

# Student Outcomes Assessment 2013/14, 2014/15, 2015/16, 2016/17

## Program/Major: Accounting

Program Objectives	Courses	Instrument or Means	Criteria for Success	Results	Feedback Loop																											
<p>1. The accounting student will make connections between an ethical issue in business, biblical values, and personal application</p>	Bus 1000	A writing assignment from accounting students will be evaluated using a rubric on ethics and faith integration	Accounting freshmen will average a score between 1 and 2 on a scale of 1-4.	<div style="text-align: center;"> <table border="1" style="margin: 10px auto;"> <caption>Faith Integration rubric scores</caption> <thead> <tr> <th>Year</th> <th>Freshmen</th> <th>Seniors</th> </tr> </thead> <tbody> <tr> <td>Fall 2013</td> <td>1.9</td> <td>3.0</td> </tr> <tr> <td>Spr 2014</td> <td>2.7</td> <td>3.2</td> </tr> <tr> <td>Fall 2014</td> <td>1.9</td> <td>3.2</td> </tr> <tr> <td>Spr 2015</td> <td>2.4</td> <td>3.3</td> </tr> <tr> <td>Fall 2015</td> <td>1.7</td> <td>3.0</td> </tr> <tr> <td>Spr 2016</td> <td>2.3</td> <td>3.3</td> </tr> <tr> <td>Fall 2016</td> <td>2.7</td> <td>3.1</td> </tr> <tr> <td>Spr 2017</td> <td>2.7</td> <td>3.2</td> </tr> </tbody> </table> </div> <p>This assessment takes place in two courses which are business requirements not related to accounting specifically. This allows us to compare to other disciplines as well.</p> <p>Results over the period shown do show improvement from freshman to senior year. Senior accounting students are averaging the goal score of 3 (proficient) when assessed on their understanding of and ability to integrate scripture and a Christian worldview into their assignment in the Business Ethics course. The freshmen average above 2 on this same rubric about half the time and very close to 2 the other half.</p>	Year	Freshmen	Seniors	Fall 2013	1.9	3.0	Spr 2014	2.7	3.2	Fall 2014	1.9	3.2	Spr 2015	2.4	3.3	Fall 2015	1.7	3.0	Spr 2016	2.3	3.3	Fall 2016	2.7	3.1	Spr 2017	2.7	3.2	<p>The Accounting program is satisfactorily meeting the criteria for success, and we have determined that no changes are warranted at this time.</p>
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<p>2. The accounting student will recall and apply concepts found in the common body of general business knowledge.</p>	<p>Mgmt. 4510</p>	<p>The MFT for business given to seniors</p>	<p>The accounting discipline mean will be at or above the 75<sup>th</sup> percentile of institutional means.</p>	<div style="text-align: center;"> <p><b>Avg Acct student percentile</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Data for Avg Acct student percentile</caption> <thead> <tr> <th>Year</th> <th>Acct percentile</th> <th>Benchmark percentile</th> </tr> </thead> <tbody> <tr> <td>2011-12</td> <td>~95%</td> <td>75%</td> </tr> <tr> <td>2012-13</td> <td>~98%</td> <td>75%</td> </tr> <tr> <td>2013-14</td> <td>~92%</td> <td>75%</td> </tr> <tr> <td>2014-15</td> <td>~95%</td> <td>75%</td> </tr> <tr> <td>2015-16</td> <td>~96%</td> <td>75%</td> </tr> <tr> <td>2016-17</td> <td>~98%</td> <td>75%</td> </tr> </tbody> </table> </div> <p>Accounting students consistently meet and exceed the goal percentile showing that each class of senior accounting students is learning basic business concepts and applying them to questions on a nationally normed test. Percentile scores show that performance is well above the means at other institutions.</p>	Year	Acct percentile	Benchmark percentile	2011-12	~95%	75%	2012-13	~98%	75%	2013-14	~92%	75%	2014-15	~95%	75%	2015-16	~96%	75%	2016-17	~98%	75%	<p>The Accounting program is satisfactorily meeting the criteria for success, and we have determined that no changes are warranted at this time.</p>
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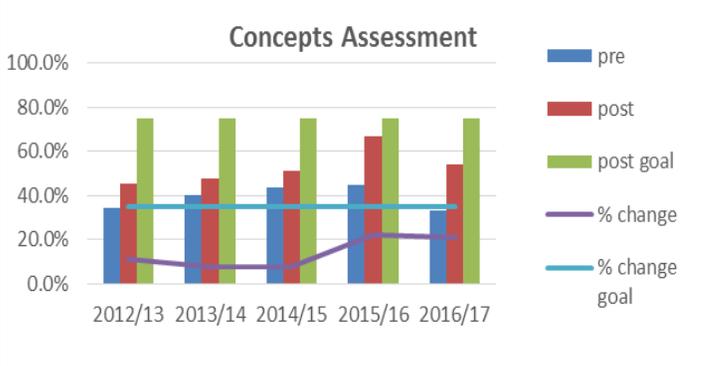
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<p>3. The accounting student will communicate effectively in situations encountered by accounting professionals.</p>	Bus 1000	A writing assignment from accounting students will be evaluated using a rubric on written communication	Freshmen will average a score between 1 and 2 on a scale of 1-4.	<div style="text-align: center;"> <p><b>Written Communication rubric scores</b></p> <table border="1" style="margin: 10px auto;"> <caption>Written Communication Rubric Scores Data</caption> <thead> <tr> <th>Semester</th> <th>Freshmen</th> <th>Seniors</th> </tr> </thead> <tbody> <tr> <td>Fall 2013</td> <td>2.2</td> <td>3.0</td> </tr> <tr> <td>Spr 2014</td> <td>3.0</td> <td>3.2</td> </tr> <tr> <td>Fall 2014</td> <td>1.8</td> <td>2.8</td> </tr> <tr> <td>Spr 2015</td> <td>2.6</td> <td>2.8</td> </tr> <tr> <td>Fall 2015</td> <td>1.7</td> <td>2.7</td> </tr> <tr> <td>Spr 2016</td> <td>2.1</td> <td>3.0</td> </tr> <tr> <td>Fall 2016</td> <td>2.8</td> <td>2.8</td> </tr> <tr> <td>Spr 2017</td> <td>2.9</td> <td>2.9</td> </tr> </tbody> </table> </div> <p>This assessment takes place in two courses which are business requirements not related to accounting specifically. This allows us to compare to other disciplines as well.</p> <p>Results over the period shown do show improvement from freshman to senior year.</p>	Semester	Freshmen	Seniors	Fall 2013	2.2	3.0	Spr 2014	3.0	3.2	Fall 2014	1.8	2.8	Spr 2015	2.6	2.8	Fall 2015	1.7	2.7	Spr 2016	2.1	3.0	Fall 2016	2.8	2.8	Spr 2017	2.9	2.9	<p>The university has been assessing freshmen written communication skills for several years. The SBA will have the ability to create matched pair assessment by the end of the 2017-18 school year. We would like to present future data for this objective by matching the student's freshman and senior scores and grouping them based on the year in which the student takes BUS 4420.</p>
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<p>4. The accounting student will recall, apply and adapt accounting concepts and principles in a variety of contexts and circumstances</p>	ACCT 3110	Accounting students will be assessed for their ability to apply concepts using a quiz.	Beginning students will show retention of basic accounting concepts by an average score of 40% or greater.	<div style="text-align: center;">  <p><b>Concepts Assessment</b></p> <p>Legend: pre (blue), post (red), post goal (green), % change (purple), % change goal (cyan)</p> <table border="1"> <caption>Concepts Assessment Data (Estimated from Chart)</caption> <thead> <tr> <th>Year</th> <th>pre</th> <th>post</th> <th>post goal</th> <th>% change</th> <th>% change goal</th> </tr> </thead> <tbody> <tr> <td>2012/13</td> <td>33%</td> <td>45%</td> <td>75%</td> <td>7.5%</td> <td>35%</td> </tr> <tr> <td>2013/14</td> <td>40%</td> <td>48%</td> <td>75%</td> <td>11%</td> <td>35%</td> </tr> <tr> <td>2014/15</td> <td>42%</td> <td>50%</td> <td>75%</td> <td>11%</td> <td>35%</td> </tr> <tr> <td>2015/16</td> <td>45%</td> <td>65%</td> <td>75%</td> <td>22%</td> <td>35%</td> </tr> <tr> <td>2016/17</td> <td>33%</td> <td>54%</td> <td>75%</td> <td>22%</td> <td>35%</td> </tr> </tbody> </table> </div> <p>When comparing the posttest for concepts and the posttest for accounting measurements, the student scores in the first years were higher on the concepts test and in the last two years the scores are close to the same on each.</p> <p>The pretest given in fall, 2016 showed a recall of accounting concepts of 33% which is the lowest reported score. The posttest of the same concepts showed a score of 54%, The change or growth during the duration of the ACCT 3110–3120 sequence was about 22% for both years; up from the 7.5 to 11% change in the first 3 years of the use of this measure.</p>	Year	pre	post	post goal	% change	% change goal	2012/13	33%	45%	75%	7.5%	35%	2013/14	40%	48%	75%	11%	35%	2014/15	42%	50%	75%	11%	35%	2015/16	45%	65%	75%	22%	35%	2016/17	33%	54%	75%	22%	35%	<p><b>While the current measurement indicates an area of concern, the prior year’s data suggest that this observation may just be an anomaly. We have determined that no action is needed at this time, except to closely monitor this metric in the future.</b></p>
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ACCT 3120	Accounting students will be assessed for their ability to apply concepts using a quiz.	<p>The average grade of all students taking the post quiz will be 75% or greater.</p> <p>A comparison of the pre-and post quizzes will show improvement of 35% or greater.</p>																																							

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<p>5. The accounting student will apply measures that are reliable, faithfully represent financial position and correspond to the criteria used by accounting professionals.</p>	ACCT 3110	Accounting students will be assessed for their ability to apply appropriate measurement techniques using a quiz.	Beginning students will show retention of basic accounting measurement techniques by an average score of 40% or greater.	<div style="text-align: center;"> <p><b>Measurements Assessment</b></p> <table border="1"> <caption>Measurements Assessment Data</caption> <thead> <tr> <th>Year</th> <th>pre (%)</th> <th>post (%)</th> <th>post goal (%)</th> <th>% change (%)</th> <th>% change goal (%)</th> </tr> </thead> <tbody> <tr> <td>2012/13</td> <td>42</td> <td>58</td> <td>75</td> <td>16</td> <td>33</td> </tr> <tr> <td>2013/14</td> <td>42</td> <td>58</td> <td>75</td> <td>16</td> <td>33</td> </tr> <tr> <td>2014/15</td> <td>50</td> <td>55</td> <td>75</td> <td>10</td> <td>33</td> </tr> <tr> <td>2015/16</td> <td>50</td> <td>64</td> <td>75</td> <td>14</td> <td>33</td> </tr> <tr> <td>2016/17</td> <td>45</td> <td>55</td> <td>75</td> <td>11</td> <td>33</td> </tr> </tbody> </table> </div> <p>The pretest continues to show recall of accounting measurement techniques as higher than the recall of accounting concepts. During the 2016-17 course sequence the posttest scores averaged only 55%, down from the 64% posttest score of 2015-16. This lowered the measure of growth or change for this year to 11%.</p>	Year	pre (%)	post (%)	post goal (%)	% change (%)	% change goal (%)	2012/13	42	58	75	16	33	2013/14	42	58	75	16	33	2014/15	50	55	75	10	33	2015/16	50	64	75	14	33	2016/17	45	55	75	11	33	<p><b>While the current measurement indicates an area of concern, the prior year's data suggest that this observation may just be an anomaly. We have determined that no action is needed at this time, except to closely monitor this metric in the future.</b></p>
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ACCT 3120	Accounting students will be assessed for their ability to apply appropriate measurement techniques using a quiz.	<p>The average grade of all students taking the quiz will be greater than or equal to 75%.</p> <p>A comparison of the pre and post quizzes will show improvement equal to or greater than 35%.</p>																																							

## Student Outcomes Assessment Plan 2017-2018

### Program/Major: Economics

Program Objectives	Courses	Instrument or Means	Criteria for Success	Results	Feedback Loop (details in report)
1. The economics student will evaluate economic theories and issues from a biblical worldview.	Bus 1000	A writing assignment from economics students will be evaluated using a rubric on ethics and faith integration	Economics freshmen will average a score between 1 and 2 on a scale of 1-4.	<b>The economics program was approved in 2015-2016, with 2016-2017 being the first year freshman could be recruited for the program. We will begin gathering data to support evaluation of this new program.</b>	<b>Pending data as program matures</b>
	Econ 3350	A writing assignment from economics students will be evaluated using a rubric on ethics and faith integration	Economics seniors will average a score of 3 (proficient) on a scale of 1-4.		
2. The economics student will recall and apply concepts found in the common body of general business knowledge.	Spring semester	The MFT for business given to seniors	The average score of economics students will be at or above the 50 <sup>th</sup> percentile	<b>The economics program was approved in 2015-2016, with 2016-2017 being the first year freshman could be recruited for the program. We will begin gathering data to support evaluation of this new program.</b>	<b>Pending data as program matures</b>

## Student Outcomes Assessment Plan 2017-2018

### Program/Major: Economics

<p>3. The economics student will demonstrate and effectively communicate their knowledge of the fundamental and technical concepts of economics.</p>	<p>Spring Semester</p>	<p>The MFT for economics given to seniors</p>	<p>The average score of economics students will be at or above the 67<sup>th</sup> percentile</p>	<p><b>The economics program was approved in 2015-2016, with 2016-2017 being the first year freshman could be recruited for the program. We will begin gathering data to support evaluation of this new program.</b></p>	<p>Pending data as program matures</p>
<p>4. The economics student will apply the critical thinking skills inherent in the economic way of thinking.</p>	<p>ECON 3335</p>	<p>Students will be evaluated by a rubric on paper submissions.</p>	<p>80% of students will average greater than or equal to a 3 (developing) on a scale of 1 (not present) to 4 (mastery)</p>	<p><b>The economics program was approved in 2015-2016, with 2016-2017 being the first year freshman could be recruited for the program. We will begin gathering data to support evaluation of this new program.</b></p>	<p>Pending data as program matures</p>
<p>5. The economics student will understand and evaluate political economy from a free-enterprise perspective and informed by comparative institutional analysis.</p>	<p>ECON 3350</p>	<p>Students will be evaluated by a rubric on each exam.</p>	<p>80% of students will average greater than or equal to a 3 (developing) on a scale of 1 (not present) to 4 (mastery)</p>	<p><b>The economics program was approved in 2015-2016, with 2016-2017 being the first year freshman could be recruited for the program. We will begin gathering data to support evaluation of this new program.</b></p>	

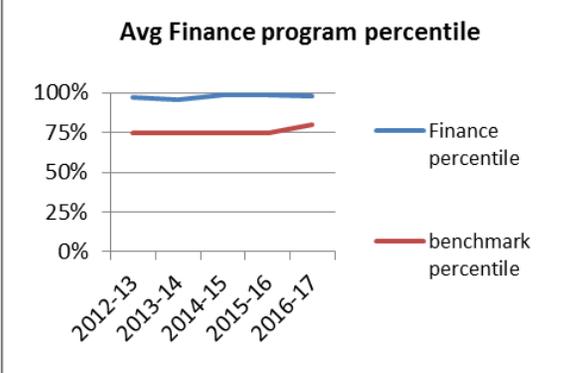
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## Program/Major: Finance

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<p>1. The finance student will make connections between an ethical issue in business, biblical values, and personal application.</p>	BUS 1000	A writing assignment from finance students will be evaluated using a rubric on ethics and faith integration	Finance freshmen will average a score between 1 and 2 on a scale of 1-4.	<div style="text-align: center;"> <table border="1" style="margin: 10px auto;"> <caption>Faith Integration rubric scores</caption> <thead> <tr> <th>Semester</th> <th>Freshmen</th> <th>Seniors</th> </tr> </thead> <tbody> <tr> <td>Fall 2013</td> <td>3.0</td> <td>3.0</td> </tr> <tr> <td>Spr 2014</td> <td>1.8</td> <td>3.1</td> </tr> <tr> <td>Fall 2014</td> <td>1.8</td> <td>2.9</td> </tr> <tr> <td>Spr 2015</td> <td>2.1</td> <td>3.3</td> </tr> <tr> <td>Fall 2015</td> <td>1.5</td> <td>2.9</td> </tr> <tr> <td>Spr 2016</td> <td>2.8</td> <td>3.1</td> </tr> <tr> <td>Fall 2016</td> <td>3.0</td> <td>3.0</td> </tr> <tr> <td>Spr 2017</td> <td>3.0</td> <td>3.5</td> </tr> </tbody> </table> </div> <p>This assessment takes place in two courses which are business requirements not related to finance specifically. This allows us to compare to other disciplines as well.</p> <p>Freshman scores vary from semester to semester, but are meeting the goal.</p> <p>Senior finance students are averaging the goal score of 3 (proficient) when assessed on their understanding of and ability to integrate scripture and a Christian worldview into their assignment in the Business Ethics course.</p>	Semester	Freshmen	Seniors	Fall 2013	3.0	3.0	Spr 2014	1.8	3.1	Fall 2014	1.8	2.9	Spr 2015	2.1	3.3	Fall 2015	1.5	2.9	Spr 2016	2.8	3.1	Fall 2016	3.0	3.0	Spr 2017	3.0	3.5	<p>The SBA will continue to use this tool to assess ethical understanding of our business students.</p>
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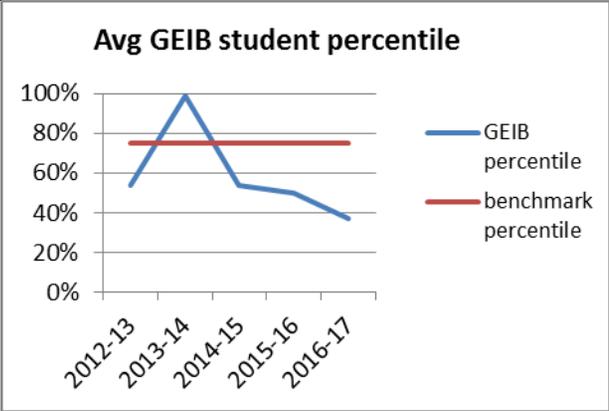
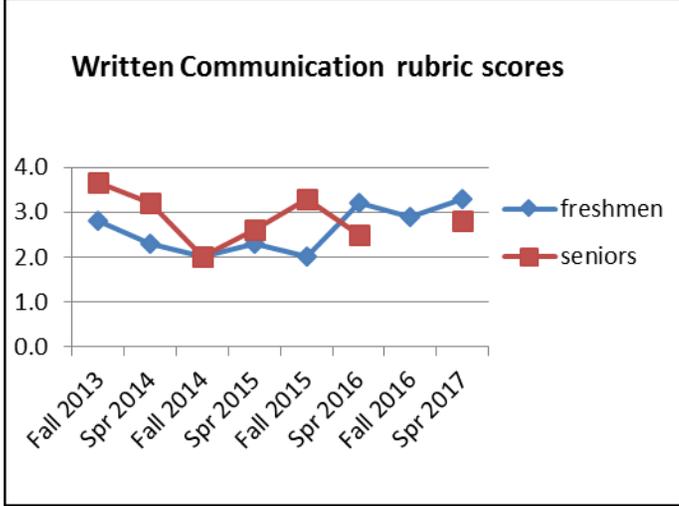
Program Objectives	Courses	Instrument or Means	Criteria for Success	Results	Feedback Loop																
<p>4. The finance student will recall and apply core financial concepts and principles in a variety of contexts and circumstances.</p>	<p>FIN 4770</p>	<p>Seniors will be assessed in the finance capstone course.</p>	<p>The finance student will average greater than or equal to a 3 (developing) on a scale of 1 (not present) to 4 (mastery)</p>	<div style="text-align: center;"> <p>Concepts and Principles in Advanced Financial Management</p> <table border="1" style="margin: 10px auto;"> <caption>Student Performance Data</caption> <thead> <tr> <th>Concept</th> <th>2015-16</th> <th>2016-17</th> <th>Goal</th> </tr> </thead> <tbody> <tr> <td>Assess Financial Position</td> <td>3.69</td> <td>3.69</td> <td>3</td> </tr> <tr> <td>Company Valuation</td> <td>3.65</td> <td>3.65</td> <td>3</td> </tr> <tr> <td>Capital Project Analysis</td> <td>3.32</td> <td>3.32</td> <td>3</td> </tr> </tbody> </table> </div>	Concept	2015-16	2016-17	Goal	Assess Financial Position	3.69	3.69	3	Company Valuation	3.65	3.65	3	Capital Project Analysis	3.32	3.32	3	<p>The criteria for success for this objective was deemed inadequate by the ACBSP (use of a course grade). We revised the criteria in fall of 2016 (using a rubric) as indicated here to better assess the students' mastery.</p>
Concept	2015-16	2016-17	Goal																		
Assess Financial Position	3.69	3.69	3																		
Company Valuation	3.65	3.65	3																		
Capital Project Analysis	3.32	3.32	3																		

# Student Outcomes Assessment Plan 2013/14, 2014/15, 2015/16, 2016/17

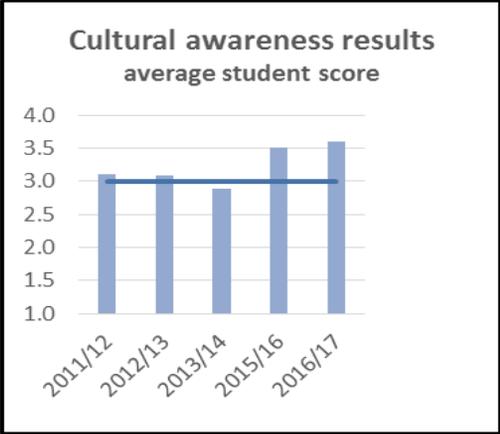
## Program/Major: Global Business

Program Objectives	Courses	Instrument or Means	Criteria for Success	Results	Feedback Loop																											
<p>1. The global business student will make connections between an ethical issue in business, biblical values, and personal application.</p>	BUS 1000	A writing assignment from global business students will be evaluated using a rubric on ethics and faith integration	Global business freshmen will average a score between 1 and 2 on a scale of 1-4.	<div style="text-align: center;"> <p><b>Faith Integration rubric scores</b></p> <table border="1" style="margin: 10px auto;"> <caption>Faith Integration Rubric Scores</caption> <thead> <tr> <th>Semester</th> <th>Freshmen</th> <th>Seniors</th> </tr> </thead> <tbody> <tr><td>Fall 2013</td><td>2.8</td><td>3.6</td></tr> <tr><td>Spr 2014</td><td>2.2</td><td>3.2</td></tr> <tr><td>Fall 2014</td><td>2.0</td><td>3.2</td></tr> <tr><td>Spr 2015</td><td>2.5</td><td>2.9</td></tr> <tr><td>Fall 2015</td><td>1.8</td><td>3.2</td></tr> <tr><td>Spr 2016</td><td>3.2</td><td>3.1</td></tr> <tr><td>Fall 2016</td><td>-</td><td>-</td></tr> <tr><td>Spr 2017</td><td>3.1</td><td>3.4</td></tr> </tbody> </table> </div> <p>The number of graduating seniors taking Bus 4420 each semester can be quite small. Some terms such as Fall 2016 have no Global Business majors in the course leading to a break in the graphed results.</p>	Semester	Freshmen	Seniors	Fall 2013	2.8	3.6	Spr 2014	2.2	3.2	Fall 2014	2.0	3.2	Spr 2015	2.5	2.9	Fall 2015	1.8	3.2	Spr 2016	3.2	3.1	Fall 2016	-	-	Spr 2017	3.1	3.4	<p>The Global Business program is satisfactorily meeting the criteria for success, and we have determined that no changes are warranted at this time.</p>
	Semester	Freshmen	Seniors																													
Fall 2013	2.8	3.6																														
Spr 2014	2.2	3.2																														
Fall 2014	2.0	3.2																														
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BUS 4420	A writing assignment from global business students will be evaluated using a rubric on ethics and faith integration	Global business seniors will average a score of 3 (proficient) on a scale of 1-4.																														

## Student Outcomes Assessment Plan 2013/14, 2014/15, 2015/16, 2016/17

Program Objectives	Courses	Instrument or Means	Criteria for Success	Results	Feedback Loop
2. The global business student will recall and apply concepts found in the common body of general business knowledge.	Spring semester	The MFT for business given to seniors	The average score of global business students will be at or above the 75 <sup>th</sup> percentile	<div style="text-align: center;">  <p><b>Avg GEIB student percentile</b></p> </div> <p>The results appear lower than expected. However, the number of students enrolled in Global Business is small, which suggests that the results may not be statistically reliable. We will continue to monitor the senior results next year to see if the trend changes.</p>	We will continue to monitor for now. Student numbers in Global Business are increasing so we will get more meaningful data in the future.
3. The global business student will communicate effectively in situations encountered by global business professionals.	BUS 1000	A writing assignment from global business students will be evaluated using a rubric on written communications	Freshmen will average a score between 1 and 2 on a scale of 1-4.	<div style="text-align: center;">  <p><b>Written Communication rubric scores</b></p> </div> <p>While freshmen are meeting the goal, seniors are not. This may be due to low numbers of students. This major has had more difficulty than others in retaining students (often losing them to other majors within the SBA).</p>	We will continue to monitor this data; we do have increasing number of students in Global Business which should help in getting meaningful results in the future.
	BUS 4420	A writing assignment from global business students will be evaluated using a rubric on written communications	Seniors will average a score of 3 (proficient) on a scale of 1-4.		

## Student Outcomes Assessment Plan 2013/14, 2014/15, 2015/16, 2016/17

Program Objectives	Courses	Instrument or Means	Criteria for Success	Results	Feedback Loop												
<p>4. The Global Business student will demonstrate cultural awareness.</p>	<p>BUS 3910</p>	<p>Cultural awareness and differences in commerce will be assessed using a rubric on a Restaurant Launch Project.</p>	<p>Global business students will average a 3.0 on a scale of 1-4</p>	<div style="text-align: center;">  <table border="1" style="margin: 10px auto;"> <caption>Cultural awareness results average student score</caption> <thead> <tr> <th>Year</th> <th>Average Score</th> </tr> </thead> <tbody> <tr> <td>2011/12</td> <td>3.1</td> </tr> <tr> <td>2012/13</td> <td>3.0</td> </tr> <tr> <td>2013/14</td> <td>2.9</td> </tr> <tr> <td>2015/16</td> <td>3.5</td> </tr> <tr> <td>2016/17</td> <td>3.6</td> </tr> </tbody> </table> </div>	Year	Average Score	2011/12	3.1	2012/13	3.0	2013/14	2.9	2015/16	3.5	2016/17	3.6	<p>The student average score on this project rubric increased in both 2015-16 and 2016-17. The faculty continue to review the use of this project on an annual basis.</p>
Year	Average Score																
2011/12	3.1																
2012/13	3.0																
2013/14	2.9																
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2016/17	3.6																

# Student Outcomes Assessment Plan 2013/14, 2014/15, 2015/16, 2016/17

## Program/Major: Information Technology Management

Program Objectives	Courses	Instrument or Means	Criteria for Success	Results	Feedback Loop																								
<p>1. The ITM student will make connections between an ethical issue in business, biblical values, and personal application.</p>	Bus 1000	A writing assignment from ITM students will be evaluated using a rubric on ethics and faith integration	ITM freshmen will average a score between 1 and 2 on a scale of 1-4.	<div style="text-align: center;"> <p><b>Faith Integration rubric scores</b></p> <table border="1"> <caption>Data for Faith Integration rubric scores</caption> <thead> <tr> <th>Year</th> <th>Freshmen</th> <th>Seniors</th> </tr> </thead> <tbody> <tr> <td>Spr 2014</td> <td>1.8</td> <td>2.8</td> </tr> <tr> <td>Fall 2014</td> <td>1.8</td> <td>1.8</td> </tr> <tr> <td>Spr 2015</td> <td>2.8</td> <td>2.8</td> </tr> <tr> <td>Fall 2015</td> <td>1.8</td> <td>2.8</td> </tr> <tr> <td>Spr 2016</td> <td>2.5</td> <td>3.2</td> </tr> <tr> <td>Fall 2016</td> <td>2.8</td> <td>3.0</td> </tr> <tr> <td>Spr 2017</td> <td>2.8</td> <td>3.0</td> </tr> </tbody> </table> </div> <p>This assessment takes place in two courses which are business requirements not related to accounting specifically. This allows us to compare to other disciplines as well.</p>	Year	Freshmen	Seniors	Spr 2014	1.8	2.8	Fall 2014	1.8	1.8	Spr 2015	2.8	2.8	Fall 2015	1.8	2.8	Spr 2016	2.5	3.2	Fall 2016	2.8	3.0	Spr 2017	2.8	3.0	<p>The ITM program is satisfactorily meeting the criteria for success, and we have determined that no changes are warranted at this time.</p>
	Year	Freshmen	Seniors																										
Spr 2014	1.8	2.8																											
Fall 2014	1.8	1.8																											
Spr 2015	2.8	2.8																											
Fall 2015	1.8	2.8																											
Spr 2016	2.5	3.2																											
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Bus 4420	A writing assignment from ITM students will be evaluated using a rubric on ethics and faith integration	ITM seniors will average a score of 3 (proficient) on a scale of 1-4.																											
<p>2. The ITM student will recall and apply concepts found in the common body of general business knowledge.</p>	Spring semester	The MFT for business given to seniors	The average score of ITM students will be at or above the 75 <sup>th</sup> percentile	<div style="text-align: center;"> <p><b>Avg ITM student percentile</b></p> <table border="1"> <caption>Data for Avg ITM student percentile</caption> <thead> <tr> <th>Year</th> <th>ITM Percentile</th> <th>Benchmark Percentile</th> </tr> </thead> <tbody> <tr> <td>2012-13</td> <td>95%</td> <td>75%</td> </tr> <tr> <td>2013-14</td> <td>65%</td> <td>75%</td> </tr> <tr> <td>2014-15</td> <td>95%</td> <td>75%</td> </tr> <tr> <td>2016-17</td> <td>85%</td> <td>75%</td> </tr> </tbody> </table> </div> <p>In 2015 – 2016 there was no available data for ITM seniors. In previous years there were less than 10 grads per year. In 16-17 a total of 18 seniors took the MFT. Future scores should be more representative of ITM student’s learning outcomes.</p>	Year	ITM Percentile	Benchmark Percentile	2012-13	95%	75%	2013-14	65%	75%	2014-15	95%	75%	2016-17	85%	75%	<p>Since there is no strong trend evident in the data, we need to continue monitoring this result before we make any substantial changes to this aspect of the program.</p>									
Year	ITM Percentile	Benchmark Percentile																											
2012-13	95%	75%																											
2013-14	65%	75%																											
2014-15	95%	75%																											
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# Student Outcomes Assessment Plan 2013/14, 2014/15, 2015/16, 2016/17

## Program/Major: Information Technology Management

Program Objectives	Courses	Instrument or Means	Criteria for Success	Results	Feedback Loop																											
<p>3. The ITM student will communicate and collaborate effectively in situations encountered by ITM professionals.</p>	Bus 1000	A writing assignment from ITM students will be evaluated using a rubric on written communications	Freshmen will average a score between 1 and 2 on a scale of 1-4.	<div style="text-align: center;"> <p><b>Written Communication rubric scores</b></p> <table border="1"> <caption>Data for Written Communication rubric scores</caption> <thead> <tr> <th>Semester</th> <th>Freshmen</th> <th>Seniors</th> </tr> </thead> <tbody> <tr><td>Fall 2013</td><td>2.3</td><td>2.9</td></tr> <tr><td>Spr 2014</td><td>1.4</td><td>2.0</td></tr> <tr><td>Fall 2014</td><td>1.8</td><td>2.5</td></tr> <tr><td>Spr 2015</td><td>2.8</td><td>2.8</td></tr> <tr><td>Fall 2015</td><td>1.8</td><td>3.0</td></tr> <tr><td>Spr 2016</td><td>1.7</td><td>3.0</td></tr> <tr><td>Fall 2016</td><td>2.5</td><td>2.7</td></tr> <tr><td>Spr 2017</td><td>2.5</td><td>2.8</td></tr> </tbody> </table> </div> <p>Freshman scores appear to vary from semester to semester. This may be a question of interrater reliability. The university has been assessing freshmen written communication skills for several years.</p>	Semester	Freshmen	Seniors	Fall 2013	2.3	2.9	Spr 2014	1.4	2.0	Fall 2014	1.8	2.5	Spr 2015	2.8	2.8	Fall 2015	1.8	3.0	Spr 2016	1.7	3.0	Fall 2016	2.5	2.7	Spr 2017	2.5	2.8	<p>The SBA will have the ability to create matched pair assessment by the end of the 2017-18 school year. We would like to present future data for this objective by matching the student's freshmen and senior scores and grouping them based on the year in which the student takes BUS 4420.</p>
	Semester	Freshmen	Seniors																													
Fall 2013	2.3	2.9																														
Spr 2014	1.4	2.0																														
Fall 2014	1.8	2.5																														
Spr 2015	2.8	2.8																														
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Bus 4420	A writing assignment from ITM students will be evaluated using a rubric on written communications	Seniors will average a score of 3 (proficient) on a scale of 1-4.																														
<p>4. The information systems student will solve business-oriented problems through identification, analysis, design, and implementation of information system based solutions.</p>	ITM 4400	Final project along with the semester long process in the System Analysis and Design course will be assessed.	Students will score 90% or higher (3.6 out of 4.0) on each of four aspects of project development	<div style="text-align: center;"> <p><b>Student scores on 4 elements of ITM project development</b></p> <table border="1"> <caption>Data for Student scores on 4 elements of ITM project development</caption> <thead> <tr> <th>Element</th> <th>2014-15</th> <th>2015-16</th> <th>2016-17</th> <th>Benchmark</th> </tr> </thead> <tbody> <tr><td>Project Selection</td><td>80%</td><td>88%</td><td>88%</td><td>95%</td></tr> <tr><td>Project mngt and User...</td><td>82%</td><td>88%</td><td>88%</td><td>95%</td></tr> <tr><td>Data and Process Modeling</td><td>82%</td><td>82%</td><td>88%</td><td>95%</td></tr> <tr><td>Interface and Data Base...</td><td>80%</td><td>85%</td><td>82%</td><td>95%</td></tr> </tbody> </table> </div>	Element	2014-15	2015-16	2016-17	Benchmark	Project Selection	80%	88%	88%	95%	Project mngt and User...	82%	88%	88%	95%	Data and Process Modeling	82%	82%	88%	95%	Interface and Data Base...	80%	85%	82%	95%	<p>While the students are not currently meeting the standard in all areas, we believe the high score is achievable with current methods, so we are not considering any new changes. Based on an internal program review, we did change the rubric in 2016/17 to add a factor to assess leadership and teamwork skills. The one measurement so far was 95%.</p>		
Element	2014-15	2015-16	2016-17	Benchmark																												
Project Selection	80%	88%	88%	95%																												
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# Student Outcomes Assessment Plan 2013/14, 2014/15, 2015/16, 2016/17

## Program/Major: Management

Program Objectives	Courses	Instrument or Means	Criteria for Success	Results	Feedback Loop																					
<p>1. The management student will make connections between an ethical issue in business, biblical values, and personal application.</p>	Bus 1000	A writing assignment from management students will be evaluated using a rubric on ethics and faith integration	Management freshmen will average a score between 1 and 2 on a scale of 1-4.	<p style="text-align: center;"><b>Faith Integration rubric scores</b></p> <table border="1" style="display: none;"> <caption>Faith Integration rubric scores</caption> <thead> <tr> <th>Year</th> <th>Freshmen</th> <th>Seniors</th> </tr> </thead> <tbody> <tr> <td>Fall 2014</td> <td>2.0</td> <td>3.0</td> </tr> <tr> <td>Spr 2015</td> <td>3.2</td> <td>3.1</td> </tr> <tr> <td>Fall 2015</td> <td>1.6</td> <td>2.9</td> </tr> <tr> <td>Spr 2016</td> <td>2.4</td> <td>3.0</td> </tr> <tr> <td>Fall 2016</td> <td>2.8</td> <td>3.2</td> </tr> <tr> <td>Spr 2017</td> <td>2.8</td> <td>3.2</td> </tr> </tbody> </table>	Year	Freshmen	Seniors	Fall 2014	2.0	3.0	Spr 2015	3.2	3.1	Fall 2015	1.6	2.9	Spr 2016	2.4	3.0	Fall 2016	2.8	3.2	Spr 2017	2.8	3.2	<p>The management program is satisfactorily meeting the criteria for success, and we have determined that no changes are warranted at this time.</p>
	Year	Freshmen	Seniors																							
Fall 2014	2.0	3.0																								
Spr 2015	3.2	3.1																								
Fall 2015	1.6	2.9																								
Spr 2016	2.4	3.0																								
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<p>2. The management student will recall and apply concepts found in the common body of general business knowledge.</p>	Spring semester	The MFT for business given to seniors	The average score of management students will be at or above the 75 <sup>th</sup> percentile	<p style="text-align: center;"><b>Avg Mgmt student percentile</b></p> <table border="1" style="display: none;"> <caption>Avg Mgmt student percentile</caption> <thead> <tr> <th>Year</th> <th>Mgmt</th> <th>Benchmark</th> </tr> </thead> <tbody> <tr> <td>2012-13</td> <td>100%</td> <td>75%</td> </tr> <tr> <td>2013-14</td> <td>90%</td> <td>75%</td> </tr> <tr> <td>2014-15</td> <td>70%</td> <td>75%</td> </tr> <tr> <td>2015-16</td> <td>80%</td> <td>75%</td> </tr> <tr> <td>2016-17</td> <td>50%</td> <td>75%</td> </tr> </tbody> </table>	Year	Mgmt	Benchmark	2012-13	100%	75%	2013-14	90%	75%	2014-15	70%	75%	2015-16	80%	75%	2016-17	50%	75%	<p>The management major suffered a significant drop in their MFT performance in the last year. We will continue to monitor this to see if curricular changes might be necessary. Given the MFT is assessing the general business courses that all majors take, and other majors are performing well, it may be specific to this particular year of management majors.</p>			
Year	Mgmt	Benchmark																								
2012-13	100%	75%																								
2013-14	90%	75%																								
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# Student Outcomes Assessment Plan 2013/14, 2014/15, 2015/16, 2016/17

## Program/Major: Management

Program Objectives	Courses	Instrument or Means	Criteria for Success	Results	Feedback Loop																											
<p>3. The management student will communicate effectively in situations encountered by management professionals.</p>	Bus 1000	A writing assignment from management students will be evaluated using a rubric on written communications	Freshmen will average a score between 1 and 2 on a scale of 1-4.	<div style="text-align: center;"> <table border="1" style="margin: 10px auto;"> <caption>Written Communication rubric scores</caption> <thead> <tr> <th>Year</th> <th>Freshmen</th> <th>Seniors</th> </tr> </thead> <tbody> <tr> <td>Fall 2013</td> <td>2.4</td> <td>3.3</td> </tr> <tr> <td>Spr 2014</td> <td>2.2</td> <td>2.8</td> </tr> <tr> <td>Fall 2014</td> <td>1.9</td> <td>2.6</td> </tr> <tr> <td>Spr 2015</td> <td>2.8</td> <td>3.0</td> </tr> <tr> <td>Fall 2015</td> <td>1.6</td> <td>2.6</td> </tr> <tr> <td>Spr 2016</td> <td>1.9</td> <td>3.2</td> </tr> <tr> <td>Fall 2016</td> <td>2.5</td> <td>3.1</td> </tr> <tr> <td>Spr 2017</td> <td>2.9</td> <td>3.1</td> </tr> </tbody> </table> </div> <p>Freshman students consistently meet the standard, whereas seniors are not consistently making as much improvement as we would like.</p>	Year	Freshmen	Seniors	Fall 2013	2.4	3.3	Spr 2014	2.2	2.8	Fall 2014	1.9	2.6	Spr 2015	2.8	3.0	Fall 2015	1.6	2.6	Spr 2016	1.9	3.2	Fall 2016	2.5	3.1	Spr 2017	2.9	3.1	<p>The management major was changed in Fall 2015 to include a requirement for a technical writing class. This should pay dividends in the future as all students since then are falling under that requirement. We will continue to monitor.</p>
	Year	Freshmen	Seniors																													
Fall 2013	2.4	3.3																														
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# Student Outcomes Assessment Plan 2013/14, 2014/15, 2015/16, 2016/17

## Program/Major: Management

Program Objectives	Courses	Instrument or Means	Criteria for Success	Results	Feedback Loop																
4. The management student will apply project presentation skills, including subject knowledge, project preparedness, graphics and visuals, and elocution and delivery.	Mgmt. 4570	Project presentation skills will be assessed using a rubric.	Management students will average a score of 3(Good) on a scale of 1-4 (poor to excellent).	<table border="1"> <caption>Presentation Skills</caption> <thead> <tr> <th>Semester</th> <th>Presentation Skills Score</th> <th>Presentation Skills benchmark</th> </tr> </thead> <tbody> <tr> <td>Spr 2016</td> <td>~3.6</td> <td>3.0</td> </tr> <tr> <td>Spr 2017</td> <td>~3.6</td> <td>3.0</td> </tr> </tbody> </table>	Semester	Presentation Skills Score	Presentation Skills benchmark	Spr 2016	~3.6	3.0	Spr 2017	~3.6	3.0	Students are meeting this benchmark satisfactorily and no changes are warranted.							
	Semester	Presentation Skills Score	Presentation Skills benchmark																		
Spr 2016	~3.6	3.0																			
Spr 2017	~3.6	3.0																			
Bus 4420	A writing assignment	Seniors will average a score of 3 (proficient) on the L3-Writing rubric	<table border="1"> <caption>Written Communication Assessment</caption> <thead> <tr> <th>Semester</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Fall 2013</td> <td>~3.3</td> </tr> <tr> <td>Spr 2014</td> <td>~2.8</td> </tr> <tr> <td>Fall 2014</td> <td>~2.6</td> </tr> <tr> <td>Spr 2015</td> <td>~3.0</td> </tr> <tr> <td>Fall 2015</td> <td>~3.0</td> </tr> <tr> <td>Spr 2016</td> <td>~2.6</td> </tr> <tr> <td>Fall 2016</td> <td>~3.2</td> </tr> <tr> <td>Spr 2017</td> <td>~3.1</td> </tr> </tbody> </table>	Semester	Score	Fall 2013	~3.3	Spr 2014	~2.8	Fall 2014	~2.6	Spr 2015	~3.0	Fall 2015	~3.0	Spr 2016	~2.6	Fall 2016	~3.2	Spr 2017	~3.1
Semester	Score																				
Fall 2013	~3.3																				
Spr 2014	~2.8																				
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Fall 2016	~3.2																				
Spr 2017	~3.1																				

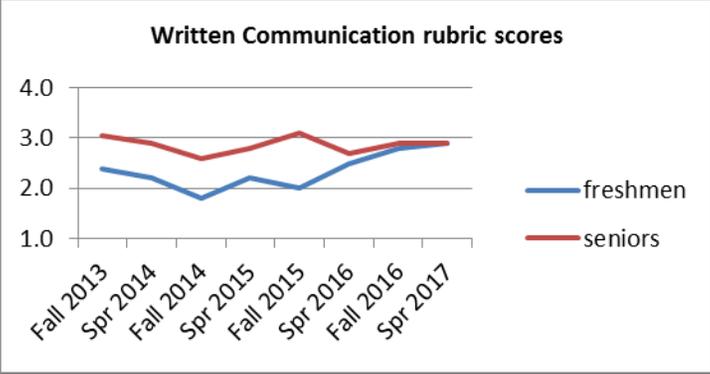
# Student Outcomes Assessment Plan 2013/14, 2014/15, 2015/16, 2016/17

## Program/Major: Marketing

Program Objectives	Courses	Instrument or Means	Criteria for Success	Results	Feedback Loop																											
<p>1. The marketing student will make connections between an ethical issue in business, biblical values, and personal application.</p>	Bus 1000	<p>A writing assignment from marketing students will be evaluated using a rubric on ethics and faith integration</p>	<p>Marketing freshmen will average a score between 1 and 2 on a scale of 1-4.</p>	<div style="text-align: center;"> <p><b>Faith Integration rubric scores</b></p> <table border="1"> <caption>Faith Integration Rubric Scores Data</caption> <thead> <tr> <th>Semester</th> <th>Freshmen</th> <th>Seniors</th> </tr> </thead> <tbody> <tr> <td>Fall 2013</td> <td>2.8</td> <td>3.1</td> </tr> <tr> <td>Spr 2014</td> <td>2.2</td> <td>3.0</td> </tr> <tr> <td>Fall 2014</td> <td>1.9</td> <td>3.1</td> </tr> <tr> <td>Spr 2015</td> <td>2.5</td> <td>3.0</td> </tr> <tr> <td>Fall 2015</td> <td>1.8</td> <td>3.3</td> </tr> <tr> <td>Spr 2016</td> <td>2.1</td> <td>2.8</td> </tr> <tr> <td>Fall 2016</td> <td>3.0</td> <td>2.9</td> </tr> <tr> <td>Spr 2017</td> <td>3.1</td> <td>3.4</td> </tr> </tbody> </table> </div> <p>Students are generally meeting the standard.</p>	Semester	Freshmen	Seniors	Fall 2013	2.8	3.1	Spr 2014	2.2	3.0	Fall 2014	1.9	3.1	Spr 2015	2.5	3.0	Fall 2015	1.8	3.3	Spr 2016	2.1	2.8	Fall 2016	3.0	2.9	Spr 2017	3.1	3.4	<p>While not a result of our assessment process, we have hired a Ph.D. ethicist who is now teaching our business ethics classes, which we hope will lead to improved results.</p> <p>No curricular changes are warranted at this time.</p>
	Semester		Freshmen		Seniors																											
Fall 2013	2.8	3.1																														
Spr 2014	2.2	3.0																														
Fall 2014	1.9	3.1																														
Spr 2015	2.5	3.0																														
Fall 2015	1.8	3.3																														
Spr 2016	2.1	2.8																														
Fall 2016	3.0	2.9																														
Spr 2017	3.1	3.4																														
Bus 4420	<p>Marketing seniors will average a score of 3 (proficient) on a scale of 1-4.</p>																															
<p>2. The marketing student will recall and apply concepts found in the common body of general business knowledge.</p>	Spring semester	The MFT for business given to seniors	The average score of marketing students will be at or above the 75 <sup>th</sup> percentile	<div style="text-align: center;"> <p><b>Avg Marketing student percentile</b></p> <table border="1"> <caption>Avg Marketing Student Percentile Data</caption> <thead> <tr> <th>Year</th> <th>Mrkt Percentile</th> <th>Benchmark Percentile</th> </tr> </thead> <tbody> <tr> <td>2012-13</td> <td>48%</td> <td>75%</td> </tr> <tr> <td>2013-14</td> <td>20%</td> <td>75%</td> </tr> <tr> <td>2014-15</td> <td>32%</td> <td>75%</td> </tr> <tr> <td>2015-16</td> <td>78%</td> <td>75%</td> </tr> <tr> <td>2016-17</td> <td>72%</td> <td>75%</td> </tr> </tbody> </table> </div>	Year	Mrkt Percentile	Benchmark Percentile	2012-13	48%	75%	2013-14	20%	75%	2014-15	32%	75%	2015-16	78%	75%	2016-17	72%	75%	<p>Marketing majors are now performing at the benchmark rate. This may be a result of the prior change to the introductory principles course offering schedule. In any case, we do not intend to change anything but will continue to monitor this performance.</p>									
Year	Mrkt Percentile	Benchmark Percentile																														
2012-13	48%	75%																														
2013-14	20%	75%																														
2014-15	32%	75%																														
2015-16	78%	75%																														
2016-17	72%	75%																														

# Student Outcomes Assessment Plan 2013/14, 2014/15, 2015/16, 2016/17

## Program/Major: Marketing

Program Objectives	Courses	Instrument or Means	Criteria for Success	Results	Feedback Loop																											
3. The marketing student will communicate effectively in situations encountered by marketing professionals.	Bus 1000	A writing assignment from marketing students will be evaluated using a rubric on written communications	Freshmen will average a score between 1 and 2 on a scale of 1-4.	<div style="text-align: center;">  <table border="1" style="margin: 10px auto;"> <caption>Written Communication rubric scores</caption> <thead> <tr> <th>Year</th> <th>Freshmen</th> <th>Seniors</th> </tr> </thead> <tbody> <tr> <td>Fall 2013</td> <td>2.4</td> <td>3.0</td> </tr> <tr> <td>Spr 2014</td> <td>2.1</td> <td>2.8</td> </tr> <tr> <td>Fall 2014</td> <td>1.8</td> <td>2.6</td> </tr> <tr> <td>Spr 2015</td> <td>2.2</td> <td>2.9</td> </tr> <tr> <td>Fall 2015</td> <td>2.0</td> <td>3.0</td> </tr> <tr> <td>Spr 2016</td> <td>2.5</td> <td>2.7</td> </tr> <tr> <td>Fall 2016</td> <td>2.8</td> <td>2.9</td> </tr> <tr> <td>Spr 2017</td> <td>2.9</td> <td>2.9</td> </tr> </tbody> </table> </div> <p>Freshman consistently meet the communications standard, whereas seniors don't always show quite the level of improvement that we hoped for.</p>	Year	Freshmen	Seniors	Fall 2013	2.4	3.0	Spr 2014	2.1	2.8	Fall 2014	1.8	2.6	Spr 2015	2.2	2.9	Fall 2015	2.0	3.0	Spr 2016	2.5	2.7	Fall 2016	2.8	2.9	Spr 2017	2.9	2.9	The SBA will have the ability to create matched pair assessment by the end of the 2017-18 school year. We intend to present future data for this objective by matching the student's freshmen and senior scores and grouping them based on the year in which the student takes BUS 4420.
	Year	Freshmen	Seniors																													
Fall 2013	2.4	3.0																														
Spr 2014	2.1	2.8																														
Fall 2014	1.8	2.6																														
Spr 2015	2.2	2.9																														
Fall 2015	2.0	3.0																														
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Spr 2017	2.9	2.9																														
Bus 4420	A writing assignment from marketing students will be evaluated using a rubric on written communications	Seniors will average a score of 3 (proficient) on a scale of 1-4.																														

# Student Outcomes Assessment Plan 2013/14, 2014/15, 2015/16, 2016/17

## Program/Major: Marketing

Program Objectives	Courses	Instrument or Means	Criteria for Success	Results	Feedback Loop												
<p>4. The marketing student will be able to generate market intelligence that identifies relevant cognitions, affect, and/or behavior patterns of target constituencies.</p>	<p>Mrkt. 3630</p>	<p>Students design a research project for an organization to measure cognitive, affective, and/or behavioral variables relevant to the client's stated marketing problem. They then collect and analyze data, draw conclusions, and make recommendations for marketing action. Their performance is assessed based on the content of a required formal written marketing research report.</p>	<p>Marketing students will average at least 3 out of 4 on an assessment rubric</p>	<div style="text-align: center;"> <h3>Mrkt Research rubric scores</h3> <table border="1" style="margin: 10px auto;"> <caption>Mrkt Research rubric scores</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2012/13</td> <td>3.3</td> </tr> <tr> <td>2013/14</td> <td>3.1</td> </tr> <tr> <td>2014/15</td> <td>3.6</td> </tr> <tr> <td>2015/16</td> <td>3.7</td> </tr> <tr> <td>2016/17</td> <td>3.7</td> </tr> </tbody> </table> </div>	Year	Score	2012/13	3.3	2013/14	3.1	2014/15	3.6	2015/16	3.7	2016/17	3.7	<p>Marketing faculty reviewed the scores on this marketing research rubric from past years and made changes in the projects being required. Smaller scale projects were designed which break down the total course project and allow for feedback in an immediate way and working through the research process step by step. The improvement in rubric scores in the last 3 assessment years show this to be a proper change, and we will continue with this method in the future.</p>
Year	Score																
2012/13	3.3																
2013/14	3.1																
2014/15	3.6																
2015/16	3.7																
2016/17	3.7																

# Student Outcomes Assessment Plan 2013/14, 2014/15, 2015/16, 2016/17

## Program/Major: Sport Business Management

Program Objectives	Courses	Instrument or Means	Criteria for Success	Results	Feedback Loop (details in report)
1. Recall the body of knowledge required for the core content in Sports Management.	SMGT 1350	Internally prepared test covering the core knowledge for the SBM program	Beginning students will take the exam to establish a benchmark score.	<b>An external, standardized exam over the basic concepts has not been found. The faculty for this program have experienced some change. 2016-17 has been determined as the year in which this internal test will be prepared with input from the faculty of all sport management courses and appropriate other organizations. Because of the loss of one faculty member, this was not pursued</b>	We will continue pursuing a standardized exam, or in its absence, develop an internal test to administer. We hope to have this place by the next QA submission.
	SMGT 4200	Internally prepared test covering the core knowledge for the SBM program	Senior SBM students will score above the 50 <sup>th</sup> percentile on the exam.	<b>An external, standardized exam over the basic concepts has not been found. The faculty for this program have experienced some change. 2016-17 has been determined as the year in which this internal test will be prepared with input from the faculty of all sport management courses and appropriate other organizations. Because of the loss of one faculty member, this was not pursued</b>	
2. The SBM student will recall and apply concepts found in the common body of business knowledge required for the major.	SMGT 4200	ACAT Business Disciplines test (subject to SBA approval)	The average score of SBM students will be at or above the 75 <sup>th</sup> percentile		Like objective #1, we have not identified a specific exam that would work well with the major. We are currently looking at simply using the MFT for business, but lowering the benchmark to reflect the reduced # of business courses our SBM majors take. We anticipate having a solution prior to the next QA report.

## Student Outcomes Assessment Plan 2013/14, 2014/15, 2015/16, 2016/17

### Program/Major: Sport Business Management

Program Objectives	Courses	Instrument or Means	Criteria for Success	Results	Feedback Loop (details in report)																		
<p>3. Explain the uniqueness of the Sport Business Industry and how to work effectively in that environment.</p>	<p>SMGT 4100</p>	<p>Class project will be peer reviewed (oral presentation only).</p>	<p>85% of students will have earned a minimum of 8 of the possible 10 pts.</p>	<div style="border: 2px solid black; padding: 10px;"> <p style="text-align: center; border: 1px solid blue; display: inline-block; padding: 2px;">Understanding of Sport Business Industry</p>  <table border="1" style="margin-top: 10px; width: 100%; border-collapse: collapse;"> <caption>Understanding of Sport Business Industry - Student Scores vs Benchmark</caption> <thead> <tr> <th>Year</th> <th>Student Scores (%)</th> <th>Benchmark (%)</th> </tr> </thead> <tbody> <tr> <td>2012/13</td> <td>85</td> <td>85</td> </tr> <tr> <td>2013/14</td> <td>68</td> <td>85</td> </tr> <tr> <td>2014/15</td> <td>100</td> <td>85</td> </tr> <tr> <td>2015/16</td> <td>85</td> <td>85</td> </tr> <tr> <td>2016-17</td> <td>79</td> <td>85</td> </tr> </tbody> </table> </div>	Year	Student Scores (%)	Benchmark (%)	2012/13	85	85	2013/14	68	85	2014/15	100	85	2015/16	85	85	2016-17	79	85	<p>Student scores showed a result of 79% for the current year, after meeting the benchmark the two previous years. We will continue to monitor to determine if changes need to be made.</p>
Year	Student Scores (%)	Benchmark (%)																					
2012/13	85	85																					
2013/14	68	85																					
2014/15	100	85																					
2015/16	85	85																					
2016-17	79	85																					

# Student Outcomes Assessment Plan 2013/14, 2014/15, 2015/16, 2016/17

## Program/Major: Sport Business Management

Program Objectives	Courses	Instrument or Means	Criteria for Success	Results	Feedback Loop (details in report)																		
<p>4. Develop confidence in the sports business setting through practical experiences in the required capstone internship.</p>	<p>SMGT 4990</p>	<p>Students are evaluated by their non-faculty supervisor(s) on a scale of 1-5 (from poor to superior).</p> <p>Assessment over the last three years has led faculty to include feedback from non-faculty stakeholders, in this case, supervisors of internships that are primarily done off campus. The exposure of the supervisors to the SBM students takes place over a lengthier period of time (normally one semester or 16 weeks).</p>	<p>100% of students will average a 3.0 (average) on their internship review done by supervisors.</p>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center; margin: 0;"><b>Average student score from supervisor</b></p> <table border="1" style="margin-top: 10px; width: 100%; border-collapse: collapse;"> <caption>Average Student Score from Supervisor</caption> <thead> <tr> <th>Year</th> <th>Student Avg. Scores</th> <th>Benchmark</th> </tr> </thead> <tbody> <tr> <td>2012/13*</td> <td>2.5</td> <td>3.0</td> </tr> <tr> <td>2013/14*</td> <td>3.8</td> <td>3.0</td> </tr> <tr> <td>2014/15*</td> <td>3.8</td> <td>3.0</td> </tr> <tr> <td>2015/16</td> <td>4.5</td> <td>3.0</td> </tr> <tr> <td>2016/17</td> <td>4.2</td> <td>3.0</td> </tr> </tbody> </table> </div> <p style="color: red;">*Restated to reflect change in measurement scale</p> <p>“Develop confidence in the sports business setting through multiple practical experiences in real-life projects.” Has been changed by replacing “multiple practical experiences in real life projects” with “practical experiences in the required capstone internship.”</p>	Year	Student Avg. Scores	Benchmark	2012/13*	2.5	3.0	2013/14*	3.8	3.0	2014/15*	3.8	3.0	2015/16	4.5	3.0	2016/17	4.2	3.0	<p>Students consistently have exceeded the benchmark. No changes are warranted at this time.</p>
Year	Student Avg. Scores	Benchmark																					
2012/13*	2.5	3.0																					
2013/14*	3.8	3.0																					
2014/15*	3.8	3.0																					
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## Student Outcomes Assessment Plan 2013/14, 2014/15, 2015/16, 2016/17

### Program/Major: Sport Business Management

Program Objectives	Courses	Instrument or Means	Criteria for Success	Results	Feedback Loop (details in report)																				
5. Integrate Christian leadership principles to manage effectively people and organizations	SMGT 4100	Students apply leadership qualities assigned in class, using John Maxwell's Leadership Bible. They apply those characteristics to a chosen job, social issue in sport, or area of applied science; i.e. Sport Marketing, Event Planning, Facility Management, etc.	85% of students will earn 4 of 5 possible points.	<p style="text-align: center;"><b>Applying Business Principles</b></p> <table border="1"> <caption>Data for Applying Business Principles</caption> <thead> <tr> <th>Year</th> <th>Freshmen</th> <th>Seniors</th> <th>Benchmark</th> </tr> </thead> <tbody> <tr> <td>2013/14</td> <td>78</td> <td>100</td> <td>85</td> </tr> <tr> <td>2014/15</td> <td>78</td> <td>100</td> <td>85</td> </tr> <tr> <td>2015/16</td> <td>95</td> <td>100</td> <td>85</td> </tr> <tr> <td>2016/17</td> <td>70</td> <td>68</td> <td>85</td> </tr> </tbody> </table>	Year	Freshmen	Seniors	Benchmark	2013/14	78	100	85	2014/15	78	100	85	2015/16	95	100	85	2016/17	70	68	85	<p>The results for the current year were significantly lower than both the benchmark and the previous year's results. We will continue to monitor to determine if this is the start of a negative trend or a one-time poor result.</p>
Year	Freshmen	Seniors	Benchmark																						
2013/14	78	100	85																						
2014/15	78	100	85																						
2015/16	95	100	85																						
2016/17	70	68	85																						

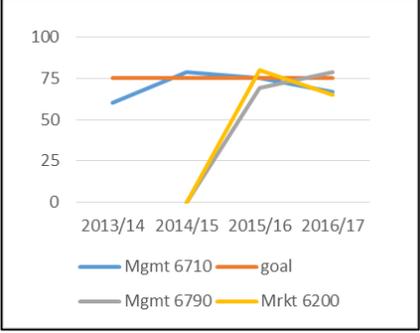
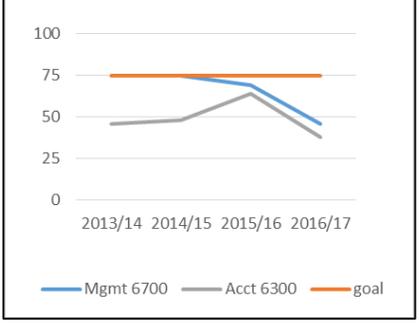
**Program/Major: Masters of Business Administration (MBA)**

**Academic Years 2013/14, 2014/15, 2015/16, 2016/17**

Upon Completion of the Program Student should be able to . . .	Courses	Instrument or Means	Benchmark - Criteria for Success	Results	Feedback Loop																																																																																
<p>1. Demonstrate knowledge in specific disciplines and functional areas of business. Understand the holistic nature of these separate systems and how they contribute to organizational success.</p>	<p>Inbound test upon admittance and outbound test within last 3 courses of the program</p>	<p>Standardized test scores for MBA using Peregrine testing program</p>	<p>1. MBA student scores on outbound test will average &gt;50<sup>th</sup> percentile for each subject covered</p> <p>2. Student knowledge of each discipline will improve ≥ 20% from pre- to post-test</p>	<div data-bbox="989 298 1671 760"> <p style="text-align: center;"><b>Outbound MBA student scores</b></p> <table border="1"> <caption>Outbound MBA Student Scores (Estimated)</caption> <thead> <tr> <th>Subject</th> <th>2015 grads</th> <th>2016 grads</th> <th>2017 grads</th> </tr> </thead> <tbody> <tr><td>Accounting</td><td>65</td><td>75</td><td>65</td></tr> <tr><td>Ethics</td><td>65</td><td>65</td><td>45</td></tr> <tr><td>Finance</td><td>60</td><td>60</td><td>60</td></tr> <tr><td>Economics</td><td>60</td><td>70</td><td>60</td></tr> <tr><td>Global</td><td>60</td><td>80</td><td>65</td></tr> <tr><td>Info Tech</td><td>60</td><td>65</td><td>65</td></tr> <tr><td>Legal Environ</td><td>60</td><td>85</td><td>60</td></tr> <tr><td>Marketing</td><td>65</td><td>60</td><td>65</td></tr> <tr><td>Quant/Stat</td><td>60</td><td>55</td><td>45</td></tr> </tbody> </table> </div> <div data-bbox="989 792 1671 1273"> <p style="text-align: center;"><b>Growth in scores from inbound to outbound</b></p> <table border="1"> <caption>Growth in Scores from Inbound to Outbound (Estimated)</caption> <thead> <tr> <th>Subject</th> <th>2015 grads</th> <th>2016 grads</th> <th>2017 grads</th> </tr> </thead> <tbody> <tr><td>Accounting</td><td>15</td><td>35</td><td>15</td></tr> <tr><td>Ethics</td><td>10</td><td>5</td><td>-25</td></tr> <tr><td>Finance</td><td>15</td><td>15</td><td>15</td></tr> <tr><td>Economics</td><td>10</td><td>25</td><td>10</td></tr> <tr><td>Global</td><td>10</td><td>25</td><td>10</td></tr> <tr><td>Info Tech</td><td>5</td><td>10</td><td>10</td></tr> <tr><td>Legal Environ</td><td>10</td><td>40</td><td>10</td></tr> <tr><td>Marketing</td><td>5</td><td>10</td><td>5</td></tr> <tr><td>Quant/Stat</td><td>15</td><td>15</td><td>5</td></tr> </tbody> </table> </div>	Subject	2015 grads	2016 grads	2017 grads	Accounting	65	75	65	Ethics	65	65	45	Finance	60	60	60	Economics	60	70	60	Global	60	80	65	Info Tech	60	65	65	Legal Environ	60	85	60	Marketing	65	60	65	Quant/Stat	60	55	45	Subject	2015 grads	2016 grads	2017 grads	Accounting	15	35	15	Ethics	10	5	-25	Finance	15	15	15	Economics	10	25	10	Global	10	25	10	Info Tech	5	10	10	Legal Environ	10	40	10	Marketing	5	10	5	Quant/Stat	15	15	5	<p>While students met the first benchmark, the second benchmark was consistently below our goal. The MBA director is working with our internal Center for Teaching and Learning (CTL) to reboot each of our MBA classes, what we are calling MBA 2.0. Each class will be reviewed holistically for possible improvement.</p>
Subject	2015 grads	2016 grads	2017 grads																																																																																		
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**Program/Major: Masters of Business Administration (MBA)**

**Academic Years 2013/14, 2014/15, 2015/16, 2016/17**

Upon Completion of the Program Student should be able to . . .	Courses	Instrument or Means	Benchmark - Criteria for Success		Results	Feedback Loop																									
2. Anticipate and analyze trends, both internal and external to the organization, and develop appropriate strategies and managerial actions.	MGMT 6710	Learning rubric applied to cases/papers in course	75% of MBA students will receive an assessment of "4 = Mastery" in a course assignment.	2013/14 – 60% 2014/15 – 79% 2015/16 – 75% 2016/17 – 67%	 <table border="1"> <caption>Results for Item 2</caption> <thead> <tr> <th>Year</th> <th>Mgmt 6710</th> <th>Mgmt 6790</th> <th>Mrkt 6200</th> <th>Goal</th> </tr> </thead> <tbody> <tr> <td>2013/14</td> <td>60%</td> <td>0%</td> <td>0%</td> <td>75%</td> </tr> <tr> <td>2014/15</td> <td>79%</td> <td>0%</td> <td>0%</td> <td>75%</td> </tr> <tr> <td>2015/16</td> <td>75%</td> <td>69%</td> <td>80%</td> <td>75%</td> </tr> <tr> <td>2016/17</td> <td>67%</td> <td>79%</td> <td>65%</td> <td>75%</td> </tr> </tbody> </table>	Year	Mgmt 6710	Mgmt 6790	Mrkt 6200	Goal	2013/14	60%	0%	0%	75%	2014/15	79%	0%	0%	75%	2015/16	75%	69%	80%	75%	2016/17	67%	79%	65%	75%	While our results were not far below our goal in the last two years, we believe the entire MBA course delivery can be improved. The MBA director is working with our internal Center for Teaching and Learning (CTL) to reboot each of our MBA classes, what we are calling MBA 2.0. Each class will be reviewed holistically for possible improvement
	Year	Mgmt 6710	Mgmt 6790	Mrkt 6200		Goal																									
	2013/14	60%	0%	0%		75%																									
2014/15	79%	0%	0%	75%																											
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2016/17	67%	79%	65%	75%																											
MGMT 6790	Learning rubric applied to case analysis for final case in capstone course	75% of MBA students will receive an assessment of "4 = Mastery" in a course assignment.	2014/15 – 0% 2015/16 – 69% 2016/17 – 79%																												
MRKT 6200	Learning rubric applied to simulation project	75% of MBA students will receive an assessment of "4 = Mastery" in a course assignment.	2014/15 – 0% 2015/16 – 80% 2016/17 – 65%																												
3. Identify, evaluate and propose solutions to legal and ethical dilemmas affecting business decisions from a biblical worldview.	MGMT 6700	Learning rubric applied to a research paper	75% of MBA students will receive an assessment of "4 = Mastery" in a course assignment.	2014/15 – 75% 2015/16 – 69% 2016/17 – 46%	 <table border="1"> <caption>Results for Item 3</caption> <thead> <tr> <th>Year</th> <th>Mgmt 6700</th> <th>Acct 6300</th> <th>Goal</th> </tr> </thead> <tbody> <tr> <td>2013/14</td> <td>46%</td> <td>46%</td> <td>75%</td> </tr> <tr> <td>2014/15</td> <td>48%</td> <td>48%</td> <td>75%</td> </tr> <tr> <td>2015/16</td> <td>64%</td> <td>64%</td> <td>75%</td> </tr> <tr> <td>2016/17</td> <td>38%</td> <td>38%</td> <td>75%</td> </tr> </tbody> </table>	Year	Mgmt 6700	Acct 6300	Goal	2013/14	46%	46%	75%	2014/15	48%	48%	75%	2015/16	64%	64%	75%	2016/17	38%	38%	75%	The MBA director is working with our internal Center for Teaching and Learning (CTL) to reboot each of our MBA classes, what we are calling MBA 2.0. Each class will be reviewed holistically for possible improvement. This assessment area will be examined in that review to identify possible improvements.					
	Year	Mgmt 6700	Acct 6300	Goal																											
2013/14	46%	46%	75%																												
2014/15	48%	48%	75%																												
2015/16	64%	64%	75%																												
2016/17	38%	38%	75%																												
ACCT 6300	Learning rubric applied to ethics paper	75% of MBA students will receive an assessment of "4 = Mastery" in a course assignment.	2013/14 – 46% 2014/15 – 48% 2015/16 – 64% 2016/17 – 38%																												

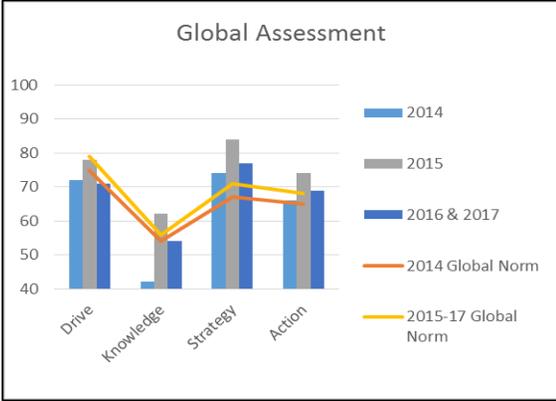
**Program/Major: Masters of Business Administration (MBA)**

**Academic Years 2013/14, 2014/15, 2015/16, 2016/17**

Upon Completion of the Program Student should be able to . . .	Courses	Instrument or Means	Benchmark - Criteria for Success	Results	Results	Feedback Loop
4. Describe the internal and external financial positions of an organization; applying current techniques to measure, evaluate and propose changes.	ACCT 6300	Learning rubric applied to balanced scorecard assignment	75% of MBA students will receive an assessment of "4 = Mastery" in a course assignment.	2013/14 – 85% 2014/15 – 62% 2015/16 – 71% 2016/17 – 63%		<p>The MBA director is working with our internal Center for Teaching and Learning (CTL) to reboot each of our MBA classes, what we are calling MBA 2.0. Each class will be reviewed holistically for possible improvement. This assessment area will be examined in that review to identify possible improvements.</p>
	ECON 6400	Learning rubric applied to a project on cost structure	75% of MBA students will receive an assessment of "4 = Mastery" in a course assignment.	2013/14 – 69% 2014/15 – 75% 2015/16 – 71% 2016/17 – 55%		
	FIN 6500	Learning rubric applied to paper analyzing a public company	75% of MBA students will receive an assessment of "4 = Mastery" in a course assignment.	2013/14 – 50% 2014/15 – 100% 2015/16 – 74% 2016/17 – course not offered		

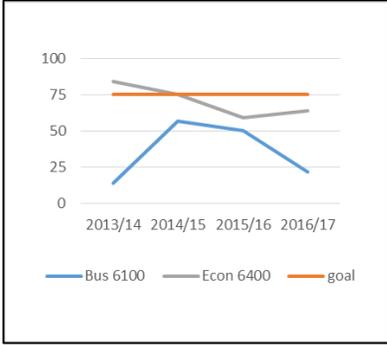
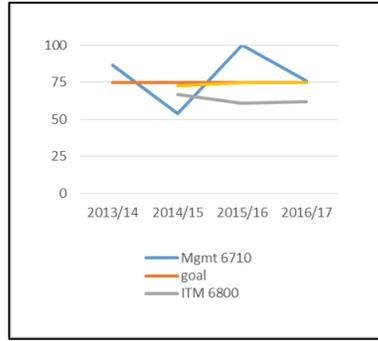
**Program/Major: Masters of Business Administration (MBA)**

**Academic Years 2013/14, 2014/15, 2015/16, 2016/17**

Upon Completion of the Program Student should be able to . . .	Courses	Instrument or Means	Benchmark - Criteria for Success	Results	Feedback Loop																																			
5. Develop cultural intelligence for operating in a global environment.	Standardized test compared to worldwide averages	Cultural Intelligence Test given during last course that measures cultural Drive, Knowledge, Strategy, and Action	MBA students will score within the 50th percentile (moderate range) of worldwide norms.	<table border="1" data-bbox="989 350 1694 594"> <thead> <tr> <th></th> <th>2014</th> <th>2014 Global Norm</th> <th>2015</th> <th>Global Norm</th> <th>2016</th> <th>Global Norm</th> </tr> </thead> <tbody> <tr> <td>Drive</td> <td>72</td> <td>75</td> <td>78</td> <td>79</td> <td>71</td> <td>79</td> </tr> <tr> <td>Knowledge</td> <td>42</td> <td>54</td> <td>62</td> <td>56</td> <td>54</td> <td>56</td> </tr> <tr> <td>Strategy</td> <td>74</td> <td>67</td> <td>84</td> <td>71</td> <td>77</td> <td>71</td> </tr> <tr> <td>Action</td> <td>66</td> <td>65</td> <td>74</td> <td>68</td> <td>69</td> <td>68</td> </tr> </tbody> </table>  <p>The chart, titled 'Global Assessment', displays scores for four categories: Drive, Knowledge, Strategy, and Action. The y-axis represents scores from 40 to 100. For each category, there are three bars representing the years 2014 (light blue), 2015 (grey), and 2016 &amp; 2017 (dark blue). Additionally, two lines represent the 2014 Global Norm (orange) and the 2015-17 Global Norm (yellow). The data points are: Drive (2014: 72, 2015: 78, 2016 &amp; 2017: 71, 2014 Norm: 79, 2015-17 Norm: 75); Knowledge (2014: 42, 2015: 62, 2016 &amp; 2017: 54, 2014 Norm: 56, 2015-17 Norm: 54); Strategy (2014: 74, 2015: 84, 2016 &amp; 2017: 77, 2014 Norm: 71, 2015-17 Norm: 67); Action (2014: 66, 2015: 74, 2016 &amp; 2017: 69, 2014 Norm: 68, 2015-17 Norm: 65).</p>		2014	2014 Global Norm	2015	Global Norm	2016	Global Norm	Drive	72	75	78	79	71	79	Knowledge	42	54	62	56	54	56	Strategy	74	67	84	71	77	71	Action	66	65	74	68	69	68	<p>The results are within the 50<sup>th</sup> percentile and within 10% deviation from global norms. No changes are necessary to our program approach to global objectives contained within each course.</p> <p>However, we are considering an alternate form of assessing cultural intelligence to ensure that all students participate at roughly the same point in their academic progress.</p>
	2014	2014 Global Norm	2015	Global Norm	2016	Global Norm																																		
Drive	72	75	78	79	71	79																																		
Knowledge	42	54	62	56	54	56																																		
Strategy	74	67	84	71	77	71																																		
Action	66	65	74	68	69	68																																		

**Program/Major: Masters of Business Administration (MBA)**

**Academic Years 2013/14, 2014/15, 2015/16, 2016/17**

Upon Completion of the Program Student should be able to . . .	Courses	Instrument or Means	Benchmark - Criteria for Success		Results	Feedback Loop																				
6. Collect, analyze, and present business information or research using metrics or statistical tools that assist managerial decisions.	BUS 6100	Learning rubric applied to two measures of final data analysis project	75% of MBA students will receive an assessment of "4 = Mastery" in a course assignment.	2013/14 – 14% 2014/15 – 57% 2015/16 – 50% 2016/17 – 22%	 <table border="1"> <caption>Results for Objective 6</caption> <thead> <tr> <th>Year</th> <th>Bus 6100</th> <th>Econ 6400</th> <th>Goal</th> </tr> </thead> <tbody> <tr> <td>2013/14</td> <td>14%</td> <td>84%</td> <td>75%</td> </tr> <tr> <td>2014/15</td> <td>57%</td> <td>75%</td> <td>75%</td> </tr> <tr> <td>2015/16</td> <td>50%</td> <td>59%</td> <td>75%</td> </tr> <tr> <td>2016/17</td> <td>22%</td> <td>64%</td> <td>75%</td> </tr> </tbody> </table>	Year	Bus 6100	Econ 6400	Goal	2013/14	14%	84%	75%	2014/15	57%	75%	75%	2015/16	50%	59%	75%	2016/17	22%	64%	75%	The downward trend for this objective requires a deeper evaluation of the course objectives, content, student quality and feedback, and discussions with the facilitator to determine possible changes.
	Year	Bus 6100	Econ 6400	Goal																						
2013/14	14%	84%	75%																							
2014/15	57%	75%	75%																							
2015/16	50%	59%	75%																							
2016/17	22%	64%	75%																							
Econ 6400	Learning rubric applied to project	75% of MBA students will receive an assessment of "4 = Mastery" in a course assignment.	2013/14 – 84% 2014/15 – 75% 2015/16 – 59% 2016/17 – 64%																							
7. Evaluate core leadership and management strategies for designing organizations and managing change.	MGMT 6710	Learning rubric applied to final case study paper	75% of MBA students will receive an assessment of "4 = Mastery" in a course assignment.	2013/14 – 87% 2014/15 – 54% 2015/16 – 100% 2016/17 – 76%	 <table border="1"> <caption>Results for Objective 7</caption> <thead> <tr> <th>Year</th> <th>Mgmt 6710</th> <th>ITM 6800</th> <th>Goal</th> </tr> </thead> <tbody> <tr> <td>2013/14</td> <td>87%</td> <td>67%</td> <td>75%</td> </tr> <tr> <td>2014/15</td> <td>54%</td> <td>61%</td> <td>75%</td> </tr> <tr> <td>2015/16</td> <td>100%</td> <td>75%</td> <td>75%</td> </tr> <tr> <td>2016/17</td> <td>76%</td> <td>75%</td> <td>75%</td> </tr> </tbody> </table>	Year	Mgmt 6710	ITM 6800	Goal	2013/14	87%	67%	75%	2014/15	54%	61%	75%	2015/16	100%	75%	75%	2016/17	76%	75%	75%	Although one of the three indicators used is below the target, no changes are necessary. We will continue to monitor.
	Year	Mgmt 6710	ITM 6800	Goal																						
	2013/14	87%	67%	75%																						
2014/15	54%	61%	75%																							
2015/16	100%	75%	75%																							
2016/17	76%	75%	75%																							
ITM 6800	Learning rubric applied to final paper	75% of MBA students will receive an assessment of "4 = Mastery" in a course assignment.	2014/15 – 67% 2015/16 – 61% 2016/17 – 62%																							
MGMT 6790	Learning rubric applied to case summary on final case	75% of MBA students will receive an assessment of "4 = Mastery" in a course assignment.	2014/15 – 73% 2015-16 – 75% 2016/17 – 75%																							

**Program/Major: Masters of Business Administration (MBA)**

**Academic Years 2013/14, 2014/15, 2015/16, 2016/17**

**Comments:**

1. The MBA program had its 3rd graduating group in May of 2017 and is in its 4th year of existence (Fall 2013). The program is undergoing a self-review this fall which includes an evaluation of all the courses, the overall program objectives, and the strategic direction of future concentrations. As a part of the self-review, the declining results in certain program objectives will be more thoroughly analyzed to recommend specific changes. This self-evaluation will be presented to the University for a formal program review by the Graduate Council.