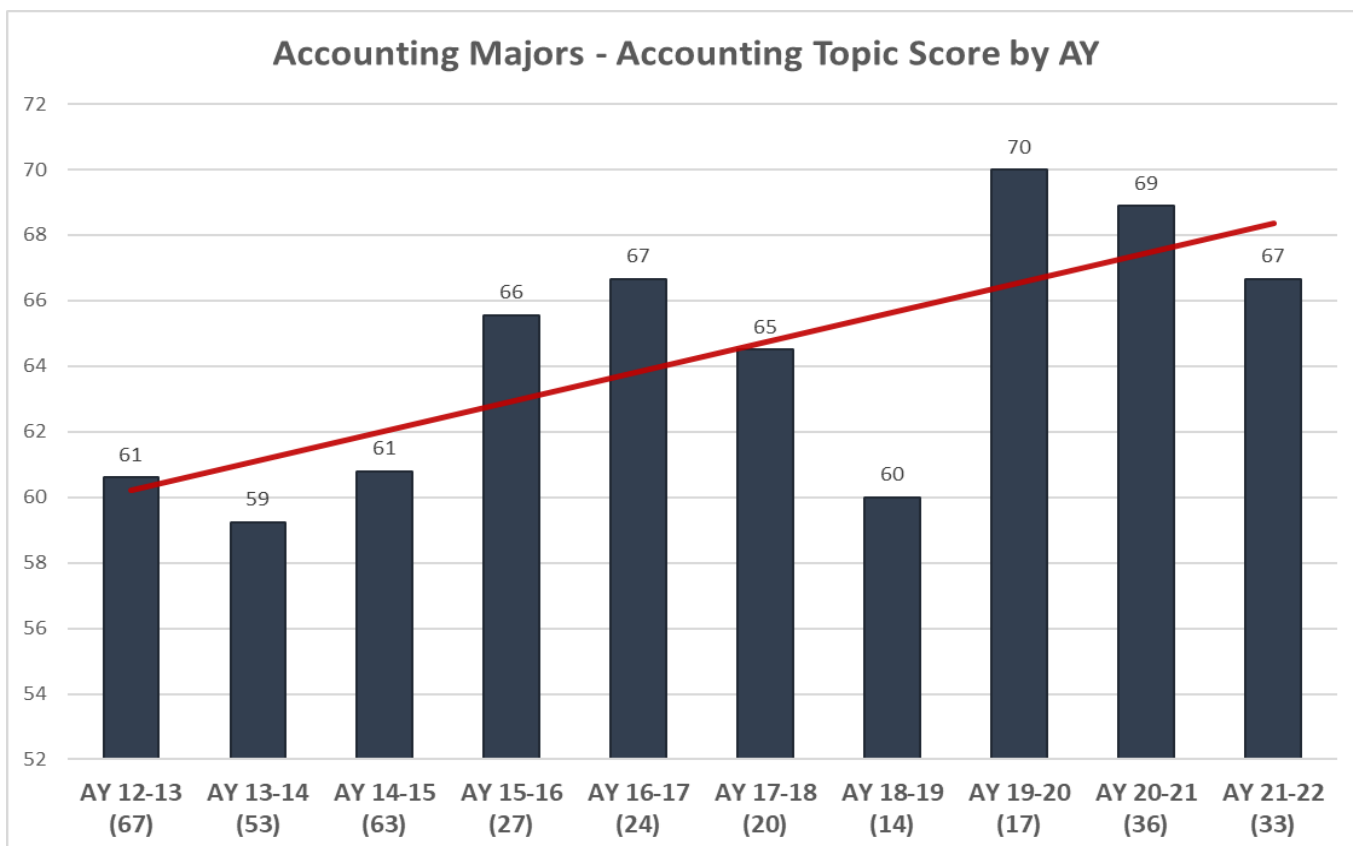
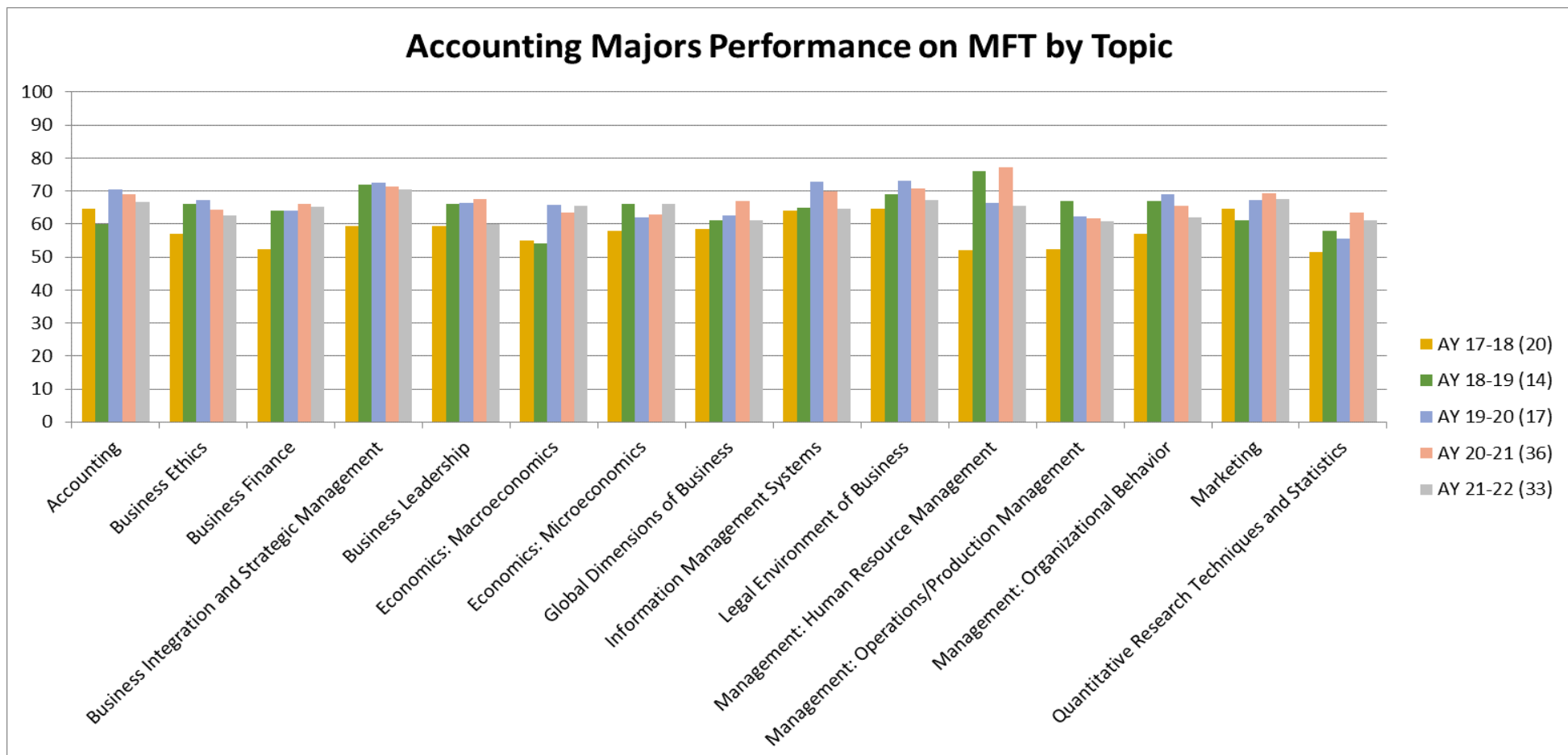
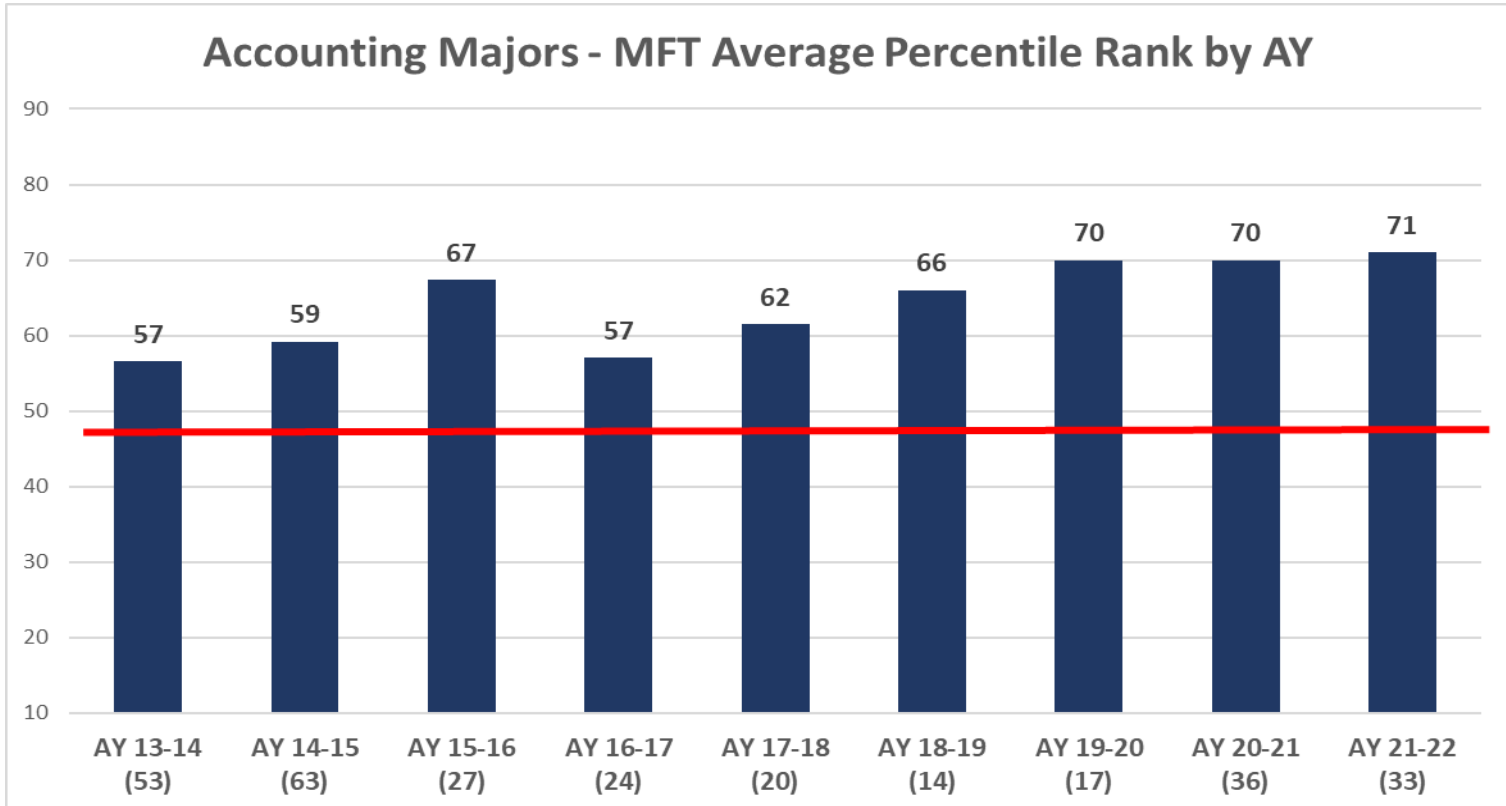
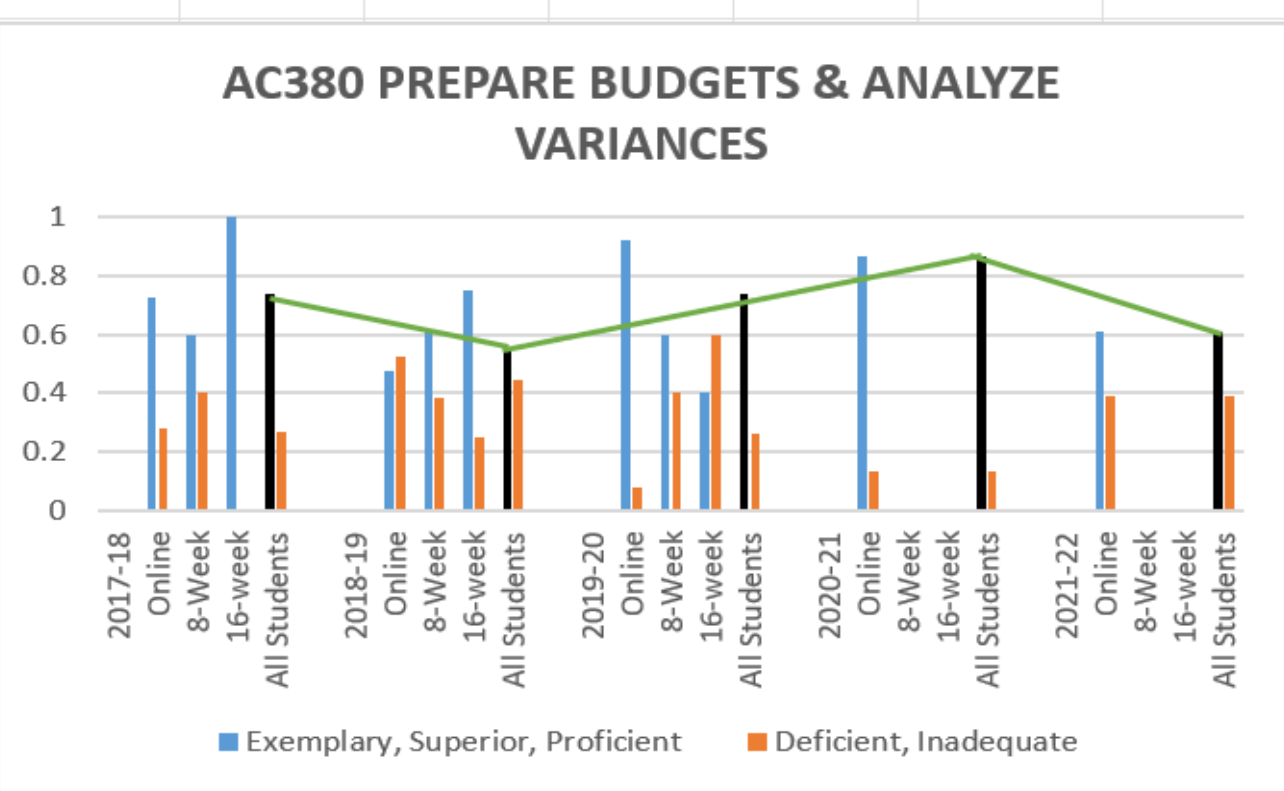
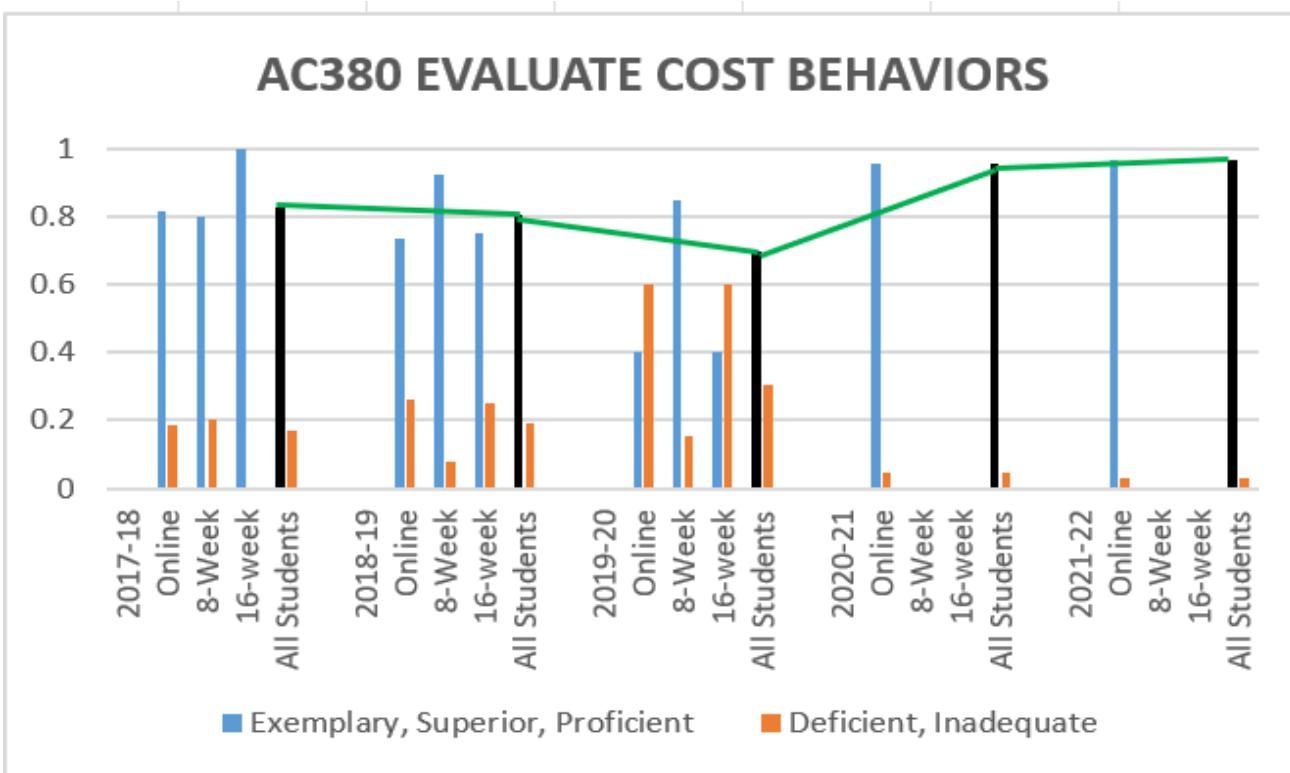


Accounting																																																																																																					
Table 4.1 - Standard 4 Student Learning Assessment																																																																																																					
Use this table to supply data for Criterion 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.																																																																																																				
Identified in Criterion 4.2 Approach Performance Measure	Identified in Criterion 4.1 Deployment What is your measurement instrument or process?	Identified in Criterion 4.3 Results	Identified in Criterion 4.3 Analysis of Results	Identified in Criterion 4.4 Improvement Action Taken or Improvement made	Identified in Criterion 4.3 Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)																																																																																																
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Accounting Knowledge #1 (Part 1): Demonstrate ability to organize, review, and prepare financial statements, primarily focusing on corporate and governmental/nonprofit entities. The goal for AC201 : that the average score is at or above the Proficient level. For AC320, 330, and 425 : that at least 90% of students are scoring at or above the Proficient level. 5-point scale used: Exemplary, Superior, Proficient, Deficient, and Inadequate.	An exam problem that requires students to organize and prepare financial statements. The exam problem increases in difficulty as advance to higher-level courses. AC201 is a formative assessment .	We did not gather assessment data for the AC201 and 202 courses this year. Data was compiled over the prior 7 years utilizing similar content throughout that time period (Wiley publisher and Kimmel author). Courses were appropriately modified for continuous improvement. As conveyed in last year's chart, students were scoring above Proficient in this category . Based on faculty/instructor input last year, we transitioned to new curriculum that (1) reduced course content from 11 to 9 chapters to enable students more time to better learn course concepts and from different angels and perspectives, (2) incorporated video lectures with subsequent viewing assessments, (3) integrated cash flow throughout AC201 to enable removing the chapter from AC202, and (4) moved from Wiley to McGraw Hill publisher (Edmonds author) with a somewhat different pedagogical approach. Both courses were fully live Spring 2, 2022.	We will begin gathering data on the revised curriculum Fall 2022.	Data not gathered this academic year.	
Note: For 2021-22, upper-level accounting courses were not offered in the 16-week format due to low enrollments at the Parkville classes. It is noteworthy that "total" enrollment is not down in the accounting program as a whole; only for the Parkville campus. Apparently Parkville accounting majors chose to move online after taking classes in the online format in the prior two years. The following charts only contain data for online classes for the 2021-22 academic year.					
	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 .	93-98% of all students scored proficient or above during the 5 year time period. AY2021-22 score is 93%. Our 90% goal was met.	Accounting majors mostly populate this course so they are more concerned about mastering accounting as part of their career preparation.	This course was redeveloped Spring 2021 providing more user-friendly technology. Content was updated for new FASB standards. Cases and other applied-learning assignments were revised. Recorded lectures are provided.	
	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.	81 - 95% of all students scored proficient or above during the 5 year time period. AY2021-22 score is 85%. Our 90% goal was met 2 out of the 5 years.	The Statement of Cash Flows requires intensive understanding of account analysis so a very, very challenging accounting topic.	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 still may need to reconsider our expectations given the complexity of this topic.	
	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.	89 - 97% of all students scored at or above Proficient. AY2021-22 score is 97%. With the exception of 2019-20, our 90% goal was essentially met throughout this 5 year period.	The program formative assessments support continuous student development to enable positive student outcomes at the summative assessment level.	This course was redeveloped for Spring 2021 incorporating an online homework system to provide timely and accurately student feedback. Future plans include the usage of Excel assignments to complete financial statements.	
Accounting Knowledge #1 (Part 2): Apply the conceptual framework to analyze core accounting events. The goal for AC201 : that the average score is at or above the Proficient level. For AC320 and 425 : that at least 90% of students are scoring at or above the Proficient level. 5-point scale used: Exemplary, Superior, Proficient, Deficient, and Inadequate.	Exam questions. The exam increases in difficulty as advance to higher-level courses. The AC201 comprehensive final exam is a formative assessment .	We did not gather assessment data for the AC201 and 202 courses this year. Data was compiled over the prior 7 years utilizing similar content throughout that time period (Wiley publisher and Kimmel author). Courses were appropriately modified for continuous improvement. As conveyed in last year's chart, students were scoring above Proficient in this category . Based on faculty/instructor input last year, we transitioned to new curriculum that (1) reduced course content from 11 to 9 chapters to enable students more time to better learn course concepts and from different angels and perspectives, (2) incorporated video lectures with subsequent viewing assessments, (3) integrated cash flow throughout AC201 to enable removing the chapter from AC202, and (4) moved from Wiley to McGraw Hill publisher (Edmonds author) with a somewhat different pedagogical approach. Both courses were fully live Spring 2, 2022.	We will begin gathering data on the revised curriculum Fall 2022.	Data not gathered this academic year.	

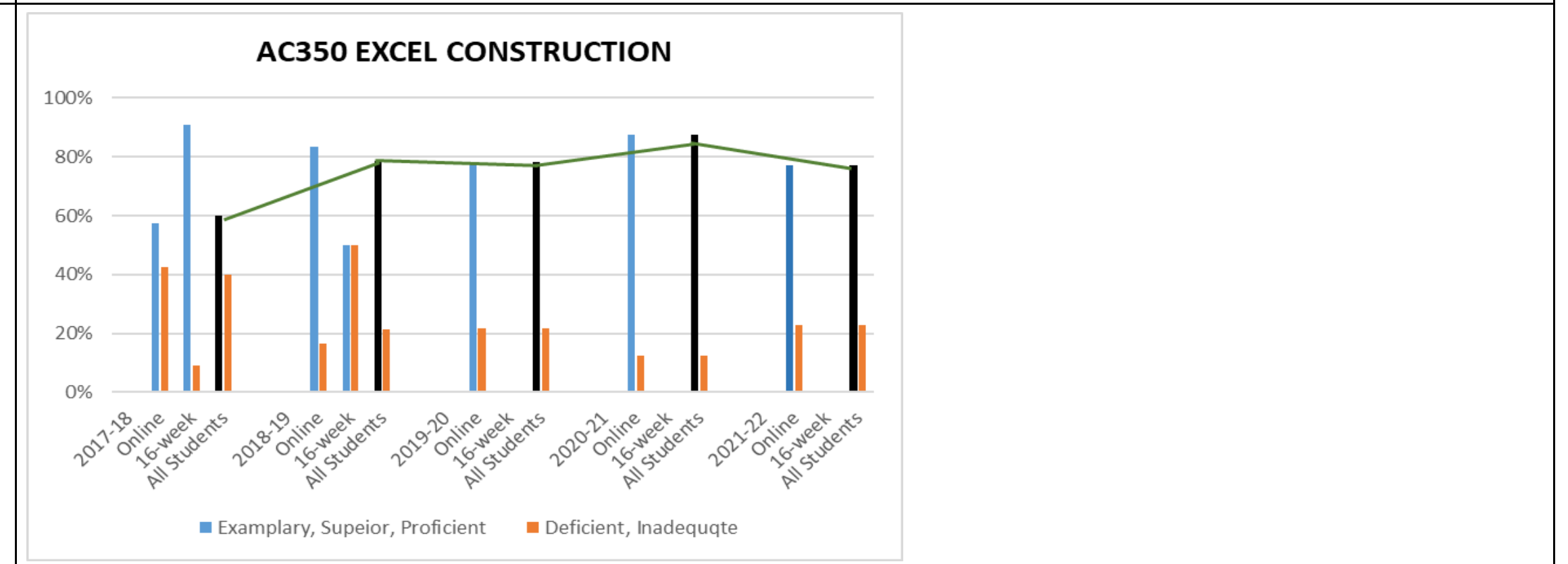
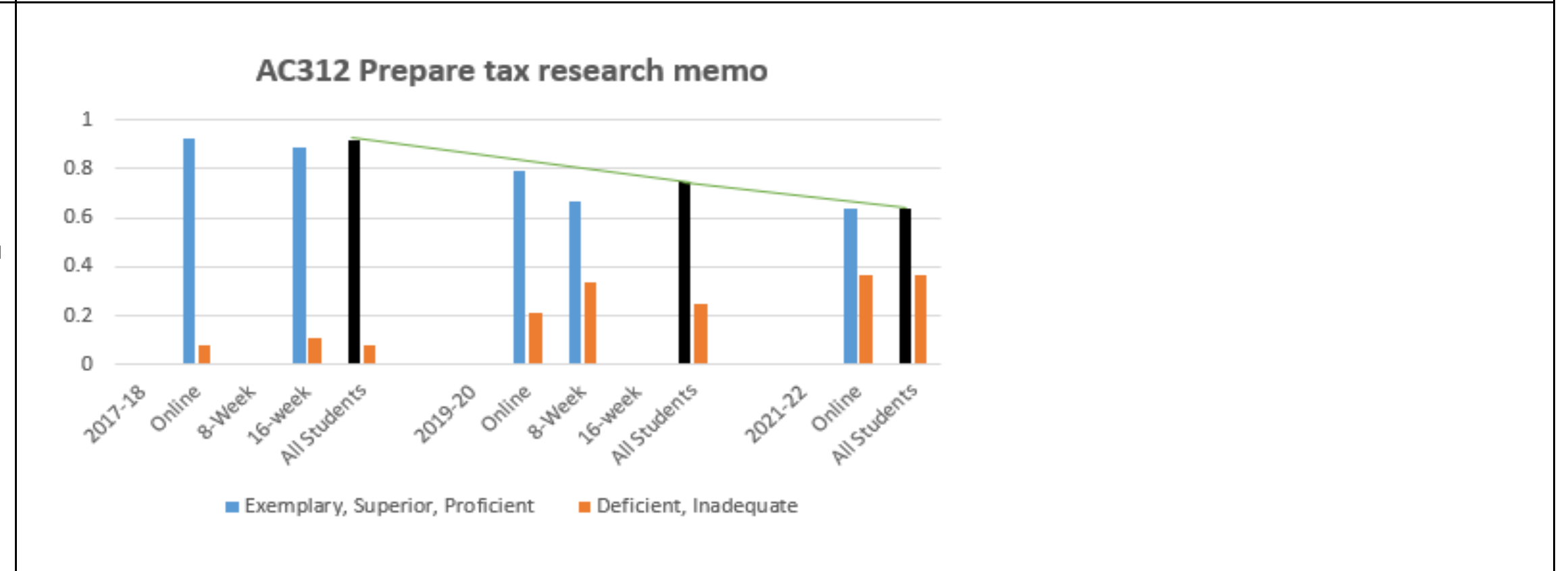
	Exam questions. The exam increases in difficulty as advance to higher-level courses. The AC320 final exam is a formative assessment .	69-81% of all students scored proficient or above during the 5 year time period. Even so, there have not been drastic variations. Still, we did not meet our 90% goal. This is a highly challenging CLO. Should consider lowering our expectations.	We may have too high of expectations. Accounting content is very challenging in this course. In addition, it may be that we have a significant minority of students preforming at "deficient" and "inadequate" in this entry-level course for the accounting major because of those opting to drop out of the accounting major and doing so after this exam. By then, it is reasonable that a number of students would have decided to change their major from accounting.	This course was redeveloped Spring 2021 providing more user-friendly technology. Content was updated for new FASB standards. Cases and other applied-learning assignments were revised. Recorded lectures are provided.	
	Exam questions. The exam increases in difficulty as advance to higher-level courses. The AC425 mid-term & final exams are used for summative assessment .	89 - 96% of all students scored proficient or above during the 5 year time period. AY 2021-22 score is 97%. We essentially met our 90% goal.	The past 5 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 was redeveloped for Spring 2021 incorporating an online homework system to provide timely and accurately student feedback.	
Accounting Knowledge #1 a: Be aware of differences in accounting principles adopted in the United Sates 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% - 88% of all students scored at or above Proficient levels during this 5 year time period. AY2021-22 score is 75%. We did not meet out 90% goal for all students. However, that goal is met if only consider students who complete the assignmentand disregard that chose not to complete.	In the past 5 years approximately 20% of students did not complete this assignment. However, for students that complete this assignment, we are experiencing very positive outcomes.	This course was redeveloped Fall 2020 providing more user-friendly technology in addition to updating the course for several changes in FASB standards.	
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 .	We did not gather assessment data for the AC201 and 202 courses this year. Data was compiled over the prior 7 years utilizing similar content throughout that time period (Wiley publisher and Kimmel author). Courses were appropriately modified for continuous improvement. As conveyed in last year's chart, students were scoring above Proficient in this category. Based on faculty/instructor input last year, we transitioned to new curriculum that (1) reduced course content from 11 to 9 chapters to enable students more time to better learn course concepts and from different angels and perspectives, (2) incorporated video lectures with subsequent viewing assessments, (3) integrated cash flow throughout AC201 to enable removing the chapter from AC202, and (4) moved from Wiley to McGraw Hill publisher (Edmonds author) with a somewhat different pedagogical approach. Both courses were fully live Spring 2, 2022.	We will begin gathering data on the revised curriculum Fall 2022.	Data not gathered this academic year.	

<p>Accounting Knowledge #2: Evaluate financial strengths & weaknesses of an organization using ratio and trend analysis.</p> <p>Professional Accounting Skill #1: Demonstrate effective written communication skills.</p> <p>Professional Accounting Skills #2: Construct Excel spreadsheets for decision-making.</p> <p>Professional Accounting Skills #4: Critical thinking and problem-solving skills to solve diverse and unstructured problems.</p> <p>Professional Accounting Skill #5: Effectively collaborate in a team setting.</p> <p>The goal for AC325: that at least 90% of students are scoring at or above the Proficient level.</p> <p>5-point scale used: Exemplary, Superior, Proficient, Deficient, and Inadequate.</p>	<p>AC325 Financial Statement Analysis Project using real-world company data serves as a direct assessment.</p>	<p>92% - 98% of all students scored at or above Proficient level. AY 21-22 score is 96%. We have consistently met our 90% goal in the past 5 years.</p>	<p>Overall, students are mastering and able to apply these concepts likely due to integrative coverage of ratios and MixMax case in AC320. The MixMax case repeatedly focuses on account analysis and continuously grows in complexity.</p>	<p>This course was redeveloped Spring 2021 providing more user-friendly technology. Content was updated for new FASB standards. Cases and other applied-learning assignments were revised. Recorded lectures are provided.</p>	<p>AC325 FINANCIAL STATEMENT ANALYSIS</p> <table><thead><tr><th>Year</th><th>Mode</th><th>Exemplary, Superior, Proficient</th><th>Deficient, Inadequate</th></tr></thead><tbody><tr><td rowspan="4">2017-18</td><td>Online</td><td>95%</td><td>5%</td></tr><tr><td>8-Week</td><td>85%</td><td>15%</td></tr><tr><td>16-week</td><td>98%</td><td>2%</td></tr><tr><td>All Students</td><td>95%</td><td>5%</td></tr><tr><td rowspan="4">2018-19</td><td>Online</td><td>95%</td><td>5%</td></tr><tr><td>8-Week</td><td>98%</td><td>2%</td></tr><tr><td>16-week</td><td>98%</td><td>2%</td></tr><tr><td>All Students</td><td>95%</td><td>5%</td></tr><tr><td rowspan="4">2019-20</td><td>Online</td><td>82%</td><td>18%</td></tr><tr><td>8-Week</td><td>98%</td><td>2%</td></tr><tr><td>16-week</td><td>95%</td><td>5%</td></tr><tr><td>All Students</td><td>92%</td><td>8%</td></tr><tr><td rowspan="4">2020-21</td><td>Online</td><td>98%</td><td>2%</td></tr><tr><td>8-Week</td><td>98%</td><td>2%</td></tr><tr><td>16-week</td><td>82%</td><td>18%</td></tr><tr><td>All Students</td><td>95%</td><td>5%</td></tr><tr><td rowspan="4">2021-22</td><td>Online</td><td>98%</td><td>2%</td></tr><tr><td>8-Week</td><td>98%</td><td>2%</td></tr><tr><td>16-week</td><td>98%</td><td>2%</td></tr><tr><td>All Students</td><td>95%</td><td>5%</td></tr></tbody></table>	Year	Mode	Exemplary, Superior, Proficient	Deficient, Inadequate	2017-18	Online	95%	5%	8-Week	85%	15%	16-week	98%	2%	All Students	95%	5%	2018-19	Online	95%	5%	8-Week	98%	2%	16-week	98%	2%	All Students	95%	5%	2019-20	Online	82%	18%	8-Week	98%	2%	16-week	95%	5%	All Students	92%	8%	2020-21	Online	98%	2%	8-Week	98%	2%	16-week	82%	18%	All Students	95%	5%	2021-22	Online	98%	2%	8-Week	98%	2%	16-week	98%	2%	All Students	95%	5%
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	<p>AC325 Financial Statement Analysis Project using real-world company data serves as a direct assessment.</p>	<p>92% - 98% of all students scored at or above Proficient level. AY 21-22 score is 96%. Essentially, we have consistently met our 90% goal in the past 5 years.</p>	<p>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.</p>	<p>This course was redeveloped Spring 2021 providing more user-friendly technology. Content was updated for new FASB standards. Cases and other applied-learning assignments were revised. Recorded lectures are provided.</p>	<p>AC325 EXCEL CONSTRUCTION</p> <table><thead><tr><th>Year</th><th>Mode</th><th>Exemplary, Superior, Proficient</th><th>Deficient, Inadequate</th></tr></thead><tbody><tr><td rowspan="4">2017-18</td><td>Online</td><td>92%</td><td>8%</td></tr><tr><td>8-Week</td><td>82%</td><td>18%</td></tr><tr><td>16-week</td><td>98%</td><td>2%</td></tr><tr><td>All Students</td><td>92%</td><td>8%</td></tr><tr><td rowspan="4">2018-19</td><td>Online</td><td>95%</td><td>5%</td></tr><tr><td>8-Week</td><td>98%</td><td>2%</td></tr><tr><td>16-week</td><td>98%</td><td>2%</td></tr><tr><td>All Students</td><td>95%</td><td>5%</td></tr><tr><td rowspan="4">2019-20</td><td>Online</td><td>82%</td><td>18%</td></tr><tr><td>8-Week</td><td>98%</td><td>2%</td></tr><tr><td>16-week</td><td>98%</td><td>2%</td></tr><tr><td>All Students</td><td>92%</td><td>8%</td></tr><tr><td rowspan="4">2020-21</td><td>Online</td><td>98%</td><td>2%</td></tr><tr><td>8-Week</td><td>98%</td><td>2%</td></tr><tr><td>16-week</td><td>82%</td><td>18%</td></tr><tr><td>All Students</td><td>95%</td><td>5%</td></tr><tr><td rowspan="4">2021-22</td><td>Online</td><td>98%</td><td>2%</td></tr><tr><td>8-Week</td><td>98%</td><td>2%</td></tr><tr><td>16-week</td><td>98%</td><td>2%</td></tr><tr><td>All Students</td><td>95%</td><td>5%</td></tr></tbody></table>	Year	Mode	Exemplary, Superior, Proficient	Deficient, Inadequate	2017-18	Online	92%	8%	8-Week	82%	18%	16-week	98%	2%	All Students	92%	8%	2018-19	Online	95%	5%	8-Week	98%	2%	16-week	98%	2%	All Students	95%	5%	2019-20	Online	82%	18%	8-Week	98%	2%	16-week	98%	2%	All Students	92%	8%	2020-21	Online	98%	2%	8-Week	98%	2%	16-week	82%	18%	All Students	95%	5%	2021-22	Online	98%	2%	8-Week	98%	2%	16-week	98%	2%	All Students	95%	5%
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	<p>AC325 Financial Statement Analysis Project using real-world company data serves as a direct assessment.</p>	<p>For the "team" component of the Financial Statement Analysis project, 83% - 98% of students scored at or above the Proficient level during this 5 year time period. AY201-22 is 96%. Most years we met our 90% goal.</p>	<p>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.</p>	<p>This course was redeveloped Spring 2021 providing more user-friendly technology. Content was updated for new FASB standards. Cases and other applied-learning assignments were revised. Recorded lectures are provided.</p>	<p>AC325 TEAM SETTING</p> <table><thead><tr><th>Year</th><th>Mode</th><th>Exemplary, Superior, Proficient</th><th>Deficient, Inadequate</th></tr></thead><tbody><tr><td rowspan="4">2017-18</td><td>Online</td><td>78%</td><td>22%</td></tr><tr><td>8-Week</td><td>85%</td><td>15%</td></tr><tr><td>16-week</td><td>92%</td><td>8%</td></tr><tr><td>All Students</td><td>80%</td><td>20%</td></tr><tr><td rowspan="4">2018-19</td><td>Online</td><td>95%</td><td>5%</td></tr><tr><td>8-Week</td><td>98%</td><td>2%</td></tr><tr><td>16-week</td><td>98%</td><td>2%</td></tr><tr><td>All Students</td><td>95%</td><td>5%</td></tr><tr><td rowspan="4">2019-20</td><td>Online</td><td>78%</td><td>22%</td></tr><tr><td>8-Week</td><td>92%</td><td>8%</td></tr><tr><td>16-week</td><td>92%</td><td>8%</td></tr><tr><td>All Students</td><td>85%</td><td>15%</td></tr><tr><td rowspan="4">2020-21</td><td>Online</td><td>98%</td><td>2%</td></tr><tr><td>8-Week</td><td>82%</td><td>18%</td></tr><tr><td>16-week</td><td>98%</td><td>2%</td></tr><tr><td>All Students</td><td>95%</td><td>5%</td></tr><tr><td rowspan="4">2021-22</td><td>Online</td><td>98%</td><td>2%</td></tr><tr><td>8-Week</td><td>98%</td><td>2%</td></tr><tr><td>16-week</td><td>98%</td><td>2%</td></tr><tr><td>All Students</td><td>95%</td><td>5%</td></tr></tbody></table>	Year	Mode	Exemplary, Superior, Proficient	Deficient, Inadequate	2017-18	Online	78%	22%	8-Week	85%	15%	16-week	92%	8%	All Students	80%	20%	2018-19	Online	95%	5%	8-Week	98%	2%	16-week	98%	2%	All Students	95%	5%	2019-20	Online	78%	22%	8-Week	92%	8%	16-week	92%	8%	All Students	85%	15%	2020-21	Online	98%	2%	8-Week	82%	18%	16-week	98%	2%	All Students	95%	5%	2021-22	Online	98%	2%	8-Week	98%	2%	16-week	98%	2%	All Students	95%	5%
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<p>Accounting Knowledge #3 (Part 1): Apply costs through a cost system (such as job order, process, and activity-based costing systems).</p> <p>The goal for AC202: that the average score is at or above the Proficient level.</p> <p>For AC380: that at least 90% of students are scoring at or above the Proficient level.</p> <p>5-point scale used: Exemplary, Superior, Proficient, Deficient, and Inadequate.</p>	<p>AC202 Comprehensive Final Exam is used for formative assessment.</p>	<p>We did not gather assessment data for the AC201 and 202 courses this year. Data was compiled over the prior 7 years utilizing similar content throughout that time period (Wiley publisher and Kimmel author). Courses were appropriately modified for continuous improvement. As conveyed in last year's chart, students were scoring above Proficient in this category.</p> <p>Based on faculty/instructor input last year, we transitioned to new curriculum that (1) reduced course content from 11 to 9 chapters to enable students more time to better learn course concepts and from different angels and perspectives, (2) incorporated video lectures with subsequent viewing assessments, (3) integrated cash flow throughout AC201 to enable removing the chapter from AC202, and (4) moved from Wiley to McGraw Hill publisher (Edmonds author) with a somewhat different pedagogical approach. Both courses were fully live Spring 2, 2022.</p>	<p>We will begin gathering data on the revised curriculum Fall 2022.</p>	<p>Data not gathered this academic year.</p>																																																																						

	AC380 Comprehensive Final Exam is used for summative assessment.	During this 5-year time period, 50% - 78% of students scored at or above the Proficient level, including 35-50% at Exemplary. We have not met out 90% goal over this time period.	The curve has mostly remained stable albeit with some fluctuations over time.	There are plans to redevelop this course; however, that time frame has to be postponed due to other pressing needs due to staffing shortages. In the meantime, we will collect additional data.	
Accounting Knowledge #3 (Part 2): Prepare budget reports and analyze variances. The goal for AC202: that the average score is at or above the Proficient level. For AC380: that at least 90% of students are scoring at or above the Proficient level. 5-point scale used: Exemplary, Superior, Proficient, Deficient, and Inadequate.	AC202 Comprehensive Final Exam is used for formative assessment.	We did not gather assessment data for the AC201 and 202 courses this year. Data was compiled over the prior 7 years utilizing similar content throughout that time period (Wiley publisher and Kimmel author). Courses were appropriately modified for continuous improvement. As conveyed in last year's chart, students were scoring above Proficient in this category. Based on faculty/instructor input last year, we transitioned to new curriculum that (1) reduced course content from 11 to 9 chapters to enable students more time to better learn course concepts and from different angels and perspectives, (2) incorporated video lectures with subsequent viewing assessments, (3) integrated cash flow throughout AC201 to enable removing the chapter from AC202, and (4) moved from Wiley to McGraw Hill publisher (Edmonds author) with a somewhat different pedagogical approach. Both courses were fully live Spring 2, 2022.		We will begin gathering data on the revised curriculum Fall 2022.	Data not gathered this academic year.
	AC380 Comprehensive Final Exam is used for summative assessment.	56% - 86% of students scored at or above the Proficient level, including 39 - 64% at Exemplary over this 5 year time period. We did not meet our 90% goal during this time period.	The curve has mostly remained stable albeit with some fluctuations over time.	There are plans to redevelop this course; however, that time frame has to be postponed due to other pressing needs due to staffing shortages. In the meantime, we will collect additional data.	
Accounting Knowledge #3 (Part 3): Evaluate cost behaviors/methods and production reports for strategic decision-making. The goal for AC202: that the average score is at or above the Proficient level. For AC380: that at least 90% of students are scoring at or above the Proficient level. 5-point scale used: Exemplary, Superior, Proficient, Deficient, and Inadequate.	AC202 Comprehensive Final Exam is used for formative assessment.	We did not gather assessment data for the AC201 and 202 courses this year. Data was compiled over the prior 7 years utilizing similar content throughout that time period (Wiley publisher and Kimmel author). Courses were appropriately modified for continuous improvement. As conveyed in last year's chart, students were scoring above Proficient in this category. Based on faculty/instructor input last year, we transitioned to new curriculum that (1) reduced course content from 11 to 9 chapters to enable students more time to better learn course concepts and from different angels and perspectives, (2) incorporated video lectures with subsequent viewing assessments, (3) integrated cash flow throughout AC201 to enable removing the chapter from AC202, and (4) moved from Wiley to McGraw Hill publisher (Edmonds author) with a somewhat different pedagogical approach. Both courses were fully live Spring 2, 2022.		We will begin gathering data on the revised curriculum Fall 2022.	Data not gathered this academic year.
	AC380 Comprehensive Final Exam is used for summative assessment.	70 - 97% of students scored at or above the Proficient level all years, including 43 - 70% at Exemplary. We did meet out 90% goal this year; however not throughout these 5 years.	The curve has mostly remained stable albeit with some fluctuations over time.	There are plans to redevelop this course; however, that time frame has to be postponed due to other pressing needs due to Covid 19 pandemic. In the meantime, we will collect additional data.	

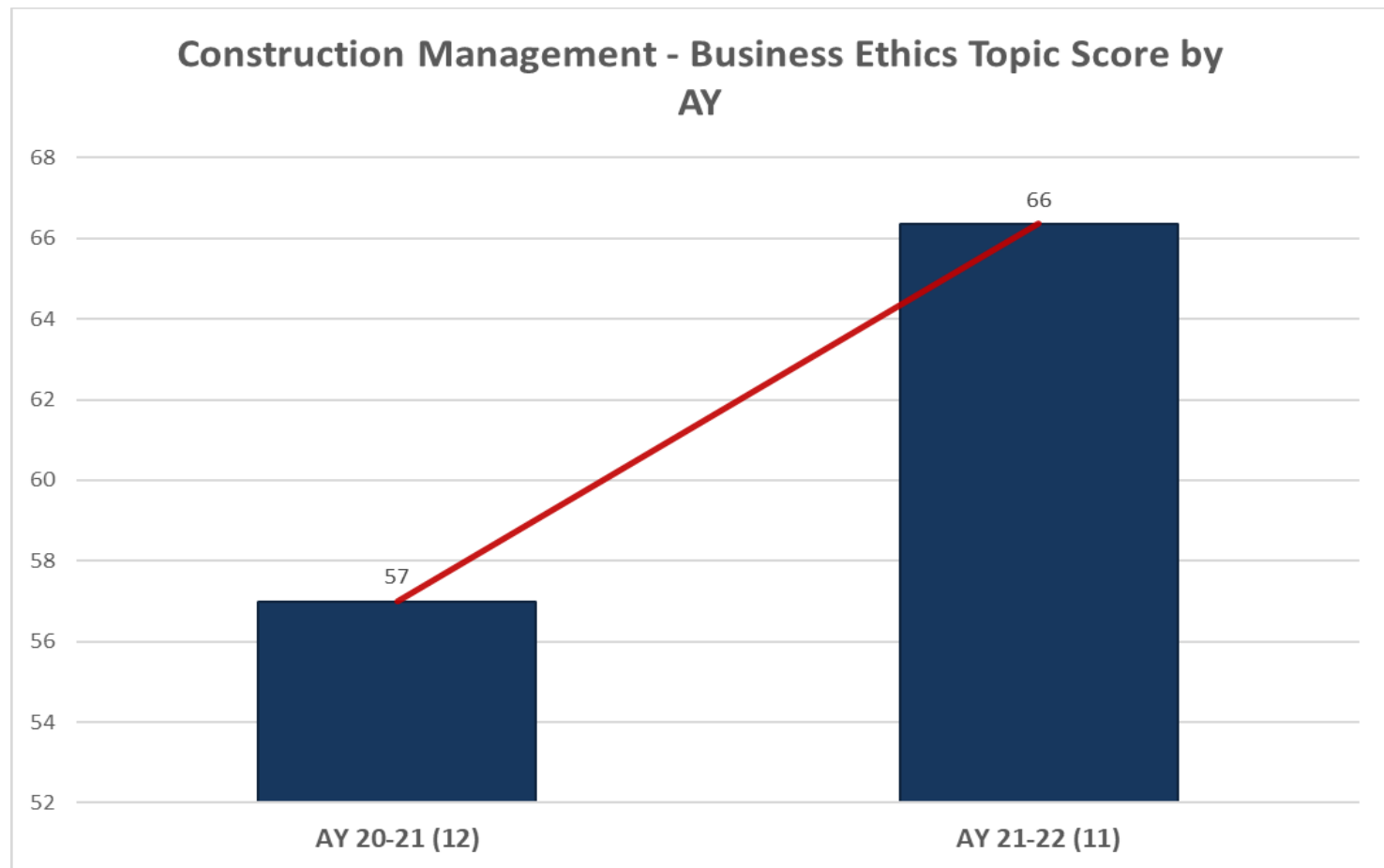
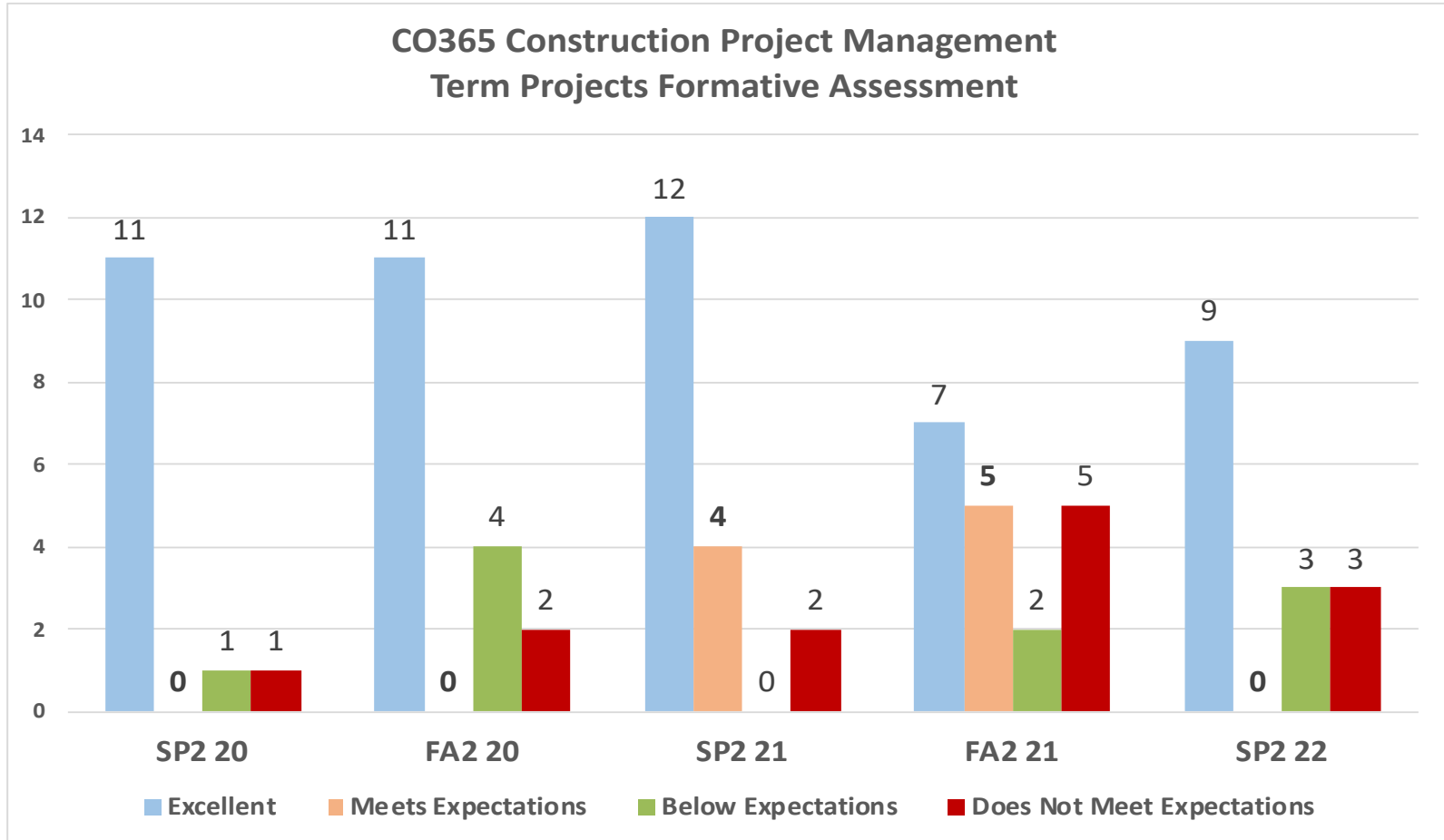
<p>Accounting Knowledge #3 (Part 4): Explain the management accountant's role utilizing cost measurements for decision-making in global organizations.</p> <p>Accounting Professional Skill #1: Demonstrate effective writing.</p> <p>Professional Skill #4: Critical thinking and problem-solving skills to solve diverse and unstructured problems.</p> <p>Professional Orientation #2: Recognize the complexities in the global business/accounting environment.</p> <p>For AC380: that at least 90% of students are scoring at or above the Proficient level.</p> <p>5-point scale used: Exemplary, Superior, Proficient, Deficient, and Inadequate.</p>	AC380 A written decision-making project completed individually is used as a direct assessment .	70 - 100% of students scored at or above the Proficient level all years, including 52 - 100% at Exemplary.	There had been a continuous upward trend with meeting the 90% goal AY2017-18, dipped down, and then somewhat back up the last two years.	There are plans to redevelop this course; however, that time frame has to be postponed due to other pressing needs due to staffing shortages. In the meantime, we will collect additional data.	
<p>Accounting Knowledge #4: Tax compliance and strategy for individual and business entities. (Part 1): Explain fundamental tax concepts for individuals.</p> <p>For AC309: that at least 90% of students are scoring at or above the Proficient level.</p> <p>5-point scale used: Exemplary, Superior, Proficient, Deficient, and Inadequate.</p>	AC309 Comprehensive Final Exam is used for summative assessment .	AC309 was redeveloped for Fall 1 2021. Prior to the redevelopment it was believed that there may have been some academic misconduct taking place. In order to reslove this issue, two measures were taken. First, the exam is now proctored within McGraw-Hill Connect using Proctorio. Second, the time limit of the exam was previously unlimited for a 7 day period, and it was changed to a limit of 240 minutes. Both of these changes contributed to this goal not being met. We believe that these changes were necessary and that the scores will increase over time as students realize that they need to better prepare for the exam, as opposed to relying on other sources.	There had been a continuous upward trend with meeting the 90% goal prior to AY 2019-2020. However, the goal has not been met the last two years.	It may be worth considering decreasing the the goal to 80% for next year. With the implementation of the new measures to decrease academic misconduct, 90% may not be realistic. Tax is a difficult subject, so 80% is adequate.	
<p>Accounting Knowledge #4: Tax compliance and strategy for individual and business entities. (Part 2): Explain fundamental tax concepts for business entities.</p> <p>For AC312: that at least 90% of students are scoring at or above the Proficient level.</p> <p>5-point scale used: Exemplary, Superior, Proficient, Deficient, and Inadequate.</p>	AC312 Comprehensive Final Exam is used for summative assessment .	AC312 was redeveloped for Fall 2 2021. Prior to the redevelopment it was believed that there had been some academic misconduct taking place. In order to reslove this issue, two measures were taken. First, the exam is now proctored within McGraw-Hill Connect using Proctorio. Second, the time limit of the exam was previously unlimited for a 7 day period, and it was changed to a limit of 240 minutes. Both of these changes contributed to this goal not being met. We believe that these changes were necessary and that the scores will increase over time as students realize that they need to better prepare for the exam, as opposed to relying on other sources.	The 90% goal was met AY 2017-18 and for 8-week students in 2019-20. 90% goal prior to AY 2019-2020. However, the goal was not met in AY 2021-22.	It may be worth considering decreasing the the goal to 80% for next year. With the implementation of the new measures to decrease academic misconduct, 90% may not be realistic. Tax is a difficult subject, so 80% is adequate.	
<p>Accounting Knowledge #4: Tax compliance and strategy for individual and business entities.</p> <p>Accounting Professional Skill #2: Use of technology adopted by professional accountants.</p> <p>Professional Skill #4: Critical thinking and problem-solving skills to solve diverse and unstructured problems.</p> <p>For AC309 & AC312: that at least 90% of students are scoring at or above the Proficient level.</p> <p>5-point scale used: Exemplary, Superior, Proficient, Deficient, and Inadequate.</p>	AC309: Completion of Individual Income Tax Return using unstructured information.	AC309 was redeveloped for Fall 1 2021. Prior to the redevelopment, the course had not been redeveloped for three years. As a result, the tax return problems were outdated and some solutions could be found online. In order to remedy this issue, all new tax return problems were created. Even with the changes, the 90% goal was acheived. It is believed that the implementation of new lecture videos assisted in meeting this goal.	The 90% goal has been met consistently since AY 2017-2018. Although the line trended a bit downward in AY 2021-22, that is to be expected based on new tax return problems implemented in the course.	The tax return problems will be updated through course maintenance for tax year 2022 in Spring 2023. Updating the tax return more regularly will keep the class content current.	

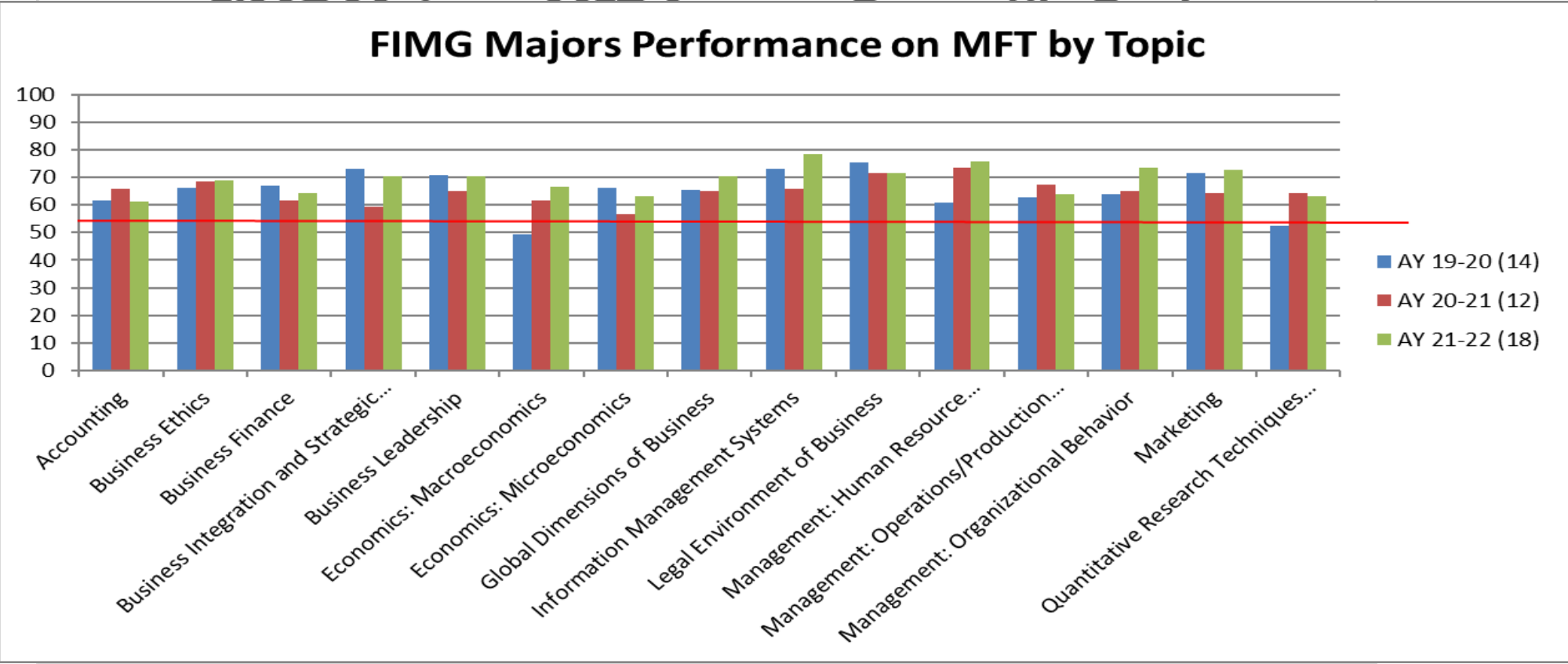
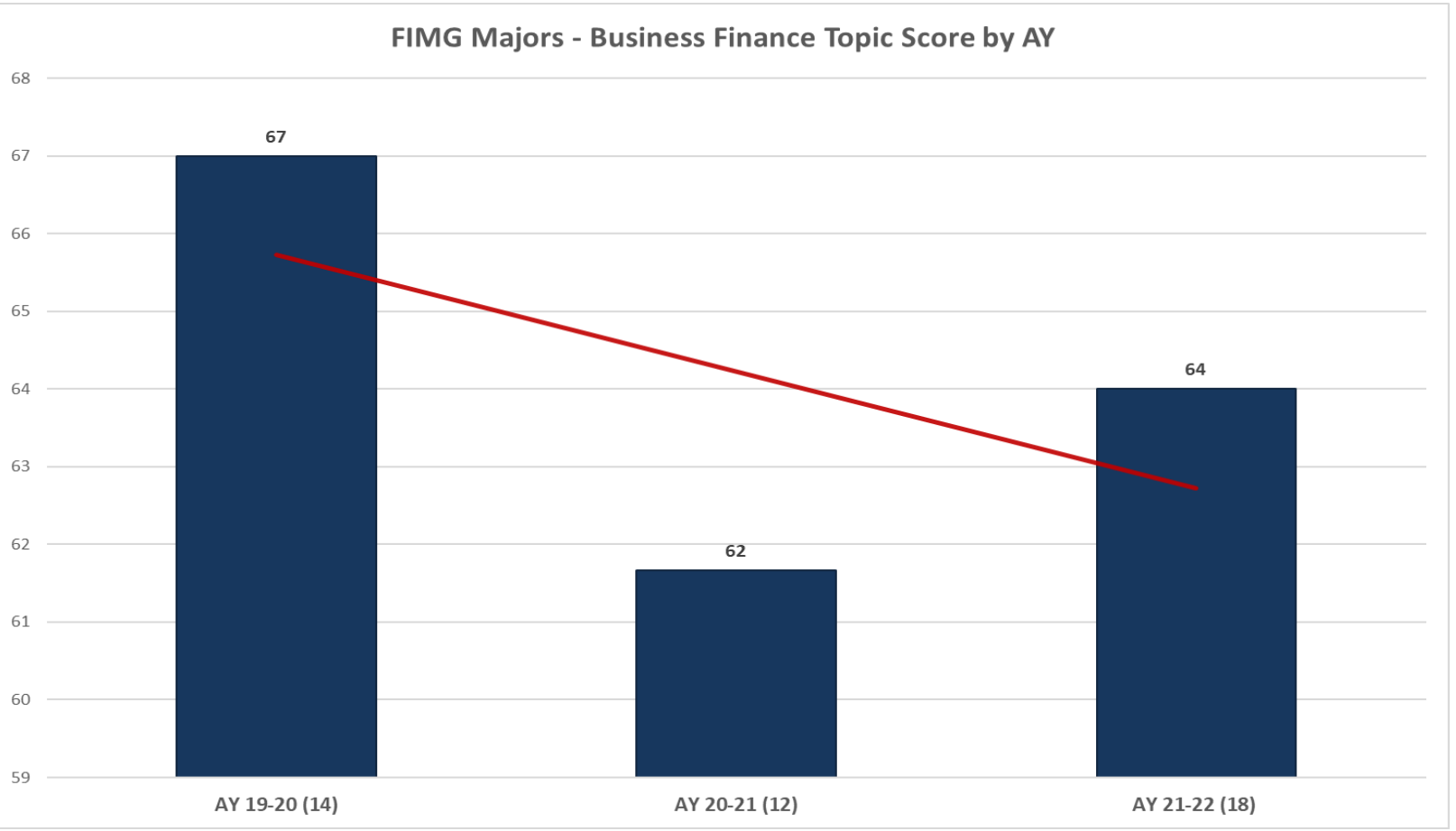
	AC312: Completion of Business Income Tax Return using unstructured information.	AC312 was redeveloped for Fall 2 2022. Prior to the redevelopment, the course had not been redeveloped for three years. As a result, the tax return problem was outdated and some solutions could be found online. In addition, the largest portion of the assignment was an Excel spreadsheet. Students completed very few tax forms. In the newly redeveloped course, the emphasis is on preparing several tax returns, and there is no longer a required Excel portion. This led to a decrease in proficiency in AY 2021-2022 and the goal not being met. However, we believe that these changes were necessary and that the scores will increase over time as students realize that they need to better prepare for the exam, as opposed to relying on other sources. High 88% in 2018; Low 56% in 2022. We met our 90% goal the first two years of data but not the last two.	The 90% goal has not been met in prior years or the current year.	It may be worth considering decreasing the the goal to 80% for next year. With the implementation of the new measures to decrease academic misconduct, 90% may not be realistic. Busines tax returns in particular are very challenging, so 80% is adequate.	<table><caption>AC312 Prepare business tax return</caption><thead><tr><th>Year</th><th>Format</th><th>Exemplary, Superior, Proficient</th><th>Deficient, Inadequate</th></tr></thead><tbody><tr><td rowspan="3">2017-18</td><td>Online</td><td>0.85</td><td>0.15</td></tr><tr><td>8-Week</td><td>1.00</td><td>0.00</td></tr><tr><td>All Students</td><td>0.88</td><td>0.12</td></tr><tr><td rowspan="3">2019-20</td><td>Online</td><td>0.75</td><td>0.25</td></tr><tr><td>8-Week</td><td>1.00</td><td>0.00</td></tr><tr><td>All Students</td><td>0.82</td><td>0.18</td></tr><tr><td rowspan="3">2021-22</td><td>Online</td><td>0.50</td><td>0.45</td></tr><tr><td>8-Week</td><td>0.52</td><td>0.48</td></tr><tr><td>All Students</td><td>0.51</td><td>0.49</td></tr></tbody></table>	Year	Format	Exemplary, Superior, Proficient	Deficient, Inadequate	2017-18	Online	0.85	0.15	8-Week	1.00	0.00	All Students	0.88	0.12	2019-20	Online	0.75	0.25	8-Week	1.00	0.00	All Students	0.82	0.18	2021-22	Online	0.50	0.45	8-Week	0.52	0.48	All Students	0.51	0.49																				
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Accounting Knowledge #5: Accounting and business processes, with related internal controls. Part 2 Evaluate risk and internal controls of 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.	AC350 final exam is used as a formative assessment .	96 - 100% of all students scored at or above Proficient with 71-95% at Exemplary. The course was not offered in the 16-week format this year because of low enrollments. We are essentially meeting the 90% goal.	Overall, students are mastering these concepts.	This course was redeveloped Fall 2020 to switch textbooks and Excel materials.	<table><caption>AC350 EVALUATE INTERNAL CONTROLS</caption><thead><tr><th>Year</th><th>Format</th><th>Exemplary, Supeior, Proficient</th><th>Deficient, Inadequqte</th></tr></thead><tbody><tr><td rowspan="3">2017-18</td><td>Online</td><td>0.98</td><td>0.02</td></tr><tr><td>16-week</td><td>1.00</td><td>0.00</td></tr><tr><td>All Students</td><td>0.99</td><td>0.01</td></tr><tr><td rowspan="3">2018-19</td><td>Online</td><td>1.00</td><td>0.00</td></tr><tr><td>16-week</td><td>1.00</td><td>0.00</td></tr><tr><td>All Students</td><td>1.00</td><td>0.00</td></tr><tr><td rowspan="3">2019-20</td><td>Online</td><td>1.00</td><td>0.00</td></tr><tr><td>16-week</td><td>1.00</td><td>0.00</td></tr><tr><td>All Students</td><td>1.00</td><td>0.00</td></tr><tr><td rowspan="3">2020-21</td><td>Online</td><td>0.95</td><td>0.05</td></tr><tr><td>16-week</td><td>1.00</td><td>0.00</td></tr><tr><td>All Students</td><td>0.98</td><td>0.02</td></tr><tr><td rowspan="3">2021-22</td><td>Online</td><td>1.00</td><td>0.00</td></tr><tr><td>16-week</td><td>1.00</td><td>0.00</td></tr><tr><td>All Students</td><td>1.00</td><td>0.00</td></tr></tbody></table>	Year	Format	Exemplary, Supeior, Proficient	Deficient, Inadequqte	2017-18	Online	0.98	0.02	16-week	1.00	0.00	All Students	0.99	0.01	2018-19	Online	1.00	0.00	16-week	1.00	0.00	All Students	1.00	0.00	2019-20	Online	1.00	0.00	16-week	1.00	0.00	All Students	1.00	0.00	2020-21	Online	0.95	0.05	16-week	1.00	0.00	All Students	0.98	0.02	2021-22	Online	1.00	0.00	16-week	1.00	0.00	All Students	1.00	0.00
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Accounting Knowledge #5: Accounting and business processes, with related internal controls. Part 2: Evaluatge internal control of accounting processes. Accounting Knowledge #6: Assurances of financial statements. Evaluate internal control to develop a strategy for tests of controls. 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.	AC430 final exam is used as a direct assessment .	85 - 100% of all students scored at or above Proficiency over this 5 year time period. Current AY was 100%. We are essentially meeting our 90% goal.	Overall, students are mastering these concepts.	This course and related CLOs were redeveloped Spring 2020 to reflect current audit theories and processes. We compared with a similar CLO from prior years. We see no need for modifications at this time.	<table><caption>AC430 Evaluate internal controls</caption><thead><tr><th>Year</th><th>Format</th><th>Exemplary, Superior, Proficient</th><th>Deficient, Inadequate</th></tr></thead><tbody><tr><td rowspan="3">2017-18</td><td>Online</td><td>0.90</td><td>0.10</td></tr><tr><td>8-Week</td><td>1.00</td><td>0.00</td></tr><tr><td>All Students</td><td>0.98</td><td>0.02</td></tr><tr><td rowspan="3">2018-19</td><td>Online</td><td>0.80</td><td>0.20</td></tr><tr><td>8-Week</td><td>1.00</td><td>0.00</td></tr><tr><td>All Students</td><td>0.85</td><td>0.15</td></tr><tr><td rowspan="3">2019-20</td><td>Online</td><td>0.80</td><td>0.20</td></tr><tr><td>8-Week</td><td>1.00</td><td>0.00</td></tr><tr><td>All Students</td><td>0.85</td><td>0.15</td></tr><tr><td rowspan="3">2020-21</td><td>Online</td><td>1.00</td><td>0.00</td></tr><tr><td>8-Week</td><td>1.00</td><td>0.00</td></tr><tr><td>All Students</td><td>1.00</td><td>0.00</td></tr><tr><td rowspan="3">2021-22</td><td>Online</td><td>1.00</td><td>0.00</td></tr><tr><td>8-Week</td><td>1.00</td><td>0.00</td></tr><tr><td>All Students</td><td>1.00</td><td>0.00</td></tr></tbody></table>	Year	Format	Exemplary, Superior, Proficient	Deficient, Inadequate	2017-18	Online	0.90	0.10	8-Week	1.00	0.00	All Students	0.98	0.02	2018-19	Online	0.80	0.20	8-Week	1.00	0.00	All Students	0.85	0.15	2019-20	Online	0.80	0.20	8-Week	1.00	0.00	All Students	0.85	0.15	2020-21	Online	1.00	0.00	8-Week	1.00	0.00	All Students	1.00	0.00	2021-22	Online	1.00	0.00	8-Week	1.00	0.00	All Students	1.00	0.00
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Accounting Knowledge #6: Assurances of financial statements, including risk assessment. Part 1: Explain the role of external auditing in financial markets. 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.	AC430 exam is used as a direct assessment .	86% - 100% of all students scored at or above Proficiency. Current AY was 100%. In most years, we met our 90% goal.	Overall, students are mastering these concepts.	This course and related CLOs were redeveloped Spring 2020 to reflect current audit theories and processes. We compared with a similar CLO from prior years. We see no need for modifications at this time.	<table><caption>AC430 Explain role of external audit</caption><thead><tr><th>Year</th><th>Format</th><th>Exemplary, Superior, Proficient</th><th>Deficient, Inadequate</th></tr></thead><tbody><tr><td rowspan="3">2017-18</td><td>Online</td><td>0.90</td><td>0.10</td></tr><tr><td>8-Week</td><td>0.75</td><td>0.25</td></tr><tr><td>All Students</td><td>0.85</td><td>0.15</td></tr><tr><td rowspan="3">2018-19</td><td>Online</td><td>1.00</td><td>0.00</td></tr><tr><td>8-Week</td><td>1.00</td><td>0.00</td></tr><tr><td>All Students</td><td>0.90</td><td>0.10</td></tr><tr><td rowspan="3">2019-20</td><td>Online</td><td>0.80</td><td>0.20</td></tr><tr><td>8-Week</td><td>1.00</td><td>0.00</td></tr><tr><td>All Students</td><td>0.85</td><td>0.15</td></tr><tr><td rowspan="3">2020-21</td><td>Online</td><td>0.95</td><td>0.05</td></tr><tr><td>8-Week</td><td>1.00</td><td>0.00</td></tr><tr><td>All Students</td><td>0.98</td><td>0.02</td></tr><tr><td rowspan="3">2021-22</td><td>Online</td><td>1.00</td><td>0.00</td></tr><tr><td>8-Week</td><td>1.00</td><td>0.00</td></tr><tr><td>All Students</td><td>1.00</td><td>0.00</td></tr></tbody></table>	Year	Format	Exemplary, Superior, Proficient	Deficient, Inadequate	2017-18	Online	0.90	0.10	8-Week	0.75	0.25	All Students	0.85	0.15	2018-19	Online	1.00	0.00	8-Week	1.00	0.00	All Students	0.90	0.10	2019-20	Online	0.80	0.20	8-Week	1.00	0.00	All Students	0.85	0.15	2020-21	Online	0.95	0.05	8-Week	1.00	0.00	All Students	0.98	0.02	2021-22	Online	1.00	0.00	8-Week	1.00	0.00	All Students	1.00	0.00
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<p>Professional Accounting Skill #2: Use of technology adopted by professional accountants.</p> <p>Part 1: Construct Excel spreadsheets for accounting decision-making.</p> <p>The goal for AC320 & 350 is at least 90% of students are scoring at or above the Proficient level.</p> <p>5-point scale used: Exemplary, Superior, Proficient, Deficient, and Inadequate.</p>	<p>AC320 Excel Amortization Schedule assignment is used as a formative assessment.</p>	<p>66% - 84% of all students scored at or above Proficient level. AY 2020-21 scored 67%. It appears our 90% goal is not met; however if only consider students that completed the assignment, the 90% goal is easily met.</p>	<p>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 fully inform about mastery of this skill. Our 90% goal is met if we consider only students that completed the assignment.</p>	<p>There was improvement overall in 2017-18 which may be attributed to having full-time faculty teaching most of the online sections. This also occurred in 2021. Previously we enlarged the reward structure; however, a good number of students still opt out of completing this assignment and thus distorts the data. This course was redeveloped Spring 2021 providing more user-friendly technology. Content was updated for new FASB standcards. Cases and other applied-learning assignments were revised. Recorded lectures are provided.</p>	
	<p>AC350 Excel assignment requiring the use of higher-level Excel functions is used as a summative assessment.</p>	<p>60% - 88% of students performed at or above Proficient with the past two years remaining above 78%. 33-75% scored Exemplary during this 5 year time period. 13 - 35% of students scored Inadequate likely due to avoidance of the assignment.</p> <p>We did not meet our 90% goal.</p>	<p>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, particularly during the 2018 AY. Or it may be that they opted to avoid this assignment.</p>	<p>In the past four years our efforts have shown improvement in motivating more students to complete these assignments.</p>	
<p>Professional Accounting Skill #3: Accounting research skills, including, but not limited to FASB Codification Database, U.S. tax law, AICPA Auditing Standards, etc.</p> <p>Professional Accounting Skill #1: Write research memo in good form.</p> <p>The goal for AC312, 320 & 425 is at least 90% of students are scoring at or above the Proficient level.</p> <p>5-point scale used: Exemplary, Superior, Proficient, Deficient, and Inadequate.</p>	<p>AC312 assignment requiring justifying resolution for unstructured accounting case utilizing the income tax sources is a formative assessment.</p>	<p>AC312 was redeveloped for Fall 2 2022. Prior to the redevelopment, the course had not been redeveloped for three years. As a result, the memo assignment was outdated and some solutions could be found online. When the course was redeveloped, a new unique memo assignment was created. In AY 2021-22, the overall score decreased.</p> <p>High 92% in 2018; Low 64% 2022.</p>	<p>The grades on the memo assignment have been decreasing, even before the new assignment was created.</p>	<p>It appears that additional guidance needs to be provided to students related to writing the memo. In AY 2022-23, additional guidance will be provided with course maintenance.</p>	
	<p>AC320 assignment requiring justifying resolution for unstructured accounting case utilizing the FASB Codification database is a formative assessment.</p>	<p>59% - 78% of all students scored at or above Proficient level. AY 2021-22 score is 67%. It appears our 90% goal is not met; however if only consider students that completed the assignment, the 90% goal is easily met.</p>	<p>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 fully inform about mastery of this skill. Our 90% goal is met if we consider only students that completed the assignment.</p>	<p>There was improvement overall in 2017-18 which may be attributed to having full-time faculty teaching most of the online sections. This also occurred in 2021. Previously we enlarged the reward structure; however, a good number of students still opt out of completing this assignment and thus distorts the data. This course was redeveloped Spring 2021 providing more user-friendly technology. Content was updated for new FASB standcards. Cases and other applied-learning assignments were revised. Recorded lectures are provided.</p>	

	AC425 assignment requiring justifying resolution for unstructured accounting case utilizing the GASB Codification database is a summative assessment .	49-83% of all students scored at or above Proficient level. AY 2021-22 score is 83%. We currently did not meet our goal.	Roughly 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.	This course was redeveloped for Spring 2021 incorporating an online homework system to provide timely and accurately student feedback. Future plans include modifying these research assignments.	<div>AC425 RESEARCH CASE MEMO</div> <table><thead><tr><th>Year</th><th>Category</th><th>Exemplary, Superior, Proficient (%)</th><th>Deficient, Inadequate (%)</th></tr></thead><tbody><tr><td rowspan="4">2017-18</td><td>Online</td><td>62</td><td>38</td></tr><tr><td>8-Week</td><td>82</td><td>18</td></tr><tr><td>16-week</td><td>42</td><td>58</td></tr><tr><td>All Students</td><td>62</td><td>38</td></tr><tr><td rowspan="4">2018-19</td><td>Online</td><td>58</td><td>42</td></tr><tr><td>8-Week</td><td>55</td><td>45</td></tr><tr><td>16-week</td><td>48</td><td>52</td></tr><tr><td>All Students</td><td>50</td><td>50</td></tr><tr><td rowspan="4">2019-20</td><td>Online</td><td>62</td><td>38</td></tr><tr><td>8-Week</td><td>100</td><td>0</td></tr><tr><td>16-week</td><td>25</td><td>75</td></tr><tr><td>All Students</td><td>62</td><td>38</td></tr><tr><td rowspan="4">2020-21</td><td>Online</td><td>48</td><td>52</td></tr><tr><td>8-Week</td><td>100</td><td>0</td></tr><tr><td>16-week</td><td>62</td><td>38</td></tr><tr><td>All Students</td><td>62</td><td>38</td></tr><tr><td rowspan="4">2021-22</td><td>Online</td><td>82</td><td>18</td></tr><tr><td>8-Week</td><td>82</td><td>18</td></tr><tr><td>16-week</td><td>82</td><td>18</td></tr><tr><td>All Students</td><td>82</td><td>18</td></tr></tbody></table>	Year	Category	Exemplary, Superior, Proficient (%)	Deficient, Inadequate (%)	2017-18	Online	62	38	8-Week	82	18	16-week	42	58	All Students	62	38	2018-19	Online	58	42	8-Week	55	45	16-week	48	52	All Students	50	50	2019-20	Online	62	38	8-Week	100	0	16-week	25	75	All Students	62	38	2020-21	Online	48	52	8-Week	100	0	16-week	62	38	All Students	62	38	2021-22	Online	82	18	8-Week	82	18	16-week	82	18	All Students	82	18
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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 .	89 - 100% of students scored at or above Proficient during this 5 year time period. The score for AY 2021-22 is 100%. We met our 90% goal.	Overall, students are mastering these skills.	This course was redeveloped Fall 2020 providing more user-friendly technology in addition to updating the course for several changes in FASB standards.	<div>AC330 ETHICAL LEADERSHIP</div> <table><thead><tr><th>Year</th><th>Category</th><th>Exemplary, Superior, Proficient (%)</th><th>Deficient, Inadequate (%)</th></tr></thead><tbody><tr><td rowspan="4">2017-18</td><td>Online</td><td>100</td><td>0</td></tr><tr><td>8-Week</td><td>100</td><td>0</td></tr><tr><td>16-week</td><td>100</td><td>0</td></tr><tr><td>All Students</td><td>100</td><td>0</td></tr><tr><td rowspan="4">2018-19</td><td>Online</td><td>95</td><td>5</td></tr><tr><td>8-Week</td><td>100</td><td>0</td></tr><tr><td>16-week</td><td>90</td><td>10</td></tr><tr><td>All Students</td><td>90</td><td>10</td></tr><tr><td rowspan="4">2019-20</td><td>Online</td><td>92</td><td>8</td></tr><tr><td>8-Week</td><td>88</td><td>12</td></tr><tr><td>16-week</td><td>100</td><td>0</td></tr><tr><td>All Students</td><td>92</td><td>8</td></tr><tr><td rowspan="4">2020-21</td><td>Online</td><td>100</td><td>0</td></tr><tr><td>8-Week</td><td>100</td><td>0</td></tr><tr><td>16-week</td><td>100</td><td>0</td></tr><tr><td>All Students</td><td>100</td><td>0</td></tr><tr><td rowspan="4">2021-22</td><td>Online</td><td>100</td><td>0</td></tr><tr><td>8-Week</td><td>100</td><td>0</td></tr><tr><td>16-week</td><td>100</td><td>0</td></tr><tr><td>All Students</td><td>100</td><td>0</td></tr></tbody></table>	Year	Category	Exemplary, Superior, Proficient (%)	Deficient, Inadequate (%)	2017-18	Online	100	0	8-Week	100	0	16-week	100	0	All Students	100	0	2018-19	Online	95	5	8-Week	100	0	16-week	90	10	All Students	90	10	2019-20	Online	92	8	8-Week	88	12	16-week	100	0	All Students	92	8	2020-21	Online	100	0	8-Week	100	0	16-week	100	0	All Students	100	0	2021-22	Online	100	0	8-Week	100	0	16-week	100	0	All Students	100	0
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Professional Orientation #4: Recognize the importance of continuous lifelong learning as a professional. 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.	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 .	As part of course requirements, AC320 students complete the two assignments.	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.	We currently have not collected these documents. In the future we will collect samples for the full-time faculty to review.																																																																						

Construction Management																																																					
Table 4.1 - Standard 4 Student Learning Assessment																																																					
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.																																																				
Identified in Criterion 4.2 Approach Performance Measure	Identified in Criterion 4.1 Deployment What is your measurement instrument or process?	Identified in Criterion 4.3 Results	Identified in Criterion 4.3 Analysis of Results	Identified in Criterion 4.4 Improvement Action Taken or Improvement made	Identified in Criterion 4.3 Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)																																																
Measurable goal What is your goal?	Do not use grades. (Indicate type of instrument) direct, formative, internal, comparative	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?																																																	
Our goal is achieve a 50th average percentile rank on all MFT all performance areas. PLO #5. Demonstrate effective written, oral, and presentation communication skills in a construction environment.	Peregrine's MFT assessment, Summative external data	The results exceeded the 50% goal for the MFT Average Percentile Rank	It is noted that academic year over year continues to show dramatic improvement in test scores and student performance. This is also noted in an increase in the Peregrine exam that underscores the gain in formative data.	Continue to follow trending data for improvement	<div>Construction Management - MFT Average Percentile Rank by AY</div> <table><thead><tr><th>AY</th><th>Score</th></tr></thead><tbody><tr><td>AY 20-21 (12)</td><td>54</td></tr><tr><td>AY 21-22 (11)</td><td>78</td></tr></tbody></table>	AY	Score	AY 20-21 (12)	54	AY 21-22 (11)	78																																										
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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. PLO #5. Demonstrate effective written, oral, and presentation communication skills in a construction environment.	Peregrine's MFT assessment, Summative external data	Data shows an overall improvement over AY20-21	Overall, students in the Construction Management program showed an increase of the key indicators and outcomes in the program by 5% or greater. As with many universities, the transition to online presented challenges for academic programs. Students are adjusting to the online environment. As we see in the chart for the 15 core measurements it is noted that as the CO program has become more comfortable in the online format the overall scores increase. This can be attributed to a sound understanding of faculty and student comfort with the modality. Through the MFT scores from sources such as the course final exams, project plans and presentations, as well as weekly assignments it is worth noting that of the 15 core measurements, at least three exceed the 5% gain by close to 8%. These include Macroeconomics, Human Resources, and Quantitative Research Techniques.	Based on last year's report and subjective analysis, program leadership will continue to monitor gains in Peregrine student scores. The improved scores appear to show that students have become comfortable with the online environment. This may also be true with faculty as they converted teaching and learning to the environment as well.	<div>Construction Management Performance on MFT by Topic</div> <table><thead><tr><th>Topic</th><th>AY 20-21 (12)</th><th>AY 21-22 (11)</th></tr></thead><tbody><tr><td>Accounting</td><td>55</td><td>65</td></tr><tr><td>Business Ethics</td><td>57</td><td>68</td></tr><tr><td>Business Finance</td><td>53</td><td>60</td></tr><tr><td>Business Integration and Strategic Management</td><td>60</td><td>68</td></tr><tr><td>Business Leadership</td><td>54</td><td>62</td></tr><tr><td>Economics: Macroeconomics</td><td>62</td><td>70</td></tr><tr><td>Economics: Microeconomics</td><td>54</td><td>65</td></tr><tr><td>Global Dimensions of Business</td><td>58</td><td>65</td></tr><tr><td>Information Management Systems</td><td>65</td><td>70</td></tr><tr><td>Legal Environment of Business</td><td>62</td><td>65</td></tr><tr><td>Management: Human Resource</td><td>58</td><td>70</td></tr><tr><td>Management: Operations/Production</td><td>60</td><td>65</td></tr><tr><td>Management: Organizational Behavior</td><td>64</td><td>68</td></tr><tr><td>Marketing</td><td>68</td><td>70</td></tr><tr><td>Quantitative Research Techniques and...</td><td>55</td><td>65</td></tr></tbody></table>	Topic	AY 20-21 (12)	AY 21-22 (11)	Accounting	55	65	Business Ethics	57	68	Business Finance	53	60	Business Integration and Strategic Management	60	68	Business Leadership	54	62	Economics: Macroeconomics	62	70	Economics: Microeconomics	54	65	Global Dimensions of Business	58	65	Information Management Systems	65	70	Legal Environment of Business	62	65	Management: Human Resource	58	70	Management: Operations/Production	60	65	Management: Organizational Behavior	64	68	Marketing	68	70	Quantitative Research Techniques and...	55	65
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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. PLO #2. Identify materials required to achieve the desired construction project quality.	Peregrine's MFT assessment, Summative external data	The results exceed the 50% threshold on all Business Integration and Strategic Management areas	Year over year continues to show dramatic improvement in test scores and student performance.	We will continue to monitor and track trend data for the CO program	<div>Construction Management - Business Integration and Strategic Management Topic Score by AY</div> <table><thead><tr><th>AY</th><th>Score</th></tr></thead><tbody><tr><td>AY 20-21 (12)</td><td>60</td></tr><tr><td>AY 21-22 (11)</td><td>66</td></tr></tbody></table>	AY	Score	AY 20-21 (12)	60	AY 21-22 (11)	66																																										
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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.</p> <p>PLO #3. Discover ethical, socially responsible, and global issues related to construction management.</p>	<p>Peregrine's MFT assessment, Summative external data</p>	<p>The results exceed the 50% threshold on all Business Ethics areas</p>	<p>Year over year continues to show dramatic improvement in test scores and student performance.</p>	<p>We will continue to monitor and track trend data for the CO program</p>	<div><p>Construction Management - Business Ethics Topic Score by AY</p><table><tr><th>AY</th><th>Score</th></tr><tr><td>AY 20-21 (12)</td><td>57</td></tr><tr><td>AY 21-22 (11)</td><td>66</td></tr></table></div>	AY	Score	AY 20-21 (12)	57	AY 21-22 (11)	66																								
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<p>To assess student learning attainment for Program Outcome Goals:</p> <p>#1 - Employ basic construction management functions.</p> <p>#3 - Discover ethical, socially responsible, and global issues related to construction management.</p> <p>#4 - Apply legal considerations in construction work.</p> <p>#6 - Demonstrate an understanding of effective team building, techniques of control, data requirements, and time management.</p> <p>#7 - Examine the orientation and enforcement of the construction trades sub-parts of the Occupational Safety and Health Act.</p>	<p>Internal Formative Assessment of Program Goals based on CO365 Construction Project Management Term Projects Formative Assessment.</p>	<p>The internal formative assessment data was inconsistent during the last two terms.</p>	<p>The results indicate continuous internal formative assessment is an important process each academic year. The results also indicate a need to review the internal formative assessment options for the program to make sure program goals are clearly indicated in the formative assessment process.</p>	<p>New program leadership will review and modify the current assessment instrument when needed in order to address the Construction Management Program Learning Outcomes.</p>	<div><p>CO365 Construction Project Management Term Projects Formative Assessment</p><table><tr><th>Term</th><th>Excellent</th><th>Meets Expectations</th><th>Below Expectations</th><th>Does Not Meet Expectations</th></tr><tr><td>SP2 20</td><td>11</td><td>0</td><td>1</td><td>1</td></tr><tr><td>FA2 20</td><td>11</td><td>0</td><td>4</td><td>2</td></tr><tr><td>SP2 21</td><td>12</td><td>4</td><td>0</td><td>2</td></tr><tr><td>FA2 21</td><td>7</td><td>5</td><td>2</td><td>5</td></tr><tr><td>SP2 22</td><td>9</td><td>0</td><td>3</td><td>3</td></tr></table></div>	Term	Excellent	Meets Expectations	Below Expectations	Does Not Meet Expectations	SP2 20	11	0	1	1	FA2 20	11	0	4	2	SP2 21	12	4	0	2	FA2 21	7	5	2	5	SP2 22	9	0	3	3
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Corporate Financial Management					
Table 4.1 - Standard 4 Student Learning Assessment					
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			Identified in Criterion 4.3
Identified in Criterion 4.2 Approach Performance Measure	Identified in Criterion 4.1 Deployment What is your measurement instrument or process?	Identified in Criterion 4.3 Results	Identified in Criterion 4.3 Analysis of Results	Identified in Criterion 4.4 Improvement 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. PLO #1. Evaluate various functional areas of financial management in a global setting. PLO #2. Analyze capital structure. PLO #3. Model effective oral and written communicational skills. PLO #4. Evaluate decisions and allocate capital among competing investment opportunities.	Peregrine's MFT assessment, Summative external data	The result is the 78th percentile as indicated.	I was pleased but not surprised, as the finance majors generally excel.	Very pleased. Will monitor and reassess.	
Our goal is achieve a score of 50 or above on all MFT performance areas, and to continually improve our scores. PLO #1. Evaluate various functional areas of financial management in a global setting. PLO# 2. Analyze capital structure. PLO #3. Model effective oral and written communicational skills. PLO# 4. Evaluate decisions and allocate capital among competing investment opportunities.	Peregrine's MFT assessment, Summative external data	Finance majors scored above the 50th percentile in ALL categories as of the 2021-2022 academic year.	Very encouraging to be above the 50th percentile in ALL categories	Monitor and reassess.	

<p>Our goal is achieve a score of 50 or above on all Business Finance areas, and to continually improve our scores.</p> <p>PLO #1. Evaluate various functional areas of financial management in a global setting.</p>	Peregrine's MFT assessment, Summative external data	We see a slight slip here from two years ago, but a dramatic increase from last year.	These results are mixed, and it is difficult to interpret with a smaller sample size from last year.	Monitor and reassess.	
<p>To assess student learning attainment for Program Outcome Goals:</p> <p>PLO #1. Evaluate various functional areas of financial management in a global setting.</p> <p>PLO# 2. Analyze capital structure.</p> <p>PLO #3. Model effective oral and written communicational skills.</p> <p>PLO# 4. Evaluate decisions and allocate capital among competing investment opportunities.</p>	Various finance classes, Formative internal data	Very encouraging that the CLO's have achieved a high degree of accomplishment on the four courses measured	The four courses that were measured show a very encouraging result, as the CLO's overall are being met, as well as the four proposed program outcomes of the finance major	Monitor and reassess.	<p>Note the following cumulative results for AY-2021-2022. The results for the following four courses and the CLO's and Program Outcome Goal. It is based upon a 5 point scale: 5-excellent, 4 proficient 3 sufficient 2-developing 1 needs improvement</p> <p>1. FI417 CLO1- 32/7/5/5/1 CLO2-26/13/7/2/2 CLO3-28/9/7/4/2 CLO4 -27/10/7/4/2 Program Goal #4 -32/6/4/2/6</p> <p>2. FI425 CLO1- 5/9/2/2/4 CLO 2- 5/9/2/2/4 CLO 3- 5/9/2/2/4 CLO 4- 5/9/2/2/4 CLO5-5/9/2/2/4 CLO 6- 5/9/2/2/4 CLO 7-5/9/2/2/4 CLO 8- 5/9/2/2/4 CLO 9- 5/9/2/2/4 Proposed Program Goal #3- 5/9/2/2/4</p> <p>3. FI 410 CLO 1- 11/10/4/1/4 CLO 2- 6/12/6/5/2 CLO 3-7/9/7/5/2 CLO 4- 6/9/7/5/3 CLO 5-6/10/7/4/4 Proposed Program Goal #1 6/11/5/3/6</p> <p>4. FI415 CLO 1-40/11/6/1/3 CLO 2- 39/9/9/1/3 CLO 3-36/16/3/3/3 CLO 4- 39/14/4/1/3 CLO 5- 36/14/k7/1/3 CLO 6- 35/13/7/1/3 CLO 7- 37/10/11/0/3 Proposed Program Goal #2- 37/10/11/0/3</p>

Entrepreneurship					
Table 4.1 - Standard 4 Student Learning Assessment					
Use this table to supply data for Criterion 4.2.					
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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.				
Identified in Criterion 4.2 Approach Performance Measure	Identified in Criterion 4.1 Deployment What is your measurement instrument or process?	Identified in Criterion 4.3 Results	Identified in Criterion 4.3 Analysis of Results	Identified in Criterion 4.4 Improvement Action Taken or Improvement made	Identified in Criterion 4.3 Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)
Measurable goal What is your goal? Our goal is achieve a 50th average percentile rank on all MFT all performance areas. PLO #1. Integrate effective written, oral, and presentation communication skills in an organizational setting. PLO #2. Analyze financial aspects of business planning. PLO #3. Develop and market a business presence via the internet and social media. PLO #4. Describe the initiation and operation of a small business. PLO #5. Evaluate project management processes.	Do not use grades. (Indicate type of instrument) direct, formative, internal, comparative Peregrine's MFT assessment, Summative external data	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?	<div> <div>Management Majors - MFT Average Percentile Rank by AY</div> </div>
Our goal is achieve a score of 50 or above on all MFT performance areas, and to continually improve our scores. PLO #1. Integrate effective written, oral, and presentation communication skills in an organizational setting. PLO #2. Analyze financial aspects of business planning. PLO #3. Develop and market a business presence via the internet and social media. PLO #4. Describe the initiation and operation of a small business. PLO #5. Evaluate project management processes.	Peregrine's MFT assessment, Summative external data A11:B11	Above 60% with an uptrend the last 3 years.	Program is solid.	Emphasis on business plan, contribution of small business to us economy, emphasis on "real world" scenarios being explored in "You Be the Consultant" series. emphasis on financial aspects of small business and usage of funds - common expenses that are often overlooked. Focusing on bringing in elements of other classes to teach across the curriculum (horizontal thinking). For example, bringing in elements of leadership and economics into a discussion.	<div> <div>Management Majors - Business Integration and Strategic Management Topic Score by AY</div> </div>
Our goal is to achieve a score of 50 or above on all Business Integration and Strategic Management areas, and to continually improve our scores. PLO #4. Describe the initiation and operation of a small business.	Peregrine's MFT assessment, Summative external data	Above 60% with an uptrend the last 3 years.	Program is solid.	Emphasis on business plan, contribution of small business to us economy, emphasis on "real world" scenarios being explored in "You Be the Consultant" series. Emphasis on financial aspects of small business and usage of funds, common expenses that are often overlooked.	<div> <div>Management Major - Business Ethics Topic Score by AY</div> </div>

<p>Our goal is achieve a score of 50 or above on all Business Ethics areas, and to continually improve our scores.</p> <p>PLO #3. Develop and market a business presence via the internet and social media.</p>	Peregrine's MFT assessment, Summative external data	above 60% WITH AN UPTREND THE LAST 3 YEARS	Program is solid.	Emphasis on business plan, contribution of small business to us economy, emphasis on "real world" scenarios being explored in "You Be the Consultant" series. Emphasis on financial aspects of small business and usage of funds, common expenses that are often overlooked. Pick 4 values, dealing with customer complaints and employee feedback.	
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Healthcare Management					
Table 4.1 - Standard 4 Student Learning Assessment					
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			Identified in Criterion 4.3
Identified in Criterion 4.2 Approach	Identified in Criterion 4.1 Deployment	Identified in Criterion 4.3 Results	Identified in Criterion 4.3 Analysis of Results	Identified in Criterion 4.4 Improvement	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)
Performance Measure	What is your measurement instrument or process?			Action Taken or Improvement made	
Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?	
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative				
Our goal is achieve a 60th average percentile rank on all MFT all performance areas.	Peregrine's MFT assessment, Summative external data	We met our goal of achieving a 60th or higher average percentile on all MFT performance areas during AY21-22. We see an increase by 9% comparing to the previous year AY20-21.	These results indicate the BSM and BSBA 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 BSM program, and it is a general management course, not one of HC courses.	Perhaps, since the BSM-HC and BSBA-HC students take a general business major Peregrine MFT, it is probably not a fair assessment for the health care management students. We have launched a new BSHA program for the students interested in the field of Healthcare Administration and will discontinue offering Health Care concentration oof BSBA program. The BSM program retired and is not in the Undergradaute Catalog any longer.	<div>HC Management Majors - MFT Average Percentile Rank by</div> <div>Healthcare Majors Performance on MFT by Topic</div>
Our goal is achieve a score of 60 or above on all MFT performace areas, and to continually improve our scores.	Peregrine's MFT assessment, Summative external data	It appears that we achieved the goal in 12 out of 15 disciplines (except for accounting, macroeconomics, and quantitative research techniques). Comaring to the previous year (AY19-20) almost all disciplines improved.	Overall MFT scores have been improving over the years. The areas of accounting, macroeconomics, and quantitative research techniques are lower than other areas during AY21-22. Accounting discipline improved comaring to the previous year, but appears to be still challenging. Business finance, microeconomics, global dimensions of business, operations management, and marketing are now higher than they have ever been since AY13-14.	Perhaps, since the BSM-HC and BSBA-HC students take a general business major Peregrine MFT, it is probably not a fair assessment for the health care management students. We have launched a new BSHA program for the students interested in the field of Healthcare Administration and will discontinue offering Health Care concentration oof BSBA program. The BSM program retired and is not in the Undergradaute Catalog any longer. All new BSHA courses have been developed and launched.	<div>HC491 Senior Seminar Health Care Management - Final Project (Capstone)</div>

<p>To assess student learning attainment for PLO 1: Analyze the basic structures and operations of the U.S. healthcare delivery system. [HLA competency domain: Knowledge of the Healthcare Environment] via PLO's corresponding competencies - 1a. Demonstrate an understanding of the interrelationships among cost, quality, access, resource allocation, accountability and community. 1b. Distinguish characteristics and services of different types of healthcare organizations (e.g., hospitals, clinics, ambulatory centers, community health organizations, healthcare payers, regulators). 1c. Demonstrate knowledge of managed care models, structures, and environment (e.g., group, staff, IPA, PPO). 1d. Describe funding and payment mechanisms of the healthcare system. 1e. Demonstrate knowledge of regulatory, socioeconomic, and administrative environment in which healthcare organizations function.</p> <p>and</p> <p>PLO3 Formulate principles of communication that facilitate collaborative decision-making. [HLA competency domains: Communication and Relationship Management; Leadership] via PLO's corresponding competencies - 3a. Identify stakeholders needs/expectations. 3b. Prepare and deliver business communications including presentations and business reports. 3c. Provide and receive constructive feedback. 3d. Provide visionary thinking on issues that impact the healthcare organization and on identifying future possibilities for the organization.</p>	<p>HC491 (capstone) - Unit 8: Final Project: <i>Comprehensive case analysis evaluating an existing healthcare organization</i> .</p>	<p>The total number of student results was: 54 (from U1_2019 through S2_2020), 45 (from U1_2020 through S2_2021), and 52 (from U1_2022 through S2_2022). The results indicate that the vast majority of students met or exceeded the expectations of the course CLOs for the final project in the capstone course for the undergraduate concentration in Healthcare Management program. The percentage of students earching an A (excellent) or B (proficient) was 98.1% (from U1_2019 through S2_2020); 100% (from U1_2020 through S2_2021); and 96.16% (from U1_2022 through S2_2022).</p>	<p>The vast majority of the students met or exceeded the expectations of the course CLOs for HC491 indicate mastery of the subject. The results have been consistent throughtout three last years.</p>	<p>This year, the course will be reviewed and maintenance changes will be made to update course material and deter plagiarism. Will keep monitoring.</p>	<p>HC461 - CLOs 2 and 3</p> <table><thead><tr><th>Category</th><th>U1_19</th><th>F1_19</th><th>F2_19</th><th>S1_20</th><th>S2_20</th><th>U1_20</th><th>F1_20</th><th>F2_20</th><th>S1_21</th><th>S2_21</th><th>U1_21</th><th>F1_21</th><th>F2_21</th><th>S1_22</th><th>S2_22</th></tr></thead><tbody><tr><td>Excellent, A, >90%</td><td>4</td><td>2</td><td>2</td><td>3</td><td>6</td><td>18</td><td>4</td><td>4</td><td>2</td><td>7</td><td>7</td><td>3</td><td>1</td><td>2</td><td>0</td></tr><tr><td>Profident, B, >80%</td><td>0</td><td>1</td><td>1</td><td>2</td><td>4</td><td>1</td><td>1</td><td>1</td><td>1</td><td>3</td><td>0</td><td>2</td><td>5</td><td>3</td><td>0</td></tr><tr><td>Sufficient, C, >70%</td><td>1</td><td>0</td><td>0</td><td>0</td><td>0</td><td>2</td><td>2</td><td>1</td><td>1</td><td>1</td><td>0</td><td>0</td><td>0</td><td>0</td><td>3</td></tr><tr><td>Developing, D, > 60%</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr><tr><td>Needs improvement, F, < 60%</td><td>2</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>6</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></tbody></table>	Category	U1_19	F1_19	F2_19	S1_20	S2_20	U1_20	F1_20	F2_20	S1_21	S2_21	U1_21	F1_21	F2_21	S1_22	S2_22	Excellent, A, >90%	4	2	2	3	6	18	4	4	2	7	7	3	1	2	0	Profident, B, >80%	0	1	1	2	4	1	1	1	1	3	0	2	5	3	0	Sufficient, C, >70%	1	0	0	0	0	2	2	1	1	1	0	0	0	0	3	Developing, D, > 60%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Needs improvement, F, < 60%	2	0	0	0	0	0	0	0	0	0	6	0	0	0	0
Category	U1_19	F1_19	F2_19	S1_20	S2_20	U1_20	F1_20	F2_20	S1_21	S2_21	U1_21	F1_21	F2_21	S1_22	S2_22																																																																																						
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Developing, D, > 60%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0																																																																																						
Needs improvement, F, < 60%	2	0	0	0	0	0	0	0	0	0	6	0	0	0	0																																																																																						
<p>To assess student learning attainment for PLO 4: Recommend evidence-based solutions to complex problems impacting healthcare settings. [HLA competency domain: Business Knowledge and Skills] via the PLO's corresponding competencies - 4a. Utilize relevant data to critically analyze and evaluate organizational issues. 4b. Promote decisions that are patient-centered. 4c. Discriminate between important and unimportant aspects of business and clinical situations as a basis for sound decision making. 4d. Identify and target business outcomes that are evidence based. 4e. Document and analyze current business and clinical processes (e.g., process mapping, flow diagramming). 4d. Develop policies and procedures to manage the impact of an adverse legal event.</p> <p>and</p> <p>PLO5 Assess the way macro and micro factors are used to explore management solutions to complex problems and challenges in healthcare. [HLA competency domain: Business Knowledge and Skills; Knowledge of the Healthcare Environment] via the PLO's corresponding competencies - 5a. Ability to apply basic problem solving skills along with knowledge of healthcare funding and payment mechanisms. 5b. Demonstrate an understanding of the complexity associated with interacting and integrating among health care sectors to improve service efficiency and quality. 5c. Analyze social and behavioral determinants of health. 5d. Articulate federal and state laws and regulations that affect the provision of patient care, e.g., tort reform, malpractice/negligence, reimbursement. 5e. Seek information from a variety of sources (e.g., benchmarking, articles, colleagues, Internet) to stay current with market and industry.</p>	<p>HC461 - Unit 5: Application Assignment: <i>Case Study. Developing a Quality Improvement Plan for a Large Group Practice</i> .</p>	<p>The total number of student results was: 37 (from U1_2019 through S2_2020), 51 (from U1_2020 through S2_2021), and 47 (from U1_2022 through S2_2022). The results indicate that the vast majority of students met or exceeded the expectations of the course CLOs 2,3 of HC461, which is one of the measurements of achieving PLO5 of the Healthcare Management concentration program. The percentage of students earching an A (excellent) or B (proficient) was 67.5% (from U1_2019 through S2_2020); 68.1% (from U1_2020 through S2_2021); and 76.6% (from U1_2022 through S2_2022). There is a consistent improvement trend - 8.5% increase during the last assessment period.</p>	<p>HC491 (capstone) - Unit 8: Final Project: <i>Comprehensive case analysis evaluating an existing healthcare organization</i> .</p>	<p>This year, the course will be reviewed and maintenance changes will be made to update course material and deter plagiarism. Will keep monitoring.</p>																																																																																																	

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International Business																											
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Logistics																											
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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	AY 21-22 over 60%; Covid-19 may explain the low AY 20-21 figure.	I suspect many of our students in logistics are logistic military officers with advanced experience in leadership, planning, and logistics, which leads to the scores exceeding 60%.	Focusing on real world application of logistics concepts and the importance of logistics in a global economy. In addition, the logistics of Covid-19, and streamlining the VLE application process.	<div>Logistics Majors - MFT Average Percentile Rank by AY</div> <table><tr><th>AY</th><th>Percentile Rank</th></tr><tr><td>AY 13-14 (38)</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>50</td></tr><tr><td>AY 19-20 (56)</td><td>65</td></tr><tr><td>AY 20-21 (35)</td><td>54</td></tr><tr><td>AY 21-22 (23)</td><td>72</td></tr></table>	AY	Percentile Rank	AY 13-14 (38)	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)	50	AY 19-20 (56)	65	AY 20-21 (35)	54	AY 21-22 (23)	72		
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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	Consistent scores at or above 60%, with the exception of business finance, which still exceeds the 50% goal.	Solid program with experienced student and teacher core.	Continue updating program with current, up to date concepts. In addition, spend additional time on business finance and strategic planning.	<div>Logistics Majors - Operations/Production Management Topic Score by AY</div> <table><tr><th>AY</th><th>Topic Score</th></tr><tr><td>AY 12-13 (20)</td><td>54</td></tr><tr><td>AY 13-14 (38)</td><td>54</td></tr><tr><td>AY 14-15 (68)</td><td>57</td></tr><tr><td>AY 15-16 (50)</td><td>61</td></tr><tr><td>AY 16-17 (42)</td><td>60</td></tr><tr><td>AY 17-18 (25)</td><td>67</td></tr><tr><td>AY 18-19 (28)</td><td>60</td></tr><tr><td>AY 19-20 (56)</td><td>62</td></tr><tr><td>AY 20-21 (35)</td><td>60</td></tr><tr><td>AY 21-22 (23)</td><td>65</td></tr></table>	AY	Topic Score	AY 12-13 (20)	54	AY 13-14 (38)	54	AY 14-15 (68)	57	AY 15-16 (50)	61	AY 16-17 (42)	60	AY 17-18 (25)	67	AY 18-19 (28)	60	AY 19-20 (56)	62	AY 20-21 (35)	60	AY 21-22 (23)	65
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<p>Our goal is achieve a score of 50 or above on all Operations/Production Management Subject areas, and to continually improve our scores.</p> <p>PLO #1. Demonstrate a working knowledge of logistics and supply chain management.</p> <p>PLO #2. Utilize demand management to improve efficiency.</p> <p>PLO #3. Examine the impact of logistics and supply chain operations on a firm's profitability.</p> <p>PLO #4. Apply skills in data mining in logistics and supply chain topics and sources.</p> <p>PLO #5. Explain the role of transportation in the U.S. economy.</p> <p>PLO #6. Demonstrate effective oral and written communication skills.</p>	Peregrine's MFT assessment, Summative external data	Uptrend and solid scores.	Solid program with experienced student and teacher core.	Continue updating program with current, up to date concepts. In addition, spend additional time on business finance and strategic planning.	<div><div>Logistics Majors Performance on MFT by Topic</div><table border="1"><thead><tr><th>Topic</th><th>AY 17-18 (25)</th><th>AY 18-19 (28)</th><th>AY 19-20 (56)</th><th>AY 20-21 (35)</th><th>AY 21-22 (23)</th></tr></thead><tbody><tr><td>Accounting</td><td>65</td><td>55</td><td>60</td><td>58</td><td>62</td></tr><tr><td>Business Ethics</td><td>60</td><td>60</td><td>62</td><td>60</td><td>65</td></tr><tr><td>Business Finance</td><td>62</td><td>58</td><td>55</td><td>55</td><td>55</td></tr><tr><td>Business Integration and Strategic...</td><td>68</td><td>65</td><td>70</td><td>65</td><td>65</td></tr><tr><td>Business Leadership</td><td>60</td><td>55</td><td>65</td><td>55</td><td>60</td></tr><tr><td>Economics: Macroeconomics</td><td>55</td><td>45</td><td>55</td><td>55</td><td>60</td></tr><tr><td>Economics: Microeconomics</td><td>60</td><td>55</td><td>55</td><td>55</td><td>60</td></tr><tr><td>Global Dimensions of Business</td><td>60</td><td>55</td><td>55</td><td>55</td><td>60</td></tr><tr><td>Information Management Systems</td><td>65</td><td>60</td><td>65</td><td>65</td><td>70</td></tr><tr><td>Legal Environment of Business</td><td>68</td><td>60</td><td>65</td><td>65</td><td>65</td></tr><tr><td>Management: Human Resource...</td><td>60</td><td>55</td><td>65</td><td>60</td><td>65</td></tr><tr><td>Management: Operations/Production...</td><td>60</td><td>55</td><td>60</td><td>60</td><td>60</td></tr><tr><td>Management: Organizational Behavior</td><td>60</td><td>45</td><td>60</td><td>60</td><td>60</td></tr><tr><td>Marketing</td><td>65</td><td>60</td><td>65</td><td>65</td><td>65</td></tr><tr><td>Quantitative Research Techniques and...</td><td>60</td><td>55</td><td>55</td><td>55</td><td>65</td></tr></tbody></table></div>	Topic	AY 17-18 (25)	AY 18-19 (28)	AY 19-20 (56)	AY 20-21 (35)	AY 21-22 (23)	Accounting	65	55	60	58	62	Business Ethics	60	60	62	60	65	Business Finance	62	58	55	55	55	Business Integration and Strategic...	68	65	70	65	65	Business Leadership	60	55	65	55	60	Economics: Macroeconomics	55	45	55	55	60	Economics: Microeconomics	60	55	55	55	60	Global Dimensions of Business	60	55	55	55	60	Information Management Systems	65	60	65	65	70	Legal Environment of Business	68	60	65	65	65	Management: Human Resource...	60	55	65	60	65	Management: Operations/Production...	60	55	60	60	60	Management: Organizational Behavior	60	45	60	60	60	Marketing	65	60	65	65	65	Quantitative Research Techniques and...	60	55	55	55	65
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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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Identified in Criterion 4.2 Approach Performance Measure	Identified in Criterion 4.1 Deployment What is your measurement instrument or process?	Identified in Criterion 4.3 Results	Identified in Criterion 4.3 Analysis of Results	Identified in Criterion 4.4 Improvement Action Taken or Improvement made	Identified in Criterion 4.3 Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)
Measurable goal What is your goal?	Do not use grades. (Indicate type of instrument) direct, formative, internal, comparative	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?	
Our goal is to 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. External data derived from Peregrine Exam results. Data 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) and CLO 4 (Evaluation of management practices within a domestic environment versus those within a global environment).	Peregrine's MFT assessment, Summative external data. External data derived from Peregrine Exam results. Data 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) and CLO 4 (Evaluation of management practices within a domestic environment versus those within a global environment).	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><p>Management Majors - MFT Average Percentile Rank by AY</p></div> <div><p>MG371: Management & Organizational Behavior CLO 1: Assessment of the use of each of the management process components - planning, organizing, leading, and controlling</p></div> <div><p>MG371: Management & Organizational Behavior CLO 4: Evaluation of management practices within a domestic environment versus those within a global environment</p></div>

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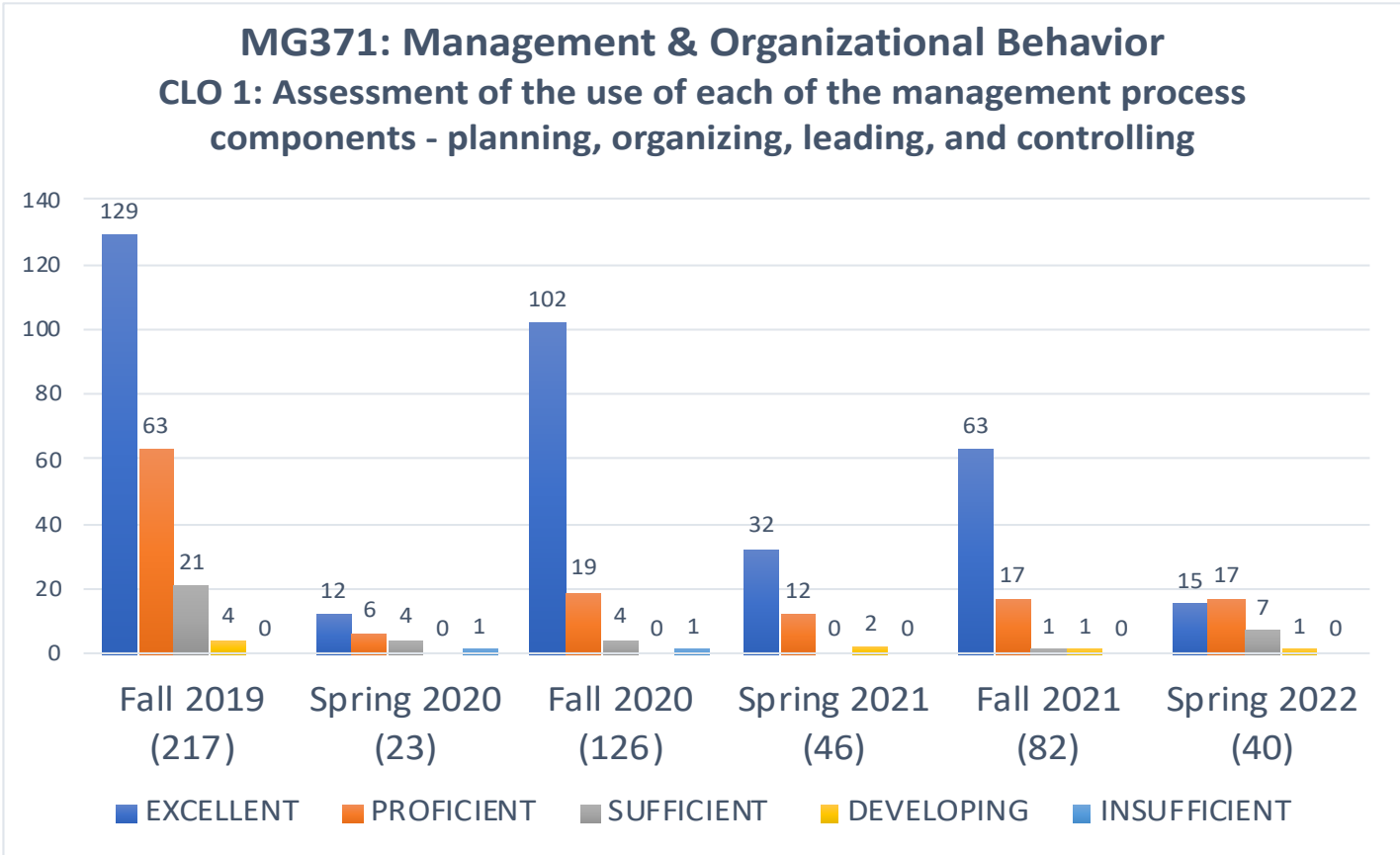
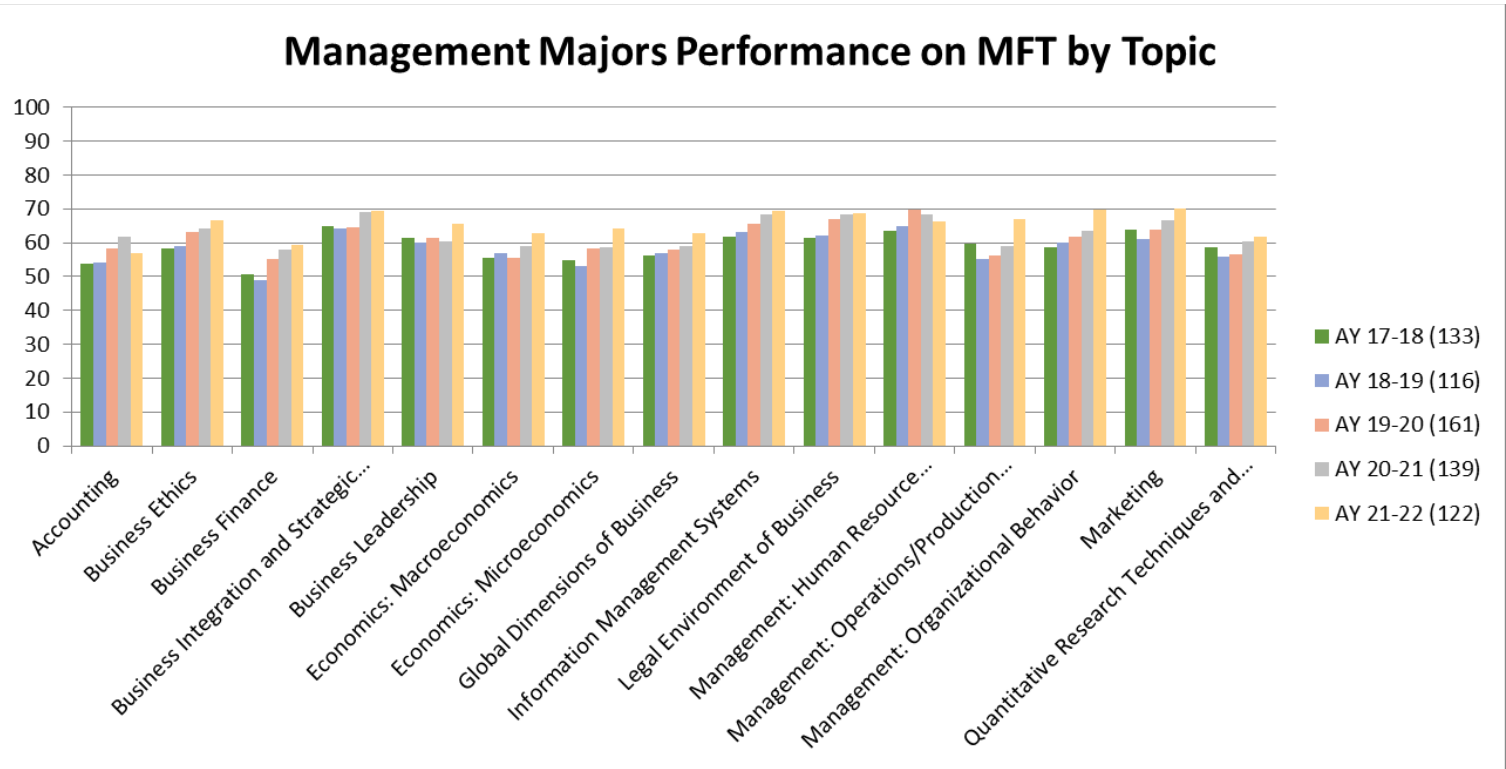
Program Goal 2 - Problem Solving: Apply critical and creative thinking for effective problem solving, decision-making, and planning on local, regional, and global organizational issues

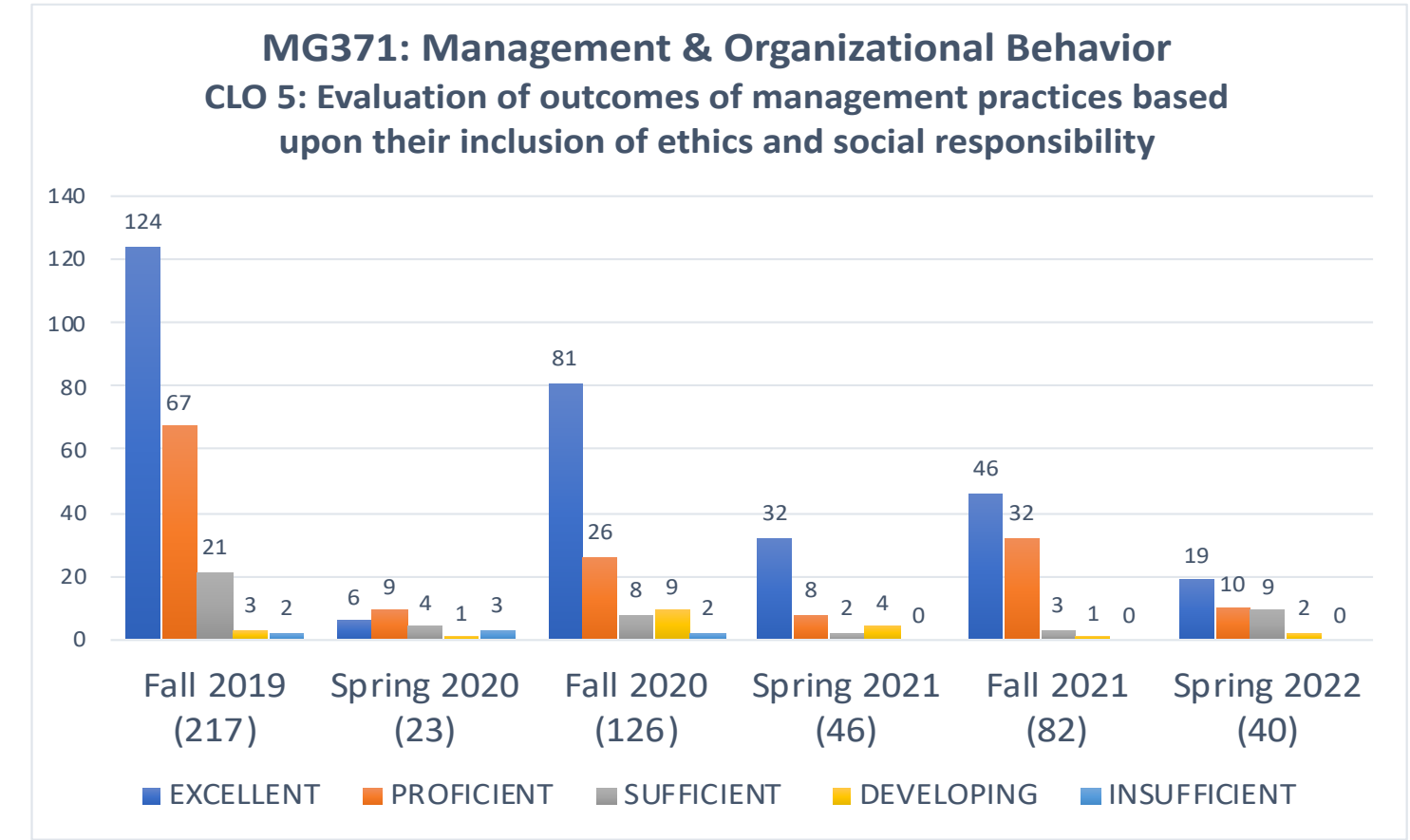
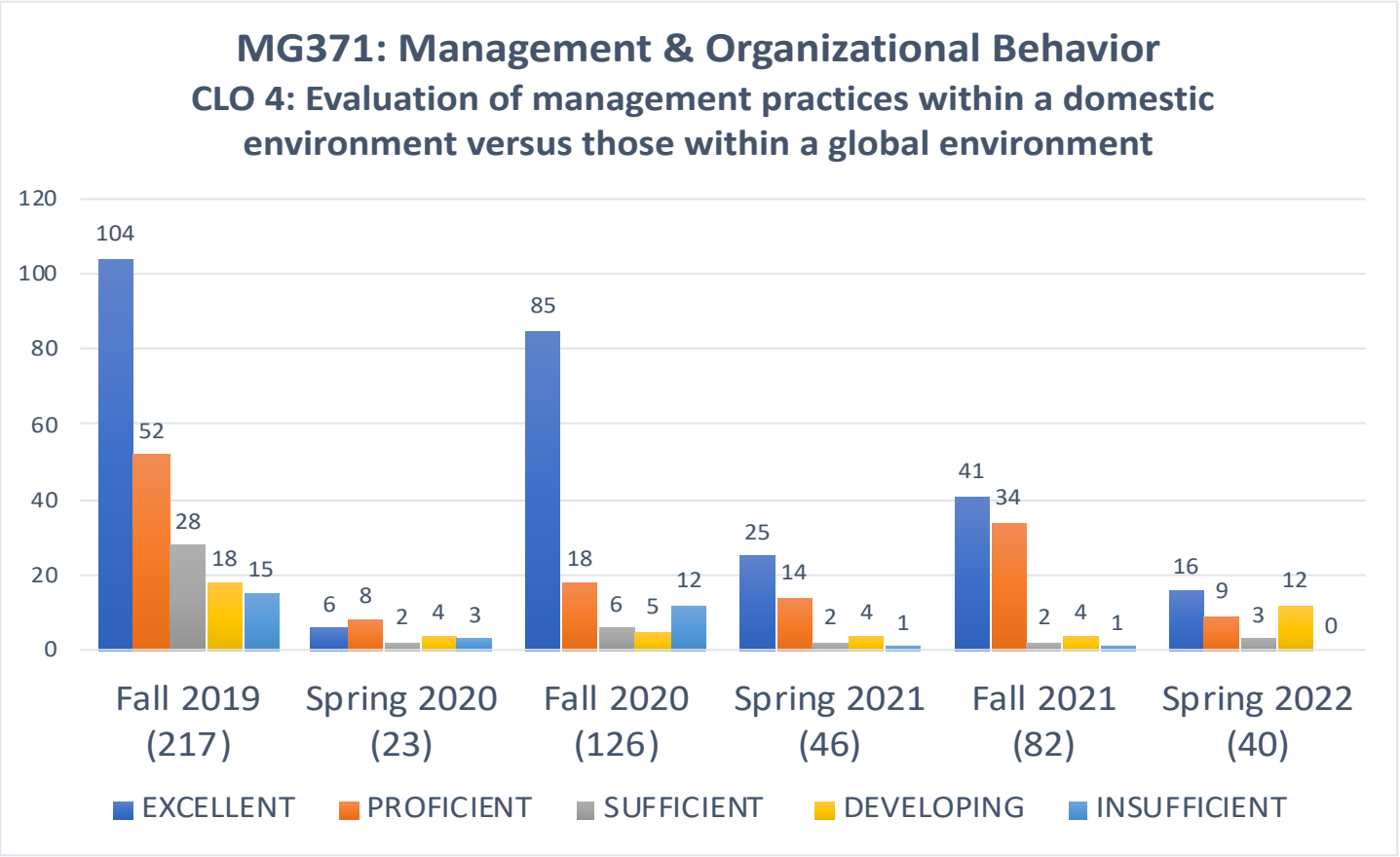
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Management Subject Score Comparisons that performed at or above 50 in the area of problem solving are as follows: 1) Business Integration and Strategy, 2) Legal Environments of Business, 3) Management, 4) Management Organizational Behavior, 5) Management Productions/Operations, 6) Quantitative Research Techniques, 7) Business Leadership, and 8) Information Management Systems. In the formative assessment there was an increase in the results for all CLOs for Fall I 2021 and Spring II 2022..

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.





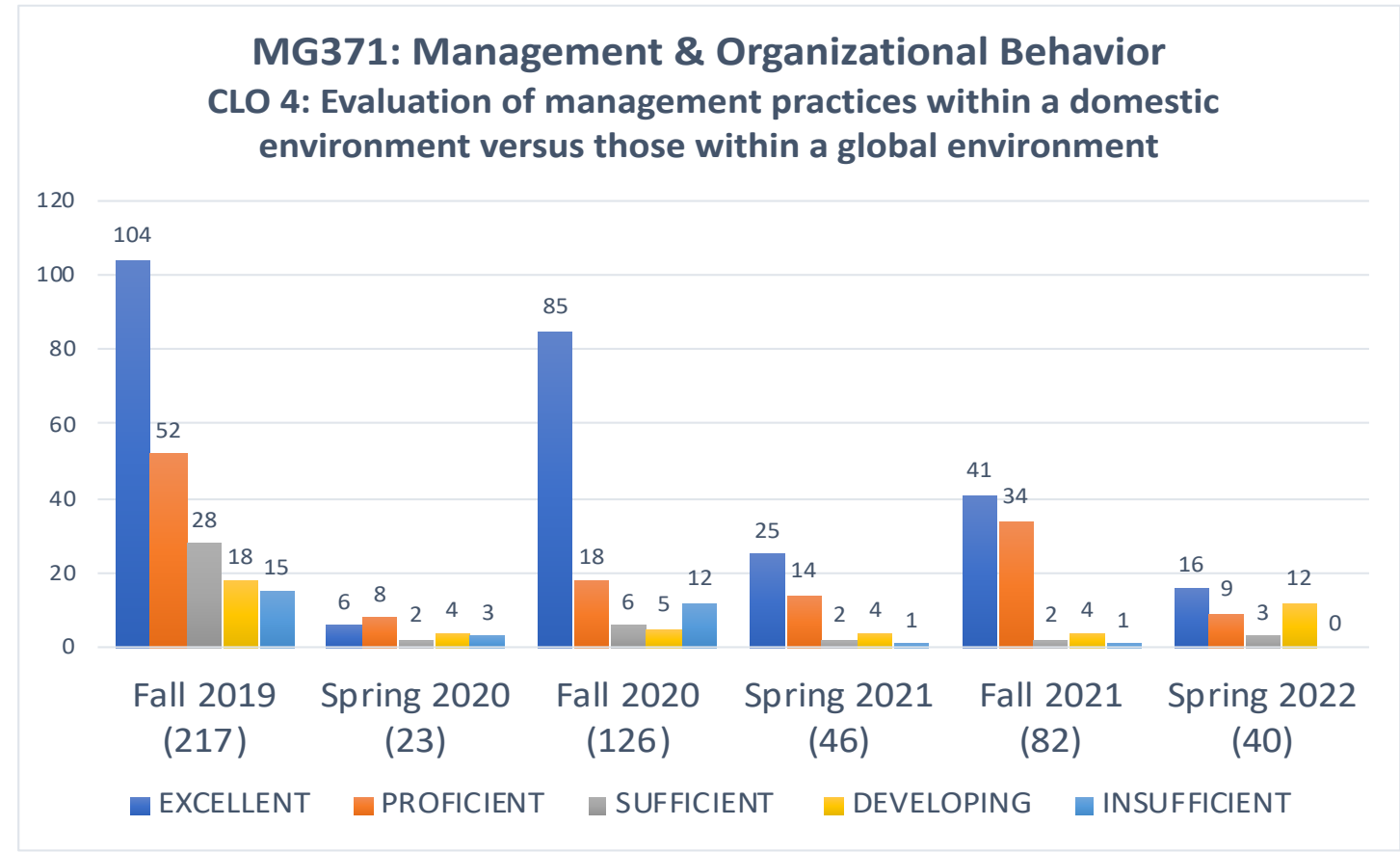
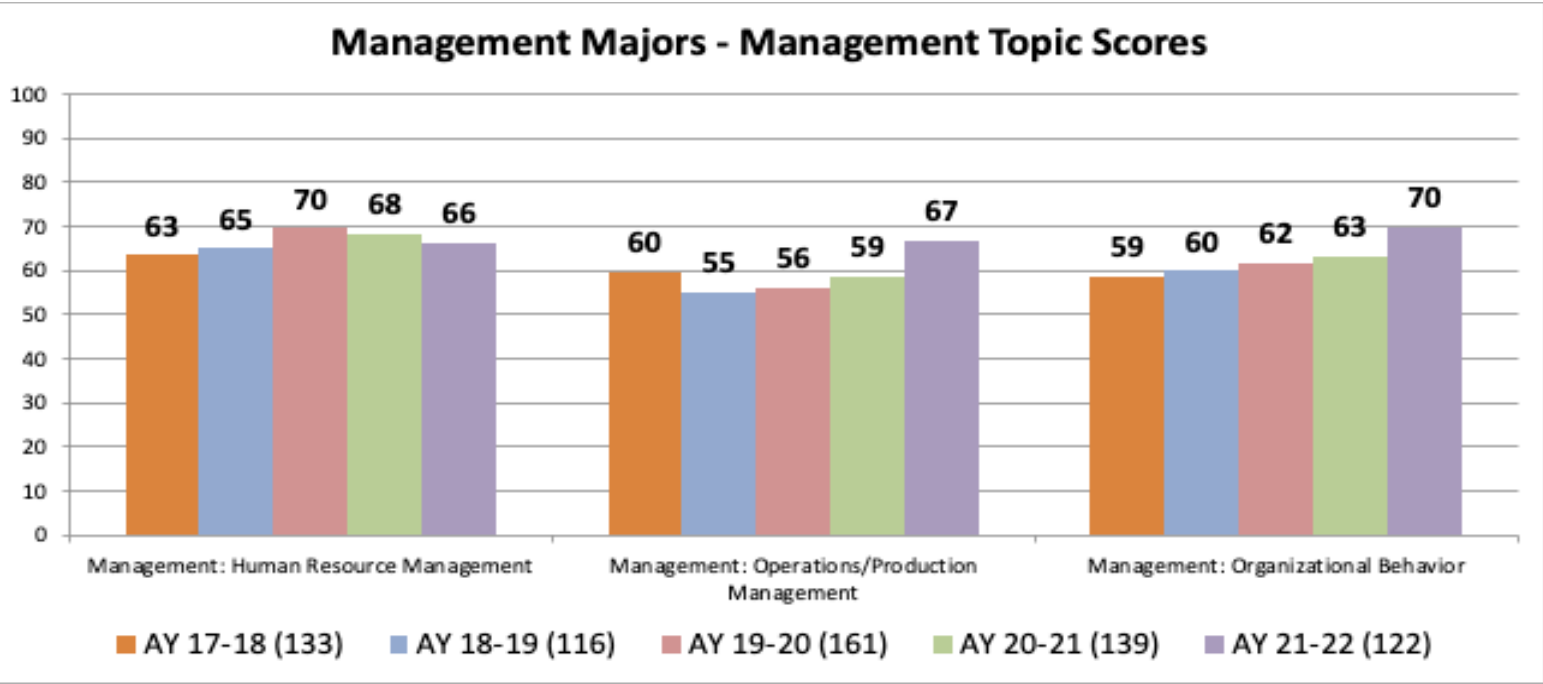
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Program Goal 3 - Globalization: Explain globalization and its impact on business and society.

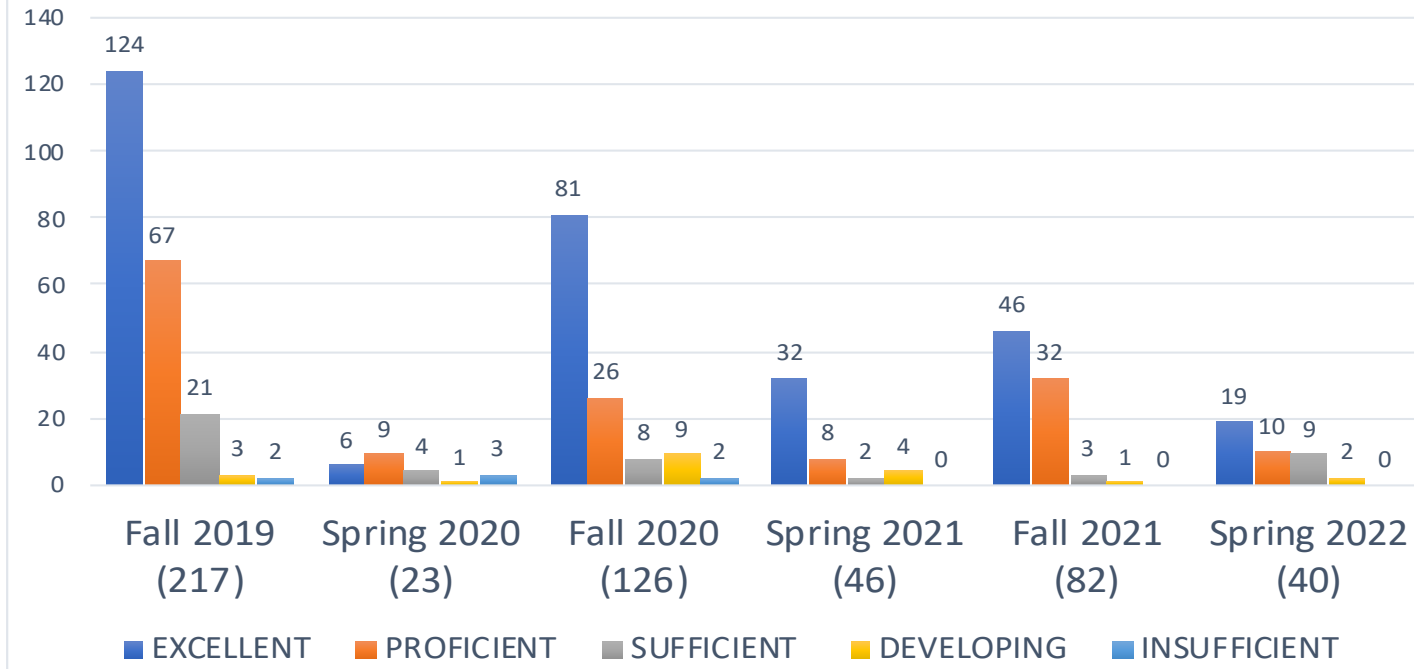
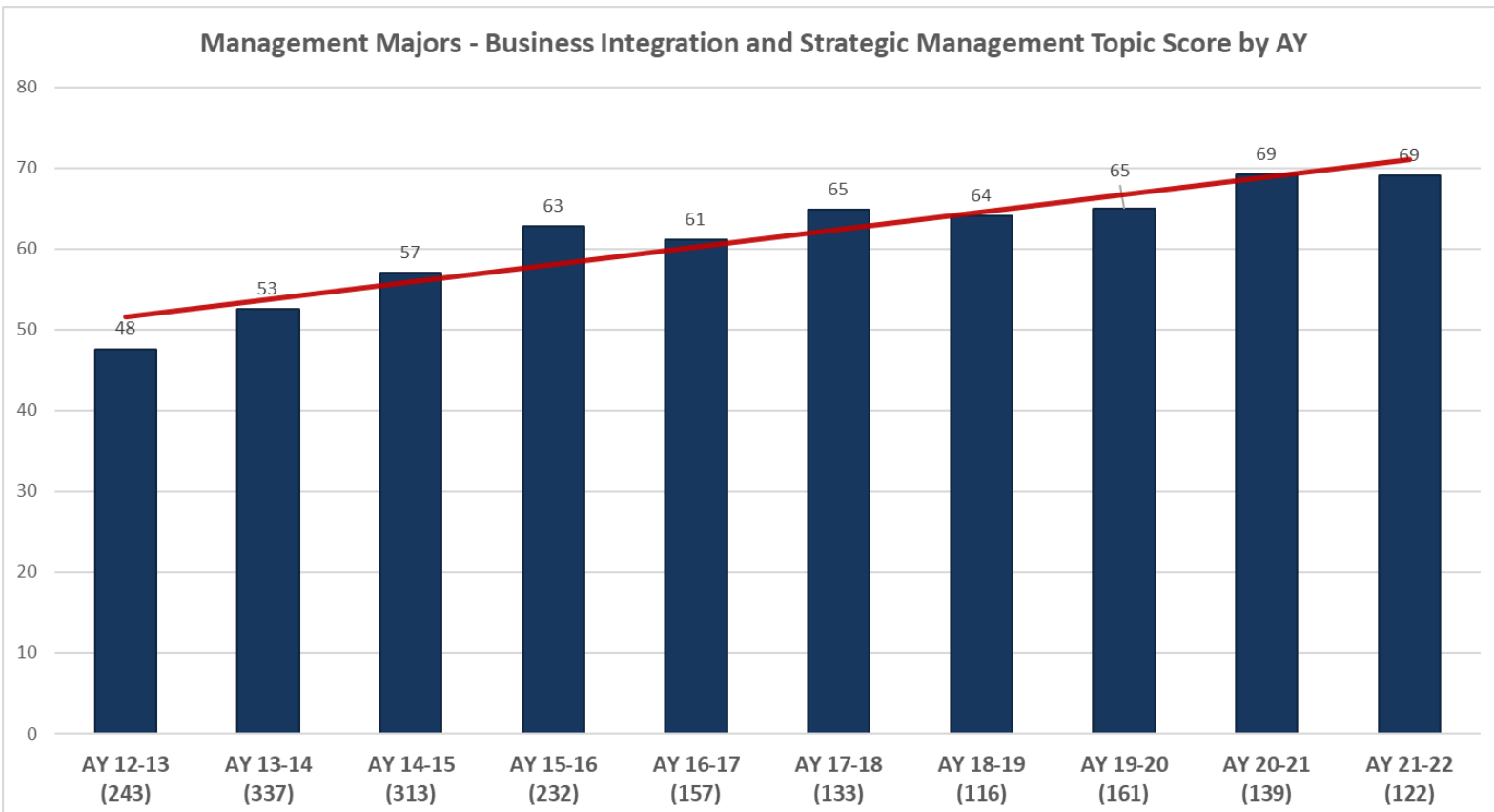
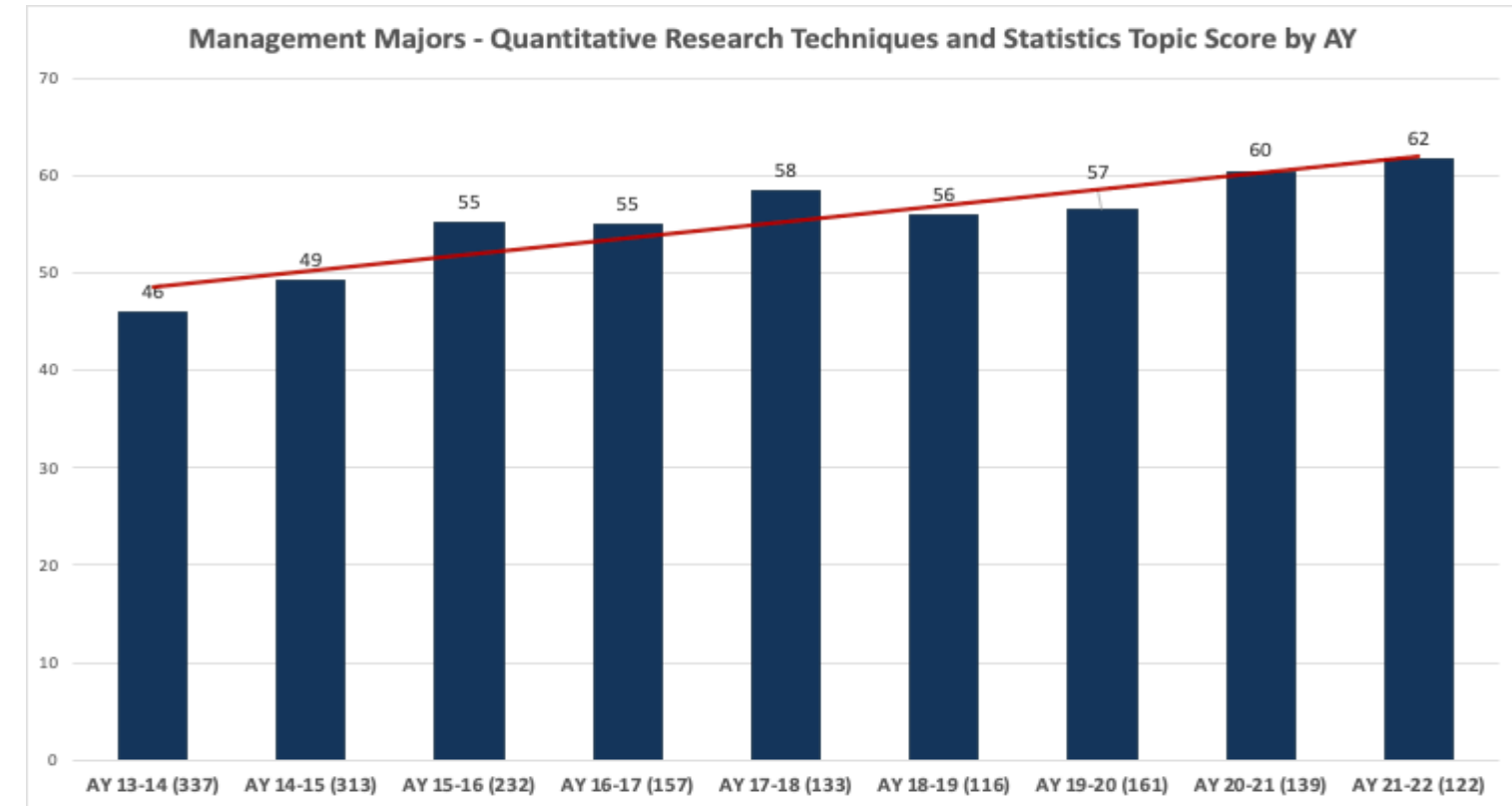
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Global Dimensions of Business results increased his year from the AY 20- 21 in the Peregrine Exam results. In the formative assessment, the data for CLO 4 and CLO 5 was inconsistent, except that the Spring II term was much higher than the previous year.

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<p>Our goal is achieve a score of 50 or above on all Business Integration and Strategic Management areas, and to continually improve our scores.</p> <p>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 external data. Summative Assessment: External data derived from Peregrine Exam results.</p>	<p>In the area of Business Leadership, the following areas scored above the goal of 50 for communication: 1) Business Integration and Strategies, 2) Business Leadership, and 3) Information Management Systems.</p>	<p>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.</p>	<p>Plan to review and modify the current assessment instrument when needed in order to address management competency.</p>	<div><div>Management Majors - Business Integration and Strategic Management Topic Score by AY</div><table><tr><th>AY</th><th>Score</th></tr><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><tr><td>AY 19-20 (161)</td><td>65</td></tr><tr><td>AY 20-21 (139)</td><td>69</td></tr><tr><td>AY 21-22 (122)</td><td>69</td></tr></table></div>	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	AY 19-20 (161)	65	AY 20-21 (139)	69	AY 21-22 (122)	69																				
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<p>Our goal is achieve a score of 50 or above on the Quantitative Research Techniques and Statistics area, and to continually improve our scores.</p> <p>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 dimensions 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 management majors on quantitative research techniques and statistics have improved and are above the goal of 50. The formative assessment data did show improvement in the Spring terms for CLO 1, CLO 2, CLO 3, CLO 4, and CLO 5.</p>	<p>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.</p>	<p>Plan to review and modify the current assessment instrument when needed in order to address management competency.</p>	<div><div>Management Majors - Quantitative Research Techniques and Statistics Topic Score by AY</div><table><tr><th>AY</th><th>Score</th></tr><tr><td>AY 13-14 (337)</td><td>46</td></tr><tr><td>AY 14-15 (313)</td><td>49</td></tr><tr><td>AY 15-16 (232)</td><td>55</td></tr><tr><td>AY 16-17 (157)</td><td>55</td></tr><tr><td>AY 17-18 (133)</td><td>58</td></tr><tr><td>AY 18-19 (116)</td><td>56</td></tr><tr><td>AY 19-20 (161)</td><td>57</td></tr><tr><td>AY 20-21 (139)</td><td>60</td></tr><tr><td>AY 21-22 (122)</td><td>62</td></tr></table></div>	AY	Score	AY 13-14 (337)	46	AY 14-15 (313)	49	AY 15-16 (232)	55	AY 16-17 (157)	55	AY 17-18 (133)	58	AY 18-19 (116)	56	AY 19-20 (161)	57	AY 20-21 (139)	60	AY 21-22 (122)	62																						
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Our goal is achieve a score of 50 or above on all Business Ethics areas, and to continually improve our scores. Program Goal 6 - 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.	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, 3) Management Organizational Behavior, and 4) Management. The data is from the formative assessment MG401 for the CLOs from the Fall I 2021 term to the Spring II 2022 term. The Spring I 2022 term reported an improvement over the previous 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.	Plan to review and modify the current assessment instrument when needed in order to address management competency.	<div><div><p>Management Major - Business Ethics Topic Score by AY</p><table><tr><th>AY</th><th>Score</th></tr><tr><td>AY 12-13</td><td>58</td></tr><tr><td>AY 13-14</td><td>55</td></tr><tr><td>AY 14-15</td><td>56</td></tr><tr><td>AY 15-16</td><td>59</td></tr><tr><td>AY 16-17</td><td>58</td></tr><tr><td>AY 17-18</td><td>58</td></tr><tr><td>AY 18-19</td><td>59</td></tr><tr><td>AY 19-20</td><td>63</td></tr><tr><td>AY 20-21</td><td>64</td></tr><tr><td>AY 21-22</td><td>67</td></tr></table></div><div><table><tr><th colspan="8">MG 401: Senior Seminar in Management Comprehensive Final Examination - Average CLO Rating by Term</th></tr><tr><th></th><th>CLO 1</th><th>CLO 2</th><th>CLO 3</th><th>CLO 4</th><th>CLO 5</th><th>CLO 6</th><th>CLO 7</th></tr><tr><td>Spring II 2022 (8)</td><td>EXCELLENT</td><td>EXCELLENT</td><td>EXCELLENT</td><td>EXCELLENT</td><td>PROFICIENT</td><td>EXCELLENT</td><td>PROFICIENT</td></tr><tr><td>Spring I 2022 (23)</td><td>EXCELLENT</td><td>PROFICIENT</td><td>PROFICIENT</td><td>EXCELLENT</td><td>PROFICIENT</td><td>EXCELLENT</td><td>EXCELLENT</td></tr><tr><td>Fall II 2021 (20)</td><td>EXCELLENT</td><td>EXCELLENT</td><td>SUFFICIENT</td><td>SUFFICIENT</td><td>EXCELLENT</td><td>EXCELLENT</td><td>EXCELLENT</td></tr><tr><td>Fall I 2021 (19)</td><td>EXCELLENT</td><td>EXCELLENT</td><td>SUFFICIENT</td><td>SUFFICIENT</td><td>EXCELLENT</td><td>EXCELLENT</td><td>EXCELLENT</td></tr></table></div></div>	AY	Score	AY 12-13	58	AY 13-14	55	AY 14-15	56	AY 15-16	59	AY 16-17	58	AY 17-18	58	AY 18-19	59	AY 19-20	63	AY 20-21	64	AY 21-22	67	MG 401: Senior Seminar in Management Comprehensive Final Examination - Average CLO Rating by Term									CLO 1	CLO 2	CLO 3	CLO 4	CLO 5	CLO 6	CLO 7	Spring II 2022 (8)	EXCELLENT	EXCELLENT	EXCELLENT	EXCELLENT	PROFICIENT	EXCELLENT	PROFICIENT	Spring I 2022 (23)	EXCELLENT	PROFICIENT	PROFICIENT	EXCELLENT	PROFICIENT	EXCELLENT	EXCELLENT	Fall II 2021 (20)	EXCELLENT	EXCELLENT	SUFFICIENT	SUFFICIENT	EXCELLENT	EXCELLENT	EXCELLENT	Fall I 2021 (19)	EXCELLENT	EXCELLENT	SUFFICIENT	SUFFICIENT	EXCELLENT	EXCELLENT	EXCELLENT														
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Table 4.1 - Standard 4 Student Learning Assessment																																																																																															
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.																																																																																													
Identified in Criterion 4.2		Identified in Criterion 4.1		Analysis of Results																																																																																											
Approach	Deployment	Identified in Criterion 4.3	Identified in Criterion 4.3	Identified in Criterion 4.4	Identified in Criterion 4.3																																																																																										
Performance Measure	What is your measurement instrument or process?	Results	Analysis of Results	Improvement	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?	<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>46</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><tr><td>AY 19-20 (23)</td><td>55</td></tr><tr><td>AY 20-21 (21)</td><td>65</td></tr><tr><td>AY2122 (25)</td><td>61</td></tr></table>	AY	Percentile Rank	AY 13-14 (37)	70	AY 14-15 (48)	46	AY 15-16 (36)	60	AY 16-17 (20)	65	AY 17-18 (26)	57	AY 18-19 (20)	55	AY 19-20 (23)	55	AY 20-21 (21)	65	AY2122 (25)	61																																																																						
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<p>Our goal is achieve a score of 50 or above on all Quantitative Research Techniques and Statistics areas, and to continually improve our scores.</p> <p>Program Outcome Goals: PLO #2. Use quantitative techniques to analyze marketing strategies. DM PLO #2.Integrate data and research methodology in marketing research. PLO #3. Demonstrate a working knowledge of data integration and research methodology in the marketing decision making process.</p>	Peregrine's MFT assessment, Summative external data	Marketing majors scored at the 64th percentile.	The overall trend is positive as it relates to this topic. At the 64th percentile, marketing majors have scored the highest they ever had in a ten year period.	Continued emphasis on quantitative research, business statistics and analysis will foster even greater improvement in this area.	<div><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><tr><td>AY 19-20 (23)</td><td>59</td></tr><tr><td>AY 20-21 (21)</td><td>63</td></tr><tr><td>AY2122 (25)</td><td>64</td></tr></table></div>	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	AY 19-20 (23)	59	AY 20-21 (21)	63	AY2122 (25)	64
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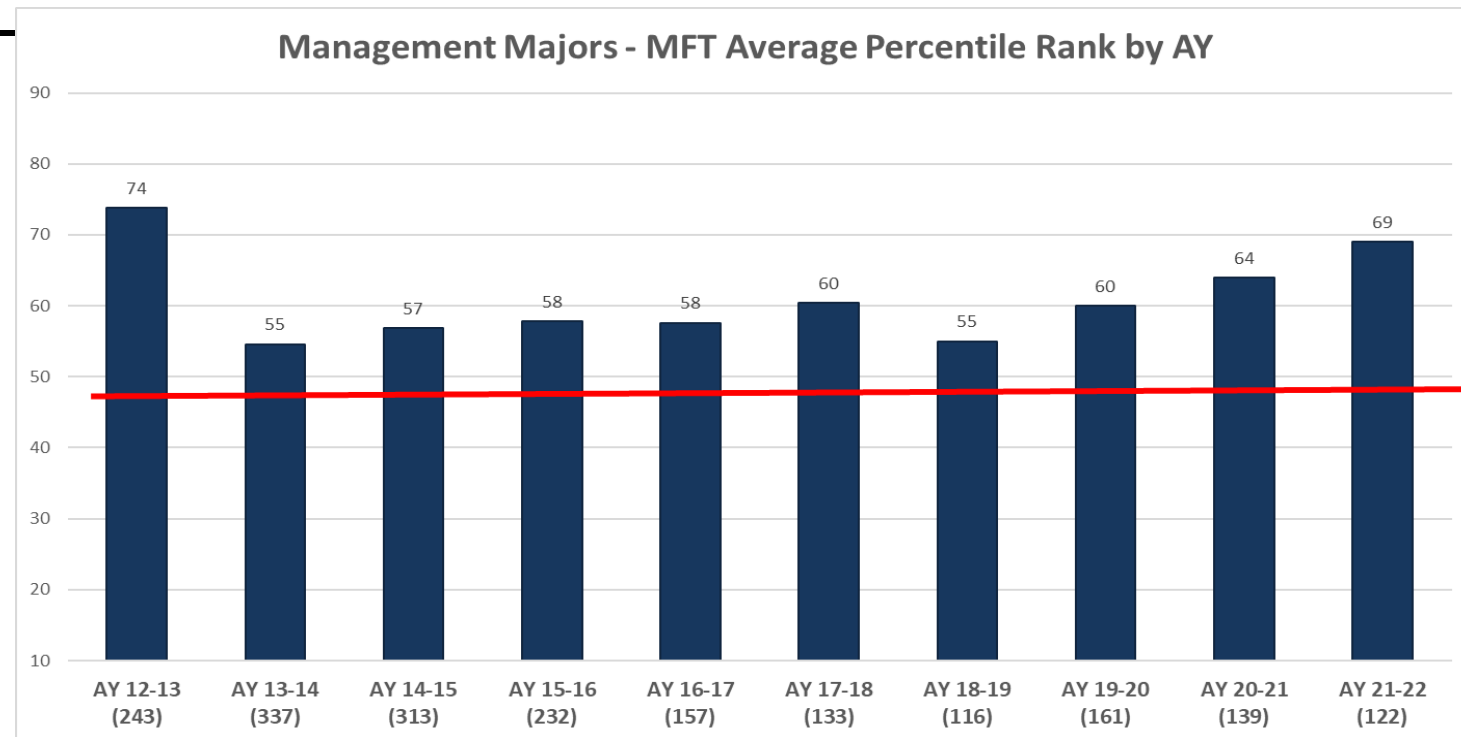
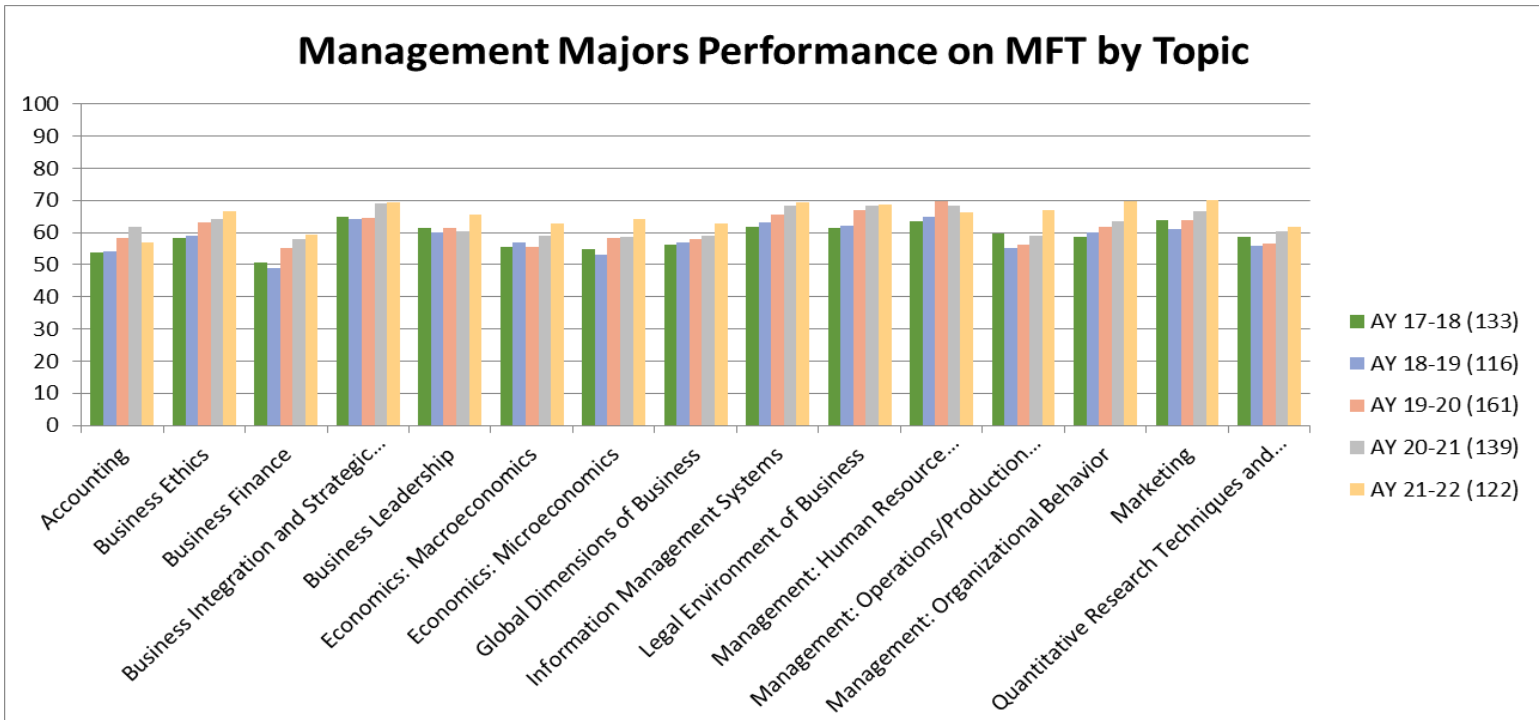
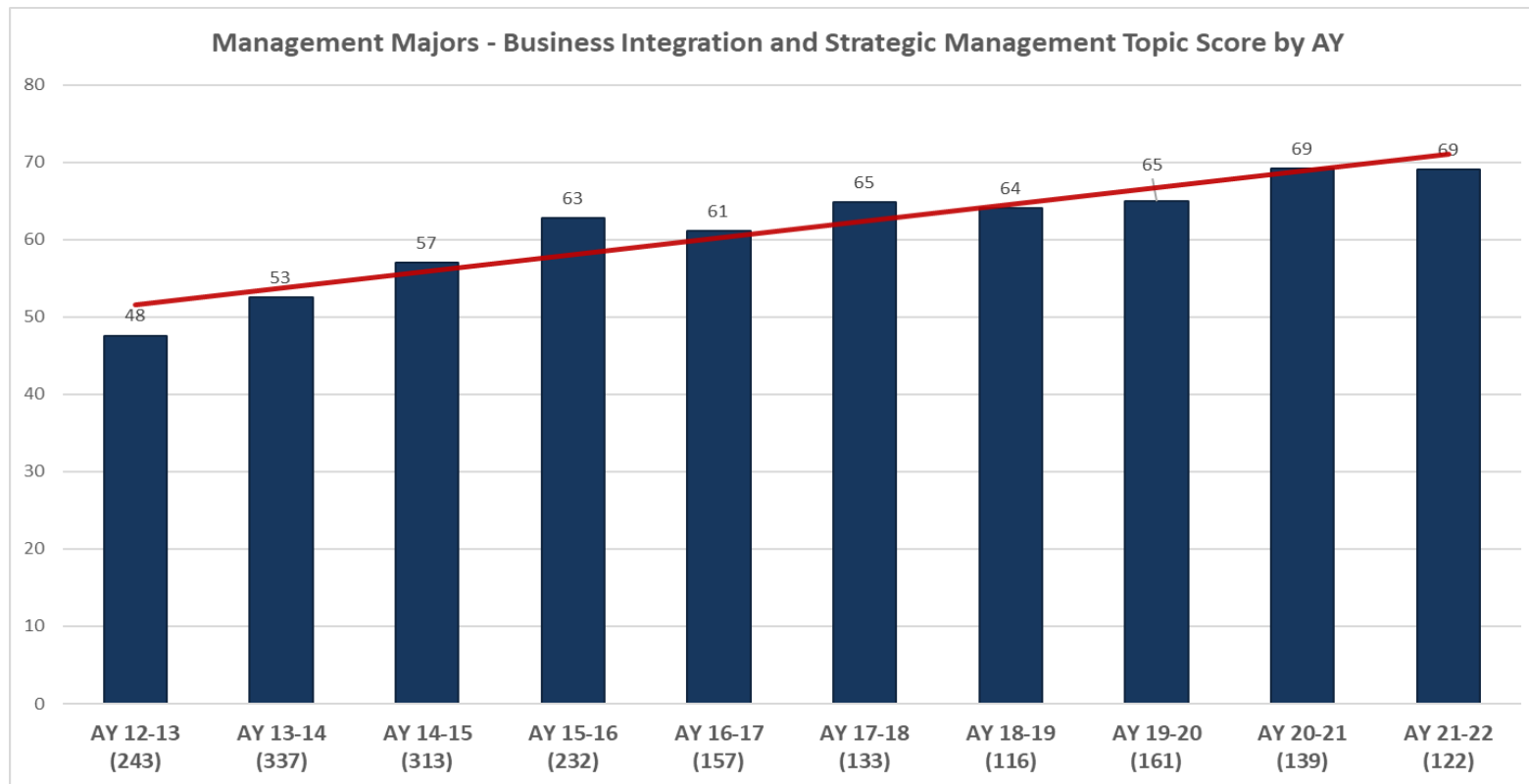
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<p>Our goal is achieve a a score of 50 or above on all Business Finance areas, and to continually improve our scores.</p> <p>Program Goals:</p> <p>PLO #1. Demonstrate an understanding of the various functional areas of financial management in a global setting.</p> <p>PLO #2. Apply core knowledge to new and unfamiliar circumstances and unpredictable environments.</p>	Peregrine's MFT assessment, Summative external data	Most recently- at the 64th percentile. This is up from two years ago, and up dramatically from one year ago.	Very encouraging to be above the 50th percentile on all categories.	Monitor and reassess.	
<p>To assess student learning attainment for Program Outcome Goals:</p> <p>PLO #1. Demonstrate an understanding of the various functional areas of financial management in a global setting.</p> <p>PLO #2. Apply core knowledge to new and unfamiliar circumstances and unpredictable environments.</p> <p>PLO #3. Demonstrate the ability to effectively work on financial projects with people from a variety of disciplines.</p> <p>PLO #4. Demonstrate effective oral and written communicational skills.</p>	FI424 CLOs, Formative internal data	As shown in column F, the results were quite good.	Extremely encouraging, although the sample size was small.	Monitor and reassess.	<p>CLO Data for FI424 on the 5 point scale 5-excellent, 4-proficient 3-sufficient 2-developing 1-needs improvement</p> <p>AY 2021-2022 results:</p> <p>CLO 1- 7/1/0/0/0 CLO 2- 7/1/0/0/0 CLO3-7/1/0/0/0 CLO4- 7/1/0/0/0 CLO 5- 7/1/0/0/0 CLO6-7/1/0/0/0 CLO7- 7/1/0/0/0</p> <p>Note: The CLO's were measured for FI424. The Proposed Program Goals/Outcomes for the PFP major were not measured, as the the CLO's can be tied to the program goals/outcomes.</p>

Project Management

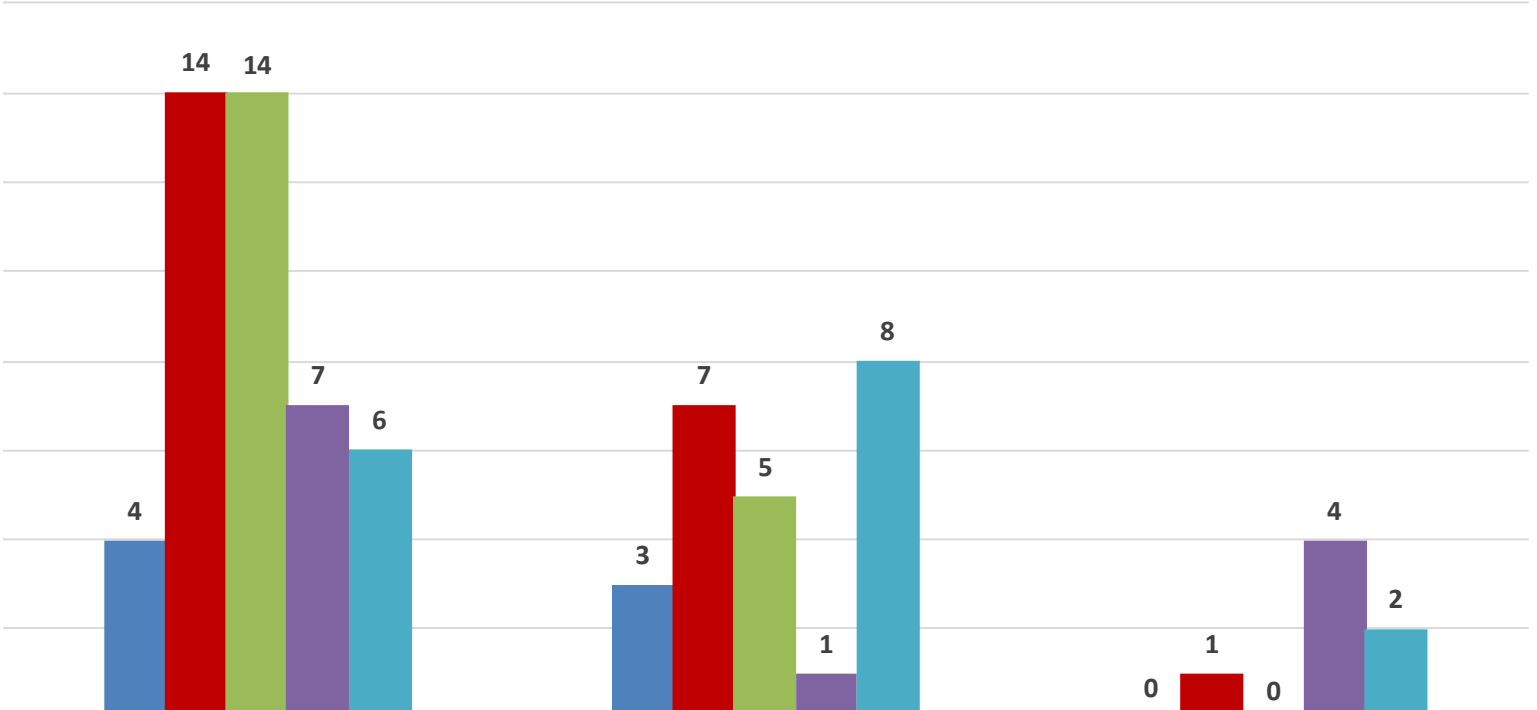
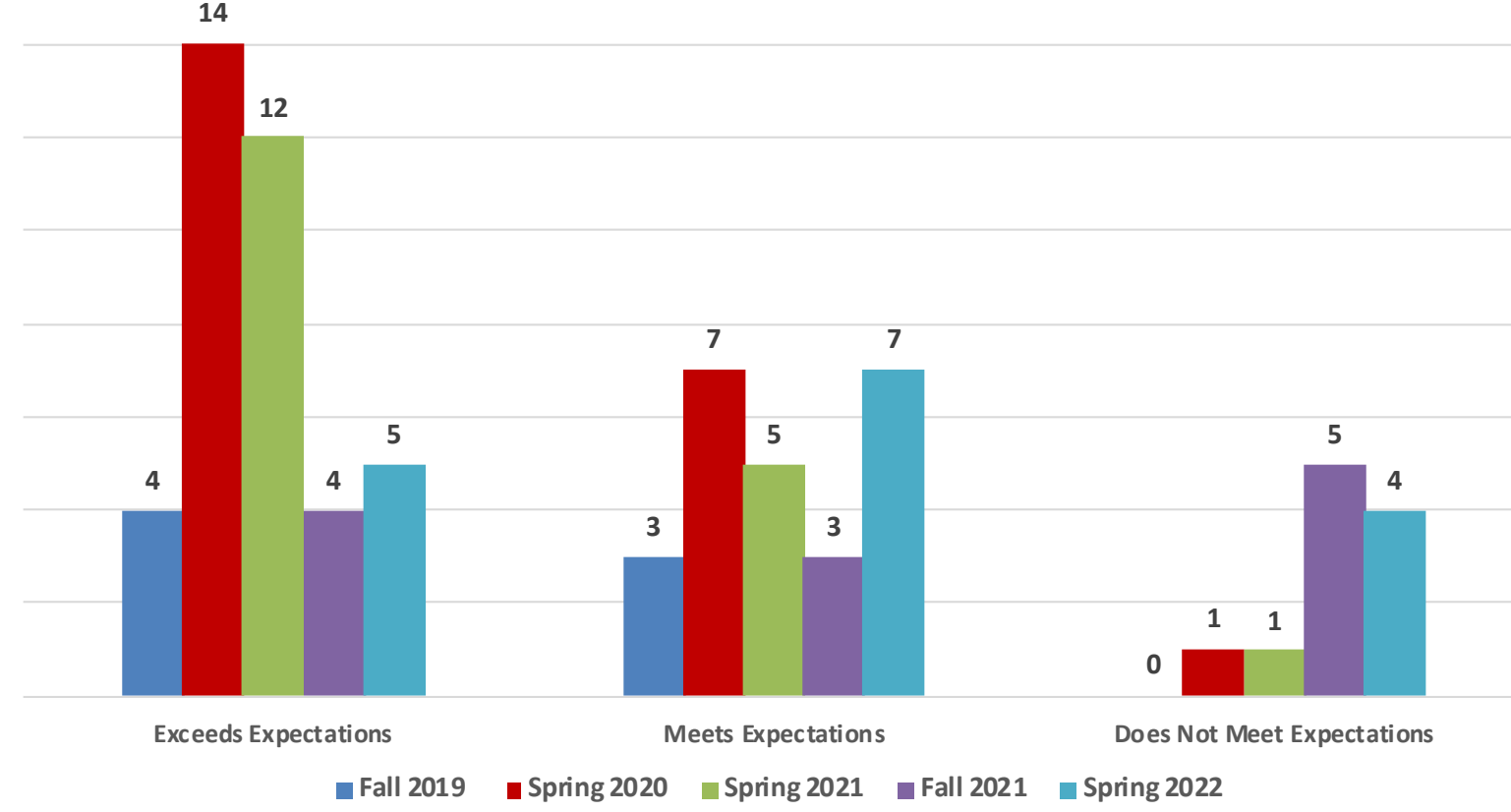
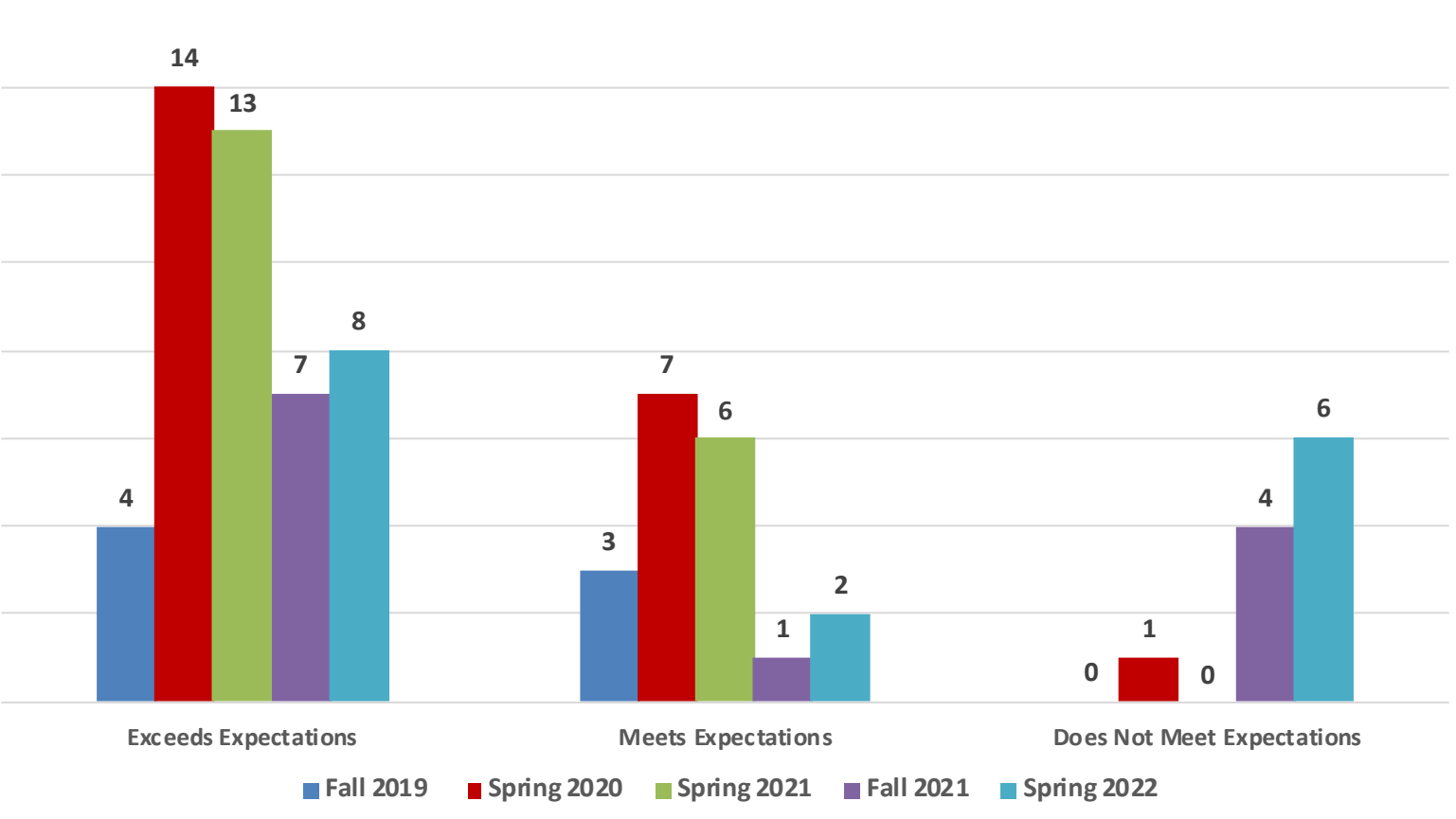
Table 4.1 - Standard 4 Student Learning Assessment

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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Measurable goal What is your goal?		Do not use grades. (Indicate type of instrument) direct, formative, internal, comparative	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?	
Our goal is achieve a 50th average percentile rank on all MFT all performance areas. Program Outcome Goals: PLO #1. Management Competency: Demonstrate an understanding of the interrelationships and interdependencies among the marketing, finance, operations, administration, and management functional systems of a business. PLO #2. Problem Solving: Apply critical and creative thinking for effective problem solving, decision-making, and planning on local, regional, and global organizational issues. PLO #3. Globalization: Explain globalization and its impact on business and society. PLO #4. Communication: Demonstrate effective written, oral, and presentation communication skills in an organizational setting . PLO #5. Quantitative Analysis: Use quantitative techniques to analyze organizational effectiveness and operational efficiency. PLO #6. 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.		Peregrine's MFT assessment, Summative external data	The MTF Average Percentile Rank by AY shows an increase from AY 20-21 to AY 21-22. 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: Accounting, Business Ethics, Business Integration, Business Leadership, Economics (Macro and Micro), Global Dimensions of Business, Information Management Systems, Legal Environments of Business, Management, Management Operations / Production, Management Organizational Behavior, Marketing, Qualitative Research Techniques, and Management Human Resources.	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.	
Our goal is achieve a score of 50 or above on all MFT performance areas, and to continually improve our scores. Program Outcome Goals: PLO #1. Management Competency: Demonstrate an understanding of the interrelationships and interdependencies among the marketing, finance, operations, administration, and management functional systems of a business. PLO #2. Problem Solving: Apply critical and creative thinking for effective problem solving, decision-making, and planning on local, regional, and global organizational issues. PLO #3. Globalization: Explain globalization and its impact on business and society. PLO #4. Communication: Demonstrate effective written, oral, and presentation communication skills in an organizational setting . PLO #5. Quantitative Analysis: Use quantitative techniques to analyze organizational effectiveness and operational efficiency. PLO #6. 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.		Peregrine's MFT assessment, Summative external data. Summative Assessment: External data derived from Peregrine Exam results.	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, 5) Management Productions/Operations, 6) Quantitative Research Techniques, 7) Business Leadership, and 8) Information Management Systems.	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.	
Our goal is achieve a score of 50 or above on all Business Integration and Strategic Management areas, and to continually improve our scores. Program Outcome Goal: PLO #6. 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.		Peregrine's MFT assessment, Summative external data. Summative external data. Summative Assessment: External data derived from Peregrine Exam results.	In the area of Business Leadership, the following areas scored above the goal of 50 for communication: 1) Business Integration and Strategies, 2) Business Leadership, and 3) Information Management Systems.	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.	

<p>Our goal is achieve a score of 50 or above on all Business Ethics areas, and to continually improve our scores.</p> <p>Program Outcome Goal: PLO #2. Problem Solving: Apply critical and creative thinking for effective problem solving, decision-making, and planning on local, regional, and global organizational issues.</p>	<p>Peregrine's MFT assessment, Summative external data. Summative Assessment: External data derived from Peregrine Exam results.</p>	<p>In the area of business ethics, the scores for the management majors on business ethics have improved and are above the goal of 50.</p>	<p>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.</p>	<p>Plan to review and modify the current assessment instrument when needed in order to address management competency.</p>	<div><p>Management Major - Business Ethics Topic Score by AY</p><table><tr><th>AY</th><th>Score</th></tr><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><tr><td>AY 19-20 (161)</td><td>63</td></tr><tr><td>AY 20-21 (139)</td><td>64</td></tr><tr><td>AY 21-22 (122)</td><td>67</td></tr></table></div>	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	AY 19-20 (161)	63	AY 20-21 (139)	64	AY 21-22 (122)	67
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Public Administration																		
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Measurable goal What is your goal? Our goal is achieve a 50th average percentile rank on all MFT all performance areas. Program Outcome Goals: PLO #1. Evaluate the foundations of public administration. PLO #2. Compare the public sector to the private and non-profit sectors. PLO #3. Apply leadership and management practices to public service. PLO #4. Discuss ethical and legal underpinnings of public governance. PLO #5. Identify fiscal accountability and responsibilities of public entities.		Do not use grades. (Indicate type of instrument) direct, formative, internal, comparative Peregrine MFT - Summative	What are your current results? The BPA average percentile rank in the Peregrine test was 68%.	What did you learn from the results? The BPA students are ranked at 68% in the summative analysis of the Peregrine test. This is 18% above the benchmark goal of achieving an average rank of the 50th percentile.	What did you improve or what is your next step? This is the first time the BPA students have taken the Peregrine test and students scored 18% above the benchmark goal of achieving an average rank of 50%. Since this is the first year of Peregrine testing, we will keep the goal of achieving an average rank of the 50th percentile. Two to three years of Peregrine testing data will provide more information and we can increase our benchmark goal if the students consistently score above the average rank of the 50th percentile. The BPA program was revised in AY21-22 to streamline courses for each concentration. This will be in effect for AY22-23. The AY22-23 data will provide information on the changes made to the program.	<div><p>Public Administration – Average Percentile Rank</p><p>BPA - AY2122 Average Percentile Rank by Concentration</p><table><thead><tr><th>Concentration</th><th>Average Percentile Rank</th></tr></thead><tbody><tr><td>BPA All - 10</td><td>68</td></tr><tr><td>Business Relations - 2</td><td>63</td></tr><tr><td>Criminal Justice - 1</td><td>99</td></tr><tr><td>Homeland Security - 2</td><td>34</td></tr><tr><td>Public Service - 5</td><td>77</td></tr></tbody></table></div>	Concentration	Average Percentile Rank	BPA All - 10	68	Business Relations - 2	63	Criminal Justice - 1	99	Homeland Security - 2	34	Public Service - 5	77
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			In all concentrations except Homeland Security, students scored in the 63rd percentile rank in the Peregrine test or better which is well above the benchmark 50th percentile rank. In the Homeland Security concentration, students scored at the 34th percentile rank.	BPA students scored at least 13% over the benchmark goal of 50th percentile rank in the Peregrine test in 4 of the 5 areas of testing. In the Homeland Security concentration, students scored 29% points lower than the next highest percentile ranking and 16% points lower than the benchmark 50% percentile rank. It is important to note n=2 students who took the Homeland Security portion of the test.	Students scored at least 13% over the benchmark goal of the 50th percentile ranking 4 of the 5 areas of the Peregrine test. This is the first time the BPA students the Peregrine test and the low score in the Homeland Security concentration was surprising. This year, all of the BPA concentrations were revised and courses were streamlined to more appropriately address areas of concentration. Two of the Homeland Security courses were changed. AY22-23 data will indicate whether this change made a difference in the Homeland Security concentration average percentile rank. In addition, it is important to note n=2 students who took the Homeland Security portion of the test. Perhaps these students did not take the test seriously and did not give their best effort on the Peregrine test. Data in AY22-23 will begin to indicate whether the BPA concentration changes made an improvement in the test scores.	<div><p>BPA - AY2122 Average Score by Topic</p><table><thead><tr><th>Topic</th><th>Average Score</th></tr></thead><tbody><tr><td>Ethics and Social Responsibility</td><td>66</td></tr><tr><td>Intergovernmental Relations</td><td>53</td></tr><tr><td>Leadership in Public Administration</td><td>52</td></tr><tr><td>Public Administration Management</td><td>56</td></tr><tr><td>Public Administration Principles and Foundations</td><td>55</td></tr></tbody></table></div>	Topic	Average Score	Ethics and Social Responsibility	66	Intergovernmental Relations	53	Leadership in Public Administration	52	Public Administration Management	56	Public Administration Principles and Foundations	55
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Our goal is achieve a a score of 50 topic scores, and to continually improve our scores. Program Outcome Goals: PLO #1. Evaluate the foundations of public administration. PLO #2. Compare the public sector to the private and non-profit sectors. PLO #3. Apply leadership and management practices to public service. PLO #4. Discuss ethical and legal underpinnings of public governance. PLO #5. Identify fiscal accountability and responsibilities of public entities.	Peregrine MFT - Summative	BPA students scored above the 50 percentile rank in all Public Administration topic areas.	BPA students scored above the benchmark of the 50th percentile rank in the Peregrine Summative analysis averages in all Public Administration topic areas. The percentile range was from Leadership in Administration at 52% to Ethics and Social Responsibility at 66%.	This is the first time the BPA students have taken the Peregrine test and students scored an average of 4% above the benchmark goal of achieving an average rank of 50%. Since this is the first year of Peregrine testing, we will keep the goal of achieving an average rank of the 50th percentile until we have another year or two of data to analyze. The students reaching above the 50% goal indicates the program curriculum is on track and students are mastering the material. We will continue to monitor the rankings next year.	<div><p>BPA - AY2122 Average Final Score by Concentration</p><table><thead><tr><th>Concentration</th><th>Average Final Score</th></tr></thead><tbody><tr><td>BPA All - 10</td><td>68</td></tr><tr><td>Business Relations - 2</td><td>54</td></tr><tr><td>Criminal Justice - 1</td><td>66</td></tr><tr><td>Homeland Security - 2</td><td>49</td></tr><tr><td>Public Service - 5</td><td>58</td></tr></tbody></table></div>	Concentration	Average Final Score	BPA All - 10	68	Business Relations - 2	54	Criminal Justice - 1	66	Homeland Security - 2	49	Public Service - 5	58	
Concentration	Average Final Score																	
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Business Relations - 2	54																	
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Homeland Security - 2	49																	
Public Service - 5	58																	

		<p>The BPA average final score by concentration ranged from Homeland Security at 49% to Criminal Justice at 66%. The overall BPA average final score by concentration was 68%.</p>	<p>BPA students scored over the 50th percentile rank in 4 of the 5 area concentrations. The range was from Homeland Security at 49% to Criminal Justice at 66%. The average final score percentile rank for all BPA students was 68%.</p>	<p>BPA students' overall average final score percentile ranking was 68% which is 18% higher than the benchmark 50th percentile ranking. The range of score was 66% which is 16% higher than the benchmark 50th percentile ranking in Criminal Justice to 49% which is 1% lower than the benchmark 50th percentile average in Homeland Security. This year, all of the BPA concentrations were revised and courses were streamlined to more appropriately address areas of concentration. Two of the Homeland Security courses were changed. AY22-23 data will indicate whether this change made a difference in the Homeland Security concentration average percentile rank. In addition, it is important to note n=2 students who took the Homeland Security portion of the test. Perhaps these students did not take the test seriously and did not give their best effort on the Peregrine test. Data in AY22-23 will begin to indicate whether the BPA concentration changes made an improvement in</p>	<p>PA330-CLO 1: Analyze public administration in America and its historical developments.</p>  <table><caption>PA330-CLO 1 Data</caption><thead><tr><th>Semester</th><th>Exceeds Expectations</th><th>Meets Expectations</th><th>Does Not Meet Expectations</th></tr></thead><tbody><tr><td>Fall 2019</td><td>4</td><td>3</td><td>0</td></tr><tr><td>Spring 2020</td><td>14</td><td>7</td><td>1</td></tr><tr><td>Spring 2021</td><td>14</td><td>5</td><td>0</td></tr><tr><td>Fall 2021</td><td>7</td><td>1</td><td>4</td></tr><tr><td>Spring 2022</td><td>6</td><td>8</td><td>2</td></tr></tbody></table>	Semester	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations	Fall 2019	4	3	0	Spring 2020	14	7	1	Spring 2021	14	5	0	Fall 2021	7	1	4	Spring 2022	6	8	2
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<p>Assess student learning attainment for PA330-CLO 1-5</p> <p>Program Outcome Goals:</p> <p>PLO #1. Evaluate the foundations of public administration.</p> <p>PLO #2. Compare the public sector to the private and non-profit sectors.</p> <p>PLO #3. Apply leadership and management practices to public service.</p> <p>PLO #4. Discuss ethical and legal underpinnings of public governance.</p> <p>PLO #5. Identify fiscal accountability and responsibilities of public entities.</p>	<p>PA330 - Unit 8: Final Essay CLOs</p>	<p>Overall, results indicate 75% of students met or exceeded the expectations of CLOs 1-5 for the final essay in PA330, the introductory course for the BPA program. Unfortunately 25% did not meet expectations of CLOs 1-5 for the final essay.</p>	<p>Results indicate 75% of the students met or exceeded the expectations of CLOs 1-5 for PA330 indicating their mastery of the subject. Unfortunately, 25% of students did not meet expectations for CLOs 1-5 in the final essay. This is the largest decrease in course mastery over the last four years.</p>	<p>While 75% of the BPA students in the introductory PA330 course met or exceeded expectations for the final essay, 25% did not meet expectations for the final essay. This is a startling statistic and the largest number of students who did not meet expectations for CLOs 1-5. For many students, this is the first BPA course they take. Through our BPA survey, we know that all the students who answered the survey work fulltime. Students who take at least 9-12 hours of classes = 45% and students who take 3-9 hours of classes = 55%. Working fulltime and taking courses is a heavy schedule for students. Anecdotaly, we know our BPA students were affected by COVID this past year. The presence of COVID put an additional strain on students. During the school year, if students, coworkers or family members were sick, there was an extra burden on the students and they may not have been able to get school work completed. Because of COVID, we hope this is an off year for BPA students in PA330 and more students will be successful in the next year. In addition, the BPA program was revised in AY21-22 to streamline courses for each concentration. This will be in effect for AY22-23. The AY22-23 data will provide information on the effectiveness of the changes made to the program. Leadership will continue to encourage faculty to work closely with students to orient them into the Public Administration discipline and to monitor students who are at risk, especially since we are all still living with COVID. Leadership will monitor the situation throughout the year.</p>	<p>PA330 -CLO 2: Recognize the uniqueness of the public sector.</p>  <table><caption>PA330-CLO 2 Data</caption><thead><tr><th>Semester</th><th>Exceeds Expectations</th><th>Meets Expectations</th><th>Does Not Meet Expectations</th></tr></thead><tbody><tr><td>Fall 2019</td><td>4</td><td>3</td><td>0</td></tr><tr><td>Spring 2020</td><td>14</td><td>7</td><td>1</td></tr><tr><td>Spring 2021</td><td>12</td><td>5</td><td>1</td></tr><tr><td>Fall 2021</td><td>4</td><td>3</td><td>5</td></tr><tr><td>Spring 2022</td><td>5</td><td>7</td><td>4</td></tr></tbody></table>	Semester	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations	Fall 2019	4	3	0	Spring 2020	14	7	1	Spring 2021	12	5	1	Fall 2021	4	3	5	Spring 2022	5	7	4
Semester	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations																										
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Spring 2022	5	7	4																										
					<p>PA330 -CLO 3: Identify leadership and management practices in public governance.</p>  <table><caption>PA330-CLO 3 Data</caption><thead><tr><th>Semester</th><th>Exceeds Expectations</th><th>Meets Expectations</th><th>Does Not Meet Expectations</th></tr></thead><tbody><tr><td>Fall 2019</td><td>4</td><td>3</td><td>0</td></tr><tr><td>Spring 2020</td><td>14</td><td>7</td><td>1</td></tr><tr><td>Spring 2021</td><td>13</td><td>6</td><td>0</td></tr><tr><td>Fall 2021</td><td>7</td><td>1</td><td>4</td></tr><tr><td>Spring 2022</td><td>8</td><td>2</td><td>6</td></tr></tbody></table>	Semester	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations	Fall 2019	4	3	0	Spring 2020	14	7	1	Spring 2021	13	6	0	Fall 2021	7	1	4	Spring 2022	8	2	6
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PA330 -CLO 4: Discuss ethical and legal considerations in public administration.

Category	Fall 2019	Spring 2020	Spring 2021	Fall 2021	Spring 2022
Exceeds Expectations	4	14	13	2	5
Meets Expectations	3	7	5	6	5
Does Not Meet Expectations	0	1	1	4	6

PA330 -CLO 5: Explain transparency and accountability in public entities.

Category	Fall 2019	Spring 2020	Spring 2021	Fall 2021	Spring 2022
Exceeds Expectations	4	14	13	2	6
Meets Expectations	3	7	5	6	6
Does Not Meet Expectations	0	1	1	4	4

PA432-CLO 1: Compose extensive quality research on public administration topic.

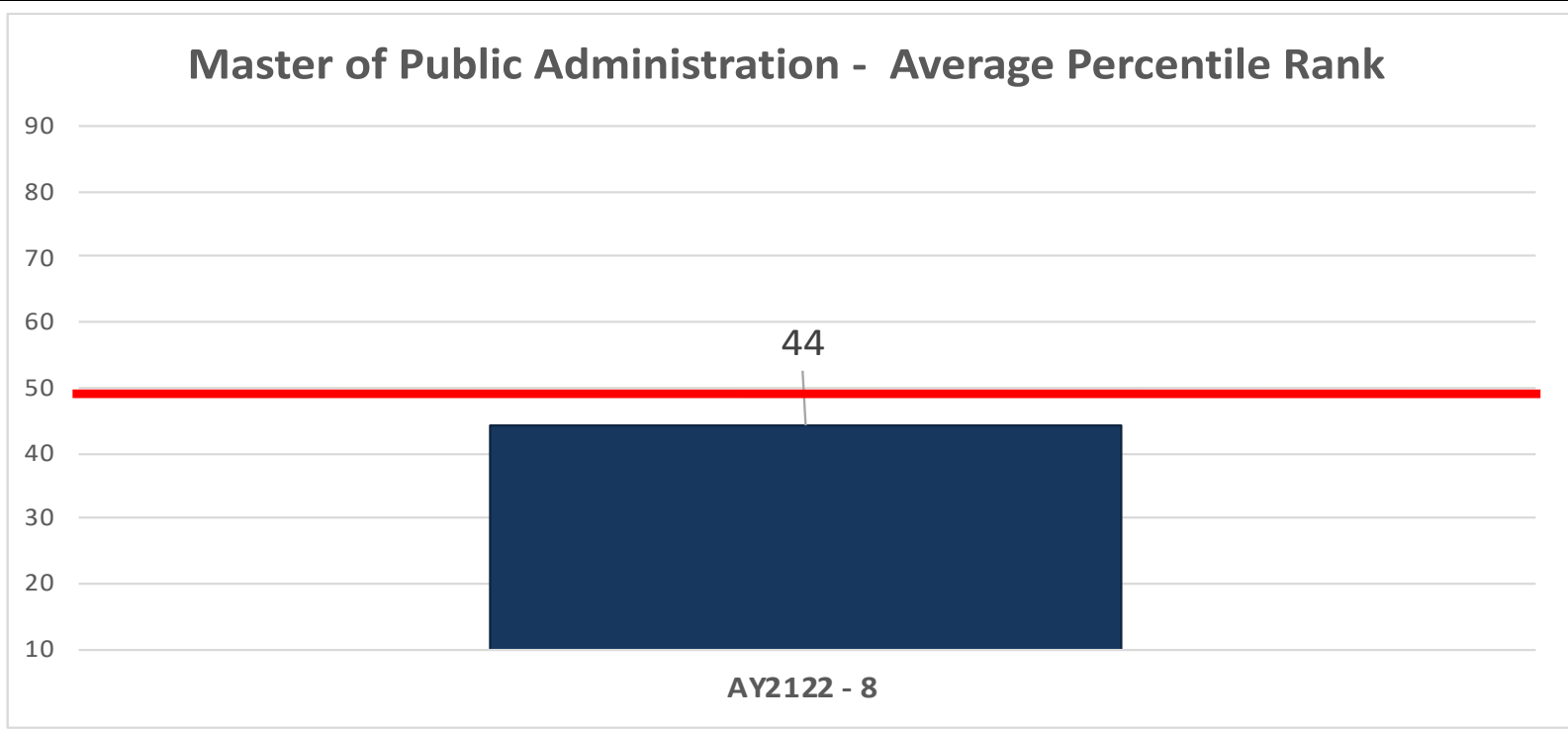
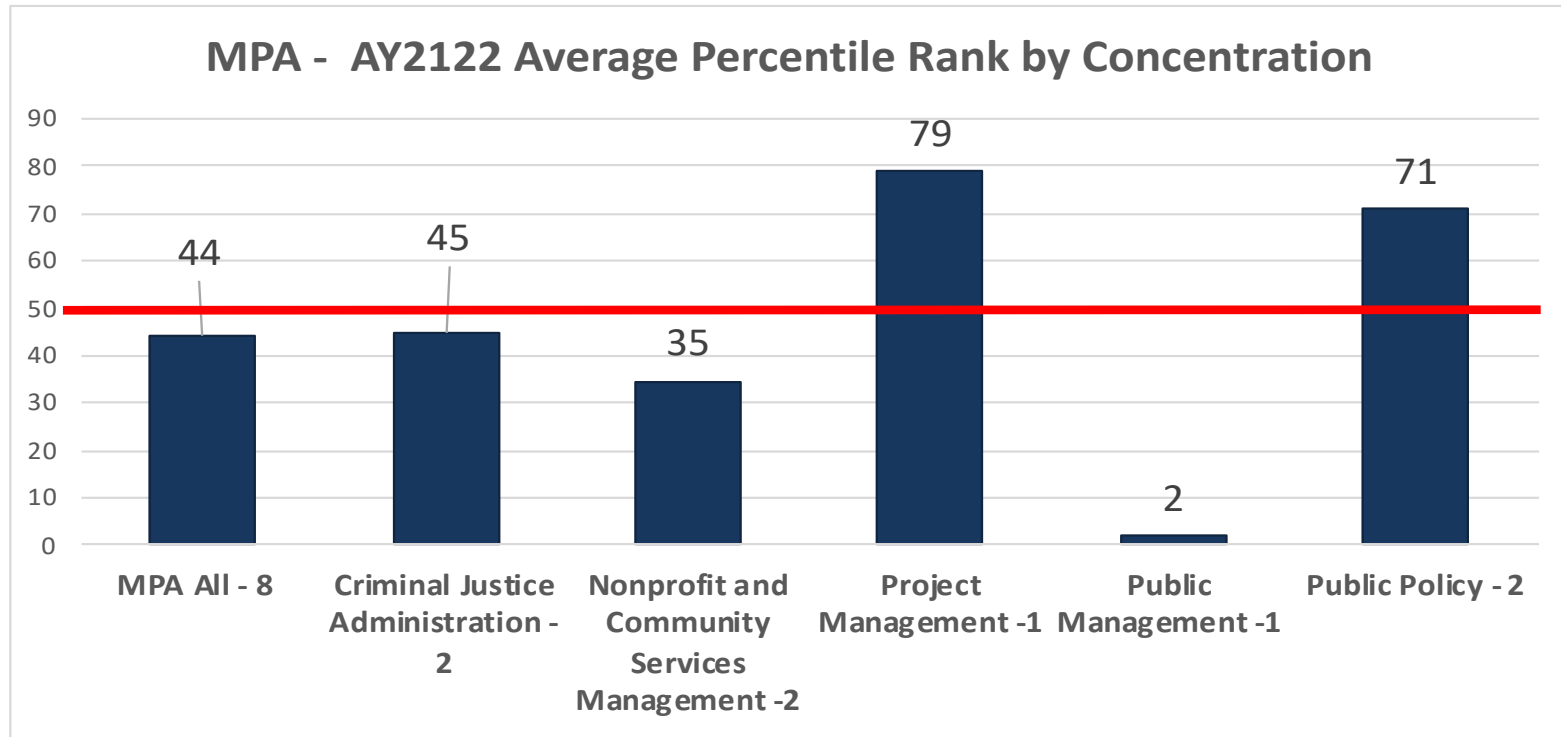
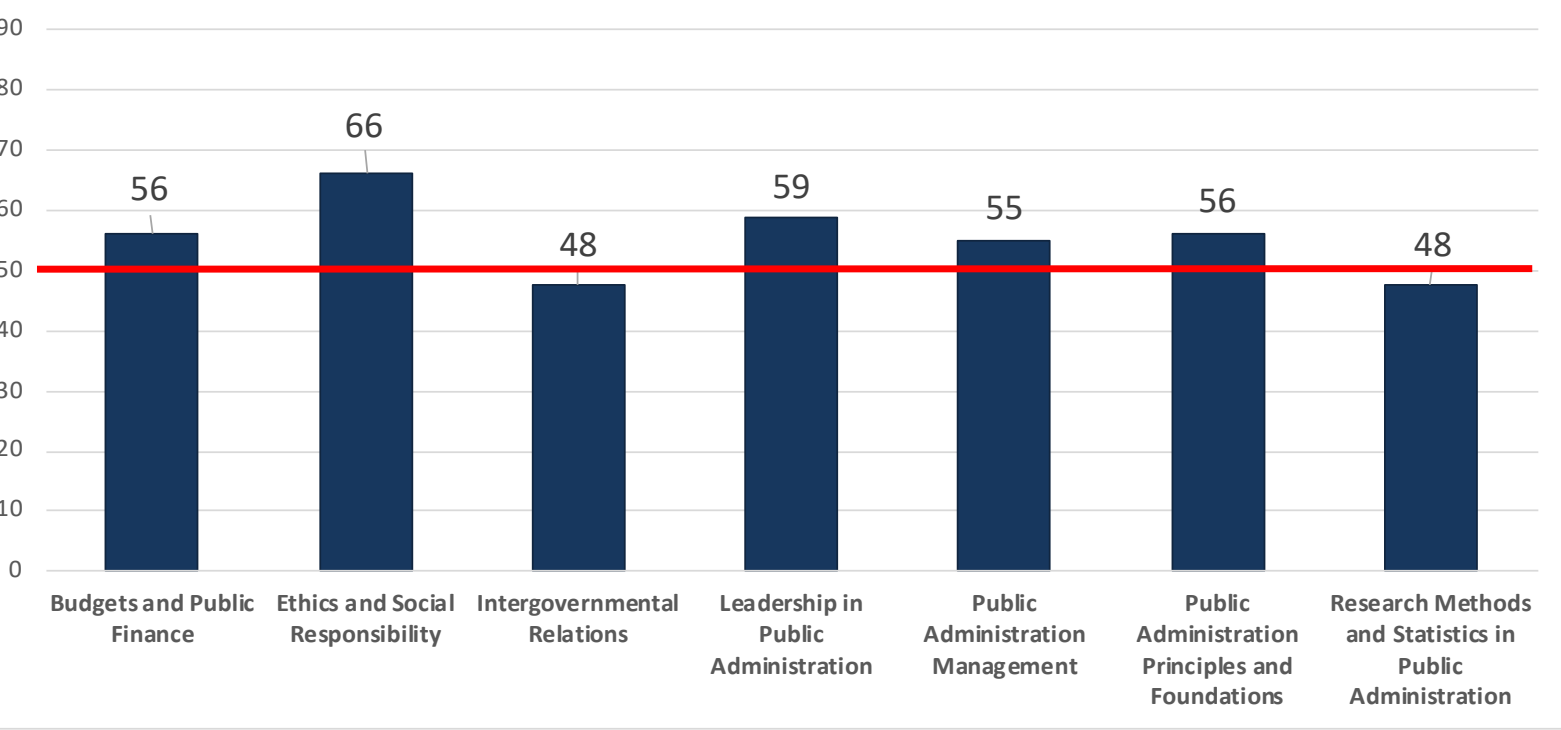
Category	Fall 2019	Spring 2020	Spring 2021	Fall 2021	Spring 2022
Exceeds Expectations	11	8	5	12	9
Meets Expectations	1	3	4	5	5
Does Not Meet Expectations	0	0	0	0	0

Assess student learning attainment for PA432-CLO 1-4 Program Outcome Goals: PLO #1. Evaluate the foundations of public administration. PLO #2. Compare the public sector to the private and non-profit sectors. PLO #3. Apply leadership and management practices to public service. PLO #4. Discuss ethical and legal underpinnings of public governance.	PA432 Unit 8: Final Essay	Results indicate 68% of PA432 students exceeded expectations for CLOs 1-4 in the capstone research paper. Additionally, 32% of PA432 students met expectations for CLOs 1-4 in the final research paper. All students met or exceeded expectations for the CLOs in PA432.	All students continue to meet or exceed expectations of the CLOs in capstone research paper for PA432. More students consistently exceed expectations than meet expectations in the course. Students have mastery of the BPA curriculum and can apply it through the capstone.	Beginning in AY21/22, PA432 was designated as a Writing Intensive course. The course has been revised and a new writing curriculum was built into the course. Students have more opportunity to succeed in writing and receive consistent feedback from the instructor during the course. Students have continued to improve their student success in the course with the new curriculum. Comparing the results of the introductory PA330 course and the capstone PA432 course, students graduating with a BPA degree consistently meet or exceed expectations of the CLOs in the PA432 course!	<div>PA432- CLO 2: Construct a research paper, utilizing case study methodology.</div> <div><table><thead><tr><th>Semester</th><th>Exceeds Expectations</th><th>Meets Expectations</th><th>Does Not Meet Expectations</th></tr></thead><tbody><tr><td>Fall 2019</td><td>11</td><td>1</td><td>0</td></tr><tr><td>Spring 2020</td><td>6</td><td>5</td><td>0</td></tr><tr><td>Spring 2021</td><td>6</td><td>3</td><td>0</td></tr><tr><td>Fall 2021</td><td>12</td><td>5</td><td>0</td></tr><tr><td>Spring 2022</td><td>8</td><td>6</td><td>0</td></tr></tbody></table></div>	Semester	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations	Fall 2019	11	1	0	Spring 2020	6	5	0	Spring 2021	6	3	0	Fall 2021	12	5	0	Spring 2022	8	6	0
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					<div>PA432-CLO 3: Prepare a PowerPoint presentation based upon their research paper.</div> <div><table><thead><tr><th>Semester</th><th>Exceeds Expectations</th><th>Meets Expectations</th><th>Does Not Meet Expectations</th></tr></thead><tbody><tr><td>Fall 2019</td><td>11</td><td>1</td><td>0</td></tr><tr><td>Spring 2020</td><td>8</td><td>3</td><td>0</td></tr><tr><td>Spring 2021</td><td>5</td><td>4</td><td>0</td></tr><tr><td>Fall 2021</td><td>12</td><td>5</td><td>0</td></tr><tr><td>Spring 2022</td><td>9</td><td>5</td><td>0</td></tr></tbody></table></div>	Semester	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations	Fall 2019	11	1	0	Spring 2020	8	3	0	Spring 2021	5	4	0	Fall 2021	12	5	0	Spring 2022	9	5	0
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					<div>PA432-CLO 4: Formulate a research topic, purpose and problem statements, questions, methodology, and literature review.</div> <div><table><thead><tr><th>Semester</th><th>Exceeds Expectations</th><th>Meets Expectations</th><th>Does Not Meet Expectations</th></tr></thead><tbody><tr><td>Fall 2019</td><td>11</td><td>1</td><td>0</td></tr><tr><td>Spring 2020</td><td>7</td><td>4</td><td>0</td></tr><tr><td>Spring 2021</td><td>5</td><td>4</td><td>0</td></tr><tr><td>Fall 2021</td><td>12</td><td>5</td><td>0</td></tr><tr><td>Spring 2022</td><td>8</td><td>6</td><td>0</td></tr></tbody></table></div>	Semester	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations	Fall 2019	11	1	0	Spring 2020	7	4	0	Spring 2021	5	4	0	Fall 2021	12	5	0	Spring 2022	8	6	0
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Master-Business Administration																																																			
Table 4.1 - Standard 4 Student Learning Assessment																																																			
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</i>																																																		
Analysis of Results																																																			
Identified in Criterion 4.2 Approach Performance Measure	Identified in Criterion 4.1 Deployment What is your measurement instrument or process?	Identified in Criterion 4.3 Results	Identified in Criterion 4.3 Analysis of Results	Identified in Criterion 4.4 Improvement Action Taken or Improvement made	Identified in Criterion 4.3 Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)																																														
Measurable goal What is your goal?	Do not use grades. (Indicate type of instrument) direct, formative, internal, comparative	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?																																															
Our goal is achieve a 50th average percentile rank on all MFT all performance areas Program Outcome Goals: PLO #1. Formulate professional communication skills and leadership in organizations. PLO #2. Develop business strategic plans. PLO #3. Apply SWOT analysis in business. PLO #4. Evaluate financial statements to make informed business decision. PLO #5. Construct ethical business decisions.	Peregrine MFT - Summative	MBA students in the MFT are continuing to improve over the national average on the Peregrine assessment. The national average is 50.	The average score for 21-22 was above the goal of 50. The scores were in the 50's for a majority of 2021. There was an increase to 71 in Fall 2021 and scores were in the 60's Spring of 2022. The increase may be linked to more students taking the assessment that was previously impacted by the strong effects of COVID-19.	The MBA peregrine scores continue to be above average for 2021-2022AY. The goals are to maintain above 50th percentile in the Peregrine scores for 2022-2023AY and have consistency in the average for each term. Those teaching the course have placed more emphasis on students balancing their time when taking the test.	<div>MBA PEREGRINE AVERAGE PERCENTILE RANK</div> <table><thead><tr><th>Term</th><th>Score</th></tr></thead><tbody><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><tr><td>SU19</td><td>48</td></tr><tr><td>F119</td><td>62</td></tr><tr><td>F219</td><td>61</td></tr><tr><td>S120</td><td>64</td></tr><tr><td>S220</td><td>68</td></tr><tr><td>SU20</td><td>55</td></tr><tr><td>F120</td><td>64</td></tr><tr><td>F220</td><td>49</td></tr><tr><td>S121</td><td>45</td></tr><tr><td>S221</td><td>52</td></tr><tr><td>SU21</td><td>58</td></tr><tr><td>F121</td><td>55</td></tr><tr><td>F221</td><td>71</td></tr><tr><td>S122</td><td>62</td></tr><tr><td>S222</td><td>67</td></tr></tbody></table>	Term	Score	S118	72	S218	72	SU18	53	F118	64	F218	55	S119	63	S219	57	SU19	48	F119	62	F219	61	S120	64	S220	68	SU20	55	F120	64	F220	49	S121	45	S221	52	SU21	58	F121	55	F221	71	S122	62	S222	67
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Our goal is achieve a a score of 50 or above on all Business Finances areas, and to continually improve our scores Program Outcome Goal: PLO #4. Evaluate financial statements to make informed business decision.	Peregrine MFT - Summative	Students' scores in the business finance has been consistently above the national average and is on trend for 2021-2022AY. The goal is to be above the national average.	There was a variation of scores for the 2021-2022ay that are in the 60's. The increase may the the impact of more students taking the assessment and emphasis placed on subject.	We will continue to monitor this each year and expect to see consistency and increase with our scores in business finance for 2022-2023AY.	<div>Peregrine MFT Score - Business Finance</div> <table><thead><tr><th>Term</th><th>Score</th></tr></thead><tbody><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><tr><td>SU19</td><td>53</td></tr><tr><td>F119</td><td>61</td></tr><tr><td>F219</td><td>60</td></tr><tr><td>S120</td><td>62</td></tr><tr><td>S220</td><td>67</td></tr><tr><td>SU20</td><td>59</td></tr><tr><td>F120</td><td>64</td></tr><tr><td>F220</td><td>56</td></tr><tr><td>S121</td><td>53</td></tr><tr><td>S221</td><td>56</td></tr><tr><td>SU21</td><td>64</td></tr><tr><td>F121</td><td>62</td></tr><tr><td>F221</td><td>64</td></tr><tr><td>S122</td><td>64</td></tr><tr><td>S222</td><td>62</td></tr></tbody></table>	Term	Score	S118	66	S218	69	SU18	56	F118	66	F218	60	S119	60	S219	56	SU19	53	F119	61	F219	60	S120	62	S220	67	SU20	59	F120	64	F220	56	S121	53	S221	56	SU21	64	F121	62	F221	64	S122	64	S222	62
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Our goal is achieve a a score of 50 or above on all Quantitative Research Techniques & Statistics areas, and to continually improve our scores Program Outcome Goals: PLO #2. Develop business strategic plans. PLO #4. Evaluate financial statements to make informed business decision.	Peregrine MFT - Summative	Student scores in quantitative research has continually been above the 50% goal.	The average score increased in Fall 2021 to 66% and then decreased to the upper 50's Spring 2022. The goal to be above 50% the national average was met. The decrease for this timeframe may be linked to less students in the major area taking the assessment.	We will continue to monitor this each year and expect that we will see a trend for closer consistency of scores for 2022-2023AY.	<div>Peregrine MFT Score - Quantitative Research Techniques and Statistics</div> <table><thead><tr><th>Term</th><th>Score</th></tr></thead><tbody><tr><td>S118</td><td>64</td></tr><tr><td>S218</td><td>60</td></tr><tr><td>SU18</td><td>53</td></tr><tr><td>F118</td><td>56</td></tr><tr><td>F218</td><td>53</td></tr><tr><td>S119</td><td>59</td></tr><tr><td>S219</td><td>54</td></tr><tr><td>SU19</td><td>54</td></tr><tr><td>F119</td><td>64</td></tr><tr><td>F219</td><td>57</td></tr><tr><td>S120</td><td>57</td></tr><tr><td>S220</td><td>60</td></tr><tr><td>SU20</td><td>58</td></tr><tr><td>F120</td><td>63</td></tr><tr><td>F220</td><td>55</td></tr><tr><td>S121</td><td>52</td></tr><tr><td>S221</td><td>57</td></tr><tr><td>SU21</td><td>55</td></tr><tr><td>F121</td><td>54</td></tr><tr><td>F221</td><td>66</td></tr><tr><td>S122</td><td>59</td></tr><tr><td>S222</td><td>57</td></tr></tbody></table>	Term	Score	S118	64	S218	60	SU18	53	F118	56	F218	53	S119	59	S219	54	SU19	54	F119	64	F219	57	S120	57	S220	60	SU20	58	F120	63	F220	55	S121	52	S221	57	SU21	55	F121	54	F221	66	S122	59	S222	57
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<p>To assess student learning attainment for Program Outcome Goals: PLO #1. Formulate professional communication skills and leadership in organizations. PLO #2. Develop business strategic plans. PLO #3. Apply SWOT analysis in business.</p>	<p>Direct, Formative, Internal, Comparative Analysis based on comparing student achievement on the Personal Strategic Plan in MBA695 -Strategic Management. Fall 2018 to Fall 2021</p>	<p>Students' scores for strategic planning decreased in excellent scores 2021-2022AY. There was an increase in proficiency and sufficient scores for the ay.</p>	<p>There were a lot of positive changes to the quality of the course. Previously, there was not much variation in scores because there was no rubric or checker for paper similarities. The scores 2021-2022ay varied more than in previous years. There were also fewer students taking the course than in previous years.</p>	<p>We will continue to monitor this each year and expect to see consistency. This course has been redeveloped to enhance student strategic planning and will be active Spring 1 of 2023</p>	<p>MBA695 - Personal Strategic Plan</p> <table border="1"> <thead> <tr> <th>Term</th> <th>Excellent</th> <th>Proficient</th> <th>Sufficient</th> <th>Developing</th> <th>Insufficient</th> </tr> </thead> <tbody> <tr> <td>Fall 2018 (123)</td> <td>115</td> <td>6</td> <td>0</td> <td>1</td> <td>1</td> </tr> <tr> <td>Spring 2019 (128)</td> <td>119</td> <td>9</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Fall 2019 (104)</td> <td>94</td> <td>9</td> <td>0</td> <td>0</td> <td>1</td> </tr> <tr> <td>Spring 2020 (136)</td> <td>113</td> <td>16</td> <td>3</td> <td>2</td> <td>2</td> </tr> <tr> <td>Fall 2020 (112)</td> <td>101</td> <td>7</td> <td>1</td> <td>2</td> <td>1</td> </tr> <tr> <td>Spring 2021 (116)</td> <td>107</td> <td>3</td> <td>5</td> <td>0</td> <td>1</td> </tr> <tr> <td>Fall 2021 (106)</td> <td>62</td> <td>31</td> <td>11</td> <td>1</td> <td>1</td> </tr> <tr> <td>Spring 2022 (93)</td> <td>66</td> <td>19</td> <td>8</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	Term	Excellent	Proficient	Sufficient	Developing	Insufficient	Fall 2018 (123)	115	6	0	1	1	Spring 2019 (128)	119	9	0	0	0	Fall 2019 (104)	94	9	0	0	1	Spring 2020 (136)	113	16	3	2	2	Fall 2020 (112)	101	7	1	2	1	Spring 2021 (116)	107	3	5	0	1	Fall 2021 (106)	62	31	11	1	1	Spring 2022 (93)	66	19	8	0	0
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<p>To assess student learning attainment for Program Outcome Goal: PLO #5. Construct ethical business decisions.</p>	<p>MBA524 Business Law and Ethics Team Presentation</p>	<p>Students' scores for business law and ethics, there was a decrease in excellent scores with proficient varying of scores. 2021-2022AY.</p>	<p>There were has been no changes to the course, and it seems that students are moving from sufficient to proficient and excellent. The scores 2021-2022ay varied more than in previous years. There were also fewer students taking the course than in previous years.</p>	<p>We will continue to monitor this each year and expect to see consistency.</p>	<p>MBA524 Business Law and Ethics Team Presentation</p> <table border="1"> <thead> <tr> <th>Term</th> <th>Excellent</th> <th>Proficient</th> <th>Sufficient</th> <th>Developing</th> <th>Insufficient</th> </tr> </thead> <tbody> <tr> <td>Fall 2018 (179)</td> <td>122</td> <td>36</td> <td>9</td> <td>1</td> <td>11</td> </tr> <tr> <td>Spring 2019 (132)</td> <td>92</td> <td>15</td> <td>8</td> <td>0</td> <td>17</td> </tr> <tr> <td>Fall 2019 (174)</td> <td>157</td> <td>12</td> <td>1</td> <td>0</td> <td>4</td> </tr> <tr> <td>Spring 2020 (129)</td> <td>112</td> <td>8</td> <td>0</td> <td>0</td> <td>9</td> </tr> <tr> <td>Fall 2020 (109)</td> <td>69</td> <td>23</td> <td>15</td> <td>2</td> <td>0</td> </tr> <tr> <td>Spring 2021 (103)</td> <td>84</td> <td>13</td> <td>0</td> <td>0</td> <td>6</td> </tr> <tr> <td>Fall 2021 (94)</td> <td>71</td> <td>18</td> <td>0</td> <td>1</td> <td>4</td> </tr> <tr> <td>Spring 2022 (85)</td> <td>75</td> <td>10</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	Term	Excellent	Proficient	Sufficient	Developing	Insufficient	Fall 2018 (179)	122	36	9	1	11	Spring 2019 (132)	92	15	8	0	17	Fall 2019 (174)	157	12	1	0	4	Spring 2020 (129)	112	8	0	0	9	Fall 2020 (109)	69	23	15	2	0	Spring 2021 (103)	84	13	0	0	6	Fall 2021 (94)	71	18	0	1	4	Spring 2022 (85)	75	10	0	0	0
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Master-HC Administration					
Table 4.1 - Standard 4 Student Learning Assessment					
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			
Identified in Criterion 4.2 Approach Performance Measure		Identified in Criterion 4.1 Deployment What is your measurement instrument or process?		Analysis of Results	
Measurable goal What is your goal?		Do not use grades. (Indicate type of instrument) direct, formative, internal, comparative		Identified in Criterion 4.3 Analysis of Results	
For all MHA students to perform in the 70th percentile or better on all CPC performance areas for four consecutive terms on the Peregrine MFT. Program Outcome Goals: PLO #1. Communication and Relationship Management - Formulate a communication strategy that will cultivate professional relationships amongst a diverse group of stakeholders in order to achieve cooperation, promote teamwork, demonstrate respect, and maintain a competitive advantage in the market place. PLO #2. Leadership - Assess the level of professionalism necessary to succeed in the highly dynamic and demanding industry by maintaining personal and professional accountability, engaging in ongoing professional development, and a demonstrating a commitment to the welfare of the facility/organization, surrounding community and the profession. PLO #3. Leadership - Demonstrate the ability to function autonomously and take responsibility for managing a diverse group of professionals within a highly complex and changing healthcare environment. PLO #4. Professionalism - Develop a clear and achievable organizational vision for the future which promotes the entrepreneurial spirit and contributes to the formation of a culture and climate that embraces change in order to achieve excellence in product and service delivery. PLO #5. Knowledge of the Healthcare Environment - Assess the healthcare environment and its constructs in order to pinpoint industry risks and opportunities, and then actively contribute to viable and ethical strategy formulation that effectively leverages internal competencies to achieve organizational success. PLO #6. Business Knowledge and Skills - Synthesize relevant internal and external data in order to position complex organizations for fiscal and operational success, despite existing barriers, in order to maintain a strong competitive advantage within a dynamic and demanding industry. PLO #7. Business Knowledge and Skills - Demonstrate advanced problem solving skills in the construction of viable and ethical solutions to complex issues that may negatively impact product and service delivery.		For all MHA students to perform in the 70th percentile or better on all CPC performance areas for four consecutive terms on the Peregrine MFT..		Identified in Criterion 4.4 Improvement Action Taken or Improvement made	
To improve the overall financial management performance, on the Peregrine MFT, to the 70% level for at least 3 cosecutive terms during AY21-22.		Peregrine MFT (summative assessment,external assessment). Will specifically be looking at the results for the "financial management" CPC.		We did not meet the raised goal of achieving 70% or higher in the overall financial management performance on the Peregrine MFT for 3 consecutive terms during AY21-22. Two terms were reaching close (Summer 2021 and Fall 1 2021) when performance on financial management scored at 68%, however the scores declined in Fall 2 2021, Spring 1 2022, and Spring 2 2022.	
Program Outcome Goals: PLO #5. Knowledge of the Healthcare Environment - Assess the healthcare environment and its constructs in order to pinpoint industry risks and opportunities, and then actively contribute to viable and ethical strategy formulation that effectively leverages internal competencies to achieve organizational success. PLO #6. Business Knowledge and Skills - Synthesize relevant internal and external data in order to position complex organizations for fiscal and operational success, despite existing barriers, in order to maintain a strong competitive advantage within a dynamic and demanding industry.		Peregrine MFT (summative, external assessment). Will specifically be looking at the results for the "strategic planning and marketing" CPC.		We met the goal, achieving 70% or higher for 3 consecutive terms during AY21-22 when the overall strategic management and marketing performance on the Peregrine MFT scored at the 70% level or higher – Summer, Fall 1, and Fall 2.	
To improve the overall strategic planning and marketing performance on the Peregrine MFT, to the 70% level, for at least 3 consecutive terms during AY21-22.		Peregrine MFT (summative, external assessment). Will specifically be looking at the results for the "strategic planning and marketing" CPC.		We met the goal, achieving 70% or higher for 3 consecutive terms during AY21-22 when the overall strategic management and marketing performance on the Peregrine MFT scored at the 70% level or higher – Summer, Fall 1, and Fall 2.	
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Master-Public Administration																					
Table 4.1 - Standard 4 Student Learning Assessment																					
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 School. External – An assessment instrument that was developed outside the School. 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																			
Identified in Criterion 4.2 Approach Performance Measure	Identified in Criterion 4.1 Deployment What is your measurement instrument or process?	Identified in Criterion 4.3 Results	Identified in Criterion 4.3 Analysis of Results	Identified in Criterion 4.4 Improvement Action Taken or Improvement made	Identified in Criterion 4.3 Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)																
Measurable goal What is your goal? Our goal is achieve a 50th average percentile rank on all MFT all performace areas. PLO #1. Analyze the theoretical and practical underpinnings, knowledge base and complexities of public affairs PLO #2. Justify responsibilities of professionals as citizens in a free and democratic society, and in the world. PLO #3. Demonstrate a working knowledge of different sectors of society, how organizations are similar and different across sectors, and the contradictory expectations of managers and leaders in organizations. PLO #4. Integrate theory/conceptual knowledge with practice, so that practice tests theory and theory informs practice. PLO #5. Demonstrate development of key leadership skills, including interpersonal and cross-cultural communication and teamwork. PLO #6. Explain fundamental epistemology, including the benefits and limitations of various research designs and statistical methods. PLO #7. Demonstrate ability to use skeptical inquiry and analytical skills to assess information and research findings. PLO #8. Demonstrate knowledge of ethical theory and the challenges involved in ethical reasoning and decision making, and show commitment to obligations as professionals in positions of authority.	Do not use grades. (Indicate type of instrument) direct, formative, internal, comparative Peregrine MFT - Summative	What are your current results? The MPA Average Percentile Rank is 44.	What did you learn from the results? The MPA Average Percentile Rank is slightly below the midpoint of 50.	What did you improve or what is your next step? Given the MPA program is designed with a core and a series of area concentrations (among which a student selects one) the next step is to ascertain where student scores (i.e., the particular area concentration) may be lowest (see below).	<div>Master of Public Administration - Average Percentile Rank</div>  <table border="1"><thead><tr><th>Area</th><th>Percentile Rank</th></tr></thead><tbody><tr><td>AY2122 - 8</td><td>44</td></tr></tbody></table>	Area	Percentile Rank	AY2122 - 8	44												
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		The MPA Average Percentile Rank varies by area concentration, with Project Management and Public Policy having a relatively high percentile rank (79 and 71 respectively) and Public Management having a particularly low rank (2). The Criminal Justice and Nonprofit areas have a rank in between these others (45 and 35 respectively).	These results indicate several things. First, by comparison to MPA programs at other institutions, the Program Management Management and Public Policy concentrations are preparing students very well. Second, the Public Management concentration is an anomaly. This particular concentration was discontinued two years ago, and along with it several of its courses ceased to be offered. Since then, this concentration has been "taught out" with the substitution of courses not initially contained in the concentration. The very low percentile ranking on Public Management likely reflects the program's shift away from this area, with few students now having taking courses in this concentration. Third, the Nonprofit Managment area needs to be assessed regarding the reason it falls significantly below the 50 percentile threshold (with an average percentile rank of 35).	The very low percentile ranking of the Public Management area can be explained by its having been discontinued and having been taught out during the past two years. Few if any students remain to be taught out and few have taken the relevant courses (in the future, therefore, it makes little sense to test for this particular area concentration). The comparatively low ranking of Nonprofit Management is somewhat puzzling, but a reasonable explanation at this point is its comparative lack of a consistent MPA instructor cohort qualified to teach in this area. During the past several years two full-time Hauptmann School faculty who taught Nonprofit courses retired. The remaining full-time Hauptmann School member who taught Nonprift courses has had to split teaching responsibilities between the Nonprofit area and other courses. Thus, the Nonprofit area concentration has lost a stable teaching cohort. Successful efforts have been made to hire instructors to teach courses as needed on a term-by-term basis. However, as a specialized field, identifying instructors to teach Nonprofit management is more of a challenge compared to generalist courses such as	<div>MPA - AY2122 Average Percentile Rank by Concentration</div>  <table border="1"><thead><tr><th>Concentration</th><th>Percentile Rank</th></tr></thead><tbody><tr><td>MPA All - 8</td><td>44</td></tr><tr><td>Criminal Justice Administration - 2</td><td>45</td></tr><tr><td>Nonprofit and Community Services Management - 2</td><td>35</td></tr><tr><td>Project Management - 1</td><td>79</td></tr><tr><td>Public Management - 1</td><td>2</td></tr><tr><td>Public Policy - 2</td><td>71</td></tr></tbody></table>	Concentration	Percentile Rank	MPA All - 8	44	Criminal Justice Administration - 2	45	Nonprofit and Community Services Management - 2	35	Project Management - 1	79	Public Management - 1	2	Public Policy - 2	71		
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<p>PLO #6. Explain fundamental epistemology, including the benefits and limitations of various research designs and statistical methods.</p> <p>PLO #7. Demonstrate ability to use skeptical inquiry and analytical skills to assess information and research findings.</p> <p>PLO #8. Demonstrate knowledge of ethical theory and the challenges involved in ethical reasoning and decision making, and show commitment to obligations as professionals in positions of authority.</p>		<p>Scores show the Average Final Score by Concentration generally exceeds the midpoint (50), though Nonprofit Management and Public Management score the lowest (50 and 46 respectively)</p>	<p>These results indicate the various area concentrations are preparing students well, but, consistent with what has been discussed above, the areas of Nonprofit Management and Public Management may be serving our students less well than the other area concentrations and less well compared to programs at other institutions.</p>	<p>As discussed above, Public Management has been discontinued as an area concentration in the MPA program and the Nonprofit Management area concentration may benefit from the identification of a stable instructor cohort.</p>	<div><div>MPA - AY2122 Average Final Score by Concentration</div><table><thead><tr><th>Concentration</th><th>Average Final Score</th></tr></thead><tbody><tr><td>MPA All - 8</td><td>55</td></tr><tr><td>Criminal Justice Administration - 2</td><td>56</td></tr><tr><td>Nonprofit and Community Services Management - 2</td><td>50</td></tr><tr><td>Project Management - 1</td><td>63</td></tr><tr><td>Public Management - 1</td><td>46</td></tr><tr><td>Public Policy - 2</td><td>61</td></tr></tbody></table></div>	Concentration	Average Final Score	MPA All - 8	55	Criminal Justice Administration - 2	56	Nonprofit and Community Services Management - 2	50	Project Management - 1	63	Public Management - 1	46	Public Policy - 2	61																																																																																						
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<p>Our goal is to understand the needs of our MPA student cohort to structure a program that best addressed these needs</p> <p>Program Outcome Goal: PLO #3. Demonstrate a working knowledge of different sectors of society, how organizations are similar and different across sectors, and the contradictory expectations of managers and leaders in organizations.</p>	<p>Formative and Internal: Annual, spring, survey of MPA students (started in 2019).</p>	<p>Regarding employment characteristics, MPA students are overwhelmingly employed full time, mosly by government and nonprofit agencies. Among those who work for government, they tend to work for either the federal or city government.</p>	<p>Given the majority of MPA students are employed full time, it is understandable that the majority are part time students (see Standard 6). It is also understandable that eight week courses would be attractive to this population – with eight week courses, students employed full time can take two courses in a given semester, but need to focus on only one course at a time. Further, given the nature of our MPA program, that offers a nonprofit area concentration in addition to a focus on public agencies, it makes sense that many of our students work in the nonprofit as well as the public sector.</p>	<p>During the past several years, the MPA program has transitioned all of its courses to an eight week format, thus making the program attractive to a working clientele. Moving forward, all new courses will be developed in an eight week format. An area concentration in local economic development is being introduced in the fall of 2022 to address the significant portion of MPA students who work for city government. In addition, there are plans to introduce an area concentration in human resource management to help prepare students who work in local and county government, as well as elsewhere, for service in human resource departments.</p>	<div><div>MPA Student Employment Characteristics</div><table><thead><tr><th></th><th>2019</th><th>2020</th><th>2021</th><th>2022</th></tr></thead><tbody><tr><td>N =</td><td>48</td><td>61</td><td>29</td><td>20</td></tr><tr><td>Employment Status:</td><td>%</td><td>%</td><td>%</td><td>%</td></tr><tr><td>Full Time</td><td>88</td><td>79</td><td>93</td><td>75</td></tr><tr><td>Part Time</td><td>6</td><td>13</td><td>3</td><td>15</td></tr><tr><td>Not Employed</td><td>6</td><td>8</td><td>3</td><td>10</td></tr><tr><td>If Employed, Employed by:</td><td>%</td><td>%</td><td>%</td><td>%</td></tr><tr><td>Gov't Agency</td><td>35</td><td>47</td><td>48</td><td>47</td></tr><tr><td>Nonprofit Agency</td><td>21</td><td>16</td><td>10</td><td>26</td></tr><tr><td>Private Sector</td><td>17</td><td>16</td><td>14</td><td>21</td></tr><tr><td>Military</td><td>15</td><td>12</td><td>3</td><td>0</td></tr><tr><td>Self Employed</td><td>6</td><td>5</td><td>3</td><td>5</td></tr><tr><td>Other</td><td>6</td><td>5</td><td>21</td><td>0</td></tr><tr><td>If Work for Gov't, Work for:</td><td>%</td><td>%</td><td>%</td><td>%</td></tr><tr><td>Federal</td><td>46</td><td>37</td><td>42</td><td>25</td></tr><tr><td>State</td><td>13</td><td>16</td><td>32</td><td>6</td></tr><tr><td>County</td><td>4</td><td>3</td><td>11</td><td>6</td></tr><tr><td>City</td><td>37</td><td>45</td><td>16</td><td>25</td></tr><tr><td>Special District</td><td>Not Asked</td><td>NA</td><td>NA</td><td>6</td></tr><tr><td>Other</td><td>NA</td><td>NA</td><td>NA</td><td>31</td></tr></tbody></table></div>		2019	2020	2021	2022	N =	48	61	29	20	Employment Status:	%	%	%	%	Full Time	88	79	93	75	Part Time	6	13	3	15	Not Employed	6	8	3	10	If Employed, Employed by:	%	%	%	%	Gov't Agency	35	47	48	47	Nonprofit Agency	21	16	10	26	Private Sector	17	16	14	21	Military	15	12	3	0	Self Employed	6	5	3	5	Other	6	5	21	0	If Work for Gov't, Work for:	%	%	%	%	Federal	46	37	42	25	State	13	16	32	6	County	4	3	11	6	City	37	45	16	25	Special District	Not Asked	NA	NA	6	Other	NA	NA	NA	31
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<p>Our goal is to understand the needs of our MPA student cohort to structure a program that best addressed these needs</p>		<p>When the MPA program offered both online and face-to-face modalities, most students took online courses. Today, with MPA courses offered online-only, MPA students view online course offerings as an important factor in pursuing their MPA degree at Park.</p>	<p>During the past several years the MPA program has transitioned to a fully online program. Courses from the main Parkville campus are offered online-only. Prior to this, core MPA courses had been offered in both the online and face-to-face modalities, while area concentration courses were offered online (this accounts for change in question wording in 2022). For a cohort composed heavily of student who work full time (see above) online courses best fit their needs in terms of time and flexibility.</p>	<p>The MPA program will continue to offer all courses, core and area concentration, online. This said, opportunities to offer courses in a traditional modality cannot be ruled out if and when a cohort of sufficient size and sustainability would be identified (at present, we have such a cohort in Gilbert, AZ, that takes several MPA courses in a face-to-face or blended modality).</p>	<div><div>MPA Student Opinion of Online Modality</div><table><thead><tr><th></th><th>2019</th><th>2020</th><th>2021</th><th>2022</th></tr></thead><tbody><tr><td>N =</td><td>48</td><td>61</td><td>29</td><td>20</td></tr><tr><td><i>Have you taken, or do you plan to take, all your courses online or take courses face-to-face? (Not asked in 2022)</i></td><td>%</td><td>%</td><td>%</td><td>%</td></tr><tr><td>Online</td><td>83</td><td>77</td><td>85</td><td>NA</td></tr><tr><td>F2F</td><td>13</td><td>15</td><td>8</td><td>NA</td></tr><tr><td>Not Sure</td><td>4</td><td>8</td><td>8</td><td>NA</td></tr><tr><td><i>In deciding to pursue your MPA from the Hauptmann School at Park, how important was the fact that courses are offered online? (Asked starting 2022)</i></td><td>%</td><td>%</td><td>%</td><td>%</td></tr><tr><td>Very Important</td><td>NA</td><td>NA</td><td>NA</td><td>84</td></tr><tr><td>Somewhat Important</td><td>NA</td><td>NA</td><td>NA</td><td>5</td></tr><tr><td>Neutral</td><td>NA</td><td>NA</td><td>NA</td><td>5</td></tr><tr><td>Somewhat Unimportant</td><td>NA</td><td>NA</td><td>NA</td><td>0</td></tr><tr><td>Not Important</td><td>NA</td><td>NA</td><td>NA</td><td>5</td></tr></tbody></table></div>		2019	2020	2021	2022	N =	48	61	29	20	<i>Have you taken, or do you plan to take, all your courses online or take courses face-to-face? (Not asked in 2022)</i>	%	%	%	%	Online	83	77	85	NA	F2F	13	15	8	NA	Not Sure	4	8	8	NA	<i>In deciding to pursue your MPA from the Hauptmann School at Park, how important was the fact that courses are offered online? (Asked starting 2022)</i>	%	%	%	%	Very Important	NA	NA	NA	84	Somewhat Important	NA	NA	NA	5	Neutral	NA	NA	NA	5	Somewhat Unimportant	NA	NA	NA	0	Not Important	NA	NA	NA	5																																								
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<p>Our goal is to understand the needs of our MPA student cohort to structure a program that best addressed these needs</p> <p>Program Outcome Goal: PLO #2. Justify responsibilities of professionals as citizens in a free and democratic society, and in the world.</p>		<p>Most students pursue the MPA degree to advance organizationally or obtain a job in another organization.</p>	<p>MPA students view the degree from a career perspective. While the survey results do reveal that some students pursue the degree for personal growth reasons, or as a step toward a PhD, the majority tend to view the degree as a vehicle to aquire a job or attain a promotion.</p>	<p>During the past several years, the MPA program has been redesigned. Part of this redesign reflects an emphasis on providing students skills to be competitive in the job market. The MPA core was enlarged to include public management courses that had previously been offered only in one area concentration. Area concentrations in project management and in data analysis, as well asin data analytics management, have been added to allow students to equip themselves with skill sets applicable to real-world positions. As noted elsewhere, an area concentration in local economic development will be introduced in the fall of 2022 and there are plans to include an area concentration in human resource management. Both of these also will allow students to equip themselves with relevant knowledge.</p>	<div><div>Reasons to Pursue the MPA Degree</div><table><thead><tr><th></th><th>2019</th><th>2020</th><th>2021</th><th>2022</th></tr></thead><tbody><tr><td>N =</td><td>48</td><td>61</td><td>29</td><td>20</td></tr><tr><td>Pursue MPA to:</td><td>%</td><td>%</td><td>%</td><td>%</td></tr><tr><td>Advance in Present Agency</td><td>55</td><td>49</td><td>44</td><td>53</td></tr><tr><td>Acquire Job/New Job</td><td>36</td><td>40</td><td>35</td><td>0</td></tr><tr><td>Continue to PhD</td><td>10</td><td>8</td><td>22</td><td>16</td></tr><tr><td>Other</td><td>0</td><td>3</td><td>0</td><td>NA</td></tr><tr><td>Personal Growth or Other Reasons</td><td>NA</td><td>NA</td><td>NA</td><td>32</td></tr></tbody></table></div>		2019	2020	2021	2022	N =	48	61	29	20	Pursue MPA to:	%	%	%	%	Advance in Present Agency	55	49	44	53	Acquire Job/New Job	36	40	35	0	Continue to PhD	10	8	22	16	Other	0	3	0	NA	Personal Growth or Other Reasons	NA	NA	NA	32																																																												
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Graduate Concentrations																	
Table 4.1 - Standard 4 Student Learning Assessment																	
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,</i>																
Analysis of Results																	
Identified in Criterion 4.2 Approach Performance Measure	Identified in Criterion 4.1 Deployment What is your measurement instrument	Identified in Criterion 4.3 Results	Identified in Criterion 4.3 Analysis of Results	Identified in Criterion 4.4 Improvement Action Taken or Improvement made	Identified in Criterion 4.3 Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)												
Measurable goal What is your goal?	Do not use grades. (Indicate type of instrument) direct, formative,	What are your current results?	What did you learn from the results?	What did you improve or what is your next													
Our goal is for students in the Disaster and Emergency Management MBA concentration to achieve a 50th average percentile rank on all MFT all performance areas. Program Outcome Goals: Disaster and Emergency Management PLO #1. Anticipate natural and technological hazards and evaluate governmental and non-governmental strategies for emergency and disaster mitigation, preparedness, response, and recovery. PLO #2. Analyze techniques for the development of disaster-related public policies. PLO #3. Assess the differential impacts of emergencies and disasters on vulnerable or marginalized populations, communities, regions, and nations. PLO #4. Predict the types of disaster myths commonly encountered and formulate leadership activities that accurately communicate risks associated with hazards and anticipated behavioral responses to hazard events. PLO #5. Create coherent decision-making procedures based upon inclusive democratic principles. PLO #6. Demonstrate that emergency management policy development and implementation may lead to potential ethical dilemmas and develop approaches that resolve ethical conflicts.	Peregrine MFT - Summative	Student scores in disaster & emergency management is less than all of MBA and less than the 50th average percentile rank for 2021-2022AY.	This area is handled by the Hauptmann School of Public Affairs. We can partner with the HPA department to work with them to increase in score. This may be due to less students taking the assessment than the previous year.	We will continue to monitor this each year and expect to see consistency and increase with our scores in finance for 2022-2023AY.	<div>Disaster & Emergency Management Average Percentile Rank</div> <table><thead><tr><th>Category</th><th>Value</th></tr></thead><tbody><tr><td>AY2122 - 2</td><td>16</td></tr><tr><td>MBA All 2122 - 200</td><td>65</td></tr></tbody></table>	Category	Value	AY2122 - 2	16	MBA All 2122 - 200	65						
Category	Value																
AY2122 - 2	16																
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Our goal is for students in the Finance concentration to achieve a 50th average percentile rank on all MFT all performance areas. Program Outcome Goals: Finance PLO #1. Analyze the theories and models relevant to the field of finance. PLO #2. Analyze and evaluate quantitative data used in various investment decisions and utilize to make strategic business decisions. PLO #3. Evaluate investment concepts related to time value of money and interpret valuation calculations. PLO #4. Ability to synthesize and communicate complex financial information to a diverse audience. PLO #5. Evaluate the structure of corporate governance and evaluate the interactions between the firm, stakeholders, and the financial markets. PLO #6. Evaluate and critically analyze valuation and risks related to various financial assets.	Peregrine MFT - Summative	Student scores in finance has increased and are above the 50th average percentile rank for 2021-2022AY.	There is a increase of scores from 2020-2021AY to the 2021-2022AY. Changes could be related to students having more focus on courses as classroom setting is getting back to its new normal after Covid-19	We will continue to monitor this each year and expect to see consistency and increase with our scores for the 2022-2023AY.	<div>Finance Average Percentile Rank</div> <table><thead><tr><th>Category</th><th>Value</th></tr></thead><tbody><tr><td>AY1819 - 36</td><td>71</td></tr><tr><td>AY1920 - 19</td><td>63</td></tr><tr><td>AY2021 - 28</td><td>61</td></tr><tr><td>AY2122 - 17</td><td>62</td></tr><tr><td>MBA All 2122 - 200</td><td>65</td></tr></tbody></table>	Category	Value	AY1819 - 36	71	AY1920 - 19	63	AY2021 - 28	61	AY2122 - 17	62	MBA All 2122 - 200	65
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<p>Our goal is for students in the Finance concentration to achieve a a score of 50 or above on all Finance areas, and to continually improve our scores.</p> <p>Program Outcome Goals: Finance PLO #1. Analyze the theories and models relevant to the field of finance. PLO #2. Analyze and evaluate quantitative data used in various investment decisions and utilize to make strategic business decisions. PLO #3. Evaluate investment concepts related to time value of money and interpret valuation calculations. PLO #4. Ability to synthesize and communicate complex financial information to a diverse audience. PLO #5. Evaluate the structure of corporate governance and evaluate the interactions between the firm, stakeholders, and the financial markets. PLO #6. Evaluate and critically analyze valuation and risks related to various financial assets.</p>	Peregrine MFT - Summative	Student scores in the finance concentration has decreased but are above the 50th average percentile rank for 2021-2022AY.	There is a decrease of scores between 2020-2021AY to the 2021-2022AY. This is a slight decrease from the previous year. There were less students who took the assessment than in previous years.	We will continue to monitor this each year and expect to see consistency with our scores in business finance for 2022-2023AY.	<div><div>Finance - Business Finance Average Topic Score</div><table><tr><th>Year</th><th>Score</th></tr><tr><td>AY1819 - 36</td><td>69</td></tr><tr><td>AY1920 - 19</td><td>64</td></tr><tr><td>AY2021 - 28</td><td>61</td></tr><tr><td>AY2122 - 17</td><td>58</td></tr></table></div>	Year	Score	AY1819 - 36	69	AY1920 - 19	64	AY2021 - 28	61	AY2122 - 17	58		
Year	Score																
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<p>Our goal is for students in the General MBA concentration to achieve a 50th average percentile rank on all MFT all performance areas.</p> <p>Program Outcome Goals: PLO #1. Formulate professional communication skills and leadership in organizations. PLO #2. Develop business strategic plans. PLO #3. Apply SWOT analysis in business. PLO #4. Evaluate financial statements to make informed business decision. PLO #5. Construct ethical business decisions.</p>	<p>Our goal is for students in the General MBA concentration to achieve a 50th average percentile rank on all MFT all performance areas.</p> <p>Program Outcome Goals: PLO #1. Formulate professional communication skills and leadership in organizations. PLO #2. Develop business strategic plans. PLO #3. Apply SWOT analysis in business. PLO #4. Evaluate financial statements to make informed business decision. PLO #5. Construct ethical business decisions.</p>	Student scores in the general MBA concentration has increased and are above the 50th average percentile rank for 2021-2022AY.	There is a increase of scores between 2020-2021AY to the 2021-2022AY. There were less students who took the assessment, the increase could be due implementing four core elective courses for students to take.	We will continue to monitor this each year and expect to see consistency with our scores in general MBA for 2022-2023AY.	<div><div>GENERAL MBA AVERAGE PERCENTILE RANK</div><table><tr><th>Year</th><th>Score</th></tr><tr><td>AY1819 - 89</td><td>55</td></tr><tr><td>AY1920 - 53</td><td>61</td></tr><tr><td>AY2021 - 100</td><td>54</td></tr><tr><td>AY2122 - 53</td><td>71</td></tr><tr><td>MBA All 2122 - 200</td><td>65</td></tr></table></div>	Year	Score	AY1819 - 89	55	AY1920 - 53	61	AY2021 - 100	54	AY2122 - 53	71	MBA All 2122 - 200	65
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<p>Our goal is for students in the Global Business concentration to achieve a 50th average percentile rank on all MFT all performance areas.</p> <p>Program Outcome Goals: Global Business PLO #1. Analyze the geopolitical climate in the U.S. and foreign governments and their potential impact on existing and future trade agreements. PLO #2. Enhance cognitive knowledge of global issues and social responsibilities and ethical dilemmas awareness on global setting issues. PLO #3. Build multicultural team composition in the class to diagnose and acquire cross-cultural sensitivity. PLO #4. Display a working level of proficiency and self-assurance for engaging in global business activities both within the European region and with business people from the region.</p>	Peregrine MFT - Summative	Student scores in the global business concentration has increased and are above the 50th average percentile rank for 2021-2022AY.	There is a increase of scores between 2020-2021AY to the 2021-2022AY. There were less students who took the assessment and the results are consistent with all MBA students.	We will continue to monitor this each year and expect to see consistency with our scores in global business for 2022-2023AY.	<div><div>Global Business Average Percentile Rank</div><table><tr><th>Year</th><th>Score</th></tr><tr><td>AY1819 - 17</td><td>54</td></tr><tr><td>AY1920 - 10</td><td>59</td></tr><tr><td>AY2021 - 10</td><td>43</td></tr><tr><td>AY2122 - 6</td><td>65</td></tr><tr><td>MBA All 2122 - 200</td><td>65</td></tr></table></div>	Year	Score	AY1819 - 17	54	AY1920 - 10	59	AY2021 - 10	43	AY2122 - 6	65	MBA All 2122 - 200	65
Year	Score																
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<p>Our goal is for students in the Global Business concentration to achieve a a score of 50 or above on all Global Dimensions areas, and to continually improve our scores.</p> <p>Program Outcome Goals: Global Business PLO #1. Analyze the geopolitical climate in the U.S. and foreign governments and their potential impact on existing and future trade agreements. PLO #2. Enhance cognitive knowledge of global issues and social responsibilities and ethical dilemmas awareness on global setting issues. PLO #3. Build multicultural team composition in the class to diagnose and acquire cross-cultural sensitivity. PLO #4. Display a working level of proficiency and self-assurance for engaging in global business activities both within the European region and with business people from the region.</p>	Peregrine MFT - Summative	Student scores in the global business concentration has increased and are above the 50th average percentile rank for 2021-2022AY.	There is a significant increase of scores between 2020-2021AY to the 2021-2022AY. There were less students who took the assessment.	We will continue to monitor this each year and expect to see consistency with our scores in global business for 2022-2023AY.	<div><div>GB - Global Dimensions of Business Average Topic Score</div><table><tr><th>Year</th><th>Score</th></tr><tr><td>AY1819 - 17</td><td>59</td></tr><tr><td>AY1920 - 10</td><td>57</td></tr><tr><td>AY2021 - 10</td><td>54</td></tr><tr><td>AY2122 - 6</td><td>65</td></tr></table></div>	Year	Score	AY1819 - 17	59	AY1920 - 10	57	AY2021 - 10	54	AY2122 - 6	65		
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<p>Our goal is for students in the HR concentration to achieve a a score of 50 or above on all Human Resource Management areas, and to continually improve our scores.</p> <p>Program Outcome Goals: Human Resource Management PLO #1. Formulate Strategic Human Resource Plans PLO #2. Assess Human Resource Laws and Regulations PLO #3. Develop Human Resource Operations Plans</p>	Peregrine MFT - Summative	Student scores in the human resource has increased and are above the 50th average percentile rank for 2021-2022AY.	There is a significant increase of scores between 2020-2021AY to the 2021-2022AY. There were less students who took the assessment. However, the HRM department revised all 4 courses to update to align with each other.	We will continue to monitor this each year and expect to see consistency with our scores in human resource management for 2022-2023AY.	<div><div>Human Resource Management Average Percentile Rank</div><table><tr><th>Year</th><th>Score</th></tr><tr><td>AY1819 - 49</td><td>55</td></tr><tr><td>AY1920 - 41</td><td>64</td></tr><tr><td>AY2021 - 68</td><td>51</td></tr><tr><td>AY2122 - 40</td><td>69</td></tr><tr><td>MBA All 2122 - 200</td><td>65</td></tr></table></div>	Year	Score	AY1819 - 49	55	AY1920 - 41	64	AY2021 - 68	51	AY2122 - 40	69	MBA All 2122 - 200	65
Year	Score																
AY1819 - 49	55																
AY1920 - 41	64																
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AY2122 - 40	69																
MBA All 2122 - 200	65																
<p>Our goal is for students in the HR concentration to achieve a a score of 50 or above on all Human Resource Management areas, and to continually improve our scores.</p> <p>Program Outcome Goals: Human Resource Management PLO #1. Formulate Strategic Human Resource Plans PLO #2. Assess Human Resource Laws and Regulations PLO #3. Develop Human Resource Operations Plans</p>	Peregrine MFT - Summative	Student scores in the human resource management has increased and are above the 50th average percentile rank for 2021-2022AY.	There is a slight increase of scores between 2020-2021AY to the 2021-2022AY. There were less students who took the assessment. This area continually is in the 60% levels.	We will continue to monitor this each year and expect to see consistency with our scores in human resource management for 2022-2023AY.	<div><div>HR - Human Resource Management Average Topic Score</div><table><tr><th>Year</th><th>Score</th></tr><tr><td>AY1819 - 49</td><td>60</td></tr><tr><td>AY1920 - 41</td><td>62</td></tr><tr><td>AY2021 - 68</td><td>60</td></tr><tr><td>AY2122 - 40</td><td>62</td></tr></table></div>	Year	Score	AY1819 - 49	60	AY1920 - 41	62	AY2021 - 68	60	AY2122 - 40	62		
Year	Score																
AY1819 - 49	60																
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<p>Our goal is for students in the HR concentration to achieve a score of 50 or above on all Human Resource Management areas, and to continually improve our scores.</p> <p>Program Outcome Goals: Human Resource Management PLO #1. Formulate Strategic Human Resource Plans PLO #2. Assess Human Resource Laws and Regulations PLO #3. Develop Human Resource Operations Plans</p>	Peregrine MFT - Summative	Student scores in the Accounting management has increased and are above the 50th average percentile rank for 2021-2022AY.	There is a significant increase of scores between 2020-2021AY to the 2021-2022AY. There were less students who took the assessment. The average is above the score for all of MBA.	We will continue to monitor this each year and expect to see consistency with our scores in accounting for 2022-2023AY.	<div><h3>Management Accounting Average Percentile Rank</h3><table><thead><tr><th>Year/Group</th><th>Percentile Rank</th></tr></thead><tbody><tr><td>AY1819 - 10</td><td>64</td></tr><tr><td>AY1920 - 12</td><td>66</td></tr><tr><td>AY2021 - 18</td><td>44</td></tr><tr><td>AY2122 - 5</td><td>68</td></tr><tr><td>MBA All 2122 - 200</td><td>65</td></tr></tbody></table></div>	Year/Group	Percentile Rank	AY1819 - 10	64	AY1920 - 12	66	AY2021 - 18	44	AY2122 - 5	68	MBA All 2122 - 200	65
Year/Group	Percentile Rank																
AY1819 - 10	64																
AY1920 - 12	66																
AY2021 - 18	44																
AY2122 - 5	68																
MBA All 2122 - 200	65																
<p>Our goal is for students in the Managerial Accounting concentration to achieve a score of 50 or above on all Accounting areas, and to continually improve our scores.</p> <p>Program Outcome Goals: Management Accounting COSO #1. Justify a Committee of Sponsoring Organizations (COSO)-infused, risk-based approach that utilizes optimal control mechanisms suitable in organizations PLO #2. Recommend accounting methods for sound decision making and implementation in organizations PLO #3. Defend an integrative framework for accounting operations for sound organizational leadership</p>	Peregrine MFT - Summative	Student scores in the Accounting management has increased and are above the 50th average percentile rank for 2021-2022AY.	There is a significant increase of scores between 2020-2021AY to the 2021-2022AY. There were less students who took the assessment which may have allowed for additional concentration in that area.	We will continue to monitor this each year and expect to see consistency with our scores in accounting for 2022-2023AY.	<div><h3>Management Accounting - Accounting Average Topic Score</h3><table><thead><tr><th>Year/Group</th><th>Topic Score</th></tr></thead><tbody><tr><td>AY1819 - 10</td><td>72</td></tr><tr><td>AY1920 - 12</td><td>68</td></tr><tr><td>AY2021 - 18</td><td>58</td></tr><tr><td>AY2122 - 5</td><td>80</td></tr></tbody></table></div>	Year/Group	Topic Score	AY1819 - 10	72	AY1920 - 12	68	AY2021 - 18	58	AY2122 - 5	80		
Year/Group	Topic Score																
AY1819 - 10	72																
AY1920 - 12	68																
AY2021 - 18	58																
AY2122 - 5	80																
<p>Our goal is for students in the Marketing concentration to achieve a 50th average percentile rank on all MFT all performance areas.</p> <p>Program Outcome Goals: Marketing PLO #1. Model critical thinking skills integrating cognitive, intellectual, practical, and transferable marketing skills. PLO #2. Evaluate marketing opportunities and justify successful marketing strategies. PLO #3. Evaluate marketing tactics and strategy's impact on social welfare. PLO #4. Initiate marketing research processes and data analysis to generate consumer insights in support of improved marketing strategy and communications. PLO #5. Integrate classical and leading-edge marketing principles and theories to develop marketing strategies. PLO #6. Synthesize varying marketing, operations, personnel, and financial tools to develop, evaluate, and justify marketing initiatives. PLO #7. Support collaboration with teams and stakeholders in order to clearly communicate marketing plans.</p>	Peregrine MFT - Summative	Student scores in the Marketing has decreased and are below the 50th average percentile rank for 2021-2022AY.	There is a significant decrease of 20% scores between 2020-2021AY to the 2021-2022AY. There were more students who took the assessment. The average is also below all of MBA area.	We will review this area for consistency and monitor this each year and expect to see increase with our scores in marketing for 2022-2023AY.	<div><h3>Marketing Average Percentile Rank</h3><table><thead><tr><th>Year/Group</th><th>Percentile Rank</th></tr></thead><tbody><tr><td>AY1920 - 3</td><td>61</td></tr><tr><td>AY2021 - 8</td><td>41</td></tr><tr><td>MBA All 2021 - 341</td><td>55</td></tr></tbody></table></div>	Year/Group	Percentile Rank	AY1920 - 3	61	AY2021 - 8	41	MBA All 2021 - 341	55				
Year/Group	Percentile Rank																
AY1920 - 3	61																
AY2021 - 8	41																
MBA All 2021 - 341	55																

<p>Our goal is for students in the Marketing concentration to achieve a score of 50 or above on all Marketing areas, and to continually improve our scores.</p> <p>Program Outcome Goals: Marketing PLO #1. Model critical thinking skills integrating cognitive, intellectual, practical, and transferable marketing skills. PLO #2. Evaluate marketing opportunities and justify successful marketing strategies. PLO #3. Evaluate marketing tactics and strategy's impact on social welfare. PLO #4. Initiate marketing research processes and data analysis to generate consumer insights in support of improved marketing strategy and communications. PLO #5. Integrate classical and leading-edge marketing principles and theories to develop marketing strategies. PLO #6. Synthesize varying marketing, operations, personnel, and financial tools to develop, evaluate, and justify marketing initiatives. PLO #7. Support collaboration with teams and stakeholders in order to clearly communicate marketing plans.</p>	Peregrine MFT - Summative	Student scores in the Marketing has an increased and are above the 50th average percentile rank for 2021-2022AY.	There is a slight increase of scores between 2020-2021AY to the 2021-2022AY. There were more students who took the assessment. The average appears to do well for students in the majored area.	We will continue to monitor this each year and expect to see consistency with our scores in marketing for 2022-2023AY.	<div>Marketing - Accounting Average Topic Score</div> <table><tr><th>Year</th><th>Score</th></tr><tr><td>AY1920 - 3</td><td>83</td></tr><tr><td>AY2021 - 8</td><td>66</td></tr><tr><td>AY2122 - 11</td><td>71</td></tr></table>	Year	Score	AY1920 - 3	83	AY2021 - 8	66	AY2122 - 11	71				
Year	Score																
AY1920 - 3	83																
AY2021 - 8	66																
AY2122 - 11	71																
<p>Our goal is for students in the MIS concentration to achieve a 50th average percentile rank on all MFT all performance areas.</p> <p>Program Outcome Goals: Management Information Systems PLO #1. Evaluate and assess the business environment and its components identifying opportunities and need to create or modify the implementation of technology-driven information systems supporting opportunities for areas associated with general networking, artificial intelligence, knowledge management, data analytics, database design and implementation, systems analysis, enterprise architecture, security and more with special topics. PLO #2. Evaluate and assess the role of emerging data visualization for traditional structured and unstructured Big Data as an analytics tool including geospatial analytics which can provide new management insights that may otherwise remain undiscovered from traditional data warehouses or from unstructured cloud-based social media sources.</p>	Peregrine MFT - Summative	Student scores in the MIS has increased and are above the 50th average percentile rank for 2021-2022AY.	There is a significant 12% increase of scores between 2020-2021AY to the 2021-2022AY. The average appears to be above the average for all MBA students.	We will continue to monitor this each year and expect to see consistency with our scores in MIS for 2022-2023AY.	<div>MIS Average Percentile Rank</div> <table><tr><th>Year</th><th>Rank</th></tr><tr><td>AY1819 - 7</td><td>63</td></tr><tr><td>AY1920 - 19</td><td>75</td></tr><tr><td>AY2021 - 23</td><td>58</td></tr><tr><td>AY2122 - 10</td><td>70</td></tr><tr><td>MBA All 2122 - 200</td><td>65</td></tr></table>	Year	Rank	AY1819 - 7	63	AY1920 - 19	75	AY2021 - 23	58	AY2122 - 10	70	MBA All 2122 - 200	65
Year	Rank																
AY1819 - 7	63																
AY1920 - 19	75																
AY2021 - 23	58																
AY2122 - 10	70																
MBA All 2122 - 200	65																
<p>Our goal is for students in the Project Management concentration to achieve a 50th average percentile rank on all MFT all performance areas.</p> <p>Program Outcome Goals: Project Management PLO #1. Demonstrate effective planning, organizing, leading, and controlling skills for effectively managing projects. PLO #2. Develop team-building skills necessary to successfully achieve all goals of a project. PLO #3. Defining a successful project in terms of project stakeholders.</p>	Peregrine MFT - Summative	Student scores in the project management has increased and are above the 50th average percentile rank for 2021-2022AY.	There is a significant 20% increase of scores between 2020-2021AY to the 2021-2022AY. The average appears to be slightly below for all MBA students.	We will continue to monitor this each year and expect to see consistency with our scores in Project Management for 2022-2023AY.	<div>Project Management Average Percentile Rank</div> <table><tr><th>Year</th><th>Rank</th></tr><tr><td>AY1819 - 31</td><td>54</td></tr><tr><td>AY1920 - 28</td><td>70</td></tr><tr><td>AY2021 - 55</td><td>44</td></tr><tr><td>AY2122 - 37</td><td>63</td></tr><tr><td>MBA All 2122 - 200</td><td>65</td></tr></table>	Year	Rank	AY1819 - 31	54	AY1920 - 28	70	AY2021 - 55	44	AY2122 - 37	63	MBA All 2122 - 200	65
Year	Rank																
AY1819 - 31	54																
AY1920 - 28	70																
AY2021 - 55	44																
AY2122 - 37	63																
MBA All 2122 - 200	65																

<p>Our goal is for students in the Public Accounting concentration to achieve a 50th average percentile rank on all MFT all performance areas.</p> <p>Program Outcome Goals: Public Accounting PLO #1. Develop skills & knowledge to pass the Auditing section of the CPA exam. PLO #2. Develop skills & knowledge to pass the Business Environment and Concepts section of the CPA exam. PLO #3. Develop skills & knowledge to pass the Financial Accounting & Reporting section of the CPA exam. PLO #4. Develop skills & knowledge to pass the Regulations section of the CPA exam.</p>	Peregrine MFT - Summative	Student scores in the public accounting has decreased, however are above the 50th average percentile rank for 2021-2022AY.	There is a significant decrease of scores between 2020-2021AY to the 2021-2022AY. The average is above the 50% and also was higher than for all MBA students.	We will continue to monitor this each year and expect to see consistency with our scores in public accounting for 2022-2023AY.	<div><p>Public Accounting Average Percentile Rank</p><table><tr><th>Year</th><th>Percentile Rank</th></tr><tr><td>AY1819 - 1</td><td>54</td></tr><tr><td>AY1920 - 3</td><td>63</td></tr><tr><td>AY2021 - 3</td><td>81</td></tr><tr><td>AY2122 - 2</td><td>66</td></tr><tr><td>MBA All 2122 - 200</td><td>65</td></tr></table></div>	Year	Percentile Rank	AY1819 - 1	54	AY1920 - 3	63	AY2021 - 3	81	AY2122 - 2	66	MBA All 2122 - 200	65
Year	Percentile Rank																
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AY1920 - 3	63																
AY2021 - 3	81																
AY2122 - 2	66																
MBA All 2122 - 200	65																
<p>Our goal is for students in the Public Accounting concentration to achieve a a score of 50 or above on all Accounting areas, and to continually improve our scores.</p> <p>Program Outcome Goals: Public Accounting PLO #1. Develop skills & knowledge to pass the Auditing section of the CPA exam. PLO #2. Develop skills & knowledge to pass the Business Environment and Concepts section of the CPA exam. PLO #3. Develop skills & knowledge to pass the Financial Accounting & Reporting section of the CPA exam. PLO #4. Develop skills & knowledge to pass the Regulations section of the CPA exam.</p>	Peregrine MFT - Summative	Student scores in the public accounting has decreased and are below the 50th average percentile rank for 2021-2022AY.	There is a significant decrease of scores between 2020-2021AY to the 2021-2022AY. There were only two students who took the assessment. The decreased number of students appeared to lower the average.	We will continue to monitor this each year and expect to see improvement with our scores in public accounting for 2022-2023AY.	<div><p>Public Accounting - Accounting Average Topic Score</p><table><tr><th>Year</th><th>Topic Score</th></tr><tr><td>AY1819 - 1</td><td>50</td></tr><tr><td>AY1920 - 3</td><td>73</td></tr><tr><td>AY2021 - 3</td><td>70</td></tr><tr><td>AY2122 - 2</td><td>45</td></tr></table></div>	Year	Topic Score	AY1819 - 1	50	AY1920 - 3	73	AY2021 - 3	70	AY2122 - 2	45		
Year	Topic Score																
AY1819 - 1	50																
AY1920 - 3	73																
AY2021 - 3	70																
AY2122 - 2	45																
<p>Our goal is for students in the Innovation & Quality Management concentration to achieve a 50th average percentile rank on all MFT all performance areas.</p> <p>Program Outcome Goals: Innovation and Quality Management PLO #1. Develop, prioritize, and apply Quality and Innovation concepts, tools, and management principles for the benefit of a business or organization. PLO #2. Design and implement an Innovation or Quality Improvement project to maximize opportunities to grow, expand, or modify a business. PLO #3. Evaluate and propose effective solutions to quality, performance, or technological problems using an innovative methodology and approach.</p>	Peregrine MFT - Summative	Student scores in the innovation and quality management has increased but is still below the 50th average percentile rank for 2021-2022AY.	There is a slight increase of scores between 2020-2021AY to the 2021-2022AY. There were more students who took the assessment raising the average. The amount is lower than all of MBA.	We will continue to monitor this each year and expect to see improvement with our scores in innovation and quality management for 2022-2023AY.	<div><p>Innovation & Quality Management Average Percentile Rank</p><table><tr><th>Year</th><th>Percentile Rank</th></tr><tr><td>AY1819 - 1</td><td>71</td></tr><tr><td>AY1920 - 3</td><td>59</td></tr><tr><td>AY2021 - 9</td><td>42</td></tr><tr><td>AY2122 - 10</td><td>49</td></tr><tr><td>MBA All 2122 - 200</td><td>65</td></tr></table></div>	Year	Percentile Rank	AY1819 - 1	71	AY1920 - 3	59	AY2021 - 9	42	AY2122 - 10	49	MBA All 2122 - 200	65
Year	Percentile Rank																
AY1819 - 1	71																
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