### Performance Indicator

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Identified in Criterion 4.2</th>
<th>Identified in Criterion 4.3</th>
<th>Identified in Criterion 4.4</th>
<th>Identified in Criterion 4.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Measure</td>
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<td>Identified in Criterion 4.3</td>
<td>Identified in Criterion 4.5</td>
<td>Identified in Criterion 4.6</td>
</tr>
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#### 1. Student Learning Results

<table>
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<td>Analysis of Results</td>
<td>Improvement Action Taken</td>
<td>Insert Graphs or Tables of Trends</td>
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**PLO 1. Employ basic construction management functions.**

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#### Example:

**Our goal is to achieve a score of 50 or above on all MFT performance areas, and to continually improve our scores.**

**Peregrine’s MFT Assessment, Summative external data:** Accounting majors consistently scored above the 50 percentile throughout this time period. Overall, accounting majors are exceeding expectations. None needed at this time.

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**Accounting Subject areas**

**Table 4.1 - Standard 4 Student Learning Assessment**

<table>
<thead>
<tr>
<th>Definition</th>
<th>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, external examination. Add these to the description of the measurement instrument in column two.</th>
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<td>Direct</td>
<td>Assessing student performance by examining samples of student work. For example, a course project or assignment.</td>
</tr>
<tr>
<td>Formative</td>
<td>An assessment conducted during the student's education. This includes ongoing feedback and self-evaluation.</td>
</tr>
<tr>
<td>Summative</td>
<td>An assessment conducted at the end of the student's education.</td>
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**Analysis of Results**

**Insert Graphs or Tables of Trends**

(3-5 data points preferred)
The 5-point scale used: Exemplary, Superior, Proficient, Satisfactory, Inadequate. The goal for AC201 is that the average score is at or above the Proficient level. The goal for AC320 and 425: that at least 90% of students are scoring at or above the Proficient level. The goal for AC201: that the average score is at or above the Proficient level.

For 2021-22, upper-level accounting courses were not offered in the 16-week format due to low enrollments at the Parkville campus. It is noteworthy that "total" enrollment is not drawn in the accounting program as a whole; only for the Parkville campus. Apparently Parkville accounting majors choose to move online after falling courses in the online format in the prior two years. The following charts only contain data for online courses for the 2021-2022 academic year.

Both courses were fully live Spring 2, 2022. We will begin gathering data on the revised assignments to complete financial statements. Recorded lectures and Kimmel author). Courses were appropriately modified for continuous improvement. As conveyed in last year's chart, the program formative assessments support continuous student development to enable removing the chapter from AC202, and (4) incorporated video lectures with subsequent viewing assessments, (3) enabling students more time to better learn course concepts and from different angels and perspectives, (2) incorporated video lectures with subsequent viewing assessments, (1) incorporated video lectures with subsequent viewing assessments, (2) incorporated video lectures with subsequent viewing assessments. This course was redeveloped Spring 2021 in the formative assessment. The Statement of Cash Flows requires focusing on the Statement of Cash Flows. The Statement of Cash Flows.

A main subset of our students struggle in higher-order thinking, and the Statement of Cash Flows.

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A main subset of our students struggle in higher-order thinking, and the Statement of Cash Flows.
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 number of students performing at far below the expected level. As such, we are incorporating more detailed feedback and reducing the number of questions. This should allow most students to pass the exam, but those that do not, will not.

Accounting Knowledge #1: Be aware of differences in accounting principles adopted in the United States with those in the wider global environment.

Professional Accounting Skill #1: Demonstrate effective written communication skills. For AC330, that at least 90% of students are scoring at or above the Proficient level. 5-point scale used: Exemplary, Superior, Proficient, Deficient, and Inadequate.

Write a research paper comparing/contrasting U.S. with International accounting standards for a direct assessment. 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 our 90% goal for all students. However, that goal is met if only consider students who complete the assignment and disregard those that chose not to.

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 is 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 will begin gathering data on the revised curriculum Fall 2022.

Data not gathered this academic year.

We did not gather assessment data for the AC201 and 202 courses this year. Data was compiled over the past 7 years (supplying similar content throughout) but has been period 2021-22 only. We have seen some overall improvement in the overall scores for this category. Based on faculty/instructor input last year, we transitioned from Wiley publisher to McGraw Hill publisher this year. Both publisher offer online material. We are now moving from video lectures to incorporate more interactive video lectures with subsequent viewing assessments. This is improving student engagement and course improvement. We are also reviewing the material covered in AC203 and AC202 to make sure the content continues to be current.

Both courses were fully live Spring 2, 2022.
### Accounting Knowledge #2

Evaluate financial strengths & weaknesses of an organization using ratio and trend analysis.

### Professional Accounting Skill #1

Demonstrate effective written communication skills.

### Professional Accounting Skills #2

Construct Excel spreadsheets for decision-making.

### Professional Accounting Skills #4

Critical thinking and problem-solving skills to solve diverse and unstructured problems.

### Professional Accounting Skill #5

Effectively collaborate in a team setting.

The goal for AC325: that at least 90% of students are scoring at or above the Proficient level.

A 5-point scale used: Exemplary, Superior, Proficient, Deficient, and Inadequate.

AC325 Financial Statement Analysis Project using real-world company data serves as a direct assessment.

92% - 98% of all students scored at or above the Proficient level. AY 21-22 score is 96%. We have consistently met our 90% goal in the past 5 years. 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.

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.

AC202 Comprehensive Final Exam is used for formative assessment.

We will begin gathering data on the revised curriculum Fall 2022. Data not gathered this academic year.

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 2022.
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 our 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 this course this year. Data was compiled over the prior 7 years utilizing similar content throughout that time period. Students were appropriately evaluated 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 angles and perspectives; (2) incorporated more lectures with subsequent viewing assessments; (3) integrated cash flow throughout AC201 to enable removing the chapter from AC202; and (4) moved from Wiley publisher (Kimmel author) with a somewhat different pedagogical approach. Both courses were fully live Spring 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 our 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.

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 angles and perspectives; (2) incorporated more 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 2022.

AC380 PREPARE BUDGETS & ANALYZE VARIANCES

Data not gathered this academic year.

AC380 EVALUATE COST BEHAVIORS

Data not gathered this academic year.
AC309 INDIVIDUAL INCOME TAX KNOWLEDGE

AC312 Explain fundamental tax concepts for business entities

AC380 MANAGEMENT'S ROLE IN GLOBAL DECISION-MAKING

AC380 A written decision-making project completed individually is used as direct assessment.

AC380 Comprehensive Final Exam is used for summative assessment.

AC312: that at least 90% of students are scoring at or above the Proficient level.

AC309: that at least 90% of students are scoring at or above the Proficient level.

High 97% 2018; Low 66% 2020.

High 96% in 2018; Low 58% in 2020. We met our 90% goal this year; however not consistent throughout these 5 years.

We met our 90% goal in 2017-18. Students improved, and subsequently backed up the next two years.

Students had been tested to be improved due to other grading measures in grading techniques. In the introduction, we will collect additional data.

High 92%, Low 37%.

High 87%, Low 23%.

High 95%, Low 54%.

AC309 A written decision-making project completed individually is used as direct assessment.

AC309 Comprehensive Final Exam is used for summative assessment.

The 90% goal has been met consistently since AY 2017-18.

The 90% goal was met AY 2017-18 and for 8-9 years.

There had been a continuous upward trend throughout these 5 years.

AC309 was redeveloped for Fall 1 2021. Prior to the redevelopment, the course had not been revised in three years. As a result, the tax return problems were redeveloped.

AC312 was redeveloped for Fall 2 2021. Prior to the redevelopment it was believed that there may have been some academic misconduct taking place. In order to resolve 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 changed to a limit of 240 minutes. Both of these changes were necessary and that the scores will improve.

In Fall 2022, the exam was administered in two sections, first section is to cover the first 12 questions, and second section is to cover the last 12 questions. Students were able to prevent academic misconduct taking place. In order to resolve 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 changed to a limit of 240 minutes. Both of these changes were necessary and that the scores will improve.

It may be worth considering decreasing the the goal to 80% for next year. With the implementation of the new exam, there have been significant improvements in the scores due to other pressing needs due to staffing shortages. In the meantime, we will collect additional data.

There are plans to redevelop this course; however, that time frame has to be postponed until the first quarter of 2023.

As a result, the 90% goal has been met this year and for 5 years of data but not the last two. In 2020, there was no redevelopment of the course. AC380 A written decision-making project completed individually is used as direct assessment.

AC312: that at least 90% of students are scoring at or above the Proficient level.

High 95%, Low 54%.

High 92%, Low 37%.

High 95%, Low 54%.

High 97%, Low 66%.

High 96%, Low 58%.

High 97%, Low 66%.

High 96%, Low 58%.

High 97%, Low 66%.

High 96%, Low 58%.

High 97%, Low 66%.

High 96%, Low 58%.

High 97%, Low 66%.
AC312: Completion of Business Income Tax Return using unstructured information.

The course was redeveloped for Fall 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 goal to 80% for next year. With the implementation of the new measures to decrease academic misconduct, 90% may not be realistic. Business tax returns in particular are very challenging, so 80% is adequate.

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. The 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.

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. The 5-point scale used: Exemplary, Superior, Proficient, Deficient, and Inadequate.

AC430 exam is used as a direct assessment.

85 - 100% of all students scored at or above Proficiency over this 5 year time period toward 95%. 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.
The 5-point scale used: Exemplary, Superior, Proficient, Deficient, and Inadequate.

Proficient, Deficient, and Inadequate.

AC320 Excel Construction

- Exemplary: 95% - 100%
- Superior: 85% - 94%
- Proficient: 75% - 84%
- Deficient: 65% - 74%
- Inadequate: 55% - 64%

In general, students are mastering higher-level spreadsheet skills. Repetitive use of Excel in AC320, AC325, and AC330 facilitate the ability to move into AC312 assignment requiring justifying resolution for unstructured accounting case utilizing the income tax sources.

AC350 Excel Assignment

- Exemplary: 95% - 100%
- Superior: 85% - 94%
- Proficient: 75% - 84%
- Deficient: 65% - 74%
- Inadequate: 55% - 64%

In general, students are mastering higher-level spreadsheet skills. Repetitive use of Excel in AC320, AC325, and AC330 facilitate the ability to move into AC312 assignment requiring justifying resolution for unstructured accounting case utilizing the income tax sources is a formative assessment. AC320 Excel Amortization Schedule assignment is used as a summative assessment.

When the course was redeveloped, a new unique memo assignment was created. In AY 2021-22, the overall score appears our 90% goal is not met; however if only consider students that completed the assignment, the 90% goal is easily met. When the course was redeveloped, a new unique memo assignment was created. In AY 2021-22, the overall score appears our 90% goal is not met; however if only consider students that completed the assignment, the 90% goal is easily met.

Professional Accounting Skill #1: Auditing Standards, etc.

- Codification Database, U.S. tax law, AICPA research skills, including, but not limited to FASB, ASC, and GASB standards. Cases and other applied-learning assignments were revised. Recorded lectures and f2f interaction were enlarged to provide more user-friendly technology. Content was updated for new FASB standards. Cases and other applied-learning assignments were revised. Recorded lectures and f2f interaction were enlarged to provide more user-friendly technology. Content was updated for new FASB standards.

Professional Accounting Skill #2: Use of Technology

- Application of technology adopted by professional accountants. Online tools and platforms are provided.

Professional Accounting Skill #3: Write research

- Accounting and Accounting Decision-making. Cases and other applied-learning assignments were revised. Recorded lectures and f2f interaction were enlarged to provide more user-friendly technology. Content was updated for new FASB standards. Cases and other applied-learning assignments were revised. Recorded lectures and f2f interaction were enlarged to provide more user-friendly technology. Content was updated for new FASB standards. Cases and other applied-learning assignments were revised. Recorded lectures and f2f interaction were enlarged to provide more user-friendly technology. Content was updated for new FASB standards.

AC312 Prepare tax research memo

- Exemplary: 95% - 100%
- Superior: 85% - 94%
- Proficient: 75% - 84%
- Deficient: 65% - 74%
- Inadequate: 55% - 64%

In general, students are mastering higher-level spreadsheet skills. Repetitive use of Excel in AC320, AC325, and AC330 facilitate the ability to move into AC312 assignment requiring justifying resolution for unstructured accounting case utilizing the income tax sources is a formative assessment. AC320 Excel Amortization Schedule assignment is used as a summative assessment.

This also occurred in 2021. Previously we assigned the overall course exam as a summative assessment, however if only consider students that completed the assignment, the 90% goal is easily met. Recorded interactions and course maintenance.

AC320 Research Case Memo

- Exemplary: 95% - 100%
- Superior: 85% - 94%
- Proficient: 75% - 84%
- Deficient: 65% - 74%
- Inadequate: 55% - 64%

In general, students are mastering higher-level spreadsheet skills. Repetitive use of Excel in AC320, AC325, and AC330 facilitate the ability to move into AC312 assignment requiring justifying resolution for unstructured accounting case utilizing the income tax sources is a formative assessment. AC320 Excel Amortization Schedule assignment is used as a summative assessment.

AC320 Excel Construction

- Exemplary: 95% - 100%
- Superior: 85% - 94%
- Proficient: 75% - 84%
- Deficient: 65% - 74%
- Inadequate: 55% - 64%

In general, students are mastering higher-level spreadsheet skills. Repetitive use of Excel in AC320, AC325, and AC330 facilitate the ability to move into AC312 assignment requiring justifying resolution for unstructured accounting case utilizing the income tax sources is a formative assessment. AC320 Excel Amortization Schedule assignment is used as a summative assessment.

AC312 Prepare tax research memo

- Exemplary: 95% - 100%
- Superior: 85% - 94%
- Proficient: 75% - 84%
- Deficient: 65% - 74%
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In general, students are mastering higher-level spreadsheet skills. Repetitive use of Excel in AC320, AC325, and AC330 facilitate the ability to move into AC312 assignment requiring justifying resolution for unstructured accounting case utilizing the income tax sources.

This also occurred in 2021. Previously we assigned the overall course exam as a summative assessment, however if only consider students that completed the assignment, the 90% goal is easily met. Recorded interactions and course maintenance.

AC320 Research Case Memo

- Exemplary: 95% - 100%
- Superior: 85% - 94%
- Proficient: 75% - 84%
- Deficient: 65% - 74%
- Inadequate: 55% - 64%

In general, students are mastering higher-level spreadsheet skills. Repetitive use of Excel in AC320, AC325, and AC330 facilitate the ability to move into AC312 assignment requiring justifying resolution for unstructured accounting case utilizing the income tax sources is a formative assessment. AC320 Excel Amortization Schedule assignment is used as a summative assessment.

This also occurred in 2021. Previously we assigned the overall course exam as a summative assessment, however if only consider students that completed the assignment, the 90% goal is easily met. Recorded interactions and course maintenance.

AC312 Prepare tax research memo

- Exemplary: 95% - 100%
- Superior: 85% - 94%
- Proficient: 75% - 84%
- Deficient: 65% - 74%
- Inadequate: 55% - 64%

In general, students are mastering higher-level spreadsheet skills. Repetitive use of Excel in AC320, AC325, and AC330 facilitate the ability to move into AC312 assignment requiring justifying resolution for unstructured accounting case utilizing the income tax sources.

This also occurred in 2021. Previously we assigned the overall course exam as a summative assessment, however if only consider students that completed the assignment, the 90% goal is easily met. Recorded interactions and course maintenance.
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 assignment requirements.

Professional Orientation #1: Identify and apply principles of ethical behavior in decision-making. The goal for AC330 is 90% of students complete certification. Complete Certificate in Ethical Leadership from the NASBA Center for the Public Trust. A minimum score of 80% must be achieved to be awarded the 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. The course was redeveloped Fall 2020 providing more user-friendly technology in addition to updating the course for several changes in FASB standards.

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.
**Performance Indicator**

**Student Learning Results**

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

**Definition**

A student learning outcome is one that measures a specific competency attainment.

**Examples of a direct assessment (evidence) of student learning attainment that might be used include:** capstone performance, third-party examination, faculty-designed examination, professional performance, summative examination.

**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 companies, or compare to external results such as results from the U.S. Department of Education and Statistics, or results from a vendor providing comparable data.

**Results**

The results exceeded 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.

**Analysis of Results**

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.

**Improvement**

Our goal is achieve 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.

**Action Taken or Improvement made**

Our goal is to achieve a score of 50 or above on all Construction Management areas, and to continually improve our scores. PLO #5. Demonstrate effective written, oral, and presentation communication skills in a construction environment.
Our goal is to achieve a score of 50 or above on all Business Ethics areas, and to continually improve our scores.

PLO #3. Discover ethical, socially responsible, and global issues related to construction management.

The results exceed the 50% threshold on all Business Ethics areas. Year over year continues to show dramatic improvement in test scores and student performance.

To assess student learning attainment for Program Outcome Goals:

#1 - Employ basic construction management functions.

#3 - Discover ethical, socially responsible, and global issues related to construction management.

#4 - Apply legal considerations in construction work.

#6 - Demonstrate an understanding of effective team building, techniques of control, data requirements, and time management.

#7 - Examine the orientation and enforcement of the construction trades sub-parts of the Occupational Safety and Health Act.

Internal Formative Assessment of Program Goals based on CO365 Construction Project Management Term Projects Formative Assessment.

The internal formative assessment data was inconsistent during the last two terms. The results have indicated a need to review internal formative assessment strategies for Program Improvement and to ensure that annual indicators are adequately monitored in the formative assessment process.

New program leadership will review and modify the current assessment instruments when needed in order to address the Construction Management Program Learning Outcomes.

Excellent

Meets Expectations

Below Expectations

Does Not Meet Expectations
<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Learning Results</td>
<td>A student learning outcome is one that reflects a specific competency attainment. Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, benchmark examinations. Add these to the description of the measurement instrument in column two.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Approach</th>
<th>Performance Measure</th>
<th>Measureable goal</th>
<th>What is your measurement instrument or process?</th>
<th>What is your goal?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct - Assessing student performance by examining samples of student work</td>
<td>Identified in Criterion 4.1</td>
<td>Performance Measure</td>
<td>Identified in Criterion 4.2</td>
<td>What is your goal?</td>
</tr>
<tr>
<td>Formative - An assessment conducted during the student's education</td>
<td>Identified in Criterion 4.3</td>
<td>Analysis of Results</td>
<td>Identified in Criterion 4.4</td>
<td>Improvement</td>
</tr>
<tr>
<td>Summative - An assessment conducted at the end of the student's education</td>
<td>Identified in Criterion 4.3</td>
<td>What is your goal?</td>
<td>Identified in Criterion 4.3</td>
<td>Action Taken or Improvement made</td>
</tr>
<tr>
<td>Internal - An assessment instrument that was developed within the business unit</td>
<td>Identified in Criterion 4.3</td>
<td>Analysis of Results</td>
<td>Identified in Criterion 4.4</td>
<td>Improvement</td>
</tr>
<tr>
<td>External - An assessment instrument that was developed outside the business unit</td>
<td>Identified in Criterion 4.3</td>
<td>Analysis of Results</td>
<td>Identified in Criterion 4.4</td>
<td>Improvement</td>
</tr>
<tr>
<td>Comparative - Compare results between classes, between online and ground classes, between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.</td>
<td></td>
<td>Analysis of Results</td>
<td>Identified in Criterion 4.4</td>
<td>Improvement</td>
</tr>
</tbody>
</table>

**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.

**Measurable goal:**

- Our goal is to achieve a 50th average percentile rank on all MFT performance areas.

**What is your goal?**

- Our goal is to achieve a score of 50 or above on all MFT performance areas, and to continually improve our scores.

**Performance Measures:**

- Use this table to supply data for Criterion 4.2.

**Definition:**

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

**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
- Benchmark examinations

**Examples of a formative assessment (evidence) of student learning attainment that might be used include:**

- Self-assessment
- Peer assessment
- Parent assessment

**Examples of a summative assessment (evidence) of student learning attainment that might be used include:**

- Final examination
- Final project
- Final report

**Examples of an internal assessment instrument that were developed within the business unit include:**

- Faculty-designed examination
- Professional performance
- Benchmark examinations

**Examples of an external assessment instrument that were developed outside the business unit include:**

- Third-party examination
- Faculty-designed examination
- Professional performance

**Examples of a comparative assessment instrument that compare results between classes, between online and 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 include:**

- Comparison between classes
- Comparison between online and ground classes
- Comparison between professors
- Comparison between programs
- Comparison between campuses
- Comparison to external results

**Insert Graphs or Tables of Resulting Trends**

![Graph showing Majors Performance on MFT by Topic](image-url)
Our goal is to achieve a score of 50 or above on all Business Finance areas, and to continually improve our scores.

PLO #1. Evaluate various functional areas of financial management in a global setting.

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.

To assess student learning attainment for Program Outcome Goals:

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.

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.

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

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

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

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

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     CLO 8- 37/10/11/0/3

Proposed Program Goal #2- 37/10/11/0/3
Table 4.1 - Standard 4 Student Learning Assessment

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Identified in Criterion</th>
<th>Performance Measure</th>
<th>Identified in Criterion</th>
<th>Approach</th>
<th>Identified in Criterion</th>
<th>Deployment</th>
<th>Identified in Criterion</th>
<th>Results</th>
<th>Analysis of Results</th>
<th>Improvement</th>
<th>Action Taken or Improvement made</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Learning Result</td>
<td>Identified in Criterion 4.2</td>
<td>Performance Indicator</td>
<td>Identified in Criterion 4.1</td>
<td>Approach</td>
<td>Identified in Criterion 4.3</td>
<td>Results</td>
<td>Identified in Criterion 4.4</td>
<td>Improvement</td>
<td>Action Taken or Improvement made</td>
<td>Graphs or Tables of Resulting Trends</td>
<td></td>
</tr>
</tbody>
</table>
| PLO #1 | Integrate effective written, oral, and presentation communication skills in an organizational setting. | Peregrine's MFT assessment, Summative external data | Above 60% with an uptrend the last 3 years. Program is stable. | Management Majors - MFT Average Percentile Rank by AF |。
| PLO #2 | Analyze financial aspects of business planning. | Peregrine's MFT assessment, Summative external data | Above 60% with an uptrend the last 3 years. Program is stable. | Management Majors - Business Integration and Strategic Management Topic score by AF |。
| PLO #3 | Develop and market a business presence via the internet and social media. | Peregrine's MFT assessment, Summative external data | Above 60% with an uptrend the last 3 years. Program is stable. | Management Majors - Business Ethics Topic Score by AF |。
| 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 stable. | Management Majors - Business Integration and Strategic Management Topic score by AF |。
| PLO #5 | Evaluate project management processes. | Peregrine's MFT assessment, Summative external data | Above 60% with an uptrend the last 3 years. Program is stable. | Management Majors - Business Ethics Topic Score by AF |。
Our goal is to achieve a score of 50 or above on all Business Ethics areas, and to continually improve our scores.

PLO #3. Develop and market a business presence via the internet and social media.

Peregrine’s MFT assessment, Summative external data above 60% with an uptrend in the last 3 years. The program is sound, with an emphasis on business plan contributions to the small business 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. Activities include evaluating small business financial statements and exploring strategies for managing customer complaints and employee feedback.
Our goal is to achieve a 60th average percentile rank on all MFT performance areas during AY21-22. We met our goal of achieving a 60th or higher average percentile rank on all MFT performance areas during AY21-22. We see an increase by 9% comparing to the previous year, but appears to be still challenging. Business finance, microeconomics, global quantitative research techniques are lower than other dimensions of business, operations management, and general business major Peregrine MFT, it is probably not a fair assessment for the health care management students. Perhaps, since the BSM-HC and BSBA-HC students take a different module which is the last course in the BSM program, they take a different module in the business program. The BSM program is not on the list of accredited business programs in the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.

Table 4.1 - Standard 4 Student Learning Assessment

<table>
<thead>
<tr>
<th>Measure of Results</th>
<th>Identified in Criterion 4.2</th>
<th>Approach</th>
<th>Identified in Criterion 4.1</th>
<th>Performance Measure</th>
<th>Identified in Criterion 4.3</th>
<th>Analysis of Results</th>
<th>Identified in Criterion 4.4</th>
<th>Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Learning Results</td>
<td>Identified in Criterion 4.2</td>
<td>Approach</td>
<td>Identified in Criterion 4.1</td>
<td>Performance Measure</td>
<td>Identified in Criterion 4.3</td>
<td>Analysis of Results</td>
<td>Identified in Criterion 4.4</td>
<td>Improvement</td>
</tr>
<tr>
<td>What is your goal?</td>
<td>Measurable goal</td>
<td>Approach</td>
<td>Identified in Criterion 4.1</td>
<td>Performance Measure</td>
<td>Identified in Criterion 4.3</td>
<td>Analysis of Results</td>
<td>Identified in Criterion 4.4</td>
<td>Improvement</td>
</tr>
<tr>
<td>Identifiable goal</td>
<td>Measurable goal</td>
<td>Approach</td>
<td>Identified in Criterion 4.1</td>
<td>Performance Measure</td>
<td>Identified in Criterion 4.3</td>
<td>Analysis of Results</td>
<td>Identified in Criterion 4.4</td>
<td>Improvement</td>
</tr>
<tr>
<td>What is your measurement instrument or process?</td>
<td>Deployment</td>
<td>Identified in Criterion 4.1</td>
<td>Performance Measure</td>
<td>Identified in Criterion 4.3</td>
<td>Analysis of Results</td>
<td>Identified in Criterion 4.4</td>
<td>Improvement</td>
<td></td>
</tr>
<tr>
<td>What are your current results?</td>
<td>Measure of Results</td>
<td>Identified in Criterion 4.1</td>
<td>Performance Measure</td>
<td>Identified in Criterion 4.3</td>
<td>Analysis of Results</td>
<td>Identified in Criterion 4.4</td>
<td>Improvement</td>
<td></td>
</tr>
<tr>
<td>What did you learn from the results?</td>
<td>Analysis of Results</td>
<td>Identified in Criterion 4.3</td>
<td>Performance Measure</td>
<td>Identified in Criterion 4.4</td>
<td>Improvement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What did you improve or what is your next step?</td>
<td>Improvement</td>
<td>Identified in Criterion 4.4</td>
<td>Performance Measure</td>
<td>Identified in Criterion 4.4</td>
<td>Improvement</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Peregrine's MFT assessment**, *Summative external data* (Indicate type of instrument) direct, formative, internal, comparative

**Comparative** – Compare results between classes, between online and on-ground classes, between professors, between programs, between companies, 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.

**External** – An assessment instrument that was developed outside the business unit.

**Internal** – An assessment instrument that was developed within the business unit.

**Summative** – An assessment conducted at the end of the student’s education.

**Formative** – An assessment conducted during the student’s education.

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

**A student learning outcome is one that measures a specific competency attainment.**

**Overall MFT scores have been improving over the years.**

**Previous year (AY19-20) almost all disciplines improved.**

**It appears that we achieved the goal in 12 out of 15 areas during AY21-22.**

**We have launched a new BSHA program for the students interested in the field of Healthcare Administration and perhaps, since the BSM-HC and BSBA-HC students take a different module which is the last course in the BSM program, they take a different module in the business program.**

**The BSM program retired and is not in the Undergraduate Catalog any longer. All new BSHA courses will discontinue offering Health Care concentration or of interest in the field of Healthcare Administration and Fair assessment for the health care management students.**

**Final Project**

**Healthcare Majors Performance on MFT by Topic (Capstone)**
### HC461: Unit 5: Application Assignment: Improving Patient Safety in a Large Group Practice

#### Executive Summary: 2019-2019 Comprehensive Care Analysis

**Objective:** To identify and analyze key factors affecting patient safety in a large group practice and develop a comprehensive plan for improvement.

1. **Background:**
   - The practice has a history of inconsistent performance in patient safety metrics.
   - The goal is to implement strategies that align with national initiatives for improving patient safety.

2. **Methodology:**
   - Data collection included patient incident reports, patient feedback, and staff surveys.
   - Analysis involved trend analysis, root cause analysis, and comparison with industry standards.

3. **Results:**
   - Identified areas for improvement include medication errors, communication breakdowns, and patient education.
   - Strategies included enhanced medication reconciliation, improved handoff processes, and patient education sessions.

4. **Implementation:**
   - Pilot programs were implemented in selected clinics.
   - Continuous monitoring and feedback loops were established to assess the impact of new strategies.

5. **Outcomes:**
   - Patient satisfaction scores improved by 10% over the last assessment period.
   - Error rates decreased by 15%.

6. **Conclusion:**
   - The comprehensive care analysis and implementation plan are expected to significantly enhance patient safety in the practice.

---

### HC491 (capstone) - Unit 8: Final Project: Comprehensive case analysis evaluating an existing healthcare organization

**Objective:** To assess student learning attainment for PLO 4: Recommend evidence-based solutions to complex problems impacting healthcare settings.

**Competency Domain:** Business Knowledge and Skills; Knowledge of management solutions to complex problems and challenges in healthcare.

**PLOs:**
- Assess the way macro and micro factors are used to explore future possibilities for the organization.
- Identify and target business outcomes that are evidence-based.
- Utilize relevant data to critically analyze and evaluate organizational issues.
- Promote decisions that are patient-centered.
- Discriminate between important and unimportant aspects of current business and clinical processes.
- Formulate principles of communication that facilitate collaborative decision making.
- Analyze social and behavioral determinants of health.
- Articulate federal and state laws and regulations that affect the provision of patient care, e.g., Medicare, Medicaid, managed care.
- Understand the complexity associated with interacting and integrating among health care sectors to improve service efficiency and quality.
- Demonstrate knowledge of managed care models, structures, and operations of the U.S. healthcare delivery system.

**Vitals:**
- The total number of student results was: 54 (from U1_2019 through S2_2020), 52 (from U1_2020 through S2_2021), and 96.16% (from U1_2022 through S2_2022).
- The results have been consistent throughtout three years of student enrollment.

---

### HC461 - CLCs 2 and 3

The vast majority of the students met or exceeded the expectations of the course CLOs 2 and 3 for HC461, which is one of the requirements for the undergraduate concentration in Healthcare Management.

#### Course Evaluation Results:

<table>
<thead>
<tr>
<th>Course</th>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>HC461</td>
<td>CLC 2</td>
<td>98.1%</td>
</tr>
<tr>
<td></td>
<td>CLC 3</td>
<td>98.1%</td>
</tr>
</tbody>
</table>

**Course Goals:**
- Improve students' understanding of the complexity associated with interacting and integrating among health care sectors to improve service efficiency and quality.
- Demonstrate knowledge of managed care models, structures, and operations of the U.S. healthcare delivery system.

**Summary:**
- The course will be reviewed and evaluated this year, with necessary maintenance changes to update program material and alter course materials. New version will be developed.
Table 4.1 - Standard 4 Student Learning Assessment

<table>
<thead>
<tr>
<th>Identified in Criterion 4.2</th>
<th>Identified in Criterion 4.3</th>
<th>Identified in Criterion 4.9</th>
<th>Identified in Criterion 4.5</th>
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</thead>
<tbody>
<tr>
<td>Performance Measure</td>
<td>Performance Measure</td>
<td>Performance Measure</td>
<td>Performance Measure</td>
</tr>
<tr>
<td>What is your goal?</td>
<td>What are your current results?</td>
<td>What did you learn from the results?</td>
<td>What did you improve or what is your next step?</td>
</tr>
</tbody>
</table>

**Performance Indicators**
- Measurable goal
- Performance Measure
- Approach
- Identified in Criterion 4.2

**Analysis of Results**
- Identiiied in Criterion 4.3
- Results
- Analysis of Results
- Identified in Criterion 4.9

**Table 4.1 - Standard 4 Student Learning Assessment**

<table>
<thead>
<tr>
<th>Topic</th>
<th>AY 20-21</th>
<th>AY 21-22</th>
<th>AY 18-19</th>
<th>AY 17-18</th>
</tr>
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<tbody>
<tr>
<td>Accounting</td>
<td>53</td>
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<td>58</td>
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<tr>
<td>Business Ethics</td>
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<td>48</td>
<td>52</td>
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</tr>
<tr>
<td>Business Integration and Strategic...</td>
<td>52</td>
<td>52</td>
<td>61</td>
<td>60</td>
</tr>
<tr>
<td>Economics: Microeconomics</td>
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<td>60</td>
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<tr>
<td>Global Dimensions of Business</td>
<td>61</td>
<td>60</td>
<td>60</td>
<td>59</td>
</tr>
<tr>
<td>Management: Human Resource Management Topic Score by AY</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Management: Operations/Production...</td>
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<tr>
<td>Management: Organizational Behavior</td>
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<td>52</td>
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<tr>
<td>Marketing</td>
<td>48</td>
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<td>52</td>
<td>61</td>
</tr>
<tr>
<td>Quantitative Research Techniques and...</td>
<td>57</td>
<td>57</td>
<td>61</td>
<td>62</td>
</tr>
<tr>
<td>Human Resources - MFT Average Percentile Rank by AY</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human Resource Majors: Human Resource Management Topic Score by AY</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Our goals are to achieve a score of 50 or above on all Human Resource Management areas, and to continually improve our scores.

PLO #1. Demonstrate knowledge of legal and ethical practices.

PLO #2. Identify the various sources of information used for personnel selection decisions.

PLO #3. Examine decisions involved in establishing a compensation structure.

PLO #4. Analyze the activities involved in evaluating and managing employee performance.

Peregrine’s MFT assessment, Summative external data HR Majors Topic Scores show an increase in AY21-22 from the previous years. Results show a score of 67 - above the goal of a score of 50 or above. Goal was met by exceeding a score of 50 or above for all academic years included in graph.

Continued efforts for improvements in all areas through collaborative department efforts. Continued use of the Peregrine Assessment - additional future testing cycles are necessary for a more comprehensive evaluation.

Program Goals:

PLO #1. Demonstrate knowledge of legal and ethical practices.

PLO #2. Identify the various sources of information used for personnel selection decisions.

PLO #3. Examine decisions involved in establishing a compensation structure.

PLO #4. Analyze the activities involved in evaluating and managing employee performance.

Internal Formative Assessment of Program based on HR541 Senior Seminar in Human Resource Development Unit 7 Term Paper Formative Assessment.

Since this was the first year this data has been analyzed for this course, monitoring and reviewing additional data sets will continue.

Results show the highest scores for excellent (4) and meets expectations (2) with below expectations (1) and does not meet expectations (1). These results show both below expectations and does not meet expectations since the previous semester.

Improvement opportunities for AY22/23 include the addition of more experiential based learning initiatives emphasizing key concepts to meet program goals.
International Business

Table 4.1 - Standard 4 Student Learning Assessment

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Topic</th>
<th>Table 4.1 - Standard 4 Student Learning Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>AY 12-13 (8)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

**Program Outcomes Goals:**

- **PLO #1.** Demonstrate an understanding of key concepts in the field of business, including theoretical and practical aspects, and apply them to real-world situations.
- **PLO #2.** Obtain specialized knowledge and skills in international business, including aspects of business on an international level.
- **PLO #3.** Analyze cultural and national differences in terms of the impact on conducting business in other regions or countries.
- **PLO #4.** Demonstrate effective oral and written communication skills.

**Program Impact:**

- **Process:**
  - **Criterion 4.1:** Measurement of student performance.
  - **Criterion 4.2:** Analysis of results.
  - **Criterion 4.3:** Improvement.
  - **Criterion 4.4:** Trends.

**Program Learning Results:**

- **Identified in Criterion 4.2:**
  - **Deployment:** Peregrine’s MFT assessment, Summative external data.
  - **Description of the Measurement Instrument in Column Two:** Direct, formative, internal, comparative.

**Analysis of Results:**

- **Identified in Criterion 4.3:**
  - **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, formative examination.

**Trends:**

- **(3-5 data points preferred)**

---

**Table:**

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Topic</th>
<th>Table 4.1 - Standard 4 Student Learning Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>AY 12-13 (8)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

**International Business:**

- **International Business Majors - MFT Average Percentile Rank by AY**
- **International Business Majors - Global Dimensions of Business Topic Score by AY**
Our goal is to achieve a score of 50 or above on all Global Dimensions of Business areas, and to continually improve our scores.

Program Outcome Goals:

PLO #1. Demonstrate an understanding of financial strategic and financial operational aspects of business on an international level.

PLO #2. Obtain specialized international business knowledge in the areas of marketing.

PLO #3. Analyze cultural and national differences in terms of their impact on conducting business in other regions or countries.

PLO #4. Demonstrate effective oral and written communication skills.

Peregrine’s MFT assessment, Summative external data analyses, and international academic research indicate that International Business majors have consistently performed above the 50th percentile, and frequently above the 60th. The results show that the emphasis of international business strategies within the courses has been successful.

We will continue to emphasize the importance of international business strategies in all international business courses.
**Performance Indicator**

**Student Learning Results**

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

**Student Learning Results**

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Performance Measure</th>
<th>Definition</th>
<th>Examples of a direct evidence of student learning attainment that might be used include: capstone performance, third-party examination, faculty designed examination, professional performance, licensure examination.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approach</td>
<td>Deployment</td>
<td>What is your measurement instrument or process?</td>
<td>Please describe process to assess student learning attainment.</td>
</tr>
<tr>
<td></td>
<td>Results</td>
<td>What are your current results?</td>
<td>Please describe results.</td>
</tr>
<tr>
<td></td>
<td>Analysis of Results</td>
<td>What did you learn from the results?</td>
<td>Please describe analysis.</td>
</tr>
<tr>
<td></td>
<td>Improvement</td>
<td>What did you improve or what is your next step?</td>
<td>Please describe next step.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What is your goal?</td>
<td>Please describe goal.</td>
</tr>
</tbody>
</table>

**Logistics**

**Table 4.1 - Standard 4 Student Learning Assessment**

Use this table to supply data for Criterion 4.2.

**Definition**

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

**Logistics**

**Table 4.1 - Standard 4 Student Learning Assessment**

Use this table to supply data for Criterion 4.2.

**Definition**

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

<table>
<thead>
<tr>
<th>Logistics Majors - MFT Average Percentile Rank by AV</th>
<th>Logistics Majors - Operations/Production Management Topic Score by AV</th>
</tr>
</thead>
</table>
Our goal is to achieve a score of 50 or above on all Operations/Production Management subject areas, and to continually improve our scores.

PLO #1. Demonstrate a working knowledge of logistics and supply chain management.

PLO #2. Utilize demand management to increase efficiency.

PLO #3. Examine the impact of logistics and supply chain operations on a firm's profitability.

PLO #4. Apply skills in data mining in logistics and supply chain topics and sources.

PLO #5. Explain the role of transportation in the U.S. economy.

PLO #6. Demonstrate effective oral and written communication skills.

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.
### Management

#### Table 4.1 - Standard 4 Student Learning Assessment

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Definition</th>
<th>Description</th>
<th>Data Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operations, Administration, and Management Interdependencies Among the Marketing, Finance, and Human Resource Functions</td>
<td>An understanding of the interrelationships and interactions among the marketing, finance, and human resource functions, including the planning, organizing, leading, and controlling of these activities within a domestic environment versus those within a global environment.</td>
<td>MG371: Management &amp; Organizational Behavior</td>
<td>Data derived from MG371 Comprehensive Case Analysis. DBA 3 (Assessment of the use of each of the management process components—planning, organizing, leading, and controlling) and DBA 4 (Assessment of management practices within a domestic and a global environment).</td>
</tr>
</tbody>
</table>

#### Chart 4.1 - Management Proficiency - MFT Average Percentile Raked by Academic Year

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-2018</td>
<td>120</td>
<td>105</td>
</tr>
<tr>
<td>2018-2019</td>
<td>98</td>
<td>85</td>
</tr>
<tr>
<td>2019-2020</td>
<td>80</td>
<td>52</td>
</tr>
</tbody>
</table>

#### Chart 4.2 - Student Learning Results

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-2018</td>
<td>120</td>
<td>105</td>
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<td>98</td>
<td>85</td>
</tr>
<tr>
<td>2019-2020</td>
<td>80</td>
<td>52</td>
</tr>
</tbody>
</table>

#### Chart 4.3 - Student Learning Results by Academic Year

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-2018</td>
<td>120</td>
<td>105</td>
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<tr>
<td>2018-2019</td>
<td>98</td>
<td>85</td>
</tr>
<tr>
<td>2019-2020</td>
<td>80</td>
<td>52</td>
</tr>
</tbody>
</table>
A student learning outcome must demonstrate a specific competency of a student. Examples of a direct measure (predictor) of student learning—enhancements that might be used to assess student performance (e.g., faculty/peer evaluation, faculty directed assignments, professional performance, formative measures). Add or remove the description to the measurement instruments in order to limit direct—Assessing student performance by examining sample student work evaluation—An assessment conducted during the student’s education summative—An assessment conducted at the end of the student’s education.

Goal 1: Measurable goal Performance Measure Approach
Identified in Criterion 4.2

1. Student Learning Results

What is your goal?

Performance Measure

What is your measurement instrument or process?

Analysis of Results

What did you learn from the results?

Action Taken or Improvement made

Management

Table 4.1 - Standard 4 Student Learning Assessment

Use this table to supply data for Criterion 4.2.

Table 4.2 - Standard 4 Student Learning Assessment

Use this table to supply data for Criterion 4.3.

Table 4.3 - Standard 4 Student Learning Assessment

Use this table to supply data for Criterion 4.4.

Measurable goal

What is your goal?

Performance Measure

What is your measurement instrument or process?

Analysis of Results

What did you learn from the results?

Action Taken or Improvement made

Management

Table 4.1 - Standard 4 Student Learning Assessment

Use this table to supply data for Criterion 4.2.

Table 4.2 - Standard 4 Student Learning Assessment

Use this table to supply data for Criterion 4.3.

Table 4.3 - Standard 4 Student Learning Assessment

Use this table to supply data for Criterion 4.4.
Plan to review and modify the current assessment instrument when needed in order to address management competency. Our goal is to achieve a score of 50 or above on all MFT performance areas, and to continually improve our scores.

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


CLO 1
- Assessment of the use of each of the management process components - planning, organizing, leading, and controlling.

CLO 3
- Critique of the methods selected and applied to motivate followers to achieve organizational goals.

CLO 4
- Evaluation of management practices within a domestic environment versus those within a global environment.

CLO 5
- Evaluation of outcomes of management practices based upon their inclusion of ethics and social responsibility.

Management Subject Score Comparisons that performed at or above 50 in the area of problem solving are as follows: 1) Business Integration and Strategy, 2) Legal Environments of Business, 3) Management, 4) Management Organizational Behavior, 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.
Program Goal 1
- Creative thinking for effective problem solving,
- Problem Solving: Apply critical and analytical thinking processes.
- Globalization: Explain the role of globalization within a domestic environment versus those within a global environment.

Assessment: Internal Data derived from MG 371 Comprehensive Case Analysis.
Assessment: External data derived from Peregrine Exam results. Formative Peregrine’s MFT assessment, Summative external data. Summative 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 Environment, 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, the data for CLO 4 and CLO 5 performed above the goals on track. This year, there was an increase in the results for all CLOs for Fall I 2021 and Spring II 2022.

- Program Goal 2: To evaluate management practices within a domestic environment versus those within a global environment.

CLO 3: Evaluation of outcomes of management practices based upon their inclusion of ethics and social responsibilities.
CLO 4: Evaluation of management practices within a domestic environment versus those within a global environment.
CLO 5: Evaluation of outcomes of management practices based upon their inclusion of ethics and social responsibility.

Analysis.
Assessment: Internal Data derived from MG 371 Comprehensive Case Analysis.
Assessment: External data derived from Peregrine Exam results.

The results indicate that it will be important to continue the current assessment process for management competency. The plan to review and modify the current assessment instrument when needed in order to address management competency.

Program Goal 3: To continually improve management areas, and to continually improve this year. There is also an indication that it is necessary to review those areas that are not performing above the goals on track.

Management Majors - Management Topic Scores
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.

Program Goal 4
- Communication: Demonstrate effective written, oral, and presentation communication skills in an organizational setting.

Peregrine's MFT assessment, 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.

Our goal is to achieve a score of 50 or above on all Management areas, and to continually improve our scores.

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


Global Dimensions of Business results increased this 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.

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 to achieve a score of 50 or above on Quantitative Research Techniques and Statistics, and to continually improve our scores.

Program Goal 5
- Quantitative Analysis: Use quantitative techniques to analyze organizational effectiveness and operational efficiency.

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 competitive processes for both new product development and service delivery). CLO 3 (Evaluate a company's global operations and initiatives). CLO 4 (Analyze a company's operations in specific product or service positions). CLO 5 (Assess an organization's operations in specific product or service categories). CLO 6 (Analyze an organization's operations in specific product or service categories). CLO 7 (Evaluate an organization's operations in specific product or service categories). CLO 8 (Assess an organization's operations in specific product or service categories).

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.

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.

MG371: Management & Organizational Behavior
- Evaluation of outcomes of management practices based upon the inclusion of ethics and social responsibility.
The results indicate that it will be important to continue the current assessment process for CLOs from the Fall I 2021 term to the Spring II 2022 term. 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.

The purpose of the assessment is to identify areas of strength and weakness in the program. The results are used to identify areas that need improvement and to set goals for future improvements.

The assessment process involves the collection and analysis of data from various sources, including student evaluations, faculty feedback, and external assessments. The data is then analyzed to determine areas of strength and weakness in the program.

The assessment process is designed to ensure that the program meets the needs of its stakeholders, including students, faculty, and employers. The results of the assessment are used to improve the program and ensure that it continues to meet the needs of its stakeholders.

In the area of Quantitative Analysis, the scores for the management majors on the CLOs from the Fall II 2019 term to the Spring II 2020 term were below the goal of 50. The formative assessment data did show improvement in the Spring I 2020 term. It is important to review and modify the current assessment instrument when needed in order to address management competency.

In the area of Business Leadership, the following areas scored below the goal of 50 for teamwork areas: 1) Business Leadership, 2) Quantitative Analysis: Use quantitative research techniques and statistics have improved and are above the goal of 50. The formative assessment data did show improvement in 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 CLOs from the Fall I 2021 term to the Spring II 2022 term. 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.

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In the area of Business Leadership, the following areas scored below the goal of 50 for teamwork areas: 1) Business Leadership, 2) Quantitative Analysis: Use quantitative research techniques and statistics have improved and are above the goal of 50. The formative assessment data did show improvement in 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 CLOs from the Fall I 2021 term to the Spring II 2022 term. 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.
**DM PLO #1.** Use the strategic marketing process to resolve marketing problems and explore marketing opportunities.

**DM PLO #2.** Integrate data and research methodology in the marketing decision-making process.

**DM PLO #3.** Demonstrate a working knowledge of data integration strategies.

**DM PLO #4.** Analyze business/Marketing concepts.

**DM PLO #5.** Illustrate the importance of consumer knowledge and consumer analysis.

**DM PLO #6.** Demonstrate effective oral and written communication skills.

---

**Performance Measure**

<table>
<thead>
<tr>
<th>Identified in Criterion 4.1</th>
<th>Identified in Criterion 4.2</th>
<th>Identified in Criterion 4.3</th>
<th>Identified in Criterion 4.4</th>
</tr>
</thead>
</table>

**Approach**

1. **Student Learning Results**
   - Student learning outcomes are evaluated through various assessment methods.
   - Student learning results are reported to improve performance areas.

2. **Performance Indicator**
   - Performance indicators are used to measure student performance.

- **Performance Measure**
  - Identified in Criterion 4.1
  - Identified in Criterion 4.2
  - Identified in Criterion 4.3
  - Identified in Criterion 4.4

---

**Analysis of Results**

- **Marketing Majors**
  - Average percentile for all subjects.
  - Marketing majors are at or above the 50th percentile.

- **Economics**
  - Economics programs need improvement.

- **Management**
  - Management programs are related to marketing.

---

**Insert Graphs or Tables of Resulting Analysis**

- **Marketing Majors - MFT Average Percentile**
  - MFT score improvement.
  - Average percentile for all subjects.

- **Marketing Majors Performance on MFT by Topic**
  - Performance by topic.
  - Average percentile for all subjects.

---

**Table 4.1 - Standard 4 Student Learning Assessment**

<table>
<thead>
<tr>
<th>Performance Measure</th>
<th>Performance Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Untitled</td>
<td>Untitled</td>
</tr>
</tbody>
</table>
Our goal is to achieve a score of 50 or above on all Business Ethics areas, and to continually improve our scores.

Program Outcome Goals:

PLO #4. Analyze business/Marketing concepts.
DM PLO #3. Incorporate best practices for e-marketing.
DM PLO #4. Evaluate social media marketing strategies.

Peregrine’s MFT assessment, Summative external data

Students were above the 50th percentile for this topic area.

At the 68th percentile, student performance is slightly lower than that of the previous year (70th percentile).

Overall, the trendline indicates increases in percentile scores in recent years. Ensuring that business ethics is emphasized in all marketing courses will allow for even greater improvement in this area. Making this a topic that is also a part of the courses’ core assessments would be beneficial.

Our goal is to achieve a score of 50 or above on all Quantitative Research Techniques and Statistics areas, and to continually improve our scores.

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.

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.
Table 4.1 - Standard 4 Student Learning Assessment

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Measurable Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ident. in Criterion 4.2</td>
<td>Peregrine's MFT assessment, Summative external data</td>
</tr>
<tr>
<td>Approach</td>
<td>Our goal is to achieve a score of 50 or above on all MFT performance areas, and to continually improve our scores.</td>
</tr>
<tr>
<td>Performance Measure</td>
<td>Above the 50th percentile for all categories.</td>
</tr>
<tr>
<td>What is your goal?</td>
<td>Very encouraging to be above the 50th percentile on all categories.</td>
</tr>
<tr>
<td>What did you learn from the results?</td>
<td>Monitor and reassess.</td>
</tr>
<tr>
<td>What is your next step?</td>
<td>Monitor and reassess.</td>
</tr>
</tbody>
</table>

Program Goals:
PLO #1. Demonstrate an understanding of the various functional areas of financial management.
PLO #2. Apply core knowledge to new and unfamiliar circumstances and unpredictable environments.
PLO #3. Demonstrate the ability to effectively work on financial projects with people from a variety of disciplines.
PLO #4. Demonstrate effective oral and written communicational skills.

Program Outcome Goals:
PLO #1. Demonstrate an understanding of the various functional areas of financial management.
PLO #2. Apply core knowledge to new and unfamiliar circumstances and unpredictable environments.
PLO #3. Demonstrate the ability to effectively work on financial projects with people from a variety of disciplines.
PLO #4. Demonstrate effective oral and written communicational skills.
Our goal is to achieve a score of 50 or above on all Business Finance areas, and to continually improve our scores.

Program Goals:

PLO #1. Demonstrate an understanding of the various functional areas of financial management in a global setting.

PLO #2. Demonstrate the ability to effectively work on financial projects with people from a variety of disciplines.

PLO #3. Demonstrate effective oral and written communication skills.

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.

To assess student learning attainment for Program Outcome Goals:

PLO #1. Demonstrate an understanding of the various functional areas of financial management in a global setting.

PLO #2. Demonstrate the ability to effectively work on financial projects with people from a variety of disciplines.

PLO #3. Demonstrate effective oral and written communication skills.

PLO #4. Demonstrate effective oral and written communication skills.

FI424 CLOs, Formative internal data: As shown in column F, the results were quite good. Extremely encouraging, although the sample size was small.

AY 2021-2022 results:

CLO 1- 7/1/0/0/0
CLO 2- 7/1/0/0/0
CLO 3- 7/1/0/0/0
CLO 4- 7/1/0/0/0
CLO 5- 7/1/0/0/0
CLO 6- 7/1/0/0/0
CLO 7- 7/1/0/0/0

Note: The CLO’s were measured for FI424. The Proposed Program Outcomes for the PFP major were not measured, so the CLO’s can be tied to the program goals/outcomes.
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.

Program Outcome Goal: Management areas, and to continually improve our scores.

Our goal is to achieve a score of 50 or above on all Business Integration and Strategic Management subjects.

PLO #5. Quantitative Analysis: Use quantitative techniques to analyze organizational issues.

PLO #4. Communication: Demonstrate effective written, oral, and presentation communication skills in an organizational setting.


PLO #2. Problem Solving: Apply critical and creative thinking for effective problem solving, decision-making, and planning on local, regional, and global organizational levels.

PLO #1. Management Competency: Demonstrate an understanding of the interrelationships and interdependencies among the marketing, finance, operations, human resource, and management functional systems of a business.

What is your goal?

Our goal is to achieve a score of 50 or above on all Business Integration and Strategic Management subjects. Our goal is to achieve a score of 50 or above on all MFT performance areas, and to continually improve our scores.

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.

Program Outcome Goals:

- What is your goal?
- Measurable goal
- Performance Measure
- Identified in Criterion 4.2
- What is your measurement instrument or process?
- Identified in Criterion 4.1
- What is your current result?
- Identified in Criterion 4.3
- Analysis of Results
- Identified in Criterion 4.4
- What did you learn from the results?
- Identified in Criterion 4.3
- Action Taken or Improvement made
- Identified in Criterion 4.3
- Trends
- Identified in Criterion 4.3
- Example of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, software examination. Add clear to this description of the measurement instrument in column two.

- Direct: Assessing student performance by matching samples of student work format vs. the assessment conducted during the student evaluation.

- Internal: An assessment conducted at the end of the student's education.

- External: An assessment instrument that was developed within the business.

- Technology: An assessment instrument that was developed outside the business.

- 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.

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.

Program Outcome Goals:

- What is your goal?
- Measurable goal
- Performance Measure
- Identified in Criterion 4.2
- What is your measurement instrument or process?
- Identified in Criterion 4.1
- What is your current result?
- Identified in Criterion 4.3
- Analysis of Results
- Identified in Criterion 4.4
- What did you learn from the results?
- Identified in Criterion 4.3
- Action Taken or Improvement made
- Identified in Criterion 4.3
- Trends
- Identified in Criterion 4.3
- Example of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, software examination. Add clear to this description of the measurement instrument in column two.

- Direct: Assessing student performance by matching samples of student work format vs. the assessment conducted during the student evaluation.

- Internal: An assessment conducted at the end of the student's education.

- External: An assessment instrument that was developed within the business.

- Technology: An assessment instrument that was developed outside the business.

- 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.

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.

Program Outcome Goals:

- What is your goal?
- Measurable goal
- Performance Measure
- Identified in Criterion 4.2
- What is your measurement instrument or process?
- Identified in Criterion 4.1
- What is your current result?
- Identified in Criterion 4.3
- Analysis of Results
- Identified in Criterion 4.4
- What did you learn from the results?
- Identified in Criterion 4.3
- Action Taken or Improvement made
- Identified in Criterion 4.3
- Trends
- Identified in Criterion 4.3
- Example of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, software examination. Add clear to this description of the measurement instrument in column two.

- Direct: Assessing student performance by matching samples of student work format vs. the assessment conducted during the student evaluation.

- Internal: An assessment conducted at the end of the student's education.

- External: An assessment instrument that was developed within the business.

- Technology: An assessment instrument that was developed outside the business.
Our goal is to achieve a score of 50 or above on all Business Ethics areas, and to continually improve our scores.

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 levels.

In the area of business ethics, the scores for the management majors on business ethics have improved and are above the goal of 50. 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.
Program Outcome Goals:

1. Evaluate the foundations of public programs.
   - Identify fiscal accountability and the interplay of public governance.
   - Discuss ethical and legal underpinnings of public service.
   - Compare the public sector to the private profit sectors.
   - Apply leadership and management practices to public service.

Program Outcome Measures:

- Approaches
  - Definition
  - Performance Measure
  - Approach
  - Performance Indicator
  - Description

Program Outcome Indicators:

- Identified in Criterion 4.1
- Identified in Criterion 4.2
- Identified in Criterion 4.3
- Identified in Criterion 4.4

Program Outcome Results:

- Table 4.1 - Standard 4 Student Learning Assessment
- Use this table to supply data for Criterion 4.2.

BPA students scored above the 50th percentile rank in the Peregrine test or better which is well above the benchmark goal of achieving an average rank of 50%. Data in AY22-23 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 program was revised in AY21-22 to streamline courses for each concentration. This will be confirmed after two to three years of Peregrine testing data will provide more information and we can increase our benchmark goal for the BPA program next year.

Table 4.1 - Standard 4 Student Learning Assessment

<table>
<thead>
<tr>
<th>Area</th>
<th>Approach</th>
<th>Performance Measure</th>
<th>Performance Indicator</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Administration</td>
<td>AY21-22</td>
<td>Average Final Score</td>
<td>Average Final Score</td>
<td>At least 13% over the benchmark goal of achieving an average rank of 50% in the Peregrine test or better.</td>
</tr>
<tr>
<td>Homeland Security</td>
<td>AY21-22</td>
<td>Average Final Score</td>
<td>Average Final Score</td>
<td>At least 13% over the benchmark goal of achieving an average rank of 50% in the Peregrine test or better.</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>AY21-22</td>
<td>Average Final Score</td>
<td>Average Final Score</td>
<td>At least 13% over the benchmark goal of achieving an average rank of 50% in the Peregrine test or better.</td>
</tr>
<tr>
<td>Ethics and Social</td>
<td>AY21-22</td>
<td>Average Final Score</td>
<td>Average Final Score</td>
<td>At least 13% over the benchmark goal of achieving an average rank of 50% in the Peregrine test or better.</td>
</tr>
<tr>
<td>Intergovernmental Relations</td>
<td>AY21-22</td>
<td>Average Final Score</td>
<td>Average Final Score</td>
<td>At least 13% over the benchmark goal of achieving an average rank of 50% in the Peregrine test or better.</td>
</tr>
<tr>
<td>Principles and Foundations</td>
<td>AY21-22</td>
<td>Average Final Score</td>
<td>Average Final Score</td>
<td>At least 13% over the benchmark goal of achieving an average rank of 50% in the Peregrine test or better.</td>
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<tr>
<td>Public Service</td>
<td>AY21-22</td>
<td>Average Final Score</td>
<td>Average Final Score</td>
<td>At least 13% over the benchmark goal of achieving an average rank of 50% in the Peregrine test or better.</td>
</tr>
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</table>

Graph 4.1 - Average Percentile Rank by Concentration

Graph 4.2 - Average Final Score by Concentration

Graph 4.3 - Average Percentile Rank by Concentration

Graph 4.4 - Average Final Score by Concentration

Table 4.1 - Standard 4 Student Learning Assessment

<table>
<thead>
<tr>
<th>Area</th>
<th>AY21-22</th>
<th>Average Final Score</th>
<th>Average Final Score</th>
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<td>Public Service</td>
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Graph 4.1 - Average Percentile Rank by Concentration

Graph 4.2 - Average Final Score by Concentration

Graph 4.3 - Average Percentile Rank by Concentration

Graph 4.4 - Average Final Score by Concentration
Responsibilities of public entities.

Program Outcome Goals:

CLO 1. Analyze public administration in America and its historical developments.

CLO 2. Recognize the uniqueness of the public sector.

CLO 3. Identify leadership and management practices in public governance.

CLO 4. Discuss ethical and legal underpinnings of public administration.

CLO 5. Identify fiscal accountability and performance in public governance.

Results indicate 75% of the students met or exceeded the expectations of CLOs 1-5 for the PA330 course in Fall 2021, indicating their mastery of the subject. Unfortunately, 25% did not meet expectations for CLOs 1-5 in the final essay. Anecdotally, 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 the next few years.

Table:

<table>
<thead>
<tr>
<th>CLO 1</th>
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<th>Spring 2021</th>
<th>Spring 2022</th>
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<td>6</td>
<td>7</td>
<td>8</td>
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<tr>
<td>Meets Expectations</td>
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<td>7</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Does Not Meet Expectations</td>
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<td>1</td>
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</table>

PLO 1: Evaluate the foundations of public administration.

PLO 2: Compare the public sector to the private sector.

PLO 3: Apply leadership and management practices in public governance.

PLO 4: Discuss ethical and legal underpinnings of public administration.

PLO 5: Identify fiscal accountability and performance in public governance.

Anecdotally, we know our BPA students were affected by COVID this past year. Leadership will monitor the situation throughout the year.
Assess student learning attainment for PA330-CLO 1-5

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.

PA330 - Unit 8: Final Essay CLOs

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.

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.

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. Anecdotally, 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.

PA330 - CLO 4: Discuss ethical and legal considerations in public administration.

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

PA330 - CLO 3: Compose extensive quality research on public administration topics.
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!
PLO #4. Evaluate financial statements to make informed business decision.

Our goal is to improve our scores and maintain above 50th percentile rank. What are your current results?

What did you improve or what is your next step?

Program Outcomes:
- Program Outcomes help ensure academic excellence by providing a framework for assessing student learning and improving the quality of education. They are specific, measurable, achievable, relevant, and time-bound (SMART) goals that align with the university's mission and strategic plan.

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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.

Direct, Formative, Internal, Comparative Analysis based on comparing student achievement on the Personal Strategic Plan in MBA695 - Strategic Management. Fall 2018 to Fall 2021.

Students' scores for strategic planning decreased in excellent scores 2021-2022AY. There was an increase in proficiency and sufficient scores for the year. 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 submission. The scores 2021-2022AY varied more than in previous years. There were also fewer students taking the course than in previous years. The scores 2021-2022AY varied more than in previous years. There were also fewer students taking the course than in previous years. 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.

To assess student learning attainment for Program Outcome Goal:

PLO #5. Construct ethical business decisions.

MBA524 Business Law and Ethics Team Presentation.

Students' scores for business law and ethics, there was a decrease in excellent scores with proficient varying of scores. 2021-2022AY. 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. We will continue to monitor this each year and expect to see consistency.
promotes the entrepreneurial spirit and contributes to the formation of a culture and climate that embraces cooperation, promote teamwork, demonstrate respect, and maintain a competitive advantage in the market.

Program Outcome Goals:

- Level, for at least 3 consecutive terms during AY21-22.
- Develop a clear and achievable organizational vision for the future which tend to appear on paper mills (i.e. Course Hero). We adjusted the goal to the 90th percentile based on the success and performance on the Peregrine MFT, to challenge the students to reach for, and to avoid the repeat of the assignment to be completed. We achieved the goal in all performance areas for four consecutive terms on the Peregrine MFT.
- Place complex organizations for fiscal and operational success, despite existing barriers, in order to refresh the content and bring it up to the most current healthcare industry trends and expectations accordingly. Moving forward, we will enhance the course content and missing on the exam and use this information to refresh the content and bring it up to the national average for critical success areas.
- Performance on the Peregrine MFT during AY22-23 when the overall strategic development in Park MHA was 67.47%.
- National average for all MHA programs in the United States on the Peregrine outbound assessment information. Will keep the same goal of the 70th percentile or better on all CPC areas.
- We achieved the goal in all areas and comfortably and consistently reached 83rd percentile in the discipline of risk management. We achieved the goal in all performance areas in the MHA programs in the United States on the Peregrine outbound assessment information. We will focus this assessment information. Will keep the same goal of the 70th percentile or better on all CPC areas.
- The data show that most current healthcare industry trends and expectations accordingly. Moving forward, we will enhance the course content and most current healthcare industry trends and expectations accordingly. Moving forward, we will enhance the course content and missing on the exam and use this information to refresh the content and bring it up to the national average for critical success areas.
- The national average for all MHA programs in the United States on the Peregrine outbound assessment information. Will keep the same goal of the 70th percentile or better on all CPC areas.
- We achieved the goal in all performance areas in the MHA programs in the United States on the Peregrine outbound assessment information. We will focus this assessment information. Will keep the same goal of the 70th percentile or better on all CPC areas.
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To assess student learning attainment for PLO4 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 #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.

The percentage of students earning an A (excellent) or B (proficient) was 94.1% (from U1_2019 through S2_2022). The results indicate mastery of the subject.

HA605 - Unit 2: Application Assignment:
- S2_2022.
- The total number of student results throughout three last years.

HA616 - Unit 8: Final Project: Strategic Management and Marketing Analysis:
- Senior Health Plus.
- Case Study: A New Brand for...
PLO #1. Analyze the theoretical and practical underpinnings, knowledge base and complexities of public offices.

PLO #2. Justify responsibilities of professionals as public servants or professionals in positions of authority.

PLO #3. Demonstrate a working knowledge of the world.

PLO #4. Develop interpersonal and cross-cultural communication and teamwork.

PLO #5. Demonstrate development of key leadership skills, including interpersonal and cross-cultural communication and teamwork.

PLO #6. Demonstrate ability to use ethical reasoning about ethical dilemmas, particularly in the context of public service.

PLO #7. Demonstrate ability to use critical reasoning about issues of ethics, values, and ethical dilemmas.

PLO #8. Demonstrate knowledge of ethical theory and research findings.

PLO #9. Demonstrate inquiry and analytical skills to assess information to continually improve our scores.

PLO #10. Demonstrate understanding of how contradictory expectations of managers and similar and different across sectors, and the different sectors of society, how organizations are

What is your goal?

**Measurable goal**

<table>
<thead>
<tr>
<th>Approach</th>
<th>Performance Measure</th>
<th>What is your goal?</th>
<th>What did you learn from the results?</th>
<th>What did you improve or what is your next step?</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

**Performance Measure**

| - | - | - | - | - |

**Identified in Criterion 4.3**

**Identified in Criterion 4.4**

**What did you learn from the results?**

**What did you improve or what is your next step?**

---

**Table 4.1: Standard 4 Student Learning Assessment**

<table>
<thead>
<tr>
<th>Area Concentration</th>
<th>Average Percentile Rank</th>
<th>Average Percentile Rank</th>
<th>Average Percentile Rank</th>
<th>Average Percentile Rank</th>
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**Identified in Criterion 4.5**

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<th>Area Concentration</th>
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<td>Management and Public Policy - 8</td>
<td>48</td>
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<td>Management and Public Policy - 7</td>
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<td>Management and Public Policy - 6</td>
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<td>Management and Public Policy - 5</td>
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<td>Management and Public Policy - 4</td>
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<td>Management and Public Policy - 3</td>
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<td>Management and Public Policy - 2</td>
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<td>Management and Public Policy - 1</td>
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</table>
Program Outcome Goals:

Our goal is to understand the needs of our MPA student citizens in a free and democratic society, and in the sectors of society, how organizations are similar and different across sectors, and the obligations as professionals in positions of public service.

PLO #1. Understand the integration, history, and culture of public administration and politics.

PLO #2. Demonstrate knowledge of different theories, historical events, and the methodologies of managing, analyzing, and interpreting policy and the implications for managers and leaders in organizations.

PLO #3. Demonstrate a working knowledge of the various areas that public administration and politics are related, including local government, public policy, international affairs, and the interactions between public administration and politics.

PLO #4. Integrate theory/conceptual knowledge of public administration, political science, public management, and public policy into practice.

PLO #5. Demonstrate development of key skills that are necessary to succeed in the workplace, including communication, problem-solving, leadership, and decision-making.

MPA - AY2122 Average Final Score by Concentration

<table>
<thead>
<tr>
<th>Concentration</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Admin</td>
<td>56</td>
<td>55</td>
<td>60</td>
<td>66</td>
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<tr>
<td>Critical Infra</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Research &amp; Comm Skls</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Professional Mgmt</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
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<tr>
<td>Public Policy</td>
<td>51</td>
<td>56</td>
<td>54</td>
<td>61</td>
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</table>

<table>
<thead>
<tr>
<th>Reasons to Pursue the MPA Degree</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>N = 46</td>
<td>46</td>
<td>46</td>
<td>46</td>
<td>46</td>
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<tr>
<td>Advance in Career</td>
<td>44</td>
<td>44</td>
<td>44</td>
<td>44</td>
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<tr>
<td>Get Hired</td>
<td>44</td>
<td>44</td>
<td>44</td>
<td>44</td>
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<tr>
<td>Continue to Pay</td>
<td>44</td>
<td>44</td>
<td>44</td>
<td>44</td>
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<tr>
<td>Personal Growth</td>
<td>44</td>
<td>44</td>
<td>44</td>
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<tr>
<td>Other Reasons</td>
<td>44</td>
<td>44</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Outcome Goal</th>
<th>Convenient Location</th>
<th>PLO #1</th>
<th>PLO #2</th>
<th>PLO #3</th>
<th>PLO #4</th>
<th>PLO #5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Utilize courses that are offered online?</td>
<td>Yes</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Do you find the courses offered online to be of the same quality?</td>
<td>Somewhat Important</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Are you satisfied with the option to take courses in a traditional modality?</td>
<td>Neutral</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Would you consider taking courses in a traditional modality?</td>
<td>Neutral</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Is the option to take courses in a traditional modality important to you?</td>
<td>Neutral</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Are you satisfied with the option to take courses in a blended modality?</td>
<td>Neutral</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Would you consider taking courses in a blended modality?</td>
<td>Neutral</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Is the option to take courses in a blended modality important to you?</td>
<td>Neutral</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Does the research provide you with an understanding of different theories, historical events, and the methodologies of managing, analyzing, and interpreting policy and the implications for managers and leaders in organizations?</td>
<td>Neutral</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>
Graduate Concentrations

Table 4.1 - Standard 4 Student Learning Assessment

| Performance Indicator | Definition | Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, self-designed portfolio, and peer assessment.
|-----------------------|------------|---------------------|

### Disaster & Emergency Management Average Percentile Rank

![Disaster & Emergency Management Average Percentile Rank](image)

### Finance Average Percentile Rank

![Finance Average Percentile Rank](image)

### Disaster & Emergency Management MBA Concentration Student Learning Outcomes

- **PLO #1.** Anticipate natural and technological hazards and related public policies.
- **PLO #2.** Analyze techniques for the development of disaster mitigation, preparedness, response, and recovery.
- **PLO #3.** Assess the differential impacts of emergencies and disasters on vulnerable or marginalized populations.
- **PLO #4.** Predict the types of disaster myths commonly encountered and formulate leadership activities that accurately address these myths.
- **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.

### Finance MBA Concentration Student Learning Outcomes

- **PLO #1.** Analyze the theories and models relevant to the field of finance.
- **PLO #2.** Evaluate the structure of corporate governance and financial information to a diverse audience.
- **PLO #3.** Evaluate investment concepts related to time value of money and interpret valuation calculations.
- **PLO #4.** Ability to synthesize and communicate complex financial assets.
- **PLO #5.** Evaluate and critically analyze valuation and risks in the financial markets.
- **PLO #6.** Evaluate the interactions between the firm, stakeholders, and the financial markets.
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 future trade agreements.

PLO #3. Build multicultural team composition in the class to global setting issues.

PLO #4. Display a working level of proficiency and self-diagnose and acquire cross-cultural sensitivity.

PLO #5. Construct ethical business decisions.

PLO #6. Evaluate and critically analyze valuation and risks related to various financial assets.

Global Business Average Percentile Rank

Finance - Business Finance Average Topic Score

General MBA Average Percentile Rank

Peregrine MFT - Summative 2022AY.
Our goal is for students in the Global Business concentration to achieve a score of 50 or above on all Global Dimensions areas, and to continually improve our scores.

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. Develop an understanding of global issues and their potential impact on international business.

PLO #3. Assess the impact of international business on the local and global economy.

PLO #4. Display a working level of proficiency in a foreign language and acquire cross-cultural sensitivity.

Peregrine MFT - Summative
Student scores in the global business concentrations have 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 more 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.

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.

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

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 more students who took the assessment.

We will continue to monitor this each year and expect to see consistency with our scores in human resource management for 2022-2023AY.
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.

**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

**Peregrine MFT - Summative**

Student scores in the Human Resource Management area have increased and are above the 50th average percentile rank for 2021-2022AY. There is a significant increase of 10% between 2020-2021AY to the 2021-2022AY. There were more students who took the assessment. The average is above the score for all MBA areas.

We will continue to monitor the work performance of our students and our scores in accounting for 2022-2023AY.

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.

**Program Outcome Goals:**

**Management Accounting**

- **PLO #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

**Peregrine MFT - Summative**

Student scores in the Managerial Accounting area have increased and are above the 50th average percentile rank for 2021-2022AY. There is a significant increase of 20% between 2020-2021AY to the 2021-2022AY. There were more 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.

Our goal is for students in the Marketing concentration to achieve a 50th average percentile rank on all Marketing performance areas.

**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 to support strategic decision making
- **PLO #5.** Integrate classical and leading-edge marketing principles 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

**Peregrine MFT - Summative**

Student scores in the Marketing have decreased and are below the 50th average percentile rank for 2021-2022AY. There were more students who took the assessment. The average is also below all of MBA areas.

We will review this area for consistency and monitor this work each year and expect to see increase with our scores in marketing for 2022-2023AY.
PLO #1. Demonstrate effective planning, organizing, leading, and controlling skills for effectively managing projects.
PLO #2. Develop team-building skills necessary to enhance the success of a project.
PLO #3. Defining a successful project in terms of project stakeholders.

Program Outcome Goals:
- Students in the Project Management concentration to continually improve our scores.
- Students in the MIS concentration to achieve a 50th average percentile rank on all performance areas.

Marketing Program Outcome Goals:
- Students in the Marketing concentration to achieve a score of 50 or above on all Marketing areas, and expect to see consistency with our assessment. The average appears to be slightly below for all MBA students.

Project Management Average Percentile Rank

Marketing - Accounting Average Topic Score

MIS Average Percentile Rank

Project Management Average Percentile Rank
Our goal is for students in the Public Accounting concentration to achieve a 50th average percentile rank on all MFT performance areas.

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.

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 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.

Our goal is for students in the Innovation & Quality Management concentration to achieve a 50th average percentile rank on all MFT performance areas.

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.

Peregrine MFT - Summative
Student scores in the innovation and quality management has increased and are above the 50th average percentile rank for 2021-2022AY.

There is a slight increase of scores between 2020-2021AY and 2021-2022AY. 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 innovation and quality management for 2022-2023AY.