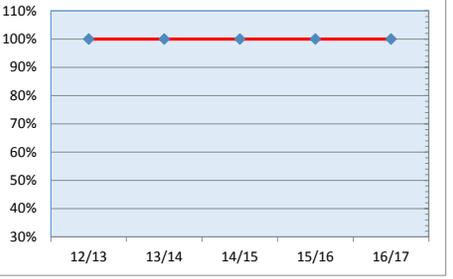
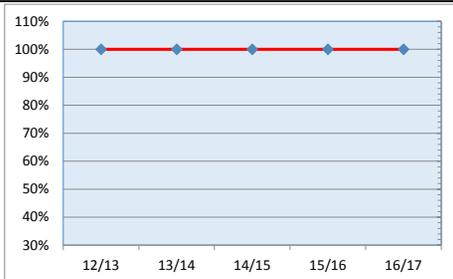
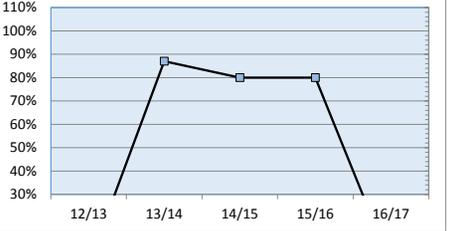
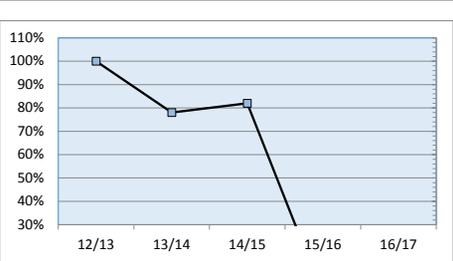
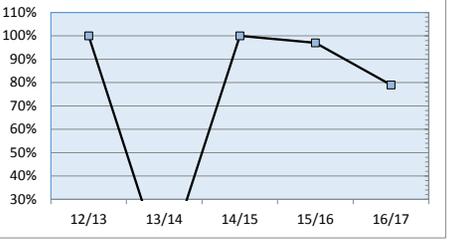


Undergraduate Measurement and Analysis of Student Learning and Performance

Performance Indicator	Definition																
1. Student Learning Results	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination).</i> Add these to the description of the measurement instrument in column two:</p> <p>Direct - Assessing student performance by examining samples of student work Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information. Formative – An assessment conducted during the student’s education. Summative – An assessment conducted at the end of the student’s education. Internal – An assessment instrument that was developed within the business unit. External – An assessment instrument that was developed outside the business unit. Comparative – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.</p>																
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)												
BBA Accounting Students will critically apply transactional analysis to a series of economic events.	Direct, Formative, Internal. Students in AC331 will compete a project.	Goal: 100% will score 2 or higher on rubric.	80% Met or Exceed the ELO 20 of 25	To ensure the students complete the project parts and project as a whole, we increased the value of this project from 10% in the 1609 course to 25% in the 1702 course to "encourage" the students to give more effort to this activity. In this way, we believe we obtained a true understanding of the proficiency of the students.	<table border="1" style="display: none;"> <caption>Performance Trends for BBA Accounting</caption> <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>90%</td></tr> <tr><td>14/15</td><td>75%</td></tr> <tr><td>15/16</td><td>80%</td></tr> <tr><td>16/17</td><td>80%</td></tr> </tbody> </table>	Year	Percentage	12/13	100%	13/14	90%	14/15	75%	15/16	80%	16/17	80%
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Global: Students will research an accounting issue to compare and contrast international and GAAP guidance to determine the impact on financial reporting.	Direct, Formative, Internal. Students in AC 332 will complete a research paper.	Goal: 100% will score 2 or higher on rubric.	39% Met or Exceed the ELO 9 of 23	To ensure the students complete the project parts and project as a whole, we intend to increase the value of this project to "encourage" the students to give more effort to this activity. In this way, we can obtain a true understanding of the proficiency of the students.	<table border="1" style="display: none;"> <caption>Performance Trends for Global Accounting</caption> <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>90%</td></tr> <tr><td>14/15</td><td>75%</td></tr> <tr><td>15/16</td><td>40%</td></tr> <tr><td>16/17</td><td>40%</td></tr> </tbody> </table>	Year	Percentage	12/13	100%	13/14	90%	14/15	75%	15/16	40%	16/17	40%
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Students will be able to generate and analyze a budget performance report and make a recommendation to management.	Direct, Formative, Internal. Students in AC 325 will complete a budget project	Goal: 100% will score 2 or higher on rubric.	69% Met or Exceed the ELO 9 of 13	To ensure the students complete the project parts and project as a whole, we will increase the value of this project to "encourage" the students to give more effort to this activity. In this way, we believe we will obtain a true understanding of the proficiency of the students. Going forward, we are going to recommend we assess only those who have completed the assignment as a whole so we can compare in a true manner the mastery of the project.	<table border="1" style="display: none;"> <caption>Performance Trends for Budget Performance</caption> <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>75%</td></tr> <tr><td>15/16</td><td>70%</td></tr> <tr><td>16/17</td><td>70%</td></tr> </tbody> </table>	Year	Percentage	12/13	100%	13/14	100%	14/15	75%	15/16	70%	16/17	70%
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BBA Business																	

<p>Students will be able to analyze how social, economic and political conditions, and cultural realities affect business operations both locally and internationally.</p>	<p>Direct, Formative, Internal. Students in BA 447 will complete a research paper.</p>	<p>Goal: 100% will score 2 or higher on rubric.</p>	<p>79% (30/38) Met or Exceed the ELO</p>	<p>Over 90% of students who submitted the assignment met or exceeded the expectations; however, when including those who did not submit (6 students of the 8 who did not meet did not submit the assignment), only 79% of students met the ELO. Previously, the assignment was a one-page list of open-ended questions to include in the paper. However, the assignment has been redesigned to be consistent with the ELO with clear guidelines and expectations.</p>	<table border="1"> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>12/13</td> <td>70%</td> </tr> <tr> <td>13/14</td> <td>90%</td> </tr> <tr> <td>14/15</td> <td>30%</td> </tr> <tr> <td>15/16</td> <td>80%</td> </tr> <tr> <td>16/17</td> <td>80%</td> </tr> </tbody> </table>	Year	Percentage	12/13	70%	13/14	90%	14/15	30%	15/16	80%	16/17	80%
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<p>Students will be able to identify the challenges and benefits inherent within group and team dynamics and analyze their implications for leaders.</p>	<p>Direct, Formative, Internal. Students in OL 403 will complete a final project presentation and paper.</p>	<p>Goal: 100% will score 2 or higher on rubric.</p>	<p>96% Met or Exceed the ELO 43 of 45</p>	<p>96% of students met or exceeded the expectations for this ELO, which is acceptable. Continue to monitor the project. Moving forward, more time should be spent with adjuncts to ensure accurate assessment is happening. One section (1702 D1) was all 3s, which may or may not be an accurate reflection of the knowledge level of the students in the class.</p>	<table border="1"> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>12/13</td> <td>95%</td> </tr> <tr> <td>13/14</td> <td>50%</td> </tr> <tr> <td>14/15</td> <td>80%</td> </tr> <tr> <td>15/16</td> <td>70%</td> </tr> <tr> <td>16/17</td> <td>95%</td> </tr> </tbody> </table>	Year	Percentage	12/13	95%	13/14	50%	14/15	80%	15/16	70%	16/17	95%
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<p>Global: Students will be able to analyze the impact of cultural differences on business practices.</p>	<p>Direct, Formative, Internal. Students in BA 330 will complete a culture project.</p>	<p>Goal: 100% will score 2 or higher on rubric.</p>	<p>79% Met or Exceed the ELO 41 of 52</p>	<p>Group assignment with individual grades. Submission of multiple drafts was required. Only those who performed poorly in the class (C or lower) did not meet expectations on assessment. Standard (criteria) is not appropriate. Revise criteria to 80% will meet or exceed the expectations on this ELO.</p>	<table border="1"> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>12/13</td> <td>85%</td> </tr> <tr> <td>13/14</td> <td>70%</td> </tr> <tr> <td>14/15</td> <td>30%</td> </tr> <tr> <td>15/16</td> <td>75%</td> </tr> <tr> <td>16/17</td> <td>80%</td> </tr> </tbody> </table>	Year	Percentage	12/13	85%	13/14	70%	14/15	30%	15/16	75%	16/17	80%
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<p>BBA Financial Economics</p>																	
<p>Use business software applications (Excel, R, and SPSS) and data sources to perform financial and economic analyses, make sound inferences, and make well supported decisions.</p>	<p>Direct, Formative, Internal. Students in FI 402 will complete a class project using financial data and a financial software application.</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"> <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>100%</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	100%	15/16	100%	16/17	100%
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<p>Apply best practices to create, evaluate and rebalance financial portfolios to achieve investment outcomes based on the motivations and risk/reward profiles of investors.</p>	<p>Direct, Formative, Internal. Students in FI 405 will complete a class project/simulation using real time data and a financial software application.</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"> <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>100%</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	100%	15/16	100%	16/17	100%
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Apply key models and concepts of monetary economic and banking theory to practical problems and current events using real data.	Direct, Formative, Internal.	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 (100%)</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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Global: Demonstrates an understanding of global issues and their implications for the domestic/U.S economy.	Direct, Formative, Internal.	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 (100%)</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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BBA Human Resource Management																	
Students will design and prioritize Human Resource Planning strategies that contribute to achieving competitive advantage by supporting the organization's vision and mission statement.	Direct, Formative, Internal. Students in HR 422 will complete a final report that presents specific HR strategies.	Goal: 100% will score 2 or higher on rubric.	No data collected.	The new lead for this course will be developing new rubrics to assess the content for the stated ELO.	 <table border="1"> <caption>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>85</td></tr> <tr><td>14/15</td><td>80</td></tr> <tr><td>15/16</td><td>80</td></tr> <tr><td>16/17</td><td>0</td></tr> </tbody> </table>	Year	Performance (%)	12/13	0	13/14	85	14/15	80	15/16	80	16/17	0
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Student will demonstrate the ability to recruit, select, and onboard employees by creating an Action Plan that implements best practices, ethics, diversification, and critical thinking.	Direct, Formative, Internal. Students in HR 312 will complete a final project.	Goal: 100% will score 2 or higher on rubric.	No data collected.	The new lead for this course will be developing new rubrics to assess the content for the stated ELO.	 <table border="1"> <caption>Performance Data</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>78</td></tr> <tr><td>14/15</td><td>82</td></tr> <tr><td>15/16</td><td>30</td></tr> <tr><td>16/17</td><td>0</td></tr> </tbody> </table>	Year	Performance (%)	12/13	100	13/14	78	14/15	82	15/16	30	16/17	0
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Global: Students will be able to analyze the impact of cultural differences on workplace attitudes and behaviors.	Direct, Formative, Internal. Students in BA 330 will complete a culture project.	Goal: 100% will score 2 or higher on rubric.	79% Met or Exceed the ELO 41 of 52	Group assignment with individual grades. Submission of multiple drafts was required. Only those who performed poorly in the class (C or lower) did not meet expectations on assessment. Standard (criteria) is not appropriate. Revise criteria to 80% will meet or exceed the expectations on this ELO.	 <table border="1"> <caption>Performance Data</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>0</td></tr> <tr><td>14/15</td><td>100</td></tr> <tr><td>15/16</td><td>95</td></tr> <tr><td>16/17</td><td>80</td></tr> </tbody> </table>	Year	Performance (%)	12/13	100	13/14	0	14/15	100	15/16	95	16/17	80
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BBA Marketing																	

Analyze and evaluate consumer information and/or market data to make effective marketing decisions.	Direct, Formative, Internal. Students in MK 418 will complete a survey development project where they will complete survey design, data collection, statistical analysis, and present the results.	Goal: 100% will score 2 or higher on rubric.	No data collected in 2016-17	No data collected in 2016-17	<table border="1"> <thead> <tr> <th>Year</th> <th>Performance (%)</th> </tr> </thead> <tbody> <tr> <td>12/13</td> <td>95</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>30</td> </tr> </tbody> </table>	Year	Performance (%)	12/13	95	13/14	100	14/15	100	15/16	100	16/17	30
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Invent an innovative new product and formulate a launch plan for an existing business	Direct, Formative, Internal. Students in MK 473 will complete a Marketing Plan Project where they will conduct market analysis, gap identification/segmentation, ideation, new product positioning, and formulate marketing	Goal: 100% will score 2 or higher on rubric.	100% Met or Exceed the ELO 8 of 8	All students met the criteria for this ELO. More specifically, all students met or exceeded the ELO on all 5 parts (a-e) of the rubric. There was only one section of the rubric where all students did not exceed expectations, which was part c Innovative Thinking. Moving forward, more examples of innovative thinking can be provided. Additionally, the assignment will be changed to more closely align with the ELO.	<table border="1"> <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>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	85	13/14	100	14/15	100	15/16	100	16/17	100
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Global: Analyze an overseas market and adapt a globalization strategy that is appropriate for a foreign country and culture.	Direct, Formative, Internal. Students in MK 472 will complete an International marketing plan for an existing product.	Goal: 100% will score 2 or higher on rubric.	100% Met or Exceed the ELO 4 of 4	Students did well on this ELO; however, this course is being replaced with the MK 457 Social Media and Mobile Marketing. This assessment will be collected in MK 418 Marketing Research beginning in 2017-18.	<table border="1"> <thead> <tr> <th>Year</th> <th>Performance (%)</th> </tr> </thead> <tbody> <tr> <td>12/13</td> <td>30</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	30	13/14	100	14/15	100	15/16	100	16/17	100
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BA Organizational Leadership																	
Students will be able to demonstrate understanding of leadership principles through evaluating a realworld leadership experience to identify leadership pitfalls, develop best practices and integrate personal application.	Direct, Formative, Internal. Students in OL499 will complete a final case project and paper.	Goal: 100% will score 2 or higher on rubric.	89% Met or Exceed the ELO 8 of 9	The only student who did not meet or exceed the expectations had a medical situation arise in Week 7 and did not submit the assignment. The assignment used in assessment needs to be revised (after the first time using it). Instead of assessing the "case" simulation exercise, this assessment should be used with an individual reflective exercise with prompts addressing the ELO.	<table border="1"> <thead> <tr> <th>Year</th> <th>Performance (%)</th> </tr> </thead> <tbody> <tr> <td>12/13</td> <td>70</td> </tr> <tr> <td>13/14</td> <td>65</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>90</td> </tr> </tbody> </table>	Year	Performance (%)	12/13	70	13/14	65	14/15	90	15/16	100	16/17	90
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Students will be able to identify the challenges and benefits inherent within group and team dynamics and analyze their implications for leaders.	Direct, Formative, Internal. Students in OL 403 will complete a final project and presentation.	Goal: 100% will score 2 or higher on rubric.	96% Met or Exceed the ELO 43 of 45	96% of students met or exceeded the expectations for this ELO, which is acceptable. Continue to monitor the project. Moving forward, more time should be spent with adjuncts to ensure accurate assessment is happening. One section (1702 D1) was all 3s, which may or may not be an accurate reflection of the knowledge level of the students in the class.	<table border="1"> <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>75</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>95</td> </tr> </tbody> </table>	Year	Performance (%)	12/13	100	13/14	75	14/15	90	15/16	100	16/17	95
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<p>Students will be able to analyze the impact of cultural differences on workplace attitudes and behaviors.</p>	<p>Direct, Formative, Internal. Students in BA 330 will complete a cross cultural project.</p>	<p>Goal: 100% will score 2 or higher on rubric.</p>	<p>79% Met or Exceed the ELO 41 of 52</p>	<p>Group assignment with individual grades. Submission of multiple drafts was required. Only those who performed poorly in the class (C or lower) did not meet expectations on assessment. Standard (criteria) is not appropriate. Revise criteria to 80% will meet or exceed the expectations on this ELO.</p>	<table border="1"> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>12/13</td> <td>65%</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>100%</td> </tr> <tr> <td>16/17</td> <td>80%</td> </tr> </tbody> </table>	Year	Percentage	12/13	65%	13/14	95%	14/15	95%	15/16	100%	16/17	80%
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BBA Core																	
<p>Students will demonstrate the ability to integrate and synthesize concepts multiple business disciplines including financial, managerial, operational, and marketing to apply those concepts to the application of business strategy</p>	<p>Direct, Sumrative, External. Students in BA499 will complete a comprehensive case analysis.</p>	<p>Goal: 100% will score 2 or higher on rubric.</p>	<p>100% Met or Exceed the ELO 8 of 8</p>	<p>Data was collected in the Women's College course and all students met or exceeded expectations.</p>	<table border="1"> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>12/13</td> <td>30%</td> </tr> <tr> <td>13/14</td> <td>30%</td> </tr> <tr> <td>14/15</td> <td>30%</td> </tr> <tr> <td>15/16</td> <td>30%</td> </tr> <tr> <td>16/17</td> <td>100%</td> </tr> </tbody> </table>	Year	Percentage	12/13	30%	13/14	30%	14/15	30%	15/16	30%	16/17	100%
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<p>Students will demonstrate a level of mastery of foundational and core business knowledge (management, law, ethics, accounting, finance, economics, and marketing) on the Peregrine CPC exam.</p>	<p>Direct, Formative, Internal. Students in BA 499 will take the Peregrine CPC exam.</p>	<p>Goal: Brenau will score in the 80th percentile nationally.</p>	<p>72 students took the Peregrine exam of common business knowledge and placed in the 94th percentile nationally.</p>	<p>Look at individual student scores and set new goal 85% of students will score an 70% or higher. Additionally, going forward the grading rubric will be realigned with this goal so that 100% of points can be obtained if assessment expectations are exceeded, etc.</p>	<table border="1"> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>12/13</td> <td>30%</td> </tr> <tr> <td>13/14</td> <td>30%</td> </tr> <tr> <td>14/15</td> <td>30%</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	30%	13/14	30%	14/15	30%	15/16	100%	16/17	100%
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<p>Students will demonstrate the ability to analyze and interpret business data regression analysis.</p>	<p>Direct, Formative, Internal. Students in BA 303 will solve a multiple regression problem.</p>	<p>Goal: 100% will score 2 or higher on rubric.</p>	<p>45% Met or Exceed the ELO 10 of 22</p>	<p>This assessment is very helpful in identifying the point at which students start having with the regression problem. While only 45% of the students met the expectations for overall, over 80% of the students met or exceeded expectations on the first two of 3 focus moving forward is to improve the number of students who meet or exceed expectations in Step 3 of the ELO. This % is currently 50%. In the future, the outcome should be changed 80% of students will meet or exceed expectations on all 3 steps of the ELO/rubric.</p>	<table border="1"> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>12/13</td> <td>30%</td> </tr> <tr> <td>13/14</td> <td>30%</td> </tr> <tr> <td>14/15</td> <td>30%</td> </tr> <tr> <td>15/16</td> <td>90%</td> </tr> <tr> <td>16/17</td> <td>45%</td> </tr> </tbody> </table>	Year	Percentage	12/13	30%	13/14	30%	14/15	30%	15/16	90%	16/17	45%
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<p>Critical Thinking: Students will identify and evaluate the structure of an argument (whether written or oral, formal or informal), the evidence supplied for the conclusion and the reasoning and inference patterns connecting the evidence</p>	<p>Direct, Formative, Internal. Students in BA 417 will complete a project.</p>	<p>Goal: 80% will score 2 or higher on rubric.</p>	<p>58% Met or Exceed the ELO 28 of 48</p>	<p>Not including the no-submissions, the results are more optimistic. For the on ground of 11 submissions met or exceeded the standard (55%) as compared to the 26 of 29 meeting or exceeding the standard online. The on-ground section was taught by an adjunct professor who will be dismissed. Additionally, the lead faculty member will complete the assessment going forward. Assessment rubrics will be created in Canvas.</p>	<table border="1"> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>12/13</td> <td>30%</td> </tr> <tr> <td>13/14</td> <td>30%</td> </tr> <tr> <td>14/15</td> <td>30%</td> </tr> <tr> <td>15/16</td> <td>85%</td> </tr> <tr> <td>16/17</td> <td>58%</td> </tr> </tbody> </table>	Year	Percentage	12/13	30%	13/14	30%	14/15	30%	15/16	85%	16/17	58%
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<p>Creative: Students will demonstrate creativity and innovative thinking by to either create a disruptive or incremental innovation, evaluate a new innovation, augment an existing innovation.</p>	<p>Direct, Formative, Internal. Students in BA 340 will complete a final application project.</p>	<p>Goal: 100% will score 2 or higher on rubric.</p>	<p>68% Met or Exceed the ELO 17 of 25</p>	<p>Of those who submitted, 68% met or exceeded the ELO. In the first session, the students are given a choice between creating an innovation or augmenting an existing ELO. Only that chose to create a new ELO exceeded or met expectations. Therefore, the assignment changed so that students must create innovation. ALL students who completed assignment according to the instructions exceeded the expectations with the new directions (with only one option). NEW ELO wording for 2017-18 & going forward.</p>	<table border="1"> <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>0</td></tr> <tr><td>16/17</td><td>68</td></tr> </tbody> </table>	Year	Performance (%)	12/13	0	13/14	0	14/15	0	15/16	0	16/17	68
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<p>Writing: Students will be able to express themselves clearly and concisely with supporting details, effective organization, and appropriate grammar</p>	<p>Direct, Formative, Internal. Students in MG 301 will complete written Purpose Project which will be assessed using writing rubric and we will create a summary score of 03 based on the university rubric</p>	<p>Goal: 100% will score 2 or higher on rubric.</p>	<p>84% Met or Exceed the ELO 69 of 82</p>	<p>While we did not meet the goal of 100% of students scoring a 2 on the CBMC summary percent of students did not submit the assignment. This course is early in the curriculum are a few students each term who start the course but do not complete it. This assessment appropriate and is at the appropriate level of rigor. Continue to monitor.</p>	<table border="1"> <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>0</td></tr> <tr><td>16/17</td><td>84</td></tr> </tbody> </table>	Year	Performance (%)	12/13	0	13/14	0	14/15	0	15/16	0	16/17	84
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<p>Oral: Students will be able to orally present on a topic with supporting details, demonstrating effective organization and delivery.</p>	<p>Direct, Formative, Internal. Students in HR 333 will be assessed on a presentation using the university speaking rubric we will create a summary score of 03 based on the university rubric.</p>	<p>Goal: 100% will score 2 or higher on rubric.</p>	<p>94% Met or Exceed the ELO 17 of 18</p>	<p>Note One 0 was not submitted due to technical difficulties. 100% of presentations submitted met or exceed expectations. Continue to monitor going forward.</p>	<table border="1"> <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>0</td></tr> <tr><td>16/17</td><td>94</td></tr> </tbody> </table>	Year	Performance (%)	12/13	0	13/14	0	14/15	0	15/16	0	16/17	94
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