

## Graduate Measurement and Analysis of Student Learning and Performance

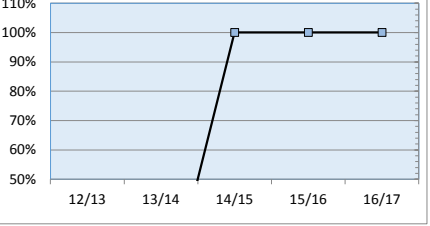
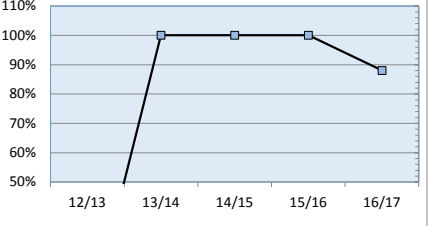
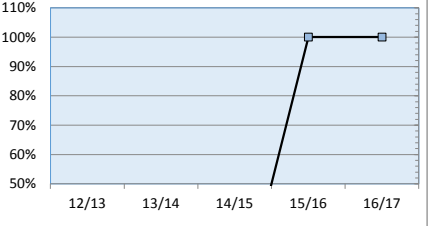
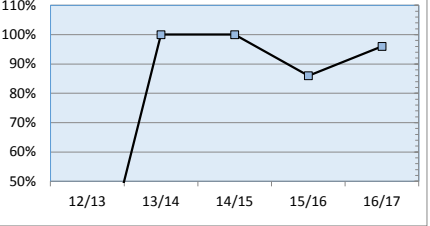
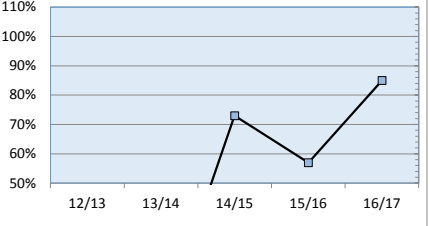
Performance Indicator	Definition																
<b>1. Student Learning Results</b>	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination).</i> Add these to the description of the measurement instrument in column two:</p> <p>Direct - Assessing student performance by examining samples of student work                      Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information.                      Formative – An assessment conducted during the student’s education.                      Summative – An assessment conducted at the end of the student’s education.                      Internal – An assessment instrument that was developed within the business unit.                      External – An assessment instrument that was developed outside the business unit.                      Comparative – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.</p>																
Measurable goal	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)												
<b>MBA Accounting</b> Students will prepare, analyze, and evaluate financial statements.	Direct, Formative, Internal. AC 755 Class Project. Students will analyze financial statements and make recommendations to improve.	Goal: 90% will score 2 or higher on rubric.	Course not taught this year	Course not taught this year	<table border="1" style="display: none;"> <caption>MBA Accounting Performance Trends</caption> <thead> <tr><th>Year</th><th>Performance (%)</th></tr> </thead> <tbody> <tr><td>12/13</td><td>100</td></tr> <tr><td>13/14</td><td>85</td></tr> <tr><td>14/15</td><td>90</td></tr> <tr><td>15/16</td><td>100</td></tr> <tr><td>16/17</td><td>50</td></tr> </tbody> </table>	Year	Performance (%)	12/13	100	13/14	85	14/15	90	15/16	100	16/17	50
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Students will prepare, analyze, and create corporate income tax returns	Direct, Formative, Internal. Students in AC724 Class Project. Tax return case.	Goal: 90% will score 2 or higher on rubric.	88% Met or Exceed the ELO 22 of 25	88% of students scored 90% or higher on the fraud case project. A new textbook and case is now being used to increase the rigor and make the activities more in line with industry reality.	<table border="1" style="display: none;"> <caption>Tax Returns Performance Trends</caption> <thead> <tr><th>Year</th><th>Performance (%)</th></tr> </thead> <tbody> <tr><td>12/13</td><td>90</td></tr> <tr><td>13/14</td><td>50</td></tr> <tr><td>14/15</td><td>100</td></tr> <tr><td>15/16</td><td>80</td></tr> <tr><td>16/17</td><td>90</td></tr> </tbody> </table>	Year	Performance (%)	12/13	90	13/14	50	14/15	100	15/16	80	16/17	90
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Students will interpret data and behaviors to recognize fraudulent behavior and devise controls to prevent it.	Direct, Formative, Internal. Students in AC725 will compete a project.	Goal: 90% will score 2 or higher on rubric.	59% Met or Exceed the ELO 10 of 17	Evaluate and clarify instructions and give examples of what is expected. Other projects improved overall grades.	<table border="1" style="display: none;"> <caption>Fraudulent Behavior Recognition Performance Trends</caption> <thead> <tr><th>Year</th><th>Performance (%)</th></tr> </thead> <tbody> <tr><td>12/13</td><td>50</td></tr> <tr><td>13/14</td><td>100</td></tr> <tr><td>14/15</td><td>50</td></tr> <tr><td>15/16</td><td>100</td></tr> <tr><td>16/17</td><td>60</td></tr> </tbody> </table>	Year	Performance (%)	12/13	50	13/14	100	14/15	50	15/16	100	16/17	60
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<b>MBA Business Analytics</b> Students will generate predictions using the results of regression analysis	Direct, Formative, Internal. Students in BA710 will compete a project.	Goal: 100% will score 2 or higher on rubric.	No Students have completed the program. It was started in 2016-17 academic year.	No Students have completed the program. It was started in 2016-17 academic year.	<table border="1" style="display: none;"> <caption>MBA Business Analytics Performance Trends</caption> <thead> <tr><th>Year</th><th>Performance (%)</th></tr> </thead> <tbody> <tr><td>12/13</td><td>100</td></tr> <tr><td>13/14</td><td>100</td></tr> <tr><td>14/15</td><td>100</td></tr> <tr><td>15/16</td><td>100</td></tr> <tr><td>16/17</td><td>100</td></tr> </tbody> </table>	Year	Performance (%)	12/13	100	13/14	100	14/15	100	15/16	100	16/17	100
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Students will use data analysis techniques and spreadsheet models to drive effective decision making and problem solving	Direct, Formative, Internal. Students in BA711 will compete a project.	Goal: 100% will score 2 or higher on rubric.	No Students have completed the program. It was started in 2016-17 academic year.	No Students have completed the program. It was started in 2016-17 academic year.	<table border="1"> <caption>BA711 Completion Data</caption> <thead> <tr> <th>Year</th> <th>Completion Rate</th> </tr> </thead> <tbody> <tr><td>12/13</td><td>100%</td></tr> <tr><td>13/14</td><td>100%</td></tr> <tr><td>14/15</td><td>100%</td></tr> <tr><td>15/16</td><td>100%</td></tr> <tr><td>16/17</td><td>100%</td></tr> </tbody> </table>	Year	Completion Rate	12/13	100%	13/14	100%	14/15	100%	15/16	100%	16/17	100%
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Students will collect and analyze business data leading to the derivation and communication of insights	Direct, Formative, Internal. Students in BA712 will compete a project.	Goal: 100% will score 2 or higher on rubric.	No Students have completed the program. It was started in 2016-17 academic year.	No Students have completed the program. It was started in 2016-17 academic year.	<table border="1"> <caption>BA712 Completion Data</caption> <thead> <tr> <th>Year</th> <th>Completion Rate</th> </tr> </thead> <tbody> <tr><td>12/13</td><td>100%</td></tr> <tr><td>13/14</td><td>100%</td></tr> <tr><td>14/15</td><td>100%</td></tr> <tr><td>15/16</td><td>100%</td></tr> <tr><td>16/17</td><td>100%</td></tr> </tbody> </table>	Year	Completion Rate	12/13	100%	13/14	100%	14/15	100%	15/16	100%	16/17	100%
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<b>MBA Entrepreneurship</b>																	
Students will discern appropriate funding sources for a business	Direct, Formative, Internal. Students in BA 752 will do a case analysis to recommend the appropriate source of funding for a company based on their growth aspirations and current situation.	Goal: 100% will score 2 or higher on rubric.	43% Met or Exceed the ELO 3 of 7	More instruction is clearly needed to prepare students for case. In addition, the assumption is they are learning the basic material in Ba 723 and that may not be happening so need to coordinate with BA 723 instructors.	<table border="1"> <caption>BA 752 Completion Data</caption> <thead> <tr> <th>Year</th> <th>Completion Rate</th> </tr> </thead> <tbody> <tr><td>12/13</td><td>0%</td></tr> <tr><td>13/14</td><td>0%</td></tr> <tr><td>14/15</td><td>0%</td></tr> <tr><td>15/16</td><td>50%</td></tr> <tr><td>16/17</td><td>0%</td></tr> </tbody> </table>	Year	Completion Rate	12/13	0%	13/14	0%	14/15	0%	15/16	50%	16/17	0%
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Students will understand, and be able to develop a strategy employing the factors necessary for successful growth and exit for a business.	Direct, Formative, Internal. Students in BA 759 will develop a 7S model for the enterprise of their choice.	Goal: 100% will score 2 or higher on rubric.	100% Met or Exceed the ELO 3 of 3	Students were successful in achieving the goal. Continue class as is.	<table border="1"> <caption>BA 759 Completion Data</caption> <thead> <tr> <th>Year</th> <th>Completion Rate</th> </tr> </thead> <tbody> <tr><td>12/13</td><td>0%</td></tr> <tr><td>13/14</td><td>0%</td></tr> <tr><td>14/15</td><td>0%</td></tr> <tr><td>15/16</td><td>0%</td></tr> <tr><td>16/17</td><td>100%</td></tr> </tbody> </table>	Year	Completion Rate	12/13	0%	13/14	0%	14/15	0%	15/16	0%	16/17	100%
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Students will invent an innovative new product and formulate a launch plan for an existing business	Direct, Formative, Internal. Rubric In MK780	Goal: 100% will score 2 or higher on rubric.	100% Met or Exceed the ELO 8 of 8	100% meet or exceeded expectations. Continue to monitor.	<table border="1"> <caption>MK780 Completion Data</caption> <thead> <tr> <th>Year</th> <th>Completion Rate</th> </tr> </thead> <tbody> <tr><td>12/13</td><td>0%</td></tr> <tr><td>13/14</td><td>0%</td></tr> <tr><td>14/15</td><td>0%</td></tr> <tr><td>15/16</td><td>100%</td></tr> <tr><td>16/17</td><td>100%</td></tr> </tbody> </table>	Year	Completion Rate	12/13	0%	13/14	0%	14/15	0%	15/16	100%	16/17	100%
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<b>MBA Finance</b>																	

Students will apply time value of money techniques to value an asset or business	Direct, Formative, Internal. Students in will compete a project.	Goal: 100% will score 2 or higher on rubric.	Course was not taught	Course was not taught.	<table border="1"> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>12/13</td> <td>50%</td> </tr> <tr> <td>13/14</td> <td>65%</td> </tr> <tr> <td>14/15</td> <td>100%</td> </tr> <tr> <td>15/16</td> <td>70%</td> </tr> <tr> <td>16/17</td> <td>50%</td> </tr> </tbody> </table>	Year	Percentage	12/13	50%	13/14	65%	14/15	100%	15/16	70%	16/17	50%
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Students will explain risk-return trade-offs and evaluate investment performance.	Direct, Formative, Internal. Students will compete a Research paper in BA753	Goal: 100% will score 2 or higher on rubric.	83% Met or Exceed the ELO 5 of 6	Small sample; all students who submitted the assignment met or exceeded expectations.	<table border="1"> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>12/13</td> <td>50%</td> </tr> <tr> <td>13/14</td> <td>75%</td> </tr> <tr> <td>14/15</td> <td>50%</td> </tr> <tr> <td>15/16</td> <td>85%</td> </tr> <tr> <td>16/17</td> <td>80%</td> </tr> </tbody> </table>	Year	Percentage	12/13	50%	13/14	75%	14/15	50%	15/16	85%	16/17	80%
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Students will assess exposures to risk and construct a risk management strategy for a company	Direct, Formative, Internal. Students in BA754 will compete a case study.	Goal: 100% will score 2 or higher on rubric.	93% Met or Exceed the ELO 14 of 15	Monitor. All students met or exceeded expectations for the ELO.	<table border="1"> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>12/13</td> <td>50%</td> </tr> <tr> <td>13/14</td> <td>60%</td> </tr> <tr> <td>14/15</td> <td>100%</td> </tr> <tr> <td>15/16</td> <td>100%</td> </tr> <tr> <td>16/17</td> <td>90%</td> </tr> </tbody> </table>	Year	Percentage	12/13	50%	13/14	60%	14/15	100%	15/16	100%	16/17	90%
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<b>MBA Healthcare Management</b>																	
Students will analyze and evaluate the influence and constraints imposed by structural limits in the development of health policy	Direct, Formative, Internal. Students in HC760 will compete a research paper.	Goal: 90% will score 2 or higher on rubric.	94% Met or Exceed the ELO 31 of 33	Continue to monitor.	<table border="1"> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>12/13</td> <td>100%</td> </tr> <tr> <td>13/14</td> <td>100%</td> </tr> <tr> <td>14/15</td> <td>50%</td> </tr> <tr> <td>15/16</td> <td>95%</td> </tr> <tr> <td>16/17</td> <td>90%</td> </tr> </tbody> </table>	Year	Percentage	12/13	100%	13/14	100%	14/15	50%	15/16	95%	16/17	90%
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Students will perform a financial analysis for a healthcare organization	Direct, Formative, Internal. Students in HC780 will compete a project.	Goal: 90% will score 2 or higher on rubric.	100% Met or Exceed the ELO 25 of 25	Continue to monitor.	<table border="1"> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>12/13</td> <td>100%</td> </tr> <tr> <td>13/14</td> <td>100%</td> </tr> <tr> <td>14/15</td> <td>90%</td> </tr> <tr> <td>15/16</td> <td>100%</td> </tr> <tr> <td>16/17</td> <td>100%</td> </tr> </tbody> </table>	Year	Percentage	12/13	100%	13/14	100%	14/15	90%	15/16	100%	16/17	100%
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<p>Students will analyze and explain how the organizational structure of a healthcare system affects patient care</p>	<p>Direct, Formative, Internal. Students in HC770 will compete a project.</p>	<p>Goal: 90% will score 2 or higher on rubric.</p>	<p>94% Met or Exceed the ELO 31 of 33</p>	<p>Continue to monitor.</p>	<table border="1"> <caption>Performance Data for Healthcare System Analysis</caption> <thead> <tr> <th>Year</th> <th>Performance (%)</th> </tr> </thead> <tbody> <tr> <td>12/13</td> <td>100%</td> </tr> <tr> <td>13/14</td> <td>100%</td> </tr> <tr> <td>14/15</td> <td>50%</td> </tr> <tr> <td>15/16</td> <td>100%</td> </tr> <tr> <td>16/17</td> <td>95%</td> </tr> </tbody> </table>	Year	Performance (%)	12/13	100%	13/14	100%	14/15	50%	15/16	100%	16/17	95%
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<p><b>MBA Human Resource Management</b></p>																	
<p>Students will develop a Total Rewards Plan that will attract, retain, and motivate the workforce to satisfy demands of business strategy.</p>	<p>Direct, Formative, Internal. Students will compete a Corporate Total Rewards Plan in HR760</p>	<p>Goal: 80% will score 2 or higher on rubric.</p>	<p>50% Met or Exceed the ELO 9 of 18</p>	<p>Students STILL struggle tremendously with the concept of creation &amp; critical thinking. Not sure how many qualitative graduate core classes incorporate this concept to familiarize them with it before they get to concentration classes. They seem afraid to express an original thought and unaware of how to "back their opinion up" with scholarly research.</p>	<table border="1"> <caption>Performance Data for Total Rewards Plan</caption> <thead> <tr> <th>Year</th> <th>Performance (%)</th> </tr> </thead> <tbody> <tr> <td>12/13</td> <td>100%</td> </tr> <tr> <td>13/14</td> <td>100%</td> </tr> <tr> <td>14/15</td> <td>50%</td> </tr> <tr> <td>15/16</td> <td>70%</td> </tr> <tr> <td>16/17</td> <td>50%</td> </tr> </tbody> </table>	Year	Performance (%)	12/13	100%	13/14	100%	14/15	50%	15/16	70%	16/17	50%
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<p>Students will create an Action Plan that utilizes a Human Resource Information System (HRIS) to first identify the type of talent needed within an organization and then to determine how to acquire, retain, and manage talent to gain a competitive advantage</p>	<p>Direct, Formative, Internal. Students will compete a report that presents an action plan that includes a HRIS to identify the type of talent needed and then to determine how to acquire, retain, and manage that talent</p>	<p>Goal: 80% will score 2 or higher on rubric.</p>	<p>76% Met or Exceed the ELO 16 of 21</p>	<p>Students STILL struggle tremendously with the concept of creation &amp; critical thinking. Not sure how many qualitative graduate core classes incorporate this concept to familiarize them with it before they get to concentration classes. They seem afraid to express an original thought and unaware of how to "back their opinion up" with scholarly research.</p>	<table border="1"> <caption>Performance Data for HRIS Action Plan</caption> <thead> <tr> <th>Year</th> <th>Performance (%)</th> </tr> </thead> <tbody> <tr> <td>12/13</td> <td>100%</td> </tr> <tr> <td>13/14</td> <td>100%</td> </tr> <tr> <td>14/15</td> <td>50%</td> </tr> <tr> <td>15/16</td> <td>60%</td> </tr> <tr> <td>16/17</td> <td>75%</td> </tr> </tbody> </table>	Year	Performance (%)	12/13	100%	13/14	100%	14/15	50%	15/16	60%	16/17	75%
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<p><b>MBA Information Assurance</b></p>																	
<p>Students will suggest ways to protect various computer systems, networks, and data against internal and external attacks based on industry, assets, and threats associated</p>	<p>Direct, Formative, Internal. Students will compete an exam.</p>	<p>Goal: 100% will score 2 or higher on rubric.</p>	<p>No Students have completed the program. It was started in 2016-17 academic year.</p>	<p>No Students have completed the program. It was started in 2016-17 academic year.</p>	<table border="1"> <caption>Performance Data for Information Assurance (Exam)</caption> <thead> <tr> <th>Year</th> <th>Performance (%)</th> </tr> </thead> <tbody> <tr> <td>12/13</td> <td>100%</td> </tr> <tr> <td>13/14</td> <td>100%</td> </tr> <tr> <td>14/15</td> <td>100%</td> </tr> <tr> <td>15/16</td> <td>100%</td> </tr> <tr> <td>16/17</td> <td>100%</td> </tr> </tbody> </table>	Year	Performance (%)	12/13	100%	13/14	100%	14/15	100%	15/16	100%	16/17	100%
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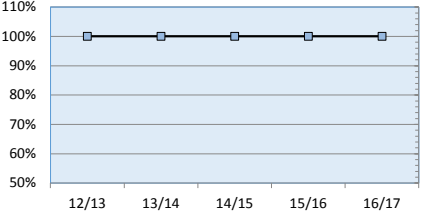
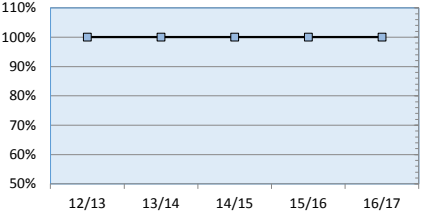
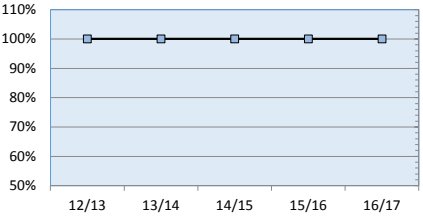
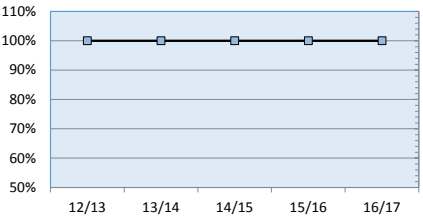
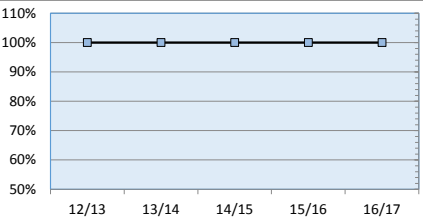
Students will suggest the optimal backup and recovery infrastructure needed to protect data based on a given set of environmental and business conditions.	Direct, Formative, Internal. Students will complete an exam.	Goal: 100% will score 2 or higher on rubric.	No Students have completed the program. It was started in 2016-17 academic year.	No Students have completed the program. It was started in 2016-17 academic year.	<table border="1"> <caption>Performance Data for Backup and Recovery</caption> <thead> <tr> <th>Year</th> <th>Performance (%)</th> </tr> </thead> <tbody> <tr> <td>12/13</td> <td>100</td> </tr> <tr> <td>13/14</td> <td>100</td> </tr> <tr> <td>14/15</td> <td>100</td> </tr> <tr> <td>15/16</td> <td>100</td> </tr> <tr> <td>16/17</td> <td>100</td> </tr> </tbody> </table>	Year	Performance (%)	12/13	100	13/14	100	14/15	100	15/16	100	16/17	100
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<b>MBA Management</b>																	
Utilize leadership theories to identify problems within a workplace scenario and make recommendations for effective leadership intervention (e.g., styles, behaviors, actions).	Direct, Formative, Internal. Students will complete a case study/presentation in MG730.	Goal: 80% will score 2 or higher on rubric.	25% Met or Exceed the ELO 16 of 63	This ELO was not met due to instructional issues instructions of the assignment were unclear and the case used was inappropriate. Goingforward a new case will be chosen and a new ELO has been written. The new ELO is: Students will be able to utilize leadership theory to identify problems within a workplace scenario and make recommendations for effective leadership (e.g., styles, behaviors, actions).	<table border="1"> <caption>Performance Data for Leadership Theories</caption> <thead> <tr> <th>Year</th> <th>Performance (%)</th> </tr> </thead> <tbody> <tr> <td>12/13</td> <td>88</td> </tr> <tr> <td>13/14</td> <td>92</td> </tr> <tr> <td>14/15</td> <td>68</td> </tr> <tr> <td>15/16</td> <td>50</td> </tr> <tr> <td>16/17</td> <td>50</td> </tr> </tbody> </table>	Year	Performance (%)	12/13	88	13/14	92	14/15	68	15/16	50	16/17	50
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Identify tensions when high and low context cultures interact and recommend solutions for resolving these cultural conflicts.	Direct, Formative, Internal. Students will complete an essay exam in MG785.	Goal: 80% will score 2 or higher on rubric.	70% Met or Exceed the ELO 7 of 10	This ELO should be rewritten to better align with the assignment and the course. New ELO: "Students will be able to identify tensions resulting when high and low context cultures interact and recommend solutions for resolving these cultural conflicts." Additionally, the rubric will be updated in Canvas and will be used in 1718. Additionally, will ensure all sections are assessed. No data was collected in 1702 F1.	<table border="1"> <caption>Performance Data for Cultural Conflicts</caption> <thead> <tr> <th>Year</th> <th>Performance (%)</th> </tr> </thead> <tbody> <tr> <td>12/13</td> <td>100</td> </tr> <tr> <td>13/14</td> <td>100</td> </tr> <tr> <td>14/15</td> <td>95</td> </tr> <tr> <td>15/16</td> <td>82</td> </tr> <tr> <td>16/17</td> <td>70</td> </tr> </tbody> </table>	Year	Performance (%)	12/13	100	13/14	100	14/15	95	15/16	82	16/17	70
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Students will analyze current management theory and practices through the lens of management history.	Direct, Formative, Internal. Students will complete a paper analyzing an historical figure in management and the impact their legacy has on management thought today in MG795.	Goal: 80% will score 2 or higher on rubric.	67% Met or Exceed the ELO 12 of 18	Fall section was not a strong group of students; however, assessment of the ELO based on the Spring semester, which was more typical of the quality of MBA students, 77% pf the students met or exceeded expectations. This is a group assignment, and 1 student was the determining factor in 3 students failing to meet expectations for this ELO. Going forward, individual accountability mechanisms may be considered for this ELO assessment.	<table border="1"> <caption>Performance Data for Management History</caption> <thead> <tr> <th>Year</th> <th>Performance (%)</th> </tr> </thead> <tbody> <tr> <td>12/13</td> <td>50</td> </tr> <tr> <td>13/14</td> <td>50</td> </tr> <tr> <td>14/15</td> <td>50</td> </tr> <tr> <td>15/16</td> <td>82</td> </tr> <tr> <td>16/17</td> <td>68</td> </tr> </tbody> </table>	Year	Performance (%)	12/13	50	13/14	50	14/15	50	15/16	82	16/17	68
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<b>MBA Marketing</b>																	
Students will evaluate a services marketing problem and articulate recommendations for improvement	Direct, Formative, Internal. Students will complete a project in MK778.	Goal: 100% will score 2 or higher on rubric.	43% Met or Exceed the ELO 3 of 7		<table border="1"> <caption>Performance Data for Services Marketing</caption> <thead> <tr> <th>Year</th> <th>Performance (%)</th> </tr> </thead> <tbody> <tr> <td>12/13</td> <td>50</td> </tr> <tr> <td>13/14</td> <td>50</td> </tr> <tr> <td>14/15</td> <td>100</td> </tr> <tr> <td>15/16</td> <td>100</td> </tr> <tr> <td>16/17</td> <td>100</td> </tr> </tbody> </table>	Year	Performance (%)	12/13	50	13/14	50	14/15	100	15/16	100	16/17	100
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Students will strategically integrate new and traditional media in a communication for a business organization.	Direct, Formative, Internal. Students will compete an advertising brief, marketing message and media plan in MK758.	Goal: 100% will score 2 or higher on rubric.	100% Met or Exceed the ELO 8 of 8	No changes to the ELO, assignment, guidelines, or teaching emphases.	 <table border="1"> <caption>Performance Data for MK758</caption> <thead> <tr> <th>Year</th> <th>Performance (%)</th> </tr> </thead> <tbody> <tr> <td>12/13</td> <td>0%</td> </tr> <tr> <td>13/14</td> <td>0%</td> </tr> <tr> <td>14/15</td> <td>100%</td> </tr> <tr> <td>15/16</td> <td>100%</td> </tr> <tr> <td>16/17</td> <td>100%</td> </tr> </tbody> </table>	Year	Performance (%)	12/13	0%	13/14	0%	14/15	100%	15/16	100%	16/17	100%
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Students will analyze an overseas market and adapt a globalization strategy for a business that is appropriate for a foreign country and culture.	Direct, Formative, Internal. Students will compete an International marketing plan in MK782.	Goal: 100% will score 2 or higher on rubric.	88% Met or Exceed the ELO 7 of 8	Revise this ELO to state developing country instead of foreign country and culture (see below). REWORD: "Analyze a BRIC country (Brazil, Russia, China, or India) and adapt a globalizations strategy for an existing business organization in that marketplace." Increase rigor of assessment for the assignment. Add the Blooms Taxonomy wording (analyze and synthesize) to the Deans ELO Program summary. Revise course rubric to match CBMC scale.	 <table border="1"> <caption>Performance Data for MK782</caption> <thead> <tr> <th>Year</th> <th>Performance (%)</th> </tr> </thead> <tbody> <tr> <td>12/13</td> <td>0%</td> </tr> <tr> <td>13/14</td> <td>100%</td> </tr> <tr> <td>14/15</td> <td>100%</td> </tr> <tr> <td>15/16</td> <td>100%</td> </tr> <tr> <td>16/17</td> <td>88%</td> </tr> </tbody> </table>	Year	Performance (%)	12/13	0%	13/14	100%	14/15	100%	15/16	100%	16/17	88%
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Students will invent an innovative new product and formulate a launch plan for an existing business	Direct, Formative, Internal. Rubric in MK780	Goal: 100% will score 2 or higher on rubric.	100% Met or Exceed the ELO 8 of 8	100% meet or exceeded expectations. Continue to monitor.	 <table border="1"> <caption>Performance Data for MK780</caption> <thead> <tr> <th>Year</th> <th>Performance (%)</th> </tr> </thead> <tbody> <tr> <td>12/13</td> <td>0%</td> </tr> <tr> <td>13/14</td> <td>0%</td> </tr> <tr> <td>14/15</td> <td>0%</td> </tr> <tr> <td>15/16</td> <td>100%</td> </tr> <tr> <td>16/17</td> <td>100%</td> </tr> </tbody> </table>	Year	Performance (%)	12/13	0%	13/14	0%	14/15	0%	15/16	100%	16/17	100%
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<b>MBA General Business/Core</b>																	
Demonstrate mastery of knowledge of the essential theories and practices in the major business disciplines.	Direct, Summrative External. Students will compete a nationally normed comprehensive exam provided by an outside vendor.	Goal: Aggregate student score will be 80% or higher.	96% Aggregate score.	Continue to monitor. An addition is to view individual student exam placings to ensure percentages are evenly spaced between students. .	 <table border="1"> <caption>Aggregate Performance Data</caption> <thead> <tr> <th>Year</th> <th>Performance (%)</th> </tr> </thead> <tbody> <tr> <td>12/13</td> <td>0%</td> </tr> <tr> <td>13/14</td> <td>100%</td> </tr> <tr> <td>14/15</td> <td>100%</td> </tr> <tr> <td>15/16</td> <td>85%</td> </tr> <tr> <td>16/17</td> <td>96%</td> </tr> </tbody> </table>	Year	Performance (%)	12/13	0%	13/14	100%	14/15	100%	15/16	85%	16/17	96%
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Evaluate the environment in which businesses operate with an awareness of complexities, interdependencies, risks, consequences, and diverse stakeholder perspectives.	Direct, Formative, Internal. Students will compete a Business Case Analysis is used to create a solution in the BA799 course.	Goal: 90% will score 2 or higher on rubric.	85% Met or Exceed the ELO 41 of 48	For this ELO, 2 students did not meet the expectation since they failed the course and did not submit the assignment. IN the case of the other 5 the students did well in the course and did not communicate effectively. These students were in the same course with an adjunct. It might be that the adjunct did not properly apply the rubric area.	 <table border="1"> <caption>Performance Data for BA799</caption> <thead> <tr> <th>Year</th> <th>Performance (%)</th> </tr> </thead> <tbody> <tr> <td>12/13</td> <td>0%</td> </tr> <tr> <td>13/14</td> <td>0%</td> </tr> <tr> <td>14/15</td> <td>72%</td> </tr> <tr> <td>15/16</td> <td>55%</td> </tr> <tr> <td>16/17</td> <td>85%</td> </tr> </tbody> </table>	Year	Performance (%)	12/13	0%	13/14	0%	14/15	72%	15/16	55%	16/17	85%
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Formulate statements of business problems or opportunities to facilitate insightful dialogue and critical thinking.	Direct, Formative, Internal. Students will complete a Business Case Analysis is used to create a solution in the BA799 course.	Goal: 90% will score 2 or higher on rubric.	96% Met or Exceed the ELO 46 of 48	The identification of a business problem is imperative. An added emphasis in the course has been added to explain the development of a problem statement.	<table border="1"> <thead> <tr> <th>Year</th> <th>Performance (%)</th> </tr> </thead> <tbody> <tr> <td>12/13</td> <td>50</td> </tr> <tr> <td>13/14</td> <td>98</td> </tr> <tr> <td>14/15</td> <td>100</td> </tr> <tr> <td>15/16</td> <td>65</td> </tr> <tr> <td>16/17</td> <td>95</td> </tr> </tbody> </table>	Year	Performance (%)	12/13	50	13/14	98	14/15	100	15/16	65	16/17	95
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Generate solutions to complex business problems or opportunities through critical, creative, and systems thinking and apply appropriate theories, concepts, tools, skills, practices, and research.	Direct, Formative, Internal. Students will complete a Business Case Analysis is used to create a solution in the BA799 course.	Goal: 90% will score 2 or higher on rubric.	96% Met or Exceed the ELO 46 of 48	Only 2 of the students did not meet the expectation. The sample size that failed to meet the ELO was small and the results will be monitored for negative trends.	<table border="1"> <thead> <tr> <th>Year</th> <th>Performance (%)</th> </tr> </thead> <tbody> <tr> <td>12/13</td> <td>50</td> </tr> <tr> <td>13/14</td> <td>50</td> </tr> <tr> <td>14/15</td> <td>50</td> </tr> <tr> <td>15/16</td> <td>85</td> </tr> <tr> <td>16/17</td> <td>95</td> </tr> </tbody> </table>	Year	Performance (%)	12/13	50	13/14	50	14/15	50	15/16	85	16/17	95
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Make decisions and action plans within a business context that are effective, wellreasoned, ethical, and socially responsible.	Direct, Formative, Internal. Students will complete a Business Case Analysis is used to create a solution in the BA799 course.	Goal: 90% will score 2 or higher on rubric.	85% Met or Exceed the ELO 41 of 48	Continue to monitor and place emphasis on decision-making.	<table border="1"> <thead> <tr> <th>Year</th> <th>Performance (%)</th> </tr> </thead> <tbody> <tr> <td>12/13</td> <td>50</td> </tr> <tr> <td>13/14</td> <td>50</td> </tr> <tr> <td>14/15</td> <td>50</td> </tr> <tr> <td>15/16</td> <td>88</td> </tr> <tr> <td>16/17</td> <td>85</td> </tr> </tbody> </table>	Year	Performance (%)	12/13	50	13/14	50	14/15	50	15/16	88	16/17	85
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<b>MS Organizational Leadership</b>																	
Students will compare and contrast traditional leadership schoolsof thought with critical theories of leadership.	Direct, Formative, Internal. Students will complete a case study in MG730.	Goal: 100% will score 2 or higher on rubric.	25% Met or Exceed the ELO 16 of 63	This ELO was not met due to instructional issues instructions of the assignment were unclear and the case used was inappropriate. Goingforward a new case will be chosen and a new ELO has been written. The new ELO is: Students will be able to utilize leadership theory to identify problems within a workplace scenario and make recommendations for effective leadership (e.g., styles, behaviors, actions).	<table border="1"> <thead> <tr> <th>Year</th> <th>Performance (%)</th> </tr> </thead> <tbody> <tr> <td>12/13</td> <td>88</td> </tr> <tr> <td>13/14</td> <td>92</td> </tr> <tr> <td>14/15</td> <td>68</td> </tr> <tr> <td>15/16</td> <td>50</td> </tr> <tr> <td>16/17</td> <td>50</td> </tr> </tbody> </table>	Year	Performance (%)	12/13	88	13/14	92	14/15	68	15/16	50	16/17	50
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Students will diagnose an organization's culture and demonstrate an understanding of its relationship to organizational change.	Direct, Formative, Internal. Students will complete a research paper.	Goal: 100% will score 2 or higher on rubric.	86% Met or Exceed the ELO 18 of 21	From Fall section, Switch group assignment to individual assignment. Revise instructions for clarity. Revise order of subtasks on multi week assignment. From Spring section, Revise instructions for clarity. Shorten word/page length requirements of subtasks and final assignment. Improve clarity on OCAI rating system instructions. Please note: In compliance assist, please change assessment instrument to "OCAI" Culture Assessment Project.	<table border="1"> <thead> <tr> <th>Year</th> <th>Performance (%)</th> </tr> </thead> <tbody> <tr> <td>12/13</td> <td>90</td> </tr> <tr> <td>13/14</td> <td>85</td> </tr> <tr> <td>14/15</td> <td>50</td> </tr> <tr> <td>15/16</td> <td>50</td> </tr> <tr> <td>16/17</td> <td>85</td> </tr> </tbody> </table>	Year	Performance (%)	12/13	90	13/14	85	14/15	50	15/16	50	16/17	85
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Students will demonstrate an understanding of the role of the leader and follower in a business simulation.	Direct, Formative, Internal. Students will compete a simulation project.	Goal: 100% will score 2 or higher on rubric.	100% Met or Exceed the ELO 3 of 3	Continue to monitor.	<table border="1"> <caption>Performance Data for ELO 3 of 3</caption> <thead> <tr> <th>Year</th> <th>Performance (%)</th> </tr> </thead> <tbody> <tr> <td>12/13</td> <td>50%</td> </tr> <tr> <td>13/14</td> <td>78%</td> </tr> <tr> <td>14/15</td> <td>100%</td> </tr> <tr> <td>15/16</td> <td>100%</td> </tr> <tr> <td>16/17</td> <td>100%</td> </tr> </tbody> </table>	Year	Performance (%)	12/13	50%	13/14	78%	14/15	100%	15/16	100%	16/17	100%
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<b>MBA Project Management</b>																	
Students will identify reasons why projects fail and explain specific project management best practices that could be used to prevent such failures.	Direct, Formative, Internal. Students will compete an essay exam.	Goal: 90% will score 2 or higher on rubric.	90% Met or Exceed the ELO 88 of 98	Continue to monitor.	<table border="1"> <caption>Performance Data for ELO 88 of 98</caption> <thead> <tr> <th>Year</th> <th>Performance (%)</th> </tr> </thead> <tbody> <tr> <td>12/13</td> <td>90%</td> </tr> <tr> <td>13/14</td> <td>82%</td> </tr> <tr> <td>14/15</td> <td>92%</td> </tr> <tr> <td>15/16</td> <td>90%</td> </tr> <tr> <td>16/17</td> <td>90%</td> </tr> </tbody> </table>	Year	Performance (%)	12/13	90%	13/14	82%	14/15	92%	15/16	90%	16/17	90%
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Students will evaluate project team effectiveness and diagnose problems related to team dynamics.	Direct, Formative, Internal. Students will compete a paper.	Goal: 90% will score 2 or higher on rubric.	No data collected	Recommend the new lead faculty member take a look at the assignment and instrument to ensure it measures the learning outcome.	<table border="1"> <caption>Performance Data for ELO 88 of 98</caption> <thead> <tr> <th>Year</th> <th>Performance (%)</th> </tr> </thead> <tbody> <tr> <td>12/13</td> <td>85%</td> </tr> <tr> <td>13/14</td> <td>100%</td> </tr> <tr> <td>14/15</td> <td>95%</td> </tr> <tr> <td>15/16</td> <td>95%</td> </tr> <tr> <td>16/17</td> <td>50%</td> </tr> </tbody> </table>	Year	Performance (%)	12/13	85%	13/14	100%	14/15	95%	15/16	95%	16/17	50%
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Students will apply both the technical and human resource expertise necessary to develop and implement an effective project plan	Direct, Formative, Internal. Students will compete a calculation problems with explanation	Goal: 90% will score 2 or higher on rubric.	90% Met or Exceed the ELO 9 of 10	Continue to monitor.	<table border="1"> <caption>Performance Data for ELO 9 of 10</caption> <thead> <tr> <th>Year</th> <th>Performance (%)</th> </tr> </thead> <tbody> <tr> <td>12/13</td> <td>50%</td> </tr> <tr> <td>13/14</td> <td>90%</td> </tr> <tr> <td>14/15</td> <td>50%</td> </tr> <tr> <td>15/16</td> <td>50%</td> </tr> <tr> <td>16/17</td> <td>90%</td> </tr> </tbody> </table>	Year	Performance (%)	12/13	50%	13/14	90%	14/15	50%	15/16	50%	16/17	90%
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Students will integrate an organization's projects with its strategic plan.	Direct, Formative, Internal. Students will compete a essay exam.	Goal: 90% will score 2 or higher on rubric.	100% Met or Exceed the ELO 13 of 13	Continue to monitor.	<table border="1"> <caption>Performance Data for ELO 13 of 13</caption> <thead> <tr> <th>Year</th> <th>Performance (%)</th> </tr> </thead> <tbody> <tr> <td>12/13</td> <td>50%</td> </tr> <tr> <td>13/14</td> <td>95%</td> </tr> <tr> <td>14/15</td> <td>95%</td> </tr> <tr> <td>15/16</td> <td>92%</td> </tr> <tr> <td>16/17</td> <td>100%</td> </tr> </tbody> </table>	Year	Performance (%)	12/13	50%	13/14	95%	14/15	95%	15/16	92%	16/17	100%
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<b>Master of Accountancy</b>																	



Students will prepare to take the CPA exam	Direct, Formative, Internal. Students will complete CPA Practice Exams	Goal: 80% will score 75% or higher on practice exams.	No Students have completed the program. It was started in 2016-17 academic year.	No Students have completed the program. It was started in 2016-17 academic year.	 <table border="1"> <caption>Completion Rate Data (12/13 - 16/17)</caption> <thead> <tr> <th>Year</th> <th>Completion Rate</th> </tr> </thead> <tbody> <tr><td>12/13</td><td>100%</td></tr> <tr><td>13/14</td><td>100%</td></tr> <tr><td>14/15</td><td>100%</td></tr> <tr><td>15/16</td><td>100%</td></tr> <tr><td>16/17</td><td>100%</td></tr> </tbody> </table>	Year	Completion Rate	12/13	100%	13/14	100%	14/15	100%	15/16	100%	16/17	100%
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Students will prepare, analyze, and evaluate financial statements.	Direct, Formative, Internal. AC 755 Class Project. Students will analyze financial statements and make recommendations to improve.	Goal: 90% will score 2 or higher on rubric.	No Students have completed the program. It was started in 2016-17 academic year.	No Students have completed the program. It was started in 2016-17 academic year.	 <table border="1"> <caption>Completion Rate Data (12/13 - 16/17)</caption> <thead> <tr> <th>Year</th> <th>Completion Rate</th> </tr> </thead> <tbody> <tr><td>12/13</td><td>100%</td></tr> <tr><td>13/14</td><td>100%</td></tr> <tr><td>14/15</td><td>100%</td></tr> <tr><td>15/16</td><td>100%</td></tr> <tr><td>16/17</td><td>100%</td></tr> </tbody> </table>	Year	Completion Rate	12/13	100%	13/14	100%	14/15	100%	15/16	100%	16/17	100%
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Students will prepare, analyze, and create corporate income tax returns	Direct, Formative, Internal. Students in AC724 Class Project. Tax return case.	Goal: 90% will score 2 or higher on rubric.	No Students have completed the program. It was started in 2016-17 academic year.	No Students have completed the program. It was started in 2016-17 academic year.	 <table border="1"> <caption>Completion Rate Data (12/13 - 16/17)</caption> <thead> <tr> <th>Year</th> <th>Completion Rate</th> </tr> </thead> <tbody> <tr><td>12/13</td><td>100%</td></tr> <tr><td>13/14</td><td>100%</td></tr> <tr><td>14/15</td><td>100%</td></tr> <tr><td>15/16</td><td>100%</td></tr> <tr><td>16/17</td><td>100%</td></tr> </tbody> </table>	Year	Completion Rate	12/13	100%	13/14	100%	14/15	100%	15/16	100%	16/17	100%
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Students will plan and participate in an audit	Direct, Formative, Internal. Students in AC739 will compete a project.	Goal: 90% will score 2 or higher on rubric.	No Students have completed the program. It was started in 2016-17 academic year.	No Students have completed the program. It was started in 2016-17 academic year.	 <table border="1"> <caption>Completion Rate Data (12/13 - 16/17)</caption> <thead> <tr> <th>Year</th> <th>Completion Rate</th> </tr> </thead> <tbody> <tr><td>12/13</td><td>100%</td></tr> <tr><td>13/14</td><td>100%</td></tr> <tr><td>14/15</td><td>100%</td></tr> <tr><td>15/16</td><td>100%</td></tr> <tr><td>16/17</td><td>100%</td></tr> </tbody> </table>	Year	Completion Rate	12/13	100%	13/14	100%	14/15	100%	15/16	100%	16/17	100%
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Students will interpret data and behaviors to recognize fraudulent behavior and devise controls to prevent it.	Direct, Formative, Internal. Students in AC725 will compete a project.	Goal: 90% will score 2 or higher on rubric.	No Students have completed the program. It was started in 2016-17 academic year.	No Students have completed the program. It was started in 2016-17 academic year.	 <table border="1"> <caption>Completion Rate Data (12/13 - 16/17)</caption> <thead> <tr> <th>Year</th> <th>Completion Rate</th> </tr> </thead> <tbody> <tr><td>12/13</td><td>100%</td></tr> <tr><td>13/14</td><td>100%</td></tr> <tr><td>14/15</td><td>100%</td></tr> <tr><td>15/16</td><td>100%</td></tr> <tr><td>16/17</td><td>100%</td></tr> </tbody> </table>	Year	Completion Rate	12/13	100%	13/14	100%	14/15	100%	15/16	100%	16/17	100%
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