOUNTING EVENTS 2015-19
Accounting Knowledge #1 a: Be aware of differences in accounting principles adopted in the United States with those in the wider global environment. Professional Accounting Skill #1: demonstrate effective written communication skills. For AC330: that at least 90% of students are scoring at or above the Proficient level. 5-point scale used: Exemplary, Superior, Proficient, Deficient, and Inadequate.	Write a research paper comparing/contrasting U.S. with International accounting standards for a direct assessment .	76% - 93% of all students scored at or above Proficient levels during this 3 year time period. We only met out 90% goal in 2015-16 and are experiencing a downward trend.	In the past 3 years approximately 20% of students did not complete this assignment. Consequently for students that complete this assignment, we are experiencing very positive outcomes.	We will consider other ways of motivating all students to complete this activity.	AC330 INTERNATIONAL ACCOUNTING STANDARDS 2015-19
Accounting Knowledge #2: Evaluate financial strengths/weaknesses of an organization using ratio and trend analysis. The goal for AC202: that the average score is at or above the Proficient level. 5-point scale used: Exemplary, Superior, Proficient, Deficient, and Inadequate.	Exam questions on the AC202 comprehensive final exam used as a formative assessment .	Lowest "all students" average: 77% (Superior) for 2018-19. Highest "all students" average: 90% (Exemplary) for 2017-18. We have met our goal of the average score being above Proficiency.	Overall, students are mastering and able to apply these concepts. The 2018-19 results seem to be an anomaly to continuous ongoing improvement in prior years.	None at this time. Rather we will continue to focus our efforts on other accounting program initiatives.	AC202 Financial Statement Analysis
Accounting Knowledge #2: Evaluate financial strengths & weaknesses of an organization using ratio and trend analysis. Professional Accounting Skill #1: Demonstrate effective written communication skills. Professional Accounting Skills #2: Construct Excel spreadsheets for decision-making. Professional Accounting Skills #4: Critical thinking and problem-solving skills to solve diverse and unstructured problems. Professional Accounting Skill #5: Effectively collaborate in a team setting. The goal for AC325: that at least 90% of students are scoring at or above the Proficient level. 5-point scale used: Exemplary, Superior,	Financial Statement Analysis Project using real-world company data serves as a direct assessment .	94% - 98% of all students scored at or above Proficient level. We have consistently met our 90% goal.	Overall, students are mastering and able to apply these concepts likely due to integrative coverage of ratios and MaxMax case in AC320. The MaxMax case repeatedly focuses on account analysis and continuously grows in complexity.	None needed at this time.	AC325 FINANCIAL STATEMENT ANALYSIS 2015-19

	Financial Statement Analysis Project using real-world company data serves as a direct assessment .	93% - 100% of all students scored at or above Proficient level. We have consistently met our 90% goal.	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 needed at this time.	AC325 EXCEL CONSTRUCTION 2015-19
	Financial Statement Analysis Project using real-world company data serves as a direct assessment .	For the "team" component of the Financial Statement Analysis project, 83% - 94% of students scored at or above the Proficient level during this 3 year time period.	There is a downward trend with the 90% goal not being met the past two years. Overall, most 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.	AC325 TEAM SETTING 2015-19
Accounting Knowledge #2: Evaluate financial strengths/weaknesses of an organization using ratio and trend analysis. Accounting Knowledge #6: Assurances of financial statements. Evaluate a company's financial and internal control strengths and weaknesses to develop a tentative audit strategy. Professional Accounting Skill #4: Critical thinking and problem-solving skills to solve diverse and unstructured problems. The goal for AC430: that at least 90% of students are scoring at or above the Proficient level. 5-point scale used: Exemplary, Superior, Proficient, Deficient, and Inadequate.	Auditing Planning Project that analyzes financial statements, assesses financial strengths and weaknesses, and assesses industry and economy to develop a tentative audit strategy is used as a summative assessment .	83% - 93% of students scored at or above the Proficient level. 2016-17 is the only year we did not meet 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.	AC430 FINANCIAL STATEMENT ANALYSIS 2015-19
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: 90% (Exemplary) for 2017-18. We have met our goal of the average score being above Proficiency.	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.	AC202 Apply Cost Systems
	AC380 Comprehensive Final Exam is used for summative assessment .	46% - 80% of students scored at or above the Proficient level, including 21 - 41% at Exemplary during this 4 year time period. We have not met our 90% goal over this time period.	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.	AC380 APPLY COST SYSTEMS 2015-19

<p>Accounting Knowledge #3 (Part 2): Prepare budget reports and analyze variances. The goal for AC202: that the average score is at or above the Proficient level. For AC380: that at least 90% of students are scoring at or above the Proficient level. 5-point scale used: Exemplary, Superior, Proficient, Deficient, and Inadequate.</p>	<p>AC202 Comprehensive Final Exam is used for formative assessment.</p>	<p>Lowest "all students" average: 62% (Proficient) for 2014-15. Highest "all students" average: 89% (Exemplary) for 2017-18. We have met our goal of the average score being above Proficiency.</p>	<p>Overall, students are mastering and able to apply these concepts.</p>	<p>None at this time. Rather we will continue to focus our efforts on other accounting program initiatives.</p>	<p>AC202 Prepare Budgets & Analyze Variances</p>
	<p>AC380 Comprehensive Final Exam is used for summative assessment.</p>	<p>68% - 82% of students scored at or above the Proficient level, including 43 - 45% at Exemplary over this 4 year time period. We did not meet our 90% goal during this time period.</p>	<p>Signs indicate a significant number of students are NOT mastering these concepts.</p>	<p>We will consider creating online lectures as a means of providing additional support for course assignments. In the meantime, we will collect additional data.</p>	<p>AC380 PREPARE BUDGETS & ANALYZE VARIANCES 2015-19</p>
<p>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.</p>	<p>AC202 Comprehensive Final Exam is used for formative assessment.</p>	<p>Lowest "all students" average: 64% (Proficient) for 2014-15. Highest "all students" average: 82% (Superior) for 2017-18. We have met our goal of the average score being above Proficiency.</p>	<p>Overall, students are mastering and able to apply these concepts.</p>	<p>None at this time. Rather we will continue to focus our efforts on other accounting program initiatives.</p>	<p>AC202 Evaluate Cost Behaviors</p>
	<p>AC380 Comprehensive Final Exam is used for summative assessment.</p>	<p>78 - 83% of students scored at or above the Proficient level all years, including 47 - 70% at Exemplary. We did not meet our 90% goal during these 3 years.</p>	<p>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.</p>	<p>We will consider creating online lectures as a means of providing additional support for course assignments. In the meantime, we will collect additional data.</p>	<p>AC380 EVALUATE COST BEHAVIORS 2015-19</p>
<p>Accounting Knowledge #3 (Part 4): Explain the management accountant's role utilizing cost measurements for decision-making in global organizations. 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. For AC380: that at least 90% of students are scoring at or above the Proficient level. 5-point scale used: Exemplary, Superior, Proficient, Deficient, and Inadequate.</p>	<p>A written decision-making project completed individually is used as a direct assessment.</p>	<p>68% -92% of students scored at or above the Proficient level, including 55 - 58% at Exemplary during this 4 year time period. We were able to meet our 90% goal in 2017-18.</p>	<p>There had been a continuous upward trend with meeting the 90% goal last year; however, dipped down somewhat this year.</p>	<p>None at this time. Rather we will continue to focus our efforts on other accounting program initiatives.</p>	<p>AC380 MANAGEMENT'S ROLE IN GLOBAL DECISION-MAKING 2015-19</p>

<p>Accounting Knowledge #4: Tax compliance and strategy for individual and business entities. (Part 1): Explain fundamental tax concepts for individuals. For AC309: that at least 90% of students are scoring at or above the Proficient level. 5-point scale used: Exemplary, Superior, Proficient, Deficient, and Inadequate.</p>	<p>AC309 Comprehensive Final Exam is used for summative assessment.</p>	<p>87 - 97% of students scored at or above Proficient with 33 - 73% Exemplary. We are now meeting our 90% goal.</p>	<p>This revised course was launched Spring 2017 so there is limited data collected.</p>	<p>The course was redeveloped for the Spring 1, 2019 term to incorporate new tax law.</p>	<p>AC309 INDIVIDUAL INCOME TAX KNOWLEDGE 2017-19</p>
<p>Accounting Knowledge #4: Tax compliance and strategy for individual and business entities. (Part 2): Explain fundamental tax concepts for C-corporations & flow-through entities. For AC312: that at least 90% of students are scoring at or above the Proficient level. 5-point scale used: Exemplary, Superior, Proficient, Deficient, and Inadequate.</p>	<p>AC312 Comprehensive Final Exam is used for summative assessment.</p>	<p>97% of all students scored at or above Proficient. We met our 90% goal this year.</p>	<p>We only began collecting data on this course last year. Inadequate data was collected 2018-19 to add to our analysis.</p>	<p>This course was redeveloped for the Fall 2, 2019 term to incorporate new tax law.</p>	<p>AC312 Explain fundamental tax concepts for C-corporations and flow-through entities 2017-18</p>
<p>Accounting Knowledge #4: Tax compliance and strategy for individual and business entities. Accounting Professional Skill #2: Use of technology adopted by professional accountants. Professional Skill #4: Critical thinking and problem-solving skills to solve diverse and unstructured problems. For AC309 & AC312: that at least 90% of students are scoring at or above the Proficient level. 5-point scale used: Exemplary, Superior, Proficient, Deficient, and Inadequate.</p>	<p>AC309: Completion of Individual Income Tax Return using unstructured information.</p>	<p>73 -93% of students scored at or above Proficient with 73 - 91% at Exemplary during this time.</p>	<p>This revised course was launched Spring 2017 so there is limited data collected.</p>	<p>The course was redeveloped for the Spring 1, 2019 term to incorporate new tax law.</p>	<p>AC309 PREPARE INDIVIDUAL TAX RETURNS 2017-19</p>
<p>Accounting Knowledge #5: Accounting and business processes, with related internal controls. Part 1: Analyze and process accounting transactions through accounting system.</p>	<p>AC312: Completion of Business Income Tax Return using unstructured information.</p>	<p>89% of students scored at or above Proficient. We are very close to meeting 90% goal.</p>	<p>We only began collecting data on this course last year. Inadequate data was collected 2018-19 to add to our analysis.</p>	<p>This course was redeveloped for the Fall 2, 2019 term to incorporate new tax law.</p>	<p>AC312 Prepare business tax return</p>
<p>Accounting Knowledge #5: Accounting and business processes, with related internal controls. Part 1: Analyze and process accounting transactions through accounting system.</p>	<p>Accounting Simulation Case using accounting software in the AC350 Accounting Information Systems course.</p>	<p>Note: During the Fall 2015 semester, we attempted to adopt a software program that became too problematic so abandoned it. We have been unable to arrive at a solution. Beginning next year we will abandon this CLO and focus student efforts on developing Excel skills including providing opportunity to earn a badge in Excel.</p>			

<p>Accounting Knowledge #5: Accounting and business processes, with related internal controls. Part 2: Evaluate risk and internal controls for accounting processes. The goal for AC350 is at least 90% of students are scoring at or above the Proficient level. 5-point scale used: Exemplary, Superior, Proficient, Deficient, and Inadequate.</p>	AC350 final exam is used as a formative assessment .	88 - 98% of all students scored at or above Proficient with 45 - 73% at Exemplary. We are essentially meeting the 90% goal.	Overall, students are mastering these concepts.	This course was redeveloped Fall 2018 to switch textbooks and Excel materials.	<p>AC350 EVALUATE INTERNAL CONTROLS 2015-19</p>
<p>Accounting Knowledge #5: Accounting and business processes, with related internal controls. Part 2: Evaluate risk and internal controls for accounting processes. Accounting Knowledge #6: Assurances of financial statements. Evaluate a company's financial and internal control strengths and weaknesses to develop a tentative audit strategy. Professional Accounting Skill #4: Critical thinking and problem-solving skills to solve diverse and unstructured problems. The goal for AC430 is at least 90% of students are scoring at or above the Proficient level. 5-point scale used: Exemplary, Superior, Proficient, Deficient, and Inadequate.</p>	AC430 Auditing Planning project is used as a summative assessment .	87 - 96% of all students scored at or above Proficiency over this 4 year time period. We are essentially meeting our 90% goal.	Overall, students are mastering these concepts.	None at this time. We will wait to collect more data and continue our efforts on other program development initiatives.	<p>AC430 EVALUATE INTERNAL CONTROLS 2015-19</p>
<p>Accounting Knowledge #6: Assurances of financial statements, including risk assessment. Part 1: Apply auditing principles to the role of the auditing profession in the financial markets including professional, ethical ramifications. Professional Orientation #3: Identify the roles and responsibilities of accountants to assure the integrity of financial information. The goal for AC430 is at least 90% of students are scoring at or above the Proficient level. 5-point scale used: Exemplary, Superior, Proficient, Deficient, and Inadequate.</p>	AC430 exam is used as a direct assessment .	86% - 93% of all students scored at or above Proficiency. In most years, we met our 90% goal.	Overall, students are mastering these concepts.	None at this time. We will wait to collect more data and continue our efforts on other program development initiatives.	<p>AC430 APPLY AUDITING PRINCIPLES 2015-19</p>
<p>Accounting Knowledge #6: Assurances of financial statements, including risk assessment. Part 2: Apply concepts of the audit process. The goal for AC430 is at least 90% of students are scoring at or above the Proficient level. 5-point scale used: Exemplary, Superior, Proficient, Deficient, and Inadequate.</p>	AC430 exam is used as a direct assessment .	86% - 96% of all students scored at or above Proficiency. In most years we met our 90% goal.	Overall, students are mastering these concepts.	None at this time. We will wait to collect more data and continue our efforts on other program development initiatives.	<p>AC430 APPLY AUDIT CONCEPTS 2015-19</p>
<p>Professional Accounting Skill #2: Use of technology adopted by professional accountants. Part 1: Construct Excel spreadsheets for accounting decision-making. The goal for AC320 & 350 is at least 90% of students are scoring at or above the Proficient level. 5-point scale used: Exemplary, Superior, Proficient, Deficient, and Inadequate.</p>	AC320 Excel Amortization Schedule assignment is used as a formative assessment .	58% - 71% of all students scored at or above Proficient level. We have not met our 90% goal.	A significant number of students, both online and f2f, chose to avoid this assignment - probably because of few points assigned to it. Our data, therefore does not inform about mastery of this skill.	There was improvement overall in 2017-18 which may be attributed to having full-time faculty teaching most of the online sections. Previously we enlarged the reward structure; however, a good number of students still opt out of completing this assignment and thus distorts the data. Accounting faculty will contemplate how to better address or even if it can be fully addressed to keep the course points balanced.	<p>AC320 EXCEL CONSTRUCTION 2015-19</p>

	AC350 Excel assignment requiring the use of higher-level Excel functions is used as a summative assessment .	60% - 83% of students performed at or above Proficient with 42 - 79% scoring Exemplary during this 4 year time period. 15 - 35% of students scored Inadequate likely due to avoidance of the assignment. We did not meet our 90% goal.	In general, students are mastering higher-level Excel skills. Repetitive use of Excel in AC320, 325, and 330 facilitate the ability to move into higher-level spreadsheet skills. It could be that students scoring Inadequate did not complete these prerequisite courses at Park using Excel. Or it may be that they opted to avoid this assignment.	We will look at ways of better motivating students to complete this assignment.	AC350 EXCEL CONSTRUCTION 2015-19
Professional Accounting Skill #3: Accounting research skills, including, but not limited to FASB Codification Database, U.S. tax law, AICPA Auditing Standards, etc. Professional Accounting Skill #1: Write research mems in good form. The goal for AC312, 320 & 425 is at least 90% of students are scoring at or above the Proficient level. 5-point scale used: Exemplary, Superior, Proficient, Deficient, and Inadequate.	AC312 assignment requiring justifying resolution for unstructured accounting case utilizing the income tax sources is a formative assessment.	92% of students scored at or above Proficient. We met out 90% goal this year.	We only began collecting data on this course last year. Inadequate data was collected 2018-19 to add to our analysis.	This course was redeveloped for the Fall 2, 2019 term to incorporate new tax law.	AC312 Prepare tax research memo 2017-18
	AC320 assignment requiring justifying resolution for unstructured accounting case utilizing the FASB Codification database is a formative assessment .	48% - 78% of all students scored at or above Proficient level. We have not met our 90% goal.	A significant number of students, both online and f2i, chose to avoid this assignment - probably because of few points assigned to it. Our data, therefore does not inform about mastery of this skill.	There was improvement overall in 2017-18 which may be attributed to having full-time faculty teaching most of the online sections. Previously we enlarged the reward structure; however, a good number of students still opt out of completing this assignment and thus distorts the data. Accounting faculty will contemplate how to better address or even if it can be fully addressed to keep the course points balanced.	AC320 RESEARCH CASE MEMO 2015-19
	AC425 assignment requiring justifying resolution for unstructured accounting case utilizing the GASB Codification database is a summative assessment .	63% - 94% of all students scored at or above Proficient level with a continuous downward trend in the past 3 years. The 90% goal was met in 2015-16 but not in the past 3 years.	During the past 3 years 24-38% of students are not completing this activity creating a bias in our conclusion. We believe that overall, students are mastering these skills and that is demonstrated by the students who complete the assignment. The incorporation of similar assignments in both AC320 & 325 lays a solid foundation for this summative assessment in AC425.	We will look at ways of better motivating students to complete this assignment.	AC425 RESEARCH CASE MEMO 2015-19
Professional Orientation #1: Identify and apply principles of ethical behavior in decision-making. Goal for AC330 is at least 90% of students complete certification.	Complete Certificate in Ethical Leadership from the NASBA Center for the Public Trust. A minimum score of 80% much be achieved to be awarded certificate. This is an external assessment .	85 - 100% of students scored at or above Proficient during this 3 year time period. We met our 90% goal in 2017-18.	We were able to get this activity incorporated into all sections of AC330 last year. Overall, students are mastering these skills.	None at this time. We will wait to collect more data and continue our efforts on other program development initiatives.	AC330 ETHICAL LEADERSHIP 2016-19

<p>Professional Orientation #4: Recognize the importance of continuous lifelong learning as a professional.</p> <p>The goal is for students in AC320 to master how to best study accounting and also develop a professional development plan that is revisited in subsequent upper-level accounting courses.</p>	<p>AC320 Student Self-Assessment Checklist and Course goal-setting is a direct assessment. AC320 assignment to complete a Professional Development Plan is another direct assessment.</p>	<p>As part of course requirements, AC320 students complete the two assignments.</p>	<p>Student feedback has been highly positive. The checklist in essence, informs students what they should be doing to perform well in the course. Students research various career options prior to writing their Professional Development Plan. Many students discover there are more options in accounting than becoming a CPA.</p>	<p>We currently have not collected these documents. In the future we will collect samples for the full-time faculty to review.</p>	
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Construction Management

Standard #4 Measurement and Analysis of Student Learning and Performance

Use this table to supply data for Criterion 4.2.

Performance Indicator	Definition				
1. Student Learning Results	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination).</i> Add these to the description of the measurement instrument in column two: Direct - Assessing student performance by examining samples of student work Formative - An assessment conducted during the student's education. Summative - An assessment conducted at the end of the student's education. Internal - An assessment instrument that was developed within the business unit. External - An assessment instrument that was developed outside the business unit. Comparative - Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.</p>				
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)
Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?	
What is your goal?	(Indicate type of instrument) direct, formative, internal,				
1. Employ basic construction management functions.	Construct and present a Project Plan. Type of instrument: Direct.	Final grades averaged on Project Plan was 92.4%.	Students are learning during the respective courses. Our instructors are doing a very good job of teaching.	Since the scores were so good, we will continue to do what we have been doing. There is not apparent need that requires changing from our current practice.	NO TREND DATA AVAILABLE
2. Identify materials required to achieve the desired construction project quality.	Final Exam. Type of instrument: Direct.	Final grades averages 92%.	Students are learning during the respective courses. Our instructors are doing a very good job of teaching.	Since the scores were so good, we will continue to do what we have been doing. There is not apparent need that requires changing from our current practice.	NO TREND DATA AVAILABLE
3. Discover ethical, socially responsible, and global issues related to construction management.	Final Exam. Type of instrument: Direct.	Final grades averages 92%.	Students are learning during the respective courses. Our instructors are doing a very good job of teaching.	Since the scores were so good, we will continue to do what we have been doing. There is not apparent need that requires changing from our current practice.	NO TREND DATA AVAILABLE
4. Apply legal considerations in construction work.	Final Exam. Type of instrument: Direct.	Final grades averages 88%.	Students are learning during the respective courses. Our instructors are doing a very good job of teaching.	Since the scores were so good, we will continue to do what we have been doing. There is not apparent need that requires changing from our current practice.	NO TREND DATA AVAILABLE
5. Demonstrate effective written, oral, and presentation communication skills in a construction environment.	Construct and present a Project Plan. Type of instrument: Direct.	Final grades averaged on Project Plan was 92.4%.	Students are learning during the respective courses. Our instructors are doing a very good job of teaching.	Since the scores were so good, we will continue to do what we have been doing. There is not apparent need that requires changing from our current practice.	NO TREND DATA AVAILABLE
6. Demonstrate an understanding of effective team building, techniques of control, data requirements, and time management.	Final Exam. Type of instrument: Direct.	Final grades averages 88%.	Students are learning during the respective courses. Our instructors are doing a very good job of teaching.	Since the scores were so good, we will continue to do what we have been doing. There is not apparent need that requires changing from our current practice.	NO TREND DATA AVAILABLE
7. Examine the orientation and enforcement of the construction trades sub-parts of the Occupational Safety and Health Act.	Final Exam. Type of instrument: Direct.	Final grades averages 88%.	Students are learning during the respective courses. Our instructors are doing a very good job of teaching.	Since the scores were so good, we will continue to do what we have been doing. There is not apparent need that requires changing from our current practice.	NO TREND DATA AVAILABLE

Standard #4 Indirect Assessments Measurement																																													
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	Indirect assessments measure student achievement of program by looking at attitudes. Examples of a indirect assessment may include:																																												
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Analysis on student perceptions and student satisfaction. Goal is to understand the underlying influences on student perceptions and student satisfaction.	IDEA Survey Results at the Program Level	Results were scores of "4.9", almost the maximum.	Instructors are doing an excellent job and the courses are excellent.	Since the scores were the practically perfect, we will continue to do what we have been doing.	<table><tr><th>IDEA Summative Questions</th><th>UGCO</th><th>UG SoB</th><th>SoB All</th><th>IDEA All</th></tr><tr><td>Excellent Teacher</td><td>5</td><td>4.5</td><td>4.48</td><td>4.3</td></tr><tr><td>Excellent Course</td><td>4.8</td><td>4.4</td><td>4.33</td><td>4.2</td></tr><tr><td>Average of B and C</td><td>4.9</td><td>4.45</td><td>4.41</td><td>4.25</td></tr><tr><td>Number of Courses</td><td>3</td><td>268</td><td>359</td><td></td></tr></table> <table><tr><th>IDEA Summative Questions</th><th>AY1718</th><th>AY1819</th></tr><tr><td>Excellent Teacher</td><td>5</td><td>5</td></tr><tr><td>Excellent Course</td><td>5</td><td>4.8</td></tr><tr><td>Average of B and C</td><td>5</td><td>4.9</td></tr><tr><td>Number of Courses</td><td>1</td><td>3</td></tr></table>	IDEA Summative Questions	UGCO	UG SoB	SoB All	IDEA All	Excellent Teacher	5	4.5	4.48	4.3	Excellent Course	4.8	4.4	4.33	4.2	Average of B and C	4.9	4.45	4.41	4.25	Number of Courses	3	268	359		IDEA Summative Questions	AY1718	AY1819	Excellent Teacher	5	5	Excellent Course	5	4.8	Average of B and C	5	4.9	Number of Courses	1	3
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Finance

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Our goal is achieve a 50th average percentile rank on all MFT all performance areas.	Peregrine’s MFT assessment, Summative external data	The MFT result shows that 28 Finance Majors with 66% average percentile in AY17-18. We have achieved the program goal of a 50% average percentile rank in all MFT performance.	The MFT average percentile rank remains the same level this year compared to last and declined 3% in AY 17-18 compared to AY 15-6. The Finance majors have decreased from 28 to 22 or 21.4 % from the last year.	We have two degree programs in Finance area, including Managerial Finance track and Financial Planning Track. The Finance Planning Track has received the approval from the CFP Board Registration in May 2018. We anticipate this Finance Planning track will attract more students in the coming terms.	<div>Finance Majors - MFT Average Percentile Rank by AY</div> <table border="1"><thead><tr><th>AY</th><th>Percentile Rank</th></tr></thead><tbody><tr><td>AY 13-14 (27)</td><td>57</td></tr><tr><td>AY 14-15 (38)</td><td>54</td></tr><tr><td>AY 15-16 (20)</td><td>66</td></tr><tr><td>AY 16-17 (16)</td><td>69</td></tr><tr><td>AY 17-18 (28)</td><td>66</td></tr><tr><td>AY 18/19 (22)</td><td>66</td></tr></tbody></table>	AY	Percentile Rank	AY 13-14 (27)	57	AY 14-15 (38)	54	AY 15-16 (20)	66	AY 16-17 (16)	69	AY 17-18 (28)	66	AY 18/19 (22)	66																																																																																																									
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Our goal is achieve a score of 50 or above on all MFT performace areas, and to continually improve our scores.	Peregrine’s MFT assessment, Summative external data	The Finance majors performance on MFT by topic achieved the goal of 50% or above all MFT performance areas.	Information Mangement System and Legal Environment of Business are the highestest of 70% among all categories. However, the lowest performance is in the Quantitative Research Techniques which is around 50%.	The improvement in teaching Business Finance, students retention, and maintain high IDEA survey areas can conntinue improving the results.	<div>Finance Majors Performance on MFT by Topic</div> <table border="1"><thead><tr><th>Topic</th><th>AY 13-14 (27)</th><th>AY 14-15 (38)</th><th>AY 15-16 (20)</th><th>AY 16-17 (16)</th><th>AY 17-18 (28)</th><th>AY 18/19 (22)</th></tr></thead><tbody><tr><td>Accounting</td><td>60</td><td>65</td><td>60</td><td>65</td><td>60</td><td>65</td></tr><tr><td>Business Ethics</td><td>55</td><td>60</td><td>55</td><td>60</td><td>55</td><td>60</td></tr><tr><td>Business Finance</td><td>50</td><td>55</td><td>50</td><td>55</td><td>50</td><td>55</td></tr><tr><td>Business Integration and Strategic...</td><td>65</td><td>70</td><td>65</td><td>70</td><td>65</td><td>70</td></tr><tr><td>Business Leadership</td><td>60</td><td>65</td><td>60</td><td>65</td><td>60</td><td>65</td></tr><tr><td>Economics</td><td>55</td><td>60</td><td>55</td><td>60</td><td>55</td><td>60</td></tr><tr><td>Economics: Macroeconomics</td><td>50</td><td>55</td><td>50</td><td>55</td><td>50</td><td>55</td></tr><tr><td>Economics: Microeconomics</td><td>65</td><td>70</td><td>65</td><td>70</td><td>65</td><td>70</td></tr><tr><td>Global Dimensions of Business</td><td>60</td><td>65</td><td>60</td><td>65</td><td>60</td><td>65</td></tr><tr><td>Information Management Systems</td><td>55</td><td>60</td><td>55</td><td>60</td><td>55</td><td>60</td></tr><tr><td>Legal Environment of Business</td><td>60</td><td>65</td><td>60</td><td>65</td><td>60</td><td>65</td></tr><tr><td>Management</td><td>55</td><td>60</td><td>55</td><td>60</td><td>55</td><td>60</td></tr><tr><td>Management: Human Resource...</td><td>50</td><td>55</td><td>50</td><td>55</td><td>50</td><td>55</td></tr><tr><td>Management: Organizational...</td><td>65</td><td>70</td><td>65</td><td>70</td><td>65</td><td>70</td></tr><tr><td>Marketing</td><td>55</td><td>60</td><td>55</td><td>60</td><td>55</td><td>60</td></tr><tr><td>Quantitative Research Techniques...</td><td>50</td><td>55</td><td>50</td><td>55</td><td>50</td><td>55</td></tr></tbody></table>	Topic	AY 13-14 (27)	AY 14-15 (38)	AY 15-16 (20)	AY 16-17 (16)	AY 17-18 (28)	AY 18/19 (22)	Accounting	60	65	60	65	60	65	Business Ethics	55	60	55	60	55	60	Business Finance	50	55	50	55	50	55	Business Integration and Strategic...	65	70	65	70	65	70	Business Leadership	60	65	60	65	60	65	Economics	55	60	55	60	55	60	Economics: Macroeconomics	50	55	50	55	50	55	Economics: Microeconomics	65	70	65	70	65	70	Global Dimensions of Business	60	65	60	65	60	65	Information Management Systems	55	60	55	60	55	60	Legal Environment of Business	60	65	60	65	60	65	Management	55	60	55	60	55	60	Management: Human Resource...	50	55	50	55	50	55	Management: Organizational...	65	70	65	70	65	70	Marketing	55	60	55	60	55	60	Quantitative Research Techniques...	50	55	50	55	50	55
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Our goal is achieve a a score of 50 or above on all Business Finance areas, and to continually improve our scores.	Peregrine’s MFT assessment, Summative external data	Finance majors show that business finance topic score increased from 51% to 63% from the previous year.	Finance majors show that business finance topic score was increasing from AY12-13 to AY17-18. It improved by 23.5% in AY18-19 from the previous year.	Will continue the focus to enhance the business finance area for Finance majors for the coming year.	<div>Finance Majors - Business Finance Topic Score by AY</div> <table border="1"><thead><tr><th>AY</th><th>Score</th></tr></thead><tbody><tr><td>AY 12-13 (28)</td><td>47</td></tr><tr><td>AY 13-14 (27)</td><td>53</td></tr><tr><td>AY 14-15 (38)</td><td>54</td></tr><tr><td>AY 15-16 (20)</td><td>57</td></tr><tr><td>AY 16-17 (16)</td><td>58</td></tr><tr><td>AY 17-18 (28)</td><td>51</td></tr><tr><td>AY 18/19 (22)</td><td>63</td></tr></tbody></table>	AY	Score	AY 12-13 (28)	47	AY 13-14 (27)	53	AY 14-15 (38)	54	AY 15-16 (20)	57	AY 16-17 (16)	58	AY 17-18 (28)	51	AY 18/19 (22)	63																																																																																																							
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Analysis on student perceptions and student satifaction. Goal is to understand the underlying influences on student perceptions and student satifaction.	IDEA Survey Results at the Program Level	The School of Buseness overall summative results are par with IDEA Survey Results in terms of excellent teachers and courses. However, the undergraduate School of Business has shown both scores are higher than the IDEA results.	In general, the undergraduate Finance program shows a better performance that the IDEA Survey Results. The majority of courses offered, 268 out of 359, have received the higher scores than IDEA All Survey data.	Finance Program review/self-study and assessment annually would improve and enhance the performance.	<table><tr><th>IDEA Summative Questions</th><th>UGFI</th><th>UG SoB</th><th>SoB All</th><th>IDEA All</th></tr><tr><td>Excellent Teacher</td><td>4.53</td><td>4.5</td><td>4.48</td><td>4.3</td></tr><tr><td>Excellent Course</td><td>4.39</td><td>4.4</td><td>4.33</td><td>4.2</td></tr><tr><td>Average of B and C</td><td>4.46</td><td>4.45</td><td>4.41</td><td>4.25</td></tr><tr><td>Number of Courses</td><td>31</td><td>268</td><td>359</td><td></td></tr></table>	IDEA Summative Questions	UGFI	UG SoB	SoB All	IDEA All	Excellent Teacher	4.53	4.5	4.48	4.3	Excellent Course	4.39	4.4	4.33	4.2	Average of B and C	4.46	4.45	4.41	4.25	Number of Courses	31	268	359	
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Adjunct Faculty Satifaction Survey Percentage is based on the number of <i>adjunct faculty members</i> providing survey feedback in the program. *Program Specific AY1819/AY1719 Trend Data	Adjunct Faculty Satifaction Survey Percentage is based on the number of <i>adjunct faculty members</i> providing survey feedback in the program. *Program/School of Business AY1819 Comparison	In Finance program, 66.67% of highly satisfied and 33.33% of satisfied adjunct faculty are received from the survey. They are higher for higly satisfied and lower for satisfied than overall School of Business results of 54.87% and 36.29%. non (0%) of adjunct faculty received the ranking of neither satisfied nor dissatisfied with their jobs from the survey.	Finance adjunct instructors received highly satisfied and satisfied of their jobs.	Teacher trainings through FCI or any Finance related workshops would continue to improve teaching satisfaction results.	<table><tr><th>IDEA Summative Questions</th><th>AY1718</th><th>AY1819</th></tr><tr><td>Excellent Teacher</td><td>4.64</td><td>4.53</td></tr><tr><td>Excellent Course</td><td>4.44</td><td>4.39</td></tr><tr><td>Average of B and C</td><td>4.54</td><td>4.46</td></tr><tr><td>Number of Courses</td><td>29</td><td>31</td></tr></table>	IDEA Summative Questions	AY1718	AY1819	Excellent Teacher	4.64	4.53	Excellent Course	4.44	4.39	Average of B and C	4.54	4.46	Number of Courses	29	31										
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Considering all aspects of being an adjunct faculty member at Park University, how satisfied or dissatisfied are you with your job?

Satisfaction Level	Finance 3	SoB 113
Highly satisfied	66.67%	54.87%
Satisfied	33.33%	36.28%
Neither satisfied nor dissatisfied	0.00%	5.31%
Dissatisfied	0.00%	3.54%

Analysis on adjunct faculty satisfaction. Goal is to understand the level of faculty satisfaction at the program level.	Adjunct Faculty Satification Survey Percentage is based on the number of <i>adjunct faculty members</i> providing survey feedback in the program. *Program Specific AY1819/AY1719 Trend Data	In Finance program, 55.56% of highly satisfied and 33.33% of satisfied and 11.11% of neither in AY 18-19 adjunct faculty are received from the survey compared to 42.86%. 28.57%, and 28.57% sequentially. They are higher for higly satisfied and satisfied and lower for niether than overall compared to AY 17-18	Finance adjunct instructors received highly satisfied and satisfied of their jobs in teaching.	Teacher trainings through FCI or any Finance related workshops would continue to improve teaching satisfaction results.	<div>Considering all aspects of being an adjunct faculty member at Park University, how satisfied or dissatisfied are you with your job?</div> <table><thead><tr><th>Satisfaction Level</th><th>AY1819 - 3</th><th>AY1718 - 7</th></tr></thead><tbody><tr><td>Highly satisfied</td><td>55.56%</td><td>42.86%</td></tr><tr><td>Satisfied</td><td>33.33%</td><td>28.57%</td></tr><tr><td>Neither satisfied nor dissatisfied</td><td>11.11%</td><td>28.57%</td></tr><tr><td>Dissatisfied</td><td>0.00%</td><td>0.00%</td></tr></tbody></table>	Satisfaction Level	AY1819 - 3	AY1718 - 7	Highly satisfied	55.56%	42.86%	Satisfied	33.33%	28.57%	Neither satisfied nor dissatisfied	11.11%	28.57%	Dissatisfied	0.00%	0.00%			
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Financial Planning

Standard #4 Measurement and Analysis of Student Learning and Performance

Use this table to supply data for Criterion 4.2.

Performance Indicator	Definition																																																																																																																																		
1. Student Learning Results	A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination).</i> Add these to the description of the measurement instrument in column two: Direct - Assessing student performance by examining samples of student work Formative – An assessment conducted during the student’s education. Summative – An assessment conducted at the end of the student’s education. Internal – An assessment instrument that was developed within the business unit. External – An assessment instrument that was developed outside the business unit. Comparative – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.																																																																																																																																		
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results		Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)																																																																																																																														
Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	Action Taken or Improvement made																																																																																																																															
What is your goal?	(Indicate type of instrument) direct, formative, internal,			What did you improve or what is your next step?																																																																																																																															
Our goal is achieve a 50th average percentile rank on all MFT all performance areas.	Peregrine’s MFT assessment, Summative external data	Specific data on the PFP program has not been provided in the accompanying graph. We will need data for the PFP program to provide assessment. This is probably a function of the newness of the program.			<div>Finance Majors - MFT Average Percentile Rank by AY</div> <table><thead><tr><th>AY</th><th>Percentile Rank</th></tr></thead><tbody><tr><td>AY 13-14 (27)</td><td>57</td></tr><tr><td>AY 14-15 (38)</td><td>54</td></tr><tr><td>AY 15-16 (20)</td><td>66</td></tr><tr><td>AY 16-17 (16)</td><td>69</td></tr><tr><td>AY 17-18 (28)</td><td>66</td></tr><tr><td>AY 18/19 (22)</td><td>65</td></tr></tbody></table>	AY	Percentile Rank	AY 13-14 (27)	57	AY 14-15 (38)	54	AY 15-16 (20)	66	AY 16-17 (16)	69	AY 17-18 (28)	66	AY 18/19 (22)	65																																																																																																																
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Our goal is achieve a score of 50 or above on all Business Finance areas, and to continually improve our scores.	Peregrine’s MFT assessment, Summative external data	Trend line is positive with data provided in graph. The data probably does not include specific PFP program data. CFP exam pass rate percentage is the primary standard that PFP programs are assessed on. Our goal will to have a CFP exam pass rate higher than peer universities in Kansas and Missouri.			<div>Finance Majors - Business Finance Topic Score by AY</div> <table><thead><tr><th>AY</th><th>Score</th></tr></thead><tbody><tr><td>AY 12-13 (28)</td><td>48</td></tr><tr><td>AY 13-14 (27)</td><td>53</td></tr><tr><td>AY 14-15 (38)</td><td>54</td></tr><tr><td>AY 15-16 (20)</td><td>57</td></tr><tr><td>AY 16-17 (16)</td><td>58</td></tr><tr><td>AY 17-18 (28)</td><td>51</td></tr><tr><td>AY 18/19 (22)</td><td>63</td></tr></tbody></table>	AY	Score	AY 12-13 (28)	48	AY 13-14 (27)	53	AY 14-15 (38)	54	AY 15-16 (20)	57	AY 16-17 (16)	58	AY 17-18 (28)	51	AY 18/19 (22)	63																																																																																																														
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Standard #4 Indirect Assessments Measurement																																													
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	Indirect assessments measure student achievement of program by looking at attitudes. Examples of a indirect assessment may include: Student Opinion of Teaching Survey Results (IDEA) at the Program Level Surveys of Instructors Teaching Courses in the Program																																												
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results		Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)																																								
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Analysis on student perceptions and student satisfaction. Goal is to understand the underlying influences on student perceptions and student satisfaction.	IDEA Survey Results at the Program Level	From the number of courses, this data probably reflects all finance courses - not specifically PFP courses. When we have data on courses that are specific to the PFP program an analysis can be provided.			<table><tr><th>IDEA Summative Questions</th><th>UGF</th><th>UG SoB</th><th>SoB All</th><th>IDEA All</th></tr><tr><td>Excellent Teacher</td><td>4.53</td><td>4.5</td><td>4.48</td><td>4.3</td></tr><tr><td>Excellent Course</td><td>4.39</td><td>4.4</td><td>4.33</td><td>4.2</td></tr><tr><td>Average of B and C</td><td>4.46</td><td>4.45</td><td>4.41</td><td>4.25</td></tr><tr><td>Number of Courses</td><td>31</td><td>268</td><td>359</td><td></td></tr></table> <table><tr><th>IDEA Summative Questions</th><th>AY1718</th><th>AY1819</th></tr><tr><td>Excellent Teacher</td><td>4.64</td><td>4.53</td></tr><tr><td>Excellent Course</td><td>4.44</td><td>4.39</td></tr><tr><td>Average of B and C</td><td>4.54</td><td>4.46</td></tr><tr><td>Number of Courses</td><td>29</td><td>31</td></tr></table>	IDEA Summative Questions	UGF	UG SoB	SoB All	IDEA All	Excellent Teacher	4.53	4.5	4.48	4.3	Excellent Course	4.39	4.4	4.33	4.2	Average of B and C	4.46	4.45	4.41	4.25	Number of Courses	31	268	359		IDEA Summative Questions	AY1718	AY1819	Excellent Teacher	4.64	4.53	Excellent Course	4.44	4.39	Average of B and C	4.54	4.46	Number of Courses	29	31
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Healthcare Management

Standard #4 Measurement and Analysis of Student Learning and Performance

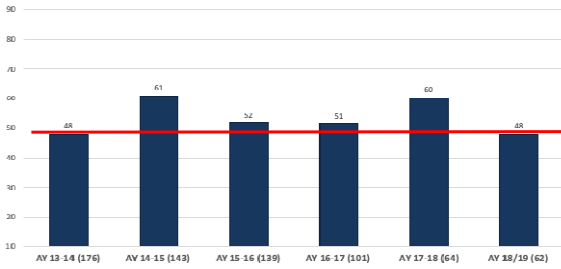
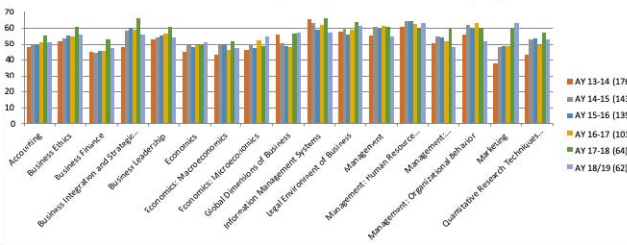
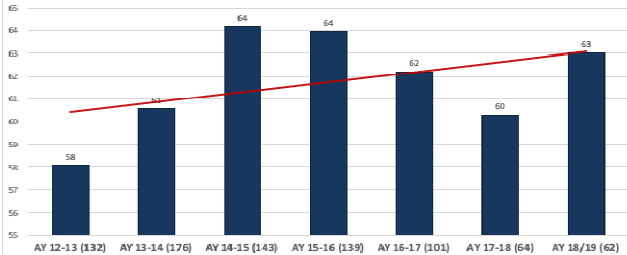
Use this table to supply data for Criterion 4.2.

Performance Indicator	Definition																																																																																																																				
1. Student Learning Results	A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination).</i> Add these to the description of the measurement instrument in column two: Direct - Assessing student performance by examining samples of student work Formative – An assessment conducted during the student’s education. Summative – An assessment conducted at the end of the student’s education. Internal – An assessment instrument that was developed within the business unit. External – An assessment instrument that was developed outside the business unit. Comparative – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.																																																																																																																				
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)																																																																																																																
Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?																																																																																																																	
What is your goal?	(Indicate type of instrument) direct, formative, internal,																																																																																																																				
Our goal is achieve a 60th average percentile rank on all Peregrine Major Filled Test (MFT) performance areas.	Peregrine’s MFT assessment, Summative external data	We didn’t meet the goal of achieving a 60th average percentile on all MFT performance areas. We see a decrease by 11.7% from the previous year AY17-18 to AY18-19. This is the lowest score since AY13-14.	These results indicate the BSM program with concentration in Health Care graduates’ results on the Peregrine MFT test that they take in their capstone course, which is the last course in the program, and it is a general management course, not one of HC courses. This means that the MFT results for AY18-19 capture the data for the graduates who took the HC courses in the old format, with the old content, before the course redevelopment. All completely redeveloped HC courses were launched in Spring 1 term of 2019.	All eight HC courses were just recently completely redeveloped and launched in Spring 2019. Next year, the students should do better on the MFT test. Hopefully, next year we should begin see increase and meet a 60th average percentile. Also, BSM-HC students take a general business major Peregrine MFT, which is probably not a fair assessment for the health care management students. I would recommend shifting to the healthcare management MFT, instead of the business one. Relook at the Peregrine exam itself to see if the BSM-HC students can take the Peregrine test for undergraduate healthcare management major. Keep monitoring the results.	<div>HC Management Majors - MFT Average Percentile Rank by AY</div> <table><thead><tr><th>AY</th><th>Percentile Rank</th></tr></thead><tbody><tr><td>AY 13-14 (58)</td><td>47</td></tr><tr><td>AY 14-15 (61)</td><td>59</td></tr><tr><td>AY 15-16 (52)</td><td>59</td></tr><tr><td>AY 16-17 (42)</td><td>56</td></tr><tr><td>AY 17-18 (22)</td><td>60</td></tr><tr><td>AY 18/19 (18)</td><td>53</td></tr></tbody></table>	AY	Percentile Rank	AY 13-14 (58)	47	AY 14-15 (61)	59	AY 15-16 (52)	59	AY 16-17 (42)	56	AY 17-18 (22)	60	AY 18/19 (18)	53																																																																																																		
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Our goal is achieve a score of 60 or above on all MFT performance areas, and to continually improve our scores.	Peregrine’s MFT assessment, Summative external data	The MFT results for the accounting area looks good; ethics - dropped; business finance - looks good; economics area - seems to be a challenge; marketing - looks good; quantitative research techniques area looks good; information management systems and business leadership - stand out; legal environment looks pretty consistent with the last year.	MFT scores are pretty consistent within most of the years. The areas of economics need more attention - all three economics scores are lower than all other areas. Business finance and marketing areas are now higher than they’ve ever been since AY13-14.	All HC have been just redeveloped. There was an effort to ensure finance, economics, marketing, and quantitative reasoning concepts are covered in multiple courses where the inclusion of this content makes sense. Will look at the Peregrine data to see what exactly in Economics the students are missing. Let the Program Coordinator, who oversees the Economics, know what the results are, so that the Economics courses can be improved accordingly.	<div>Healthcare Majors Performance on MFT by Topic</div> <table><thead><tr><th>Topic</th><th>AY 13-14 (58)</th><th>AY 14-15 (61)</th><th>AY 15-16 (52)</th><th>AY 16-17 (42)</th><th>AY 17-18 (22)</th><th>AY 18/19 (18)</th></tr></thead><tbody><tr><td>accounting</td><td>55</td><td>58</td><td>52</td><td>45</td><td>35</td><td>30</td></tr><tr><td>Business Ethics</td><td>55</td><td>58</td><td>52</td><td>45</td><td>35</td><td>30</td></tr><tr><td>Business Finance</td><td>55</td><td>58</td><td>52</td><td>45</td><td>35</td><td>30</td></tr><tr><td>Business Integration and Strategic...</td><td>55</td><td>58</td><td>52</td><td>45</td><td>35</td><td>30</td></tr><tr><td>Business Leadership</td><td>55</td><td>58</td><td>52</td><td>45</td><td>35</td><td>30</td></tr><tr><td>Economics</td><td>55</td><td>58</td><td>52</td><td>45</td><td>35</td><td>30</td></tr><tr><td>Economics: Microeconomics</td><td>55</td><td>58</td><td>52</td><td>45</td><td>35</td><td>30</td></tr><tr><td>Economics: Macroeconomics</td><td>55</td><td>58</td><td>52</td><td>45</td><td>35</td><td>30</td></tr><tr><td>Global Dimensions of Business</td><td>55</td><td>58</td><td>52</td><td>45</td><td>35</td><td>30</td></tr><tr><td>Information Management Systems</td><td>55</td><td>58</td><td>52</td><td>45</td><td>35</td><td>30</td></tr><tr><td>Legal Environment of Business</td><td>55</td><td>58</td><td>52</td><td>45</td><td>35</td><td>30</td></tr><tr><td>Management: Human Resource...</td><td>55</td><td>58</td><td>52</td><td>45</td><td>35</td><td>30</td></tr><tr><td>Management: Organizational...</td><td>55</td><td>58</td><td>52</td><td>45</td><td>35</td><td>30</td></tr><tr><td>Marketing</td><td>55</td><td>58</td><td>52</td><td>45</td><td>35</td><td>30</td></tr><tr><td>Quantitative Research Techniques...</td><td>55</td><td>58</td><td>52</td><td>45</td><td>35</td><td>30</td></tr></tbody></table>	Topic	AY 13-14 (58)	AY 14-15 (61)	AY 15-16 (52)	AY 16-17 (42)	AY 17-18 (22)	AY 18/19 (18)	accounting	55	58	52	45	35	30	Business Ethics	55	58	52	45	35	30	Business Finance	55	58	52	45	35	30	Business Integration and Strategic...	55	58	52	45	35	30	Business Leadership	55	58	52	45	35	30	Economics	55	58	52	45	35	30	Economics: Microeconomics	55	58	52	45	35	30	Economics: Macroeconomics	55	58	52	45	35	30	Global Dimensions of Business	55	58	52	45	35	30	Information Management Systems	55	58	52	45	35	30	Legal Environment of Business	55	58	52	45	35	30	Management: Human Resource...	55	58	52	45	35	30	Management: Organizational...	55	58	52	45	35	30	Marketing	55	58	52	45	35	30	Quantitative Research Techniques...	55	58	52	45	35	30
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Standard #4 Indirect Assessments Measurement																																													
Performance Indicator	Definition																																												
	Indirect assessments measure student achievement of program by looking at attitudes. Examples of a indirect assessment may include: Student Opinion of Teaching Survey Results (IDEA) at the Program Level Surveys of Instructors Teaching Courses in the Program																																												
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Analysis on student perceptions and student satisfaction. Goal is to understand the underlying influences on student perceptions and student satisfaction.	IDEA Survey Results at the Program Level	The analysis of the IDEA results, using t-test of two independent samples, with $\alpha = .05$, show $p = .019$. The IDEA scores of the undergraduate Health Care courses are statistically significantly different from the "IDEA All."	Beginning Spring 1 2019 term, all eight HC courses were launched after complete redevelopment. When we change the standardised course structure format, increasing the rigor, the IDEA scores are expected to drop. Now, the rigor of the HC courses is higher; there are practical cases in discussions and application assignments; there is a synchronous component added with weekly team meetings recordings they the students had never done before. We have seen the IDEA results drop before when we implemented this change in the MHA program in Summer 2016. Once the students got used to the new course structure and got comfortable with it and began to like it; then the IDEA results went up accordingly.	The results are normal and expected. Just keep monitoring the results. Implement strategies to increase the student response rate to the IDEA assessment survey by offering 5 bonus points to each student in class if 100% of the class complete the IDEA survey.	<table><tr><th>IDEA Summative Questions</th><th>UGHC</th><th>UG SoB</th><th>SoB All</th><th>IDEA All</th></tr><tr><td>Excellent Teacher</td><td>3.82</td><td>4.52</td><td>4.50</td><td>4.3</td></tr><tr><td>Excellent Course</td><td>3.79</td><td>4.39</td><td>4.40</td><td>4.2</td></tr><tr><td>Average of B and C</td><td>3.805</td><td>4.45</td><td>4.45</td><td>4.25</td></tr><tr><td>Number of Courses</td><td>17</td><td>574</td><td>736</td><td></td></tr></table> <table><tr><th>IDEA Summative Questions</th><th>AY1718</th><th>AY1819</th></tr><tr><td>Excellent Teacher</td><td>4.34</td><td>3.82</td></tr><tr><td>Excellent Course</td><td>4.36</td><td>3.79</td></tr><tr><td>Average of B and C</td><td>4.35</td><td>3.805</td></tr><tr><td>Number of Courses</td><td>10</td><td>17</td></tr></table>	IDEA Summative Questions	UGHC	UG SoB	SoB All	IDEA All	Excellent Teacher	3.82	4.52	4.50	4.3	Excellent Course	3.79	4.39	4.40	4.2	Average of B and C	3.805	4.45	4.45	4.25	Number of Courses	17	574	736		IDEA Summative Questions	AY1718	AY1819	Excellent Teacher	4.34	3.82	Excellent Course	4.36	3.79	Average of B and C	4.35	3.805	Number of Courses	10	17
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Analysis on adjunct faculty survey data specific to course structure alignment with Core Learning Outcomes (CLO's). Goal is to understand if courses within the program are appropriately structured to meet the Core Learning Outcomes (CLO's).	Adjunct Faculty Course Feedback Survey Percentage is based on the number of <i>courses</i> with survey feedback in the program. *Program Specific AY1819/AY1719 Trend Data	The faculty member who repended to the survey strongly agree that the course was appropriately structured to meet the CLOs.	Only 1 survey participant, who is strongly agree. Good for the newly implemented course structure.	We will continue monitoring. Implement strategies to encourage the adjunct faculty members to participate in the survey in order to increase the reponse rate.	<p>The course was appropriately structured to meet the Core Learning Outcomes (CLO's).</p> <table><thead><tr><th>Response Category</th><th>AY1819 - 1</th><th>AY1718 - 5</th></tr></thead><tbody><tr><td>Strongly agree</td><td>100.00%</td><td>40.00%</td></tr><tr><td>Agree</td><td>0.00%</td><td>40.00%</td></tr><tr><td>Neither agree nor disagree</td><td>0.00%</td><td>20.00%</td></tr><tr><td>Disagree</td><td>0.00%</td><td>2.00%</td></tr><tr><td>Strongly disagree</td><td>0.00%</td><td>1.00%</td></tr></tbody></table> <p>■ AY1819 - 1 ■ AY1718 - 5</p>	Response Category	AY1819 - 1	AY1718 - 5	Strongly agree	100.00%	40.00%	Agree	0.00%	40.00%	Neither agree nor disagree	0.00%	20.00%	Disagree	0.00%	2.00%	Strongly disagree	0.00%	1.00%
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Human Resources

Standard #4 Measurement and Analysis of Student Learning and Performance					
Use this table to supply data for Criterion 4.2.					
Performance Indicator	Definition				
1. Student Learning Results	A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination.</i> Add these to the description of the measurement instrument in column two: Direct - Assessing student performance by examining samples of student work Formative – An assessment conducted during the student’s education. Summative – An assessment conducted at the end of the student’s education. Internal – An assessment instrument that was developed within the business unit. External – An assessment instrument that was developed outside the business unit. Comparative – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.				
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results		Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)
Measurable goal	Do not use grades.	What are your current results?	Analysis of Results	Action Taken or Improvement made	
What is your goal?	(Indicate type of instrument) direct, formative, internal,		What did you learn from the results?	What did you improve or what is your next step?	
Our goal is achieve a 50th average percentile rank on all MFT all performance areas.	Peregrine’s MFT assessment, Summative external data	Our most current result is at the 48th percentile.	Our students have consistently scored at or near the 50th percentile in all years examined.	The next step is to examine the areas with the weakest performance and to push for improvement in those areas and project what score seems to be achievable with improvement in those weak areas. Perhaps the 55th percentile. Quantitative analysis is necessary. To do this, it will be necessary to have access to the Peregrine data, or at least a summary of the data.	<div>Human Resources Majors - MFT Average Percentile Rank by AY</div> 
Our goal is achieve a score of 50 or above on all MFT performance areas, and to continually improve our scores.	Peregrine’s MFT assessment, Summative external data	Almost all areas appear to have taken a drop in performance for the most current year.	The only areas _not_ below the 60th percentile are Business Law, Human Resources, and Marketing. Everything else needs work.	Access is needed to the Peregrine material so that focus on the subject areas can be improved. Coordination with Dr. Finley will be done.	<div>Human Resources Majors Performance on MFT by Topic</div> 
Our goal is achieve a a score of 50 or above on all Human Resource Management areas, and to continually improve our scores.	Peregrine’s MFT assessment, Summative external data	The HRM majors topic score has increased from last years' 60 to this years' 63.	HRM topic scores had peaked in the mid-sixties, they declined in the last three academic years. It is too soon to see if this year’s result is a reversal of that trend.	Coordination with Dr. Finley so that detailed examination of the topic areas can be conducted needs to be undertaken. Then focus on the weak areas can be made. Most likely, item analysis and possibly factor analysis should yield promising results.	<div>Human Resources Majors - Human Resource Management Topic Score by AY</div> 

<div>1. Demonstrate knowledge of legal and ethical practices.</div> <div>2. Demonstrate knowledge of the various sources of information used for personnel selection decisions.</div> <div>3. Demonstrate knowledge of the decisions involved in establishing a compensation structure.</div> <div>4. Analyze the activities involved in evaluating and managing employee performance.</div>	<div>To assess program effectiveness a practice test for the Society for Human Resource Management (SHRM) Professional Human Resources (PHR) exam (Frias, 2016) was chosen. The practice exam was converted into two instruments: one for a pre-test, and one for a post-test. These pre-test and post-tests were integrated into all HRM courses, beginning in Fall of 2016. Data for this third series of analysis has been collected in 156 course sections, yielding 156 pre-test groups, and 138 post-test groups.</div>	<div>Comparing gains over the HR353 pre-test by all other HR course post-tests indicates that no significant gains were made across all courses. A decline was seen in HR422. There are increasing gains seen in HR357 and HR421, followed by a drop in HR422. A smaller gain is seen in HR434, with the largest gain displayed in HR491. While the overall trend is increasing, steady gains are hoped for, without drops.</div>	<div>There is some cause for concern with these results, as these are all mainstream HRM courses, except for HR310. Further research is warranted, as noted in the within-course analyses. The HR310 course does not cover typical HRM content, and is an elective course. Given that we are starting to collect "clean" data, this will help us set tentative baseline "pass" rates.</div>	<div>Other analyses suggested within this and the previous writeup should be conducted.</div>	<div>Between-Course Analyses: TOTAL</div> <table><tr><th>Pre-Test</th><th>Post-Test</th><th>Gain/(Decrease)</th><th>p-value</th></tr><tr><td>HR353</td><td>HR355</td><td>1.6%</td><td>1.000</td></tr><tr><td>HR353</td><td>HR357</td><td>5.6%</td><td>1.000</td></tr><tr><td>HR353</td><td>HR421</td><td>5.6%</td><td>1.000</td></tr><tr><td>HR353</td><td>HR422</td><td>(6.4%)</td><td>1.000</td></tr><tr><td>HR353</td><td>HR434</td><td>3.0%</td><td>1.000</td></tr><tr><td>HR353</td><td>HR491</td><td>9.8%</td><td>0.082</td></tr><tr><td>HR353</td><td>HR310</td><td>3.2%</td><td>1.000</td></tr></table>	Pre-Test	Post-Test	Gain/(Decrease)	p-value	HR353	HR355	1.6%	1.000	HR353	HR357	5.6%	1.000	HR353	HR421	5.6%	1.000	HR353	HR422	(6.4%)	1.000	HR353	HR434	3.0%	1.000	HR353	HR491	9.8%	0.082	HR353	HR310	3.2%	1.000
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Standard #4 Indirect Assessments Measurement																				
Performance Indicator	Definition																			
	Indirect assessments measure student achievement of program by looking at attitudes. Examples of a indirect assessment may include: Student Opinion of Teaching Survey Results (IDEA) at the Program Level Surveys of Instructors Teaching Courses in the Program																			
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)															
Measurable goal		What are your current results?	What did you learn from the results?	What did you improve or what is your next step?																
What is your goal?																				
Analysis on student perceptions and student satifaction. Goal is to understand the underlying influences on student perceptions and student satifaction.	IDEA Survey Results at the Program Level	Undergraduate HR instructors compared to undergraduate School of Business ratings are equal in terms of Excellent teacher ratings, 2% higher in terms of Excellent course ratings. Year over year, their scores only differ in the second decimal place. I doubt that any of these are significant differences.	This is a good place to start. Further research is warranted.	The next step is to go through the individual ratings to find the determinants of "Excellent" ratings.	IDEA Summative Questions															
					UGHR															
					UG SoB															
					SoB All															
					IDEA All															
Excellent Teacher	4.53	4.52	4.50	4.3																
Excellent Course	4.47	4.39	4.40	4.2																
Average of B and C	4.5	4.45	4.45	4.25																
Number of Courses	67	574	736																	
IDEA Summative Questions	AY1718	AY1819																		
Excellent Teacher	4.55	4.53																		
Excellent Course	4.49	4.47																		
Average of B and C	4.52	4.5																		
Number of Courses	47	67																		
Adjunct Faculty Satifaction Survey Percentage is based on the number of adjunct faculty members providing survey feedback in the program. *Program Specific AY1819/AY1719 Trend Data	Adjunct Faculty Satifaction Survey Percentage is based on the number of adjunct faculty members providing survey feedback in the program. *Program/School of Business AY1819 Comparison	None of the HRM faculty fall into the neutral or dissatisfied range. I suspect that the level of dissatisfaction may be underreported.	This is a good place to start. Further research is warranted.	The next step is to go through the data to determine what differentiates satisfied from dissatisfied faculty.	<div>Considering all aspects of being an adjunct faculty member at Park University, how satisfied or dissatisfied are you with your job?</div> <table><thead><tr><th>Satisfaction Level</th><th>Human Resources 18</th><th>SoB 113</th></tr></thead><tbody><tr><td>Highly satisfied</td><td>72.22%</td><td>54.87%</td></tr><tr><td>Satisfied</td><td>27.78%</td><td>36.28%</td></tr><tr><td>Neither satisfied nor dissatisfied</td><td>0.00%</td><td>5.31%</td></tr><tr><td>Dissatisfied</td><td>0.00%</td><td>4.54%</td></tr></tbody></table>	Satisfaction Level	Human Resources 18	SoB 113	Highly satisfied	72.22%	54.87%	Satisfied	27.78%	36.28%	Neither satisfied nor dissatisfied	0.00%	5.31%	Dissatisfied	0.00%	4.54%
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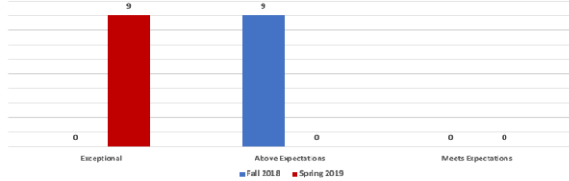
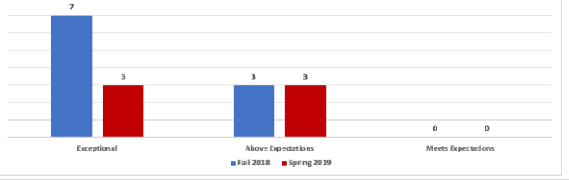
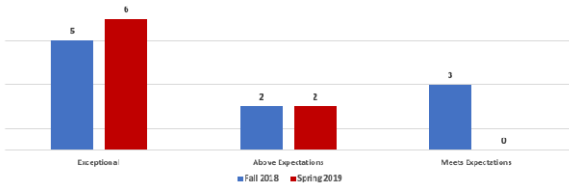
Analysis on adjunct faculty satisfaction. Goal is to understand the level of faculty satisfaction at the program level.	Adjunct Faculty Satification Survey Percentage is based on the number of <i>adjunct faculty members</i> providing survey feedback in the program. *Program Specific AY1819/AY1719 Trend Data				<p>Considering all aspects of being an adjunct faculty member at Park University, how satisfied or dissatisfied are you with your job?</p> <table><tr><th>Satisfaction Level</th><th>AY1819 - 18</th><th>AY1718 - 16</th></tr><tr><td>Highly satisfied</td><td>55.56%</td><td>68.75%</td></tr><tr><td>Satisfied</td><td>33.33%</td><td>31.25%</td></tr><tr><td>Neither satisfied nor dissatisfied</td><td>11.11%</td><td>8.00%</td></tr><tr><td>Dissatisfied</td><td>0.00%</td><td>0.30%</td></tr></table>	Satisfaction Level	AY1819 - 18	AY1718 - 16	Highly satisfied	55.56%	68.75%	Satisfied	33.33%	31.25%	Neither satisfied nor dissatisfied	11.11%	8.00%	Dissatisfied	0.00%	0.30%			
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International Business

Standard #4 Measurement and Analysis of Student Learning and Performance

Use this table to supply data for Criterion 4.2.

Performance Indicator		Definition																																																																																																																										
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Performance Measure	What is your measurement instrument or process? Please see data analysis at the end of the page for IB302 and IB431	Analysis of Results																																																																																																																										
	Do not use grades. (Indicate type of instrument) direct, formative, internal, comparative	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)																																																																																																																							
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What is your goal?																																																																																																																												
Our goal is achieve a 50th average percentile rank on all MFT all performance areas.	The International Business program meets the students where they are at. We support, earning that reinforces/corresponds with CLO’s, PLO/JEO’s and Parks mission, vision, and values with initial classes IB315 and IB302. These classes which include Country and Culture Research, then expanding on domestic business marketing plans to distinctly more complex international Import/Export Plans in IB315 and MK395, that include logistics, ethical sourcing, transparent supply chain management, especially in dealing with contrives with unstable governments, no litigation, contract enforcement or consumer protection, special marketing and cultural challenges-International business is constantly changing and is challenging just in scope and scale. The present political parties affect business dramatically- students should develop an understanding of the importance of international business: It’s history, scope, scale and overall impact to every part of the world. Understanding how natural resources create country’s economic challenges and benefits, Understanding history and the history of international business is about the control of resources	Considering students come to IB315 with little to no knowledge of International business, our results are very good.. The class in Principals/ Introductory-so the class is very basic over focusing on terminology ideally all of these will be used: It also had to be relatable to all majors	Students come to IB315 with little to no knowledge of In, the class is a basic over focusing on terminology ideally all of these will be used: My activities indicate that students know almost nothing about international busines when they start class and learn how profound International business is-it changes lives and transforms economies.	Initially, students would take a standardized final exam directly related to IB315 course and addressing all program competencies. *The Final Exam has been in the process of changing since 2017, We determined the students were sharing versions of the exam, we went to an essay exam in 2017-18, tried exam pools, theoretical concept exams, and finally then went to an export plan in 2018-2019 as a pilot when course was redeveloped. Pilot passed assessment criteria and will be used permanently. will continue to monitor	<table border="1"><caption>International Business Majors - MFT Average Percentile Rank by AY</caption><thead><tr><th>AY</th><th>Percentile Rank</th></tr></thead><tbody><tr><td>AY 13-14 (5)</td><td>42</td></tr><tr><td>AY 14-15 (11)</td><td>33</td></tr><tr><td>AY 15-16 (5)</td><td>80</td></tr><tr><td>AY 16-17 (5)</td><td>69</td></tr><tr><td>AY 17-18 (6)</td><td>73</td></tr><tr><td>AY 18/19 (9)</td><td>50</td></tr></tbody></table>	AY	Percentile Rank	AY 13-14 (5)	42	AY 14-15 (11)	33	AY 15-16 (5)	80	AY 16-17 (5)	69	AY 17-18 (6)	73	AY 18/19 (9)	50																																																																																																									
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Our goal is achieve a score of 50 or above on all MFT performance areas, and to continually improve our scores.	Peregrine’s MFT assessment, Summative external data	My activities indicate that students know almost nothing about international busines when they start class and learn how profound International business is-it changes lives and transforms economies. In IB315 we go through every aspect of business Human Resources Culture e Supply Chain Management, Accounting, Finance, Strategy, Topography, Marketing, Management, in the domestic and international context. It is a large about of information of for just one class. I explain that IB35 is an overview and our specialized classes cover some of the listed items above. The students overview and our specialized classes cover some of the listed items above	In IB315 we go through every aspect of business Human Resources Culture e Supply Chain Management, Accounting, Finance, Strategy, Topography, Marketing, Management, in the domestic and international context. It is a large about of information of for just one class. I explain that IB35 is an overview and our specialized classes cover some of the listed items above. The students enjoy the class. I have used lecture, flipped, blended, F2F with varied results. I’ve learned that everyone is different and cookie cutter formats do not work for this topic.		<table border="1"><caption>International Business Majors Performance on MFT by Topic</caption><thead><tr><th>Topic</th><th>AY 13-14 (5)</th><th>AY 14-15 (11)</th><th>AY 15-16 (5)</th><th>AY 16-17 (5)</th><th>AY 17-18 (6)</th><th>AY 18/19 (9)</th></tr></thead><tbody><tr><td>Accounting</td><td>45</td><td>55</td><td>60</td><td>50</td><td>55</td><td>50</td></tr><tr><td>Business Ethics</td><td>40</td><td>50</td><td>55</td><td>45</td><td>50</td><td>45</td></tr><tr><td>Business Finance</td><td>50</td><td>60</td><td>65</td><td>55</td><td>60</td><td>55</td></tr><tr><td>Business Law and Strategic</td><td>45</td><td>55</td><td>60</td><td>50</td><td>55</td><td>50</td></tr><tr><td>Business Leadership</td><td>40</td><td>50</td><td>55</td><td>45</td><td>50</td><td>45</td></tr><tr><td>Economics</td><td>45</td><td>55</td><td>60</td><td>50</td><td>55</td><td>50</td></tr><tr><td>International Management</td><td>45</td><td>55</td><td>60</td><td>50</td><td>55</td><td>50</td></tr><tr><td>Logistics Management</td><td>45</td><td>55</td><td>60</td><td>50</td><td>55</td><td>50</td></tr><tr><td>Global Dimensions of Business</td><td>45</td><td>55</td><td>60</td><td>50</td><td>55</td><td>50</td></tr><tr><td>Information Management Systems</td><td>45</td><td>55</td><td>60</td><td>50</td><td>55</td><td>50</td></tr><tr><td>Legal Environment of Business</td><td>45</td><td>55</td><td>60</td><td>50</td><td>55</td><td>50</td></tr><tr><td>Mkt. Segment Research/Forecast</td><td>45</td><td>55</td><td>60</td><td>50</td><td>55</td><td>50</td></tr><tr><td>Management Accounting/Production</td><td>45</td><td>55</td><td>60</td><td>50</td><td>55</td><td>50</td></tr><tr><td>Management, Organizational Behavior</td><td>45</td><td>55</td><td>60</td><td>50</td><td>55</td><td>50</td></tr><tr><td>Marketing</td><td>45</td><td>55</td><td>60</td><td>50</td><td>55</td><td>50</td></tr><tr><td>Quantitative Methods in Business</td><td>45</td><td>55</td><td>60</td><td>50</td><td>55</td><td>50</td></tr></tbody></table>	Topic	AY 13-14 (5)	AY 14-15 (11)	AY 15-16 (5)	AY 16-17 (5)	AY 17-18 (6)	AY 18/19 (9)	Accounting	45	55	60	50	55	50	Business Ethics	40	50	55	45	50	45	Business Finance	50	60	65	55	60	55	Business Law and Strategic	45	55	60	50	55	50	Business Leadership	40	50	55	45	50	45	Economics	45	55	60	50	55	50	International Management	45	55	60	50	55	50	Logistics Management	45	55	60	50	55	50	Global Dimensions of Business	45	55	60	50	55	50	Information Management Systems	45	55	60	50	55	50	Legal Environment of Business	45	55	60	50	55	50	Mkt. Segment Research/Forecast	45	55	60	50	55	50	Management Accounting/Production	45	55	60	50	55	50	Management, Organizational Behavior	45	55	60	50	55	50	Marketing	45	55	60	50	55	50	Quantitative Methods in Business	45	55	60	50	55	50
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Business Finance	50	60	65	55	60	55																																																																																																																						
Business Law and Strategic	45	55	60	50	55	50																																																																																																																						
Business Leadership	40	50	55	45	50	45																																																																																																																						
Economics	45	55	60	50	55	50																																																																																																																						
International Management	45	55	60	50	55	50																																																																																																																						
Logistics Management	45	55	60	50	55	50																																																																																																																						
Global Dimensions of Business	45	55	60	50	55	50																																																																																																																						
Information Management Systems	45	55	60	50	55	50																																																																																																																						
Legal Environment of Business	45	55	60	50	55	50																																																																																																																						
Mkt. Segment Research/Forecast	45	55	60	50	55	50																																																																																																																						
Management Accounting/Production	45	55	60	50	55	50																																																																																																																						
Management, Organizational Behavior	45	55	60	50	55	50																																																																																																																						
Marketing	45	55	60	50	55	50																																																																																																																						
Quantitative Methods in Business	45	55	60	50	55	50																																																																																																																						
Our goal is achieve a score of 50 or above on all Global Dimensions of Business areas, and to continually improve our scores.	Peregrine’s MFT assessment, Summative external data				<table border="1"><caption>International Business Majors - Global Dimensions of Business Topic Score by AY</caption><thead><tr><th>AY</th><th>Score</th></tr></thead><tbody><tr><td>AY 12-13 (8)</td><td>49</td></tr><tr><td>AY 13-14 (5)</td><td>64</td></tr><tr><td>AY 14-15 (11)</td><td>43</td></tr><tr><td>AY 15-16 (5)</td><td>68</td></tr><tr><td>AY 16-17 (5)</td><td>64</td></tr><tr><td>AY 17-18 (6)</td><td>63</td></tr><tr><td>AY 18/19 (9)</td><td>59</td></tr></tbody></table>	AY	Score	AY 12-13 (8)	49	AY 13-14 (5)	64	AY 14-15 (11)	43	AY 15-16 (5)	68	AY 16-17 (5)	64	AY 17-18 (6)	63	AY 18/19 (9)	59																																																																																																							
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International Business Culture IB302 - Country Culture Paper	I used data pulled from the Assessment office and used data that was entered and graded through a rubric in Canvas. If the instructor did not use canvas for the assignment, for example, I provided in class feedback.	The majority of students who turn the paper in do very well. There was not much variation in the data from year to year.	The CLO's appear to be met by the majority of students, however, the rubrics are inconsistent course wide and may or may not be consistent with the specific assignment it is attached to which needs to be addressed.	This could be accomplished by reminding instructors to check to make sure the rubric is in place.	<div>IB302 - CLO 1: Assess the major dimensions of culture relevant to global business activities.</div>  <table><tr><th>Category</th><th>Fall 2018</th><th>Spring 2019</th></tr><tr><td>Exceptional</td><td>9</td><td>9</td></tr><tr><td>Above Expectations</td><td>9</td><td>9</td></tr><tr><td>Meets Expectations</td><td>0</td><td>0</td></tr></table> <div>IB302 - CLO 2: Incorporate relevant cultural factors to global business situations..</div>  <table><tr><th>Category</th><th>Fall 2018</th><th>Spring 2019</th></tr><tr><td>Exceptional</td><td>7</td><td>3</td></tr><tr><td>Above Expectations</td><td>3</td><td>3</td></tr><tr><td>Meets Expectations</td><td>0</td><td>0</td></tr></table> <div>IB302 - CLO 3: Compare various theories and models of culture.</div>  <table><tr><th>Category</th><th>Fall 2018</th><th>Spring 2019</th></tr><tr><td>Exceptional</td><td>5</td><td>6</td></tr><tr><td>Above Expectations</td><td>2</td><td>2</td></tr><tr><td>Meets Expectations</td><td>3</td><td>0</td></tr></table> <div>IB302 - CLO 4: Summarize understanding of business and management practices across cultures.</div>  <table><tr><th>Category</th><th>Fall 2018</th><th>Spring 2019</th></tr><tr><td>Exceptional</td><td>4</td><td>5</td></tr><tr><td>Above Expectations</td><td>3</td><td>3</td></tr><tr><td>Meets Expectations</td><td>3</td><td>0</td></tr></table> <div>IB302 - CLO 5: Develop understanding of how cultural intelligence can lead to competitive advantage.</div>  <table><tr><th>Category</th><th>Fall 2018</th><th>Spring 2019</th></tr><tr><td>Exceptional</td><td>6</td><td>5</td></tr><tr><td>Above Expectations</td><td>2</td><td>2</td></tr><tr><td>Meets Expectations</td><td>2</td><td>0</td></tr></table> <div>IB302 - CLO 6: Estimate how cultural factors motivate international business decisions & communications.</div>  <table><tr><th>Category</th><th>Fall 2018</th><th>Spring 2019</th></tr><tr><td>Exceptional</td><td>1</td><td>5</td></tr><tr><td>Above Expectations</td><td>8</td><td>3</td></tr><tr><td>Meets Expectations</td><td>1</td><td>0</td></tr></table>	Category	Fall 2018	Spring 2019	Exceptional	9	9	Above Expectations	9	9	Meets Expectations	0	0	Category	Fall 2018	Spring 2019	Exceptional	7	3	Above Expectations	3	3	Meets Expectations	0	0	Category	Fall 2018	Spring 2019	Exceptional	5	6	Above Expectations	2	2	Meets Expectations	3	0	Category	Fall 2018	Spring 2019	Exceptional	4	5	Above Expectations	3	3	Meets Expectations	3	0	Category	Fall 2018	Spring 2019	Exceptional	6	5	Above Expectations	2	2	Meets Expectations	2	0	Category	Fall 2018	Spring 2019	Exceptional	1	5	Above Expectations	8	3	Meets Expectations	1	0
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IB431 International Finance-final Exam	I reviewed the exam data through data reports pulled by the Office of Institutional Effectiveness through CANVAS, which provides a breakdown of each question and the number of students that answered correctly or incorrectly.	The student results appeared to be very consistent overall, with the majority of same question(s) answered correctly and incorrectly.	The CLO's are all represented within the exam (see attached mapping) however the majority of incorrect answers for student still centered on CLO's 4, and 5.	The pattern of the exam answers according to the report show areas for improvement still focused on international financial terminology and various areas of theory and application. The course will be redeveloped but we may combine this with a trade class. So CLO's may also need to be redeveloped. The issues are similar consistent with year by year comparison.	<div>IB431 International Finance AY1819 Final Exam</div> <table><thead><tr><th>Exam Period</th><th>91%-100%</th><th>81%-90%</th></tr></thead><tbody><tr><td>F1A2018</td><td>6</td><td>2</td></tr><tr><td>F2A2019</td><td>6</td><td>3</td></tr><tr><td>S1A2019</td><td>14</td><td>2</td></tr><tr><td>S2A2019</td><td>5</td><td>2</td></tr></tbody></table>	Exam Period	91%-100%	81%-90%	F1A2018	6	2	F2A2019	6	3	S1A2019	14	2	S2A2019	5	2
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Standard #4 Indirect Assessments Measurement																																													
Performance Indicator	Definition																																												
	Indirect assessments measure student achievement of program by looking at attitudes. Examples of an indirect assessment may include: Student Opinion of Teaching Survey Results (IDEA) at the Program Level Surveys of Instructors Teaching Courses in the Program																																												
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)																																								
Measurable goal IDEA	IDEA Survey Results at the Program Level	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?																																									
Analysis on student perceptions and student satisfaction. Goal is to understand the underlying influences on student perceptions and student satisfaction.	IDEA Survey Results at the Program Level	As stated in the chart, the IB classes summative measurement is the IDEA or student Opinion of Teaching Survey Results (IDEA) at the Program Level. The School of Business overall score is very good.	Results from IDEA are in the upper range. Scores in the upper percentile. If scores are mid range, understanding that this is an opportunity for coaching. This analysis is presented with the understanding that the reader has an in-depth understanding of IDEA and that is "state-of-the-art", meaning that the students answers are analyzed according to each class and how closely the class activities met the CLO's. If the data collected is analyzed correctly based upon this criteria IDEA is helpful. I constantly check for understanding throughout the class, rather than wait until the end, so that the student learns what is necessary for the course. As stated in the chart, the IB classes summative measurement is the IDEA or student Opinion of Teaching Survey Results (IDEA) at the Program Level. The School of Business overall score is very good as is comparatively the International business Program	Continue to try to improve and monitor, as we update classes. One example is that IB315 was redeveloped for Fall of 2018 as we were able to obtain a revised textbook. After running the class for a year, we need to modify the class group assignments.	<table><tr><th>IDEA Summative Questions</th><th>UGIB</th><th>UG SoB</th><th>SoB All</th><th>IDEA All</th></tr><tr><td>Excellent Teacher</td><td>4.34</td><td>4.5</td><td>4.48</td><td>4.3</td></tr><tr><td>Excellent Course</td><td>4.27</td><td>4.4</td><td>4.33</td><td>4.2</td></tr><tr><td>Average of B and C</td><td>4.31</td><td>4.45</td><td>4.41</td><td>4.25</td></tr><tr><td>Number of Courses</td><td>13</td><td>268</td><td>359</td><td></td></tr></table> <table><tr><th>IDEA Summative Questions</th><th>AY1718</th><th>AY1819</th></tr><tr><td>Excellent Teacher</td><td>4.23</td><td>4.34</td></tr><tr><td>Excellent Course</td><td>4.14</td><td>4.27</td></tr><tr><td>Average of B and C</td><td>4.19</td><td>4.31</td></tr><tr><td>Number of Courses</td><td>16</td><td>13</td></tr></table>	IDEA Summative Questions	UGIB	UG SoB	SoB All	IDEA All	Excellent Teacher	4.34	4.5	4.48	4.3	Excellent Course	4.27	4.4	4.33	4.2	Average of B and C	4.31	4.45	4.41	4.25	Number of Courses	13	268	359		IDEA Summative Questions	AY1718	AY1819	Excellent Teacher	4.23	4.34	Excellent Course	4.14	4.27	Average of B and C	4.19	4.31	Number of Courses	16	13
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Adjunct Faculty Satisfaction Survey Percentage is based on the number of <i>adjunct faculty members</i> providing survey feedback in the program. *Program Specific AY1819/AY1719 Trend Data	Adjunct Faculty Satisfaction Survey Percentage is based on the number of <i>adjunct faculty members</i> providing survey feedback in the program. *Program/School of Business AY1819 Comparison				<p>Considering all aspects of being an adjunct faculty member at Park University, how satisfied or dissatisfied are you with your job?</p> <table><tr><th>Satisfaction Level</th><th>International Business 9</th><th>SoB 113</th></tr><tr><td>Highly satisfied</td><td>66.67%</td><td>54.87%</td></tr><tr><td>Satisfied</td><td>22.22%</td><td>36.28%</td></tr><tr><td>Neither satisfied nor dissatisfied</td><td>0.00%</td><td>5.31%</td></tr><tr><td>Dissatisfied</td><td>11.11%</td><td>3.54%</td></tr></table>	Satisfaction Level	International Business 9	SoB 113	Highly satisfied	66.67%	54.87%	Satisfied	22.22%	36.28%	Neither satisfied nor dissatisfied	0.00%	5.31%	Dissatisfied	11.11%	3.54%																									
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Analysis on adjunct faculty satisfaction. Goal is to understand the level of faculty satisfaction at the program level.	Adjunct Faculty Satisfaction Survey Percentage is based on the number of <i>adjunct faculty members</i> providing survey feedback in the program. *Program Specific AY1819/AY1719 Trend Data				<p>Considering all aspects of being an adjunct faculty member at Park University, how satisfied or dissatisfied are you with your job?</p> <table><tr><th>Satisfaction Level</th><th>AY1819 - 9</th><th>AY1718 - 2</th></tr><tr><td>Highly satisfied</td><td>55.56%</td><td>50.00%</td></tr><tr><td>Satisfied</td><td>33.33%</td><td>50.00%</td></tr><tr><td>Neither satisfied nor dissatisfied</td><td>11.11%</td><td>0.00%</td></tr><tr><td>Dissatisfied</td><td>0.00%</td><td>0.00%</td></tr></table>	Satisfaction Level	AY1819 - 9	AY1718 - 2	Highly satisfied	55.56%	50.00%	Satisfied	33.33%	50.00%	Neither satisfied nor dissatisfied	11.11%	0.00%	Dissatisfied	0.00%	0.00%																									
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Analysis on adjunct faculty survey data specific to course structure alignment with Core Learning Outcomes (CLO's). Goal is to understand if courses within the program are appropriately structured to meet the Core Learning Outcomes (CLO's).	Adjunct Faculty Course Feedback Survey Percentage is based on the number of courses with survey feedback in the program. *Program/School of Business AY1819 Comparison				<p>The course was appropriately structured to meet the Core Learning Outcomes (CLO's).</p> <table><thead><tr><th>Response</th><th>International Business - 12</th><th>SoB - 127</th></tr></thead><tbody><tr><td>Strongly agree</td><td>50.00%</td><td>62.00%</td></tr><tr><td>Agree</td><td>42.00%</td><td>32.00%</td></tr><tr><td>Neither agree nor disagree</td><td>0.00%</td><td>3.00%</td></tr><tr><td>Disagree</td><td>8.00%</td><td>2.00%</td></tr><tr><td>Strongly disagree</td><td>0.00%</td><td>1.00%</td></tr></tbody></table>	Response	International Business - 12	SoB - 127	Strongly agree	50.00%	62.00%	Agree	42.00%	32.00%	Neither agree nor disagree	0.00%	3.00%	Disagree	8.00%	2.00%	Strongly disagree	0.00%	1.00%
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Logistics

Standard #4 Measurement and Analysis of Student Learning and Performance																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																		
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1. Student Learning Results	A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination).</i> Add these to the description of the measurement instrument in column two: Direct - Assessing student performance by examining samples of student work 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.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	
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Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																														
What is your goal? Our goal is achieve a 50th average percentile rank on all MFT all performance areas. Program Goal 1: Demonstrate a working knowledge of logistics and supply chain management.	(Indicate type of instrument) direct, formative, internal, Peregrine's MFT assessment. Summative external data. Monitoring the data to determine is a trend. This has affected the available data for this period.	There is a decrease in Logistics Majors indicated in the MFT Average Percentile Rank by AY. Management Subject Score Comparisons that performed above 50 in the area of working knowledge of logistics and supply chain management are as follows: 1) Business Ethics, 2) Business Integration and Strategy, 3) Global Dimensions of Business, 4) Operations and Production and 5) Management.	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 a new assessment instrument to address knowledge of logistics and supply chain management.	<div>Logistics Majors - MFT Average Percentile Rank by AY</div> <table><thead><tr><th>AY</th><th>Percentile Rank</th></tr></thead><tbody><tr><td>AY 13-14 (88)</td><td>57</td></tr><tr><td>AY 14-15 (68)</td><td>58</td></tr><tr><td>AY 15-16 (50)</td><td>59</td></tr><tr><td>AY 16-17 (42)</td><td>47</td></tr><tr><td>AY 17-18 (25)</td><td>73</td></tr><tr><td>AY 18/19 (28)</td><td>49</td></tr></tbody></table>	AY	Percentile Rank	AY 13-14 (88)	57	AY 14-15 (68)	58	AY 15-16 (50)	59	AY 16-17 (42)	47	AY 17-18 (25)	73	AY 18/19 (28)	49																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																															
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Our goal is achieve a score of 50 or above on all MFT performance areas, and to continually improve our scores. Program Goal 2. Utilize demand management to improve efficiency.	Peregrine's MFT assessment. Summative external data. Monitoring the data to determine is a trend. This has affected the available data for this period.	Management Subject Score Comparisons that performed above 50 in the area of working knowledge of demand management and efficiency are as follows: 1) Global Dimensions of Business, 2) Information Management Systems, 3) Management of Human Resources, 4) Management, and 5) Quantitative Research Techniques.	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 a new assessment instrument to address knowledge of logistics and supply chain management.	<div>Logistics Majors Performance on MFT by Topic</div> <table><thead><tr><th>Topic</th><th>AY 13-14 (38)</th><th>AY 14-15 (68)</th><th>AY 15-16 (50)</th><th>AY 16-17 (42)</th><th>AY 17-18 (25)</th><th>AY 18/19 (28)</th></tr></thead><tbody><tr><td>Accounting</td><td>50</td><td>60</td><td>55</td><td>50</td><td>55</td><td>50</td></tr><tr><td>Business Ethics</td><td>55</td><td>65</td><td>60</td><td>55</td><td>60</td><td>55</td></tr><tr><td>Business Finance</td><td>50</td><td>60</td><td>55</td><td>50</td><td>55</td><td>50</td></tr><tr><td>Business Integration and Strategic...</td><td>55</td><td>65</td><td>60</td><td>55</td><td>60</td><td>55</td></tr><tr><td>Business Leadership</td><td>50</td><td>60</td><td>55</td><td>50</td><td>55</td><td>50</td></tr><tr><td>Economics</td><td>55</td><td>65</td><td>60</td><td>55</td><td>60</td><td>55</td></tr><tr><td>Executive's 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Our goal is achieve a 50th average percentile rank on all MFT all performance areas Program Goal 5. Explain the role of transportation in the U.S. economy.	Peregrine's MFT assessment. Summative, External data derived from Peregrine Exam results. Monitoring the data to determine is a trend. This has affected the available data for this period.	Management Subject Score Comparisons that performed above 50 in the area of working knowledge of the role of transportation are as follows: 1) Global Dimensions of Business, 2) Information Management Systems, 3) Management of Human Resources, 4) Management, and 5) Quantitative Research Techniques.	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 a new assessment instrument to address knowledge of logistics and supply chain management.	
Our goal is achieve a 50th average percentile rank on all MFT all performance areas Program Goal 5. Explain the role of transportation in the U.S. economy.	Peregrine's MFT assessment. Summative, External data derived from Peregrine Exam results. Monitoring the data to determine is a trend. This has affected the available data for this period.	Management Subject Score Comparisons that performed above 50 in the area of working knowledge of effective oral and written communication skills are as follows: 1) Business Leadership, 2) Management, 3) Management Organizational Behavior and, 4) Quantitative Research Techniques.	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 a new assessment instrument to address knowledge of logistics and supply chain management.	

Standard #4 Indirect Assessments Measurement																														
Performance Indicator	Definition																													
	Indirect assessments measure student achievement of program by looking at attitudes. Examples of an indirect assessment may include:																													
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)																									
Measurable goal		What are your current results?	What did you learn from the results?	What did you improve or what is your next step?																										
What is your goal?																														
Analysis on student perceptions and student satisfaction. Goal is to understand the underlying influences on student perceptions and student satisfaction.	IDEA Survey Results at the Program Level Note: Trend data will not be available until additional surveys are administered.	The results from the IDEA Summative Questions show that the undergraduate logistics program scored higher than the School of Business and IDEA at 4.54 for excellent teacher, the same at 4.39 for excellent course, and higher at 4.47 for the average of the two categories.	The PDL training and the instructional designers along with the course developers have created a quality learning environment for the students.	Continue to monitor the development of courses and professional development activities of the faculty teaching undergraduate logistics courses.	<table><tr><th>IDEA Summative Questions</th><th>UGLG</th><th>UG SoB</th><th>SoB All</th><th>IDEA All</th></tr><tr><td>Excellent Teacher</td><td>4.54</td><td>4.52</td><td>4.50</td><td>4.3</td></tr><tr><td>Excellent Course</td><td>4.39</td><td>4.39</td><td>4.40</td><td>4.2</td></tr><tr><td>Average of B and C</td><td>4.47</td><td>4.45</td><td>4.45</td><td>4.25</td></tr><tr><td>Number of Courses</td><td>26</td><td>574</td><td>736</td><td></td></tr></table>	IDEA Summative Questions	UGLG	UG SoB	SoB All	IDEA All	Excellent Teacher	4.54	4.52	4.50	4.3	Excellent Course	4.39	4.39	4.40	4.2	Average of B and C	4.47	4.45	4.45	4.25	Number of Courses	26	574	736	
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Adjunct Faculty Satisfaction Survey Percentage is based on the number of <i>adjunct faculty members</i> providing survey feedback in the program. *Program Specific AY1819/AY1719 Trend Data	Adjunct Faculty Satisfaction Survey Percentage is based on the number of <i>adjunct faculty members</i> providing survey feedback in the program. *Program/School of Business AY1819 Comparison	The results from the survey indicate that 50% of the adjunct faculty teaching logistics courses is either highly satisfied or satisfied with their job. This is below the School of Business. There are 25% of the adjunct faculty members teaching logistics courses indicate that they are neither satisfied or dissatisfied with the job.	The adjuncts teaching logistics courses are expected to use the Canvas courses in the facilitation of their course material. The logistics courses are developed so that there is consistency in the delivery of the course material. This also requires that the same textbook is used for course delivery. There have been a very small number of adjunct faculty members that have expressed dissatisfaction with using the Canvas course, which is required by Park policy.	Continue to monitor the adjunct faculty facilitating courses in the logistics program. Instructors that are struggling with using the Canvas course material will be offered the opportunity for additional training and mentoring.	<table><tr><th>Satisfaction Level</th><th>Logistics 4</th><th>SoB 113</th></tr><tr><td>Highly satisfied</td><td>25.00%</td><td>54.87%</td></tr><tr><td>Satisfied</td><td>25.00%</td><td>36.38%</td></tr><tr><td>Neither satisfied nor dissatisfied</td><td>25.00%</td><td>5.31%</td></tr><tr><td>Dissatisfied</td><td>25.00%</td><td>3.54%</td></tr></table>	Satisfaction Level	Logistics 4	SoB 113	Highly satisfied	25.00%	54.87%	Satisfied	25.00%	36.38%	Neither satisfied nor dissatisfied	25.00%	5.31%	Dissatisfied	25.00%	3.54%										
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Analysis on adjunct faculty satisfaction. Goal is to understand the level of faculty satisfaction at the program level.	Adjunct Faculty Satisfaction Survey Percentage is based on the number of <i>adjunct faculty members</i> providing survey feedback in the program. *Program Specific AY1819/AY1719 Trend Data	The results from the survey indicate that for AY1819, 88.89% of the adjunct faculty teaching at Park University is either highly satisfied or satisfied with their job. In AY1718, 100% of the adjunct faculty teaching at Park University is either highly satisfied or satisfied with their job. There were 11.11% faculty that were neither satisfied or dissatisfied with teaching at Park University in AY1819 compared to 2.44%.	The adjuncts teaching logistics courses are expected to use the Canvas courses in the facilitation of their course material. The logistics courses are developed so that there is consistency in the delivery of the course material. This also requires that the same textbook is used for course delivery. There have been a small number of adjunct faculty members that have expressed dissatisfaction with using the Canvas course which is the Park University.	Continue to monitor the adjunct faculty facilitating courses in the logistics program. Instructors that are struggling with using the Canvas course material will be offered the opportunity for additional training and mentoring. There is a canvas connection program used to communicate and receive feedback from adjunct and full-time faculty.	<table><tr><th>Satisfaction Level</th><th>AY1819-9</th><th>AY1718-12</th></tr><tr><td>Highly satisfied</td><td>55.56%</td><td>50.00%</td></tr><tr><td>Satisfied</td><td>33.33%</td><td>50.00%</td></tr><tr><td>Neither satisfied nor dissatisfied</td><td>11.11%</td><td>0.00%</td></tr><tr><td>Dissatisfied</td><td>0.00%</td><td>0.00%</td></tr></table>	Satisfaction Level	AY1819-9	AY1718-12	Highly satisfied	55.56%	50.00%	Satisfied	33.33%	50.00%	Neither satisfied nor dissatisfied	11.11%	0.00%	Dissatisfied	0.00%	0.00%										
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Dissatisfied	0.00%	0.00%																												

Analysis on adjunct faculty survey data specific to course structure alignment with Core Learning Outcomes (CLO's). Goal is to understand if courses within the program are appropriately structured to meet the Core Learning Outcomes (CLO's).	Adjunct Faculty Course Feedback Survey Percentage is based on the number of courses with survey feedback in the program. *Program Specific AY1819/AY1718 Trend Data	The results from the survey indicate that for AY1819 there are 67% of the adjunct faculty teaching logistics courses either strongly agree or agree that the course structure is in alignment with the Core Learning Outcomes as compared to 84% in AY1718. There are about 33% of the adjunct faculty members teaching logistics courses indicate that they are neither agree or disagree that the course structure is in alignment with the Core Learning Outcomes in AY1819 compared to 4% in AY1718	The adjuncts teaching logistics courses are expected to use the Canvas courses in the facilitation of their course material. The management courses are developed so that the course developers work with the instructional designers during the development process to align course structure with Core Learning Outcomes.	Continue to monitor the adjunct faculty facilitating courses in the logistics program and their feedback. There is a canvas connection program used to communicate and receive feedback from adjunct and full-time faculty. The feedback is available to the course developers to share with the instructional designers for any needed modifications to the course.	<p>The course was appropriately structured to meet the Core Learning Outcomes (CLO's).</p> <table><thead><tr><th>Response Category</th><th>Logistics - 3 (%)</th><th>SOB - 127 (%)</th></tr></thead><tbody><tr><td>Strongly agree</td><td>33.00%</td><td>67.00%</td></tr><tr><td>Agree</td><td>33.00%</td><td>33.00%</td></tr><tr><td>Neither agree nor disagree</td><td>33.00%</td><td>4.00%</td></tr><tr><td>Disagree</td><td>0.00%</td><td>0.00%</td></tr><tr><td>Strongly disagree</td><td>0.00%</td><td>0.00%</td></tr></tbody></table>	Response Category	Logistics - 3 (%)	SOB - 127 (%)	Strongly agree	33.00%	67.00%	Agree	33.00%	33.00%	Neither agree nor disagree	33.00%	4.00%	Disagree	0.00%	0.00%	Strongly disagree	0.00%	0.00%
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Management

Standard #4 Measurement and Analysis of Student Learning and Performance																																																																																																																																			
Use this table to supply data for Criterion 4.2.																																																																																																																																			
Performance Indicator		Definition																																																																																																																																	
1. Student Learning Results		A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination).</i> Add these to the description of the measurement instrument in column two: Direct - Assessing student performance by examining samples of student work Formative – An assessment conducted during the student’s education. Summative – An assessment conducted at the end of the student’s education. Internal – An assessment instrument that was developed within the business unit. External – An assessment instrument that was developed outside the business unit. Comparative – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.																																																																																																																																	
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)																																																																																																																														
Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?																																																																																																																															
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative																																																																																																																																		
Our goal is achieve a 50th average percentile rank on all MFT all performance areas. 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.	Peregrine's MFT assessment, Summative external data Peregrine's MFT assessment, Summative external data. 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 1 (Assessment of the use of each of the management process components - planning, organizing, leading, and controlling) and CLO 4 (Evaluation of management practices within a domestic environment versus those within a global environment).	The MTF Average Percentile Rank by AY shows an increase from AY 17-18 to AY 17-18. Management majors performed at the goal of 50th average percentile rank. Management Subject Score Comparisons that performed at or above ACBSP Average in the area of management competency are as follows: Business Leadership, Legal Environments of Business, Management, and Management Human Resources. The results for CLO 2 and CLO 4 for the summative assessment decreased for the Spring terms. There was a decrease in learning for the formative assessment data during the year.	The results indicate that it will be important to continue the current assessment process for this year. There is also an indication that it is necessary to review those areas that are not meeting the goals and to keep areas performing above the goals on track.	Plan to review and modify the current assessment instrument when needed in order to address management competency.	<div>Management Majors - MFT Average Percentile Rank by AY</div> <table><thead><tr><th>AY</th><th>Percentile Rank</th></tr></thead><tbody><tr><td>AY 12-13 (243)</td><td>74</td></tr><tr><td>AY 13-14 (337)</td><td>50</td></tr><tr><td>AY 14-15 (313)</td><td>57</td></tr><tr><td>AY 15-16 (232)</td><td>58</td></tr><tr><td>AY 16-17 (157)</td><td>58</td></tr><tr><td>AY 17-18 (133)</td><td>60</td></tr><tr><td>AY 18/19 (116)</td><td>55</td></tr></tbody></table>	AY	Percentile Rank	AY 12-13 (243)	74	AY 13-14 (337)	50	AY 14-15 (313)	57	AY 15-16 (232)	58	AY 16-17 (157)	58	AY 17-18 (133)	60	AY 18/19 (116)	55																																																																																																														
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Our goal is achieve a score of 50 or above on all MFT performance areas, and to continually improve our scores. Program Goal 2 - Problem Solving: Apply critical and creative thinking for effective problem solving, decision-making, and planning on local, regional, and global organizational issues.	Peregrine's MFT assessment, Summative external data. Summative Assessment: Summative Assessment: External data derived from Peregrine Exam results. Formative Assessment: Internal Data derived from MG 371 Comprehensive Case Analysis. CLO 1 (Assessment of the use of each of the management process components - planning, organizing, leading, and controlling). CLO 3 (Critique of the methods selected and applied to motivate followers to achieve organizational goals). CLO 4 (Evaluation of management practices within a domestic environment versus those within a global environment). CLO 5 (Evaluation of outcomes of management practices based upon their inclusion of ethics and social responsibility).	Management Subject Score Comparisons that performed at or above 50 in the area of problem solving are as follows: 1) Business Integration and Strategy, 2) Legal Environments of Business, 3) Management, 4) Management Organizational Behavior, and 5) Quantitative Research Techniques. In the formative assessment there was a consistent increase in the results for all but the CLO 4 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 modify the current assessment instrument when needed in order to address problem solving competency.	<div>Management Majors Performance on MFT by Topic</div> <table><thead><tr><th>Topic</th><th>AY 13-14 (337)</th><th>AY 14-15 (313)</th><th>AY 15-16 (232)</th><th>AY 16-17 (157)</th><th>AY 17-18 (133)</th><th>AY 18/19 (116)</th></tr></thead><tbody><tr><td>Accounting</td><td>55</td><td>55</td><td>55</td><td>55</td><td>55</td><td>55</td></tr><tr><td>Business Ethics</td><td>55</td><td>55</td><td>55</td><td>55</td><td>55</td><td>55</td></tr><tr><td>Business Finance</td><td>55</td><td>55</td><td>55</td><td>55</td><td>55</td><td>55</td></tr><tr><td>Business Integration and Strategy...</td><td>55</td><td>55</td><td>55</td><td>55</td><td>55</td><td>55</td></tr><tr><td>Business Leadership</td><td>55</td><td>55</td><td>55</td><td>55</td><td>55</td><td>55</td></tr><tr><td>Economics</td><td>55</td><td>55</td><td>55</td><td>55</td><td>55</td><td>55</td></tr><tr><td>Economics Microeconomics</td><td>55</td><td>55</td><td>55</td><td>55</td><td>55</td><td>55</td></tr><tr><td>Economics Macroeconomics</td><td>55</td><td>55</td><td>55</td><td>55</td><td>55</td><td>55</td></tr><tr><td>Global Dimensions of Business</td><td>55</td><td>55</td><td>55</td><td>55</td><td>55</td><td>55</td></tr><tr><td>Information Management Systems</td><td>55</td><td>55</td><td>55</td><td>55</td><td>55</td><td>55</td></tr><tr><td>Legal Environment of Business</td><td>55</td><td>55</td><td>55</td><td>55</td><td>55</td><td>55</td></tr><tr><td>Management</td><td>55</td><td>55</td><td>55</td><td>55</td><td>55</td><td>55</td></tr><tr><td>Management-Human Resources...</td><td>55</td><td>55</td><td>55</td><td>55</td><td>55</td><td>55</td></tr><tr><td>Management...</td><td>55</td><td>55</td><td>55</td><td>55</td><td>55</td><td>55</td></tr><tr><td>Management-Organizational...</td><td>55</td><td>55</td><td>55</td><td>55</td><td>55</td><td>55</td></tr><tr><td>Marketing</td><td>55</td><td>55</td><td>55</td><td>55</td><td>55</td><td>55</td></tr><tr><td>Quantitative Research Techniques...</td><td>55</td><td>55</td><td>55</td><td>55</td><td>55</td><td>55</td></tr></tbody></table>	Topic	AY 13-14 (337)	AY 14-15 (313)	AY 15-16 (232)	AY 16-17 (157)	AY 17-18 (133)	AY 18/19 (116)	Accounting	55	55	55	55	55	55	Business Ethics	55	55	55	55	55	55	Business Finance	55	55	55	55	55	55	Business Integration and Strategy...	55	55	55	55	55	55	Business Leadership	55	55	55	55	55	55	Economics	55	55	55	55	55	55	Economics Microeconomics	55	55	55	55	55	55	Economics Macroeconomics	55	55	55	55	55	55	Global Dimensions of Business	55	55	55	55	55	55	Information Management Systems	55	55	55	55	55	55	Legal Environment of Business	55	55	55	55	55	55	Management	55	55	55	55	55	55	Management-Human Resources...	55	55	55	55	55	55	Management...	55	55	55	55	55	55	Management-Organizational...	55	55	55	55	55	55	Marketing	55	55	55	55	55	55	Quantitative Research Techniques...	55	55	55	55	55	55
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Our goal is achieve a score of 50 or above on all Management areas, and to continually improve our scores. Program Goal 3 - Globalization: Explain globalization and its impact on business and society.	Peregrine's MFT assessment, Summative external data. Summative Assessment: External data derived from Peregrine Exam results. Formative Assessment: Internal Data derived from MG 371 Comprehensive Case Analysis. CLO 4 (Evaluation of management practices within a domestic environment versus those within a global environment). CLO 5 (Evaluation of outcomes of management practices based upon their inclusion of ethics and social responsibilities).	Global Dimensions of Business results increased his year from Fall 2018 in the Peregrine Exam results. In the formative assessment the data for CLO 4 was consistently lower than previous terms. The data for CLO 5 was consistently lower than the previous year except for Spring II.	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 modify the current assessment instrument when needed in order to address globalization competency.	<div>Management Majors - Management Topic Score by AY</div> <table><thead><tr><th>AY</th><th>Score</th></tr></thead><tbody><tr><td>AY 12-13 (243)</td><td>58</td></tr><tr><td>AY 13-14 (337)</td><td>57</td></tr><tr><td>AY 14-15 (313)</td><td>59</td></tr><tr><td>AY 15-16 (232)</td><td>61</td></tr><tr><td>AY 16-17 (157)</td><td>61</td></tr><tr><td>AY 17-18 (133)</td><td>60</td></tr><tr><td>AY 18/19 (116)</td><td>60</td></tr></tbody></table>	AY	Score	AY 12-13 (243)	58	AY 13-14 (337)	57	AY 14-15 (313)	59	AY 15-16 (232)	61	AY 16-17 (157)	61	AY 17-18 (133)	60	AY 18/19 (116)	60																																																																																																														
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<p>Our goal is achieve a a score of 50 or above on all Business Integration and Strategic Management areas, and to continually improve our scores. Program Goal 4 - Communication: Demonstrate effective written, oral, and presentation communication skills in an organizational setting.</p>	<p>Peregrine's MFT assessment, Summative external data. Summative Assessment: External data derived from Peregrine Exam results. Formative Assessment: Internal Data derived from MG 371 Comprehensive Case Analysis - includes written communication rubric and oral presentation rubric.</p>	<p>In the area of Business Leadership, the following areas scored above the goal of 50 for communication: 1) Business Integration and Strategies, and (2) Information Management Systems. In the formative assessment, the data was consistently high.</p>	<p>The results indicate that it will be important to continue the current assessment process. There is also an indication that it is necessary to review those areas that are not meeting the goals and to keep areas performing above the goals on track.</p>	<p>Plan to review and if needed modify the current assessment instrument to address communication.</p>	<p>Management Majors - Business Integration and Strategic Management Topic Score by AY</p> <table><thead><tr><th>AY</th><th>Score</th></tr></thead><tbody><tr><td>AY 12-13 (243)</td><td>48</td></tr><tr><td>AY 13-14 (337)</td><td>53</td></tr><tr><td>AY 14-15 (313)</td><td>57</td></tr><tr><td>AY 15-16 (232)</td><td>63</td></tr><tr><td>AY 16-17 (157)</td><td>61</td></tr><tr><td>AY 17-18 (133)</td><td>65</td></tr><tr><td>AY 18-19 (116)</td><td>64</td></tr></tbody></table>	AY	Score	AY 12-13 (243)	48	AY 13-14 (337)	53	AY 14-15 (313)	57	AY 15-16 (232)	63	AY 16-17 (157)	61	AY 17-18 (133)	65	AY 18-19 (116)	64
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<p>Our goal is achieve a a score of 50 or above on all Business Ethics areas, and to continually improve our scores. Program Goal - 5 Quantitative Analysis: Use quantitative techniques to analyze organizational effectiveness and operational efficiency.</p>	<p>Peregrine's MFT assessment, Summative external data. Summative Assessment: External data derived from Peregrine Exam results. Formative Assessment: Internal Data derived from MG 375 Comprehensive Final Examination. CLO 1 (Evaluate an organization's operations by appraising its efficiency and effectiveness. CLO 2 (Employ strategic focus dimentions to discriminate between various operations processes for both manufacturing and service creation). CLO 3 (Analyze a company's global supply chain management through use of inventory management). CLO 4 (Assess an organization's practices and how those practices create product and service quality). CLO 5 (Assess operations managerial strategies that employ social responsibility and ethical principles).</p>	<p>In the area of Quantitative Analysis the scores for the performance of management majors on quantitative research techniques and statistics have improved and are above the goal of 50. The formative assessment data improved from the first term for CLO 1, CLO 2, CLO 3, and CLO 4.</p>	<p>The results indicate that it will be important to continue the current assessment process. There is also an indication that it is necessary to review those areas that are not meeting the goals and to keep areas performing above the goals on track.</p>	<p>Plan to review and modify the current assessment instrument when needed in order to address communication competency</p>	<p>Management Major - Business Ethics Topic Score by AY</p> <table><thead><tr><th>AY</th><th>Score</th></tr></thead><tbody><tr><td>AY 12-13 (243)</td><td>58</td></tr><tr><td>AY 13-14 (337)</td><td>55</td></tr><tr><td>AY 14-15 (313)</td><td>56</td></tr><tr><td>AY 15-16 (232)</td><td>59</td></tr><tr><td>AY 16-17 (157)</td><td>58</td></tr><tr><td>AY 17-18 (133)</td><td>58</td></tr><tr><td>AY 18-19 (116)</td><td>59</td></tr></tbody></table>	AY	Score	AY 12-13 (243)	58	AY 13-14 (337)	55	AY 14-15 (313)	56	AY 15-16 (232)	59	AY 16-17 (157)	58	AY 17-18 (133)	58	AY 18-19 (116)	59
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<p>Our goal is achieve a a score of 50 or above on all Business Ethics areas, and to continually improve our scores. Program Goal - 5 Teamwork : Demonstrate the ability to interact effectively as a team member to collaboratively achieve a stated goal or lead a team in achieving a designated goal.</p>	<p>Peregrine's MFT assessment, Summative external data. Summative Assessment: External data derived from Peregrine Exam results. MG401 Research Report. CLO 2 (Understanding of the leadership concepts involved. CLO 3 Demonstrating an understanding of global and domestic implications. CLO 4 (Apply ethical and socially responsible standards while demonstrating person integrity. Revisions were made to the MG401 rubric and the course was redeveloped. Formative Assessment: Internal Data derived from MG 371 Comprehensive Case Analysis - includes written communication rubric and oral presentation rubric. CLO1 (Assessment of the use of each of management process components - planning organizing, leading, and controlling). CLO 3 (Critique of the methods selected and applied to motivate followers to achieve organizational goals).</p>	<p>In the area of Business Leadership scores, the following areas scored above the goal of 50 for teamwork areas: 1) Business Leadership, 2) Managing Human Resources and 3) Management. The data from the summative assessment was not available last year. The data from the formative assessment had numbers that were above last year the Spring II 2019 term.</p>	<p>The results indicate that it will be important to continue the current assessment process. There is also an indication that it is necessary to review those areas that are not meeting the goals and to keep areas performing above the goals on track.</p>	<p>Plan to review and modify the current assessment instrument when needed in order to address teamwork competency</p>																	

Standard #4 Indirect Assessments Measurement																														
Performance Indicator	Definition																													
	Indirect assessments measure student achievement of program by looking at attitudes. Examples of a indirect assessment may include: Student Opinion of Teaching Survey Results (IDEA) at the Program Level Surveys of Instructors Teaching Courses in the Program																													
		Analysis of Results																												
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)																									
Measurable goal		What are your current results?	What did you learn from the results?	What did you improve or what is your next step?																										
What is your goal?																														
Analysis on student perceptions and student satisfaction. Goal is to understand the underlying influences on student perceptions and student satisfaction.	IDEA Survey Results at the Program Level. Note: Trend data will not be available until additional surveys are administered.	The results from the IDEA Summative Questions show that the undergraduate management program scored higher than the School of Business and IDEA at 4.63 for excellent teacher, 4.52 for excellent course, and 4.58 for average of the two categories.	The PDL training and the instructional designers along with the course developers have created a quality learning environment for the students.	Continue to monitor the development of courses and professional development activities of the faculty teaching undergraduate management courses.	<table><tr><th>IDEA Summative Questions</th><th>UGMG</th><th>UG SoB</th><th>SoB All</th><th>IDEA All</th></tr><tr><td>Excellent Teacher</td><td>4.63</td><td>4.52</td><td>4.50</td><td>4.3</td></tr><tr><td>Excellent Course</td><td>4.52</td><td>4.39</td><td>4.40</td><td>4.2</td></tr><tr><td>Average of B and C</td><td>4.58</td><td>4.45</td><td>4.45</td><td>4.25</td></tr><tr><td>Number of Courses</td><td>174</td><td>574</td><td>736</td><td></td></tr></table>	IDEA Summative Questions	UGMG	UG SoB	SoB All	IDEA All	Excellent Teacher	4.63	4.52	4.50	4.3	Excellent Course	4.52	4.39	4.40	4.2	Average of B and C	4.58	4.45	4.45	4.25	Number of Courses	174	574	736	
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Analysis on adjunct faculty satisfaction. Goal is to understand the level of faculty satisfaction at the program level.	Adjunct Faculty Satification Survey Percentage is based on the number of <i>adjunct faculty members</i> providing survey feedback in the program. *Program/School of Business AY1819 Comparison	The results from the survey indicate that 97.5% of the adjunct faculty teaching management courses is either highly satisfied or satisfied with their job. This is the same for the School of Business. There are 2.5% of the adjunct faculty members teaching management courses indicate that they are neither satisfied or dissatisfied with the job.	The adjuncts teaching management courses are expected to use the Canvas courses in the facilitation of their course material. The management courses are developed so that there is consistency in the delivery of the course material. This also requires that the same textbook is used for course delivery. There have been a very small number of adjunct faculty members that have expressed dissatisfaction with using the Canvas course, which is required by Park	Continue to monitor the adjunct faculty facilitating courses in the management program. Instructors that are struggling with using the Canvas course material will be offered the opportunity for additional training and mentoring.	<div>Considering all aspects of being an adjunct faculty member at Park University, how satisfied or dissatisfied are you with your job?le</div> <table><tr><th>Satisfaction Level</th><th>Management AD</th><th>SoB 113</th></tr><tr><td>Highly satisfied</td><td>47.61%</td><td>54.82%</td></tr><tr><td>Satisfied</td><td>50.00%</td><td>36.28%</td></tr><tr><td>Neither satisfied nor dissatisfied</td><td>2.50%</td><td>5.31%</td></tr><tr><td>Dissatisfied</td><td>0.00%</td><td>3.59%</td></tr></table>	Satisfaction Level	Management AD	SoB 113	Highly satisfied	47.61%	54.82%	Satisfied	50.00%	36.28%	Neither satisfied nor dissatisfied	2.50%	5.31%	Dissatisfied	0.00%	3.59%										
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Analysis on adjunct faculty satisfaction. Goal is to understand the level of faculty satisfaction at the program level.	Adjunct Faculty Satisfaction Survey Percentage is based on the number of <i>adjunct faculty members</i> providing survey feedback in the program. *Program Specific AY1819/AY1719 Trend Data	The results from the survey indicate that for AY1819, 88.89% of the adjunct faculty teaching courses is either highly satisfied or satisfied with their job. In AY1718, 90.24% of the adjunct faculty teaching courses is either highly satisfied or satisfied with their job. There were 11.11% faculty that were neither satisfied or dissatisfied with teaching courses in AY1819 compared to 2.44%.	The adjuncts teaching management courses are expected to use the Canvas courses in the facilitation of their course material. The management courses are developed so that there is consistency in the delivery of the course material. This also requires that the same textbook is used for course delivery. There have been a small number of adjunct faculty members that have expressed dissatisfaction with using the Canvas course which is the <i>Park University</i> .	Continue to monitor the adjunct faculty facilitating courses in the management program. Instructors that are struggling with using the Canvas course material will be offered the opportunity for additional training and mentoring. There is a canvas connection program used to communicate and receive feedback from adjunct and full-time faculty.	<p>Considering all aspects of being an adjunct faculty member at Park University, how satisfied or dissatisfied are you with your job?</p> <table><tr><th>Satisfaction Level</th><th>AY1819 - 40</th><th>AY1718 - 41</th></tr><tr><td>Highly satisfied</td><td>55.56%</td><td>46.34%</td></tr><tr><td>Satisfied</td><td>33.33%</td><td>43.50%</td></tr><tr><td>Neither satisfied nor dissatisfied</td><td>11.11%</td><td>7.44%</td></tr><tr><td>Dissatisfied</td><td>0.00%</td><td>7.32%</td></tr></table>	Satisfaction Level	AY1819 - 40	AY1718 - 41	Highly satisfied	55.56%	46.34%	Satisfied	33.33%	43.50%	Neither satisfied nor dissatisfied	11.11%	7.44%	Dissatisfied	0.00%	7.32%			
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Analysis on adjunct faculty survey data specific to course structure alignment with Core Learning Outcomes (CLO's). Goal is to understand if courses within the program are appropriately structured to meet the Core Learning Outcomes (CLO's).	Adjunct Faculty Course Feedback Survey Percentage is based on the number of <i>courses</i> with survey feedback in the program. *Program/School of Business AY1819 Comparison	The results from the survey indicate that 97.5% of the adjunct faculty teaching management courses either strongly agree or agree that the course structure is in alignment with the Core Learning Outcomes. This is the same for the School of Business. There are about 5% of the adjunct faculty members teaching management courses indicate that they are neither agree or disagree that the course structure is in alignment with the Core Learning Outcomes compared to 4% in the School of Business.	The adjuncts teaching management courses are expected to use the Canvas courses in the facilitation of their course material. The management courses are developed so that the course developers work with the instructional designers during the development process to align course structure with Core Learning Outcomes.	Continue to monitor the adjunct faculty facilitating courses in the management program and their feedback. There is a canvas connection program used to communicate and receive feedback from adjunct and full-time faculty. The feedback is available to the course developers to share with the instructional designers for any needed modifications to the course.	<p>The course was appropriately structured to meet the Core Learning Outcomes (CLO's).</p> <table><tr><th>Response</th><th>Management - 42</th><th>SoB - 127</th></tr><tr><td>Strongly agree</td><td>57.00%</td><td>62.00%</td></tr><tr><td>Agree</td><td>35.00%</td><td>31.00%</td></tr><tr><td>Neither agree nor disagree</td><td>5.00%</td><td>3.00%</td></tr><tr><td>Disagree</td><td>2.00%</td><td>0.00%</td></tr><tr><td>Strongly disagree</td><td>1.00%</td><td>0.00%</td></tr></table>	Response	Management - 42	SoB - 127	Strongly agree	57.00%	62.00%	Agree	35.00%	31.00%	Neither agree nor disagree	5.00%	3.00%	Disagree	2.00%	0.00%	Strongly disagree	1.00%	0.00%
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Disagree	2.00%	0.00%																					
Strongly disagree	1.00%	0.00%																					
Analysis on adjunct faculty survey data specific to course structure alignment with Core Learning Outcomes (CLO's). Goal is to understand if courses within the program are appropriately structured to meet the Core Learning Outcomes (CLO's).	Adjunct Faculty Course Feedback Survey Percentage is based on the number of <i>courses</i> with survey feedback in the program. *Program Specific AY1819/AY1718 Trend Data	The results from the survey indicate that for AY1819 there are 93% of the adjunct faculty teaching management courses either strongly agree or agree that the course structure is in alignment with the Core Learning Outcomes as compared to 84% in AY1718. There are about 5% of the adjunct faculty members teaching management courses indicate that they are neither agree or disagree that the course structure is in alignment with the Core Learning Outcomes in AY1819 compared to 8% in AY1718	The adjuncts teaching management courses are expected to use the Canvas courses in the facilitation of their course material. The management courses are developed so that the course developers work with the instructional designers during the development process to align course structure with Core Learning Outcomes.	Continue to monitor the adjunct faculty facilitating courses in the management program and their feedback. There is a canvas connection program used to communicate and receive feedback from adjunct and full-time faculty. The feedback is available to the course developers to share with the instructional designers for any needed modifications to the course.	<p>The course was appropriately structured to meet the Core Learning Outcomes (CLO's).</p> <table><tr><th>Response</th><th>AY1819 - 42</th><th>AY1718 - 47</th></tr><tr><td>Strongly agree</td><td>57.00%</td><td>55.00%</td></tr><tr><td>Agree</td><td>35.00%</td><td>30.00%</td></tr><tr><td>Neither agree nor disagree</td><td>5.00%</td><td>8.00%</td></tr><tr><td>Disagree</td><td>3.00%</td><td>0.00%</td></tr><tr><td>Strongly disagree</td><td>2.00%</td><td>0.00%</td></tr></table>	Response	AY1819 - 42	AY1718 - 47	Strongly agree	57.00%	55.00%	Agree	35.00%	30.00%	Neither agree nor disagree	5.00%	8.00%	Disagree	3.00%	0.00%	Strongly disagree	2.00%	0.00%
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Marketing

Standard #4 Measurement and Analysis of Student Learning and Performance

Use this table to supply data for Criterion 4.2.

Performance Indicator	Definition																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																											
1. Student Learning Results	A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination).</i> Add these to the description of the measurement instrument in column two: Direct - Assessing student performance by examining samples of student work Formative – An assessment conducted during the student’s education. Summative – An assessment conducted at the end of the student’s education. Internal – An assessment instrument that was developed within the business unit. External – An assessment instrument that was developed outside the business unit. Comparative – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																											
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results		Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																							
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What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative		What did you learn from the results?	What did you improve or what is your next step?																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																								
Our goal is achieve a 50th average percentile rank on all MFT all performance areas.	Peregrine’s MFT assessment, Summative external data	Results show Marketing majors at the 55th percentile.	We are above the 50th percentile, which is good; but, there is room for improvement as there was a drop year over year.	The requirement of a marketing plan in MK351 Principles, we will start that realization earlier than previously.	<div>Marketing Majors - MFT Average Percentile Rank by AY</div> <table><tr><th>AY</th><th>Percentile Rank</th></tr><tr><td>AY 13-14 (37)</td><td>70</td></tr><tr><td>AY 14-15 (48)</td><td>45</td></tr><tr><td>AY 15-16 (36)</td><td>60</td></tr><tr><td>AY 16-17 (20)</td><td>65</td></tr><tr><td>AY 17-18 (26)</td><td>57</td></tr><tr><td>AY 18/19 (20)</td><td>55</td></tr></table>	AY	Percentile Rank	AY 13-14 (37)	70	AY 14-15 (48)	45	AY 15-16 (36)	60	AY 16-17 (20)	65	AY 17-18 (26)	57	AY 18/19 (20)	55																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																									
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Our goal is achieve a score of 50 or above on all MFT performance areas, and to continually improve our scores.	Peregrine’s MFT assessment, Summative external data	Results show the Marketing Majors are above the 50th percentile on every subject but one.	They are not very good at Accounting, Finance, general Economics, Macroeconomics, Mgmt./Production Operations and Quantitative Research Techniques. They tend to excel in Ethics, Microeconomics, Global Dimensions of Business, Legal Environments of Business, and Marketing. This is not surprising, since marketing majors tend not to be mathematically inclined.	As we redevelop our course, we need to emphasize the importance of mathematics, the importance of understanding economic trends, and operations management.	<div>Marketing Majors Performance on MFT by Topic</div> <table><tr><th>Topic</th><th>AY 13-14 (37)</th><th>AY 14-15 (48)</th><th>AY 15-16 (36)</th><th>AY 16-17 (20)</th><th>AY 17-18 (26)</th><th>AY 18/19 (20)</th></tr><tr><td>Accounting</td><td>55</td><td>55</td><td>55</td><td>55</td><td>55</td><td>55</td></tr><tr><td>Business Ethics</td><td>60</td><td>60</td><td>60</td><td>60</td><td>60</td><td>60</td></tr><tr><td>Business Finance</td><td>55</td><td>55</td><td>55</td><td>55</td><td>55</td><td>55</td></tr><tr><td>Business Information and Strategic...</td><td>55</td><td>55</td><td>55</td><td>55</td><td>55</td><td>55</td></tr><tr><td>Business Leadership</td><td>55</td><td>55</td><td>55</td><td>55</td><td>55</td><td>55</td></tr><tr><td>Business 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Our goal is achieve a a score of 50 or above on all Business Ethics areas, and to continually improve our scores.	Peregrine's MFT assessment, Summative external data	Marketing majors have consistently performed above the 50th percentile, and frequently above the 60th, include 18/19 in the 61st percentile..	The results show that the emphasis of ethics within the courses has been successful.	We will continue to emphasize the importance of ethical behavior in all marketing courses.	<p>Marketing Majors - Business Ethics Topic Score by AY</p> <table><tr><th>AY</th><th>Score</th></tr><tr><td>AY 12-13 (38)</td><td>61</td></tr><tr><td>AY 13-14 (37)</td><td>58</td></tr><tr><td>AY 14-15 (48)</td><td>52</td></tr><tr><td>AY 15-16 (36)</td><td>55</td></tr><tr><td>AY 16-17 (20)</td><td>63</td></tr><tr><td>AY 17-18 (26)</td><td>60</td></tr><tr><td>AY 18/19 (20)</td><td>63</td></tr></table>	AY	Score	AY 12-13 (38)	61	AY 13-14 (37)	58	AY 14-15 (48)	52	AY 15-16 (36)	55	AY 16-17 (20)	63	AY 17-18 (26)	60	AY 18/19 (20)	63
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Our goal is achieve a a score of 50 or above on all Quantitative Research Techniques and Statistics areas, and to continually improve our scores.	Peregrine's MFT assessment, Summative external data	There was a steep increase from 50th percentile to the 63rd percentile year over year.	The recent change to the quant classes in the last two years could be a contributing factor in the increase.	We will continue watch the trend in the next year.	<p>Marketing Majors - Quantitative Research Techniques and Statistics Topic Score by AY</p> <table><tr><th>AY</th><th>Score</th></tr><tr><td>AY 12-13 (38)</td><td>46</td></tr><tr><td>AY 13-14 (37)</td><td>49</td></tr><tr><td>AY 14-15 (48)</td><td>51</td></tr><tr><td>AY 15-16 (36)</td><td>60</td></tr><tr><td>AY 16-17 (20)</td><td>62</td></tr><tr><td>AY 17-18 (26)</td><td>50</td></tr><tr><td>AY 18/19 (20)</td><td>63</td></tr></table>	AY	Score	AY 12-13 (38)	46	AY 13-14 (37)	49	AY 14-15 (48)	51	AY 15-16 (36)	60	AY 16-17 (20)	62	AY 17-18 (26)	50	AY 18/19 (20)	63
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Standard #4 Indirect Assessments Measurement																																													
Performance Indicator	Definition																																												
	Indirect assessments measure student achievement of program by looking at attitudes. Examples of a indirect assessment may include: Student Opinion of Teaching Survey Results (IDEA) at the Program Level Surveys of Instructors Teaching Courses in the Program																																												
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)																																								
Measurable goal		What are your current results?	What did you learn from the results?	What did you improve or what is your next step?																																									
What is your goal?																																													
Analysis on student perceptions and student satisfaction. Goal is to understand the underlying influences on student perceptions and student satisfaction.	IDEA Survey Results at the Program Level	None of the results are significantly different than IDEA All. UGSoB is slightly higher.	Marketing teacher performance increase over SoB All this year.	Results will be passed on to the Marketing teachers with the suggestion to review their IDEA Center Reports.	<table><tr><th>IDEA Summative Questions</th><th>UGMK</th><th>UG SoB</th><th>SoB All</th><th>IDEA All</th></tr><tr><td>Excellent Teacher</td><td>4.62</td><td>4.5</td><td>4.48</td><td>4.3</td></tr><tr><td>Excellent Course</td><td>4.47</td><td>4.4</td><td>4.33</td><td>4.2</td></tr><tr><td>Average of B and C</td><td>4.55</td><td>4.45</td><td>4.41</td><td>4.25</td></tr><tr><td>Number of Courses</td><td>21</td><td>268</td><td>359</td><td></td></tr></table> <table><tr><th>IDEA Summative Questions</th><th>AY1718</th><th>AY1819</th></tr><tr><td>Excellent Teacher</td><td>4.22</td><td>4.62</td></tr><tr><td>Excellent Course</td><td>4.19</td><td>4.47</td></tr><tr><td>Average of B and C</td><td>4.21</td><td>4.55</td></tr><tr><td>Number of Courses</td><td>32</td><td>21</td></tr></table>	IDEA Summative Questions	UGMK	UG SoB	SoB All	IDEA All	Excellent Teacher	4.62	4.5	4.48	4.3	Excellent Course	4.47	4.4	4.33	4.2	Average of B and C	4.55	4.45	4.41	4.25	Number of Courses	21	268	359		IDEA Summative Questions	AY1718	AY1819	Excellent Teacher	4.22	4.62	Excellent Course	4.19	4.47	Average of B and C	4.21	4.55	Number of Courses	32	21
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Adjunct Faculty Satification Survey Percentage is based on the number of <i>adjunct faculty members</i> providing survey feedback in the program. *Program Specific AY1819/AY1719 Trend Data	Adjunct Faculty Satification Survey Percentage is based on the number of <i>adjunct faculty members</i> providing survey feedback in the program. *Program/School of Business AY1819 Comparison	Results show Marketing faculty to be slightly less satisfied than the faculty in general.	Additional communication methods will be reviewed.	This will be addressed with increased levels of communication.	<p>Considering all aspects of being an adjunct faculty member at Park University, how satisfied or dissatisfied are you with your job?</p> <table><tr><th>Satisfaction Level</th><th>Marketing 14 (%)</th><th>SoB 113 (%)</th></tr><tr><td>Highly satisfied</td><td>78.57%</td><td>54.87%</td></tr><tr><td>Satisfied</td><td>21.43%</td><td>36.28%</td></tr><tr><td>Neither satisfied nor dissatisfied</td><td>0.00%</td><td>5.31%</td></tr><tr><td>Dissatisfied</td><td>0.00%</td><td>4.61%</td></tr></table>	Satisfaction Level	Marketing 14 (%)	SoB 113 (%)	Highly satisfied	78.57%	54.87%	Satisfied	21.43%	36.28%	Neither satisfied nor dissatisfied	0.00%	5.31%	Dissatisfied	0.00%	4.61%																									
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Analysis on adjunct faculty satisfaction. Goal is to understand the level of faculty satisfaction at the program level.	Adjunct Faculty Satisfaction Survey Percentage is based on the number of <i>adjunct faculty members</i> providing survey feedback in the program. *Program Specific AY1819/AY1719 Trend Data				<p>Considering all aspects of being an adjunct faculty member at Park University, how satisfied or dissatisfied are you with your job?</p> <table><thead><tr><th>Satisfaction Level</th><th>AY1819 - 14</th><th>AY1718 - 11</th></tr></thead><tbody><tr><td>Highly satisfied</td><td>55.56%</td><td>45.45%</td></tr><tr><td>Satisfied</td><td>33.33%</td><td>36.36%</td></tr><tr><td>Neither satisfied nor dissatisfied</td><td>11.11%</td><td>9.09%</td></tr><tr><td>Dissatisfied</td><td>0.00%</td><td>9.09%</td></tr></tbody></table>	Satisfaction Level	AY1819 - 14	AY1718 - 11	Highly satisfied	55.56%	45.45%	Satisfied	33.33%	36.36%	Neither satisfied nor dissatisfied	11.11%	9.09%	Dissatisfied	0.00%	9.09%			
Satisfaction Level	AY1819 - 14	AY1718 - 11																					
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Neither satisfied nor dissatisfied	11.11%	9.09%																					
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Analysis on adjunct faculty survey data specific to course structure alignment with Core Learning Outcomes (CLO's). Goal is to understand if courses within the program are appropriately structured to meet the Core Learning Outcomes (CLO's).	Adjunct Faculty Course Feedback Survey Percentage is based on the number of <i>courses</i> with survey feedback in the program. *Program/School of Business AY1819 Comparison	There was a decrease in this area year over year.	We will continue to review CLO's when designing and redeveloping marketing classes.	Continue to monitor this aspect of course design as our courses are redeveloped.	<p>The course was appropriately structured to meet the Core Learning Outcomes (CLO's).</p> <table><thead><tr><th>Response</th><th>Marketing 16</th><th>SoB 127</th></tr></thead><tbody><tr><td>Strongly agree</td><td>62.50%</td><td>62.29%</td></tr><tr><td>Agree</td><td>37.50%</td><td>31.50%</td></tr><tr><td>Neither agree nor disagree</td><td>0.00%</td><td>3.15%</td></tr><tr><td>Disagree</td><td>0.00%</td><td>2.36%</td></tr><tr><td>Strongly disagree</td><td>0.00%</td><td>0.79%</td></tr></tbody></table>	Response	Marketing 16	SoB 127	Strongly agree	62.50%	62.29%	Agree	37.50%	31.50%	Neither agree nor disagree	0.00%	3.15%	Disagree	0.00%	2.36%	Strongly disagree	0.00%	0.79%
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Master of Healthcare Administration

Standard #4 Measurement and Analysis of Student Learning and Performance

Use this table to supply data for Criterion 4.2.

Performance Indicator	Definition																																																						
1. Student Learning Results	A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination).</i> Add these to the description of the measurement instrument in column two: Direct - Assessing student performance by examining samples of student work 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.																																																						
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Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)																																																		
Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?																																																			
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative																																																						
For all MHA students to perform in the 50th percentile or better on all CPC performance areas for four consecutive terms on the Peregrine MFT..	Peregrine's CPC Assessment, Summative, External Data.	We met the goal. The data show that in each domain (competency) the MHA students performed better than the 50th percentile. This has been a consistent pattern over the past 4 academic years. There is, however, one area where percentiles are consistently lower than others: "legal environment of healthcare administration."	The area for improvement is the legal environment of healthcare administration. Beginning Spring 2019, the team project assignments were changed during the regular course maintenance in <i>HA517 Legal and Ethica Issues in Healthcare Administration</i> course. Instead of the court cases in various areas of the healthcare legal field, the root cause analysis and the action plan, the new cases are practice-based in the area of legal and ethical issues of human resources, medical malpractice, negligence, etc. We will see in the following AY whether the MFT scores for "legal environment of healthcare administration" will increase.	We will see if the Peregrine report provides information about specific challenging areas within this discipline, and emphasise these problematic topics during <i>HA517 Legal and Ethica Issues in Healthcare Administration</i> course . It appears that the MHA students are comfortably and consistently exceeding the 50th percentile on the Peregrine MFT assessment, so moving forward, we'll adjust this <i>goal up to the 60th percentile or better</i> . Need to continue monitoring legal environment of healthcare administration.	<table><caption>MHA Performance on CPC AY15/16 - AY1819</caption><thead><tr><th>Domain</th><th>15/16</th><th>16/17</th><th>17/18</th><th>18/19</th></tr></thead><tbody><tr><td>Communication Skills</td><td>77</td><td>72</td><td>72</td><td>71</td></tr><tr><td>General Management</td><td>69</td><td>67</td><td>67</td><td>70</td></tr><tr><td>Healthcare Systems and Organizations</td><td>72</td><td>66</td><td>70</td><td>69</td></tr><tr><td>Human Resource Management</td><td>75</td><td>71</td><td>71</td><td>73</td></tr><tr><td>Leadership Skills and Behavior</td><td>73</td><td>72</td><td>70</td><td>73</td></tr><tr><td>Organizational Climate and Culture</td><td>76</td><td>69</td><td>74</td><td>71</td></tr><tr><td>Personal and Professional Accountability</td><td>72</td><td>71</td><td>72</td><td>69</td></tr><tr><td>Risk Management</td><td>73</td><td>72</td><td>72</td><td>68</td></tr><tr><td>The Legal Environment of Healthcare Administration</td><td>65</td><td>65</td><td>65</td><td>63</td></tr></tbody></table>	Domain	15/16	16/17	17/18	18/19	Communication Skills	77	72	72	71	General Management	69	67	67	70	Healthcare Systems and Organizations	72	66	70	69	Human Resource Management	75	71	71	73	Leadership Skills and Behavior	73	72	70	73	Organizational Climate and Culture	76	69	74	71	Personal and Professional Accountability	72	71	72	69	Risk Management	73	72	72	68	The Legal Environment of Healthcare Administration	65	65	65	63
Domain	15/16	16/17	17/18	18/19																																																			
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The Legal Environment of Healthcare Administration	65	65	65	63																																																			
To improve the overall financial management performance, on the Peregrine MFT, to the 60% level for at least 3 consecutive terms during AY18-19.	Peregrine MFT (summative assessment,external assessment). . Will specifically be looking at the results for the "financial management" CPC.	We didn't meet this goal, yet - don't see the Summer 2019 term results. During AY18-19, there were only 2 consecutive terms when the overall financial management performance on the Peregrine MFT scored at the 60% level or higher - Spring 1, Spring 2; but the Summer results are not available yet. Therefore, we won't see whether we met this goal until the Summer 2019 term results will become available. We conducted a single factor ANOVA, which compared AY16-17 (M = 57.6; SD = 2.6), AY17-18 (M = 59.4; SD = 4.9), AY18-19 (M = 58.4; SD = 2.7), using $\alpha = .10$; and founf no statistically significant difference between these academic years ($p = .317$).	The results depend on the specific topics of financial management. More information is needed from the Peregrine MFT about the specific topics where the scores can be improved. As a result of mid-term QA checks of HA516 Healthcare Finance courses, we discovered some inconsistencies in the adjunct faculty performance and assessment practices which have been addressed with the adjunct faculty and is being monitored closely.	We will see if the Peregrine report provides information about specific challenging areas within the discipline of Healthcare Finance, and emphasise these problematic topics during HA516 Healthcare Finance course.	<table><caption>Performance on Financial Management</caption><thead><tr><th>Term</th><th>Score</th></tr></thead><tbody><tr><td>F1 2016</td><td>58</td></tr><tr><td>F2 2016</td><td>56</td></tr><tr><td>S1 2017</td><td>56</td></tr><tr><td>S2 2017</td><td>56</td></tr><tr><td>SU 17</td><td>62</td></tr><tr><td>F1 17</td><td>62</td></tr><tr><td>F2 17</td><td>51</td></tr><tr><td>S1 18</td><td>59</td></tr><tr><td>S2 18</td><td>63</td></tr><tr><td>SU 18</td><td>62</td></tr><tr><td>F1 18</td><td>55</td></tr><tr><td>F2 18</td><td>57</td></tr><tr><td>S1 19</td><td>60</td></tr><tr><td>S2 19</td><td>62</td></tr></tbody></table>	Term	Score	F1 2016	58	F2 2016	56	S1 2017	56	S2 2017	56	SU 17	62	F1 17	62	F2 17	51	S1 18	59	S2 18	63	SU 18	62	F1 18	55	F2 18	57	S1 19	60	S2 19	62																				
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To improve the overall strategic planning and marketing performance on the Peregrine MFT, to the 70% level, for at least 2 consecutive terms during AY18-19.	Peregrine MFT (summative, external assessment). Will specifically be looking at the results for the "strategic planning and marketing" CPC.	We met this goal. Fall 1 and Fall 2 2018 were the 2 consecutive terms when we met the requirement of the overall strategic planning and marketing performance on the Paragrine MFT score of 70% level or higher. However, then in Spring 1 2019 we got 59, which is the lowest score in two years. We conducted a single factor ANOVA, which compared AY16-17 (M = 67.6; SD = 8.11); AY17-18 (M= 68.2; SD = 3.56); AY18-19 (M = 67.4; SD = 4.98), and using $\alpha = .10$ and fond no statistically significant difference between these academic years ($p = .975$).	We are not seeing any change in the student performance. The scores are consistent from year to year. When performing consistently well in the capstone course HA616 when taking the Paragrine MFT assessment, as lons as our scores are consistent with other schools, we are doing well.	We have just totally redeveloped the capstone course <i>HA616 Healthcare Strategic Management and Marketing</i> to make it more closely aligned with other MHA courses in the core curriculum. So, we will observe next AY19-20 to see if these scores will increase and stabilize at the higher level. We are changing the goal to read: " <i>To improve the overall strategic planning and marketing performance on the Peregrine MFT, to the 70% level, for at least 3 consecutive terms during AY19-20.</i> "	<table><caption>Performance on Strategic Management and Marketing</caption><thead><tr><th>Term</th><th>Score</th></tr></thead><tbody><tr><td>F1 2016</td><td>65</td></tr><tr><td>F2 2016</td><td>63</td></tr><tr><td>S1 2017</td><td>63</td></tr><tr><td>S2 2017</td><td>65</td></tr><tr><td>SU 17</td><td>82</td></tr><tr><td>F1 17</td><td>63</td></tr><tr><td>F2 17</td><td>69</td></tr><tr><td>S1 18</td><td>68</td></tr><tr><td>S2 18</td><td>73</td></tr><tr><td>SU 18</td><td>68</td></tr><tr><td>F1 18</td><td>71</td></tr><tr><td>F2 18</td><td>71</td></tr><tr><td>S1 19</td><td>59</td></tr><tr><td>S2 19</td><td>69</td></tr></tbody></table>	Term	Score	F1 2016	65	F2 2016	63	S1 2017	63	S2 2017	65	SU 17	82	F1 17	63	F2 17	69	S1 18	68	S2 18	73	SU 18	68	F1 18	71	F2 18	71	S1 19	59	S2 19	69																				
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Standard #4 Indirect Assessments Measurement																											
Performance Indicator	Definition																										
	Indirect assessments measure student achievement of program by looking at attitudes. Examples of a indirect assessment may include: Student Opinion of Teaching Survey Results (IDEA) at the Program Level Surveys of Instructors Teaching Courses in the Program																										
		Analysis of Results																									
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)																						
Measurable goal		What are your current results?	What did you learn from the results?	What did you improve or what is your next step?																							
What is your goal?																											
Analysis on student perceptions and student satifcation. Goal is to understand the underlying influences on student perceptions and student satifisaction.	IDEA Survey Results at the Program Level	The first table reflects the IDEA results only for the Spring 2019 session courses (N = 31), without the Fall session. The second table includes the Fall 2018 session courses (N = 35), too. Comparing the MHA gradaute program IDEA assessment results with the SoB overall, that includes the undergraduate courses, is not the best comparison. Comparing the MHA IDEA results with "IDEA All" scores - these scores look pretty consistent based on the "Excellent Teacher" and "Excellent Course" scores. 4.19 and 4.3 are not statistically different. There is also no increase in the scores - the results are pretty flat.	The IDEA assessment doesn't identify any pressing issues. The top available score goes up to 5. Having the results around 4.1 is pretty good. The IDEA results do not appear to be overinflated, which is quite respectful. The reason for these consistently good results is that we perform the mid-term Quality Assurance checks on the faculty teaching performance, that reinforces the expectations and instructional criteria for the program faculty.	It looks like there is nothing special that needs to be done with the MHA faculty performance or the course structure used in the MHA curriculum. We will continue monitoring the IDEA results, using the student encoregement strategies to keep the IDEA assessment student response rate high, and performing the mid term quality assurance checks on the faculty teaching performance.	<table><tr><th>IDEA Summative Questions</th><th>MHA</th><th>SoB All</th><th>IDEA All</th></tr><tr><td>Excellent Teacher</td><td>4.19</td><td>4.50</td><td>4.3</td></tr><tr><td>Excellent Course</td><td>4.15</td><td>4.40</td><td>4.2</td></tr><tr><td>Average of B and C</td><td>4.17</td><td>4.45</td><td>4.25</td></tr><tr><td>Number of Courses</td><td>31</td><td>736</td><td></td></tr></table>	IDEA Summative Questions	MHA	SoB All	IDEA All	Excellent Teacher	4.19	4.50	4.3	Excellent Course	4.15	4.40	4.2	Average of B and C	4.17	4.45	4.25	Number of Courses	31	736			
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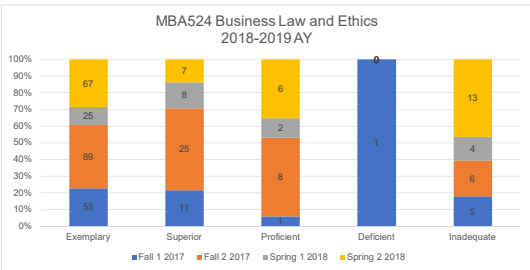
Master of Business Administration

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Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?																																											
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative																																														
Increase the MFT Overall Average Percentile Rank	Peregrine MFT - Summative	Students in the MFT are doing relative overall on the Peregrine assessment. The national average is a score of 50 and the MBA program has primarily exceeded the national average.	There is variance for the 2018-2019AY. Students are exceeding the national average but it is not consistent each term.	Overall, the MBA peregrine scores are unstable. They range from 53-64 for the academic year. The goal is to increase the peregrine score overall and to have consistency in the average every term for 2019-2020AY.	<div>MBA PEREGRINE AVERAGE PERCENTILE RANK</div> <table><thead><tr><th>Term</th><th>Score</th></tr></thead><tbody><tr><td>SU15</td><td>38</td></tr><tr><td>F115</td><td>39</td></tr><tr><td>F215</td><td>62</td></tr><tr><td>S116</td><td>53</td></tr><tr><td>S216</td><td>57</td></tr><tr><td>SU16</td><td>58</td></tr><tr><td>F116</td><td>58</td></tr><tr><td>F216</td><td>69</td></tr><tr><td>S117</td><td>54</td></tr><tr><td>S217</td><td>62</td></tr><tr><td>SU17</td><td>65</td></tr><tr><td>F117</td><td>66</td></tr><tr><td>F217</td><td>65</td></tr><tr><td>S118</td><td>72</td></tr><tr><td>S218</td><td>72</td></tr><tr><td>SU18</td><td>53</td></tr><tr><td>F118</td><td>64</td></tr><tr><td>F218</td><td>55</td></tr><tr><td>S119</td><td>63</td></tr><tr><td>S219</td><td>57</td></tr></tbody></table>	Term	Score	SU15	38	F115	39	F215	62	S116	53	S216	57	SU16	58	F116	58	F216	69	S117	54	S217	62	SU17	65	F117	66	F217	65	S118	72	S218	72	SU18	53	F118	64	F218	55	S119	63	S219	57
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Increase the overall Peregrine MFT score in Business Finance	Peregrine MFT - Summative	Student scores in finance have declined from 66-56 for the 2018-2019 AY.	There is a slight decline in the business finance scores and the scores range from 66-56.	We will continue to monitor this each year and expect that we will see a trend increase and closer consistency of scores.	<div>Peregrine MFT Score - Business Finance</div> <table><thead><tr><th>Term</th><th>Score</th></tr></thead><tbody><tr><td>SU15</td><td>46</td></tr><tr><td>F115</td><td>49</td></tr><tr><td>F215</td><td>54</td></tr><tr><td>S116</td><td>51</td></tr><tr><td>S216</td><td>55</td></tr><tr><td>SU16</td><td>55</td></tr><tr><td>F116</td><td>68</td></tr><tr><td>F216</td><td>61</td></tr><tr><td>S117</td><td>57</td></tr><tr><td>S217</td><td>58</td></tr><tr><td>SU17</td><td>58</td></tr><tr><td>F117</td><td>63</td></tr><tr><td>F217</td><td>66</td></tr><tr><td>S118</td><td>66</td></tr><tr><td>S218</td><td>69</td></tr><tr><td>SU18</td><td>56</td></tr><tr><td>F118</td><td>66</td></tr><tr><td>F218</td><td>60</td></tr><tr><td>S119</td><td>60</td></tr><tr><td>S219</td><td>56</td></tr></tbody></table>	Term	Score	SU15	46	F115	49	F215	54	S116	51	S216	55	SU16	55	F116	68	F216	61	S117	57	S217	58	SU17	58	F117	63	F217	66	S118	66	S218	69	SU18	56	F118	66	F218	60	S119	60	S219	56
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S216	55																																														
SU16	55																																														
F116	68																																														
F216	61																																														
S117	57																																														
S217	58																																														
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S218	69																																														
SU18	56																																														
F118	66																																														
F218	60																																														
S119	60																																														
S219	56																																														

Improve the overall Peregrine MFT score in Qualitative to Quantitative Research Techniques & Statistics	Peregrine MFT - Summative	Students scores in the quantiative research techniques and statistics has been declining for 2018-2019AY.	The quantitative results varied from 56-54 for the 2018-2019AY. This is a slight decrease over the previous year.	We will continue to monitor this each year and expect that we will see a trend increase and closer consistency of scores.	<div><p>Peregrine MFT Score - Quantitative Research Techniques and Statistics</p><table><thead><tr><th>Term</th><th>Score</th></tr></thead><tbody><tr><td>Fa 15</td><td>41</td></tr><tr><td>Fa 16</td><td>42</td></tr><tr><td>Fa 17</td><td>59</td></tr><tr><td>Fa 18</td><td>55</td></tr><tr><td>Fa 19</td><td>58</td></tr><tr><td>Su 16</td><td>53</td></tr><tr><td>Su 17</td><td>56</td></tr><tr><td>Su 18</td><td>59</td></tr><tr><td>Su 19</td><td>52</td></tr><tr><td>Fa 17</td><td>55</td></tr><tr><td>Fa 18</td><td>61</td></tr><tr><td>Fa 19</td><td>62</td></tr><tr><td>Su 17</td><td>63</td></tr><tr><td>Su 18</td><td>64</td></tr><tr><td>Su 19</td><td>60</td></tr><tr><td>Fa 18</td><td>53</td></tr><tr><td>Fa 19</td><td>56</td></tr><tr><td>Su 18</td><td>53</td></tr><tr><td>Su 19</td><td>59</td></tr><tr><td>Fa 19</td><td>54</td></tr></tbody></table></div>	Term	Score	Fa 15	41	Fa 16	42	Fa 17	59	Fa 18	55	Fa 19	58	Su 16	53	Su 17	56	Su 18	59	Su 19	52	Fa 17	55	Fa 18	61	Fa 19	62	Su 17	63	Su 18	64	Su 19	60	Fa 18	53	Fa 19	56	Su 18	53	Su 19	59	Fa 19	54
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2. Develop business strategic plans.	Group business strategy plan in MBA695 Course.	There is more of a grade distrubution on this project and that the majority of students fall into the exemplary and superior range.	The majority of students are able to develop a business strategic plan at the exemplary and superior level.	The goal is to continue to track this data and monitor it for the 2019/2020 AY.	<div><p>MBA695 Personal Strategic Plan 2018-2019 AY</p><table><thead><tr><th>Grade Expectations</th><th>Fall 1 2018</th><th>Fall 2 2018</th><th>Spring 1 2019</th><th>Spring 2 2019</th></tr></thead><tbody><tr><td>Exemplary</td><td>42</td><td>73</td><td>45</td><td>74</td></tr><tr><td>Superior</td><td>3</td><td>3</td><td>4</td><td>5</td></tr><tr><td>Proficient</td><td>0</td><td>0</td><td>0</td><td>0</td></tr><tr><td>Deficient</td><td>0</td><td>1</td><td>0</td><td>0</td></tr><tr><td>Inadequate</td><td>0</td><td>1</td><td>0</td><td>0</td></tr></tbody></table></div>	Grade Expectations	Fall 1 2018	Fall 2 2018	Spring 1 2019	Spring 2 2019	Exemplary	42	73	45	74	Superior	3	3	4	5	Proficient	0	0	0	0	Deficient	0	1	0	0	Inadequate	0	1	0	0												
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Proficient	0	0	0	0																																											
Deficient	0	1	0	0																																											
Inadequate	0	1	0	0																																											
3. Apply SWOT analysis in business.	Group project and presentation in MBA576 Course.	The majority of students are doing exemplary and superior work on their group project and presentation.	The majority of students are able to do a SWOT analysis in business and apply it in their group project and presentation at the exemplary and superior level.	The goal is to continue to track this data and monitor it for the 2019/2020 AY.	<div><p>MBA576 Operations Management 2018-2019 AY</p><table><thead><tr><th>Grade Expectation</th><th>Fall 1 2018</th><th>Fall 2 2018</th><th>Spring 1 2019</th><th>Spring 2 2019</th></tr></thead><tbody><tr><td>Exemplary</td><td>57</td><td>31</td><td>117</td><td>42</td></tr><tr><td>Superior</td><td>16</td><td>21</td><td>15</td><td>11</td></tr><tr><td>Proficient</td><td>3</td><td>8</td><td>7</td><td>0</td></tr><tr><td>Deficient</td><td>4</td><td>0</td><td>0</td><td>0</td></tr><tr><td>Inadequate</td><td>1</td><td>2</td><td>2</td><td>0</td></tr></tbody></table></div>	Grade Expectation	Fall 1 2018	Fall 2 2018	Spring 1 2019	Spring 2 2019	Exemplary	57	31	117	42	Superior	16	21	15	11	Proficient	3	8	7	0	Deficient	4	0	0	0	Inadequate	1	2	2	0												
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4. Evaluate financial statements to make informed business decision.	Final Exam in MBA615 Course.	The grades are more varied distribution in grades for this quantitative course.	The students vary between exemplary and inadequate. The majority of the students fall in the exemplary to profiecient range.	The goal is to continue to track this data and monitor it for the 2019/2020 AY.	<div><p>MBA 615 Managerial Finance 2018-2019AY</p><table><thead><tr><th>Grade Expectation</th><th>Fall 1 2018</th><th>Fall 2 2018</th><th>Spring 1 2019</th><th>Spring 2 2019</th></tr></thead><tbody><tr><td>Exemplary</td><td>13</td><td>63</td><td>26</td><td>36</td></tr><tr><td>Superior</td><td>6</td><td>27</td><td>15</td><td>40</td></tr><tr><td>Proficient</td><td>6</td><td>18</td><td>12</td><td>6</td></tr><tr><td>Deficient</td><td>7</td><td>5</td><td>9</td><td>3</td></tr><tr><td>Inadequate</td><td>1</td><td>3</td><td>4</td><td>6</td></tr></tbody></table></div>	Grade Expectation	Fall 1 2018	Fall 2 2018	Spring 1 2019	Spring 2 2019	Exemplary	13	63	26	36	Superior	6	27	15	40	Proficient	6	18	12	6	Deficient	7	5	9	3	Inadequate	1	3	4	6												
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5. Construct ethical business decisions.	Group project in MBA524 Course.	he majority of students are doing exemplary and superior work on their group project.	Students are successfully able to construct ethical business decisions at exemplary and superior level.	The goal is to continue to track this data and monitor it for the 2019/2020 AY.	<div><p>MBA524 Business Law and Ethics 2018-2019 AY</p><table><thead><tr><th>Category</th><th>Fall 1 2017</th><th>Fall 2 2017</th><th>Spring 1 2018</th><th>Spring 2 2018</th></tr></thead><tbody><tr><td>Exemplary</td><td>23</td><td>25</td><td>25</td><td>27</td></tr><tr><td>Superior</td><td>11</td><td>25</td><td>8</td><td>7</td></tr><tr><td>Proficient</td><td>1</td><td>8</td><td>2</td><td>6</td></tr><tr><td>Deficient</td><td>1</td><td>0</td><td>0</td><td>0</td></tr><tr><td>Inadequate</td><td>5</td><td>6</td><td>4</td><td>13</td></tr></tbody></table></div>	Category	Fall 1 2017	Fall 2 2017	Spring 1 2018	Spring 2 2018	Exemplary	23	25	25	27	Superior	11	25	8	7	Proficient	1	8	2	6	Deficient	1	0	0	0	Inadequate	5	6	4	13
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What is your goal?																																								
Analysis on student perceptions and student satisfaction. Goal is to understand the underlying influences on student perceptions and student satisfaction.	IDEA Survey Results at the Program Level	The MBA program faculty are ranking in the 4.0 level on a 5.0 scale, for the IDEA assessment feedback. The IDEA feedback increased 3% increase in Excellent Teacher, an increase of 2.4% for Excellent Course, and an increase score of 2.6% on average. The MBA program has an increase of number of 23 courses for the 2018-2019AY. The MBA makes up 17.8% of the School of Business.	The MBA program is 2.7% lower on excellent teacher and 3.7% lower on excellent course and an average of 3.2% lower than the School of Business overall. When compared to all of IDEA users, the MBA program is an average of 1.4% higher overall.	The MBA program will continue to track this data. The goal is to increase the IDEA average by 1% overall for 2019-2020AY.	<table><tr><th>IDEA Summative Questions</th><th>MBA</th><th>SoB All</th><th>IDEA All</th></tr><tr><td>Excellent Teacher</td><td>4.38</td><td>4.50</td><td>4.3</td></tr><tr><td>Excellent Course</td><td>4.24</td><td>4.40</td><td>4.2</td></tr><tr><td>Average of B and C</td><td>4.31</td><td>4.45</td><td>4.25</td></tr><tr><td>Number of Courses</td><td>131</td><td>736</td><td></td></tr></table> <table><tr><th>IDEA Summative Questions</th><th>AY1718</th><th>AY1819</th></tr><tr><td>Excellent Teacher</td><td>4.25</td><td>4.38</td></tr><tr><td>Excellent Course</td><td>4.14</td><td>4.24</td></tr><tr><td>Average of B and C</td><td>4.20</td><td>4.31</td></tr><tr><td>Number of Courses</td><td>108</td><td>131</td></tr></table>	IDEA Summative Questions	MBA	SoB All	IDEA All	Excellent Teacher	4.38	4.50	4.3	Excellent Course	4.24	4.40	4.2	Average of B and C	4.31	4.45	4.25	Number of Courses	131	736		IDEA Summative Questions	AY1718	AY1819	Excellent Teacher	4.25	4.38	Excellent Course	4.14	4.24	Average of B and C	4.20	4.31	Number of Courses	108	131
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Master of Public Administration

Standard #4 Measurement and Analysis of Student Learning and Performance

Use this table to supply data for Criterion 4.2.

Performance Indicator	Definition												
1. Student Learning Results	A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination).</i> Add these to the description of the measurement instrument in column two: Direct - Assessing student performance by examining samples of student work Formative – An assessment conducted during the student’s education. Summative – An assessment conducted at the end of the student’s education. Internal – An assessment instrument that was developed within the business unit. External – An assessment instrument that was developed outside the business unit. Comparative – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.												
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results		Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)								
Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?									
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative												
Increase the MFT Overall Average Percentile Rank	Peregrine MFT - Summative			The Peregrine MPA field test was not administered this academic year. It was administered last academic year and will be administered next academic year and will continued to be administered.	No Peregrine exams were administered for MPA program during the 18/19 academic year. The last exam on file was take in May 2018.								
Improve student performance on the MPA Oral Exam	Oral Competency Exam (summative, internal): Percent who pass on initial attempt	Data for the Initial MPA Oral Exam Pass Rate for the past four semesters exhibits variation, with a 78-90% Initial Pass Rate.	Some students continue to struggle with fully addressing competencies and synthesizing concepts and information across courses. My observations suggest particularly difficulty with the core competencies.	Starting last academic year, there was increased emphasis in the capstone PA602 on exam preparation. A major stumbling block for some students, however, continues to be preparation. Some students do not prepare as well as they should. Assuming that lack of preparation is associated with lack of familiarity with the exam process, a one-page description of the MPA Oral Exam process was created and distributed to all students in the PA602 capstone class. Some anecdotal evidence suggests this may have helped in some cases, but the overall evidence, based on initial pass of the exam, is unclear to this point.	Percent Passing MPA Oral Exam on Initial Attempt <table><tr><td>Fall 2017</td><td>Spring 2018</td><td>Fall 2019</td><td>Spring 2019</td></tr><tr><td>83</td><td>85</td><td>90</td><td>78</td></tr></table>	Fall 2017	Spring 2018	Fall 2019	Spring 2019	83	85	90	78
Fall 2017	Spring 2018	Fall 2019	Spring 2019										
83	85	90	78										
Improve student performance on the MPA Oral Exam	Oral Competency Exam (summative, internal): Percent who are awarded Pass with Distinction .	Only those who pass upon the initial attempt are eligible to Pass with Distinction. For the present 2018-19 AY, one-in-three students who passed initially, Passed with Distinction in the fall, about one-in-seven of those who passed initially, Passed with Distinction in the Spring.	For the current AY, slightly more than one-in-five students passed their MPA Oral Exams with Distinction. The difference between the two semesters, however, was pronounced (33% v. 14%). Data will continue to be reported to develop a base-line and identify any trend over time.	The Activities noted above regarding the Initial Oral Exam Pass Rate are also expected to yield improved performance among those who pass the exam.	Percent Passing MPA Oral Exam with Distinction <table><tr><td>Fall 2018</td><td>Spring 2019</td></tr><tr><td>33</td><td>14</td></tr></table>	Fall 2018	Spring 2019	33	14				
Fall 2018	Spring 2019												
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Measurable goal		What are your current results?	What did you learn from the results?	What did you improve or what is your next step?																					
What is your goal?																									
Analysis of student perceptions of teaching and satisfaction with courses. Goals are to have our instructors and courses rated highly by students and to understand the underlying influences on student perceptions and student satisfaction.	IDEA Survey Results.	Score for Excellent Teacher is the same among graduate and all PA students, and slightly higher than among all students. The summative questions score improved slightly, AY1718 to AY1819. Score for Excellent Course showed the same pattern.	Students consider graduate teaching and courses in the Hauptmann School's MPA program and courses essentially on a par with undergraduate public administration teaching and courses. Of significance, student evaluations have improved over the past year.	There were a couple changes that might account for the improvement in teaching scores. First, several new adjunct instructors were hired to teach in the Hauptmann School's MPA program during the past AY and they are quality teachers. Second, during the past AY the Hauptmann School adopted the School of Business' faculty assessment instrument to assess our adjuncts and communicate results to them--this may have helped guide faculty regarding their teaching. Next steps are to continue to use the present faculty assessment instrument	<table><tr><th>IDEA Summative Questions</th><th>GRPA</th><th>PA All</th><th>IDEA All</th></tr><tr><td>Excellent Teacher</td><td>4.4</td><td>4.42</td><td>4.3</td></tr><tr><td>Excellent Course</td><td>4.3</td><td>4.36</td><td>4.2</td></tr><tr><td>Average of B and C</td><td>4.35</td><td>4.39</td><td>4.25</td></tr><tr><td>Number of Courses</td><td>9</td><td>45</td><td></td></tr></table>	IDEA Summative Questions	GRPA	PA All	IDEA All	Excellent Teacher	4.4	4.42	4.3	Excellent Course	4.3	4.36	4.2	Average of B and C	4.35	4.39	4.25	Number of Courses	9	45	
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Master of Information Systems and Business Analytics

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What is your goal?																										
Analysis on student perceptions and student satisfaction. Goal is to understand the underlying influences on student perceptions and student satisfaction.	IDEA Survey Results at the Program Level	The current results on the selected questions are below the School of Business average ranging between 3.48 (Excellent Course) to 3.91 (Excellent Teacher).	The program consists of CIS, MIS and MBA courses. We were not able to identify the responses filled out by ISBA majors only in those shared classes. Therefore, the reported data covers CIS portion of the courses. There are several reasons why the average scores are lower than average at the school. 1) The courses are brand new, and it often happens that the first couple of time the course is offered it requires certain adjustments. 2) The level of technical components in the CIS courses is different from other courses in graduate business programs because. As we do not require any technical knowledge for admission some students may feel that the courses were too hard. 3) As an instructor of the majority of CIS courses, I've noticed issues with students' expectation of the course complexity and academic level. For example, almost a third of students in one of CIS classes have been engaged in plagiarism or improper citations. 4) Being a new faculty and working on developing the courses and other service assignments, I may have designated less time than I should to some of the students who require additional assistance.	To address academic dishonesty, we have incorporated a special section on plagiarism to course policies for every CIS class. To make the level and requirements of our program more transparent to our students from the very beginning, we developed flyers describing the program and the skills covered which we will promote to be distributed to all incoming students. I also expect the educational background of our students to change in the future as we will be getting more students who have chosen ISBA as their first graduate degree at Park (vs. switching from less technical degrees). To help underprepared students, we have 1) contacted tutoring service and we have developed an action plan for how to serve our students better. 2) We continue the process of incorporating supporting tools to make the technical learning curve less steep. 3) We have reached out to all instructors teaching our introductory course (MIS605) which was redeveloped to better prepare ISBA students in order to reiterate the importance of feedback in that course to better indicate and support students who need additional help. We have also hired additional full-time faculty, and with the expanding pool of part-time faculty, we will be able to redistribute teaching loads more efficiently. We will continue the process of curriculum improvement in particularly focusing on serving students with diverse educational and professional backgrounds better.	<table><tr><th>IDEA Summative Questions</th><th>ISBA</th><th>SoB All</th><th>IDEA All</th></tr><tr><td>Excellent Teacher</td><td>3.91</td><td>4.50</td><td>4.30</td></tr><tr><td>Excellent Course</td><td>3.48</td><td>4.40</td><td>4.20</td></tr><tr><td>Average of B and C</td><td>3.69</td><td>4.45</td><td>4.25</td></tr><tr><td>Number of Courses</td><td>6</td><td>736</td><td></td></tr></table>		IDEA Summative Questions	ISBA	SoB All	IDEA All	Excellent Teacher	3.91	4.50	4.30	Excellent Course	3.48	4.40	4.20	Average of B and C	3.69	4.45	4.25	Number of Courses	6	736	
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