



## Report of Outcomes Assessment Results

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|------------------------|---------------------------|
| Institution            | <u>Herzing University</u> |
| Academic Business Unit | <u>Business Division</u>  |
| Academic Year          | <u>2017-18</u>            |

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**Report of Student Learning and Achievement**  
**Herzing University**  
**Business Division**

**Section I: Student Learning Assessment**

For Academic Year: 2017-18

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| <b>Mission of the Herzing University Business Division</b>   |
| <i>It is the mission of Herzing University to provide high-quality undergraduate and graduate degrees and diploma programs to prepare a diverse and geographically distributed student population to meet the needs of employers in technology, business, healthcare, design, and public safety. Career-oriented degree programs include a complementary and integrated general education curriculum established to stimulate students' intellectual growth, to contribute to their personal development, and to enhance their potential for career advancement.</i> |

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| <i>Note: In 2018 the Business Division renamed several degree programs for greater clarity. These name changes did not have an effect on program curriculum, and so the old and new program names are combined in this report. For example, the Bachelor of Science with a Concentration in Marketing and the Bachelor of Science in Marketing are listed together – both programs require the identical set of courses and only vary in title.</i> |
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| <b>Student Learning Assessment for ASSOCIATE OF SCIENCE/APPLIED SCIENCE IN ACCOUNTING (ASA/AASA)</b>                     |  |
|--|--|
| <b>Program Intended Student Learning Outcomes (Program ISLOs)</b>  |  |
| <i>1. Apply industry standard accounting principles and accounting based software to financial information.</i>          |  |
| <i>2. Demonstrate mastery of systems including industry standard spreadsheets, databases, and accounting.</i>            |  |
| <i>3. Articulate organizational, operational, ethical, legal, and economic issues affecting the accounting industry.</i> |  |
| <b>Assessment Instruments for Intended Student Learning Outcomes—<br/>Direct Measures of Student Learning:</b>           | <b>Performance Objectives (Targets/Criteria) for Direct Measures:</b>  |
| <i>1. End of Program Comprehensive Examination</i><br>Program ISLOs Assessed by this Measure: 1, 2, 3                    | <i>Student mean score will be at least 35 in each of nine listed domains.</i>  |
| <i>2. Aligned Course Objective Competency</i><br>Program ISLOs Assessed by this Measure: 1, 2, 3                         | <i>Student mean score will be “proficient” (greater than or equal to 3 on a 5 point scale) for each course learning objective.</i> |

| Assessment Instruments for Intended Student Learning Outcomes—<br>Indirect Measures of Student Learning: | Performance Objectives (Targets/Criteria) for Indirect Measures:   |
|--|--|
| 1. <i>End of Program Comprehensive Survey</i><br>Program ISLOs Assessed by this Measure: 1,2,3           | <i>When asked if they felt that the curriculum had prepared them for their chosen career, students would rate their experience at 80% or better (greater than or equal to 4 on a 5 point scale).</i> |
| 2. <i>All University Student Survey</i><br>Program ISLOs Assessed by this Measure: 1,2,3                 | <i>When asked if they were satisfied with the education they had received, students would rate their experience at 80% or better (greater than or equal to 4 on a 5 point scale).</i>                |
|  |  |

**Assessment Results: ASSOCIATE OF SCIENCE/APPLIED SCIENCE IN ACCOUNTING (ASA/AASA)**

**Summary of Results from Implementing Direct Measures of Student Learning:**

1. *End of Program Comprehensive Examination (Peregrine Exam)*

| Course                                       | Timeline | Score       |
|--|----------|-------------|
| Total  | Outbound | <b>56.8</b> |
| Accounting                                   | Outbound | <b>57.3</b> |
| Economics                                    | Outbound | <b>62</b>   |
| Economics: Macroeconomics                    | Outbound | <b>60</b>   |
| Economics: Microeconomics                    | Outbound | <b>64</b>   |
| Management                                   | Outbound | <b>52</b>   |
| Management: Human Resource Management        | Outbound | <b>54.4</b> |
| Management: Operations/Production Management | Outbound | <b>49</b>   |
| Management: Organizational Behavior          | Outbound | <b>52.8</b> |
| Marketing                                    | Outbound | <b>56</b>   |

*The comprehensive exam utilized by the associates program is offered by Peregrine Academic Services and is completed by each graduating student at the end of their studies as a part of the capstone course. Peregrine Academic Services provides nationally normed, summative assessment services for Business Administration academic programs that are used for internal and external programmatic evaluation. This examination combines all Associates of Accounting students across campuses. Students are scored on their abilities in each of nine learning domains.*

2. Aligned Course Objective Competency (BU270 – Research Project)

| Course | Objective  | Fall 2017 | Spring 2018 | Summer 2018 |
|--------|--|-----------|-------------|-------------|
| BU 270 | 1. Identify a potential problem or management issue for a real employer, a mock employer, or the individual acting as an entrepreneur. | 3.39      | 3.57        | 3.61        |
|        | 2. Prepare a white paper identifying the steps to problem identification.  | 4.31      | 4.54        | 4.67        |
|        | 3. Present an oral report on their problem identification using a prepared set of visual aids.   | 4.31      | 4.08        | 3.93        |

Each course in the program has identified learning objectives, and each of these objectives is tied to a standardized assessment that is used system-wide. These assessments are scored by instructors using a rubric, and rubric scores are aggregated by term. Collection of these outcomes results began in Fall of 2015 with many classes, and by Spring of 2016 for all classes. Data will not be available in a term in which the course was not offered. Rubric scores are based on a scale of 1 to 5, with 5 indicating outstanding performance. A 3 on this scale indicates proficiency on that objective. One course has been selected for each program because it represents a high level of complexity in that concentration, and it is taken by many students in that concentration.

**Summary of Results from Implementing Indirect Measures of Student Learning:**

1. End of Program Comprehensive Survey

| Question   | Mean |
|--|------|
| I feel that the curriculum prepared me for my chosen career. | 4.25 |

The comprehensive end of program survey is completed by each graduating student at the end of their studies as a part of the capstone course. This survey combines all program students across campuses and concentrations. Rubric scores are based on a scale of 1 to 5, with 5 indicating extreme satisfaction.

2. All University Student Survey (2018)

***“I am satisfied with the education or training I am receiving to this point.” – Mean response 3.57 (out of 5)***

The All University Student Survey is completed by each all students at the end of each calendar year. Results of this survey are filtered to provide the unique feedback of all Associates of Accounting students across campuses. Rubric scores are based on a scale of 1 to 5, with 5 indicating extreme satisfaction.

**Summary of Achievement of Intended Student Learning Outcomes:**

| Intended Student Learning Outcomes   | Learning Assessment Measures |  |  |  |                                     |                               |  |  |
|--|------------------------------|--|--|--|-------------------------------------|-------------------------------|--|--|
| Program ISLOs  | Comprehensive Examination    | 2. Aligned Course Objective Competency |  |  | End of Program Comprehensive Survey | All University Student Survey |  |  |
| 1. Apply industry standard accounting principles and accounting based software to financial information          | MET                          | MET                                    |  |  | MET                                 | NOT MET                       |  |  |
| 2. Demonstrate mastery of systems including industry standard spreadsheets, databases, and accounting            | MET                          | MET                                    |  |  | MET                                 | NOT MET                       |  |  |
| 3. Articulate organizational, operational, ethical, legal, and economic issues affecting the accounting industry | MET                          | MET                                    |  |  | MET                                 | NOT MET                       |  |  |
|  |                              |  |  |  |                                     |                               |  |  |

**Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:**

The majority of defined outcomes are met by students. Internal and external assessments indicate that students are proficient at both program outcomes and course objectives. Students were somewhat concerned with the education they had received. This result may be a function of low response rates to the surveys (only 7 responses), and the institution will work to collect a larger sample in the future to ensure that the data actionable. The academic programs offered to students are developed with the assistance of industry experts and advisory boards to ensure that students have current and relevant skills needed in their careers.

**Student Learning Assessment for ASSOCIATE OF SCIENCE/APPLIED SCIENCE IN BUSINESS MANAGEMENT (ASBM/AASBM)**

**Program Intended Student Learning Outcomes (Program ISLOs)**

1. *Define operational, ethical, legal, and human resource issues associated with business management*

2. *Analyze financial information using standard tools to support and evaluate managerial decision-making.*

**Assessment Instruments for Intended Student Learning Outcomes—  
Direct Measures of Student Learning:**

**Performance Objectives (Targets/Criteria) for Direct Measures:**

1. *End of Program Comprehensive Examination*  
Program ISLOs Assessed by this Measure: 1, 2

*Student mean score will be at least 35 in each of nine listed domains*

2. *Aligned Course Objective Competency*  
Program ISLOs Assessed by this Measure: 1, 2

*Student mean score will be “proficient” (greater than or equal to 3 on a 5 point scale) for each course learning objective.*

**Assessment Instruments for Intended Student Learning Outcomes—  
Indirect Measures of Student Learning:**

**Performance Objectives (Targets/Criteria) for Indirect Measures:**

1. *End of Program Comprehensive Survey*  
Program ISLOs Assessed by this Measure: 1,2

*When asked if they felt that the curriculum had prepared them for their chosen career, students would rate their experience at 80% or better (greater than or equal to 4 on a 5 point scale).*

2. *All University Student Survey*  
Program ISLOs Assessed by this Measure: 1,2

*When asked if they were satisfied with the education they had received, students would rate their experience at 80% or better (greater than or equal to 4 on a 5 point scale).*

**Assessment Results: ASSOCIATE OF SCIENCE/APPLIED SCIENCE IN BUSINESS MANAGEMENT (ASBM/AASBM)**

**Summary of Results from Implementing Direct Measures of Student Learning:**

*1. End of Program Comprehensive Examination (Peregrine Exam)*

| Course                                       | Timeline | Score       |
|--|----------|-------------|
| Total  | Outbound | <b>52.4</b> |
| Accounting                                   | Outbound | <b>55.1</b> |
| Economics                                    | Outbound | <b>45.7</b> |
| Economics: Macroeconomics                    | Outbound | <b>49.7</b> |
| Economics: Microeconomics                    | Outbound | <b>41.7</b> |
| Management                                   | Outbound | <b>56.3</b> |
| Management: Human Resource Management        | Outbound | <b>56.6</b> |
| Management: Operations/Production Management | Outbound | <b>53</b>   |
| Management: Organizational Behavior          | Outbound | <b>59.2</b> |
| Marketing                                    | Outbound | <b>52.6</b> |

*The comprehensive exam utilized by the associates program is offered by Peregrine Academic Services and is completed by each graduating student at the end of their studies as a part of the capstone course. Peregrine Academic Services provides nationally normed, summative assessment services for Business Administration academic programs that are used for internal and external programmatic evaluation. This examination combines all Associates of Business students across campuses. Students are scored on their abilities in each of nine learning domains.*

*2. Aligned Course Objective Competency (BU270 – Research Project)*

| Course | Objective   | Fall 2017 | Spring 2018 | Summer 2018 |
|--------|---|-----------|-------------|-------------|
| BU 270 | <i>1. Identify a potential problem or management issue for a real employer, a mock employer, or the individual acting as an entrepreneur.</i> | 3.39      | 3.57        | 3.61        |
|        | <i>2. Prepare a white paper identifying the steps to problem identification.</i>  | 4.31      | 4.54        | 4.67        |
|        | <i>3. Present an oral report on their problem identification using a prepared set of visual aids.</i>   | 4.31      | 4.08        | 3.93        |

*Each course in the program has identified learning objectives, and each of these objectives is tied to a standardized assessment that is used system-wide. These assessments are scored by instructors using a rubric, and rubric scores are aggregated by term. Collection of these outcomes results began in Fall of 2015 with many classes, and by Spring of 2016 for all classes. Data will not be available in a term in which the course was not offered. Rubric scores are based on a scale of 1 to 5, with 5 indicating outstanding performance. A 3 on this scale indicates proficiency on that objective. One course has been selected for each program because it represents a high level of complexity in that concentration, and it is taken by many students in that concentration.*

**Summary of Results from Implementing Indirect Measures of Student Learning:**

1. *End of Program Comprehensive Survey*

| Question   | Mean |
|--|------|
| I feel that the curriculum prepared me for my chosen career. | 4.13 |

*The comprehensive end of program survey is completed by each graduating student at the end of their studies as a part of the capstone course. This survey combines all program students across campuses and concentrations. Rubric scores are based on a scale of 1 to 5, with 5 indicating extreme satisfaction.*

2. *All University Student Survey (2018)*

***“I am satisfied with the education or training I am receiving to this point.” – Mean response 4.21 (out of 5)***

*The All University Student Survey is completed by each all students at the end of each calendar year. Results of this survey are filtered to provide the unique feedback of all Associates of Business students across campuses. Rubric scores are based on a scale of 1 to 5, with 5 indicating extreme satisfaction.*



| Summary of Achievement of Intended Student Learning Outcomes:  |                              |  |  |  |                                     |                               |  |  |
|--|------------------------------|--|--|--|-------------------------------------|-------------------------------|--|--|
| Intended Student Learning Outcomes   | Learning Assessment Measures |  |  |  |                                     |                               |  |  |
| Program ISLOs  | Comprehensive Examination    | 2. Aligned Course Objective Competency |  |  | End of Program Comprehensive Survey | All University Student Survey |  |  |
| 1. Define operational, ethical, legal, and human resource issues associated with business management   | MET                          | MET                                    |  |  | MET                                 | MET                           |  |  |
| 2. Analyze financial information using standard tools to support and evaluate managerial decision-making.  | MET                          | MET                                    |  |  | MET                                 | MET                           |  |  |
|  |                              |  |  |  |                                     |                               |  |  |
|  |                              |  |  |  |                                     |                               |  |  |
|  |                              |  |  |  |                                     |                               |  |  |
| Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:  |                              |  |  |  |                                     |                               |  |  |
| <p><i>While all outcome targets were met, the institution will continue its process of evaluating student, employer, advisory board, faculty and expert feedback to ensure that student achievement of outcomes remains high, and the program continues to be relevant in the marketplace.</i></p> |                              |  |  |  |                                     |                               |  |  |

**Student Learning Assessment for BACHELOR OF SCIENCE IN ACCOUNTING (BSA)**

**Program Intended Student Learning Outcomes (Program ISLOs)**

1. Apply industry standard accounting principles and accounting based software to financial information.
2. Demonstrate mastery of systems, industry standard spreadsheets, databases, and accounting.
3. Articulate organizational, operational, ethical, legal and economic issues affecting the accounting industry.
4. Apply analytical skills needed to solve financial problems.
5. Articulate an understanding of the importance of a global business perspective.
6. Demonstrate an understanding of the impact of the conversion from GAAP to IFRS.

**Assessment Instruments for Intended Student Learning Outcomes—  
Direct Measures of Student Learning:**

**Performance Objectives (Targets/Criteria) for Direct Measures:**

1. End of Program Comprehensive Examination  
Program ISLOs Assessed by this Measure: 1,2,3,4,5
2. Aligned Course Objective Competency  
Program ISLOs Assessed by this Measure: 1,2,3,4,5

Student mean score will be at least 40 in each of seventeen listed domains

Student mean score will be “proficient” (greater than or equal to 3 on a 5 point scale) for each course learning objective.

**Assessment Instruments for Intended Student Learning Outcomes—  
Indirect Measures of Student Learning:**

**Performance Objectives (Targets/Criteria) for Indirect Measures:**

1. End of Program Comprehensive Survey  
Program ISLOs Assessed by this Measure: 1,2,3,4,5
2. All University Student Survey  
Program ISLOs Assessed by this Measure: 1,2,3,4,5

When asked if they felt that the curriculum had prepared them for their chosen career, students would rate their experience at 80% or better (greater than or equal to 4 on a 5 point scale).

When asked if they were satisfied with the education they had received, students would rate their experience at 80% or better (greater than or equal to 4 on a 5 point scale)

**Assessment Results: *BACHELOR OF SCIENCE IN ACCOUNTING (BSA)***

**Summary of Results from Implementing Direct Measures of Student Learning:**

*1. End of Program Comprehensive Examination (Peregrine Exam)*

| Course  | Timeline | Score       |
|---|----------|-------------|
| Total   | Outbound | <b>53.6</b> |
| Accounting                                      | Outbound | <b>50</b>   |
| Business Ethics                                 | Outbound | <b>62.7</b> |
| Business Finance                                | Outbound | <b>60.9</b> |
| Business Integration and Strategic Management   | Outbound | <b>54.6</b> |
| Business Leadership                             | Outbound | <b>53.6</b> |
| Economics                                       | Outbound | <b>50</b>   |
| Economics: Macroeconomics                       | Outbound | <b>43.6</b> |
| Economics: Microeconomics                       | Outbound | <b>56.4</b> |
| Global Dimensions of Business                   | Outbound | <b>53.6</b> |
| Information Management Systems                  | Outbound | <b>57.3</b> |
| Legal Environment of Business                   | Outbound | <b>58.2</b> |
| Management                                      | Outbound | <b>46.4</b> |
| Management: Human Resource Management           | Outbound | <b>48.7</b> |
| Management: Operations/Production Management    | Outbound | <b>37.1</b> |
| Management: Organizational Behavior             | Outbound | <b>52.6</b> |
| Marketing                                       | Outbound | <b>53.6</b> |
| Quantitative Research Techniques and Statistics | Outbound | <b>42.7</b> |

*The comprehensive exam utilized by the bachelor's program is offered by Peregrine Academic Services and is completed by each graduating student at the end of their studies as a part of the capstone course. Peregrine Academic Services provides nationally normed, summative assessment services for Business Administration academic programs that are used for internal and external programmatic evaluation. This examination combines all Bachelors of Accounting students across campuses. Students are scored on their abilities in each of seventeen learning domains.*

2. Aligned Course Objective Competency (AC418 - Auditing)

| Course | Objective  | Fall 2017 | Spring 2018 | Summer 2018 |
|--------|--|-----------|-------------|-------------|
| AC 418 | 1. Identify the nature and demand for audit and attestation services.  |           |             | 4.73        |
|        | 2. Describe the scope of audit engagement, risk assessment, and materiality.   |           |             | 4.92        |
|        | 3. Complete audit reports.   |           |             | 4.00        |
|        | 4. Describe the professional code of conduct, professional environment, and legal liability assumed by an auditor.                     |           |             | 4.46        |
|        | 5. Describe the auditor's responsibility to detect and report fraud.   |           |             | 4.93        |
|        | 6. Explain COSO Report's framework for evaluation of internal controls.  |           |             | 2.73        |
|        | 7. Employ tests of controls, substantive tests, analytical procedures, and other non-financial measures in providing auditing service. |           |             | 4.42        |

Each course in the program has identified learning objectives, and each of these objectives is tied to a standardized assessment that is used system-wide. These assessments are scored by instructors using a rubric, and rubric scores are aggregated by term. Collection of these outcomes results began in Fall of 2015 with many classes, and by Spring of 2016 for all classes. Data will not be available in a term in which the course was not offered. Rubric scores are based on a scale of 1 to 5, with 5 indicating outstanding performance. A 3 on this scale indicates proficiency on that objective. One course has been selected for each program because it represents a high level of complexity in that concentration, and it is taken by many students in that concentration.

**Summary of Results from Implementing Indirect Measures of Student Learning:**

1. End of Program Comprehensive Survey

| Question   | Mean |
|--|------|
| I feel that the curriculum prepared me for my chosen career. | 5.00 |

The comprehensive end of program survey is completed by each graduating student at the end of their studies as a part of the capstone course. This survey combines all program students across campuses and concentrations. Rubric scores are based on a scale of 1 to 5, with 5 indicating extreme satisfaction.

2. All University Student Survey (2018)

***“I am satisfied with the education or training I am receiving to this point.” – Mean response 4.56 (out of 5)***

The All University Student Survey is completed by each all students at the end of each calendar year. Results of this survey are filtered to provide the unique feedback of all Bachelors of Accounting students across campuses. Rubric scores are based on a scale of 1 to 5, with 5 indicating extreme satisfaction.

**Summary of Achievement of Intended Student Learning Outcomes:**

| Intended Student Learning Outcomes  | Learning Assessment Measures |  |  |  |                                     |                               |  |  |
|---|------------------------------|--|--|--|-------------------------------------|-------------------------------|--|--|
| Program ISLOs   | Comprehensive Examination    | 2. Aligned Course Objective Competency |  |  | End of Program Comprehensive Survey | All University Student Survey |  |  |
| 1. Apply industry standard accounting principles and accounting based software to financial information         | MET                          | MET                                    |  |  | MET                                 | MET                           |  |  |
| 2. Demonstrate mastery of systems, industry standard spreadsheets, databases, and accounting                    | MET                          | MET                                    |  |  | MET                                 | MET                           |  |  |
| 3. Articulate organizational, operational, ethical, legal and economic issues affecting the accounting industry | MET                          | MET                                    |  |  | MET                                 | MET                           |  |  |
| 4. Apply analytical skills needed to solve financial problems   | MET                          | MET                                    |  |  | MET                                 | MET                           |  |  |

|   |     |     |  |  |     |     |  |  |
|---|-----|-----|--|--|-----|-----|--|--|
| 5. Articulate an understanding of the importance of a global business perspective   | MET | MET |  |  | MET | MET |  |  |
| 6. Demonstrate an understanding of the impact of the conversion from GAAP to IFRS.  | MET | MET |  |  | MET | MET |  |  |
|   |     |     |  |  |     |     |  |  |
| <b>Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:</b>  |     |     |  |  |     |     |  |  |
| <i>While all outcome targets were met, the institution will continue its process of evaluating student, employer, advisory board, faculty and expert feedback to ensure that student achievement of outcomes remains high, and the program continues to be relevant in the marketplace.</i> |     |     |  |  |     |     |  |  |

**Student Learning Assessment for BACHELOR OF SCIENCE IN BUSINESS MANAGEMENT (BSBM), BACHELOR OF SCIENCE IN BUSINESS MANAGEMENT – NO CONCENTRATION (BSBMNC) AND BACHELOR OF SCIENCE IN BUSINESS MANAGEMENT WITH A CONCENTRATION IN BUSINESS ADMINISTRATION (BSBMBA)**

**Program Intended Student Learning Outcomes (Program ISLOs)**

1. Define operational, ethical, legal, and human resource issues associated with business management.
2. Analyze financial information using standard tools to support and evaluate managerial decision-making.
3. Develop a marketing plan.
4. Formulate strategic business solutions.

**Assessment Instruments for Intended Student Learning Outcomes—  
Direct Measures of Student Learning:**

**Performance Objectives (Targets/Criteria) for Direct Measures:**

1. *End of Program Comprehensive Examination*  
Program ISLOs Assessed by this Measure: 1,2,3,4

*Student mean score will be at least 40 in each of seventeen listed domains.*

2. *Aligned Course Objective Competency*  
Program ISLOs Assessed by this Measure: 1,2,3,4

*Student mean score will be “proficient” (greater than or equal to 3 on a 5 point scale) for each course learning objective.*

**Assessment Instruments for Intended Student Learning Outcomes—  
Indirect Measures of Student Learning:**

**Performance Objectives (Targets/Criteria) for Indirect Measures:**

1. *End of Program Comprehensive Survey*  
Program ISLOs Assessed by this Measure: 1,2,3,4

*When asked if they felt that the curriculum had prepared them for their chosen career, students would rate their experience at 80% or better (greater than or equal to 4 on a 5 point scale).*

2. *All University Student Survey*  
Program ISLOs Assessed by this Measure: 1,2,3,4

*When asked if they were satisfied with the education they had received, students would rate their experience at 80% or better (greater than or equal to 4 on a 5 point scale).*

**Assessment Results: BACHELOR OF SCIENCE IN BUSINESS MANAGEMENT (BSBM), BACHELOR OF SCIENCE IN BUSINESS MANAGEMENT – NO CONCENTRATION (BSBMNC) AND BACHELOR OF SCIENCE IN BUSINESS MANAGEMENT WITH A CONCENTRATION IN BUSINESS ADMINISTRATION (BSBMBA)**

**Summary of Results from Implementing Direct Measures of Student Learning:**

*1. End of Program Comprehensive Examination (Peregrine Exam)*

| Course  | Timeline | Score       |
|---|----------|-------------|
| Total   | Outbound | <b>56.6</b> |
| Accounting                                      | Outbound | <b>53.8</b> |
| Accounting and Finance                          | Outbound | <b>57.1</b> |
| Business Ethics                                 | Outbound | <b>57.5</b> |
| Business Finance                                | Outbound | <b>49.2</b> |
| Business Integration and Strategic Management   | Outbound | <b>56.9</b> |
| Business Leadership                             | Outbound | <b>56.6</b> |
| Economics                                       | Outbound | <b>50.8</b> |
| Economics: Macroeconomics                       | Outbound | <b>54.1</b> |
| Economics: Microeconomics                       | Outbound | <b>47.5</b> |
| Global Dimensions of Business                   | Outbound | <b>53.9</b> |
| Global Strategic Management                     | Outbound | <b>53.6</b> |
| Human Resources Planning                        | Outbound | <b>61.4</b> |
| Information Management Systems                  | Outbound | <b>64.2</b> |
| Legal Environment of Business                   | Outbound | <b>63.1</b> |
| Management                                      | Outbound | <b>60.2</b> |
| Management: Human Resource Management           | Outbound | <b>62.4</b> |
| Management: Operations/Production Management    | Outbound | <b>56</b>   |
| Management: Organizational Behavior             | Outbound | <b>62.3</b> |
| Marketing                                       | Outbound | <b>58.6</b> |
| Quantitative Research Techniques and Statistics | Outbound | <b>54.8</b> |
| Technology Management                           | Outbound | <b>35.7</b> |



The comprehensive exam utilized by the bachelor’s program is offered by Peregrine Academic Services and is completed by each graduating student at the end of their studies as a part of the capstone course. Peregrine Academic Services provides nationally normed, summative assessment services for Business Administration academic programs that are used for internal and external programmatic evaluation. This examination combines all Bachelors of Business students across all campuses. Students are scored on their abilities in each of seventeen learning domains.

2. Aligned Course Objective Competency (**BU491 – Capstone Project**)

| Course | Objective   | Fall 2017 | Spring 2018 | Summer 2018 |
|--------|---|-----------|-------------|-------------|
| BU 491 | 1. Outline the steps in problem identification and problem-solving.   | 4.79      | 4.81        | 5.00        |
|        | 2. Identify a problem to be solved by a real employer, mock employer, or the individual, acting as an entrepreneur.       | 5.00      | 4.68        | 4.97        |
|        | 3. Review extant research methodologies, and select the methodology most appropriate for answering the research question. | 5.00      | 4.75        | 4.89        |
|        | 4. Complete a professional paper documenting the project and its resolution.  | 4.79      | 4.92        | 4.67        |
|        | 5. Present an oral report on the project using a prepared set of visual aids.   | 4.71      | 4.47        | 4.47        |

Each course in the program has identified learning objectives, and each of these objectives is tied to a standardized assessment that is used system-wide. These assessments are scored by instructors using a rubric, and rubric scores are aggregated by term. Collection of these outcomes results began in Fall of 2015 with many classes, and by Spring of 2016 for all classes. Data will not be available in a term in which the course was not offered. Rubric scores are based on a scale of 1 to 5, with 5 indicating outstanding performance. A 3 on this scale indicates proficiency on that objective. One course has been selected for each concentration area because it represents a high level of complexity in that concentration, and it is taken exclusively or nearly exclusively by students in that concentration.

**Summary of Results from Implementing Indirect Measures of Student Learning:**

1. End of Program Comprehensive Survey

| Question  | Mean        |
|---|-------------|
| I feel that the curriculum prepared me for my chosen career.  | <b>4.00</b> |
| <p><i>The comprehensive end of program survey is completed by each graduating student at the end of their studies as a part of the capstone course. This survey combines all program students across campuses and concentrations. Rubric scores are based on a scale of 1 to 5, with 5 indicating extreme satisfaction.</i></p> |             |

2. All University Student Survey (2018)

***“I am satisfied with the education or training I am receiving to this point.” – Mean response 4.24 (out of 5)***

*The All University Student Survey is completed by each all students at the end of each calendar year. Results of this survey are filtered to provide the unique feedback of all Bachelors of Business students across all concentrations and campuses. Rubric scores are based on a scale of 1 to 5, with 5 indicating extreme satisfaction.*

**Summary of Achievement of Intended Student Learning Outcomes:**

| Intended Student Learning Outcomes  | Learning Assessment Measures |  |  |  |                                     |                               |  |
|---|------------------------------|--|--|--|-------------------------------------|-------------------------------|--|
|   | Comprehensive Examination    | 2. Aligned Course Objective Competency |  |  | End of Program Comprehensive Survey | All University Student Survey |  |
| 1. Define operational, ethical, legal, and human resource issues associated with business management.     | MET                          | MET                                    |  |  | MET                                 | MET                           |  |
| 2. Analyze financial information using standard tools to support and evaluate managerial decision-making. | MET                          | MET                                    |  |  | MET                                 | MET                           |  |
| 3. Develop a marketing plan.  | MET                          | MET                                    |  |  | MET                                 | MET                           |  |

|  |     |     |  |  |     |     |  |  |
|--|-----|-----|--|--|-----|-----|--|--|
| 4. Formulate strategic business solutions. | MET | MET |  |  | MET | MET |  |  |
|  |     |     |  |  |     |     |  |  |
|  |     |     |  |  |     |     |  |  |

**Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:**

*While all outcome targets were met, the institution will continue its process of evaluating student, employer, advisory board, faculty and expert feedback to ensure that student achievement of outcomes remains high, and the program continues to be relevant in the marketplace.*

**Student Learning Assessment for BACHELOR OF SCIENCE IN BUSINESS MANAGEMENT  
WITH A CONCENTRATION IN HUMAN RESOURCE DEVELOPMENT (BSBMHRD) AND BACHELOR OF SCIENCE IN HUMAN RESOURCES (BSHR)**

**Program Intended Student Learning Outcomes (Program ISLOs)**

1. Define operational, ethical, legal, and human resource issues associated with business management.
2. Analyze financial information using standard tools to support and evaluate managerial decision-making.
3. Develop a marketing plan.
4. Formulate strategic business solutions.

**Assessment Instruments for Intended Student Learning Outcomes—  
Direct Measures of Student Learning:**

**Performance Objectives (Targets/Criteria) for Direct Measures:**

1. *End of Program Comprehensive Examination*  
Program ISLOs Assessed by this Measure: 1,2,3,4

*Student mean score will be at least 40 in each of nineteen listed domains.*

2. *Aligned Course Objective Competency*  
Program ISLOs Assessed by this Measure: 1,2,3,4

*Student mean score will be “proficient” (greater than or equal to 3 on a 5 point scale) for each course learning objective.*

**Assessment Instruments for Intended Student Learning Outcomes—  
Indirect Measures of Student Learning:**

**Performance Objectives (Targets/Criteria) for Indirect Measures:**

1. *End of Program Comprehensive Survey*  
Program ISLOs Assessed by this Measure: 1,2,3,4

*When asked if they felt that the curriculum had prepared them for their chosen career, students would rate their experience at 80% or better (greater than or equal to 4 on a 5 point scale).*

2. *All University Student Survey*  
Program ISLOs Assessed by this Measure: 1,2,3,4

*When asked if they were satisfied with the education they had received, students would rate their experience at 80% or better (greater than or equal to 4 on a 5 point scale).*

**Assessment Results: BACHELOR OF SCIENCE IN BUSINESS MANAGEMENT  
WITH A CONCENTRATION IN HUMAN RESOURCE DEVELOPMENT (BSBMHRD)**

**Summary of Results from Implementing Direct Measures of Student Learning:**

1. *End of Program Comprehensive Examination (Peregrine Exam)*

| Course  | Timeline | Score       |
|---|----------|-------------|
| Total   | Outbound | <b>53</b>   |
| Accounting                                      | Outbound | <b>44.7</b> |
| Business Ethics                                 | Outbound | <b>52</b>   |
| Business Finance                                | Outbound | <b>49.3</b> |
| Business Integration and Strategic Management   | Outbound | <b>56</b>   |
| Business Leadership                             | Outbound | <b>54.7</b> |
| Economics                                       | Outbound | <b>46.7</b> |
| Economics: Macroeconomics                       | Outbound | <b>48</b>   |
| Economics: Microeconomics                       | Outbound | <b>45.3</b> |
| Global Dimensions of Business                   | Outbound | <b>53.3</b> |
| Information Management Systems                  | Outbound | <b>60</b>   |
| Legal Environment of Business                   | Outbound | <b>56</b>   |
| Management                                      | Outbound | <b>56.7</b> |
| Management: Human Resource Management           | Outbound | <b>66</b>   |
| Management: Operations/Production Management    | Outbound | <b>46</b>   |
| Management: Organizational Behavior             | Outbound | <b>58</b>   |
| Marketing                                       | Outbound | <b>57.3</b> |
| Quantitative Research Techniques and Statistics | Outbound | <b>49.3</b> |

*The comprehensive exam utilized by the bachelor's program is offered by Peregrine Academic Services and is completed by each graduating student at the end of their studies as a part of the capstone course. Peregrine Academic Services provides nationally normed, summative assessment services for Business Administration academic programs that are used for internal and external programmatic evaluation. This examination combines all Bachelors of Business students across all campuses. Students are scored on their abilities in each of nineteen learning domains.*

2. Aligned Course Objective Competency (HR410 – Strategic Staffing)

| Course | Objective  | Fall 2017 | Spring 2018 | Summer 2018 |
|--------|--|-----------|-------------|-------------|
| HR 410 | 1. Identify the two factors that determine an employee’s work performance.                       |           | 4.50        | 3.33        |
|        | 2. Identify evidence used in deciding when discrimination has occurred.                          |           | 3.00        | 3.41        |
|        | 3. Develop criteria of performance that employees must meet in order to attain success on a job. |           | 5.00        | 3.92        |
|        | 4. Develop human resource research instruments.  |           | 5.00        | 4.25        |

Each course in the program has identified learning objectives, and each of these objectives is tied to a standardized assessment that is used system-wide. These assessments are scored by instructors using a rubric, and rubric scores are aggregated by term. Collection of these outcomes results began in Fall of 2015 with many classes, and by Spring of 2016 for all classes. Data will not be available in a term in which the course was not offered. Rubric scores are based on a scale of 1 to 5, with 5 indicating outstanding performance. A 3 on this scale indicates proficiency on that objective. One course has been selected for each concentration area because it represents a high level of complexity in that concentration, and it is taken exclusively or nearly exclusively by students in that concentration.

**Summary of Results from Implementing Indirect Measures of Student Learning:**

1. End of Program Comprehensive Survey

| Question   | Mean |
|--|------|
| I feel that the curriculum prepared me for my chosen career. | 4.00 |

The comprehensive end of program survey is completed by each graduating student at the end of their studies as a part of the capstone course. This survey combines all program students across campuses and concentrations. Rubric scores are based on a scale of 1 to 5, with 5 indicating extreme satisfaction.

2. All University Student Survey (2018)

**“I am satisfied with the education or training I am receiving to this point.” – Mean response 4.24 (out of 5)**

The All University Student Survey is completed by each all students at the end of each calendar year. Results of this survey are filtered to provide the unique feedback of all Bachelors of Business students across all concentrations and campuses. Rubric scores are based on a scale of 1 to 5, with 5 indicating extreme satisfaction.

**Summary of Achievement of Intended Student Learning Outcomes:**

| Intended Student Learning Outcomes  | Learning Assessment Measures |  |  |  |                                     |                               |  |  |
|---|------------------------------|--|--|--|-------------------------------------|-------------------------------|--|--|
|   | Comprehensive Examination    | 2. Aligned Course Objective Competency |  |  | End of Program Comprehensive Survey | All University Student Survey |  |  |
| 1. Define operational, ethical, legal, and human resource issues associated with business management.     | MET                          | MET                                    |  |  | MET                                 | MET                           |  |  |
| 2. Analyze financial information using standard tools to support and evaluate managerial decision-making. | MET                          | MET                                    |  |  | MET                                 | MET                           |  |  |
| 3. Develop a marketing plan.  | MET                          | MET                                    |  |  | MET                                 | MET                           |  |  |
| 4. Formulate strategic business solutions.  | MET                          | MET                                    |  |  | MET                                 | MET                           |  |  |
|   |                              |  |  |  |                                     |                               |  |  |
|   |                              |  |  |  |                                     |                               |  |  |

**Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:**

While all outcome targets were met, the institution will continue its process of evaluating student, employer, advisory board, faculty and expert feedback to ensure that student achievement of outcomes remains high, and the program continues to be relevant in the marketplace.

**Student Learning Assessment for *BACHELOR OF SCIENCE IN BUSINESS MANAGEMENT  
WITH A CONCENTRATION IN MARKETING (BSBMM) AND BACHELOR OF SCIENCE IN MARKETING (BSM)***

**Program Intended Student Learning Outcomes (Program ISLOs)**

1. Define operational, ethical, legal, and human resource issues associated with business management.
2. Analyze financial information using standard tools to support and evaluate managerial decision-making.
3. Develop a marketing plan.
4. Formulate strategic business solutions.

**Assessment Instruments for Intended Student Learning Outcomes—  
Direct Measures of Student Learning:**

**Performance Objectives (Targets/Criteria) for Direct Measures:**

1. *End of Program Comprehensive Examination*  
Program ISLOs Assessed by this Measure: 1,2,3,4

*Student mean score will be at least 40 in each of seventeen listed domains.*

2. *Aligned Course Objective Competency*  
Program ISLOs Assessed by this Measure: 1,2,3,4

*Student mean score will be “proficient” (greater than or equal to 3 on a 5 point scale) for each course learning objective.*

**Assessment Instruments for Intended Student Learning Outcomes—  
Indirect Measures of Student Learning:**

**Performance Objectives (Targets/Criteria) for Indirect Measures:**

1. *End of Program Comprehensive Survey*  
Program ISLOs Assessed by this Measure: 1,2,3,4

*When asked if they felt that the curriculum had prepared them for their chosen career, students would rate their experience at 80% or better (greater than or equal to 4 on a 5 point scale).*

2. *All University Student Survey*  
Program ISLOs Assessed by this Measure: 1,2,3,4

*When asked if they were satisfied with the education they had received, students would rate their experience at 80% or better (greater than or equal to 4 on a 5 point scale).*



**Assessment Results: BACHELOR OF SCIENCE IN BUSINESS MANAGEMENT  
WITH A CONCENTRATION IN MARKETING (BSBMM)**

**Summary of Results from Implementing Direct Measures of Student Learning:**

*1. End of Program Comprehensive Examination (Peregrine Exam)*

| Course  | Timeline | Score       |
|---|----------|-------------|
| Total   | Outbound | <b>43</b>   |
| Accounting                                      | Outbound | <b>38</b>   |
| Business Ethics                                 | Outbound | <b>44</b>   |
| Business Finance                                | Outbound | <b>18</b>   |
| Business Integration and Strategic Management   | Outbound | <b>40</b>   |
| Business Leadership                             | Outbound | <b>54</b>   |
| Economics                                       | Outbound | <b>42</b>   |
| Economics: Macroeconomics                       | Outbound | <b>40</b>   |
| Economics: Microeconomics                       | Outbound | <b>44</b>   |
| Global Dimensions of Business                   | Outbound | <b>46</b>   |
| Information Management Systems                  | Outbound | <b>42</b>   |
| Legal Environment of Business                   | Outbound | <b>48</b>   |
| Management                                      | Outbound | <b>44</b>   |
| Management: Human Resource Management           | Outbound | <b>70.6</b> |
| Management: Operations/Production Management    | Outbound | <b>6.67</b> |
| Management: Organizational Behavior             | Outbound | <b>50</b>   |
| Marketing                                       | Outbound | <b>56</b>   |
| Quantitative Research Techniques and Statistics | Outbound | <b>44</b>   |

*The comprehensive exam utilized by the bachelor's program is offered by Peregrine Academic Services and is completed by each graduating student at the end of their studies as a part of the capstone course. Peregrine Academic Services provides nationally normed, summative assessment services for Business Administration academic programs that are used for internal and external programmatic evaluation. This examination combines all Bachelors of Business students across all campuses. Students are scored on their abilities in each of seventeen learning domains.*

*2. Aligned Course Objective Competency (BU450 – Strategic Marketing)*

| Course | Objective   | Fall 2017 | Spring 2018 | Summer 2018 |
|--------|---|-----------|-------------|-------------|
| BU 450 | 1. Identify the steps of the marketing strategy process.        |           |             |             |
|        | 2. Identify competitors' strategies.                            |           |             |             |
|        | 3. Discuss the strategic role of pricing in marketing strategy. |           |             |             |
|        | 4. Prepare a marketing strategy plan.                           |           |             |             |

Each course in the program has identified learning objectives, and each of these objectives is tied to a standardized assessment that is used system-wide. These assessments are scored by instructors using a rubric, and rubric scores are aggregated by term. Collection of these outcomes results began in Fall of 2015 with many classes, and by Spring of 2016 for all classes. Data will not be available in a term in which the course was not offered. Rubric scores are based on a scale of 1 to 5, with 5 indicating outstanding performance. A 3 on this scale indicates proficiency on that objective. One course has been selected for each concentration area because it represents a high level of complexity in that concentration, and it is taken exclusively or nearly exclusively by students in that concentration. In the 2017-18 academic year, this course was not offered, and no data on student proficiency was obtained.

#### Summary of Results from Implementing Indirect Measures of Student Learning:

##### 1. End of Program Comprehensive Survey

| Question   | Mean  |
|--|-------|
| I feel that the curriculum prepared me for my chosen career. | 4.00* |

The comprehensive end of program survey is completed by each graduating student at the end of their studies as a part of the capstone course. This survey combines all program students across campuses and concentrations. Rubric scores are based on a scale of 1 to 5, with 5 indicating extreme satisfaction.

No responses were captured in this specific program area. In aggregate, the score for the Business program is 4.00, and that result is displayed here. The institution will work to generate greater response rates in future surveys, or select a different evaluative measure.

##### 2. All University Student Survey (2018)

***"I am satisfied with the education or training I am receiving to this point." – Mean response 4.24 (out of 5)***

The All University Student Survey is completed by each all students at the end of each calendar year. Results of this survey are filtered to provide the unique feedback of all Bachelors of Business students across all concentrations and campuses. Rubric scores are based on a scale of 1 to 5, with 5 indicating extreme satisfaction.

**Summary of Achievement of Intended Student Learning Outcomes:**

| Intended Student Learning Outcomes  | Learning Assessment Measures |  |  |  |  |                               |  |  |
|---|------------------------------|--|--|--|--|-------------------------------|--|--|
| Program ISLOs   | Comprehensive Examination    | 2. Aligned Course Objective Competency |  |  | End of Program Comprehensive Survey              | All University Student Survey |  |  |
| 1. Define operational, ethical, legal, and human resource issues associated with business management.     | MET                          | N/A                                    |  |  | MET*   | MET                           |  |  |
| 2. Analyze financial information using standard tools to support and evaluate managerial decision-making. | NOT MET                      | N/A                                    |  |  | MET*   | MET                           |  |  |
| 3. Develop a marketing plan.  | MET                          | N/A                                    |  |  | MET*   | MET                           |  |  |
| 4. Formulate strategic business solutions.  | MET                          | N/A                                    |  |  | MET*   | MET                           |  |  |
|   |                              |  |  |  | * not enough data to evaluate, program mean used |                               |  |  |

**Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:**

The majority of defined outcomes are met by students. Most external assessments indicate that students are proficient at both program outcomes and course objectives. The exception in this area relates to financial competencies. It should be noted that this result is from only five students, and that the course used as an internal evaluation was not offered. Students are satisfied with the courses they are taking. At the end of the program, it was difficult to gather enough data to determine if students were satisfied with how the education they received had prepared them for the workforce. The institution will work to collect a larger sample in the future to ensure that the data is actionable. The academic programs offered to students are developed with the assistance of industry experts and advisory boards to ensure that students have current and relevant skills needed in their careers.

**Student Learning Assessment for BACHELOR OF SCIENCE IN ENTREPRENEURSHIP (BSE)**

**Program Intended Student Learning Outcomes (Program ISLOs)**

1. Define operational, ethical, legal, and human resource issues associated with business management.
2. Analyze financial information using standard tools to support and evaluate managerial decision-making.
3. Develop a marketing plan.
4. Formulate strategic business solutions .

**Assessment Instruments for Intended Student Learning Outcomes—  
Direct Measures of Student Learning:**

**Performance Objectives (Targets/Criteria) for Direct Measures:**

3. *End of Program Comprehensive Examination*  
Program ISLOs Assessed by this Measure: 1,2,3,4

*Student mean score will be at least 40 in each of seventeen listed domains.*

4. *Aligned Course Objective Competency*  
Program ISLOs Assessed by this Measure: 1,2,3,4

*Student mean score will be “proficient” (greater than or equal to 3 on a 5 point scale) for each course learning objective.*

**Assessment Instruments for Intended Student Learning Outcomes—  
Indirect Measures of Student Learning:**

**Performance Objectives (Targets/Criteria) for Indirect Measures:**

3. *End of Program Comprehensive Survey*  
Program ISLOs Assessed by this Measure: 1,2,3,4

*When asked if they felt that the curriculum had prepared them for their chosen career, students would rate their experience at 80% or better (greater than or equal to 4 on a 5 point scale).*

4. *All University Student Survey*  
Program ISLOs Assessed by this Measure: 1,2,3,4

*When asked if they were satisfied with the education they had received, students would rate their experience at 80% or better (greater than or equal to 4 on a 5 point scale)*

**Assessment Results: *BACHELOR OF SCIENCE IN ENTREPRENEURSHIP (BSE)***

**Summary of Results from Implementing Direct Measures of Student Learning:**

*3. End of Program Comprehensive Examination (Peregrine Exam)*

| Course  | Timeline | Score       |
|---|----------|-------------|
| Total   | Outbound | <b>65.6</b> |
| Accounting                                      | Outbound | <b>70</b>   |
| Business Ethics                                 | Outbound | <b>60</b>   |
| Business Finance                                | Outbound | <b>62.5</b> |
| Business Integration and Strategic Management   | Outbound | <b>67.5</b> |
| Business Leadership                             | Outbound | <b>65</b>   |
| Economics                                       | Outbound | <b>65</b>   |
| Economics: Macroeconomics                       | Outbound | <b>60</b>   |
| Economics: Microeconomics                       | Outbound | <b>70</b>   |
| Global Dimensions of Business                   | Outbound | <b>67.5</b> |
| Information Management Systems                  | Outbound | <b>70</b>   |
| Legal Environment of Business                   | Outbound | <b>62.5</b> |
| Management                                      | Outbound | <b>70</b>   |
| Management: Human Resource Management           | Outbound | <b>75</b>   |
| Management: Operations/Production Management    | Outbound | <b>64.3</b> |
| Management: Organizational Behavior             | Outbound | <b>71.4</b> |
| Marketing                                       | Outbound | <b>67.5</b> |
| Quantitative Research Techniques and Statistics | Outbound | <b>60</b>   |

*The comprehensive exam utilized by the bachelor’s program is offered by Peregrine Academic Services and is completed by each graduating student at the end of their studies as a part of the capstone course. Peregrine Academic Services provides nationally normed, summative assessment services for Business Administration academic programs that are used for internal and external programmatic evaluation. This examination combines all Bachelors of Business students across all campuses. Students are scored on their abilities in each of seventeen learning domains.*

4. Aligned Course Objective Competency (BU332 – Strategic Marketing)

| Course | Objective   | Fall 2017 | Spring 2018 | Summer 2018 |
|--------|---|-----------|-------------|-------------|
| BU 332 | 1. Complete a feasibility analysis for a business.                        | 4.25      |             | 3.50        |
|        | 2. Describe the use of financial statements in small business management. | 4.18      |             | 4.18        |
|        | 3. Design a competitive business model.                                   | 4.28      |             | 4.00        |

Each course in the program has identified learning objectives, and each of these objectives is tied to a standardized assessment that is used system-wide. These assessments are scored by instructors using a rubric, and rubric scores are aggregated by term. Collection of these outcomes results began in Fall of 2015 with many classes, and by Spring of 2016 for all classes. Data will not be available in a term in which the course was not offered. Rubric scores are based on a scale of 1 to 5, with 5 indicating outstanding performance. A 3 on this scale indicates proficiency on that objective. One course has been selected for each concentration area because it represents a high level of complexity in that concentration, and it is taken exclusively or nearly exclusively by students in that concentration.

Summary of Results from Implementing Indirect Measures of Student Learning:

3. End of Program Comprehensive Survey

| Question   | Mean  |
|--|-------|
| I feel that the curriculum prepared me for my chosen career. | 4.00* |

The comprehensive end of program survey is completed by each graduating student at the end of their studies as a part of the capstone course. This survey combines all program students across campuses and concentrations. Rubric scores are based on a scale of 1 to 5, with 5 indicating extreme satisfaction.

No responses were captured in this specific program area. In aggregate, the score for the Business program is 4.00, and that result is displayed here. The institution will work to generate greater response rates in future surveys, or select a different evaluative measure.

4. All University Student Survey (2018)

**“I am satisfied with the education or training I am receiving to this point.” – Mean response 4.24 (out of 5)**

The All University Student Survey is completed by each all students at the end of each calendar year. Results of this survey are filtered to provide the unique feedback of all Bachelors of Business students across all concentrations and campuses. Rubric scores are based on a scale of 1 to 5, with 5 indicating extreme satisfaction.

**Summary of Achievement of Intended Student Learning Outcomes:**

| Intended Student Learning Outcomes  | Learning Assessment Measures |  |  |  |  |                               |  |  |
|---|------------------------------|--|--|--|--|-------------------------------|--|--|
| Program ISLOs   | Comprehensive Examination    | 2. Aligned Course Objective Competency |  |  | End of Program Comprehensive Survey              | All University Student Survey |  |  |
| 1. Define operational, ethical, legal, and human resource issues associated with business management.     | MET                          | MET                                    |  |  | MET*   | MET                           |  |  |
| 2. Analyze financial information using standard tools to support and evaluate managerial decision-making. | MET                          | MET                                    |  |  | MET*   | MET                           |  |  |
| 3. Develop a marketing plan.  | MET                          | MET                                    |  |  | MET*   | MET                           |  |  |
| 4. Formulate strategic business solutions.  | MET                          | MET                                    |  |  | MET*   | MET                           |  |  |
|   |                              |  |  |  | * not enough data to evaluate, program mean used |                               |  |  |

**Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:**

While all outcome targets were met, the institution will continue its process of evaluating student, employer, advisory board, faculty and expert feedback to ensure that student achievement of outcomes remains high, and the program continues to be relevant in the marketplace.

**Student Learning Assessment for *BACHELOR OF SCIENCE IN PROJECT MANAGEMENT (BSPM)***

**Program Intended Student Learning Outcomes (Program ISLOs)**

1. Define operational, ethical, legal, and human resource issues associated with business management.
2. Analyze financial information using standard tools to support and evaluate managerial decision-making.
3. Develop a marketing plan.
4. Formulate strategic business solutions.

**Assessment Instruments for Intended Student Learning Outcomes—  
Direct Measures of Student Learning:**

**Performance Objectives (Targets/Criteria) for Direct Measures:**

1. *End of Program Comprehensive Examination*  
Program ISLOs Assessed by this Measure: 1,2,3,4

*Student mean score will be at least 40 in each of seventeen listed domains.*

2. *Aligned Course Objective Competency*  
Program ISLOs Assessed by this Measure: 1,2,3,4

*Student mean score will be “proficient” (greater than or equal to 3 on a 5 point scale) for each course learning objective.*

**Assessment Instruments for Intended Student Learning Outcomes—  
Indirect Measures of Student Learning:**

**Performance Objectives (Targets/Criteria) for Indirect Measures:**

1. *End of Program Comprehensive Survey*  
Program ISLOs Assessed by this Measure: 1,2,3,4

*When asked if they felt that the curriculum had prepared them for their chosen career, students would rate their experience at 80% or better (greater than or equal to 4 on a 5 point scale).*

2. *All University Student Survey*  
Program ISLOs Assessed by this Measure: 1,2,3,4

*When asked if they were satisfied with the education they had received, students would rate their experience at 80% or better (greater than or equal to 4 on a 5 point scale).*



**Assessment Results: BACHELOR OF SCIENCE IN PROJECT MANAGEMENT (BSPM)**

**Summary of Results from Implementing Direct Measures of Student Learning:**

*1. End of Program Comprehensive Examination (Peregrine Exam)*

| Course  | Timeline | Score |
|---|----------|-------|
| Total   | Outbound | N/A   |
| Accounting                                      | Outbound | N/A   |
| Business Ethics                                 | Outbound | N/A   |
| Business Finance                                | Outbound | N/A   |
| Business Integration and Strategic Management   | Outbound | N/A   |
| Business Leadership                             | Outbound | N/A   |
| Economics                                       | Outbound | N/A   |
| Economics: Macroeconomics                       | Outbound | N/A   |
| Economics: Microeconomics                       | Outbound | N/A   |
| Global Dimensions of Business                   | Outbound | N/A   |
| Information Management Systems                  | Outbound | N/A   |
| Legal Environment of Business                   | Outbound | N/A   |
| Management                                      | Outbound | N/A   |
| Management: Human Resource Management           | Outbound | N/A   |
| Management: Operations/Production Management    | Outbound | N/A   |
| Management: Organizational Behavior             | Outbound | N/A   |
| Marketing                                       | Outbound | N/A   |
| Quantitative Research Techniques and Statistics | Outbound | N/A   |

*The comprehensive exam utilized by the bachelor's program is offered by Peregrine Academic Services and is completed by each graduating student at the end of their studies as a part of the capstone course. Peregrine Academic Services provides nationally normed, summative assessment services for Business Administration academic programs that are used for internal and external programmatic evaluation. This examination combines all Bachelors of Business students across all campuses. Students are scored on their abilities in each of seventeen learning domains.*

2. Aligned Course Objective Competency (BU450 – Strategic Marketing)

| Course | Objective   | Fall 2017 | Spring 2018 | Summer 2018 |
|--------|---|-----------|-------------|-------------|
| BU 413 | 1. Demonstrate how a project plan can be adapted to adjust for operational challenges |           |             |             |
|        | 2. Prepare an integrated project plan using industry-standard software                |           |             |             |
|        | 3. Discuss how the staffing plan is linked to the integrated project plan.            |           |             |             |

Each course in the program has identified learning objectives, and each of these objectives is tied to a standardized assessment that is used system-wide. These assessments are scored by instructors using a rubric, and rubric scores are aggregated by term. Collection of these outcomes results began in Fall of 2015 with many classes, and by Spring of 2016 for all classes. Data will not be available in a term in which the course was not offered. Rubric scores are based on a scale of 1 to 5, with 5 indicating outstanding performance. A 3 on this scale indicates proficiency on that objective. One course has been selected for each concentration area because it represents a high level of complexity in that concentration, and it is taken exclusively or nearly exclusively by students in that concentration.

**Summary of Results from Implementing Indirect Measures of Student Learning:**

1. End of Program Comprehensive Survey

| Question   | Mean |
|--|------|
| I feel that the curriculum prepared me for my chosen career. | N/A  |

The comprehensive end of program survey is completed by each graduating student at the end of their studies as a part of the capstone course. This survey combines all program students across campuses and concentrations. Rubric scores are based on a scale of 1 to 5, with 5 indicating extreme satisfaction.

Only five responses were recorded in all Bachelor's of Business Concentrations, and this sample size was determined to be too small to be evaluated. In aggregate, the score for the Business program is 4.30, and that result is displayed here. The institution will work to generate greater response rates in future surveys, or select a different evaluative measure.

2. All University Student Survey (2018)

**"I am satisfied with the education or training I am receiving to this point." – Mean response 4.24 (out of 5)**

*The All University Student Survey is completed by each all students at the end of each calendar year. Results of this survey are filtered to provide the unique feedback of all Bachelors of Business students across all concentrations and campuses. Rubric scores are based on a scale of 1 to 5, with 5 indicating extreme satisfaction.*

**Summary of Achievement of Intended Student Learning Outcomes:**

| Intended Student Learning Outcomes  | Learning Assessment Measures |  |  |  |                                     |                               |  |  |
|---|------------------------------|--|--|--|-------------------------------------|-------------------------------|--|--|
| Program ISLOs   | Comprehensive Examination    | 2. Aligned Course Objective Competency |  |  | End of Program Comprehensive Survey | All University Student Survey |  |  |
| 1. Define operational, ethical, legal, and human resource issues associated with business management.     | N/A                          | N/A                                    |  |  | N/A                                 | MET                           |  |  |
| 2. Analyze financial information using standard tools to support and evaluate managerial decision-making. | N/A                          | N/A                                    |  |  | N/A                                 | MET                           |  |  |
| 3. Develop a marketing plan.  | N/A                          | N/A                                    |  |  | N/A                                 | MET                           |  |  |
| 4. Formulate strategic business solutions.  | N/A                          | N/A                                    |  |  | N/A                                 | MET                           |  |  |
|   |                              |  |  |  |                                     |                               |  |  |

**Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:**

*This is a new degree program launched in 2018. As such, it did not have any students complete the internally assessed course or produce any graduates to participate in the exit examination or alumni survey. The institution looks forward to students graduating in this program so that their input on its quality can be evaluated.*

**Student Learning Assessment for *MASTER OF BUSINESS ADMINISTRATION (MBA) AND MASTER OF BUSINESS ADMINISTRATION IN BUSINESS MANAGEMENT (MBABM)***

**Program Intended Student Learning Outcomes (Program ISLOs)**

1. Analyze core business concepts.
2. Create business solutions using ethical leadership, project management and teamwork skills.
3. Use data to drive decision-making and propose solutions to complex business problems.
4. Create solutions that consider global competition and various cultural perspectives.
5. Prepare logically constructed, relevant, and culturally appropriate written arguments and presentations.

**Assessment Instruments for Intended Student Learning Outcomes—  
Direct Measures of Student Learning:**

**Performance Objectives (Targets/Criteria) for Direct Measures:**

1. *End of Program Comprehensive Examination*  
Program ISLOs Assessed by this Measure: 1,2,3,4,5

*Student mean score will be at least 45 in each of thirteen listed domains.*

2. *Aligned Course Objective Competency*  
Program ISLOs Assessed by this Measure: 1,2,3,4,5

*Student mean score will be “proficient” (greater than or equal to 3 on a 5 point scale) for each course learning objective.*

**Assessment Instruments for Intended Student Learning Outcomes—  
Indirect Measures of Student Learning:**

**Performance Objectives (Targets/Criteria) for Indirect Measures:**

1. *End of Program Comprehensive Survey*  
Program ISLOs Assessed by this Measure: 1,2,3,4,5

*When asked if they felt that the curriculum had prepared them for their chosen career, students would rate their experience at 80% or better (greater than or equal to 4 on a 5 point scale).*

2. *All University Student Survey*  
Program ISLOs Assessed by this Measure: 1,2,3,4,5

*When asked if they were satisfied with the education they had received, students would rate their experience at 80% or better (greater than or equal to 4 on a 5 point scale).*

**Assessment Results: MASTER OF BUSINESS ADMINISTRATION (MBA) AND MASTER OF BUSINESS ADMINISTRATION IN BUSINESS MANAGEMENT (MBABM)**

**Summary of Results from Implementing Direct Measures of Student Learning:**

1. *End of Program Comprehensive Examination (Peregrine Exam)*

| Course  | Timeline | Score       |
|---|----------|-------------|
| Total   | Outbound | <b>56.3</b> |
| Accounting                                    | Outbound | <b>57.1</b> |
| Business Ethics                               | Outbound | <b>56.7</b> |
| Business Finance                              | Outbound | <b>51.7</b> |
| Business Integration and Strategic Management | Outbound | <b>58.9</b> |
| Business Leadership                           | Outbound | <b>58.5</b> |
| Global Dimensions of Business                 | Outbound | <b>53.6</b> |
| Information Management Systems                | Outbound | <b>54.5</b> |
| Management                                    | Outbound | <b>57.5</b> |
| Management: Human Resource Management         | Outbound | <b>53.9</b> |
| Management: Operations/Production Management  | Outbound | <b>59.1</b> |
| Management: Organizational Behavior           | Outbound | <b>59.5</b> |
| Marketing                                     | Outbound | <b>58.3</b> |

*The comprehensive exam utilized by the graduate program is offered by Peregrine Academic Services and is completed by each graduating student at the end of their studies as a part of the capstone course. Peregrine Academic Services provides nationally normed, summative assessment services for Business Administration academic programs that are used for internal and external programmatic evaluation. This examination combines all MBA students across campuses and concentrations. Students are scored on their abilities in each of thirteen learning domains.*

2. Aligned Course Objective Competency (BU695 – Capstone Project)

| Course | Objective   | Fall 2017 | Spring 2018 | Summer 2018 |
|--------|---|-----------|-------------|-------------|
| BU 695 | 1. Analyze core business concepts.  | 4.38      | 4.49        | 4.18        |
|        | 2. Create business solutions using ethical leadership, project management and teamwork skills.              | 4.38      | 4.49        | 4.18        |
|        | 3. Use data to drive decision-making and propose solutions to complex business problems.                    | 4.38      | 4.49        | 4.18        |
|        | 4. Create solutions that consider global competition and various cultural perspectives.                     | 4.38      | 4.49        | 4.18        |
|        | 5. Prepare logically constructed, relevant, and culturally appropriate written arguments and presentations. | 4.38      | 4.49        | 4.18        |

Each course in the graduate program has identified learning objectives, and each of these objectives is tied to a standardized assessment that is used system-wide. These assessments are scored by instructors using a rubric, and rubric scores are aggregated by term. Collection of these outcomes results began in Fall of 2015 with many classes, and by Spring of 2016 for all classes. Data will not be available in a term in which the course was not offered. Rubric scores are based on a scale of 1 to 5, with 5 indicating outstanding performance. A 3 on this scale indicates proficiency on that objective. One course has been selected for each concentration area because it represents a high level of complexity in that concentration, and it is taken exclusively or nearly exclusively by students in that concentration.

**Summary of Results from Implementing Indirect Measures of Student Learning:**

1. End of Program Comprehensive Survey

| Question   | Mean |
|--|------|
| I feel that the curriculum prepared me for my chosen career. | 4.00 |

The comprehensive end of program survey is completed by each graduating student at the end of their studies as a part of the capstone course. This survey combines all MBA students across campuses and concentrations. Rubric scores are based on a scale of 1 to 5, with 5 indicating extreme satisfaction.

2. All University Student Survey (2018)

***“I am satisfied with the education or training I am receiving to this point.” – Mean response 4.40 (out of 5)***

The All University Student Survey is completed by each all students at the end of each calendar year. Results of this survey are filtered to provide the unique feedback of all MBA students across campuses and concentrations. Rubric scores are based on a scale of 1 to 5, with 5 indicating extreme satisfaction.

**Summary of Achievement of Intended Student Learning Outcomes:**

| Intended Student Learning Outcomes  | Learning Assessment Measures |  |  |  |                                     |                               |  |  |
|---|------------------------------|--|--|--|-------------------------------------|-------------------------------|--|--|
| Program ISLOs   | Comprehensive Examination    | 2. Aligned Course Objective Competency |  |  | End of Program Comprehensive Survey | All University Student Survey |  |  |
| 1. Analyze core business concepts management and teamwork skills.   | MET                          | MET                                    |  |  | MET                                 | MET                           |  |  |
| 2. Create business solutions using ethical leadership, project.   | MET                          | MET                                    |  |  | MET                                 | MET                           |  |  |
| 3. Use data to drive decision-making and propose solutions to complex business problems.                    | MET                          | MET                                    |  |  | MET                                 | MET                           |  |  |
| 4. Create solutions that consider global competition and various cultural perspectives.                     | MET                          | MET                                    |  |  | MET                                 | MET                           |  |  |
| 5. Prepare logically constructed, relevant, and culturally appropriate written arguments and presentations. | MET                          | MET                                    |  |  | MET                                 | MET                           |  |  |

**Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:**

*While all outcome targets were met, the institution will continue its process of evaluating student, employer, advisory board, faculty and expert feedback to ensure that student achievement of outcomes remains high, and the program continues to be relevant in the marketplace. Additionally, the institution will work to capture additional alumni for analysis.*



**Student Learning Assessment for *MASTER OF BUSINESS ADMINISTRATION IN ACCOUNTING (MBAA)***

**Program Intended Student Learning Outcomes (Program ISLOs)**

1. Analyze core business concepts.
2. Create business solutions using ethical leadership, project management and teamwork skills.
3. Use data to drive decision-making and propose solutions to complex business problems.
4. Create solutions that consider global competition and various cultural perspectives.
5. Prepare logically constructed, relevant, and culturally appropriate written arguments and presentations.

**Assessment Instruments for Intended Student Learning Outcomes—  
Direct Measures of Student Learning:**

**Performance Objectives (Targets/Criteria) for Direct Measures:**

1. *End of Program Comprehensive Examination*  
Program ISLOs Assessed by this Measure: 1,2,3,4,5

*Student mean score will be at least 45 in each of thirteen listed domains.*

2. *Aligned Course Objective Competency*  
Program ISLOs Assessed by this Measure: 1,2,3,4,5

*Student mean score will be “proficient” (greater than or equal to 3 on a 5 point scale) for each course learning objective.*

**Assessment Instruments for Intended Student Learning Outcomes—  
Indirect Measures of Student Learning:**

**Performance Objectives (Targets/Criteria) for Indirect Measures:**

1. *End of Program Comprehensive Survey*  
Program ISLOs Assessed by this Measure: 1,2,3,4,5

*When asked if they felt that the curriculum had prepared them for their chosen career, students would rate their experience at 80% or better (greater than or equal to 4 on a 5 point scale).*

2. *All University Student Survey*  
Program ISLOs Assessed by this Measure: 1,2,3,4,5

*When asked if they were satisfied with the education they had received, students would rate their experience at 80% or better (greater than or equal to 4 on a 5 point scale).*

**Assessment Results: MASTER OF BUSINESS ADMINISTRATION IN ACCOUNTING (MBAA)**

**Summary of Results from Implementing Direct Measures of Student Learning:**

*1. End of Program Comprehensive Examination (Peregrine Exam)*

| Course  | Timeline | Score       |
|---|----------|-------------|
| Total   | Outbound | <b>56.3</b> |
| Accounting                                    | Outbound | <b>57.1</b> |
| Business Ethics                               | Outbound | <b>56.7</b> |
| Business Finance                              | Outbound | <b>51.7</b> |
| Business Integration and Strategic Management | Outbound | <b>58.9</b> |
| Business Leadership                           | Outbound | <b>58.5</b> |
| Global Dimensions of Business                 | Outbound | <b>53.6</b> |
| Information Management Systems                | Outbound | <b>54.5</b> |
| Management                                    | Outbound | <b>57.5</b> |
| Management: Human Resource Management         | Outbound | <b>53.9</b> |
| Management: Operations/Production Management  | Outbound | <b>59.1</b> |
| Management: Organizational Behavior           | Outbound | <b>59.5</b> |
| Marketing                                     | Outbound | <b>58.3</b> |

*The comprehensive exam utilized by the graduate program is offered by Peregrine Academic Services and is completed by each graduating student at the end of their studies as a part of the capstone course. Peregrine Academic Services provides nationally normed, summative assessment services for Business Administration academic programs that are used for internal and external programmatic evaluation. This examination combines all MBA students across campuses and concentrations. Students are scored on their abilities in each of thirteen learning domains.*

2. *Aligned Course Objective Competency (BU660 – Accounting in the Organization)*

| Course | Objective  | Fall 2017 | Spring 2018 | Summer 2018 |
|--------|--|-----------|-------------|-------------|
| BU 660 | 1. <i>Apply accounting information for implementing management performance policies.</i> | 4.33      | 4.33        |             |
|        | 2. <i>Calculate various materials, overhead, and pricing.</i>                            | 4.88      | 3.20        |             |
|        | 3. <i>Describe costing systems in products, goods, and services.</i>                     | 4.88      | 3.20        |             |
|        | 4. <i>Apply best practices and tools in managerial accounting.</i>                       | 5.00      | 4.83        |             |

*Each course in the graduate program has identified learning objectives, and each of these objectives is tied to a standardized assessment that is used system-wide. These assessments are scored by instructors using a rubric, and rubric scores are aggregated by term. Collection of these outcomes results began in Fall of 2015 with many classes, and by Spring of 2016 for all classes. Data will not be available in a term in which the course was not offered. Rubric scores are based on a scale of 1 to 5, with 5 indicating outstanding performance. A 3 on this scale indicates proficiency on that objective. One course has been selected for each concentration area because it represents a high level of complexity in that concentration, and it is taken exclusively or nearly exclusively by students in that concentration.*

**Summary of Results from Implementing Indirect Measures of Student Learning:**

1. *End of Program Comprehensive Survey*

| Question   | Mean |
|--|------|
| I feel that the curriculum prepared me for my chosen career. | 3.50 |

*The comprehensive end of program survey is completed by each graduating student at the end of their studies as a part of the capstone course. This survey combines all MBA students across campuses and concentrations. Rubric scores are based on a scale of 1 to 5, with 5 indicating extreme satisfaction.*

2. *All University Student Survey (2018)*

***“I am satisfied with the education or training I am receiving to this point.” – Mean response 4.40 (out of 5)***

*The All University Student Survey is completed by each all students at the end of each calendar year. Results of this survey are filtered to provide the unique feedback of all MBA students across campuses and concentrations. Rubric scores are based on a scale of 1 to 5, with 5 indicating extreme satisfaction.*

| Summary of Achievement of Intended Student Learning Outcomes:  |                              |  |  |  |                                     |                               |  |  |
|--|------------------------------|--|--|--|-------------------------------------|-------------------------------|--|--|
| Intended Student Learning Outcomes   | Learning Assessment Measures |  |  |  |                                     |                               |  |  |
| Program ISLOs  | Comprehensive Examination    | 2. Aligned Course Objective Competency |  |  | End of Program Comprehensive Survey | All University Student Survey |  |  |
| 1. Analyze core business concepts management and teamwork skills.  | MET                          | MET                                    |  |  | NOT MET                             | MET                           |  |  |
| 2. Create business solutions using ethical leadership, project.  | MET                          | MET                                    |  |  | NOT MET                             | MET                           |  |  |
| 3. Use data to drive decision-making and propose solutions to complex business problems.   | MET                          | MET                                    |  |  | NOT MET                             | MET                           |  |  |
| 4. Create solutions that consider global competition and various cultural perspectives.  | MET                          | MET                                    |  |  | NOT MET                             | MET                           |  |  |
| 5. Prepare logically constructed, relevant, and culturally appropriate written arguments and presentations.  | MET                          | MET                                    |  |  | NOT MET                             | MET                           |  |  |
|  |                              |  |  |  |                                     |                               |  |  |
| Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:  |                              |  |  |  |                                     |                               |  |  |
| <p>The majority of defined outcomes are met by students. Internal and external assessments indicate that students are proficient at both program outcomes and course objectives. Students are satisfied with the courses they are taking. At the end of the program, it was difficult to gather enough data to determine if students were satisfied with how the education they received had prepared them for the workforce. The institution will work to collect a larger sample in the future to ensure that the data is actionable, or select another measure. The academic programs offered to students are developed with the assistance of industry experts and advisory boards to ensure that students have current and relevant skills needed in their careers.</p> |                              |  |  |  |                                     |                               |  |  |

**Student Learning Assessment for *MASTER OF BUSINESS ADMINISTRATION IN DATA ANALYTICS (MBADA)***

**Program Intended Student Learning Outcomes (Program ISLOs)**

1. Analyze core business concepts.
2. Create business solutions using ethical leadership, project management and teamwork skills.
3. Use data to drive decision-making and propose solutions to complex business problems.
4. Create solutions that consider global competition and various cultural perspectives.
5. Prepare logically constructed, relevant, and culturally appropriate written arguments and presentations.

**Assessment Instruments for Intended Student Learning Outcomes—  
Direct Measures of Student Learning:**

**Performance Objectives (Targets/Criteria) for Direct Measures:**

1. *End of Program Comprehensive Examination*  
Program ISLOs Assessed by this Measure: 1,2,3,4,5

*Student mean score will be at least 45 in each of thirteen listed domains.*

2. *Aligned Course Objective Competency*  
Program ISLOs Assessed by this Measure: 1,2,3,4,5

*Student mean score will be “proficient” (greater than or equal to 3 on a 5 point scale) for each course learning objective.*

**Assessment Instruments for Intended Student Learning Outcomes—  
Indirect Measures of Student Learning:**

**Performance Objectives (Targets/Criteria) for Indirect Measures:**

1. *End of Program Comprehensive Survey*  
Program ISLOs Assessed by this Measure: 1,2,3,4,5

*When asked if they felt that the curriculum had prepared them for their chosen career, students would rate their experience at 80% or better (greater than or equal to 4 on a 5 point scale).*

2. *All University Student Survey*  
Program ISLOs Assessed by this Measure: 1,2,3,4,5

*When asked if they were satisfied with the education they had received, students would rate their experience at 80% or better (greater than or equal to 4 on a 5 point scale).*

**Assessment Results: MASTER OF BUSINESS ADMINISTRATION IN DATA ANALYTICS (MBADA)**

**Summary of Results from Implementing Direct Measures of Student Learning:**

1. *End of Program Comprehensive Examination (Peregrine Exam)*

| Course  | Timeline | Score |
|---|----------|-------|
| Total   | Outbound | N/A   |
| Accounting                                    | Outbound | N/A   |
| Business Ethics                               | Outbound | N/A   |
| Business Finance                              | Outbound | N/A   |
| Business Integration and Strategic Management | Outbound | N/A   |
| Business Leadership                           | Outbound | N/A   |
| Global Dimensions of Business                 | Outbound | N/A   |
| Information Management Systems                | Outbound | N/A   |
| Management                                    | Outbound | N/A   |
| Management: Human Resource Management         | Outbound | N/A   |
| Management: Operations/Production Management  | Outbound | N/A   |
| Management: Organizational Behavior           | Outbound | N/A   |
| Marketing                                     | Outbound | N/A   |

*The comprehensive exam utilized by the graduate program is offered by Peregrine Academic Services and is completed by each graduating student at the end of their studies as a part of the capstone course. Peregrine Academic Services provides nationally normed, summative assessment services for Business Administration academic programs that are used for internal and external programmatic evaluation. This examination combines all MBA students across campuses and concentrations. Students are scored on their abilities in each of thirteen learning domains.*

2. Aligned Course Objective Competency (BU686 - Business Analytics & Data Visualization )

| Course | Objective   | Fall 2017 | Spring 2018 | Summer 2018 |
|--------|---|-----------|-------------|-------------|
| BU 686 | 1. Apply techniques of data analytics to business problems.                                       |           |             |             |
|        | 2. Formulate valid recommendations to functional-area problems using several methods of analysis. |           |             |             |
|        | 3. Create data visualizations to aid the analysis & decision-making process.                      |           |             |             |

Each course in the graduate program has identified learning objectives, and each of these objectives is tied to a standardized assessment that is used system-wide. These assessments are scored by instructors using a rubric, and rubric scores are aggregated by term. Collection of these outcomes results began in Fall of 2015 with many classes, and by Spring of 2016 for all classes. Data will not be available in a term in which the course was not offered. Rubric scores are based on a scale of 1 to 5, with 5 indicating outstanding performance. A 3 on this scale indicates proficiency on that objective. One course has been selected for each concentration area because it represents a high level of complexity in that concentration, and it is taken exclusively or nearly exclusively by students in that concentration.

**Summary of Results from Implementing Indirect Measures of Student Learning:**

1. End of Program Comprehensive Survey

| Question   | Mean |
|--|------|
| I feel that the curriculum prepared me for my chosen career. | N/A  |

The comprehensive end of program survey is completed by each graduating student at the end of their studies as a part of the capstone course. This survey combines all MBA students across campuses and concentrations. Rubric scores are based on a scale of 1 to 5, with 5 indicating extreme satisfaction.

2. All University Student Survey (2018)

***"I am satisfied with the education or training I am receiving to this point." – Mean response 4.40 (out of 5)***

The All University Student Survey is completed by each all students at the end of each calendar year. Results of this survey are filtered to provide the unique feedback of all MBA students across campuses and concentrations. Rubric scores are based on a scale of 1 to 5, with 5 indicating extreme satisfaction.

**Summary of Achievement of Intended Student Learning Outcomes:**

| Intended Student Learning Outcomes  | Learning Assessment Measures |  |  |  |                                     |                               |  |  |
|---|------------------------------|--|--|--|-------------------------------------|-------------------------------|--|--|
| Program ISLOs   | Comprehensive Examination    | 2. Aligned Course Objective Competency |  |  | End of Program Comprehensive Survey | All University Student Survey |  |  |
| 1. Analyze core business concepts management and teamwork skills.   | N/A                          | N/A                                    |  |  | N/A                                 | MET                           |  |  |
| 2. Create business solutions using ethical leadership, project.   | N/A                          | N/A                                    |  |  | N/A                                 | MET                           |  |  |
| 3. Use data to drive decision-making and propose solutions to complex business problems.                    | N/A                          | N/A                                    |  |  | N/A                                 | MET                           |  |  |
| 4. Create solutions that consider global competition and various cultural perspectives.                     | N/A                          | N/A                                    |  |  | N/A                                 | MET                           |  |  |
| 5. Prepare logically constructed, relevant, and culturally appropriate written arguments and presentations. | N/A                          | N/A                                    |  |  | N/A                                 | MET                           |  |  |

**Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:**

This is a new degree program launched in 2018. As such, it did not have any students complete the internally assessed course or produce any graduates to participate in the exit examination or alumni survey. The institution looks forward to students graduating in this program so that their input on its quality can be evaluated.



**Student Learning Assessment for *MASTER OF BUSINESS ADMINISTRATION IN HEALTHCARE MANAGEMENT (MBAHCM)***

**Program Intended Student Learning Outcomes (Program ISLOs)**

1. Analyze core business concepts.
2. Create business solutions using ethical leadership, project management and teamwork skills.
3. Use data to drive decision-making and propose solutions to complex business problems.
4. Create solutions that consider global competition and various cultural perspectives.
5. Prepare logically constructed, relevant, and culturally appropriate written arguments and presentations.

**Assessment Instruments for Intended Student Learning Outcomes—  
Direct Measures of Student Learning:**

**Performance Objectives (Targets/Criteria) for Direct Measures:**

1. *End of Program Comprehensive Examination*  
Program ISLOs Assessed by this Measure: 1,2,3,4,5

*Student mean score will be at least 45 in each of thirteen listed domains.*

2. *Aligned Course Objective Competency*  
Program ISLOs Assessed by this Measure: 1,2,3,4,5

*Student mean score will be “proficient” (greater than or equal to 3 on a 5 point scale) for each course learning objective.*

**Assessment Instruments for Intended Student Learning Outcomes—  
Indirect Measures of Student Learning:**

**Performance Objectives (Targets/Criteria) for Indirect Measures:**

1. *End of Program Comprehensive Survey*  
Program ISLOs Assessed by this Measure: 1,2,3,4,5

*When asked if they felt that the curriculum had prepared them for their chosen career, students would rate their experience at 80% or better (greater than or equal to 4 on a 5 point scale).*

2. *All University Student Survey*  
Program ISLOs Assessed by this Measure: 1,2,3,4,5

*When asked if they were satisfied with the education they had received, students would rate their experience at 80% or better (greater than or equal to 4 on a 5 point scale).*

**Assessment Results: MASTER OF BUSINESS ADMINISTRATION IN HEALTHCARE MANAGEMENT (MBAHCM)**

**Summary of Results from Implementing Direct Measures of Student Learning:**

1. *End of Program Comprehensive Examination (Peregrine Exam)*

| Course  | Timeline | Score       |
|---|----------|-------------|
| Total   | Outbound | <b>56.3</b> |
| Accounting                                    | Outbound | <b>57.1</b> |
| Business Ethics                               | Outbound | <b>56.7</b> |
| Business Finance                              | Outbound | <b>51.7</b> |
| Business Integration and Strategic Management | Outbound | <b>58.9</b> |
| Business Leadership                           | Outbound | <b>58.5</b> |
| Global Dimensions of Business                 | Outbound | <b>53.6</b> |
| Information Management Systems                | Outbound | <b>54.5</b> |
| Management                                    | Outbound | <b>57.5</b> |
| Management: Human Resource Management         | Outbound | <b>53.9</b> |
| Management: Operations/Production Management  | Outbound | <b>59.1</b> |
| Management: Organizational Behavior           | Outbound | <b>59.5</b> |
| Marketing                                     | Outbound | <b>58.3</b> |

*The comprehensive exam utilized by the graduate program is offered by Peregrine Academic Services and is completed by each graduating student at the end of their studies as a part of the capstone course. Peregrine Academic Services provides nationally normed, summative assessment services for Business Administration academic programs that are used for internal and external programmatic evaluation. This examination combines all MBA students across campuses and concentrations. Students are scored on their abilities in each of thirteen learning domains.*

2. *Aligned Course Objective Competency (HA610 – Health Policy and Management)*

| Course | Objective  | Fall 2017 | Spring 2018 | Summer 2018 |
|--------|--|-----------|-------------|-------------|
| HA 610 | 1. Analyze how policies influence the structure and financing of health care, practice, and health outcomes.   | 4.93      | 4.95        | 4.92        |
|        | 2. Develop institutional, local, state and/or federal policy initiatives.  | 4.90      | 4.81        | 4.87        |
|        | 3. Consider the role of government and various professional organizations in the process of planning and implementing policies at management levels for diverse healthcare environments.   | 4.69      | 4.78        | 4.89        |
|        | 4. Examine the effect of legal, ethical, and regulatory processes on nursing practice (and/or change to providers), healthcare delivery, and outcomes while maintaining balance with administrative and fiscal responsibilities. | 4.71      | 4.86        | 4.77        |
|        | 5. Interpret research, bringing the nursing perspective, alongside perspectives of their administrative colleagues, for policy makers and stakeholders.  | 4.96      | 4.88        | 4.83        |
|        | 6. Advocate for policies that improve the health of the public and the profession of nursing and health care administration.   | 4.93      | 4.78        | 4.73        |

Each course in the graduate program has identified learning objectives, and each of these objectives is tied to a standardized assessment that is used system-wide. These assessments are scored by instructors using a rubric, and rubric scores are aggregated by term. Collection of these outcomes results began in Fall of 2015 with many classes, and by Spring of 2016 for all classes. Data will not be available in a term in which the course was not offered. Rubric scores are based on a scale of 1 to 5, with 5 indicating outstanding performance. A 3 on this scale indicates proficiency on that objective. One course has been selected for each concentration area because it represents a high level of complexity in that concentration, and it is taken exclusively or nearly exclusively by students in that concentration.

**Summary of Results from Implementing Indirect Measures of Student Learning:**

1. *End of Program Comprehensive Survey*

| Question   | Mean |
|--|------|
| I feel that the curriculum prepared me for my chosen career. | 4.00 |

The comprehensive end of program survey is completed by each graduating student at the end of their studies as a part of the capstone course. This survey combines all MBA students across campuses and concentrations. Rubric scores are based on a scale of 1 to 5, with 5 indicating extreme satisfaction.

2. All University Student Survey (2018)

***“I am satisfied with the education or training I am receiving to this point.” – Mean response 4.40 (out of 5)***

The All University Student Survey is completed by each all students at the end of each calendar year. Results of this survey are filtered to provide the unique feedback of all MBA students across campuses and concentrations. Rubric scores are based on a scale of 1 to 5, with 5 indicating extreme satisfaction.

**Summary of Achievement of Intended Student Learning Outcomes:**

| Intended Student Learning Outcomes   | Learning Assessment Measures |  |  |  |                                     |                               |  |  |
|--|------------------------------|--|--|--|-------------------------------------|-------------------------------|--|--|
| Program ISLOs  | Comprehensive Examination    | 2. Aligned Course Objective Competency |  |  | End of Program Comprehensive Survey | All University Student Survey |  |  |
| 1. Analyze core business concepts management and teamwork skills.                        | MET                          | MET                                    |  |  | MET                                 | MET                           |  |  |
| 2. Create business solutions using ethical leadership, project.                          | MET                          | MET                                    |  |  | MET                                 | MET                           |  |  |
| 3. Use data to drive decision-making and propose solutions to complex business problems. | MET                          | MET                                    |  |  | MET                                 | MET                           |  |  |
| 4. Create solutions that consider global competition and various cultural perspectives.  | MET                          | MET                                    |  |  | MET                                 | MET                           |  |  |

|   |     |     |  |  |     |     |  |  |
|---|-----|-----|--|--|-----|-----|--|--|
| 5. Prepare logically constructed, relevant, and culturally appropriate written arguments and presentations.   | MET | MET |  |  | MET | MET |  |  |
|   |     |     |  |  |     |     |  |  |
| <b>Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:</b>  |     |     |  |  |     |     |  |  |
| <p><i>While all outcome targets were met, the institution will continue its process of evaluating student, employer, advisory board, faculty and expert feedback to ensure that student achievement of outcomes remains high, and the program continues to be relevant in the marketplace. Additionally, the institution will work to capture additional alumni for analysis.</i></p> |     |     |  |  |     |     |  |  |

**Student Learning Assessment for *MASTER OF BUSINESS ADMINISTRATION IN HUMAN RESOURCES (MBAHR)***

**Program Intended Student Learning Outcomes (Program ISLOs)**

1. Analyze core business concepts.
2. Create business solutions using ethical leadership, project management and teamwork skills.
3. Use data to drive decision-making and propose solutions to complex business problems.
4. Create solutions that consider global competition and various cultural perspectives.
5. Prepare logically constructed, relevant, and culturally appropriate written arguments and presentations.

**Assessment Instruments for Intended Student Learning Outcomes—  
Direct Measures of Student Learning:**

**Performance Objectives (Targets/Criteria) for Direct Measures:**

1. *End of Program Comprehensive Examination*  
Program ISLOs Assessed by this Measure: 1,2,3,4,5

*Student mean score will be at least 45 in each of thirteen listed domains.*

2. *Aligned Course Objective Competency*  
Program ISLOs Assessed by this Measure: 1,2,3,4,5

*Student mean score will be “proficient” (greater than or equal to 3 on a 5 point scale) for each course learning objective.*

**Assessment Instruments for Intended Student Learning Outcomes—  
Indirect Measures of Student Learning:**

**Performance Objectives (Targets/Criteria) for Indirect Measures:**

1. *End of Program Comprehensive Survey*  
Program ISLOs Assessed by this Measure: 1,2,3,4,5

*When asked if they felt that the curriculum had prepared them for their chosen career, students would rate their experience at 80% or better (greater than or equal to 4 on a 5 point scale).*

2. *All University Student Survey*  
Program ISLOs Assessed by this Measure: 1,2,3,4,5

*When asked if they were satisfied with the education they had received, students would rate their experience at 80% or better (greater than or equal to 4 on a 5 point scale).*

**Assessment Results: MASTER OF BUSINESS ADMINISTRATION IN HUMAN RESOURCES (MBAHR)**

**Summary of Results from Implementing Direct Measures of Student Learning:**

1. *End of Program Comprehensive Examination (Peregrine Exam)*

| Course  | Timeline | Score       |
|---|----------|-------------|
| Total   | Outbound | <b>56.3</b> |
| Accounting                                    | Outbound | <b>57.1</b> |
| Business Ethics                               | Outbound | <b>56.7</b> |
| Business Finance                              | Outbound | <b>51.7</b> |
| Business Integration and Strategic Management | Outbound | <b>58.9</b> |
| Business Leadership                           | Outbound | <b>58.5</b> |
| Global Dimensions of Business                 | Outbound | <b>53.6</b> |
| Information Management Systems                | Outbound | <b>54.5</b> |
| Management                                    | Outbound | <b>57.5</b> |
| Management: Human Resource Management         | Outbound | <b>53.9</b> |
| Management: Operations/Production Management  | Outbound | <b>59.1</b> |
| Management: Organizational Behavior           | Outbound | <b>59.5</b> |
| Marketing                                     | Outbound | <b>58.3</b> |

*The comprehensive exam utilized by the graduate program is offered by Peregrine Academic Services and is completed by each graduating student at the end of their studies as a part of the capstone course. Peregrine Academic Services provides nationally normed, summative assessment services for Business Administration academic programs that are used for internal and external programmatic evaluation. This examination combines all MBA students across campuses and concentrations. Students are scored on their abilities in each of thirteen learning domains.*

2. Aligned Course Objective Competency (BU644 – Compensation and Rewards Management)

| Course | Objective  | Fall 2017 | Spring 2018 | Summer 2018 |
|--------|--|-----------|-------------|-------------|
| BU 644 | 1. Describe and apply principals of compensation management towards a selected industry. | 4.25      |             | 4.79        |
|        | 2. Detail reward system structures and how they apply within an organizational setting.  | 4.50      |             | 4.68        |
|        | 3. Apply principals of compensation management towards a selected employment position.   | 4.00      |             | 4.00        |
|        | 4. Analyze compensation and reward structures within an organization.                    | 4.50      |             | 4.61        |
|        | 5. Design a compensation and reward program for a selected organization.                 | 4.00      |             | 4.55        |

Each course in the graduate program has identified learning objectives, and each of these objectives is tied to a standardized assessment that is used system-wide. These assessments are scored by instructors using a rubric, and rubric scores are aggregated by term. Collection of these outcomes results began in Fall of 2015 with many classes, and by Spring of 2016 for all classes. Data will not be available in a term in which the course was not offered. Rubric scores are based on a scale of 1 to 5, with 5 indicating outstanding performance. A 3 on this scale indicates proficiency on that objective. One course has been selected for each concentration area because it represents a high level of complexity in that concentration, and it is taken exclusively or nearly exclusively by students in that concentration.

**Summary of Results from Implementing Indirect Measures of Student Learning:**

1. End of Program Comprehensive Survey

| Question   | Mean |
|--|------|
| I feel that the curriculum prepared me for my chosen career. | 3.78 |

The comprehensive end of program survey is completed by each graduating student at the end of their studies as a part of the capstone course. This survey combines all MBA students across campuses and concentrations. Rubric scores are based on a scale of 1 to 5, with 5 indicating extreme satisfaction.

2. All University Student Survey (2018)



***“I am satisfied with the education or training I am receiving to this point.” – Mean response 4.40 (out of 5)***

*The All University Student Survey is completed by each all students at the end of each calendar year. Results of this survey are filtered to provide the unique feedback of all MBA students across campuses and concentrations. Rubric scores are based on a scale of 1 to 5, with 5 indicating extreme satisfaction.*

**Summary of Achievement of Intended Student Learning Outcomes:**

| Intended Student Learning Outcomes  | Learning Assessment Measures |  |  |  |                                     |                               |  |  |
|---|------------------------------|--|--|--|-------------------------------------|-------------------------------|--|--|
| Program ISLOs   | Comprehensive Examination    | 2. Aligned Course Objective Competency |  |  | End of Program Comprehensive Survey | All University Student Survey |  |  |
| 1. Analyze core business concepts management and teamwork skills.   | MET                          | MET                                    |  |  | NOT MET                             | MET                           |  |  |
| 2. Create business solutions using ethical leadership, project.   | MET                          | MET                                    |  |  | NOT MET                             | MET                           |  |  |
| 3. Use data to drive decision-making and propose solutions to complex business problems.                    | MET                          | MET                                    |  |  | NOT MET                             | MET                           |  |  |
| 4. Create solutions that consider global competition and various cultural perspectives.                     | MET                          | MET                                    |  |  | NOT MET                             | MET                           |  |  |
| 5. Prepare logically constructed, relevant, and culturally appropriate written arguments and presentations. | MET                          | MET                                    |  |  | NOT MET                             | MET                           |  |  |

|  |  |  |  |  |  |  |  |  |
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|--|--|--|--|--|--|--|--|--|

**Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:**

*The majority of defined outcomes are met by students. Internal and external assessments indicate that students are proficient at both program outcomes and course objectives. Students are satisfied with the courses they are taking. At the end of the program, it was difficult to gather enough data to determine if students were satisfied with how the education they received had prepared them for the workforce. The institution will work to collect a larger sample in the future to ensure that the data is actionable, or select another measure. The academic programs offered to students are developed with the assistance of industry experts and advisory boards to ensure that students have current and relevant skills needed in their careers.*

**Student Learning Assessment for *MASTER OF BUSINESS ADMINISTRATION IN PROJECT MANAGEMENT (MBAPM)***

**Program Intended Student Learning Outcomes (Program ISLOs)**

1. Analyze core business concepts.
2. Create business solutions using ethical leadership, project management and teamwork skills.
3. Use data to drive decision-making and propose solutions to complex business problems.
4. Create solutions that consider global competition and various cultural perspectives.
5. Prepare logically constructed, relevant, and culturally appropriate written arguments and presentations.

**Assessment Instruments for Intended Student Learning Outcomes—  
Direct Measures of Student Learning:**

**Performance Objectives (Targets/Criteria) for Direct Measures:**

1. *End of Program Comprehensive Examination*  
Program ISLOs Assessed by this Measure: 1,2,3,4,5

*Student mean score will be at least 45 in each of thirteen listed domains.*

2. *Aligned Course Objective Competency*  
Program ISLOs Assessed by this Measure: 1,2,3,4,5

*Student mean score will be “proficient” (greater than or equal to 3 on a 5 point scale) for each course learning objective.*

**Assessment Instruments for Intended Student Learning Outcomes—  
Indirect Measures of Student Learning:**

**Performance Objectives (Targets/Criteria) for Indirect Measures:**

1. *End of Program Comprehensive Survey*  
Program ISLOs Assessed by this Measure: 1,2,3,4,5

*When asked if they felt that the curriculum had prepared them for their chosen career, students would rate their experience at 80% or better (greater than or equal to 4 on a 5 point scale).*

2. *All University Student Survey*  
Program ISLOs Assessed by this Measure: 1,2,3,4,5

*When asked if they were satisfied with the education they had received, students would rate their experience at 80% or better (greater than or equal to 4 on a 5 point scale).*

**Assessment Results: MASTER OF BUSINESS ADMINISTRATION IN PROJECT MANAGEMENT (MBAPM)**

**Summary of Results from Implementing Direct Measures of Student Learning:**

1. *End of Program Comprehensive Examination (Peregrine Exam)*

| Course  | Timeline | Score       |
|---|----------|-------------|
| Total   | Outbound | <b>56.3</b> |
| Accounting                                    | Outbound | <b>57.1</b> |
| Business Ethics                               | Outbound | <b>56.7</b> |
| Business Finance                              | Outbound | <b>51.7</b> |
| Business Integration and Strategic Management | Outbound | <b>58.9</b> |
| Business Leadership                           | Outbound | <b>58.5</b> |
| Global Dimensions of Business                 | Outbound | <b>53.6</b> |
| Information Management Systems                | Outbound | <b>54.5</b> |
| Management                                    | Outbound | <b>57.5</b> |
| Management: Human Resource Management         | Outbound | <b>53.9</b> |
| Management: Operations/Production Management  | Outbound | <b>59.1</b> |
| Management: Organizational Behavior           | Outbound | <b>59.5</b> |
| Marketing                                     | Outbound | <b>58.3</b> |

*The comprehensive exam utilized by the graduate program is offered by Peregrine Academic Services and is completed by each graduating student at the end of their studies as a part of the capstone course. Peregrine Academic Services provides nationally normed, summative assessment services for Business Administration academic programs that are used for internal and external programmatic evaluation. This examination combines all MBA students across campuses and concentrations. Students are scored on their abilities in each of thirteen learning domains.*

2. Aligned Course Objective Competency (BU634 – Project Cost and Risk Management)

| Course | Objective  | Fall 2017 | Spring 2018 | Summer 2018 |
|--------|--|-----------|-------------|-------------|
| BU 634 | 1. Evaluate financial decision-making related to project management.   | 4.89      | 3.86        | 4.63        |
|        | 2. Describe internal assessment approaches of cultural technical behavioral and organizational processes that support competitive missions and strategies. | 4.95      | 4.80        | 4.63        |
|        | 3. Perform descriptive data analysis.  | 4.45      | 4.40        | 5.00        |
|        | 4. Evaluate risk-based opportunities and threat assessments.   | 4.68      | 4.50        | 4.92        |
|        | 5. Apply basic theories and concepts of probabilities and quantitative statistics.   | 4.64      | 4.00        | 4.67        |
|        | 6. Apply best practices and tools related to project management.   | 4.36      | 4.10        | 5.00        |

Each course in the graduate program has identified learning objectives, and each of these objectives is tied to a standardized assessment that is used system-wide. These assessments are scored by instructors using a rubric, and rubric scores are aggregated by term. Collection of these outcomes results began in Fall of 2015 with many classes, and by Spring of 2016 for all classes. Data will not be available in a term in which the course was not offered. Rubric scores are based on a scale of 1 to 5, with 5 indicating outstanding performance. A 3 on this scale indicates proficiency on that objective. One course has been selected for each concentration area because it represents a high level of complexity in that concentration, and it is taken exclusively or nearly exclusively by students in that concentration.

**Summary of Results from Implementing Indirect Measures of Student Learning:**

1. End of Program Comprehensive Survey

| Question   | Mean |
|--|------|
| I feel that the curriculum prepared me for my chosen career. | 4.40 |

The comprehensive end of program survey is completed by each graduating student at the end of their studies as a part of the capstone course. This survey combines all MBA students across campuses and concentrations. Rubric scores are based on a scale of 1 to 5, with 5 indicating extreme satisfaction.

2. All University Student Survey (2018)

***“I am satisfied with the education or training I am receiving to this point.” – Mean response 4.40 (out of 5)***

The All University Student Survey is completed by each all students at the end of each calendar year. Results of this survey are filtered to provide the unique feedback of all MBA students across campuses and concentrations. Rubric scores are based on a scale of 1 to 5, with 5 indicating extreme satisfaction.

**Summary of Achievement of Intended Student Learning Outcomes:**

| Intended Student Learning Outcomes  | Learning Assessment Measures |  |  |  |                                     |                               |  |  |
|---|------------------------------|--|--|--|-------------------------------------|-------------------------------|--|--|
| Program ISLOs   | Comprehensive Examination    | 2. Aligned Course Objective Competency |  |  | End of Program Comprehensive Survey | All University Student Survey |  |  |
| 1. Analyze core business concepts management and teamwork skills.   | MET                          | MET                                    |  |  | MET                                 | MET                           |  |  |
| 2. Create business solutions using ethical leadership, project.   | MET                          | MET                                    |  |  | MET                                 | MET                           |  |  |
| 3. Use data to drive decision-making and propose solutions to complex business problems.                    | MET                          | MET                                    |  |  | MET                                 | MET                           |  |  |
| 4. Create solutions that consider global competition and various cultural perspectives.                     | MET                          | MET                                    |  |  | MET                                 | MET                           |  |  |
| 5. Prepare logically constructed, relevant, and culturally appropriate written arguments and presentations. | MET                          | MET                                    |  |  | MET                                 | MET                           |  |  |

**Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:**

*While all outcome targets were met, the institution will continue its process of evaluating student, employer, advisory board, faculty and expert feedback to ensure that student achievement of outcomes remains high, and the program continues to be relevant in the marketplace. Additionally, the institution will work to capture additional alumni for analysis.*

**Student Learning Assessment for MASTER OF BUSINESS ADMINISTRATION IN TECHNOLOGY MANAGEMENT (MBATM)**

**Program Intended Student Learning Outcomes (Program ISLOs)**

1. Analyze core business concepts.
2. Create business solutions using ethical leadership, project management and teamwork skills.
3. Use data to drive decision-making and propose solutions to complex business problems.
4. Create solutions that consider global competition and various cultural perspectives.
5. Prepare logically constructed, relevant, and culturally appropriate written arguments and presentations.

**Assessment Instruments for Intended Student Learning Outcomes—  
Direct Measures of Student Learning:**

**Performance Objectives (Targets/Criteria) for Direct Measures:**

1. *End of Program Comprehensive Examination*  
Program ISLOs Assessed by this Measure: 1,2,3,4,5

*Student mean score will be at least 45 in each of thirteen listed domains.*

2. *Aligned Course Objective Competency*  
Program ISLOs Assessed by this Measure: 1,2,3,4,5

*Student mean score will be “proficient” (greater than or equal to 3 on a 5 point scale) for each course learning objective.*

**Assessment Instruments for Intended Student Learning Outcomes—  
Indirect Measures of Student Learning:**

**Performance Objectives (Targets/Criteria) for Indirect Measures:**

1. *End of Program Comprehensive Survey*  
Program ISLOs Assessed by this Measure: 1,2,3,4,5

*When asked if they felt that the curriculum had prepared them for their chosen career, students would rate their experience at 80% or better (greater than or equal to 4 on a 5 point scale).*

2. *All University Student Survey*  
Program ISLOs Assessed by this Measure: 1,2,3,4,5

*When asked if they were satisfied with the education they had received, students would rate their experience at 80% or better (greater than or equal to 4 on a 5 point scale).*



**Assessment Results: MASTER OF BUSINESS ADMINISTRATION IN TECHNOLOGY MANAGEMENT (MBATM)**

**Summary of Results from Implementing Direct Measures of Student Learning:**

1. *End of Program Comprehensive Examination (Peregrine Exam)*

| Course  | Timeline | Score       |
|---|----------|-------------|
| Total   | Outbound | <b>56.3</b> |
| Accounting                                    | Outbound | <b>57.1</b> |
| Business Ethics                               | Outbound | <b>56.7</b> |
| Business Finance                              | Outbound | <b>51.7</b> |
| Business Integration and Strategic Management | Outbound | <b>58.9</b> |
| Business Leadership                           | Outbound | <b>58.5</b> |
| Global Dimensions of Business                 | Outbound | <b>53.6</b> |
| Information Management Systems                | Outbound | <b>54.5</b> |
| Management                                    | Outbound | <b>57.5</b> |
| Management: Human Resource Management         | Outbound | <b>53.9</b> |
| Management: Operations/Production Management  | Outbound | <b>59.1</b> |
| Management: Organizational Behavior           | Outbound | <b>59.5</b> |
| Marketing                                     | Outbound | <b>58.3</b> |

*The comprehensive exam utilized by the graduate program is offered by Peregrine Academic Services and is completed by each graduating student at the end of their studies as a part of the capstone course. Peregrine Academic Services provides nationally normed, summative assessment services for Business Administration academic programs that are used for internal and external programmatic evaluation. This examination combines all MBA students across campuses and concentrations. Students are scored on their abilities in each of thirteen learning domains.*

2. Aligned Course Objective Competency (BU624 – Systems Analysis and Design)

| Course | Objective   | Fall 2017 | Spring 2018 | Summer 2018 |
|--------|---|-----------|-------------|-------------|
| BU 624 | 1. Assess the theoretical and operational practice of how effective systems analysis and design supports integrated business solutions. (NEW) | 5.00      | 5.00        |             |
|        | 2. Examine design tools and techniques to IT projects from idea inception to full detailed design.  | 4.50      | 5.00        |             |
|        | 3. Identify multidisciplinary roles and responsibilities in IT systems development projects.  | 5.00      | 5.00        |             |
|        | 4. Develop a strategy for a specific IT systems analysis and design project.  | 5.00      | 5.00        |             |

Each course in the graduate program has identified learning objectives, and each of these objectives is tied to a standardized assessment that is used system-wide. These assessments are scored by instructors using a rubric, and rubric scores are aggregated by term. Collection of these outcomes results began in Fall of 2015 with many classes, and by Spring of 2016 for all classes. Data will not be available in a term in which the course was not offered. Rubric scores are based on a scale of 1 to 5, with 5 indicating outstanding performance. A 3 on this scale indicates proficiency on that objective. One course has been selected for each concentration area because it represents a high level of complexity in that concentration, and it is taken exclusively or nearly exclusively by students in that concentration.

**Summary of Results from Implementing Indirect Measures of Student Learning:**

1. End of Program Comprehensive Survey

| Question   | Mean |
|--|------|
| I feel that the curriculum prepared me for my chosen career. | 4.00 |

The comprehensive end of program survey is completed by each graduating student at the end of their studies as a part of the capstone course. This survey combines all MBA students across campuses and concentrations. Rubric scores are based on a scale of 1 to 5, with 5 indicating extreme satisfaction. There were not enough responses from graduates in this concentration to be evaluated, only 24 MBA students responded to this survey question overall. In aggregate, the score for the MBA program as a whole was 4.13, and this score is displayed.

2. All University Student Survey (2018)

***“I am satisfied with the education or training I am receiving to this point.” – Mean response 4.40 (out of 5)***

*The All University Student Survey is completed by each all students at the end of each calendar year. Results of this survey are filtered to provide the unique feedback of all MBA students across campuses and concentrations. Rubric scores are based on a scale of 1 to 5, with 5 indicating extreme satisfaction.*

**Summary of Achievement of Intended Student Learning Outcomes:**

| Intended Student Learning Outcomes   | Learning Assessment Measures |  |  |  |                                     |                               |  |  |
|--|------------------------------|--|--|--|-------------------------------------|-------------------------------|--|--|
| Program ISLOs  | Comprehensive Examination    | 2. Aligned Course Objective Competency |  |  | End of Program Comprehensive Survey | All University Student Survey |  |  |
| 1. Analyze core business concepts management and teamwork skills.                        | MET                          | MET                                    |  |  | MET                                 | MET                           |  |  |
| 2. Create business solutions using ethical leadership, project.                          | MET                          | MET                                    |  |  | MET                                 | MET                           |  |  |
| 3. Use data to drive decision-making and propose solutions to complex business problems. | MET                          | MET                                    |  |  | MET                                 | MET                           |  |  |
| 4. Create solutions that consider global competition and various cultural perspectives.  | MET                          | MET                                    |  |  | MET                                 | MET                           |  |  |

|   |     |     |  |  |     |     |  |  |
|---|-----|-----|--|--|-----|-----|--|--|
| 5. Prepare logically constructed, relevant, and culturally appropriate written arguments and presentations.   | MET | MET |  |  | MET | MET |  |  |
|   |     |     |  |  |     |     |  |  |
| <b>Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:</b>  |     |     |  |  |     |     |  |  |
| <p><i>While all outcome targets were met, the institution will continue its process of evaluating student, employer, advisory board, faculty and expert feedback to ensure that student achievement of outcomes remains high, and the program continues to be relevant in the marketplace. Additionally, the institution will work to capture additional alumni for analysis.</i></p> |     |     |  |  |     |     |  |  |