



## Public Disclosure of Student Learning Form

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**Institution:** \_\_\_\_\_ Grantham University \_\_\_\_\_

**Academic Business Unit:** \_\_\_\_\_ Mark Skousen School of Business \_\_\_\_\_

**Academic Year:** \_\_\_\_\_ 2014 \_\_\_\_\_

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## Report of Student Learning and Achievement

*Institution*

*Name of your Academic Business Unit*

For Academic Year: 2014

| <b>Mission of the <i>Name of your Academic Business Unit</i></b>  |
|---|
| <p><i>Mission Statement</i></p> <p><i>It is the mission of the Mark Skousen School of Business to develop entrepreneurially-minded business students by providing innovative pedagogical methods through a student centered approach to learning that leads to a high-quality, relevant, and sustainable business foundation.</i></p> |

### Student Learning Assessment for *Bachelor of Business Administration in Human Resource Management*

| <b>General Program Intended Student Learning Outcomes (Program ISLOs)</b>   |  |
|---|--|
| 1. Demonstrate effective communication skills   |  |
| 2. Illustrate critical thinking through decision-support tools  |  |
| 3. Evaluate the evolving role of strategic human resource management in business organizations  |  |
| 4. Distinguish the human resource theories, principles, and concepts related to the functional business areas of accounting, marketing, finance, and management |  |
| 5. Facilitate personnel within all stages of the employee lifecycle   |  |
| 6. Analyze economic, environmental, political, ethical, legal and regulatory contexts related to human resource management                                      |  |
| 7. Describe and explain ethical obligations and responsibilities of business  |  |
| 8. Describe decision-making skills that are relative to professional, ethical and social responsibilities   |  |
| 9. Develop an understanding of the importance of human and social diversity   |  |
| <b>Assessment Instruments for Intended Student Learning Outcomes—<br/>Direct Measures of Student Learning:</b>  | <b>Performance Objectives (Targets/Criteria) for Direct Measures:</b>  |
| 1. <i>Peregrine Test</i>  | <i>Student submissions will be evaluated through the Peregrine portal and 70% of students will score at or above the discipline-based averages</i> |

|  |   |                |            |                                  |                |            |                                  |                |            |                                  |                |            |
|--|---|----------------|------------|----------------------------------|----------------|------------|----------------------------------|----------------|------------|----------------------------------|----------------|------------|
|  | <i>established by the November 2014 baseline assessment. (The baseline will be adjusted each November.)</i>   |                |            |                                  |                |            |                                  |                |            |                                  |                |            |
| 2. <i>Capstone Course Organizational Analysis Paper</i>  | <i>Capstone projects are reviewed using a program specific rubric; at least 70% of the graduating seniors will achieve 3-Meets Expectations. This was reviewed using a rubric scoring from 1 (failed expectations) to 4 (exceeds expectations).</i> |                |            |                                  |                |            |                                  |                |            |                                  |                |            |
| <b>Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:</b>   | <b>Performance Objectives (Targets/Criteria) for Indirect Measures:</b>   |                |            |                                  |                |            |                                  |                |            |                                  |                |            |
| 1. <i>Course Evaluations - Capstone</i>  | <i>The course evaluations include course quality, resources and facilitation subjects. The weighted areas above will achieve a 3.5 or higher (out of 5).</i>  |                |            |                                  |                |            |                                  |                |            |                                  |                |            |
| 2. <i>Graduate Survey</i>  | <i>The Graduate Survey surveys graduates 3 months after graduation, 50% of students will respond yes to the obtainment of the degree having a positive impact on their career.</i>  |                |            |                                  |                |            |                                  |                |            |                                  |                |            |
| <b>Summary of Results from Implementing Direct Measures of Student Learning:</b>   |   |                |            |                                  |                |            |                                  |                |            |                                  |                |            |
| 1. Peregrine Exam - Overall 70% of Bachelor of Business Administration in Human Resource Management (BBA – HRM) students exceeded the November 2014 baseline assessment. |   |                |            |                                  |                |            |                                  |                |            |                                  |                |            |
| 2. Capstone Course Organizational Analysis Paper - The overall average score of BBA – HRM students was 2.14 (out of 4).  |   |                |            |                                  |                |            |                                  |                |            |                                  |                |            |
| <b>Summary of Results from Implementing Indirect Measures of Student Learning:</b>   |   |                |            |                                  |                |            |                                  |                |            |                                  |                |            |
| 1. Course Evaluations - The mean score for BBA – HRM exceeded the goal of 3.5 (out of 5) in 2014.  |   |                |            |                                  |                |            |                                  |                |            |                                  |                |            |
| 2. Graduate Survey - The BBA – HRM met the goal of 50% in 2014.  |   |                |            |                                  |                |            |                                  |                |            |                                  |                |            |
| <b>Extent of Accomplishment of Intended Student Learning Outcomes:</b>   |   |                |            |                                  |                |            |                                  |                |            |                                  |                |            |
| <b>Intended Student Learning Outcomes</b>  | <b>Learning Assessment Measures</b>   |                |            |                                  |                |            |                                  |                |            |                                  |                |            |
| <b>General Program Intended Student Learning Outcomes</b>  | <b><i>Direct Measure 1</i></b>  |                |            | <b><i>Direct Measure 2</i></b>   |                |            | <b><i>Indirect Measure 1</i></b> |                |            | <b><i>Indirect Measure 2</i></b> |                |            |
|  | <b>Performance Target Was...</b>  |                |            | <b>Performance Target Was...</b> |                |            | <b>Performance Target Was...</b> |                |            | <b>Performance Target Was...</b> |                |            |
|  | <b>Met</b>  | <b>Not Met</b> | <b>N/A</b> | <b>Met</b>                       | <b>Not Met</b> | <b>N/A</b> | <b>Met</b>                       | <b>Not Met</b> | <b>N/A</b> | <b>Met</b>                       | <b>Not Met</b> | <b>N/A</b> |
| 1. Demonstrate effective communication skills  | X   |                |            |                                  | X              |            | X                                |                |            |                                  |                | X          |

|   |   |  |  |  |   |  |   |  |  |  |  |   |
|---|---|--|--|--|---|--|---|--|--|--|--|---|
| 2. Illustrate critical thinking through decision-support tools  | X |  |  |  | X |  | X |  |  |  |  | X |
| 3. Evaluate the evolving role of strategic human resource management in business organizations  | X |  |  |  | X |  | X |  |  |  |  | X |
| 4. Distinguish the human resource theories, principles, and concepts related to the functional business areas of accounting, marketing, finance, and management | X |  |  |  | X |  | X |  |  |  |  | X |
| 5. Facilitate personnel within all stages of the employee lifecycle   | X |  |  |  | X |  | X |  |  |  |  | X |
| 6. Analyze economic, environmental, political, ethical, legal and regulatory contexts related to human resource management                                      | X |  |  |  | X |  | X |  |  |  |  | X |
| 7. Describe and explain ethical obligations and responsibilities of business  | X |  |  |  | X |  | X |  |  |  |  | X |
| 8. Describe decision-making skills that are relative to professional, ethical and social responsibilities   | X |  |  |  | X |  | X |  |  |  |  | X |
| 9. Develop an understanding of the importance of human and social diversity   | X |  |  |  | X |  | X |  |  |  |  | X |

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

1. *Course of Action 1: In cycle 1 it was discovered that HRM students performed well below their peers in the Bachelor of Science in Business Administration (BSAD) and Bachelor of Science in Business Management (BMGT) degree programs. The first course of action centered around incorporating more HRM material and direct measures in the course. This change is reflected in higher assessment scores in cycle 2, but the HRM students continued to perform well below their BSAD and BMGT peers.*
2. *Course of Action 2: A Human Resource Management (HRM) specific capstone course will be created for the HRM degree program by the end of 2016. The HRM capstone will be tailored for HRM students and focus on program specific curriculum and learning outcomes that are unique to*

*the degree. This program improvement will address the needs of HRM students and provide a more accurate measure of learning outcomes. Expertise for developing this HRM capstone will come from the faculty of the MSSB in consultation with the school's Advisory Board.*

## Student Learning Assessment for *Bachelor of Science – Accounting*

| <b>Student Learning Assessment for Bachelor of Science – Accounting</b>  |   |
|--|---|
| <b>General Program Intended Student Learning Outcomes (Program ISLOs)</b>  |   |
| 1. Analyze accounting problems in the functional areas of marketing, finance, and management                     |   |
| 2. Translate accounting concepts, tools, and strategies to solve problems in a global business settings          |   |
| 3. Create and analyze accounting data for effective business decision-making                                     |   |
| 4. Explain ethical obligations for audit, tax, and general financial areas                                       |   |
| 5. Illustrate critical thinking through decision-support tools   |   |
| 6. Demonstrate effective communication skills  |   |
| 7. Describe decision making skills that are relative to professional, ethical and social responsibilities        |   |
| 8. Develop an understanding of the importance of human and social diversity                                      |   |
| <b>Assessment Instruments for Intended Student Learning Outcomes—<br/>Direct Measures of Student Learning:</b>   | <b>Performance Objectives (Targets/Criteria) for Direct Measures:</b>   |
| 1. <i>Peregrine Test</i>   | <i>Student submissions will be evaluated through the Peregrine portal and 70% of students will score at or above the discipline-based averages established by the November 2014 baseline assessment. (The baseline will be adjusted each November.)</i> |
| 2. <i>Capstone Course Organizational Analysis Paper</i>  | <i>Capstone projects are reviewed using a program specific rubric; at least 70% of the graduating seniors will achieve 3-Meets Expectations. This was reviewed using a rubric scoring from 1 (failed expectations) to 4 (exceeds expectations).</i>     |
| <b>Assessment Instruments for Intended Student Learning Outcomes—<br/>Indirect Measures of Student Learning:</b> | <b>Performance Objectives (Targets/Criteria) for Indirect Measures:</b>   |
| 1. <i>Course Evaluations - Capstone</i>  | <i>The course evaluations include course quality, resources and facilitation subjects. The weighted areas above will achieve a 3.5 or higher (out of 5).</i>  |
| 2. <i>Graduate Survey</i>  | <i>The Graduate Survey surveys graduates 3 months after graduation, 50% of students will respond yes to the obtainment of the degree having a positive impact on their career.</i>  |
| <b>Summary of Results from Implementing Direct Measures of Student Learning:</b>                                 |   |

| 1. Peregrine Exam - Students from the Bachelor of Science in Accounting (BS – ACCT) program have not yet taken this direct measure. |                              |         |     |                           |         |     |                           |         |     |                           |         |     |
|---|------------------------------|---------|-----|---------------------------|---------|-----|---------------------------|---------|-----|---------------------------|---------|-----|
| 2. Capstone Course Organizational Analysis Paper - The overall average score of BS – ACCT students was 3.30 (out of 4).             |                              |         |     |                           |         |     |                           |         |     |                           |         |     |
| <b>Summary of Results from Implementing Indirect Measures of Student Learning:</b>  |                              |         |     |                           |         |     |                           |         |     |                           |         |     |
| 1. Course Evaluations - The mean score for BS – ACCT exceeded the goal of 3.5 (out of 5) in 2014.                                   |                              |         |     |                           |         |     |                           |         |     |                           |         |     |
| 2. Graduate Survey - The BS – ACCT met the goal of 50% in 2014.   |                              |         |     |                           |         |     |                           |         |     |                           |         |     |
| <b>Extent of Accomplishment of Intended Student Learning Outcomes:</b>  |                              |         |     |                           |         |     |                           |         |     |                           |         |     |
| Intended Student Learning Outcomes  | Learning Assessment Measures |         |     |                           |         |     |                           |         |     |                           |         |     |
|   | Direct Measure 1             |         |     | Direct Measure 2          |         |     | Indirect Measure 1        |         |     | Indirect Measure 2        |         |     |
|   | Performance Target Was...    |         |     | Performance Target Was... |         |     | Performance Target Was... |         |     | Performance Target Was... |         |     |
| General Program Intended Student Learning Outcomes  | Met                          | Not Met | N/A | Met                       | Not Met | N/A | Met                       | Not Met | N/A | Met                       | Not Met | N/A |
| 1. Analyze accounting problems in the functional areas of marketing, finance, and management  |                              |         | X   | X                         |         |     | X                         |         |     |                           |         | X   |
| 2. Translate accounting concepts, tools, and strategies to solve problems in a global business settings                             |                              |         | X   | X                         |         |     | X                         |         |     |                           |         | X   |
| 3. Create and analyze accounting data for effective business decision-making  |                              |         | X   | X                         |         |     | X                         |         |     |                           |         | X   |
| 4. Explain ethical obligations for audit, tax, and general financial areas  |                              |         | X   | X                         |         |     | X                         |         |     |                           |         | X   |
| 5. Illustrate critical thinking through decision-support tools  |                              |         | X   | X                         |         |     | X                         |         |     |                           |         | X   |
| 6. Demonstrate effective communication skills   |                              |         | X   | X                         |         |     | X                         |         |     |                           |         | X   |



|   |  |  |   |   |  |  |   |  |  |  |  |   |
|---|--|--|---|---|--|--|---|--|--|--|--|---|
| 7. Describe decision making skills that are relative to professional, ethical and social responsibilities |  |  | X | X |  |  | X |  |  |  |  | X |
| 8. Develop an understanding of the importance of human and social diversity                               |  |  | X | X |  |  | X |  |  |  |  | X |

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

1. *Course of Action 1: The Peregrine Exam will be required in all sections of AC499 Accounting Capstone.*
2. *Course of Action 2: Revisions to all accounting curriculum will take into consideration information and standards of the National Association of State Board of Accountancy to ensure Grantham's curriculum preparing students to meeting learning objectives, become accounting professionals, and sit for the Certified Public Accountant (CPA) exam.*
3. *Course of Action 3: Grantham will seek a specialized accounting accreditation from IACBE after the 2015 IACBE site visit.*

## Student Learning Assessment for *Bachelor of Science in Business Administration*

| General Program Intended Student Learning Outcomes (Program ISLOs)   |   |
|--|---|
| 1. Demonstrate effective communication skills  |   |
| 2. Illustrate critical thinking through decision-support tools   |   |
| 3. Compare and contrast local, national, and global business and cultural issues   |   |
| 4. Distinguish the theories, principles, and concepts related to the functional business areas of accounting, marketing, finance, and management |   |
| 5. Examine the role of competitive advantage using strategic and tactical methods in an integrated manner  |   |
| 6. Evaluate the legal, social, and economic environments of business   |   |
| 7. Describe and explain ethical obligations and responsibilities of business   |   |
| 8. Describe decision making skills that are relative to professional, ethical and social responsibilities  |   |
| 9. Develop an understanding of the importance of human and social diversity  |   |
| Assessment Instruments for Intended Student Learning Outcomes—<br>Direct Measures of Student Learning:   | Performance Objectives (Targets/Criteria) for Direct Measures:  |
| 1. <i>Peregrine Test</i>   | <i>Student submissions will be evaluated through the Peregrine portal and 70% of students will score at or above the discipline-based averages established by the November 2014 baseline assessment. (The baseline will be adjusted each November.)</i> |
| 2. <i>Capstone Course Organizational Analysis Paper</i>  | <i>Capstone projects are reviewed using a program specific rubric; at least 70% of the graduating seniors will achieve 3-Meets Expectations. This was reviewed using a rubric scoring from 1 (failed expectations) to 4 (exceeds expectations).</i>     |
| Assessment Instruments for Intended Student Learning Outcomes—<br>Indirect Measures of Student Learning:   | Performance Objectives (Targets/Criteria) for Indirect Measures:  |
| 1. <i>Course Evaluations - Capstone</i>  | <i>The course evaluations include course quality, resources and facilitation subjects. The weighted areas above will achieve a 3.5 or higher (out of 5).</i>  |
| 2. <i>Graduate Survey</i>  | <i>The Graduate Survey surveys graduates 3 months after graduation, 50% of students will respond yes to the obtainment of the degree having a positive impact on their career.</i>  |
| Summary of Results from Implementing Direct Measures of Student Learning:  |   |

|  |  |  |                                     |         |     |                           |         |     |                           |         |     |                           |         |     |
|--|--|--|-------------------------------------|---------|-----|---------------------------|---------|-----|---------------------------|---------|-----|---------------------------|---------|-----|
| 1. Peregrine Exam - Overall 70% of Bachelor of Science in Business Administration (BS – BSAD) students exceeded the November 2014 baseline assessment. |  |  |                                     |         |     |                           |         |     |                           |         |     |                           |         |     |
| 2. Capstone Course Organizational Analysis Paper - The overall average score of BS – BSAD students was 2.41 (out of 4).                                |  |  |                                     |         |     |                           |         |     |                           |         |     |                           |         |     |
| <b>Summary of Results from Implementing Indirect Measures of Student Learning:</b>   |  |  |                                     |         |     |                           |         |     |                           |         |     |                           |         |     |
| 1. Course Evaluations - The mean score for BS – BSAD exceeded the goal of 3.5 (out of 5) in 2014.  |  |  |                                     |         |     |                           |         |     |                           |         |     |                           |         |     |
| 2. Graduate Survey - The BS – BSAD did not meet the goal of 50% in 2014.   |  |  |                                     |         |     |                           |         |     |                           |         |     |                           |         |     |
| <b>Extent of Accomplishment of Intended Student Learning Outcomes:</b>   |  |  |                                     |         |     |                           |         |     |                           |         |     |                           |         |     |
| <b>Intended Student Learning Outcomes</b>  |  |  | <b>Learning Assessment Measures</b> |         |     |                           |         |     |                           |         |     |                           |         |     |
| <b>General Program Intended Student Learning Outcomes</b>  |  |  | <i>Direct Measure 1</i>             |         |     | <i>Direct Measure 2</i>   |         |     | <i>Indirect Measure 1</i> |         |     | <i>Indirect Measure 2</i> |         |     |
|  |  |  | Performance Target Was...           |         |     | Performance Target Was... |         |     | Performance Target Was... |         |     | Performance Target Was... |         |     |
|  |  |  | Met                                 | Not Met | N/A | Met                       | Not Met | N/A | Met                       | Not Met | N/A | Met                       | Not Met | N/A |
| 1. Demonstrate effective communication skills  |  |  | X                                   |         |     |                           | X       |     |                           | X       |     |                           | X       |     |
| 2. Illustrate critical thinking through decision-support tools   |  |  | X                                   |         |     |                           | X       |     |                           | X       |     |                           | X       |     |
| 3. Compare and contrast local, national, and global business and cultural issues   |  |  | X                                   |         |     |                           | X       |     |                           | X       |     |                           | X       |     |
| 4. Distinguish the theories, principles, and concepts related to the functional business areas of accounting, marketing, finance, and management       |  |  | X                                   |         |     |                           | X       |     |                           | X       |     |                           | X       |     |
| 5. Examine the role of competitive advantage using strategic and tactical methods in an integrated manner  |  |  | X                                   |         |     |                           | X       |     |                           | X       |     |                           | X       |     |

|   |   |  |  |  |   |  |   |  |  |  |  |   |
|---|---|--|--|--|---|--|---|--|--|--|--|---|
| 6. Evaluate the legal, social, and economic environments of business                                      | X |  |  |  | X |  | X |  |  |  |  | X |
| 7. Describe and explain ethical obligations and responsibilities of business                              | X |  |  |  | X |  | X |  |  |  |  | X |
| 8. Describe decision making skills that are relative to professional, ethical and social responsibilities | X |  |  |  | X |  | X |  |  |  |  | X |
| 9. Develop an understanding of the importance of human and social diversity                               | X |  |  |  | X |  | X |  |  |  |  | X |

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

- Course of Action 1: In cycle 1 it was discovered that Bachelor of Business Administration in Human Resource Management (HRM) students performed well below their peers in the Bachelor of Science in Business Administration (BSAD) and Bachelor of Science in Business Management (BMGT) degree programs. The first course of action centered around incorporating more HRM material and direct measures in the course. The HRM material will be reduced once a capstone is created for the HRM degree program.*
- Course of Action 2: Faculty committees will address course leveling and curriculum reviews will aid in creating courses that will strengthen the curriculum map to the learning outcomes.*

## Student Learning Assessment for *Bachelor of Science in Business Management*

| General Program Intended Student Learning Outcomes (Program ISLOs)   |   |
|--|---|
| 1. Demonstrate effective communication skills  |   |
| 2. Illustrate critical thinking through decision-support tools   |   |
| 3. Distinguish the theories, principles, and concepts related to the functional business areas of accounting, marketing, finance, and management   |   |
| 4. Analyze the basic theories and best practices of business managers and leaders in a global setting  |   |
| 5. Engage in integrated business problem-solving activities  |   |
| 6. Analyze economic, environmental, political, ethical, legal and regulatory contexts related to global business                                   |   |
| 7. Describe decision-making skills that are relative to professional, ethical and social responsibilities  |   |
| Assessment Instruments for Intended Student Learning Outcomes—<br>Direct Measures of Student Learning:   | Performance Objectives (Targets/Criteria) for Direct Measures:  |
| 1. <i>Peregrine Test</i>   | <i>Student submissions will be evaluated through the Peregrine portal and 70% of students will score at or above the discipline-based averages established by the November 2014 baseline assessment. (The baseline will be adjusted each November.)</i> |
| 2. <i>Capstone Course Organizational Analysis Paper</i>  | <i>Capstone projects are reviewed using a program specific rubric; at least 70% of the graduating seniors will achieve 3-Meets Expectations. This was reviewed using a rubric scoring from 1 (failed expectations) to 4 (exceeds expectations).</i>     |
| Assessment Instruments for Intended Student Learning Outcomes—<br>Indirect Measures of Student Learning:   | Performance Objectives (Targets/Criteria) for Indirect Measures:  |
| 1. <i>Course Evaluations - Capstone</i>  | <i>The course evaluations include course quality, resources and facilitation subjects. The weighted areas above will achieve a 3.5 or higher (out of 5).</i>  |
| 2. <i>Graduate Survey</i>  | <i>The Graduate Survey surveys graduates 3 months after graduation, 50% of students will respond yes to the obtainment of the degree having a positive impact on their career.</i>  |
| Summary of Results from Implementing Direct Measures of Student Learning:  |   |
| 1. Peregrine Exam - Overall 70% of Bachelor of Science in Business Management (BS – BMGT) students exceeded the November 2014 baseline assessment. |   |

2. Capstone Course Organizational Analysis Paper - The overall average score of BS – BMGT students was 2.91 (out of 4).

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

1. Course Evaluations - The mean score for BS – BMGT exceeded the goal of 3.5 (out of 5) in 2014.

2. Graduate Survey - The BS – BMGT did not meet the goal of 50% in 2014.

**Extent of Accomplishment of Intended Student Learning Outcomes:**

| Intended Student Learning Outcomes   | Learning Assessment Measures |         |     |                           |         |     |                           |         |     |                           |         |     |
|--|------------------------------|---------|-----|---------------------------|---------|-----|---------------------------|---------|-----|---------------------------|---------|-----|
|  | Direct Measure 1             |         |     | Direct Measure 2          |         |     | Indirect Measure 1        |         |     | Indirect Measure 2        |         |     |
|  | Performance Target Was...    |         |     | Performance Target Was... |         |     | Performance Target Was... |         |     | Performance Target Was... |         |     |
| General Program Intended Student Learning Outcomes   | Met                          | Not Met | N/A | Met                       | Not Met | N/A | Met                       | Not Met | N/A | Met                       | Not Met | N/A |
| 1. Demonstrate effective communication skills  | X                            |         |     | X                         |         |     | X                         |         |     |                           |         | X   |
| 2. Illustrate critical thinking through decision-support tools   | X                            |         |     |                           | X       |     | X                         |         |     |                           |         | X   |
| 3. Distinguish the theories, principles, and concepts related to the functional business areas of accounting, marketing, finance, and management | X                            |         |     | X                         |         |     | X                         |         |     |                           |         | X   |
| 4. Analyze the basic theories and best practices of business managers and leaders in a global setting  | X                            |         |     | X                         |         |     | X                         |         |     |                           |         | X   |
| 5. Engage in integrated business problem-solving activities  | X                            |         |     | X                         |         |     | X                         |         |     |                           |         | X   |
| 6. Analyze economic, environmental, political, ethical, legal and regulatory contexts related to global business                                 | X                            |         |     |                           | X       |     | X                         |         |     |                           |         | X   |

|   |   |  |  |   |  |  |   |  |  |  |  |   |
|---|---|--|--|---|--|--|---|--|--|--|--|---|
| 7. Describe decision-making skills that are relative to professional, ethical and social responsibilities | X |  |  | X |  |  | X |  |  |  |  | X |
|---|---|--|--|---|--|--|---|--|--|--|--|---|

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

1. *Course of Action 1: A faculty lead course leveling and curriculum reviews will aid in creating courses that will strengthen the curriculum map to the learning outcomes.*

## Student Learning Assessment for *Master of Business Administration*

| General Program Intended Student Learning Outcomes (Program ISLOs)   |  |
|--|--|
| 1. Analyze knowledge, techniques, skills and tools of past, present and future business models to recognize problems   |  |
| 2. Apply current knowledge and adapt to emerging applications of project management, leadership, marketing, human resources, and technology to the 21st Century business environment |  |
| 3. Integrate theory and practice for the purpose of strategic analysis and planning  |  |
| 4. Demonstrate effective communication skills  |  |
| 5. Evaluate professional, ethical and social responsibilities in business management in team settings  |  |
| 6. Employ quantitative analysis in business  |  |
| Assessment Instruments for Intended Student Learning Outcomes—<br>Direct Measures of Student Learning:   | Performance Objectives (Targets/Criteria) for Direct Measures:   |
| 1. <i>Glo-Bus Simulation Business Game</i>   | <i>Student submissions will be evaluated through the Glo-Bus portal and 70% of all students will score in the 60-70 range on the evaluation. The Learning Assurance Report provides solid empirical data regarding the business skills and decision-making capabilities of the students relative to students at other business schools across the world.</i> |
| 2. <i>Capstone Business Plan</i>   | <i>Capstone business plans are reviewed using a program specific rubric; at least 70% of the graduating seniors will achieve 3-Meets Expectations. This was reviewed using a rubric scoring from 1 (failed expectations) to 4 (exceeds expectations).</i>  |
| Assessment Instruments for Intended Student Learning Outcomes—<br>Indirect Measures of Student Learning:   | Performance Objectives (Targets/Criteria) for Indirect Measures:   |
| 1. <i>Course Evaluations - Capstone</i>  | <i>The course evaluations include course quality, resources and facilitation subjects. The weighted areas above will achieve a 3.5 or higher (out of 5).</i>   |
| 2. <i>Graduate Survey</i>  | <i>The Graduate Survey surveys graduates 3 months after graduation, 50% of students will respond yes to the obtainment of the degree having a positive impact on their career.</i>   |
| Summary of Results from Implementing Direct Measures of Student Learning:  |  |
| 1. Glo-Bus Simulation Business Game - The Master of Business Administration (MBA – BSAD) students’ cumulative score was 52.99.   |  |
| 2. Capstone Business Plan - The overall average score of Master of Business Administration (MBA – BSAD) students was 2.61 (out of 4).  |  |



| <b>Summary of Results from Implementing Indirect Measures of Student Learning:</b>   |                                     |         |     |                           |         |     |                           |         |     |                           |         |     |
|--|-------------------------------------|---------|-----|---------------------------|---------|-----|---------------------------|---------|-----|---------------------------|---------|-----|
| 1. Course Evaluations - The mean score for MBA – BSAD exceeded the goal of 3.5 (out of 5) in 2014.   |                                     |         |     |                           |         |     |                           |         |     |                           |         |     |
| 2. Graduate Survey - The MBA – BSAD did not meet the goal of 50% in 2014.  |                                     |         |     |                           |         |     |                           |         |     |                           |         |     |
| <b>Extent of Accomplishment of Intended Student Learning Outcomes:</b>   |                                     |         |     |                           |         |     |                           |         |     |                           |         |     |
| <b>Intended Student Learning Outcomes</b>  | <b>Learning Assessment Measures</b> |         |     |                           |         |     |                           |         |     |                           |         |     |
|  | <i>Direct Measure 1</i>             |         |     | <i>Direct Measure 2</i>   |         |     | <i>Indirect Measure 1</i> |         |     | <i>Indirect Measure 2</i> |         |     |
|  | Performance Target Was...           |         |     | Performance Target Was... |         |     | Performance Target Was... |         |     | Performance Target Was... |         |     |
| <b>General Program Intended Student Learning Outcomes</b>  | Met                                 | Not Met | N/A | Met                       | Not Met | N/A | Met                       | Not Met | N/A | Met                       | Not Met | N/A |
| 1. Analyze knowledge, techniques, skills and tools of past, present and future business models to recognize problems   |                                     | X       |     |                           | X       |     | X                         |         |     |                           |         | X   |
| 2. Apply current knowledge and adapt to emerging applications of project management, leadership, marketing, human resources, and technology to the 21st Century business environment |                                     | X       |     |                           | X       |     | X                         |         |     |                           |         | X   |
| 3. Integrate theory and practice for the purpose of strategic analysis and planning  |                                     | X       |     |                           | X       |     | X                         |         |     |                           |         | X   |
| 4. Demonstrate effective communication skills  |                                     | X       |     | X                         |         |     | X                         |         |     |                           |         | X   |
| 5. Evaluate professional, ethical and social responsibilities in business management in team settings  |                                     | X       |     |                           | X       |     | X                         |         |     |                           |         | X   |
| 6. Employ quantitative analysis in business  |                                     | X       |     | X                         |         |     | X                         |         |     |                           |         | X   |
| <b>Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:</b>   |                                     |         |     |                           |         |     |                           |         |     |                           |         |     |

1. *Course of Action 1: A faculty lead course leveling and curriculum reviews will aid in creating courses that will strengthen the curriculum map to the learning outcomes.*

## Student Learning Assessment for *Master of Business Administration in Information Management*

| <b>General Program Intended Student Learning Outcomes (Program ISLOs)</b>  |   |
|--|---|
| 1. Analyze knowledge, techniques, skills and tools of past, present and future business models to recognize problems   |   |
| 2. Apply current knowledge and adapt to emerging applications of project management, leadership, marketing, human resources, and technology to the 21st Century business environment |   |
| 3. Integrate theory and practice for the purpose of strategic analysis and planning  |   |
| 4. Demonstrate effective communication skills  |   |
| 5. Evaluate professional, ethical and social responsibilities in business management in team settings  |   |
| <b><i>The learning outcomes listed below are not included on the assessment rubric for the self-study. They are, however, a part of our future learning outcomes.</i></b>            |   |
| 6. Employ quantitative analysis in business  |   |
| 7. Evaluate state-of-the-art information processing and computer networking strategies   |   |
| 8. Assess and develop plans for future information systems expansion and implementation  |   |
| <b>Assessment Instruments for Intended Student Learning Outcomes—<br/>Direct Measures of Student Learning:</b>   | <b>Performance Objectives (Targets/Criteria) for Direct Measures:</b>   |
| 1. <i>Glo-Bus Simulation Business Game</i>   | <i>Student submissions will be evaluated through the Glo-Bus portal and 70% of all students will score in the 60-70 range on the evaluation.</i>  |
| 2. <i>Capstone Business Plan</i>   | <i>Capstone business plans are reviewed using a program specific rubric; at least 70% of the graduating seniors will achieve 3-Meets Expectations. This was reviewed using a rubric scoring from 1 (failed expectations) to 4 (exceeds expectations).</i> |
| <b>Assessment Instruments for Intended Student Learning Outcomes—<br/>Indirect Measures of Student Learning:</b>   | <b>Performance Objectives (Targets/Criteria) for Indirect Measures:</b>   |
| 1. <i>Course Evaluations - Capstone</i>  | <i>The course evaluations include course quality, resources and facilitation subjects. The weighted areas above will achieve a 3.5 or higher (out of 5).</i>  |
| 2. <i>Graduate Survey</i>  | <i>The Graduate Survey surveys graduates 3 months after graduation, 50% of students will respond yes to the obtainment of the degree having a positive impact on their career.</i>  |
| <b>Summary of Results from Implementing Direct Measures of Student Learning:</b>   |   |

|  |  |  |                                     |         |     |                           |         |     |                           |         |     |                           |         |     |
|--|--|--|-------------------------------------|---------|-----|---------------------------|---------|-----|---------------------------|---------|-----|---------------------------|---------|-----|
| 1. Glo-Bus Simulation Business Game – The Master of Business Administration in Information Management (MBA – IMNG) students’ cumulative score was 59.17.                             |  |  |                                     |         |     |                           |         |     |                           |         |     |                           |         |     |
| 2. Capstone Business Plan - The overall average score of MBA – IMNG students was 2.69 (out of 4).  |  |  |                                     |         |     |                           |         |     |                           |         |     |                           |         |     |
| <b>Summary of Results from Implementing Indirect Measures of Student Learning:</b>   |  |  |                                     |         |     |                           |         |     |                           |         |     |                           |         |     |
| 1. Course Evaluations - The mean score for MBA – IMNG exceeded the goal of 3.5 (out of 5) in 2014.   |  |  |                                     |         |     |                           |         |     |                           |         |     |                           |         |     |
| 2. Graduate Survey - The MBA – IMNG did not have any respondents in 2014.  |  |  |                                     |         |     |                           |         |     |                           |         |     |                           |         |     |
| <b>Extent of Accomplishment of Intended Student Learning Outcomes:</b>   |  |  |                                     |         |     |                           |         |     |                           |         |     |                           |         |     |
| <b>Intended Student Learning Outcomes</b>  |  |  | <b>Learning Assessment Measures</b> |         |     |                           |         |     |                           |         |     |                           |         |     |
| <b>General Program Intended Student Learning Outcomes</b>  |  |  | <i>Direct Measure 1</i>             |         |     | <i>Direct Measure 2</i>   |         |     | <i>Indirect Measure 1</i> |         |     | <i>Indirect Measure 2</i> |         |     |
|  |  |  | Performance Target Was...           |         |     | Performance Target Was... |         |     | Performance Target Was... |         |     | Performance Target Was... |         |     |
|  |  |  | Met                                 | Not Met | N/A | Met                       | Not Met | N/A | Met                       | Not Met | N/A | Met                       | Not Met | N/A |
| 1. Analyze knowledge, techniques, skills and tools of past, present and future business models to recognize problems   |  |  |                                     | X       |     |                           | X       |     |                           | X       |     |                           |         | X   |
| 2. Apply current knowledge and adapt to emerging applications of project management, leadership, marketing, human resources, and technology to the 21st Century business environment |  |  |                                     | X       |     |                           | X       |     |                           | X       |     |                           |         | X   |
| 3. Integrate theory and practice for the purpose of strategic analysis and planning  |  |  |                                     | X       |     |                           | X       |     |                           | X       |     |                           |         | X   |
| 4. Demonstrate effective communication skills  |  |  |                                     | X       |     |                           | X       |     |                           | X       |     |                           |         | X   |
| 5. Evaluate professional, ethical and social responsibilities in business management in team settings  |  |  |                                     | X       |     |                           | X       |     |                           | X       |     |                           |         | X   |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:</b>   |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. <i>Course of Action 1: A faculty lead course leveling and curriculum reviews will aid in creating courses that will strengthen the curriculum map to the learning outcomes.</i> |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. <i>Course of Action 2: Three new learning outcomes were developed to promote real-world learning and application.</i>   |  |  |  |  |  |  |  |  |  |  |  |  |  |

## Student Learning Assessment for *Master of Business Administration in Project Management*

| <b>General Program Intended Student Learning Outcomes (Program ISLOs)</b>  |   |
|--|---|
| 1. Analyze knowledge, techniques, skills and tools of past, present and future business models to recognize problems   |   |
| 2. Apply current knowledge and adapt to emerging applications of project management, leadership, marketing, human resources, and technology to the 21st Century business environment |   |
| 3. Integrate theory and practice for the purpose of strategic analysis and planning  |   |
| 4. Demonstrate effective communication skills  |   |
| 5. Evaluate professional, ethical and social responsibilities in business management in team settings  |   |
| 6. Employ quantitative analysis in business  |   |
| <b><i>The learning outcomes listed below are not included on the assessment rubric for the self-study. They are, however, a part of our future learning outcomes.</i></b>            |   |
| 7. Evaluate project costs and analyze issues related to procurement and risk management  |   |
| 8. Engage in practical exercises that increase organizational skills within the project management arena   |   |
| 9. Develop the necessary tools to effectively plan, measure, and control projects  |   |
| <b>Assessment Instruments for Intended Student Learning Outcomes—<br/>Direct Measures of Student Learning:</b>   | <b>Performance Objectives (Targets/Criteria) for Direct Measures:</b>   |
| 1. <i>Mindedge PMP Practice Examination</i>  | <i>Student submissions will be evaluated through the Mindedge portal and 70% of all students will at or above the aggregate of all test scores for the assessment period.</i>   |
| 2. <i>Capstone Case Study</i>  | <i>Capstone case studies are reviewed using a program specific rubric; at least 70% of the graduating seniors will achieve 3-Meets Expectations. This was reviewed using a rubric scoring from 1 (failed expectations) to 4 (exceeds expectations).</i> |
| <b>Assessment Instruments for Intended Student Learning Outcomes—<br/>Indirect Measures of Student Learning:</b>   | <b>Performance Objectives (Targets/Criteria) for Indirect Measures:</b>   |
| 1. <i>Course Evaluations - Capstone</i>  | <i>The course evaluations include course quality, resources and facilitation subjects. The weighted areas above will achieve a 3.5 or higher (out of 5).</i>  |

|                    |  |
|--------------------|--|
| 2. Graduate Survey | <i>The Graduate Survey surveys graduates 3 months after graduation, 50% of students will respond yes to the obtainment of the degree having a positive impact on their career.</i> |
|--------------------|--|

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

1. Mindedge PMP Practice Examination – The Master of Business Administration in Project Management (MBA – PMGT) students’ cumulative score was 45.84.
2. Capstone Business Plan - The overall average score of MBA – PMGT students was 2.69 (out of 4).

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

1. Course Evaluations - The mean score for MBA – PMGT exceeded the goal of 3.5 (out of 5) in 2014.
2. Graduate Survey - The MBA – PMGT did not meet the goal of 50% in 2014.

**Extent of Accomplishment of Intended Student Learning Outcomes:**

| Intended Student Learning Outcomes   | Learning Assessment Measures |         |     |                           |         |     |                           |         |     |                           |         |     |
|--|------------------------------|---------|-----|---------------------------|---------|-----|---------------------------|---------|-----|---------------------------|---------|-----|
|  | <i>Direct Measure 1</i>      |         |     | <i>Direct Measure 2</i>   |         |     | <i>Indirect Measure 1</i> |         |     | <i>Indirect Measure 2</i> |         |     |
| General Program Intended Student Learning Outcomes   | Performance Target Was...    |         |     | Performance Target Was... |         |     | Performance Target Was... |         |     | Performance Target Was... |         |     |
|  | Met                          | Not Met | N/A | Met                       | Not Met | N/A | Met                       | Not Met | N/A | Met                       | Not Met | N/A |
| 1. Analyze knowledge, techniques, skills and tools of past, present and future business models to recognize problems   |                              | X       |     | X                         |         |     | X                         |         |     |                           |         | X   |
| 2. Apply current knowledge and adapt to emerging applications of project management, leadership, marketing, human resources, and technology to the 21st Century business environment |                              | X       |     |                           | X       |     | X                         |         |     |                           |         | X   |
| 3. Integrate theory and practice for the purpose of strategic analysis and planning  |                              | X       |     |                           | X       |     | X                         |         |     |                           |         | X   |

|   |  |   |  |   |   |  |   |  |  |  |  |   |
|---|--|---|--|---|---|--|---|--|--|--|--|---|
| 4. Demonstrate effective communication skills   |  | X |  | X |   |  | X |  |  |  |  | X |
| 5. Evaluate professional, ethical and social responsibilities in business management in team settings |  | X |  |   | X |  | X |  |  |  |  | X |
| 6. Employ quantitative analysis in business   |  | X |  |   | X |  | X |  |  |  |  | X |

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

- Course of Action 1: The Learning Assurance Report from the McGraw-Hill Glo-Bus Simulation Business Game was an original direct measure in this program. However, we determined that we were not appropriately preparing students for the Project Management Institute (PMI) certification examination. Thus, we became a registered educational provider (REP) for PMI. In order to better align with desired outcomes, we changed measurement systems in Cycle 2 to include the Case study Capstone Project and Mindedge's PMP Practice examination, an examination provided through Pearson Education.*
- Course of Action 2: Three new learning outcomes were developed to promote real-world learning and application.*



## Student Learning Assessment for *Master of Science in Business Intelligence*

| General Program Intended Student Learning Outcomes (Program ISLOs)  |   |
|---|---|
| 1. Build business models for forecasting and business analysis  |   |
| 2. Compare and contrast business intelligence technologies  |   |
| 3. Integrate information from the organization into a strategic system that balances growth and sustainability  |   |
| 4. Demonstrate effective communication skills   |   |
| 5. Assess workflow, data analysis, and technology through quantitative techniques to maintain effective operations and to continually improve quality |   |
| 6. Analyze professional, ethical, legal, security, and social issues and responsibilities in team settings  |   |
| 7. Evaluate information about an organization’s operational processes, financial situation, business performance and key indicators                   |   |
| 8. Assemble project plans to report project progress to stakeholders  |   |
| Assessment Instruments for Intended Student Learning Outcomes—<br>Direct Measures of Student Learning:  | Performance Objectives (Targets/Criteria) for Direct Measures:  |
| 1. <i>Comprehensive Exam</i>  | <i>Student submissions will be evaluated through the Learning Management System and 70% of students will score at or above the aggregate of all test scores for the assessment period. (All exam scores are based off the core topics alone for assessment purposes).</i> |
| 2. <i>Capstone Project</i>  | <i>Capstone projects are reviewed using a program specific rubric; at least 70% of the graduating seniors will achieve 3-Meets Expectations. This was reviewed using a rubric scoring from 1 (failed expectations) to 4 (exceeds expectations).</i>                       |
| Assessment Instruments for Intended Student Learning Outcomes—<br>Indirect Measures of Student Learning:  | Performance Objectives (Targets/Criteria) for Indirect Measures:  |
| 1. <i>Course Evaluations - Capstone</i>   | <i>The course evaluations include course quality, resources and facilitation subjects. The weighted areas above will achieve a 3.5 or higher (out of 5).</i>  |
| 2. <i>Graduate Survey</i>   | <i>The Graduate Survey surveys graduates 3 months after graduation, 50% of students will respond yes to the obtainment of the degree having a positive impact on their career.</i>  |
| Summary of Results from Implementing Direct Measures of Student Learning:   |   |

| 1. Comprehensive Exam - The mean score for Master of Science in Business Intelligence (MS – BINT) exceeded the goal.                                  |                              |         |     |                           |         |     |                           |         |     |                           |         |     |
|---|------------------------------|---------|-----|---------------------------|---------|-----|---------------------------|---------|-----|---------------------------|---------|-----|
| 2. Capstone Project - The overall average score of MS – BINT students was 2.61 (out of 4).  |                              |         |     |                           |         |     |                           |         |     |                           |         |     |
| <b>Summary of Results from Implementing Indirect Measures of Student Learning:</b>  |                              |         |     |                           |         |     |                           |         |     |                           |         |     |
| 1. Course Evaluations - The mean score for MS – BINT exceeded the goal of 3.5 (out of 5) in 2014.   |                              |         |     |                           |         |     |                           |         |     |                           |         |     |
| 2. Graduate Survey - The MS – BINT met the goal of 50% in 2014.   |                              |         |     |                           |         |     |                           |         |     |                           |         |     |
| <b>Extent of Accomplishment of Intended Student Learning Outcomes:</b>  |                              |         |     |                           |         |     |                           |         |     |                           |         |     |
| Intended Student Learning Outcomes  | Learning Assessment Measures |         |     |                           |         |     |                           |         |     |                           |         |     |
|   | Direct Measure 1             |         |     | Direct Measure 2          |         |     | Indirect Measure 1        |         |     | Indirect Measure 2        |         |     |
|   | Performance Target Was...    |         |     | Performance Target Was... |         |     | Performance Target Was... |         |     | Performance Target Was... |         |     |
| General Program Intended Student Learning Outcomes  | Met                          | Not Met | N/A | Met                       | Not Met | N/A | Met                       | Not Met | N/A | Met                       | Not Met | N/A |
| 1. Build business models for forecasting and business analysis  | X                            |         |     |                           | X       |     | X                         |         |     |                           |         | X   |
| 2. Compare and contrast business intelligence technologies  | X                            |         |     |                           | X       |     | X                         |         |     |                           |         | X   |
| 3. Integrate information from the organization into a strategic system that balances growth and sustainability  | X                            |         |     |                           | X       |     | X                         |         |     |                           |         | X   |
| 4. Demonstrate effective communication skills   | X                            |         |     |                           | X       |     | X                         |         |     |                           |         | X   |
| 5. Assess workflow, data analysis, and technology through quantitative techniques to maintain effective operations and to continually improve quality | X                            |         |     |                           | X       |     | X                         |         |     |                           |         | X   |
| 6. Analyze professional, ethical, legal, security, and social issues and responsibilities in team settings  | X                            |         |     |                           | X       |     | X                         |         |     |                           |         | X   |

|   |   |  |  |   |   |  |   |  |  |  |  |   |
|---|---|--|--|---|---|--|---|--|--|--|--|---|
| 7. Evaluate information about an organization's operational processes, financial situation, business performance and key indicators | X |  |  | X |   |  | X |  |  |  |  | X |
| 8. Assemble project plans to report project progress to stakeholders  | X |  |  |   | X |  | X |  |  |  |  | X |

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

1. *Course of Action 1: We determined the Capstone Project was not sufficient to serve as two direct measures, so a comprehensive exam was created and implemented in cycle 2.*
2. *Course of Action 2: A faculty lead course leveling and curriculum reviews will aid in creating courses that will strengthen the curriculum map to the learning outcomes.*

## Student Learning Assessment for *Master of Science in Performance Improvement*

| General Program Intended Student Learning Outcomes (Program ISLOs)   |   |
|--|---|
| 1. Evaluate organizational and human performance issues with business needs                                    |   |
| 2. Demonstrate effective communication skills  |   |
| 3. Prepare proposals and develop strategies to influence stakeholder decisions                                 |   |
| 4. Design and develop viable interventions to improve performance  |   |
| 5. Analyze professional, ethical, legal, and social issues and responsibilities in team settings               |   |
| 6. Measure and revise performance improvement solutions  |   |
| 7. Design and manage performance improvement projects  |   |
| 8. Employ and apply quantitative techniques in performance improvement areas                                   |   |
| Assessment Instruments for Intended Student Learning Outcomes—<br>Direct Measures of Student Learning:         | Performance Objectives (Targets/Criteria) for Direct Measures:  |
| 1. <i>Comprehensive Exam</i>   | <i>Student submissions will be evaluated through the Learning Management System and 70% of students will score at or above the aggregate of all test scores for the assessment period. (All exam scores are based off the core topics alone for assessment purposes).</i> |
| 2. <i>Capstone Project</i>   | <i>Capstone projects are reviewed using a program specific rubric; at least 70% of the graduating seniors will achieve 3-Meets Expectations. This was reviewed using a rubric scoring from 1 (failed expectations) to 4 (exceeds expectations).</i>                       |
| Assessment Instruments for Intended Student Learning Outcomes—<br>Indirect Measures of Student Learning:       | Performance Objectives (Targets/Criteria) for Indirect Measures:  |
| 1. <i>Course Evaluations - Capstone</i>  | <i>The course evaluations include course quality, resources and facilitation subjects. The weighted areas above will achieve a 3.5 or higher (out of 5).</i>  |
| 2. <i>Graduate Survey</i>  | <i>The Graduate Survey surveys graduates 3 months after graduation, 50% of students will respond yes to the obtainment of the degree having a positive impact on their career.</i>  |
| Summary of Results from Implementing Direct Measures of Student Learning:                                      |   |
| 1. Comprehensive Exam - The Master of Science in Performance Improvement (MS – PI) students exceeded the goal. |   |

2. Capstone Project - The overall average score of MS – PI students was 2.41 (out of 4).

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

1. Course Evaluations - The mean score for MS – PI exceeded the goal of 3.5 (out of 5) in 2014.

2. Graduate Survey - The MS – PI met the goal of 50% in 2014.

**Extent of Accomplishment of Intended Student Learning Outcomes:**

| Intended Student Learning Outcomes   | Learning Assessment Measures |         |     |                           |         |     |                           |         |     |                           |         |     |
|--|------------------------------|---------|-----|---------------------------|---------|-----|---------------------------|---------|-----|---------------------------|---------|-----|
|  | Direct Measure 1             |         |     | Direct Measure 2          |         |     | Indirect Measure 1        |         |     | Indirect Measure 2        |         |     |
|  | Performance Target Was...    |         |     | Performance Target Was... |         |     | Performance Target Was... |         |     | Performance Target Was... |         |     |
| General Program Intended Student Learning Outcomes   | Met                          | Not Met | N/A | Met                       | Not Met | N/A | Met                       | Not Met | N/A | Met                       | Not Met | N/A |
| 1. Evaluate organizational and human performance issues with business needs                      | X                            |         |     |                           | X       |     | X                         |         |     |                           |         | X   |
| 2. Demonstrate effective communication skills  | X                            |         |     |                           | X       |     | X                         |         |     |                           |         | X   |
| 3. Prepare proposals and develop strategies to influence stakeholder decisions                   | X                            |         |     |                           | X       |     | X                         |         |     |                           |         | X   |
| 4. Design and develop viable interventions to improve performance                                | X                            |         |     |                           | X       |     | X                         |         |     |                           |         | X   |
| 5. Analyze professional, ethical, legal, and social issues and responsibilities in team settings | X                            |         |     |                           | X       |     | X                         |         |     |                           |         | X   |
| 6. Measure and revise performance improvement solutions  | X                            |         |     |                           | X       |     | X                         |         |     |                           |         | X   |
| 7. Design and manage performance improvement projects  | X                            |         |     |                           | X       |     | X                         |         |     |                           |         | X   |

|  |   |  |  |  |   |  |   |  |  |  |  |   |
|--|---|--|--|--|---|--|---|--|--|--|--|---|
| 8. Employ and apply quantitative techniques in performance improvement areas | X |  |  |  | X |  | X |  |  |  |  | X |
|--|---|--|--|--|---|--|---|--|--|--|--|---|

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

1. *Course of Action 1: A faculty lead course leveling and curriculum reviews will aid in creating courses that will strengthen the curriculum map to the learning outcomes.*