

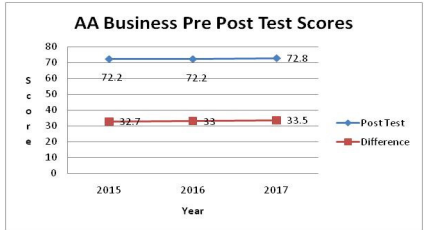
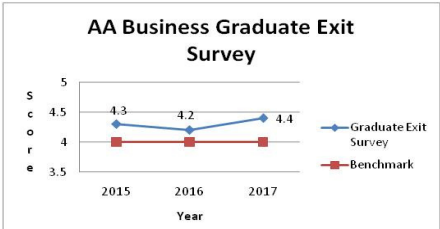
Standard #4 Measurement and Analysis of Student Learning and Performance

Use this table to supply data for Criterion 4.2. (Figure 4.2 in self-study)

Performance Indicator	Definition
1. Student Learning Results	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination.</i> Add these to the description of the measurement instrument in column two:</p> <p>Direct - Assessing student performance by examining samples of student work Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information. Formative – An assessment conducted during the student’s education. Summative – An assessment conducted at the end of the student’s education. Internal – An assessment instrument that was developed within the business unit. External – An assessment instrument that was developed outside the business unit. Comparative – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.</p>

Analysis of Results					
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)
Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?	
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative				

Associated Degree

Pre and post test grade of 75 on the post test or 30 point difference between pre and post test scores	Direct, formative, internal	Score of 72.8 and a difference of 33.5	Benchmark met and continues to increase	The first 2 years of the BA program are the AA program. The data for pre and post tests at this level would be the same as the BA level. While the overall benchmark is met a more detailed analysis was conducted and found that only one lower level business course did not consistently meet the benchmark, FIN2001 which is discussed below.	 <p>AA Business Pre Post Test Scores</p> <table border="1" style="display: none;"> <thead> <tr> <th>Year</th> <th>Post Test</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>72.2</td> <td>32.7</td> </tr> <tr> <td>2016</td> <td>72.2</td> <td>33</td> </tr> <tr> <td>2017</td> <td>72.8</td> <td>33.5</td> </tr> </tbody> </table>	Year	Post Test	Difference	2015	72.2	32.7	2016	72.2	33	2017	72.8	33.5
Year	Post Test	Difference															
2015	72.2	32.7															
2016	72.2	33															
2017	72.8	33.5															
Graduate Exit survey, score of 4 out of 5	Indirect, summative, internal	Score of 4.4	Benchmark met	While the overall benchmark was met a more detailed analysis revealed that in 2017 the lowest score was 3.82 which was related to using software. The current score was an increase over 2016 which was 3.55. More use of software has been added to the courses especially in finance.	 <p>AA Business Graduate Exit Survey</p> <table border="1" style="display: none;"> <thead> <tr> <th>Year</th> <th>Graduate Exit Survey</th> <th>Benchmark</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>4.3</td> <td>3.55</td> </tr> <tr> <td>2016</td> <td>4.2</td> <td>3.55</td> </tr> <tr> <td>2017</td> <td>4.4</td> <td>3.55</td> </tr> </tbody> </table>	Year	Graduate Exit Survey	Benchmark	2015	4.3	3.55	2016	4.2	3.55	2017	4.4	3.55
Year	Graduate Exit Survey	Benchmark															
2015	4.3	3.55															
2016	4.2	3.55															
2017	4.4	3.55															

Employer Satisfaction survey, score of 4 out of 5	Indirect, summative, internal	Score of 5	Benchmark met	The overall benchmark was met for this measure, however the number of surveys is low with only 4 for 2016 and 2017 combined.	<p>AA Business Employer Satisfaction Survey</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Employer Satisfaction Survey</th> <th>Benchmark</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>4.4</td> <td>4</td> </tr> <tr> <td>2016</td> <td>4.3</td> <td>4</td> </tr> <tr> <td>2017</td> <td>5</td> <td>4</td> </tr> </tbody> </table>	Year	Employer Satisfaction Survey	Benchmark	2015	4.4	4	2016	4.3	4	2017	5	4
Year	Employer Satisfaction Survey	Benchmark															
2015	4.4	4															
2016	4.3	4															
2017	5	4															
Job Placement rate, 90% placed	Indirect, summative, external	N/A	There is no data for 2017 and only one student was reported for both 2015 and 2016. The low amount of data is causing the large swings in data for the years shown.	The low number of graduates is causing large swings in the data shown.	<p>AA Business Job Placement</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Job Placement</th> <th>Benchmark</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>90</td> <td>90</td> </tr> <tr> <td>2016</td> <td>100</td> <td>90</td> </tr> <tr> <td>2017</td> <td>90</td> <td>90</td> </tr> </tbody> </table>	Year	Job Placement	Benchmark	2015	90	90	2016	100	90	2017	90	90
Year	Job Placement	Benchmark															
2015	90	90															
2016	100	90															
2017	90	90															
Bachelor's Degree																	
Pre and post test grade of 75 on the post test or 30 point difference between pre and post test scores	Direct, formative, internal	Score of 75.9 and a difference of 34.7 points	Benchmark met and continues to increase	While the benchmark was met overall, the main area of concern, based on the detailed data, was the finance courses. During this time period 4 finance courses did not meet the benchmark for multiple years: FIN2001 Financial Management, FIN4126 Financial Decision Making Planning, FIN4424 Case Studies in Finance, and FIN 4443 Financial Policy and Strategy. A specific mention was made that students in the lower level finance class needed some extra help with basic math skills so this was added to the courses and the University as a whole has adopted a plan to increase math competences as part of the University's Quality Enhancement Plan. Cases with more of an emphasis on financial terminology were also added. The use of "mini cases" and/or modules was implemented to provide students with material related to just a few financial concepts at a time rather than a large comprehensive case. In addition, existing projects were updated at the upper level.	<p>BA Business Pre Post Test Scores</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Post Test</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>73.3</td> <td>32.5</td> </tr> <tr> <td>2016</td> <td>73.5</td> <td>32.7</td> </tr> <tr> <td>2017</td> <td>75.9</td> <td>34.7</td> </tr> </tbody> </table>	Year	Post Test	Difference	2015	73.3	32.5	2016	73.5	32.7	2017	75.9	34.7
Year	Post Test	Difference															
2015	73.3	32.5															
2016	73.5	32.7															
2017	75.9	34.7															
Graduate Exit survey, score of 4 out of 5	Indirect, summative, internal	Score 4.1	Benchmark met for all years shown	While the overall benchmark was met, looking at the detail, the use of software in both the 2016 and 2017 surveys had the lowest scores of 3.68 and 3.66 respectively. Improvements made included adding more Excel projects along with diagrams and tables for use in decision-making.	<p>BA Business Graduate Exit Survey</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Graduate Exit Survey</th> <th>Benchmark</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>4</td> <td>4</td> </tr> <tr> <td>2016</td> <td>4.1</td> <td>4</td> </tr> <tr> <td>2017</td> <td>4.1</td> <td>4</td> </tr> </tbody> </table>	Year	Graduate Exit Survey	Benchmark	2015	4	4	2016	4.1	4	2017	4.1	4
Year	Graduate Exit Survey	Benchmark															
2015	4	4															
2016	4.1	4															
2017	4.1	4															

Employer Satisfaction survey, score of 4 out of 5	Indirect, summative, internal	Score 4.8	Benchmark met for all years shown	While the overall benchmark was met, looking at the detail, the satisfaction with accounting and financial reporting indicated the lowest scores in 2017. However, in 2016 these scores met the benchmark so this will be monitored. Since finance also was noted on other assessment measures those improvements should also effect this assessment measure.	<table border="1"> <caption>BA Business Employer Satisfaction Survey</caption> <thead> <tr> <th>Year</th> <th>Employer Satisfaction Survey</th> <th>Benchmark</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>4.6</td> <td>4.0</td> </tr> <tr> <td>2016</td> <td>4.3</td> <td>4.0</td> </tr> <tr> <td>2017</td> <td>4.8</td> <td>4.0</td> </tr> </tbody> </table>	Year	Employer Satisfaction Survey	Benchmark	2015	4.6	4.0	2016	4.3	4.0	2017	4.8	4.0
Year	Employer Satisfaction Survey	Benchmark															
2015	4.6	4.0															
2016	4.3	4.0															
2017	4.8	4.0															
Job Placement rate, 90% placed	Indirect, summative, external	Score 84.6%	Benchmark note met. There has been significant improvement over 2016	While the placement rates were still not meeting the benchmark in 2017 there was a significant improvement over 2016. As part of the continuous effort of improvement, instructors are discussing job opportunities in the classroom and inviting business community members to the classrooms to give students a better idea of jobs in their communities and fields of study. This should continue to improve the placement rates.	<table border="1"> <caption>BA Business Job Placement</caption> <thead> <tr> <th>Year</th> <th>Job Placement</th> <th>Benchmark</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>87.7</td> <td>90</td> </tr> <tr> <td>2016</td> <td>72.1</td> <td>90</td> </tr> <tr> <td>2017</td> <td>84.6</td> <td>90</td> </tr> </tbody> </table>	Year	Job Placement	Benchmark	2015	87.7	90	2016	72.1	90	2017	84.6	90
Year	Job Placement	Benchmark															
2015	87.7	90															
2016	72.1	90															
2017	84.6	90															
Peregrine Exam, 50	Direct, summative, external	Score of 56.66	Benchmark met and continues to increase	While the benchmark was met overall, the 2 areas of concern looking at the detailed data are finance and marketing. Neither of these areas met the benchmark in 2015 or 2016 but both showed improvement in 2017. Some improvements to the finance area included: updating older additions of textbooks, updating projects and cases and repetition on basic financial concepts such as time value of money and financial literacy especially at the lower levels. Marketing improvements included the adoption of new textbooks, updates to class discussion questions, cases, and course projects that put a greater emphasis on marketing concepts and plans.	<table border="1"> <caption>BA Business Peregrine</caption> <thead> <tr> <th>Year</th> <th>BA Business Peregrine</th> <th>Benchmark</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>54.22</td> <td>50</td> </tr> <tr> <td>2016</td> <td>54.81</td> <td>50</td> </tr> <tr> <td>2017</td> <td>56.66</td> <td>50</td> </tr> </tbody> </table>	Year	BA Business Peregrine	Benchmark	2015	54.22	50	2016	54.81	50	2017	56.66	50
Year	BA Business Peregrine	Benchmark															
2015	54.22	50															
2016	54.81	50															
2017	56.66	50															
Bachelor's Degree-Latin Division																	
Pre and post test grade of 75 on the post test or 30 point difference between pre and post test scores	Direct, formative, internal	Score of 68 and a difference of 21.8 points	Benchmark not met and continues to decrease	More specific detail of the data revealed that for ACG1001S and ACG2011S (Accounting Principles 1 and 2) the textbook for these courses is a translation of English textbooks done in Mexico. As a result, there are references specific to Mexican regulations that are not the same as those in the US. A terminology translation sheet has also been added to the courses to provide students with a better understanding of specific accounting terminology as these terms relate to US accounting. In addition, more review sessions for students have been added to the curriculum to assist students with the material. For MAN 3025 Organizational Behavior the scores did not meet the benchmark in 2017. Case studies were updated and additional live sessions were added to improve these scores. For marketing courses, customized PowerPoints were created to supplement the textbooks along with additional discussion questions.	<table border="1"> <caption>BA Latin Business Pre Post Test Scores</caption> <thead> <tr> <th>Year</th> <th>Post Test</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>73.2</td> <td>25.7</td> </tr> <tr> <td>2016</td> <td>71.3</td> <td>22.1</td> </tr> <tr> <td>2017</td> <td>68</td> <td>21.8</td> </tr> </tbody> </table>	Year	Post Test	Difference	2015	73.2	25.7	2016	71.3	22.1	2017	68	21.8
Year	Post Test	Difference															
2015	73.2	25.7															
2016	71.3	22.1															
2017	68	21.8															

Graduate Exit survey, score of 4 out of 5	Indirect, summative, internal	Score 4.3	Benchmark met and shows improvement over last year. No data reported for 2015	While the benchmark was met in 2017 the results for 2016 showed low scores in student's understanding of global concepts. In GEB 4359S Cultural Environment of International Business, a new textbook was selected and discussion questions were updated. As a result, in 2017 all categories meet the benchmark for this assessment.	<p>BA Latin Business Graduate Exit Survey</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Score</th> <th>Benchmark</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>4.0</td> <td>4.0</td> </tr> <tr> <td>2016</td> <td>3.0</td> <td>4.0</td> </tr> <tr> <td>2017</td> <td>4.3</td> <td>4.0</td> </tr> </tbody> </table>	Year	Score	Benchmark	2015	4.0	4.0	2016	3.0	4.0	2017	4.3	4.0
Year	Score	Benchmark															
2015	4.0	4.0															
2016	3.0	4.0															
2017	4.3	4.0															
Employer Satisfaction survey, score of 4 out of 5	Indirect, summative, internal	N/A	No data was available for 2015 or 2017	For 2016 the benchmark was met at 4.0 but data was not available for 2017. The Latin division is working closely with student services to improve the employer response rate.	<p>BA Latin Business Employer Satisfaction Survey</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Score</th> <th>Benchmark</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>-</td> <td>4.0</td> </tr> <tr> <td>2016</td> <td>4.0</td> <td>4.0</td> </tr> <tr> <td>2017</td> <td>-</td> <td>4.0</td> </tr> </tbody> </table>	Year	Score	Benchmark	2015	-	4.0	2016	4.0	4.0	2017	-	4.0
Year	Score	Benchmark															
2015	-	4.0															
2016	4.0	4.0															
2017	-	4.0															
Job Placement rate, 90% placed	Indirect, summative, external	Placement rate of 30.6%	Benchmark not met and continues to decrease	The data indicated a steady decline in the placement rate. It was determined that a more specific advisory board should be created for just business members specific to the Latin Division. This would place more emphasis on members (typically employers) with specific knowledge of the Latin division.	<p>BA Latin Business Job Placement</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Rate (%)</th> <th>Benchmark (%)</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>67.9</td> <td>90</td> </tr> <tr> <td>2016</td> <td>37.8</td> <td>90</td> </tr> <tr> <td>2017</td> <td>30.6</td> <td>90</td> </tr> </tbody> </table>	Year	Rate (%)	Benchmark (%)	2015	67.9	90	2016	37.8	90	2017	30.6	90
Year	Rate (%)	Benchmark (%)															
2015	67.9	90															
2016	37.8	90															
2017	30.6	90															
Peregrine Exam, 50	Direct, summative, external	Score of 45.31	Benchmark not met and continues to decrease	Based on more detailed data, several areas were targeted for improvement that showed a trend of being below the benchmark. These areas were: accounting, finance, management organizational behavior and law. The addition of translation sheets and reviews for accounting have resulted in a steady increase in the Peregrine Exam score for accounting over the past 3 years. The accounting score was 35.45% in 2015 and has risen each year to its most recent rate of 44.49% as of 2017. In addition, detailed data identified organizational behavior as an area that needed improvement from 2015-2017. Improvements were made to case studies and supplemental live chat sessions were added in an effort to increase the scores. Finance was also consistently below the benchmark. The improvements made in this area will mirror the English courses with more of an emphasis on math skills at the lower level and improvements to cases and projects. Business law did meet the benchmark in 2015 but fell below the benchmark in 2016 and 2017. The improvements made included adding more videos explaining the specific law topics covered.	<p>BA Latin Business Peregrine</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Score</th> <th>Benchmark</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>53.14</td> <td>50</td> </tr> <tr> <td>2016</td> <td>51.91</td> <td>50</td> </tr> <tr> <td>2017</td> <td>45.31</td> <td>50</td> </tr> </tbody> </table>	Year	Score	Benchmark	2015	53.14	50	2016	51.91	50	2017	45.31	50
Year	Score	Benchmark															
2015	53.14	50															
2016	51.91	50															
2017	45.31	50															

Standard #4 Measurement and Analysis of Student Learning and Performance

Use this table to supply data for Criterion 4.2. (Figure 4.2 in self-study)

Performance Indicator	Definition																																
1. Student Learning Results	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination.</i> Add these to the description of the measurement instrument in column two:</p> <p>Direct - Assessing student performance by examining samples of student work Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information. Formative – An assessment conducted during the student’s education. Summative – An assessment conducted at the end of the student’s education. Internal – An assessment instrument that was developed within the business unit. External – An assessment instrument that was developed outside the business unit. Comparative – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.</p>																																
		Analysis of Results																															
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)																												
Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?																													
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative																																
MBA																																	
Assessment based on learning outcomes MBA students will score an average of 3.0 or higher on a 4 point scale.	Assessment based on learning outcomes Direct, Formative, Internal. Independent of the grading process, faculty evaluate student performance on achieving specified learning outcomes. Outcomes data is aggregated at the course and program level, and evaluated to determine the level of mastery.	*Financial Statement Analysis = 3.37 *Ethics and Legal Responsibilities = 3.52 *Quantitative Methods= 3.46 *Comparing Economic Environment = 3.47 *Business Problem Solving = 3.51 *Communication Skills in Writing = 3.51	All Program Objectives exceeded benchmarks.	Continue to monitor students' performance as scores continue to trend upward. In addition the following actions were taken to improve student learning outcomes: To improve student communication skills in writing, students were encouraged/required to use Graduate Writing Studio and APA workshop. The former focuses on improve student's scholarly writing skills and provide writing tutoring and resources, the latter provides editing and APA writing resources and services. Both services have recently updated and improved to provide better service to help students succeed.	<table border="1" style="display: none;"> <caption>Assessment based on learning outcomes (MBA)</caption> <thead> <tr> <th>Category</th> <th>2015</th> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>Financial Statement Analysis</td> <td>3.37</td> <td>3.37</td> <td>3.37</td> </tr> <tr> <td>Ethics and Legal Responsibilities</td> <td>3.52</td> <td>3.52</td> <td>3.52</td> </tr> <tr> <td>Quantitative methods</td> <td>3.46</td> <td>3.46</td> <td>3.46</td> </tr> <tr> <td>Comparing Economic Environment</td> <td>3.47</td> <td>3.47</td> <td>3.47</td> </tr> <tr> <td>Business Problem Solving</td> <td>3.51</td> <td>3.51</td> <td>3.51</td> </tr> <tr> <td>Communication Skills in Writing</td> <td>3.51</td> <td>3.51</td> <td>3.51</td> </tr> </tbody> </table>	Category	2015	2016	2017	Financial Statement Analysis	3.37	3.37	3.37	Ethics and Legal Responsibilities	3.52	3.52	3.52	Quantitative methods	3.46	3.46	3.46	Comparing Economic Environment	3.47	3.47	3.47	Business Problem Solving	3.51	3.51	3.51	Communication Skills in Writing	3.51	3.51	3.51
Category	2015	2016	2017																														
Financial Statement Analysis	3.37	3.37	3.37																														
Ethics and Legal Responsibilities	3.52	3.52	3.52																														
Quantitative methods	3.46	3.46	3.46																														
Comparing Economic Environment	3.47	3.47	3.47																														
Business Problem Solving	3.51	3.51	3.51																														
Communication Skills in Writing	3.51	3.51	3.51																														

<p>Capstone course projects</p> <p>MBA students will score 80% or higher on each program objective from a sampling of projects.</p>	<p>Capstone course projects</p> <p>Direct, Summative, Internal.</p> <p>At the end of the year, a representative sample of student capstone projects are evaluated based on program objectives. Two readers evaluate the projects based on a prescribed scoring rubric. Outcomes data is aggregated and evaluated to determine the level of mastery</p>	<p>*Financial Statement Analysis = 84.58%</p> <p>*Ethics and Legal Responsibilities = 82.56%</p> <p>*Comparing Economic Environment = 81.04%</p> <p>*Business Problem Solving = 83.58%</p> <p>*Communication Skills in Writing = 84.11%</p>	<p>All Program Objectives exceeded benchmarks.</p>	<p>Continue to monitor students' performance as scores continue to trend upward. In addition the following actions were taken to improve student learning outcomes:</p> <p>Marketing faculty proposed and got approved to implement changes Marketing concentration. The proposal is based on the analysis of current marketing trend in the "real world" and assessment results. The changes are: replaced MKT 632 Marketing Research course with MKT 631 Marketing Research and Analytics and replaced MKT 636 Emerging Issues in Marketing with MKT 637 Digital Marketing.</p>	<p>Capstone course projects (MBA)</p> <table border="1"> <caption>Capstone course projects (MBA) Performance Data</caption> <thead> <tr> <th>Category</th> <th>2015</th> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>Financial Statement Analysis</td> <td>80.0%</td> <td>83.0%</td> <td>85.0%</td> </tr> <tr> <td>Ethics and Legal Responsibility</td> <td>81.0%</td> <td>82.5%</td> <td>83.5%</td> </tr> <tr> <td>Comparing Economic Environment</td> <td>81.0%</td> <td>84.0%</td> <td>81.0%</td> </tr> <tr> <td>Business Problem Solving</td> <td>79.0%</td> <td>83.0%</td> <td>84.0%</td> </tr> <tr> <td>Communication skills in writing</td> <td>73.0%</td> <td>86.0%</td> <td>85.0%</td> </tr> </tbody> </table>	Category	2015	2016	2017	Financial Statement Analysis	80.0%	83.0%	85.0%	Ethics and Legal Responsibility	81.0%	82.5%	83.5%	Comparing Economic Environment	81.0%	84.0%	81.0%	Business Problem Solving	79.0%	83.0%	84.0%	Communication skills in writing	73.0%	86.0%	85.0%
Category	2015	2016	2017																										
Financial Statement Analysis	80.0%	83.0%	85.0%																										
Ethics and Legal Responsibility	81.0%	82.5%	83.5%																										
Comparing Economic Environment	81.0%	84.0%	81.0%																										
Business Problem Solving	79.0%	83.0%	84.0%																										
Communication skills in writing	73.0%	86.0%	85.0%																										
<p>Peregrine CPC-Based Examination</p> <p>MBA students will score 50 or higher (Overall and by Common Professional Component).</p>	<p>Peregrine CPC-Based Examination</p> <p>Direct, Summative, External</p> <p>Students take this comprehensive exam in week 6 of their Capstone course. This standardized exam includes 100 questions. The results from the CPC-based exam are relative, meaning they must be taken in context with all student results nation-wide.</p>	<p>Total = 57.9</p> <p>Accounting = 61.21</p> <p>Business Ethics = 53.18</p> <p>Business Finance = 51.16</p> <p>Business Integration and Strategic Management = 60.4</p> <p>Economics = 59.07</p> <p>Global Dimensions of Business = 55.77</p> <p>Information Management Systems = 51.82</p> <p>Legal Environment of Business = 62.43</p> <p>Management = 61.31</p> <p>Marketing = 61.42</p>	<p>Exceeded benchmark</p>	<p>Continue to monitor students' performance as scores continue to trend upward. In addition the following actions were taken to improve student learning outcomes:</p> <p>1. To improve student communication skills in writing, students were encouraged/required to use Graduate Writing Studio and APA workshop. The former focuses on improve student's scholarly writing skills and provide writing tutoring and resources, the latter provides editing and APA writing resources and services. Both services have recently updated and improved to provide better service to help students succeed.</p> <p>2. Marketing faculty proposed and got approved to implement changes Marketing concentration. The proposal is based on the analysis of current marketing trend in the "real world" and assessment results. The changes are: replaced MKT 632 Marketing Research course with MKT 631 Marketing Research and Analytics and replaced MKT 636 Emerging Issues in Marketing with MKT 637 Digital Marketing.</p>	<p>Peregrine CPC-Based Examination (MBA)</p> <table border="1"> <caption>Peregrine CPC-Based Examination (MBA) Performance Data</caption> <thead> <tr> <th>Year</th> <th>Overall Score</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>57.9</td> </tr> <tr> <td>2016</td> <td>60.4</td> </tr> <tr> <td>2017</td> <td>61.42</td> </tr> </tbody> </table>	Year	Overall Score	2015	57.9	2016	60.4	2017	61.42																
Year	Overall Score																												
2015	57.9																												
2016	60.4																												
2017	61.42																												
<p>Graduate Exit assessment</p> <p>MBA graduates will rate 80% or higher "good" or "very good" for achievement of program objectives.</p>	<p>Graduate Exit assessment.</p> <p>Indirect, Summative, Internal</p> <p>Graduates complete an assessment instrument which evaluates achievement of competencies derived from student learning outcomes and ultimately program objectives</p>	<p>88%</p>	<p>Exceeded benchmark</p>	<p>The low response rate is a major concern of the university. Business faculty collaborated with student services department and the assessment committee to engage graduates in the Graduate Exit Assessment. Unitizing recent graduates on the advisory board as a platform to increase graduates' involvement in this means of assessment is one of the strategies. Another strategy that was implemented was classroom visits by the Student Services Director. The purpose is to build a stronger relationship with the students to ultimately improve graduate response rate.</p>	<p>Graduate Exit Assessment (MBA)</p> <table border="1"> <caption>Graduate Exit Assessment (MBA) Performance Data</caption> <thead> <tr> <th>Year</th> <th>Overall Score</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>88%</td> </tr> <tr> <td>2016</td> <td>86%</td> </tr> <tr> <td>2017</td> <td>88%</td> </tr> </tbody> </table>	Year	Overall Score	2015	88%	2016	86%	2017	88%																
Year	Overall Score																												
2015	88%																												
2016	86%																												
2017	88%																												

<p>Program Employer assessment</p> <p>Employers rate 80% or higher "good" or "very good" for employee demonstrating mastery of program objectives.</p>	<p>Program Employer assessment</p> <p>Indirect, Summative, External</p> <p>Employers of graduates from the MBA program receive an assessment that asks them to rate the employees' proficiency in areas correlating to program objectives</p>	<p>90.00%</p>	<p>Exceeded benchmark</p>	<p>To improve employers' response rate, actions such as encouraging students to reach out to their employers and delivering the request in person were implemented.</p>	<p>Employer Assessment (MBA)</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>70%</td> </tr> <tr> <td>2016</td> <td>90%</td> </tr> <tr> <td>2017</td> <td>85%</td> </tr> <tr> <td>Benchmark</td> <td>80%</td> </tr> </tbody> </table>	Year	Percentage	2015	70%	2016	90%	2017	85%	Benchmark	80%																										
Year	Percentage																																								
2015	70%																																								
2016	90%																																								
2017	85%																																								
Benchmark	80%																																								
<p>Graduate Placement Rates</p> <p>85% or higher of the graduates placed "in field" or "in related field."</p>	<p>Graduate Placement Rates</p> <p>Indirect, Summative, External</p> <p>Placement data is collected on all graduates to determine achievement of the program and University mission.</p>	<p>100.00%</p>	<p>Exceeded benchmark</p>	<p>Continue to monitor students' performance as scores continue to trend upward.</p>	<p>Placement Rate (MBA)</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>100%</td> </tr> <tr> <td>2016</td> <td>100%</td> </tr> <tr> <td>2017</td> <td>100%</td> </tr> <tr> <td>Benchmark</td> <td>85%</td> </tr> </tbody> </table>	Year	Percentage	2015	100%	2016	100%	2017	100%	Benchmark	85%																										
Year	Percentage																																								
2015	100%																																								
2016	100%																																								
2017	100%																																								
Benchmark	85%																																								
DBA																																									
<p>Assessment based on the learning outcomes</p> <p>DBA students will score an average of 3.0 or higher on a 4 point scale.</p>	<p>Assessment based on learning outcomes.</p> <p>Direct, Formative, Internal.</p> <p>Independent of the grading process, faculty evaluate student performance on achieving specified learning outcomes. Outcomes data is aggregated at the course and program level, and evaluated to determine the level of mastery.</p>	<p>Apply and evaluate effective management theories and literature = 3.71</p> <p>Evaluate and synthesize strategic management theories and literature = 3.67</p> <p>Formulate and evaluate ethical business decisions using theory and literature = 3.82</p> <p>Maximize the opportunities and challenges in the global business environment through theory and literature = 3.71</p> <p>Contribute to the body of knowledge as part of the research community for application = 3.75</p> <p>Be prepared for careers as researchers, teachers or for senior positions in business or government = 3.74</p> <p>Communication skills in writing = 3.91</p>	<p>1. All learning outcomes exceeded the benchmarks.</p> <p>2. Compare to the previous years, the results shows improvement in all learning outcomes, especially the ones related to knowledge of literature and research contribution.</p>	<p>1. Continue implementing and evaluating the actions put in place since the last QA report. Especially, the actions put an emphasis on knowledge of literature and focused on involving students in research projects. The recent result demonstrated that the action taken are effective.</p> <p>2. Updated peer reviewed journal articles used in each class. Updated assignments in courses to guide students to emphasize the use of peer reviewed literature. Continue to mentor students individually. Redesigned Dissertation course to help DBA candidates follow and track their Dissertation progress.</p>	<p>Assessment Based on Learning Outcomes (DBA)</p> <table border="1"> <thead> <tr> <th>Category</th> <th>2015</th> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>Apply and evaluate...</td> <td>3.0</td> <td>3.5</td> <td>3.7</td> </tr> <tr> <td>Evaluate and synthesize...</td> <td>3.2</td> <td>3.4</td> <td>3.6</td> </tr> <tr> <td>Formulate and evaluate...</td> <td>3.3</td> <td>3.5</td> <td>3.8</td> </tr> <tr> <td>Maximize the...</td> <td>3.1</td> <td>3.3</td> <td>3.6</td> </tr> <tr> <td>Contribute to the body of...</td> <td>3.2</td> <td>3.4</td> <td>3.7</td> </tr> <tr> <td>Be prepared for careers...</td> <td>3.3</td> <td>3.5</td> <td>3.8</td> </tr> <tr> <td>Communication skills in...</td> <td>3.4</td> <td>3.6</td> <td>3.9</td> </tr> <tr> <td>Benchmark</td> <td colspan="3">3.0</td> </tr> </tbody> </table>	Category	2015	2016	2017	Apply and evaluate...	3.0	3.5	3.7	Evaluate and synthesize...	3.2	3.4	3.6	Formulate and evaluate...	3.3	3.5	3.8	Maximize the...	3.1	3.3	3.6	Contribute to the body of...	3.2	3.4	3.7	Be prepared for careers...	3.3	3.5	3.8	Communication skills in...	3.4	3.6	3.9	Benchmark	3.0		
Category	2015	2016	2017																																						
Apply and evaluate...	3.0	3.5	3.7																																						
Evaluate and synthesize...	3.2	3.4	3.6																																						
Formulate and evaluate...	3.3	3.5	3.8																																						
Maximize the...	3.1	3.3	3.6																																						
Contribute to the body of...	3.2	3.4	3.7																																						
Be prepared for careers...	3.3	3.5	3.8																																						
Communication skills in...	3.4	3.6	3.9																																						
Benchmark	3.0																																								

<p>Comprehensive subject matter examination</p> <p>DBA students will score an average of 3.0 on a four point scale for each test question.</p>	<p>Comprehensive subject matter examination</p> <p>Direct, Summative, Internal.</p> <p>DBA students take the comprehensive subject matter examination before entering dissertation stage. The exam includes four questions, which cover research methods, core courses subjects and student's specialization. Three readers evaluate each question, based on a prescribed assessment rubric. Annually, this assessment data are aggregated and evaluated based on program objectives to determine the level of mastery.</p>	<p>Apply and evaluate effective management theories and literature = 3.46</p> <p>Evaluate and synthesize strategic management theories and literature = 3.46</p> <p>Formulate and evaluate ethical business decisions using theory and literature = 3.30</p> <p>Maximize the opportunities and challenges in the global business environment through theory and literature = 3.15</p> <p>Contribute to the body of knowledge as part of the research community for application = 3.25</p> <p>Be prepared for careers as researchers, teachers or for senior positions in business or government = 3.59</p> <p>Communication skills in writing = 3.48</p>	<p>1. All learning outcomes exceeded the benchmarks.</p> <p>2. Compare to the previous years, the results the majority of Program Objective maintain similar level of achievement.</p>	<p>1. Continue implementing and evaluating the actions put in place since the last QA report. Especially, the actions put an emphasis on knowledge of literature and focused on involving students in research projects. The recent result demonstrated that the action taken are effective.</p> <p>2. Updated peer reviewed journal articles used in each class. Updated assignments in courses to guide students to emphasize the use of peer reviewed literature. Continue to mentor students individually. Redesigned Dissertation course to help DBA candidates follow and track their Dissertation progress.</p>	<p style="text-align: center;">Comprehensive Subject Matter Examination (DBA)</p> <table border="1"> <caption>Comprehensive Subject Matter Examination (DBA) Data</caption> <thead> <tr> <th>Category</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>Benchmark</th> </tr> </thead> <tbody> <tr> <td>Apply and evaluate...</td> <td>3.4</td> <td>3.4</td> <td>3.4</td> <td>3.0</td> </tr> <tr> <td>Evaluate and synthesize...</td> <td>3.4</td> <td>3.4</td> <td>3.4</td> <td>3.0</td> </tr> <tr> <td>Formulate and evaluate...</td> <td>3.3</td> <td>3.3</td> <td>3.3</td> <td>3.0</td> </tr> <tr> <td>Maximize the...</td> <td>3.1</td> <td>3.1</td> <td>3.1</td> <td>3.0</td> </tr> <tr> <td>Contribute to the body of...</td> <td>3.3</td> <td>3.3</td> <td>3.3</td> <td>3.0</td> </tr> <tr> <td>Be prepared for careers...</td> <td>3.6</td> <td>3.6</td> <td>3.6</td> <td>3.0</td> </tr> <tr> <td>Communication skills in...</td> <td>3.5</td> <td>3.5</td> <td>3.5</td> <td>3.0</td> </tr> </tbody> </table>	Category	2015	2016	2017	Benchmark	Apply and evaluate...	3.4	3.4	3.4	3.0	Evaluate and synthesize...	3.4	3.4	3.4	3.0	Formulate and evaluate...	3.3	3.3	3.3	3.0	Maximize the...	3.1	3.1	3.1	3.0	Contribute to the body of...	3.3	3.3	3.3	3.0	Be prepared for careers...	3.6	3.6	3.6	3.0	Communication skills in...	3.5	3.5	3.5	3.0
Category	2015	2016	2017	Benchmark																																									
Apply and evaluate...	3.4	3.4	3.4	3.0																																									
Evaluate and synthesize...	3.4	3.4	3.4	3.0																																									
Formulate and evaluate...	3.3	3.3	3.3	3.0																																									
Maximize the...	3.1	3.1	3.1	3.0																																									
Contribute to the body of...	3.3	3.3	3.3	3.0																																									
Be prepared for careers...	3.6	3.6	3.6	3.0																																									
Communication skills in...	3.5	3.5	3.5	3.0																																									
<p>Dissertation</p> <p>DBA student must obtain pass among the three committee members.</p>	<p>Dissertation</p> <p>Direct, Summative, internal.</p> <p>DBA students are required to present and defend their complete dissertations in front of their dissertation committees and other involved parties. Each committee has at least 3 members. Committee members collectively determine the dissertations' thoroughness and completeness.</p>	<p>Apply and evaluate effective management theories and literature = 3.6</p> <p>Evaluate and synthesize strategic management theories and literature = 3.5</p> <p>Formulate and evaluate ethical business decisions using theory and literature = 3.6</p> <p>Maximize the opportunities and challenges in the global business environment through theory and literature.= 3.7</p> <p>Contribute to the body of knowledge as part of the research community for application = 3.3</p> <p>Be prepared for careers as researchers, teachers or for senior positions in business or government = 3.4</p> <p>Communication skills in writing = 3.6</p>	<p>All learning outcomes exceeded the benchmarks.</p>	<p>Continue implementing and evaluating the actions put in place since the last QA report. The recent result demonstrated that the action taken are effective.</p>	<p style="text-align: center;">Dissertation (DBA)</p> <table border="1"> <caption>Dissertation (DBA) Data</caption> <thead> <tr> <th>Category</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>Benchmark</th> </tr> </thead> <tbody> <tr> <td>Apply and evaluate...</td> <td>3.6</td> <td>3.6</td> <td>3.6</td> <td>3.0</td> </tr> <tr> <td>Evaluate and synthesize...</td> <td>3.6</td> <td>3.6</td> <td>3.6</td> <td>3.0</td> </tr> <tr> <td>Formulate and evaluate...</td> <td>3.7</td> <td>3.7</td> <td>3.7</td> <td>3.0</td> </tr> <tr> <td>Maximize the opportunities...</td> <td>3.6</td> <td>3.6</td> <td>3.6</td> <td>3.0</td> </tr> <tr> <td>Contribute to the body of...</td> <td>3.3</td> <td>3.3</td> <td>3.3</td> <td>3.0</td> </tr> <tr> <td>Be prepared for careers as...</td> <td>3.4</td> <td>3.4</td> <td>3.4</td> <td>3.0</td> </tr> <tr> <td>Communication skills in...</td> <td>3.6</td> <td>3.6</td> <td>3.6</td> <td>3.0</td> </tr> </tbody> </table>	Category	2015	2016	2017	Benchmark	Apply and evaluate...	3.6	3.6	3.6	3.0	Evaluate and synthesize...	3.6	3.6	3.6	3.0	Formulate and evaluate...	3.7	3.7	3.7	3.0	Maximize the opportunities...	3.6	3.6	3.6	3.0	Contribute to the body of...	3.3	3.3	3.3	3.0	Be prepared for careers as...	3.4	3.4	3.4	3.0	Communication skills in...	3.6	3.6	3.6	3.0
Category	2015	2016	2017	Benchmark																																									
Apply and evaluate...	3.6	3.6	3.6	3.0																																									
Evaluate and synthesize...	3.6	3.6	3.6	3.0																																									
Formulate and evaluate...	3.7	3.7	3.7	3.0																																									
Maximize the opportunities...	3.6	3.6	3.6	3.0																																									
Contribute to the body of...	3.3	3.3	3.3	3.0																																									
Be prepared for careers as...	3.4	3.4	3.4	3.0																																									
Communication skills in...	3.6	3.6	3.6	3.0																																									

<p>Graduate Exit assessment.</p> <p>DBA graduates will rate 80% or higher “good” or “very good” for achievement of program objectives.</p>	<p>Graduate Exit Assessment.</p> <p>Indirect, Summative, Internal.</p> <p>Graduates complete an assessment instrument which evaluates achievement of competencies derived from student learning outcomes and ultimately program objectives</p>	<p>100%</p>	<p>Exceeded benchmark</p>	<p>Continue implementing and evaluating the actions put in place since the last QA report. The recent result demonstrated that the action taken are effective.</p>	<p style="text-align: center;">Grad Exit Assessment (DBA)</p> <table border="1"> <caption>Grad Exit Assessment (DBA) Data</caption> <thead> <tr> <th>Year</th> <th>Assessment Result (%)</th> <th>Benchmark (%)</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>100%</td> <td>80%</td> </tr> <tr> <td>2016</td> <td>100%</td> <td>80%</td> </tr> <tr> <td>2017</td> <td>100%</td> <td>80%</td> </tr> </tbody> </table>	Year	Assessment Result (%)	Benchmark (%)	2015	100%	80%	2016	100%	80%	2017	100%	80%
Year	Assessment Result (%)	Benchmark (%)															
2015	100%	80%															
2016	100%	80%															
2017	100%	80%															
<p>Program Employer assessment.</p> <p>Employers rate 80% or higher “good” or “very good” for employee demonstrating mastery of program objectives.</p>	<p>Program Employer Assessment.</p> <p>Indirect, Summative, External.</p> <p>Employers of graduates from the DBA program receive an assessment that asks them to rate the employees’ proficiency in areas correlating to program objectives</p>	<p>100%</p>	<p>Exceeded benchmark</p>	<p>Continue implementing and evaluating the actions put in place since the last QA report. The recent result demonstrated that the action taken are effective.</p>	<p style="text-align: center;">Employer Assessment (DBA)</p> <table border="1"> <caption>Employer Assessment (DBA) Data</caption> <thead> <tr> <th>Year</th> <th>Assessment Result (%)</th> <th>Benchmark (%)</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>100%</td> <td>80%</td> </tr> <tr> <td>2016</td> <td>100%</td> <td>80%</td> </tr> <tr> <td>2017</td> <td>100%</td> <td>80%</td> </tr> </tbody> </table>	Year	Assessment Result (%)	Benchmark (%)	2015	100%	80%	2016	100%	80%	2017	100%	80%
Year	Assessment Result (%)	Benchmark (%)															
2015	100%	80%															
2016	100%	80%															
2017	100%	80%															
<p>Graduate Placement Rates.</p> <p>85% or higher of the graduates placed “in field” or “in related field.”</p>	<p>Graduate Placement Rates.</p> <p>Indirect, Summative, External.</p> <p>Placement data is collected on all graduates to determine achievement of the program and University mission.</p>	<p>100%</p>	<p>Exceeded benchmark</p>	<p>Continue implementing and evaluating the actions put in place since the last QA report. The recent result demonstrated that the action taken are effective.</p>	<p style="text-align: center;">Placement Rate (DBA)</p> <table border="1"> <caption>Placement Rate (DBA) Data</caption> <thead> <tr> <th>Year</th> <th>Placement Rate (%)</th> <th>Benchmark (%)</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>100%</td> <td>85%</td> </tr> <tr> <td>2016</td> <td>100%</td> <td>85%</td> </tr> <tr> <td>2017</td> <td>100%</td> <td>85%</td> </tr> </tbody> </table>	Year	Placement Rate (%)	Benchmark (%)	2015	100%	85%	2016	100%	85%	2017	100%	85%
Year	Placement Rate (%)	Benchmark (%)															
2015	100%	85%															
2016	100%	85%															
2017	100%	85%															