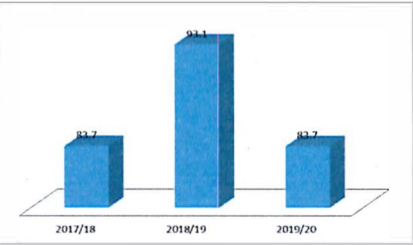
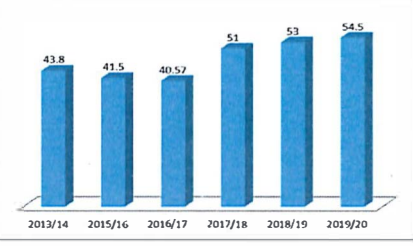
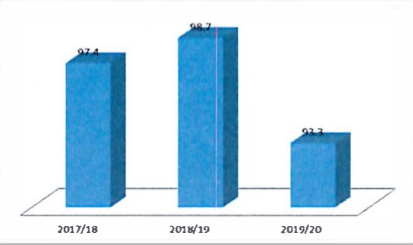
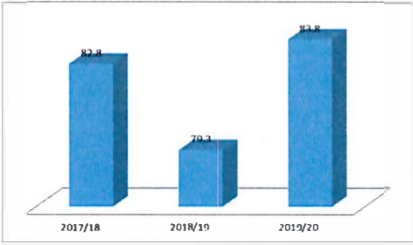
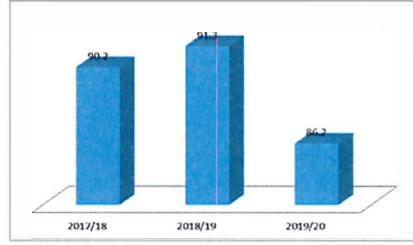


**ACCOUNTING**

ACCOUNTING																			
SLO 1 Problem Solving and Decision Making																			
Performance Measure	What is your measurement instrument or process?	Analysis of Results			Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)														
		Current Results	Analysis of Results	Action Taken or Improvement made															
Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?															
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative				SLO was changed at the end of AY 2012-2013. Therefore data prior to the 13/14 academic year is not relevant.														
At least 75% of students enrolled in the ACCT 504 class will demonstrate the use of Excel by achieving 70% or higher on the final exam questions and reflection paper directly related to SLO1.	Students will be able to plan, perform and evaluate samples for substantive procedures. New Assessments: (1) Using a rubric for Part II of the project: Research industry; apply audit risk formula, data analysis using Excel and evaluate findings. (2) Using a rubric and part IV of the project: Conduct substantive testing to determine the amount of material misstatement that could be present in the client's financial statements Summative; Internal; Comparative	100% of the students achieved 70% or higher on the assessments. In 2019/2020, students achieved 87.5% assessment average on the audit risk evaluation using excel and an 85% assessment average on their financial analysis using Excel formulas.	The results revealed that 100% of the students' achieved 70% or higher demonstrate that they can use Excel on the FSA and Cost Acct projects directly related to SLO 1. However, we believe that the results were down due to having to pivot to online classes due to COVID -19.	We made the SLO 1 changes which were implemented in 2016/2017. The Accounting program included more excel activities in the 2018/2019 semester to ensure students had the level of proficiency needed to be successful. We will continue to review in the Spring of 2021 to determine if the data set for SLO 1 will need to be amended to test student learning outcomes, as we believe that some of our data for 2019/2020 was skewed due to having to move classes online.	<table border="1"> <caption>SLO 1 Performance Data (2017/18 - 2019/20)</caption> <thead> <tr> <th>Year</th> <th>Performance (%)</th> </tr> </thead> <tbody> <tr> <td>2017/18</td> <td>83.0</td> </tr> <tr> <td>2018/19</td> <td>83.1</td> </tr> <tr> <td>2019/20</td> <td>85</td> </tr> </tbody> </table>	Year	Performance (%)	2017/18	83.0	2018/19	83.1	2019/20	85						
Year	Performance (%)																		
2017/18	83.0																		
2018/19	83.1																		
2019/20	85																		
75% of program completers will score at or above the mean for Major Field Test for Business Section V (Information Systems). Mean for 2010-2013 is 43, 2015 - 2016 is 49, 2016-2017 is 32, 2017-2018 is 39.7, 2018-2019 is 48, and 2019-2020 is 29.75.	SECTION V of the ETS MFT measures Information Systems in Business and Society, Information Technology Concepts, Business Information Systems and Systems Development. Comparative, external, summative assessment administered in final semester	Student scores show a significant decrease in the 2013-14 year from the previous year and a slight increase in the 14/15 year. Although the 2016/17 data results decreased, changes in teaching method seem to be positive as the 2017/18 and the 2018/2019 data showed an increase in test results. 2019/2020 results show a significant decrease. We attribute the decrease in the scores due to the pivot that was mandated as a result of COVID	The results continue to show that our students need to improve their understanding of technology in the business environment.	Although we added several technology components to the upper level accounting classes, it appears that there is a breakdown in the MFT. We are continuing to explore other test measures for Accounting Majors to assess Information Systems.	<table border="1"> <caption>SLO 1 Performance Data (2013/14 - 2019/20)</caption> <thead> <tr> <th>Year</th> <th>Performance (%)</th> </tr> </thead> <tbody> <tr> <td>2013/14</td> <td>43</td> </tr> <tr> <td>2015/16</td> <td>49</td> </tr> <tr> <td>2016/17</td> <td>32</td> </tr> <tr> <td>2017/18</td> <td>39.7</td> </tr> <tr> <td>2018/19</td> <td>48</td> </tr> <tr> <td>2019/20</td> <td>29.75</td> </tr> </tbody> </table>	Year	Performance (%)	2013/14	43	2015/16	49	2016/17	32	2017/18	39.7	2018/19	48	2019/20	29.75
Year	Performance (%)																		
2013/14	43																		
2015/16	49																		
2016/17	32																		
2017/18	39.7																		
2018/19	48																		
2019/20	29.75																		
SLO 2 Critical Thinkin																			

<p>At least 75% of students enrolled in the ACCT 504 class will be able to explain the ethical dilemmas regarding accounting and internal controls by achieving 70% or higher on Part #6 of the Internal Controls Project and Part III of the Audit Project directly related to SLO2.</p>	<p>The average scores from the Final Exam essay questions and Reflection Papers in ACCT 504 will be used to measure this SLO. (Accounting capstone course.) These SLOs were revised from the 2013-12 academic year and then again in 2016/2017. New Assessments: Part III: Document the audit process and justify recommendations based on the audit plan and analysis</p> <p>Summative; Internal; Direct</p>	<p>100% of the students achieved 70% or higher on the assessments. In 2018/19, students achieved 88% assessment average on Part #6 of the Internal Controls Project and 98% assessment average on Part III of the Audit Project. Student averages decreased in 2019/20 to 75% assessment average on Part #6 of the Internal Controls Project, but increased to a 99% assessment average on Part III of the Audit Project</p>	<p>The results revealed student competency of applying theoretical application in planning, evaluating and controlling an audit function and communicating the objectives of an audit.</p>	<p>We made the SLO 2 changes which were implemented in 2016/2017. As such, we will review in the Spring of 2021 to determine if the data set for SLO 2 will need to be amended to test student learning outcomes, as we believe that some of our data for 2019/2020 was skewed due to having to move classes online.</p>	 <table border="1"> <caption>SLO 2 Assessment Averages</caption> <thead> <tr> <th>Year</th> <th>Assessment Average</th> </tr> </thead> <tbody> <tr> <td>2017/18</td> <td>83.7</td> </tr> <tr> <td>2018/19</td> <td>91.1</td> </tr> <tr> <td>2019/20</td> <td>83.7</td> </tr> </tbody> </table>	Year	Assessment Average	2017/18	83.7	2018/19	91.1	2019/20	83.7						
Year	Assessment Average																		
2017/18	83.7																		
2018/19	91.1																		
2019/20	83.7																		
<p>75% of the graduating students will score at or above the mean for Major Field Test for Business Section 1 (Accounting). Mean for 2010-2013 is 43.8, 2015 41.5, 2016 40.57, 2017 is 51, 2018 is 53. The mean for 2019 is 54.5.</p>	<p>Comparative, external, summative assessment administered in final semester</p>	<p>Student scores were declining, however curriculum changes were made in 2016/2017, which appears to have made a positive impact.</p>	<p>The results show that our students benefited from adding ACCT 202 back into the curriculum, along with the changes made into upper-level classes that are taught.</p>	<p>Although we added content back into the Accounting curriculum and the scores have shown an improvement, we are continuing to explore other test measures for Accounting Majors to assess knowledge level.</p>	 <table border="1"> <caption>Major Field Test Scores</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2013/14</td> <td>43.8</td> </tr> <tr> <td>2015/16</td> <td>41.5</td> </tr> <tr> <td>2016/17</td> <td>40.57</td> </tr> <tr> <td>2017/18</td> <td>51</td> </tr> <tr> <td>2018/19</td> <td>53</td> </tr> <tr> <td>2019/20</td> <td>54.5</td> </tr> </tbody> </table>	Year	Score	2013/14	43.8	2015/16	41.5	2016/17	40.57	2017/18	51	2018/19	53	2019/20	54.5
Year	Score																		
2013/14	43.8																		
2015/16	41.5																		
2016/17	40.57																		
2017/18	51																		
2018/19	53																		
2019/20	54.5																		
<p><b>SLO 3 Critical Thinking</b></p>																			
<p>At least 75% of students enrolled in the ACCT 504 class will be able to prepare consolidated financial statements by achieving 70% or higher on the projects directly related to SLO3.</p>	<p>The average scores from the Final Exam essay questions and Reflection Papers in ACCT 504 will be used to measure this SLO. (Accounting capstone course.) These SLOs were revised from the 2013-12 academic year and then again in 2016/2017. New Assessment: Advanced Accounting Project-Section #4 and the Intermediate Accounting Project. Summative; Internal; Direct; Comparative</p>	<p>100% of the students achieved 70% or higher on the assessments. In 2018/19, students achieved 100% assessment average on Part 4 of the Advanced Accounting project and a 97.4% assessment average on their consolidated financial statements in Intermediate Accounting. In 2019/2020, averages decreased to 95% assessment average on Part 4 of the Advanced Accounting project and decreased to 92% assessment average on their consolidated financial statements in Intermediate Accounting. We attribute the decrease in the scores due to the pivot that was mandated as a result of COVID-19.</p>	<p>The results revealed that students were proficient in applying critical thinking skills to consolidate financial data and to evaluate the impact on financial reporting.</p>	<p>We made the SLO 3 changes which were implemented in 2016/2017. As such, the Accounting program will continue to review in the Spring of 2021 to determine if the data set for SLO 3 will need to be amended to test student learning outcomes, as we believe that some of our data for 2019/2020 was skewed due to having to move classes online.</p>	 <table border="1"> <caption>SLO 3 Assessment Averages</caption> <thead> <tr> <th>Year</th> <th>Assessment Average</th> </tr> </thead> <tbody> <tr> <td>2017/18</td> <td>97.4</td> </tr> <tr> <td>2018/19</td> <td>98.7</td> </tr> <tr> <td>2019/20</td> <td>92.3</td> </tr> </tbody> </table>	Year	Assessment Average	2017/18	97.4	2018/19	98.7	2019/20	92.3						
Year	Assessment Average																		
2017/18	97.4																		
2018/19	98.7																		
2019/20	92.3																		
<p><b>SLO 4 Problem Solving/Decision Making</b></p>																			

<p>75% of students enrolled in the ACCT 504 class will be able to evaluate financial ratios and perform horizontal and vertical analysis by achieving 70% or higher on the FIA/FSA Project and the Cost Accounting Project #14-16; #19 that are directly related to SLO4.</p>	<p>Final Exam essay questions and Reflection Paper in ACCT 504 (Accounting capstone course). These SLOs were revised from the 2013-12 academic year and then again in 2016/2017. New Assessment: Calculate and explain financial ratios and perform horizontal and vertical analysis of companies. Summative; Internal; Direct; Comparative</p>	<p>100% of the students achieved 70% or higher on the assessments. In 2018/19, students achieved 79.2% assessment average on Parts #14-16; #19 of the Cost Accounting Project and a 79.5% assessment average on their FIA/FSA Project. However, in 2019/2020, students achieved 91.7% assessment average on Parts #14-16; #19 of the Cost Accounting Project and a 75.8% assessment average on their FIA/FSA Project.</p>	<p>The results revealed the students' ability in understanding the business environment as it related to the accounting profession.</p>	<p>We made the SLO 4 changes which were implemented in 2016/2017. As such, the Accounting program will continue to review in the Spring of 2021 to determine if the data set for SLO 4 will need to be amended to test student learning outcomes, as we believe that some of our data for 2019/2020 was skewed due to having to move classes online.</p>	 <table border="1"> <caption>Assessment Averages for SLO 4</caption> <thead> <tr> <th>Year</th> <th>Assessment Average</th> </tr> </thead> <tbody> <tr> <td>2017/18</td> <td>82.8</td> </tr> <tr> <td>2018/19</td> <td>79.2</td> </tr> <tr> <td>2019/20</td> <td>75.8</td> </tr> </tbody> </table>	Year	Assessment Average	2017/18	82.8	2018/19	79.2	2019/20	75.8
Year	Assessment Average												
2017/18	82.8												
2018/19	79.2												
2019/20	75.8												
<p><b>SLO 5 Problem Solving/Decision Making</b> 75% of students enrolled in the ACCT 504 class will be able to communicate the results of the decision-making process by achieving 70% or higher on the FIA Project and the Advance Accounting Project directly related to SLO5.</p>	<p>The average scores from the Final Exam essay questions and Reflection Papers in ACCT 504 will be used to measure this SLO. (Accounting capstone course.) These SLOs were revised from the 2013-12 academic year and then again in 2016/2017. New Assessment: Advanced Accounting Project-PPT Presentation and the FIA Project. Summative; Internal; Direct</p>	<p>100% of the students achieved 70% or higher on the assessments. In 2018/19, students achieved 99% assessment average on the Advanced Accounting PPT Presentation and a 83.28% assessment average on their final FIA Project. In 2019/20, students held the 99% assessment average on the Advanced Accounting PPT Presentation and a 72.4% assessment average on their final FIA Project.</p>	<p>The results revealed the students' understanding of the decision-making process in business. Changes were made to the curriculum in 2019/2020 and the Accounting program will revise SLOs in 2021.</p>	<p>We made the SLO 5 changes which were implemented in 2016/2017. As such, the Accounting program will review in the Spring of 2021 to determine if the data set for SLO 5 will need to be amended to test student learning outcomes, as we believe that some of our data for 2019/2020 was skewed due to having to move classes online.</p>	 <table border="1"> <caption>Assessment Averages for SLO 5</caption> <thead> <tr> <th>Year</th> <th>Assessment Average</th> </tr> </thead> <tbody> <tr> <td>2017/18</td> <td>90.2</td> </tr> <tr> <td>2018/19</td> <td>91.7</td> </tr> <tr> <td>2019/20</td> <td>86.2</td> </tr> </tbody> </table>	Year	Assessment Average	2017/18	90.2	2018/19	91.7	2019/20	86.2
Year	Assessment Average												
2017/18	90.2												
2018/19	91.7												
2019/20	86.2												

BUSINESS MANAGEMENT AND LEADERSHIP																																									
SLO 1 Problem Solving and Decision Making																																									
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results		Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)																																				
Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	Action Taken or Improvement made	What did you improve or what is your next step?																																				
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative				SLO was changed at the end of AY 2012-2013. Therefore data prior to the 13/14 academic year is not relevant.																																				
1. Students will be able to identify business problems with at least 80% of students in the BMAL 271, Survey of Leadership class scoring an 85% or higher on a business case study.	1. Case study in BMAL 271, Survey of Leadership scores measured each Fall semester. (formative, internal, direct)	Results show a increase in AY 19-20 in percentage of students who scored 85% or higher. In 19-20 95% of students scored 85% or higher as opposed to 77% in 17-18. The average score of the case study was 90.1.			<table border="1"> <caption>Percentage of Students Meeting Goal</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>16/17</td> <td>90.00%</td> </tr> <tr> <td>17/18</td> <td>95.00%</td> </tr> <tr> <td>18/19</td> <td>77.00%</td> </tr> <tr> <td>19/20</td> <td>95.00%</td> </tr> </tbody> </table>	Year	Percentage	16/17	90.00%	17/18	95.00%	18/19	77.00%	19/20	95.00%																										
Year	Percentage																																								
16/17	90.00%																																								
17/18	95.00%																																								
18/19	77.00%																																								
19/20	95.00%																																								
Students will be able to analyze business problems with at least 80% of BMAL students scoring a minimum of 50 in Categories 3 and 4 (Management and Quantitative Business Analysis) of the MFT (Major Field Test).	Assessment administered in spring semester prior to graduation. (comparative, external, summative)	MFT Category 3 shows a slight decrease in average score from AY 18-19 to AY 19-20, with scores of 50.7 and 50.4 respectively. 60% of students scored above a 50 in category 3 (Management). MFT Category 4 shows a decline in average score from 18/19 to 19/20 with average scores going from 36.7 to 25.25. Zero students scored above a 50 in Quantitative Analyses.	The results show that students are being more successful in demonstrating proficiency in management concepts. However, the results also demonstrate that our students continue to struggle to demonstrate proficiency in quantitative analysis. The results show that there seems to be a disconnect between analyzing problems and recommending solutions utilizing data.	The decline in catagor 4 (quantitative deision making) has occurred over the last two acadmic years. Zero percent of students making a score of 50 or above is a telling statistic as is the 12 point drop in the average score. The BMAL department will focus on this information this coming academic year and determine necessary changes to the curriculum or the courses themselves.	<table border="1"> <caption>Percentage of Students Meeting the Goal</caption> <thead> <tr> <th>AY</th> <th>Category 3 (%)</th> <th>Category 4 (%)</th> </tr> </thead> <tbody> <tr> <td>AY 15/16</td> <td>30</td> <td>15</td> </tr> <tr> <td>AY 16/17</td> <td>80</td> <td>10</td> </tr> <tr> <td>AY 17/18</td> <td>80</td> <td>10</td> </tr> <tr> <td>AY 18/19</td> <td>45</td> <td>15</td> </tr> <tr> <td>AY 19/20</td> <td>60</td> <td>10</td> </tr> </tbody> </table> <table border="1"> <caption>Average Student Score</caption> <thead> <tr> <th>AY</th> <th>Category 3</th> <th>Category 4</th> </tr> </thead> <tbody> <tr> <td>AY 15/16</td> <td>40</td> <td>30</td> </tr> <tr> <td>AY 16/17</td> <td>60</td> <td>35</td> </tr> <tr> <td>AY 17/18</td> <td>60</td> <td>30</td> </tr> <tr> <td>AY 18/19</td> <td>50</td> <td>40</td> </tr> <tr> <td>AY 19/20</td> <td>50</td> <td>25</td> </tr> </tbody> </table>	AY	Category 3 (%)	Category 4 (%)	AY 15/16	30	15	AY 16/17	80	10	AY 17/18	80	10	AY 18/19	45	15	AY 19/20	60	10	AY	Category 3	Category 4	AY 15/16	40	30	AY 16/17	60	35	AY 17/18	60	30	AY 18/19	50	40	AY 19/20	50	25
AY	Category 3 (%)	Category 4 (%)																																							
AY 15/16	30	15																																							
AY 16/17	80	10																																							
AY 17/18	80	10																																							
AY 18/19	45	15																																							
AY 19/20	60	10																																							
AY	Category 3	Category 4																																							
AY 15/16	40	30																																							
AY 16/17	60	35																																							
AY 17/18	60	30																																							
AY 18/19	50	40																																							
AY 19/20	50	25																																							
SLO 2 Communication																																									

<p>Students will be able to communicate effectively in business situations through writing, speaking, and use of electronic media with at least 80% of students in the BMAL 491 class scoring an 80 or higher on presentation of a capstone strategic plan consisting of an oral presentation, written paper, and PowerPoint media presentation.</p>	<p>Capstone strategic plan in BMAL 491, Business Strategy scores in each of the three areas (oral presentation, written paper, and PowerPoint media presentation) measured each Fall semester. (summative, external, direct)</p>	<p>Percentage of students scoring above 80 on each component were as follows: 100% on oral presentation, 100% on the paper, and 100% on the media presentation. The average score for each component was: Oral Presentation 96%, Paper 90%, and Media 89%.</p>	<p>The results indicate that students are consistently performing well on speaking and the media aspects of the project. The data does indicate a dip in the writing piece; which is indicative of data we have seen across campus with regard to the writing ability of our entire student body.</p>	<p>The faculty of the BMAL department will meet to discuss the current student learning outcomes. According to the trends of this data, the students are performing very well. The BMAL faculty will determine if measurement of communication can be done differently or if we need to continue to measure it in this manner.</p>	
<b>SLO 3 Collaboration</b>					
<p>Students will demonstrate team building skills and facilitate collaborative behaviors in the accomplishment of group goals and objectives by working effectively with people of diverse backgrounds by 80% of students scoring 80 or higher in peer evaluations and 80% of students will score 85 or higher on a group project.</p>	<p>Formative, direct, internal assessment in BMAL 381, International Business</p>	<p>Percentage of students scoring above 80 on each component were as follows: 87% on the group project and 98% on peer evaluations.</p>	<p>The results indicate that the students are meeting the required goals in order to be successful in the group project.</p>	<p>The department will assess whether this is the best assessment for this SLO and if there needs to be any changes, those will be made in the 19-20 academic year. The question becomes - are peer evaluations the best way to assess the facilitation of collaborative behaviors.</p>	
<b>SLO 4 Critical Thinking</b>					
<p>Students will recognize implementation issues involved in starting new business ventures with at least 80% of students in the BMAL 371, Organizational Behavior class scoring at least an 85 on a written change plan.</p>	<p>Written change plan in BMAL 371, Organizational Behavior scores on peer evaluations measured each spring semester in odd years. (formative, direct, internal)</p>	<p>Percentage of students scoring at least 85 for 19/20 was 90%.</p>	<p>Students have mastered the critical thinking expectations for the major according to the outcome of this assessment.</p>	<p>The last 5 years of data indicate that the students have mastered this skill. The BMAL faculty will evaluate the assessment system in the 20-21 academic year to determine if we are measuring critical thinking in the best way possible or if there needs to be changes made.</p>	

<p>MFT (Major Field Test) (Categories 5 (Finance) and 6 (Marketing)) 80% of students will score a 50 or higher in categories 5 and 6 of the MFT.</p>	<p>Comparative, external, summative assessment administered in final semester</p>	<p>The scores in category 5 (Finance) remain relatively constant. The percentage of students meeting the goal remained the same from 2015-2020. There was a slight increase in AY 19/20 of the average score, 40.75, and a slight decrease in the percentage of students meeting the goal (30%). Category 6 scores for AY 19/20 was a significant decrease from previous years. Average score was 44.7 and average students meeting the goal was 35%.</p>	<p>Result indicate that students, although they have increased slightly in the finance section, need more content within the program of study that deals directly with finance. The scores in category 5 (finance) and remain relatively constant. However, the percentage of students not meeting the goal consistently remains below the goal. Category 6 decline in both the raw average score and the percentage of students scoring 50 or below is duly noted.</p>	<p>Category 5 and 6 are closely monitored by the faculty. This is the second academic year that the curriculum change for Finance has been in place. The data on performance will continue to be monitored. Marketing scores will also be monitored and adjustments made after the results of the 20-21 ETS test are distributed. That will indicate if changes need to be made or if this was an unusual situation.</p>	<div data-bbox="1178 196 1583 435"> <p><b>Percentage of Students Meeting the Goal</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Category 5 (%)</th> <th>Category 6 (%)</th> </tr> </thead> <tbody> <tr> <td>AY 15/16</td> <td>15</td> <td>55</td> </tr> <tr> <td>AY 16/17</td> <td>35</td> <td>55</td> </tr> <tr> <td>AY 17/18</td> <td>30</td> <td>50</td> </tr> <tr> <td>AY 18/19</td> <td>30</td> <td>55</td> </tr> <tr> <td>AY 19/20</td> <td>30</td> <td>35</td> </tr> </tbody> </table> </div> <div data-bbox="1178 451 1583 646"> <p><b>Average Student Score</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Category 5</th> <th>Category 6</th> </tr> </thead> <tbody> <tr> <td>AY 15/16</td> <td>35</td> <td>45</td> </tr> <tr> <td>AY 16/17</td> <td>35</td> <td>45</td> </tr> <tr> <td>AY 17/18</td> <td>40</td> <td>50</td> </tr> <tr> <td>AY 18/19</td> <td>40</td> <td>50</td> </tr> <tr> <td>AY 19/20</td> <td>40</td> <td>45</td> </tr> </tbody> </table> </div>	Year	Category 5 (%)	Category 6 (%)	AY 15/16	15	55	AY 16/17	35	55	AY 17/18	30	50	AY 18/19	30	55	AY 19/20	30	35	Year	Category 5	Category 6	AY 15/16	35	45	AY 16/17	35	45	AY 17/18	40	50	AY 18/19	40	50	AY 19/20	40	45
Year	Category 5 (%)	Category 6 (%)																																							
AY 15/16	15	55																																							
AY 16/17	35	55																																							
AY 17/18	30	50																																							
AY 18/19	30	55																																							
AY 19/20	30	35																																							
Year	Category 5	Category 6																																							
AY 15/16	35	45																																							
AY 16/17	35	45																																							
AY 17/18	40	50																																							
AY 18/19	40	50																																							
AY 19/20	40	45																																							
<p><b>SLO 5 Global Awareness</b> Students will recognize and appropriately respond to strategic concerns related to organizational management in the context of global business practices with at least 80% of students in the BMAL 381, International Business class scoring at least an 80% on a conducting business abroad paper.</p>	<p>Conducting business abroad paper in BMAL 381, International Business scores measured each fall semester. (formative, internal, direct)</p>	<p>Performance in this assessment shows a decrease in the number of students scoring at least 80% decreased from 83% to 80% in AY 19-20.</p>	<p>The students' level of global awareness according to this assessment, has not changed.</p>	<p>Continue to emphasize the importance of global awareness. The Business faculty recognize the importance of students completing this program having a strong perspective on how the world impacts business and are committed to continuing to keep global awareness as a part of our assessment system.</p>	<div data-bbox="1178 721 1583 948"> <p><b>Percentage of Students Meeting Goal</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Percentage (%)</th> </tr> </thead> <tbody> <tr> <td>AY 15/16</td> <td>85.00%</td> </tr> <tr> <td>AY 16/17</td> <td>86.00%</td> </tr> <tr> <td>AY 17/18</td> <td>95.00%</td> </tr> <tr> <td>AY 18/19</td> <td>93.00%</td> </tr> <tr> <td>AY 19/20</td> <td>90.00%</td> </tr> </tbody> </table> </div>	Year	Percentage (%)	AY 15/16	85.00%	AY 16/17	86.00%	AY 17/18	95.00%	AY 18/19	93.00%	AY 19/20	90.00%																								
Year	Percentage (%)																																								
AY 15/16	85.00%																																								
AY 16/17	86.00%																																								
AY 17/18	95.00%																																								
AY 18/19	93.00%																																								
AY 19/20	90.00%																																								

MFT (Major Field Test) (Categories 7 and 9) 80% of students will score a 50 or higher in categories 7 and 9 of the MFT.

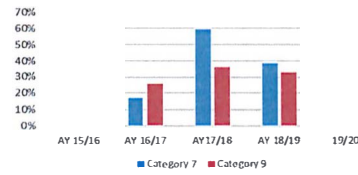
Comparative, external, summative assessment administered in final semester

20% of students scored above the 50 in the marketing category while 20% scored less than 50 or above in the international Business category of the MFT. The Average score for Category 7 (marketing) was 42.2 and for Category 9 (International) is 34.1.

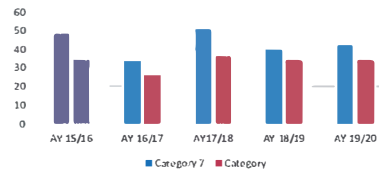
The average student score for category 7 (marketing) increased slightly but the percentage of students meeting the goal declined. This makes the third year in a row with significant decline. The average score for Category 9 (International) increased slightly but the percentage of students meeting the goal declined significantly from 33% to only 20% of the students meeting the goal.

The trend in the scores for Category 7 and 9 have been on a continuous decline for the last 3 years. The BMAL faculty will look at the content specific items in the tool used to measure this SLO and compare it to the curriculum to see if and where we are covering the material. The BMAL faculty will also strategize around the facilitation of the test. Many students are covering general concepts in marketing and international business early in the program. There are concentration courses that students can take in both marketing and International business but these are not required.

Percentage of Students Meeting Goal



Average Student Score



**COMPUTER INFORMATION SYSTEMS**

COMPUTER INFORMATION SYSTEMS													
SLO 1 Problem Solving and Decision Making		Analysis of Results			Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)								
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made									
Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?									
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative												
<b>SLO 1 Problem Solving and Decision Making</b>													
At least 80% of students in COMP 510 will demonstrate the ability to solve problems using the computer as a tool, using either application packages or custom programs by scoring 80% or higher as measured through a scoring rubric designed for the capstone course.	Capstone course scoring rubric used in Capstone course, COMP 510. (Formative, internal, direct) Measurements are done on a yearly basis.	Average class assessment for the academic year 2019-2020 was 89.12%. 100% of the students scored 75% or above. Average MFT score shows a one point decrease trend from 74% to 70% in 2019-2020.	This year's outcomes showed that students are capable of problem solving and decision-making tasks utilizing the skills they developed in selected intro level courses.	Due to positive results we saw this last year, we will keep developing and implementing proper exercises and case studies that provide short critical thinking instruction and activities in decision making in multiple courses to build skills over time.	<table border="1"> <caption>SLO - 1 Data</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2017-2018</td> <td>94.5</td> </tr> <tr> <td>2018-2019</td> <td>93.5</td> </tr> <tr> <td>2019-2020</td> <td>89.5</td> </tr> </tbody> </table>	Year	Score	2017-2018	94.5	2018-2019	93.5	2019-2020	89.5
Year	Score												
2017-2018	94.5												
2018-2019	93.5												
2019-2020	89.5												
<b>SLO 2 Integration</b>													
At least 80% of students in COMP 510 will demonstrate the skill to develop an integrated perspective of information system and broad business foundations by scoring 75% or higher as measured through a scoring rubric designed for the capstone course.	Capstone course scoring rubric used in Capstone course, COMP 510. (Formative, internal, direct) Measurements are done on a yearly basis.	Average class assessment for the academic year 2019-2020 was 89.93%. 100% of the students scored 75% or above.	The results demonstrate that students have the ability to assemble resources and infrastructure needed to successfully take technologies to market.	Use a variety of computer software programs appropriate to a business setting and the appropriate application of information technology in a business environment. AWS and Slack are some of those commonly used tools for this purpose will be introduced in higher-level classes.	<table border="1"> <caption>SLO - 2 Data</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2017-2018</td> <td>91.0</td> </tr> <tr> <td>2018-2019</td> <td>93.0</td> </tr> <tr> <td>2019-2020</td> <td>90.0</td> </tr> </tbody> </table>	Year	Score	2017-2018	91.0	2018-2019	93.0	2019-2020	90.0
Year	Score												
2017-2018	91.0												
2018-2019	93.0												
2019-2020	90.0												
<b>SLO 3 Leadership</b>													
At least 80% of students in COMP 510 will demonstrate the ability to manage a team in a problem-solving situation by scoring 75% or higher as measured through a scoring rubric designed for the capstone course..	Capstone course scoring rubric used in Capstone course, COMP 510. (Formative, internal, direct) Measurements are done on a yearly basis.	Average class assessment for the academic year 2019-2020 was 90.48%. 100% of the students scored 75% or above.	The results demonstrate that students are great at functioning effectively as a team member, but some students do not possess necessary leadership skills.	We have been monitoring this area closely. Not every student excels in managing a team in a problem-solving situation. We introduced a project component in multiple other classes to give students chance to improve in their management skills.	<table border="1"> <caption>SLO - 3 Data</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2017-2018</td> <td>90.0</td> </tr> <tr> <td>2018-2019</td> <td>91.0</td> </tr> <tr> <td>2019-2020</td> <td>90.5</td> </tr> </tbody> </table>	Year	Score	2017-2018	90.0	2018-2019	91.0	2019-2020	90.5
Year	Score												
2017-2018	90.0												
2018-2019	91.0												
2019-2020	90.5												



SLO 4 Implementation													
<p>At least 80% of students in COMP 510 will demonstrate the skill to develop a complete information system that incorporates feasibility study, analysis, design, systems development, testing, implementation and maintenance by scoring 75% or higher as measured through a scoring rubric designed for the capstone course.</p>	<p>Capstone course scoring rubric used in Capstone course, COMP 510. (Formative, internal, direct ) Measurements are done on a yearly basis.</p>	<p>Average class assessment for the academic year 2019-2020 was 89.68%. 100% of the students scored 75% or above.</p>	<p>The results demonstrate that students are doing well in this area of SDLC. They seem to have an understanding of information systems, business models, and can apply problem solving methods to the development of an information system for businesses and find ways to use technology to make businesses perform more efficiently</p>	<p>The class average stayed the same. At this point, this is not concerning, but we will keep encouraging student to have summer internship moving forward. COMP is in process of incorporating alumni satisfaction survey of School of Business as part of performance measure.</p>	<table border="1"> <caption>SLO - 4 Performance Data</caption> <thead> <tr> <th>Academic Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2017-2018</td> <td>90.5</td> </tr> <tr> <td>2018-2019</td> <td>90.0</td> </tr> <tr> <td>2019-2020</td> <td>89.7</td> </tr> </tbody> </table>	Academic Year	Score	2017-2018	90.5	2018-2019	90.0	2019-2020	89.7
Academic Year	Score												
2017-2018	90.5												
2018-2019	90.0												
2019-2020	89.7												

SPORT MANAGEMENT																	
SLO1 Problem Solving/Decision Making																	
Analysis of Results																	
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)												
Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?													
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative																
75% or more of the students enrolled in SMGT 404 will demonstrate knowledge of sport equipment and sport facility design considerations including safety and security issues to be measured through a case study with a demonstrated competency of 80% or higher.	Group Work and Presentation in SMGT 402 (Sport Management capstone course). Group research included case studies involving facility design, product liability, and security to be measured using a rubric designed to measure this SLO. (Summative; Internal; Direct)	Student achieved 92.25% assessment average on research and 94.42% assessment average on their presentations. The average student score was a 93.33%	The results revealed collaboration and the students' ability to transfer knowledge into real life situations through case study analysis. Additionally the assessment revealed the student ability to professionally present their analysis among their peers and professor. Although the average decreased	Overall assessment of this objective was positive with a 92.25% average as the results exceed expected outcomes and 100% of the graduates scored at a level of 'proficient' or 'competent'. The average is the lowest over the last 5 years. Faculty in sport management will look at the curriculum and the assessments to ensure alignment. The SLO's will be changed during the 20-21 academic year.	<table border="1"> <caption>Average Student Score</caption> <thead> <tr> <th>Year</th> <th>Score (%)</th> </tr> </thead> <tbody> <tr> <td>15/16</td> <td>91.5</td> </tr> <tr> <td>16/17</td> <td>92.5</td> </tr> <tr> <td>17/18</td> <td>92.0</td> </tr> <tr> <td>18/19</td> <td>85.5</td> </tr> <tr> <td>19/20</td> <td>93.0</td> </tr> </tbody> </table>	Year	Score (%)	15/16	91.5	16/17	92.5	17/18	92.0	18/19	85.5	19/20	93.0
Year	Score (%)																
15/16	91.5																
16/17	92.5																
17/18	92.0																
18/19	85.5																
19/20	93.0																
<b>SLO 2 Critical Thinking</b> Students enrolled in SMGT 402 will demonstrate the ability to plan, manage and control a sports program to be measured by specific exam questions designed to measure this SLO. 85% of the class will achieve competency by scoring 85% or higher on these questions.	There are specific question within exam 2 within SMGT 402 (Sport Management capstone course). True/False question numbers 14, 15, 24, 26, 30, 32, & 35; Multiple Choice question numbers 2,3,6,8, & 11; and an essay discussion question designed specifically to measure this SLO. Summative; Internal; Direct	The class average was 88% and 88% of the students in the course achieved competency of 85% or higher.	The results revealed student competency of applying theoretical application in planning, managing and controlling sports program through multiple choice, true/false, and essay responses within an exam.	Overall assessment of this objective was positive as the results exceed the 85% class average and 100% of the students scored at a level of 'proficient' or 'competent'. The faculty of the the Sport Management program will revise this SLO to represent a more sound assessment of student learning outcomes.	<table border="1"> <caption>Average Student Score</caption> <thead> <tr> <th>Year</th> <th>Score (%)</th> </tr> </thead> <tbody> <tr> <td>15/16</td> <td>95.5</td> </tr> <tr> <td>16/17</td> <td>93.5</td> </tr> <tr> <td>17/18</td> <td>89.5</td> </tr> <tr> <td>18/19</td> <td>94.5</td> </tr> <tr> <td>19/20</td> <td>89.5</td> </tr> </tbody> </table>	Year	Score (%)	15/16	95.5	16/17	93.5	17/18	89.5	18/19	94.5	19/20	89.5
Year	Score (%)																
15/16	95.5																
16/17	93.5																
17/18	89.5																
18/19	94.5																
19/20	89.5																
<b>SLO 3 Critical Thinking</b> 75% Students enrolled in SMGT 402 will demonstrate the ability to schedule events for a multi-use facility to be measured by an interactive project in which a detailed schedule is developed for numerous teams within a multi-use facility and shown by achieve competency of 85% or higher.	An interactive project in within SMGT 402 (Sport Management capstone course) each student will develop a detailed schedule for numerous teams within in a multi-use facility designed specifically to measure this SLO. Summative; Internal; Direct	The class average was 88% which reached the goal of 85% expected competency. 50% of students reached the competency which was short of the goal of 85%.	The results revealed that students were proficient in applying critical thinking skills in scheduling events for a multi-use facility. However, 50% of the students failed to earn a score of 85% or higher.	Overall assessment of this objective was positive as the results exceed the 85% class average. However, only 50% of the students earned an 85% or higher on the project meaning the goal was not achieved. The decline in performance is unusual given the performance on this SLO over the last several years. The faculty of the Sport Management program are reviewing the assessment system to ensure curricular alignment.	<table border="1"> <caption>Average Student Score</caption> <thead> <tr> <th>Year</th> <th>Score (%)</th> </tr> </thead> <tbody> <tr> <td>15/16</td> <td>83.0</td> </tr> <tr> <td>16/17</td> <td>86.0</td> </tr> <tr> <td>17/18</td> <td>86.5</td> </tr> <tr> <td>18/19</td> <td>86.8</td> </tr> <tr> <td>19/20</td> <td>85.0</td> </tr> </tbody> </table>	Year	Score (%)	15/16	83.0	16/17	86.0	17/18	86.5	18/19	86.8	19/20	85.0
Year	Score (%)																
15/16	83.0																
16/17	86.0																
17/18	86.5																
18/19	86.8																
19/20	85.0																

**MASTER OF BUSINESS ADMINISTRATION**  
Analysis of Results

SLO 1 Strategic Thinking/Decision Making	What is your measurement	Current Results	Analysis of Results	Action Taken or	Insert Graphs or Tables of Resulting Trends (3-5 data)												
Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?													
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative																
Students enrolled in MBA 799 will demonstrate strategic thinking and leadership skills to facilitate organizational change by achieving 85% or higher on the effectiveness of the plan presented in the Capstone Project.	Formative, internal, direct assessment rubric used in MBA 799. Capstone Project effectiveness portion of the rubric will be used to measure this SLO.	For academic year 19/20, the average student score on the effectiveness portion of the Capstone Project.	The results demonstrate strong competency and awareness of the role of strategic thinking for facilitating change in organizations.	Need to re-evaluate the MBA curriculum for opportunities to embed assessments across coursework to provide a holistic and dynamic evaluation of student performance. The change in instructor and deployment of the capstone project has severely impacted the assessment.	<table border="1"> <caption>Effectiveness Scores for SLO 1</caption> <thead> <tr> <th>AY</th> <th>Score (%)</th> </tr> </thead> <tbody> <tr> <td>AY 15/16</td> <td>92.00%</td> </tr> <tr> <td>AY 16/17</td> <td>85.00%</td> </tr> <tr> <td>AY 17/18</td> <td>98.00%</td> </tr> <tr> <td>AY 18/19</td> <td>100.00%</td> </tr> <tr> <td>AY 19/20</td> <td>100.00%</td> </tr> </tbody> </table>	AY	Score (%)	AY 15/16	92.00%	AY 16/17	85.00%	AY 17/18	98.00%	AY 18/19	100.00%	AY 19/20	100.00%
AY	Score (%)																
AY 15/16	92.00%																
AY 16/17	85.00%																
AY 17/18	98.00%																
AY 18/19	100.00%																
AY 19/20	100.00%																
Students enrolled in MBA 799 will conduct interdisciplinary research and apply appropriate analytical and decision-making skills to identify, structure, and solve business problems. They will effectively document results at a managerial level by achieving 85% or higher on the forecasting component of the plan presented in the capstone project	Formative, internal, direct assessment instrument used in MBA 799. Capstone project forecasting portion of the rubric will be used for measurement of this SLO.	The average student score was 100% on the forecasting portion of the capstone project in the year 2019-2020	The results demonstrate strong competency in the use of data analysis and tools to aid in effective decision making.	Need to re-evaluate the MBA curriculum for opportunities to embed assessments in select courses for a more complete and dynamic evaluation of how well students are performing. The change in instructor and deployment of the capstone project has severely impacted the assessment.	<table border="1"> <caption>Average Student Score for SLO 2</caption> <thead> <tr> <th>AY</th> <th>Score (%)</th> </tr> </thead> <tbody> <tr> <td>AY 15/16</td> <td>92.00%</td> </tr> <tr> <td>AY 16/17</td> <td>95.00%</td> </tr> <tr> <td>AY 17/18</td> <td>90.00%</td> </tr> <tr> <td>AY 18/19</td> <td>98.00%</td> </tr> <tr> <td>AY 19/20</td> <td>98.00%</td> </tr> </tbody> </table>	AY	Score (%)	AY 15/16	92.00%	AY 16/17	95.00%	AY 17/18	90.00%	AY 18/19	98.00%	AY 19/20	98.00%
AY	Score (%)																
AY 15/16	92.00%																
AY 16/17	95.00%																
AY 17/18	90.00%																
AY 18/19	98.00%																
AY 19/20	98.00%																
Students who complete the program will demonstrate the ability to integrate and apply core business knowledge in accounting, finance, economics, marketing, quantitative decision making, leadership, and organizational behavior with a score at least 240 or higher on the ETS Major Field Test.	SLO will be measured with the ETS Major Field Test with the analyses of the cohort of program completers (Comparative, external, summative assessment administered in final semester)	The data shows that the students enrolled in the MBA program have not taken the ETS exam for 2018-2019.	The results indicate that a change must be made in the program's evaluation system. The Student Learning outcome should change OR the data should be collected using a different matrix.	Need to increase the number of students taking the test or eliminate this as an assessment tool. Moreover, also need to evaluate the MBA curriculum for alignment with the core knowledge presented in the ETS.													
Students who complete the program will be able to analyze and evaluate complex business issues on the global, political, economic, legal, cultural, and regulatory context of business including the ability to forecast changes that will affect business in the future using quantitative and qualitative business techniques by obtaining a raw score of 50 or higher in each category of the MFT (Major Field Test) CATEGORY 5- STRATEGIC INTEGRATION.	SLO will be measured with the ETS Major Field Test based on the analyses of the cohort of program completers (i.e., comparative, external, summative assessment administered in final semester).	The data shows that the students enrolled in the MBA program have not taken the ETS exam for 2018-2019.	The results indicate that a change must be made in the program's evaluation system. The Student Learning outcome should change OR the data should be collected using a different matrix.	The MBA faculty will continue to facilitate strategic thinking throughout their curriculum in order to better prepare graduates for the complex business world. Curriculum mapping is essential to determine where strategic thinking is embedded within the program of study.													