

Western New Mexico University

School of Business

Quality Assurance Report 2022



**SCHOOL
OF
BUSINESS**

Overview

The Western New Mexico University's (WNMU) School of Business (SB) performs assessment on a continuous basis. This Quality Assurance Report 2022 provides an updated status of the School of Business academic and professional activities. The report provides measurements and analysis of student learning performances, program effectiveness information and stakeholder's satisfaction.

The 2022 report points toward progress to achieving the strategic goals in the School of Business. The tables and graphs included in the report summarize the results and trends resulting from activities initiated in the School of Business.

School of Business Vision

"The School of Business will be recognized as an academic institution dedicated to educational excellence and preparing students to meet the challenges of both a domestic and global business environment."

School of Business Mission

"The mission of the School of Business is to provide a learning environment that offers diverse opportunities for academic and experiential development."

School of Business Culture

"The School of Business recognizes, promotes and celebrate a diversified culture with formal academic rigor and informal social networking." Every program in the School of Business, promotes a culture of empathy and understanding, while reinforcing WNMU academic philosophies. The culture is rooted in comprehensive business and economic principles. These principles guide our actions.

School of Business Values

"The School of Business adheres to the highest ethical standards within a framework of integrity, honesty, accountability and respect for diversity." The School of Business honors and instill respect for education, open dialogs, commitment, and self-empowerment. The curriculum, encourages teamwork, stimulates progressive discussions, supports community goals, and seeks excellence and quality in every aspect. The School of Business and its Programs embrace the core values of multiple stakeholders.

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School of Business Structure/Academic Programs

TWO YEAR DEGREE

The ACBSP accredited Associate in Business Administration (AS) is a two-year academic degree that allows the students to complete their general education requirement and obtain a basic education in Business Administration. The degree is designed to provide the students with core business courses (24 credit hours), allowing them to have a basic understanding of business administration.

FOUR YEAR DEGREES

The School of Business offers professional degrees designed to prepare students at the entry level for careers in business accounting, marketing, and management through its ACBSP accredited Bachelor of Business Administration (B.B.A.) and a Bachelor of Applied Science in General Business (B.A.S). The B.B.A in accounting prepare students for entry into the accounting profession, where they can have a career in public accounting, private industry, and government and not for profit organizations. The B.B.A in Management prepare students with opportunities to expand managerial and business-related skills and knowledge. The B.B.A in Marketing prepare students for entry level marketing positions in public or private organizations. The B.A.S in General Business prepare students for entry level positions in any organization, public or private as all organizations are run based on basic business principles.

GRADUATE DEGREE

The School of Business Masters of Business Administration (MBA) is a 36-credit hour degree with four different specializations in International Business, Management Information Systems, Healthcare Management, and Instructional Technology and Design. The MBA is designed to serve students who wish to develop their skills to become managers within both public and private organizations. The program accepts students with or without an undergraduate degree in a business discipline.

Measure and Analysis of Student Learning and Performance

Program Learning Outcomes

Faculty Retreat 2021 (August 12, 2021)

Associate Program Learning Outcomes (AS-Accredited)

1. Analyze, interpret, and synthesize data to make business related decisions.
2. Synthesize information from applicable disciplines into business documents.
3. Exhibit effective oral and written communication skills related to business activities.

Accounting Program Learning Outcomes (BBA-Accredited)

1. Prepare professional accounting documents.
2. Analyze, interpret, and synthesize data to make accounting decisions.
3. Identify and apply accounting standards and global guidelines (GAAP/ IFRS).
4. Apply accounting ethics and corporate social responsibility, in the context of a diverse, global/multi-cultural business environment.
5. Exhibit effective oral and written communication skills related to accounting activities.
6. Demonstrate proficiency in the accounting process to include Financial, Managerial, Tax, Auditing, and Fraud Detection Accounting.
7. Students will demonstrate mastery using information technology. (yet to Implement)

General Business Program Learning Outcomes (BAS-Accredited)

1. Implement foundational concepts of general business to include accounting, legal environment, management, marketing, economics, and finance.
2. Analyze, interpret, and synthesize data to make general business decisions.
3. Apply business ethics and demonstrate corporate social responsibility, in the context of a diverse, global/multi-cultural business environment.
4. Exhibit effective oral and written communication skills related to general business activities.
5. Students will demonstrate mastery using information technology. (yet to Implement)

Business Management Program Learning Outcomes (BBA-Accredited)

1. Implement foundational concepts of management and explain management roles, i.e. setting goals, objectives, and strategies to accomplish a purpose.
2. Analyze, interpret, and synthesize data to make managerial decisions.
3. Synthesize information from applicable disciplines into management concepts.
4. Apply management ethics and demonstrate understanding of corporate social responsibility, in the context of a diverse, global/multi-cultural business environment.
5. Exhibit effective oral and written communication skills related to management activities.
6. Students will demonstrate mastery using information technology. (yet to Implement)

Marketing Program Learning Outcomes (BBA-Accredited)

1. Implement foundational concepts of marketing and explain marketing functions
(1. Segmentation, 2. Marketing mix, 3. External environment)
2. Analyze, interpret, and synthesize data to make marketing decisions.
3. Synthesize information from applicable disciplines into marketing concepts.
4. Apply marketing ethics and demonstrate corporate social responsibility, in the context of a diverse, global/multi-cultural business environment.
5. Exhibit effective oral and written communication skills related to marketing activities.
6. Students will demonstrate mastery using information technology. (yet to Implement)

MBA Program Learning Outcomes (MBA-Accredited)

1. Use analytical skills, synthesizing information from appropriate disciplines and applying business analysis, data management and diagnostic problem-solving skills to support business management decision-making.
2. Exhibit leadership and team membership skills needed for coordinating and participating in business management activities.
3. Exhibit effective verbal and non-verbal communication skills at a graduate level.
4. Evaluate and integrate business ethics and corporate social responsibility in the context of a diverse, global/multi-cultural business environment.

<p>Students will score four (4) or more, on various assignments in the business core principles courses. Ability to synthesize information from Application Disciplines into Management Concepts (Program Learning Outcome 2 (PLO 2)).</p>	<p>Direct, formative, internal, comparative data built into the curriculum map for the degree and collected through the Canvas Learning Management System (LMS).</p>	<p>The goal of a four (4) or above was set as the benchmark for students in the principles courses required to the Associate in Business Administration degree. The goal has not been met in four academic semesters. The average score for the last four semesters is 3.29. The score is slightly lower than the previous report (3.49) moreover, in the recent two semesters (2021), the scores have been very low and remain below the goal of averaging 4 points.</p>	<p>The results shows the average score on the Program Learning Outcome #2 on all principles courses taken by the students in their first four semesters. The goal has not been reached, and the scores in 2021 were very low. The School of Business faculty continues to monitor and evaluate specific assignments to assess the students on the appropriate skills at each level. It is important to notice that during these four data points, the students may be having a hybrid or online experience due to COVID, which seems to affect their performances in a negative way. Especially with freshmen, the in classroom contact is important to achieve higher results.</p>	<p>Increased the number of cases and class discussions related to managerial concepts. All courses have increased the use of pre and post tests to assess class content and modify it, if needed. Due to COVID restrictions, principles courses were moved to online format. The faculty has been working on new ways to reach the students such as video recordings, VoiceThread and other tools to help the students cope with the completely online format. The School of Business has also implemented entrance Exams in the Introduction to Business classes to assess where the students are when they enter the programs.</p>	<p>Associate in Business Administration PLO 2. Synthesize Information from Application Disciplines into Management</p> <table border="1"> <thead> <tr> <th>Semester</th> <th>Average Score</th> </tr> </thead> <tbody> <tr> <td>Spring 2020</td> <td>3.1</td> </tr> <tr> <td>Fall 2020</td> <td>3.9</td> </tr> <tr> <td>Spring 2021</td> <td>2.9</td> </tr> <tr> <td>Fall 2021</td> <td>3.2</td> </tr> </tbody> </table>	Semester	Average Score	Spring 2020	3.1	Fall 2020	3.9	Spring 2021	2.9	Fall 2021	3.2
Semester	Average Score														
Spring 2020	3.1														
Fall 2020	3.9														
Spring 2021	2.9														
Fall 2021	3.2														
<p>Students will score four (4) or more, on various assignments in the business core principles courses. Ability to analyze, interpret, and synthesize data to make managerial decisions (Program Learning Outcome 1 (PLO 1)).</p>	<p>Direct, formative, internal, comparative data built into the curriculum map for the degree and collected through the Canvas Learning Management System (LMS).</p>	<p>The goal of a four (4) or above was set as the benchmark for students in the principles courses required to the Associate in Business Administration degree. The goal has not been met in four academic semesters. The average score for the last four semesters is 3.42. The score is slightly higher than the previous report in 2020 (score of 3.21), but in the recent two semesters (2021), the scores have been very low and remain below the goal of averaging 4 points.</p>	<p>The results show the average score on the Program Learning Outcome #1 on all principles courses taken by the students in their first four semesters. The goal has not been reached, and the scores in 2021 were very low. The School of Business faculty continues to monitor and evaluate specific assignments to assess the students on the appropriate skills at each level. It is important to notice that during these four data points, the students may be having a hybrid or online educational experience due to COVID, which seems to affect their performances in a negative way. Especially with freshmen, the in classroom contact is important to achieve higher results.</p>	<p>The principle courses, increased in-class exercises that include data interpretation, summary and analysis. Increased the number of cases and class discussions. All courses have increased the use of pre and post tests to assess class content and modify it, if needed. Due to COVID restrictions, principles courses were moved to online format. The faculty has been working on new ways to reach the students such as video recordings, VoiceThread and other tools to help the students cope with the completely online format. The School of Business has also implemented entrance Exams in the Introduction to Business classes to assess where the students are when they enter the programs.</p>	<p>Associate in Business Administration PLO 1. Analyze, Interpret and Synthesize Data to Make Managerial Decisions</p> <table border="1"> <thead> <tr> <th>Semester</th> <th>Average Score</th> </tr> </thead> <tbody> <tr> <td>Spring 2020</td> <td>3.7</td> </tr> <tr> <td>Fall 2020</td> <td>3.9</td> </tr> <tr> <td>Spring 2021</td> <td>2.9</td> </tr> <tr> <td>Fall 2021</td> <td>3.2</td> </tr> </tbody> </table>	Semester	Average Score	Spring 2020	3.7	Fall 2020	3.9	Spring 2021	2.9	Fall 2021	3.2
Semester	Average Score														
Spring 2020	3.7														
Fall 2020	3.9														
Spring 2021	2.9														
Fall 2021	3.2														

<p>Students will score four (4) or more, on various assignments in the business core principles courses. Ability to Exhibit Effective Oral and Written Communication Skills Related to Management Activities(Program Learning Outcome 3 (PLO 3)).</p>	<p>Direct, formative, internal, comparative data built into the curriculum map for the degree and collected through the Canvas Learning Management System (LMS).</p>	<p>The goal of a four (4) or above was set as the benchmark for students in the principles courses required to the Associate in Business Administration degree. The goal has not been met in four academic semesters. The average score for the last four semesters is 3.35. The score is slightly lower than the previous report (3.29). In the recent semesters (until Fall 2021), the scores had an increasing trend, although remaining below the goal of averaging 4 points.</p>	<p>The results shows the average score on the Program Learning Outcome #3 on all principles courses taken by the students in their first four semesters. The goal has not been reached in the last four semesters. The School of Business faculty continues to monitor and evaluate specific assignments to assess the students on the appropriate oral and written skills at each level. It is important to notice that during these four data points, the students may be having a hybrid or online educational experience due to COVID, which seems to affect their performances in a negative way. Especially with freshmen, the in classroom contact is important to achieve higher results.</p>	<p>Increased reading and writing specific homework, that include information on citation, correct grammar and proper tone. We have increased the number of discussions on the importance of clear communication, especially online. Also the faculty has increased the use of pre and post tests to assess class content and modify it, if needed. Due to COVID restrictions, the principles courses were moved to online format. The faculty has been working new ways to reach the students such as video recordings, VoiceThread and other tools to help the students cope with the completely online format. The School of Business has also implemented an entrance Exam in the Introduction to Business classes.</p>	<table border="1"> <caption>Associate in Business Administration PLO 3. Exhibit Effective Oral and Written Communication Skills Related to Management Activities</caption> <thead> <tr> <th>Semester</th> <th>Average Score</th> </tr> </thead> <tbody> <tr> <td>Spring 2020 Scores</td> <td>3.2</td> </tr> <tr> <td>Fall 2020 Score</td> <td>3.4</td> </tr> <tr> <td>Spring 2021 Scores</td> <td>3.5</td> </tr> <tr> <td>Fall 2021 Score</td> <td>3.3</td> </tr> </tbody> </table>	Semester	Average Score	Spring 2020 Scores	3.2	Fall 2020 Score	3.4	Spring 2021 Scores	3.5	Fall 2021 Score	3.3		
Semester	Average Score																
Spring 2020 Scores	3.2																
Fall 2020 Score	3.4																
Spring 2021 Scores	3.5																
Fall 2021 Score	3.3																
<p>Accounting students will score above an average of 50 on a Business Simulation provided by a third party vendor (McGraw Hill) (specifically in the Financial Analysis section). Be able to Analyze, Interpret, and Synthesize Data to Make Accounting Decisions (Program Learning Outcome 2 (PLO 2)).</p>	<p>Direct, Summative, External data obtained from the Business Simulation assessment tool and distributed in the Capstone course (BSAD 497).</p>	<p>The goal is to score 50 (average score) or higher on the Financial Analysis area. The trend for the last 5 periods is a decreasing one, however the goal has been reached in 3 of the 5 semesters (60% of the times). The trend in the last three semester is unclear. The average score in the last five semesters for accounting students in the simulation has been 51 points, which is unchanged from last report.</p>	<p>Students scored above the goal in fall of 2019/2020 and spring 2021. The accounting students did not meet goal in fall 2021, and spring 2019. The School of Business need to evaluate the results from the simulation and its results in these areas, for consistency in the courses and its scores. The School of Business must set tools in place to utilize the Business Simulation results in combination with other methods of assessment (i.e. exercises in 200-300 level classes that build into financial analysis skills).</p>	<p>Continue using the business simulation and provide constant discipline specific reviews at the beginning and ending of the BSAD 497 class. Additional projects could enhance the decision making skills of the accounting students. Continue requiring students to complete the 3-year Strategic Plan for the business simulation. All students are now being assessed using pre and post tests in all core classes. The analysis of the student performance results during specific department meetings (School of Business), could contribute positively to reaching the goal.</p>	<table border="1"> <caption>Program Learning Outcome 2. Financial analysis Business Simulation (Accounting Majors)</caption> <thead> <tr> <th>Semester</th> <th>Average Score</th> </tr> </thead> <tbody> <tr> <td>Fall 2019 n=15</td> <td>68</td> </tr> <tr> <td>Spring 2020 N=27</td> <td>30</td> </tr> <tr> <td>Fall 2020 N=10</td> <td>60</td> </tr> <tr> <td>Spring 2021 N=22</td> <td>55</td> </tr> <tr> <td>Fall 2021 N= 18</td> <td>45</td> </tr> </tbody> </table>	Semester	Average Score	Fall 2019 n=15	68	Spring 2020 N=27	30	Fall 2020 N=10	60	Spring 2021 N=22	55	Fall 2021 N= 18	45
Semester	Average Score																
Fall 2019 n=15	68																
Spring 2020 N=27	30																
Fall 2020 N=10	60																
Spring 2021 N=22	55																
Fall 2021 N= 18	45																

<p>Students will score four (4) or more, on various assignments in the Accounting program core courses. Be able to Analyze, Interpret, and Synthesize Data to Make Accounting Decisions (Program Learning Outcome 2 (PLO 2)).</p>	<p>Direct, formative, internal, comparative data built into the curriculum map for the degree and collected through the Canvas Learning Management System (LMS).</p>	<p>The goal of a four (4) or above was set as the benchmark for students in the courses required for the Bachelors in Accounting. The goal has not been met in three academic semesters. The average score for the last three semesters is 3.18. This is the first time this PLO is being measured / reported in the accounting program.</p>	<p>The results shows the average score on the Program Learning Outcome #2 for the courses taken by the students in Accounting. The goal has not been reached, and the scores in 2020 were very low (with a slight upward trend). The School of Business faculty continues to monitor and evaluate specific assignments to assess the students on the appropriate skills at each level. It is important to notice that during these three data points, the students may be having a totally online experience due to COVID, which seems to affect their performances in a negative way. Especially for the accounting students, the personal contact is important to achieve higher results. The accounting program is a face to face program.</p>	<p>Increased the number of cases and class discussions related to managerial accounting concepts. Also increase the use of pre and post tests to assess class content and modify it, if needed. Due to COVID restrictions, the accounting courses were moved to online format. The faculty has been working on new ways to reach the students such as publisher's online programs and other tools to help the students cope with the online format. The School of Business has also implemented Entrance Exams in the Introduction to Business classes to assess where the students are when they enter the programs.</p>	<table border="1"> <caption>Program Learning Outcome 2. Analyze, interpret and synthesize data to make accounting decisions</caption> <thead> <tr> <th>Semester</th> <th>Average Score</th> </tr> </thead> <tbody> <tr> <td>Spring 2020</td> <td>3.3</td> </tr> <tr> <td>Fall 2020</td> <td>2.9</td> </tr> <tr> <td>Spring 2021</td> <td>3.3</td> </tr> </tbody> </table>	Semester	Average Score	Spring 2020	3.3	Fall 2020	2.9	Spring 2021	3.3				
Semester	Average Score																
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<p>Accounting Students will score above an average of 70 in the Accounting section of the Major Field Test provided by a third party vendor (Peregrine). Identify and Apply Accounting Standards and Global Guidelines (Program Learning Outcome 3 (PLO 3)).</p>	<p>Direct, Summative, External data obtained from the third party Major Field Test given at the Capstone course (BSAD 497).</p>	<p>The goal is to score 70 (average score) or higher in the accounting section. Students have reached the goal in three of the five semesters on record. The trend during the recorded five semesters has changed from an increasing one to a decreasing one, although the average score has increased to 75, compared to the previous report (62).</p>	<p>Students scored above the goal 60% of the time. The School of Business uses the Major Field Test as one of the primary assessment tools for student performance. The recent change in the trend needs to be observed longer. The School of Business must utilize Peregrine Major Field Test results in combination with other methods of assessment.</p>	<p>Continue using the Major Field Test and provide discipline specific reviews at the beginning and ending of the BSAD 497 class. All students are now being assessed using pre and post tests in accounting and all core classes. The objective of the pre and post tests is to have a formative tool through the course assessments and to improve the results in the Major Field Test. Additionally, in 2020 the School of Business started implementing an Entrance Exam, that will be used in combination with the Major Field Test.</p>	<table border="1"> <caption>Program Learning Outcome 3. Peregrine Major Field Test Accounting Section (Accounting Majors Only)</caption> <thead> <tr> <th>Semester</th> <th>Average Score</th> </tr> </thead> <tbody> <tr> <td>Fall 2019 N=14</td> <td>100</td> </tr> <tr> <td>Spring 2020 N=26</td> <td>75</td> </tr> <tr> <td>Fall 2020 N=9</td> <td>60</td> </tr> <tr> <td>Spring 2021 N=22</td> <td>70</td> </tr> <tr> <td>Fall 2021 N=17</td> <td>65</td> </tr> </tbody> </table>	Semester	Average Score	Fall 2019 N=14	100	Spring 2020 N=26	75	Fall 2020 N=9	60	Spring 2021 N=22	70	Fall 2021 N=17	65
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Fall 2021 N=17	65																

<p>Students will score four (4) or more, on assignments that are used to enhance these skills in the Accounting courses. Identify and apply accounting standards and global guidelines (GAAP/IFRS) (Program Learning Outcome 3 (PLO 3)).</p>	<p>Direct, formative, internal, comparative data built into the curriculum map for the Accounting degree and collected through the Canvas Learning Management System (LMS).</p>	<p>The goal is to achieve a score of 4 or more (1 to 5 scale) on the Program Learning Outcome # 3. The students reached the goal only once (33%) during the data periods. A decreasing trend exist, and the three semester average score is 3.26. This is the first time this PLO is being measured/reported in the accounting program.</p>	<p>There is a decreasing trend in the scores for students in the area of accounting standards. The School of Business faculty is evaluating curriculum maps for all majors and identifying specific assignments from different courses across disciplines to reinforce these concepts. For example, Finance coursework could complement the accounting courses in measuring the accounting PLOs in general. It is important to notice that during these three data points, the students may be having a totally online experience due to COVID, which seems to affect their performances in a negative way. Especially for the accounting students, the personal contact is important to achieve higher results.</p>	<p>Continue using real business projects, bring professional guest speakers to the courses. Increase the discussion of international cases in GAAP and IFRS. Provide reviews in other disciplines and areas such as finance, accounting and economics. Use the pre and post tests results to adapt class content if needed. All students are now being assessed using pre and post tests in all core classes. The analysis of the student performance during specific department meetings (School of Business), could contribute positively to reaching the goal.</p>	<p>Program Learning Outcome 3. Identify and Apply Accounting Standards and Global Guidelines (GAAP/IFRS)</p> <table border="1"> <thead> <tr> <th>Semester</th> <th>Average Score</th> </tr> </thead> <tbody> <tr> <td>Spring 2020</td> <td>4.3</td> </tr> <tr> <td>Fall 2020</td> <td>2.5</td> </tr> <tr> <td>Spring 2021</td> <td>3.1</td> </tr> </tbody> </table>	Semester	Average Score	Spring 2020	4.3	Fall 2020	2.5	Spring 2021	3.1				
Semester	Average Score																
Spring 2020	4.3																
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Spring 2021	3.1																
<p>Accounting students will score above an average of 50 on a Business Simulation by a third party vendor (McGraw Hill) (specifically on the Corporate Social Responsibility section). To apply Accounting Ethics and Corporate Social Responsibility, in the Context of a Diverse, Global/Multi-Cultural Business Environment (Program Learning Outcome 4 (PLO 4)).</p>	<p>Direct, Summative, External data obtained from the Business Simulation assessment tool and distributed in the Capstone course (BSAD 497).</p>	<p>The goal is to score 50 (average score) or higher on the Corporate Social Responsibility (CSR) section. Accounting students show an increasing trend when scoring in the CSR area of the Business Simulation. The highest score was achieved in fall 2021 (64), and the lowest score in fall 2020 (34). The average score of the accounting students in the last five semesters is 47, which is lower than the previous report (53).</p>	<p>Students scored above the goal only 40 % of the time, in fall of 2019, and fall 2021. The students did not meet goal in spring of 2020, fall 2020 or spring 2021. The trend is an increasing one. The School of Business need to evaluate the results from the simulation and its results in several areas, for consistency in the courses and scores. The School of Business must set tools in place to utilize the Business Simulation results in combination with other methods of assessment.</p>	<p>Provide discipline specific reviews at the beginning and ending of the BSAD 497 class. Professional projects and guest speakers could enhance the ethical and global context for the students. Continue requiring students to complete the 3-year Strategic Plan for the business simulation. All students are now being assessed using pre and post tests in all core classes. The analysis of the results during specific department meetings (School of Business), could contribute positively to reaching the goal. In 2021, the School of Business added Business Ethics as a required course (core) for all students.</p>	<p>Program Learning Outcome 4. Corporate Social Responsibility Business Simulation (Accounting Majors)</p> <table border="1"> <thead> <tr> <th>Semester</th> <th>Average Score</th> </tr> </thead> <tbody> <tr> <td>Fall 2019 n=15</td> <td>60</td> </tr> <tr> <td>Spring 2020 N=27</td> <td>37</td> </tr> <tr> <td>Fall 2020 N=10</td> <td>34</td> </tr> <tr> <td>Spring 2021 N=22</td> <td>41</td> </tr> <tr> <td>Fall 2021 N=18</td> <td>64</td> </tr> </tbody> </table>	Semester	Average Score	Fall 2019 n=15	60	Spring 2020 N=27	37	Fall 2020 N=10	34	Spring 2021 N=22	41	Fall 2021 N=18	64
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Fall 2021 N=18	64																

<p>Students will score four (4) or more, on assignments that are used to enhance these skills in the Accounting courses. Apply accounting ethics and corporate social responsibility, in the context of a diverse, global/multi-cultural business environment. (Program Learning Outcome 4 (PLO 4)).</p>	<p>Direct, formative, internal, comparative data built into the curriculum map for the Accounting degree and collected through the Canvas Learning Management System (LMS).</p>	<p>The goal is to achieve a score of 4 or more (1 to 5 scale) on the Program Learning Outcome # 4. The students have not reached the goal in three semesters of recorded data. However, the trend is an increasing one with the highest score achieved in Spring 2021 (3.09). The three semester averages score is 2.85 for the Accounting students. This is the first time this PLO is being measured/reported in the accounting program.</p>	<p>Students have been scoring below the goal for each reported semester. However, the trend is an increasing trend and students have shown improvement over the time period. The School of Business faculty is evaluating curriculum maps for all majors and identifying specific assignments from different courses across disciplines to reinforce these concepts. For example, Finance coursework could complement the accounting courses in measuring the accounting PLOs in general. During these three data points, the students were having a totally online experience due to COVID, which seems to affect their performances in a negative way.</p>	<p>Continue using real business projects, bring professional guest speakers to the courses. Provide current cases to analyze ethical behavior, specifically for accounting. Use pre and post test results to adapt class content if needed. All students are now being assessed using pre and post tests in all core classes. The analysis of the results as a department (School of Business) could contribute positively to reaching the goal. In 2021, the School of Business added Business Ethics as a required course (core) for all students.</p>	<table border="1"> <caption>Program Learning Outcome 4 Average Scores</caption> <thead> <tr> <th>Semester</th> <th>Average Score</th> </tr> </thead> <tbody> <tr> <td>Spring 2020</td> <td>2.5</td> </tr> <tr> <td>Fall 2020</td> <td>3.0</td> </tr> <tr> <td>Spring 2021</td> <td>3.1</td> </tr> </tbody> </table>	Semester	Average Score	Spring 2020	2.5	Fall 2020	3.0	Spring 2021	3.1										
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Fall 2020	3.0																						
Spring 2021	3.1																						
<p>Accounting students will score above an average of 50 on a Business Simulation by a third party vendor (McGraw Hill) (specifically on the Strategic Analysis and Planning section). To Exhibit Effective Oral and Written Communication Skills Related to Accounting Activities (Program Learning Outcome 5 (PLO 5)).</p>	<p>Direct, Summative, External data obtained from the Business Simulation assessment tool and distributed in the Capstone course (BSAD 497).</p>	<p>The goal is to score 50 (average score) or higher on the Strategic Analysis and Planning section. There is a slightly decreasing trend in the scoring by the accounting students in this section. Students have reached the goal in two of the five semesters (40%) of recorded data. The highest score was achieved in fall 2019 (72), and the lowest score in fall 2021 (32). The five semester average score for the accounting students is 48, which is down from the previous report score (56).</p>	<p>Students scored above the goal in two of the five semesters or 40% of the time. The scores in most recent three semesters show uneven results. The School of Business need to evaluate the results from the simulation and its results in several areas, for consistency in the courses and scores. The School of Business must utilize the Business Simulation results in combination with other methods of assessment, such as citation coursework in the Business Communications class and the new workshop, Persuasive Business Presence.</p>	<p>Provide discipline specific reviews at the beginning and ending of the BSAD 497 class. Use resources from other courses to provide support for written and oral skills of the students. Continue requiring the students to complete the 3-year Strategic Plan for the business simulation. All students are now being assessed using pre and post tests in accounting and all core classes. The analysis of the student performance results during specific department meetings (School of Business), could contribute positively to reaching the goal.</p>	<table border="1"> <caption>Program Learning Outcome 5 Average Scores</caption> <thead> <tr> <th>Semester</th> <th>Average Score</th> <th>Sample Size (n)</th> </tr> </thead> <tbody> <tr> <td>Fall 2019</td> <td>72</td> <td>15</td> </tr> <tr> <td>Spring 2020</td> <td>33</td> <td>27</td> </tr> <tr> <td>Fall 2020</td> <td>34</td> <td>10</td> </tr> <tr> <td>Spring 2021</td> <td>65</td> <td>22</td> </tr> <tr> <td>Fall 2021</td> <td>32</td> <td>18</td> </tr> </tbody> </table>	Semester	Average Score	Sample Size (n)	Fall 2019	72	15	Spring 2020	33	27	Fall 2020	34	10	Spring 2021	65	22	Fall 2021	32	18
Semester	Average Score	Sample Size (n)																					
Fall 2019	72	15																					
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<p>Accounting students will score above an average of 70 on all sections of the Major Field Test provided by a third party vendor (Peregrine). To demonstrate proficiency in the accounting process to include Financial, Managerial, Tax, Auditing, and Fraud Detection Accounting (Program Learning Outcome 6 (PLO 6)).</p>	<p>Direct, Summative, External data obtained from the third party Major Field Test given during the Capstone course (BSAD 497).</p>	<p>The goal is to score 70 (average score) or higher on all accounting section of the Major Field Test. The accounting students have reached the goal in four of the five semesters of recorded data. The trend shows a slight decrease in the scores in the last semester. However, the five semester average score for accounting students is 67, which is up from the previous report (61).</p>	<p>Students scored above the goal 80% of the times. Only in the fall of 2020 the students did not reach the goal. The School of Business uses the Major Field Test as one of the primary assessment tools. The School of Business must utilize Peregrine Major Field Test results in combination with the recently introduced entrance exam as well as with other methods of assessment.</p>	<p>Continue using the Major Field Test and provide discipline specific reviews at the beginning and ending of the BSAD 497 class. There is the need to continue assessing the trend in conjunction with the other disciplines. The Scores at the School of Business are at an all time high. All students are now being assessed using pre and post tests in accounting and all core classes. The analysis of the results during specific department meetings (School of Business), could contribute positively to reaching the goal.</p>	<table border="1"> <caption>Program Learning Outcome 6. Total Score Peregrine Major Field Test (Accounting Majors Only)</caption> <thead> <tr> <th>Semester</th> <th>Average Score</th> </tr> </thead> <tbody> <tr> <td>Fall 2019 N=14</td> <td>72</td> </tr> <tr> <td>Spring 2020 N=26</td> <td>70</td> </tr> <tr> <td>Fall 2020 N=9</td> <td>44</td> </tr> <tr> <td>Spring 2021 N=22</td> <td>71</td> </tr> <tr> <td>Fall 2021 N=17</td> <td>72</td> </tr> </tbody> </table>	Semester	Average Score	Fall 2019 N=14	72	Spring 2020 N=26	70	Fall 2020 N=9	44	Spring 2021 N=22	71	Fall 2021 N=17	72
Semester	Average Score																
Fall 2019 N=14	72																
Spring 2020 N=26	70																
Fall 2020 N=9	44																
Spring 2021 N=22	71																
Fall 2021 N=17	72																
<p>Students will score four (4) or more, on assignments that are used to enhance these skills in the Accounting courses. To demonstrate proficiency in the accounting process to include Financial, Managerial, Tax, Auditing, and Fraud Detection Accounting (Program Learning Outcome 6 (PLO 6)).</p>	<p>Direct, formative, internal, comparative data built into the curriculum map for the Accounting degree and collected through the Canvas Learning Management System (LMS).</p>	<p>The goal is to achieve a score of 4 or more (1 to 5 scale) on the Program Learning Outcome # 6. The students have not reached the goal in three semesters of recorded data. However, the trend is an increasing one with the highest score achieved in Spring 2021 (3.10). The three semester averages score is 2.60 for the Accounting students. This is the first time this PLO is being measured/reported in the accounting program.</p>	<p>Students have been scoring below the goal for each reported semester. However, the trend is an increasing trend and students have shown improvement over the time period. The School of Business faculty is evaluating curriculum maps for all majors and identifying specific assignments from different courses across disciplines to reinforce these concepts. For example, Finance coursework could complement the accounting courses in measuring the accounting PLOs in general.</p>	<p>Continue using real business projects, bring professional guest speakers to the courses. Provide current cases to analyze ethical behavior, specifically for accounting. Use pre and post test results to adapt class content if needed. All students are now being assessed using pre and post tests in all core classes. The analysis of the results as a department (School of Business) could contribute positively to reaching the goal. All accounting students are provided the opportunity to participate in the voluntary income tax assistance program. This program provides practical experience to this outcome.</p>	<table border="1"> <caption>Program Learning Outcome 6. To demonstrate proficiency in the accounting process to include Financial, Managerial, Tax, Auditing, and Fraud Detection Accounting</caption> <thead> <tr> <th>Semester</th> <th>Average Score</th> </tr> </thead> <tbody> <tr> <td>Spring 2020</td> <td>2.2</td> </tr> <tr> <td>Fall 2020</td> <td>2.6</td> </tr> <tr> <td>Spring 2021</td> <td>3.1</td> </tr> </tbody> </table>	Semester	Average Score	Spring 2020	2.2	Fall 2020	2.6	Spring 2021	3.1				
Semester	Average Score																
Spring 2020	2.2																
Fall 2020	2.6																
Spring 2021	3.1																

<p>General Business majors will score above an average of 70 on the Major Field Test by a third party vendor (Peregrine). To implement foundational concepts of General Business to include accounting, legal environment, management, marketing, economics, and finance (Program Learning Outcome 1 (PLO 1)).</p>	<p>Direct, Summative, External data obtained from the third party Major Field Test given during the Capstone course (BSAD 497).</p>	<p>The goal is to score 70 (average score) or higher. The General Business students reached the goal in four of the five semesters of recorded data (80% of the time). However, the average score trend is a decreasing one. The five semester average score for General Business students is 75, which is 27% higher than the previous report (59).</p>	<p>Students scored below the goal only in fall 2021 (63). The School of Business uses the Major Field Tests one of the primary assessment tools. The recent trend needs to be observed longer for consistency in the data and tracking of changes. The School of Business should utilize Peregrine Major Field Test results in combination with other methods of assessment. For example, the School of Business must utilize Peregrine Outbound exam results in combination with the recently introduced entrance exam as well as with other methods of assessment.</p>	<p>Continue using the Major Field Test and provide discipline specific reviews at the beginning and ending of the BSAD 497 class. There is the need to continue assessing the trend in conjunction with the other disciplines. The Scores at the School of Business are at an all time high. All students are now being assessed using pre and post tests in accounting and all core classes. The analysis of the results during specific department meetings (School of Business), could contribute positively to reaching the goal. A full time faculty for the General Business program was hired in Spring 2022, starting in Fall 2022.</p>	<table border="1"> <caption>Program Learning Outcome 1. Total Score Peregrine Major Field Test (General Business Majors)</caption> <thead> <tr> <th>Semester</th> <th>Average Score</th> <th>N</th> </tr> </thead> <tbody> <tr> <td>Fall 2019</td> <td>85</td> <td>14</td> </tr> <tr> <td>Spring 2020</td> <td>78</td> <td>26</td> </tr> <tr> <td>Fall 2020</td> <td>74</td> <td>9</td> </tr> <tr> <td>Spring 2021</td> <td>71</td> <td>22</td> </tr> <tr> <td>Fall 2021</td> <td>63</td> <td>17</td> </tr> </tbody> </table>	Semester	Average Score	N	Fall 2019	85	14	Spring 2020	78	26	Fall 2020	74	9	Spring 2021	71	22	Fall 2021	63	17
Semester	Average Score	N																					
Fall 2019	85	14																					
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<p>General Business students will score above an average of 50 on a Business Simulation by a third party vendor (McGraw Hill) (specifically in the Financial Analysis section). To analyze, interpret, and synthesize data to make general business decisions (Program Learning Outcome 2 (PLO 2)).</p>	<p>Direct, Summative, External data obtained from the Business Simulation assessment tool and distributed in the Capstone course (BSAD 497).</p>	<p>The goal is to score 50 (average score) or higher. The General Business students reached the goal in three of the five semesters of recorded data (60% of the time). The trend is an decreasing one, with fall 2019 and fall 2021 being the highest scores. The student's four semester average score is 54, which is 14% higher than the previous report (47).</p>	<p>Students scored above the goal in fall 2019, 2021 and spring 2021. In the spring 2020 there was a sharp decrease in scores. The decline coincide with the COVID pandemic timeline, but the students started getting better results the semester after spring 2020. The School of Business need to evaluate the results from the simulation and its results in several areas, for consistency in the courses and scores. The School of Business must utilize the Business Simulation results in combination with other methods of assessment.</p>	<p>Continue using the business simulation and provide constant discipline specific reviews at the beginning and ending of the BSAD 497 class. Additional projects could enhance the decision making skills of the general business students. Continue requiring students to complete the 3-year Strategic Plan for the business simulation. All students are now being assessed using pre and post tests in all core classes. The analysis of the results during specific department meetings (School of Business), could contribute positively to reaching the goal. A full time faculty for the General Business program was hired in Spring 2022, starting in Fall 2022.</p>	<table border="1"> <caption>Program Learning Outcome 2. Financial Analysis Business Simulation (General Business Majors)</caption> <thead> <tr> <th>Semester</th> <th>Average Score</th> <th>N</th> </tr> </thead> <tbody> <tr> <td>Fall 2019</td> <td>78</td> <td>15</td> </tr> <tr> <td>Spring 2020</td> <td>43</td> <td>27</td> </tr> <tr> <td>Fall 2020</td> <td>45</td> <td>10</td> </tr> <tr> <td>Spring 2021</td> <td>50</td> <td>22</td> </tr> <tr> <td>Fall 2021</td> <td>56</td> <td>18</td> </tr> </tbody> </table>	Semester	Average Score	N	Fall 2019	78	15	Spring 2020	43	27	Fall 2020	45	10	Spring 2021	50	22	Fall 2021	56	18
Semester	Average Score	N																					
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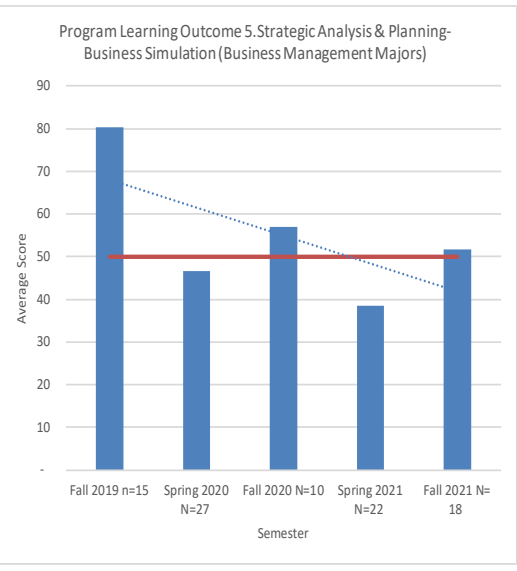
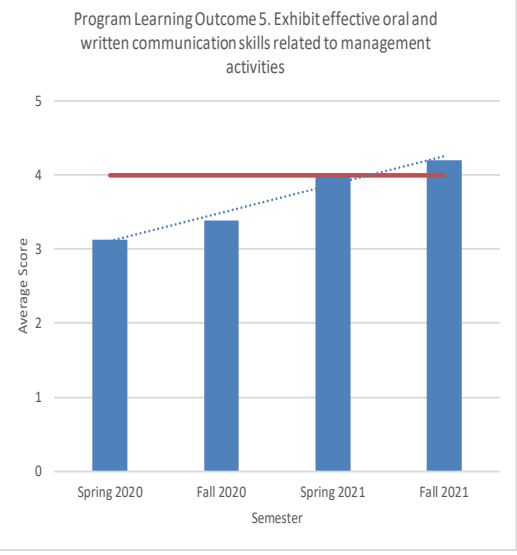
<p>General Business students will score above an average of 50 on a Business Simulation provided by a third party vendor (McGraw Hill) (specifically in the Corporate Social Responsibility section). Apply business ethics and demonstrate corporate social responsibility, in the context of a diverse, global/multi-cultural business environment (Program Learning Outcome 3).</p>	<p>Direct, Summative, External data obtained from the Business Simulation assessment tool and distributed in the Capstone course (BSAD 497).</p>	<p>The goal is to score 50 (average score) or higher on the Corporate Social Responsibility area. The General Business students reached the goal in all five semesters of recorded data (100%). The five semester average score for the General Business students is 64, which is 28% higher than the previous report (50).</p>	<p>Students scored above set goal in 100% of the time for the five recorded assessments. The trend needs to be observed longer, for consistency, if these results continue, the School of Business may need to considerate increasing the minimum goal. Also it needs to be evaluated in the context of the assessment results in several areas, for consistency in the courses and scores. The School of Business must utilize the Business Simulation results in combination with other methods of assessment.</p>	<p>Continue using the business simulation and provide constant reviews during the BSAD 497 class. Use additional projects to provide an ethical and global context to the students. Continue requiring the students to complete the 3-year Strategic Plan for the business simulation. The analysis of assessment results during specific department meetings (School of Business), contributes positively to reaching the general goals. All students are now being assessed using pre and post tests in all core classes. In 2021, the School of Business added Business Ethics as a required course (core) for all students. A full time faculty for the General Business program was hired in Spring 2022, starting in Fall 2022.</p>	<table border="1"> <caption>Program Learning Outcome 3. Corporate Social Responsibility Business Simulation (General Business Majors)</caption> <thead> <tr> <th>Semester</th> <th>Average Score</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>Fall 2019</td> <td>70</td> <td>15</td> </tr> <tr> <td>Spring 2020</td> <td>60</td> <td>27</td> </tr> <tr> <td>Fall 2020</td> <td>68</td> <td>10</td> </tr> <tr> <td>Spring 2021</td> <td>65</td> <td>22</td> </tr> <tr> <td>Fall 2021</td> <td>58</td> <td>18</td> </tr> </tbody> </table>	Semester	Average Score	n	Fall 2019	70	15	Spring 2020	60	27	Fall 2020	68	10	Spring 2021	65	22	Fall 2021	58	18
Semester	Average Score	n																					
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<p>General Business students will score above an average of 50 on a business simulation provided by a third party vendor (McGraw Hill) (specifically in the Strategic Analysis and Planning section). Exhibit effective oral and written communication skills related to General Business activities (Program Learning Outcome 4 (PLO4)).</p>	<p>Direct, Summative, External data obtained from the Business Simulation assessment tool and distributed in the Capstone course (BSAD 497).</p>	<p>The goal is to score 50 (average score) or higher on the Strategic Analysis and Planning section. The General Business students reached the goal only once in five semesters of recorded data. The trend is a decreasing one, with fall 2019 being the highest score. The five semester average score for the General Business students is 44, which is -21% compared to the previous report score (56).</p>	<p>Students scored above set goal in only one of the five recorded assessments (fall 2019). The School of Business need to evaluate the results from the simulation and its results in several areas, for consistency in the courses and scores. The School of Business must utilize the Business Simulation results in combination with other methods of assessment, such as citation coursework in the Business Communications class and the new workshop, Persuasive Business Prescience.</p>	<p>Provide discipline specific reviews at the beginning and ending of the BSAD 497 class. Use resources from other courses to provide support for written and oral skills of the students. Continue requiring the students to complete the 3-year Strategic Plan for the business simulation. All students are now being assessed using pre and post tests in business core classes. The analysis of the results during specific department meetings (School of Business), could contribute positively to reaching the goal. A full time faculty for the General Business program was hired in Spring 2022, starting in Fall 2022.</p>	<table border="1"> <caption>Program Learning Outcome 4. Strategic Analysis and planning Business Simulation (General Business Majors)</caption> <thead> <tr> <th>Semester</th> <th>Average Score</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>Fall 2019</td> <td>72</td> <td>15</td> </tr> <tr> <td>Spring 2020</td> <td>45</td> <td>27</td> </tr> <tr> <td>Fall 2020</td> <td>12</td> <td>10</td> </tr> <tr> <td>Spring 2021</td> <td>48</td> <td>22</td> </tr> <tr> <td>Fall 2021</td> <td>48</td> <td>18</td> </tr> </tbody> </table>	Semester	Average Score	n	Fall 2019	72	15	Spring 2020	45	27	Fall 2020	12	10	Spring 2021	48	22	Fall 2021	48	18
Semester	Average Score	n																					
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<p>Business Management majors will score above an average of 70 all areas on the Major Field Test by a third party vendor (Peregrine). To implement foundational concepts of management and explain management roles, i.e. setting goals, objectives, and strategies to accomplish a purpose (Program Learning Outcome 1(PLO 1)).</p>	<p>Direct, Summative, External data obtained from the third party Major Field Test given at the Capstone course (BSAD 497).</p>	<p>Goal is to score 70 or higher on the total score for the Major Field Test. Student's scores have shown an increasing trend. The two most recent data points indicate the students have reached the goal (70). The five semester average score for the business management students is 79, which is 31% higher than the previous report (60).</p>	<p>Business Management students reached the goal in three of the five assessed semesters (spring 2019, spring 2021, and fall 2021). The lowest score was in fall 2020 (51). The School of Business uses the Major Field Test as one of the primary assessment tools. The recent trend needs to be observed longer for consistency. The School of Business must utilize Peregrine Major Field Test results in combination with other methods of assessment. For example, the School of Business must utilize Peregrine Outbound exam results in combination with the recently introduced entrance exam as well as with other methods of assessment.</p>	<p>Continue using the Major Field Test and provide discipline specific reviews at the beginning and ending of the BSAD 497 class. There is the need to continue assessing the trend in conjunction with the other disciplines. The Scores at the School of Business are at an all time high. All students are now being assessed using pre and post tests in accounting and all core classes. The analysis of the results during specific department meetings (School of Business), could contribute positively to reaching the goal. Other changes made to the Management BBA, were adding 4 new management specific courses to the degree plan.</p>	<table border="1"> <caption>Program Learning Outcome 1. Total Score Peregrine Major Field Test (Business Management Majors)</caption> <thead> <tr> <th>Semester</th> <th>Average Score</th> </tr> </thead> <tbody> <tr> <td>Fall 2019 N=14</td> <td>69</td> </tr> <tr> <td>Spring 2020 N=26</td> <td>68</td> </tr> <tr> <td>Fall 2020 N=9</td> <td>51</td> </tr> <tr> <td>Spring 2021 N=22</td> <td>78</td> </tr> <tr> <td>Fall 2021 N=17</td> <td>79</td> </tr> </tbody> </table>	Semester	Average Score	Fall 2019 N=14	69	Spring 2020 N=26	68	Fall 2020 N=9	51	Spring 2021 N=22	78	Fall 2021 N=17	79
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<p>Business Management students will score four (4) or more, on assignments that are used to enhance these skills in the Business Management courses. To implement foundational concepts of management and explain management roles, i.e. setting goals, objectives, and strategies to accomplish a purpose (Program Learning Outcome 1 (PLO 1)).</p>	<p>Direct, formative, internal, comparative data built into the curriculum map for the degree and collected through the Canvas Learning Management System (LMS). The BSAD 497 class project (Business Plan) is a comprehensive business plan/marketing plan/or feasibility study is prepared for an organization in the community. The students make recommendations to the organization on strategy, finances, marketing and others.</p>	<p>Goal is to achieve a score of 4 or more (1 to 5 scale) on the Program Learning Outcome # 1. The students reached the goal only in one of the four semesters (25%), in the spring of 2021 (4.07). However, a positive trend exist, even though the current average score is 3.59, same average point from last report (3.59) .</p>	<p>Students scored below the goal 75% of the time. The trend is an increasing trend that needs to be studied longer for consistency in the results. The School of Business faculty is evaluating curriculum maps for all majors and identifying specific assignments from different courses across disciplines to reinforce these concepts. In addition, with the new management specific classes, they will have an aggregate effect in the foundational concepts in a few semesters.</p>	<p>Faculty have increased materials that provide theory and case studies applying managerial concepts. Use the pre and post tests results to adapt class content if needed. All students are now being assessed using pre and post tests in management and all core classes. The analysis of the results during specific department meetings (School of Business), could contribute positively to reaching the goal. Other changes made to the Management BBA, were adding 4 new management specific courses to the degree plan.</p>	<table border="1"> <caption>Program Learning Outcome 1. Implement foundation concepts of management and explain management roles, i.e. setting goals, objectives, and strategies to accomplish a purpose.</caption> <thead> <tr> <th>Semester</th> <th>Average Score</th> </tr> </thead> <tbody> <tr> <td>Spring 2020</td> <td>3.5</td> </tr> <tr> <td>Fall 2020</td> <td>3.2</td> </tr> <tr> <td>Spring 2021</td> <td>4.0</td> </tr> <tr> <td>Fall 2021</td> <td>3.5</td> </tr> </tbody> </table>	Semester	Average Score	Spring 2020	3.5	Fall 2020	3.2	Spring 2021	4.0	Fall 2021	3.5		
Semester	Average Score																
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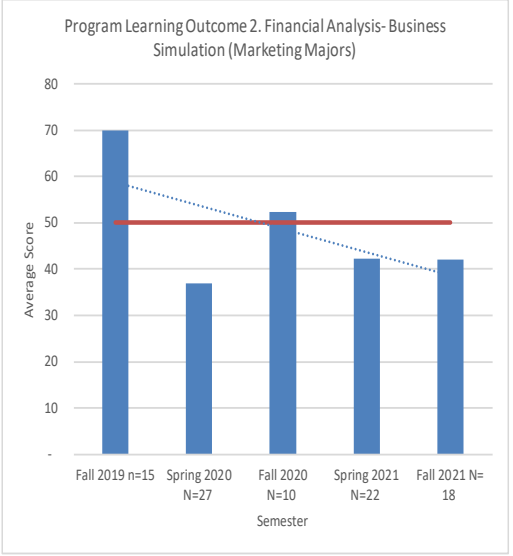
<p>Business Management students will score above an average of 50 on a Business Simulation by a third party vendor (McGraw Hill) (specifically in the Financial Analysis section). To analyze, interpret, and synthesize data to make managerial decisions (Program Learning Outcome 2 (PLO 2)).</p>	<p>Direct, Summative, External data obtained from the Business Simulation assessment tool for the Capstone course (BSAD 497).</p>	<p>The goal is to score 50 (average score) or higher. Business Management students reached the goal in four of the five semesters (80%). The current trend is an increasing one, with an average increase in score of 55% over the previous average score reported (36) .</p>	<p>Contrary to the previous report, the Business Management students have been scoring above the goal 80% of the time in the last five semesters. The School of Business need to continue evaluating the results from the simulation and other results in several areas, for consistency in the courses and scores. The School of Business must utilize the Business Simulation results in combination with other methods of assessment, such as the entrance exam (newly Implemented).</p>	<p>Continue using the business simulation and provide constant reviews during the BSAD 497 class (beginning and end of course). Use additional projects to provide support to the decision making skills of the students. Continue requiring the students to complete the 3-year Strategic Plan for the business simulation. All students are now being assessed using pre and post tests in management and all business core classes. The analysis of the results during specific department meetings (School of Business), could contribute positively to reaching the goal. Finally, the addition of 4 new management specific classes to the degree plan should bear positive results in the near future.</p>	<table border="1"> <caption>Program Learning Outcome 2. Financial Analysis Business Simulation (Business Management Majors)</caption> <thead> <tr> <th>Semester</th> <th>Average Score</th> </tr> </thead> <tbody> <tr> <td>Fall 2019 n=15</td> <td>71</td> </tr> <tr> <td>Spring 2020 N=27</td> <td>31</td> </tr> <tr> <td>Fall 2020 N=10</td> <td>60</td> </tr> <tr> <td>Spring 2021 N=22</td> <td>65</td> </tr> <tr> <td>Fall 2021 N=18</td> <td>55</td> </tr> </tbody> </table>	Semester	Average Score	Fall 2019 n=15	71	Spring 2020 N=27	31	Fall 2020 N=10	60	Spring 2021 N=22	65	Fall 2021 N=18	55
Semester	Average Score																
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<p>Business Management Students will score four (4) or more, on assignments that are used to enhance these skills in the Business Management courses. To analyze, interpret, and synthesize data to make managerial decisions (Program Learning Outcome 2 (PLO 2)).</p>	<p>Direct, formative, internal, comparative data built into the curriculum map for the degree and collected through the Canvas Learning Management System (LMS). The BSAD 497 class project (Business Plan) is a comprehensive business plan/marketing plan/or feasibility study is prepared for an organization in the community. The students make recommendations to the organization on strategy, finances, marketing and others.</p>	<p>The goal is to achieve a score of 4 or more (1 to 5 scale) on the Program Learning Outcome # 2. The students reached the goal in one of the recorded periods (Spring 2021). A positive/increasing trend exist, and the four year average score for the Business Management students is 3.72. The average score is up 11% from the previous report (3.34).</p>	<p>Students scored below the goal three out of the four semester data. However, the average scores have an increasing trend. The trend needs to be studied longer for consistency in the results. The School of Business faculty is evaluating curriculum maps for all majors and identifying specific assignments from different courses across disciplines to reinforce these concepts. In addition, with the new management specific classes, they will have an aggregate effect in the foundational concepts and managerial skills in a few semesters.</p>	<p>Faculty have increased in-class exercises that include data analysis. An additional class in Excel was created for the Management students (required). Additionally, the increase in the number of cases and class discussions could be a positive factor in the increased average scores. All students are now being assessed using pre and post tests in management and other core business classes. The analysis of the results during specific department meetings (School of Business), could contribute positively to reaching the goal. Other changes made to the Management BBA, were adding 4 new management specific courses to the degree plan.</p>	<table border="1"> <caption>Program Learning Outcome 2. Analyze, interpret and synthesize data to make managerial decisions.</caption> <thead> <tr> <th>Semester</th> <th>Average Score</th> </tr> </thead> <tbody> <tr> <td>Spring 2020</td> <td>3.5</td> </tr> <tr> <td>Fall 2020</td> <td>3.6</td> </tr> <tr> <td>Spring 2021</td> <td>4.0</td> </tr> <tr> <td>Fall 2021</td> <td>3.7</td> </tr> </tbody> </table>	Semester	Average Score	Spring 2020	3.5	Fall 2020	3.6	Spring 2021	4.0	Fall 2021	3.7		
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Spring 2021	4.0																
Fall 2021	3.7																

<p>Business Management majors will score above an average of 70 in the business integration and strategic management areas of the Major Field Test provided by a third party vendor (Peregrine). To synthesize information from applicable disciplines into management concepts (Program Learning Outcome 3 (PLO 3)).</p>	<p>Direct, Summative, External data obtained from the third party Major Field Test given at the Capstone course (BSAD 497).</p>	<p>The goal is to score 70 (average score) or higher on the business integration and strategic management section of the Major Field Test. The Business Management students have reached the goal in four of the most recent five semesters or 80% of the time. An increasing trend exist in the assessment average scores. The five semester average score is 78, which is 24% higher than the previous report (63)</p>	<p>An increasing trend shows improvement in the Business Management scores. The School of Business uses the Major Field Test as one of the primary assessment tools. The recent trend needs to be observed longer for consistency. Although the only semester with a score lower than the goal was Fall 2020, it is too early to set up a higher target. The School of Business must utilize Peregrine Major Field Test results in combination with other methods of assessment. For example, the School of Business must utilize Peregrine Outbound exam results in combination with the recently introduced entrance exam as well as with other methods of assessment.</p>	<p>Continue using the Major Field Test and provide discipline specific reviews at the beginning and ending of the BSAD 497 class. There is the need to continue assessing the trend in conjunction with the other disciplines. The Scores at the School of Business are at an all time high. All students are now being assessed using pre and post tests in accounting and all core classes. The analysis of the results during specific department meetings (School of Business), could contribute positively to reaching the goal. Other changes made to the Management BBA, were adding 4 new management specific courses to the degree plan.</p>	<table border="1"> <caption>Program Learning Outcome 3. Business Integration and Strategic Management- Peregrine Major Field Test (Business Management Majors)</caption> <thead> <tr> <th>Semester</th> <th>Average Score</th> </tr> </thead> <tbody> <tr> <td>Fall 2019 N=14</td> <td>81</td> </tr> <tr> <td>Spring 2020 N=26</td> <td>73</td> </tr> <tr> <td>Fall 2020 N=9</td> <td>60</td> </tr> <tr> <td>Spring 2021 N=22</td> <td>88</td> </tr> <tr> <td>Fall 2021 N=17</td> <td>85</td> </tr> </tbody> </table>	Semester	Average Score	Fall 2019 N=14	81	Spring 2020 N=26	73	Fall 2020 N=9	60	Spring 2021 N=22	88	Fall 2021 N=17	85
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<p>Business Management Students will score four (4) or more, on assignments that are used to enhance these skills in the Business Management courses. To synthesize information from applicable disciplines into management concepts (Program Learning Outcome 3 (PLO 3)).</p>	<p>Direct, formative, internal, comparative data built into the curriculum map for the degree and collected through the Canvas Learning Management System (LMS). The BSAD 497 class project (Business Plan) is a comprehensive business plan/marketing plan/or feasibility study is prepared for an organization in the community. The students make recommendations to the organization on strategy, finances, marketing and others.</p>	<p>The goal is to achieve a score of 4 or more (1 to 5 scale) on the Program Learning Outcome # 3. The students have not reached the goal during the data periods. Moreover, a decreasing trend exist, and the four year current average score is 3.59, which is a reduction of -2% from the previous report (3.67).</p>	<p>There is a sharp decreasing trend from the Management students in the area of synthesizing information. The School of Business faculty is evaluating curriculum maps for all majors and identifying specific assignments from different courses across disciplines to reinforce these concepts. One of the new management specific courses Supply Chain Management, could be a course that help the students grasp this subject. In addition, with the new management specific classes, they will have an aggregate effect in the foundational concepts in a few semesters.</p>	<p>Continue using real business projects. Increase the discussion of the theories in management, investments, economics, and human resources. Provide reviews in other disciplines and areas such as finance, accounting and economics. Use the pre and post tests results to adapt class content if needed. All students are now being assessed using pre and post tests in management and other core business classes. The analysis of the results during specific department meetings (School of Business), could contribute positively to reaching the goal. Other changes made to the Management BBA, were adding 4 new management specific courses to the degree plan.</p>	<table border="1"> <caption>Program Learning Outcome 3. Synthesize Information From Application Disciplines Into Management Concepts</caption> <thead> <tr> <th>Semester</th> <th>Average Score</th> </tr> </thead> <tbody> <tr> <td>Spring 2020</td> <td>3.5</td> </tr> <tr> <td>Fall 2020</td> <td>3.7</td> </tr> <tr> <td>Spring 2021</td> <td>3.6</td> </tr> <tr> <td>Fall 2021</td> <td>3.5</td> </tr> </tbody> </table>	Semester	Average Score	Spring 2020	3.5	Fall 2020	3.7	Spring 2021	3.6	Fall 2021	3.5		
Semester	Average Score																
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<p>Business Management students will score above an average of 50 on a Business Simulation by a third party vendor (McGraw Hill) (specifically in the Corporate Social Responsibility section). Apply management ethics and demonstrate understanding of corporate social responsibility, in the context of a diverse, global/multi-cultural business environment (Program Learning Outcome 4 (PLO 4)).</p>	<p>Direct, Summative, External data obtained from the Business Simulation assessment tool for the Capstone course (BSAD 497).</p>	<p>The goal is to score 50 (average score) or higher on the Corporate Social Responsibility section. Business management students show an increasing trend in average scores at the Corporate Social responsibility section, with the highest score in fall 2021 (63). Even when the trend changed from negative in the previous report to positive in the current, the goal was achieved in two of the five semesters, and the five semester average score decreased -8% (from 50 to 48).</p>	<p>Student's scores show an increasing trend with the help of a high score in the most recent semester (fall 2021). The overall trend shows a slight improvement in the scores but the aggregate average score has been reduced. The School of Business need to evaluate the results from the simulation and its results in several areas, for consistency in the courses and scores. The School of Business faculty is evaluating curriculum maps for all majors and identifying specific assignments from different courses across disciplines to reinforce the concepts measured in the simulation.</p>	<p>Continue using the business simulation and provide constant reviews during the BSAD 497 class. Use additional projects to provide an ethical and global context to the students. Continue requiring the students to complete the 3-year Strategic Plan for the business simulation. The analysis of assessment results during specific department meetings (School of Business), contributes positively to reaching the general goals. All students are now being assessed using pre and post tests in all core classes. In 2021, the School of Business added Business Ethics as a required course for all students.</p>	<table border="1"> <caption>Program Learning Outcome 4. Corporate Social Responsibility- Business Simulation (Business Management Majors)</caption> <thead> <tr> <th>Semester</th> <th>Average Score</th> </tr> </thead> <tbody> <tr> <td>Fall 2019 n=15</td> <td>45</td> </tr> <tr> <td>Spring 2020 N=27</td> <td>55</td> </tr> <tr> <td>Fall 2020 N=10</td> <td>40</td> </tr> <tr> <td>Spring 2021 N=22</td> <td>25</td> </tr> <tr> <td>Fall 2021 N=18</td> <td>63</td> </tr> </tbody> </table>	Semester	Average Score	Fall 2019 n=15	45	Spring 2020 N=27	55	Fall 2020 N=10	40	Spring 2021 N=22	25	Fall 2021 N=18	63
Semester	Average Score																
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Fall 2021 N=18	63																
<p>Business Management Students will score four (4) or more, on assignments that are used to enhance these skills in the Business Management courses. Apply management ethics and demonstrate understanding of corporate social responsibility, in the context of a diverse, global/multi-cultural business environment (Program Learning Outcome 4 (PLO 4)).</p>	<p>Direct, formative, internal, comparative data built into the curriculum map for the Business Management degree and collected through the Canvas Learning Management System (LMS). The BSAD 497 class project (Business Plan) is a comprehensive business plan/marketing plan/or feasibility study is prepared for an organization in the community. The students make recommendations to the organization on strategy, finances, marketing and others.</p>	<p>The goal is to achieve a score of 4 or more (1 to 5 scale) on the Program Learning Outcome # 4. Business Management students have reached the goal only once (Spring 2021) in four semesters of recorded data. However, the average score trend is an increasing trend with the highest score achieved in 2021 (4.09). The current four year average score 3.69 is down -2% from the previous report (3.78).</p>	<p>Students have been scoring below the goal for each reported semester with the exception of Spring 2021. However, the trend is an increasing trend (slightly). The average score has decreased 2% over four semesters. The School of Business faculty is evaluating curriculum maps for all majors and identifying specific assignments from different courses across disciplines to reinforce these concepts. In addition, with the new management specific classes, they will have an aggregate effect in the foundational concepts in a few semesters. The newly added investment course and the business ethics class could be pivotal in improving the scores for this PLO.</p>	<p>Continue using real and current business projects in the Capstone Class. Increase the discussion of the theories in management, finance and human resources. Provide current cases to analyze ethical behavior. Use the pre and post tests results to adapt class content if needed. All students are now being assessed using pre and post tests in management and other core business classes. The analysis of the results during specific department meetings (School of Business), could contribute positively to reaching the goal. Other changes made to the Management BBA, were adding 4 new management specific courses to the degree plan. One of these courses is a required business ethics class.</p>	<table border="1"> <caption>Program Learning Outcome 4. Apply Management Ethics And Demonstrate Understanding Of Corporate Social Responsibility, In The Context Of A Diverse, Global/Multi-Cultural Business Environment</caption> <thead> <tr> <th>Semester</th> <th>Average Score</th> </tr> </thead> <tbody> <tr> <td>Spring 2020</td> <td>3.5</td> </tr> <tr> <td>Fall 2020</td> <td>3.5</td> </tr> <tr> <td>Spring 2021</td> <td>4.1</td> </tr> <tr> <td>Fall 2021</td> <td>3.6</td> </tr> </tbody> </table>	Semester	Average Score	Spring 2020	3.5	Fall 2020	3.5	Spring 2021	4.1	Fall 2021	3.6		
Semester	Average Score																
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<p>Business Management students will score above an average of 50 on a Business Simulation by a third party vendor (McGraw Hill) (specifically in the Strategic Analysis and Planning section). Exhibit effective oral and written communication skills related to management activities (Program Learning Outcome 5 (PLO 5)).</p>	<p>Direct, Summative, External data obtained from the Business Simulation assessment tool for the Capstone course (BSAD 497).</p>	<p>The goal is to score 50 (average score) or higher on the Strategic Analysis and Planning area. Business Management students scores showed a decreasing trend in this section. The students reached the goal in three of the five semesters (60%). The five semester average score for the Management students increased from 52 in the previous report to 55, for a 6% increase..</p>	<p>Students scored above the goal in three out of the five most recent semesters. The School of Business need to evaluate the results from the simulation and its results in several areas, for consistency in the courses and scores. Particularly, the students scored above the goal in the all three fall semesters, but below the goal in the spring semesters. The School of Business must utilize the Business Simulation results in combination with other methods of assessment, as well as look at specific factors such as delivery of the courses in different semesters.</p>	<p>Continue using the business simulation and provide constant reviews during the BSAD 497 class. Use additional projects to provide support to the written and communication skills for the students. Continue requiring the students to complete the 3-year Strategic Plan for the business simulation. All students are now being assessed using pre and post tests in management and other classes. The analysis of the result during specific department meetings (School of Business), could contribute positively to reaching the goal. Finally, more business classes were classified as writing intensive in the academic year 2021-2022, which hope to bear positive results in the near future.</p>	 <table border="1"> <caption>Program Learning Outcome 5. Strategic Analysis & Planning- Business Simulation (Business Management Majors)</caption> <thead> <tr> <th>Semester</th> <th>Average Score</th> </tr> </thead> <tbody> <tr> <td>Fall 2019 n=15</td> <td>80</td> </tr> <tr> <td>Spring 2020 N=27</td> <td>48</td> </tr> <tr> <td>Fall 2020 N=10</td> <td>58</td> </tr> <tr> <td>Spring 2021 N=22</td> <td>38</td> </tr> <tr> <td>Fall 2021 N=18</td> <td>52</td> </tr> </tbody> </table>	Semester	Average Score	Fall 2019 n=15	80	Spring 2020 N=27	48	Fall 2020 N=10	58	Spring 2021 N=22	38	Fall 2021 N=18	52
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<p>Business Management students will score four (4) or more, on assignments that are used to enhance these skills in the Business Management courses. Exhibit effective oral and written communication skills related to management activities (Program Learning Outcome 5 (PLO 5)).</p>	<p>Direct, formative, internal, comparative data built into the curriculum map for the degree and collected through the Canvas Learning Management System (LMS). The BSAD 497 class project (Business Plan) is a comprehensive business plan/marketing plan/or feasibility study is prepared for an organization in the community. The students make recommendations to the organization on strategy, finances, marketing and others.</p>	<p>The goal is to achieve a score of 4 or more (1 to 5 scale) on the Program Learning Outcome # 5. Business management students reach the goal 50% of the times. The previous report showed a decreasing trend. The average scores in the current report show the opposite. Moreover, the four year average score for the management students has increased 6%, from 3.48 in the previous report to 3.68 with the current data.</p>	<p>Students scores has been increasing since Spring 2020. The biggest improvement was seen in fall of 2021, with a score of 4.20. The faculty continue evaluating curriculum maps for all majors and identifying specific assignments to assess the students on the appropriate skills at each level. The School of Business faculty has increased the number of writing intensive courses with also the addition of 4 new management specific courses to the degree plan.</p>	<p>The School of Business faculty has increased the number of writing intensive courses. We need to continue using real business projects. By asking for multiple drafts to be submitted before the final project, the students have the opportunity to receive useful feedback. Continue the use pre and post test results to adapt class content if needed. All students are now being assessed using pre and post tests in management and the business core classes. The analysis of the results during specific department meetings (School of Business), could contribute positively to reaching the goal.</p>	 <table border="1"> <caption>Program Learning Outcome 5. Exhibit effective oral and written communication skills related to management activities</caption> <thead> <tr> <th>Semester</th> <th>Average Score</th> </tr> </thead> <tbody> <tr> <td>Spring 2020</td> <td>3.1</td> </tr> <tr> <td>Fall 2020</td> <td>3.4</td> </tr> <tr> <td>Spring 2021</td> <td>4.0</td> </tr> <tr> <td>Fall 2021</td> <td>4.2</td> </tr> </tbody> </table>	Semester	Average Score	Spring 2020	3.1	Fall 2020	3.4	Spring 2021	4.0	Fall 2021	4.2		
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<p>Marketing majors will score above an average of 70 on the Major Field Test by a third party vendor (Peregrine). To implement foundational concepts of marketing and explain marketing functions (1. Segmentation, 2. Marketing mix, 3. External environment) (Program Learning Outcome 1 (PLO 1)).</p>	<p>Direct, Summative, External data obtained from the third party Major Field Test given at the Capstone course (BSAD 497).</p>	<p>The goal is to score 70 (average score) or higher. Students have reached the goal in four out of five semesters (80% of the time). Student scores show an increasing trend with the highest score being in the most recent semester reported (83 in Fall 2020). The five semester average score for the Marketing students increased from 64 to 76 for a 18% increase.</p>	<p>Students have been improving their scores consistently in four of the last five semesters. The School of Business uses the Major Field Test as one of the primary assessment tools. The recent trend may indicate constant improvement in the marketing curricula. The School of Business must utilize Peregrine Major Field Test results in combination with other methods of assessment such as the new entrance exam.</p>	<p>Continuing general reviews during the BSAD 497 class. Need to assess the trend for longer periods. Also utilize Peregrine Outbound exam results in combination with other methods of assessment such as the entrance exam. Additionally use the results in all Marketing classes including pre/post tests, weekly discussion posts, mid-term papers & final learning team projects from real world organizations to promote learning of foundational Marketing concepts.</p>	<table border="1"> <caption>Program Learning Outcome 1. Total Score-Peregrine Major Field Test (Marketing Majors)</caption> <thead> <tr> <th>Semester</th> <th>Average Score</th> </tr> </thead> <tbody> <tr> <td>Fall 2019 N=14</td> <td>64</td> </tr> <tr> <td>Spring 2020 N=26</td> <td>80</td> </tr> <tr> <td>Fall 2020 N=9</td> <td>83</td> </tr> <tr> <td>Spring 2021 N=22</td> <td>70</td> </tr> <tr> <td>Fall 2021 N=17</td> <td>76</td> </tr> </tbody> </table>	Semester	Average Score	Fall 2019 N=14	64	Spring 2020 N=26	80	Fall 2020 N=9	83	Spring 2021 N=22	70	Fall 2021 N=17	76
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<p>Marketing students will score four (4) or more, on assignments that are used to enhance these skills in the marketing courses. To implement foundational concepts of marketing and explain marketing functions (1. Segmentation, 2. Marketing mix, 3. External environment) (Program Learning Outcome 1 (PLO 1)).</p>	<p>Direct, formative, internal, comparative data built into the curriculum map for the degree and collected through the Canvas Learning Management System (LMS).</p>	<p>The goal of a four (4) or above was set as the benchmark for students in the Marketing courses required for the Bachelor in Marketing degree. The goal was not met in the four data periods despite of a slightly positive trendline. The four semester average score for the students saw a reduction from 3.65 to 2.95 for a decrease of -25%.</p>	<p>The results shows the average scores of the Marketing Program Learning Outcome # 1. The calculation includes assignments assessing program outcomes in marketing courses. The goal was not reached in any of the four periods, although the trend saw a slight increase from 2020 to 2021. The School of Business faculty is evaluating curriculum maps for all majors and identifying specific assignments from different courses across disciplines to reinforce these concepts. In addition, with the new courses available in the School of Business catalog, they may have a positive aggregate effect in the foundational concepts in a few semesters.</p>	<p>Increase in-class exercises that include data interpretation, summaries and analysis through use of cases and class discussions. Increase the use of pre and post tests to assess class content and modify it, if needed. All students are now being assessed using pre and post tests in all core classes. Faculty have increased materials that provide theory and case studies applying basic business concepts. The analysis of the results during specific department meetings (School of Business), could contribute positively to reaching the goal. The marketing faculty is also increasing the amount of recordings and visual tools available to the students.</p>	<table border="1"> <caption>Program Learning Outcome 1. Implement foundational concepts of marketing and explain marketing functions (1. Segmentation, 2. Marketing mix, 3. External environment)</caption> <thead> <tr> <th>Semester</th> <th>Average Score</th> </tr> </thead> <tbody> <tr> <td>Spring 2020</td> <td>2.8</td> </tr> <tr> <td>Fall 2020</td> <td>3.0</td> </tr> <tr> <td>Spring 2021</td> <td>2.9</td> </tr> <tr> <td>Fall 2021</td> <td>3.0</td> </tr> </tbody> </table>	Semester	Average Score	Spring 2020	2.8	Fall 2020	3.0	Spring 2021	2.9	Fall 2021	3.0		
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<p>Marketing students will score above an average of 50 on a Business Simulation by a third party vendor (McGraw Hill) (specifically in the Financial Analysis section). To analyze, interpret, and synthesize data to make marketing decisions (Program Learning Outcome 2 (PLO 2)).</p>	<p>Direct, Summative, External data obtained from the Business Simulation assessment tool for the Capstone course (BSAD 497).</p>	<p>The goal is to score 50 (average score) or higher. Marketing students show a decreasing trend in scoring in this section. Although the marketing students reached the goal in two of the five five semesters, the recent data brought down the trendline. The five semester average score increased from 27 to 49 for an 81% increase in the average score, regardless of the trendline.</p>	<p>The Marketing students scored below the goal 60% of the time. A decreasing trend can be seen from the five semester testing periods. The School of Business need to evaluate the results from the simulation and its results in several areas, for consistency in the courses and scores. Mainly the simulation results need to be understood by the faculty first, in order to make it a priority. The School of Business must utilize the Business Simulation results in combination with other methods of assessment, such as the entrance exam and pre and post tests.</p>	<p>Continue using the business simulation and provide constant reviews during the BSAD 497 class (beginning and end of course). Use additional projects to provide support to the decision making skills of the students. Continue requiring the students to complete the 3-year Strategic Plan for the business simulation which provide overall assessment of multiple disciplines. All students are now being assessed using pre and post tests in management and all business core classes. The analysis of the results during specific department meetings (School of Business), could contribute positively to reaching the goal.</p>	
<p>Marketing students will score four (4) or more, on assignments that are used to enhance these skills in the marketing courses. To analyze, interpret, and synthesize data to make marketing decisions (Program Learning Outcome 2 (PLO 2)).</p>	<p>Direct, formative, internal, comparative data built into the curriculum map for the degree and collected through the Canvas Learning Management System (LMS).</p>	<p>The goal of a four (4) or above was set as the benchmark for students in the marketing courses required to the Bachelor in Marketing degree. The goal was not met in any of the four academic semesters. Additionally, the average score decreased from 3.65 to 2.92, for a -20% decrease. overall the data indicates a positive trend.</p>	<p>The results shows the average scores of the Marketing Program Learning Outcome # 2. The calculation includes assignments assessing program outcomes in Marketing courses. The goal was not reached any of the three periods, although the average score trend is positive, the overall average score decreased 20%. The School of Business faculty is evaluating curriculum maps for all majors and identifying specific assignments from different courses across disciplines to reinforce these concepts. In addition, with the new business classes, they may have an aggregate effect in the foundational concepts and students skills in the marketing program.</p>	<p>Increase in-class exercises that include data interpretation, summaries and analysis through use of cases and class discussions. Increase the use of pre and post tests to assess class content and modify it, if needed. All students are now being assessed using pre and post tests in all core classes. Faculty have increased materials that provide theory and case studies applying basic business concepts. The analysis of the results during specific department meetings (School of Business), could contribute positively to reaching the goal. The marketing faculty is also increasing the amount of recordings and visual tools available to the students.</p>	

<p>Marketing majors will score above an average of 70 in the marketing area of the Major Field Test by a third party vendor (Peregrine). Synthesize information from applicable disciplines into marketing concepts (Program Learning Outcome 3 (PLO 3)).</p>	<p>Direct, Summative, External data obtained from the third party Major Field Test given at the Capstone course (BSAD 497).</p>	<p>The goal is to score 70 (average score) or higher in the Marketing section. The Marketing students show an increasing trend in scoring in the Marketing area of the Major Field Test. The highest scores have been achieved in Fall 2020 with a score of 93. The five semester average score increased 11% from 70 in the previous report to 78.</p>	<p>Marketing students have exceeded the goal four out of the five semesters on record, or 80% of the time. The School of Business uses the Major Field Test as one of the primary assessment tools. The recent trend needs to be observed longer before making any decision with respect to the benchmark. The School of Business must utilize Peregrine Major Field Test results in combination with other methods of assessment, such the newly adopted entrance exam (2020).</p>	<p>Continuing general reviews during the BSAD 497 class. Need to assess the trend for longer periods for consistency. Also utilize Peregrine Major Field Test results in combination with other methods of assessment in all Marketing classes including pre/post tests, weekly discussion posts, mid-term papers & final learning team projects from real world organizations to promote foundational Marketing concepts.</p>	<table border="1"> <caption>Program Learning Outcome 3. Marketing- Peregrine Major Field Test (Marketing Majors)</caption> <thead> <tr> <th>Semester</th> <th>Average Score</th> </tr> </thead> <tbody> <tr> <td>Fall 2019 N=14</td> <td>65</td> </tr> <tr> <td>Spring 2020 N=26</td> <td>70</td> </tr> <tr> <td>Fall 2020 N=9</td> <td>93</td> </tr> <tr> <td>Spring 2021 N=22</td> <td>73</td> </tr> <tr> <td>Fall 2021 N=17</td> <td>90</td> </tr> </tbody> </table>	Semester	Average Score	Fall 2019 N=14	65	Spring 2020 N=26	70	Fall 2020 N=9	93	Spring 2021 N=22	73	Fall 2021 N=17	90
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<p>Marketing students will score four (4) or more, on assignments that are used to enhance these skills in the marketing courses. Synthesize information from applicable disciplines into marketing concepts (Program Learning Outcome 3 (PLO 3)).</p>	<p>Direct, formative, internal, comparative data built into the curriculum map for the degree and collected through the Canvas Learning Management System (LMS).</p>	<p>The goal of a four (4) or above was set as the benchmark for students in the marketing courses required to the Bachelor in Marketing degree. The goal was not met in any of the four data points (semesters). Although a positive trend exist in the data, the average score decreased from 3.66 to 3.12, a -14%.</p>	<p>The results shows the average score (3.12) of the Marketing Program Learning Outcome # 3. The calculation includes assignments assessing program outcomes in marketing courses. The goal was not reached in any of the recent periods. The trend shows an increasing line. The School of Business faculty is evaluating curriculum maps for all majors and identifying specific assignments from different courses across disciplines to reinforce these concepts. In addition, with the new business classes, they may have an aggregate effect in the foundational concepts and students skills in the marketing program.</p>	<p>Increase in-class exercises that include data interpretation, summaries and analysis through use of cases and class discussions. Increase the use of pre and post tests to assess class content and modify it, if needed. All students are now being assessed using pre and post tests in all core classes. Faculty have increased materials that provide theory and case studies applying basic business concepts. The analysis of the results during specific department meetings (School of Business), could contribute positively to reaching the goal. The marketing faculty is also increasing the amount of recordings and visual tools available to the students.</p>	<table border="1"> <caption>Program Learning Outcome 3- Synthesize Information from Applicable Disciplines Into Marketing Concepts</caption> <thead> <tr> <th>Semester</th> <th>Average Score</th> </tr> </thead> <tbody> <tr> <td>Spring 2020</td> <td>3.12</td> </tr> <tr> <td>Fall 2020</td> <td>3.0</td> </tr> <tr> <td>Spring 2021</td> <td>2.9</td> </tr> <tr> <td>Fall 2021</td> <td>3.4</td> </tr> </tbody> </table>	Semester	Average Score	Spring 2020	3.12	Fall 2020	3.0	Spring 2021	2.9	Fall 2021	3.4		
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Spring 2021	2.9																
Fall 2021	3.4																

<p>Marketing students will score above an average of 50 on a Business Simulation by a third party vendor (McGraw Hill) (specifically in the Corporate Social Responsibility section). To apply marketing ethics and demonstrate corporate social responsibility, in the context of a diverse, global/multi-cultural business environment (Program Learning Outcome 4 (PLO 4)).</p>	<p>Direct, Summative, External data obtained from the Business Simulation assessment tool for the Capstone course (BSAD 497).</p>	<p>The goal is to score 50 (average score) or higher on the Corporate Social Responsibility section. Marketing students reached the goal in two of the five semesters recorded (spring 2021 and fall 2021). There is an increasing trend with respect to the average scoring in this area. The five semester average score increased from 37 to 47 for a 27% increase.</p>	<p>Students have been scoring above the goal in the most recent semesters of the data. There is an increasing trend in scoring that needs to be observed for a longer period. The School of Business need to evaluate the results from the simulation and its results in several areas, for consistency in the courses and scores. Mainly the simulation results need to be understood by the faculty first, in order to make it a priority. The School of Business must utilize the Business Simulation results in combination with other methods of assessment, such as the entrance exam and pre and post tests.</p>	<p>Continue using the business simulation and provide constant reviews during the BSAD 497 class. Use additional projects to provide an ethical and global marketing context to the students. Continue requiring the students to complete the 3-year Strategic Plan for the business simulation. The analysis of assessment results during specific department meetings (School of Business), contributes positively to reaching the general goals. All students are now being assessed using pre and post tests in all core classes. In 2021, the School of Business added Business Ethics as a required course for all students.</p>	<table border="1"> <caption>Program Learning Outcome 4. Corporate Social Responsibility Business Simulation (Marketing Majors)</caption> <thead> <tr> <th>Semester</th> <th>Average Score</th> </tr> </thead> <tbody> <tr> <td>Fall 2019 n=15</td> <td>~42</td> </tr> <tr> <td>Spring 2020 N=27</td> <td>~43</td> </tr> <tr> <td>Fall 2020 N=10</td> <td>~43</td> </tr> <tr> <td>Spring 2021 N=22</td> <td>~55</td> </tr> <tr> <td>Fall 2021 N=18</td> <td>~50</td> </tr> </tbody> </table>	Semester	Average Score	Fall 2019 n=15	~42	Spring 2020 N=27	~43	Fall 2020 N=10	~43	Spring 2021 N=22	~55	Fall 2021 N=18	~50
Semester	Average Score																
Fall 2019 n=15	~42																
Spring 2020 N=27	~43																
Fall 2020 N=10	~43																
Spring 2021 N=22	~55																
Fall 2021 N=18	~50																
<p>Marketing students will score four (4) or more, on assignments that are used to enhance these skills in the marketing courses. To apply marketing ethics and demonstrate corporate social responsibility, in the context of a diverse, global/multi-cultural business environment (Program Learning Outcome 4 (PLO 4)).</p>	<p>Direct, formative, internal, comparative data built into the curriculum map for the degree and collected through the Canvas Learning Management System (LMS).</p>	<p>The goal of a four (4) or above was set as the benchmark for students in the marketing courses required to the Bachelor in Marketing degree. The goal was not met in any of the recent three academic semesters. In Addition, there is a decreasing trend in the scores and average score saw a decrease from 3.98 to 3.03, or a 23% decrease.</p>	<p>The results shows the average score (3.03) of the Marketing Program Learning Outcome # 4. The calculation includes assignments assessing program outcomes in Marketing courses. The goal was not reached in any of the recent three academic semesters, and the trend is a decreasing one. The School of Business faculty is evaluating curriculum maps for all majors and identifying specific assignments from different courses across disciplines to reinforce these concepts.</p>	<p>Increase in-class exercises that include data interpretation, summaries and case analysis through use of cases and class discussions. Increase the use of pre and post tests to assess class content and modify it, if needed. All students are now being assessed using pre and post tests in management and other classes. The analysis of the results during specific department meetings (School of Business), could contribute positively to reaching the goal.</p>	<table border="1"> <caption>Program Learning Outcome 4. Apply Marketing Ethics and Demonstrate Corporate Social Responsibility, responsibility in the context of a diverse, global/multi-cultural business environment.</caption> <thead> <tr> <th>Semester</th> <th>Average Score</th> </tr> </thead> <tbody> <tr> <td>Spring 2019</td> <td>~3.4</td> </tr> <tr> <td>Spring 2020</td> <td>~3.0</td> </tr> <tr> <td>Spring 2021</td> <td>~2.7</td> </tr> </tbody> </table>	Semester	Average Score	Spring 2019	~3.4	Spring 2020	~3.0	Spring 2021	~2.7				
Semester	Average Score																
Spring 2019	~3.4																
Spring 2020	~3.0																
Spring 2021	~2.7																

<p>Marketing students will score above an average of 50 on a Business Simulation by a third party vendor (McGraw Hill) (specifically in the Strategic Analysis and Planning section). Exhibit effective oral and written communication skills related to marketing activities (Program Learning Outcome 5 (PLO 5)).</p>	<p>Direct, Summative, External data obtained from the Business Simulation assessment tool for the Capstone course (BSAD 497).</p>	<p>The goal is to score 50 (average score) or higher on the Strategic Analysis and Planning section. Marketing students show a decreasing scoring trend in this area. Marketing students scored above the goal in two of the five semesters on record, but the overall scores decreased when compared with previous report. The five semester average score decreased from 60 to 44 for a -26% decrease.</p>	<p>Marketing students have exceeded the goal in two of the five semesters. There is an increasing trend in scoring that needs to be observed for a longer period. The School of Business need to evaluate the results from the simulation and its results in several areas, for consistency in the courses and scores. Mainly the simulation results need to be understood by the faculty first, in order to make it a priority. The School of Business must utilize the Business Simulation results in combination with other methods of assessment, such as the entrance exam and pre and post tests.</p>	<p>Continue using the business simulation and provide reviews during the BSAD 497 class. Use additional projects to provide support to the written and communication skills for the students. Continue requiring the students to complete the 3-year Strategic Plan for the business simulation. All students are now being assessed using pre and post tests in management and other classes. The analysis of the result during specific department meetings (School of Business), could contribute positively to reaching the goal. Finally, more business classes were classified as writing intensive in the academic year 2021-2022, which hope to bear positive results in the near future.</p>	<table border="1"> <caption>Program Learning Outcome 5. Strategic Analysis and Planning Business Simulation (Marketing Majors)</caption> <thead> <tr> <th>Semester</th> <th>Average Score</th> <th>Sample Size (N)</th> </tr> </thead> <tbody> <tr> <td>Fall 2019</td> <td>72</td> <td>15</td> </tr> <tr> <td>Spring 2020</td> <td>22</td> <td>27</td> </tr> <tr> <td>Fall 2020</td> <td>28</td> <td>10</td> </tr> <tr> <td>Spring 2021</td> <td>56</td> <td>22</td> </tr> <tr> <td>Fall 2021</td> <td>44</td> <td>18</td> </tr> </tbody> </table>	Semester	Average Score	Sample Size (N)	Fall 2019	72	15	Spring 2020	22	27	Fall 2020	28	10	Spring 2021	56	22	Fall 2021	44	18
Semester	Average Score	Sample Size (N)																					
Fall 2019	72	15																					
Spring 2020	22	27																					
Fall 2020	28	10																					
Spring 2021	56	22																					
Fall 2021	44	18																					
<p>Marketing students will score four (4) or more, on assignments that are used to enhance these skills in the marketing courses. Exhibit effective oral and written communication skills related to marketing activities (Program Learning Outcome 5 (PLO 5)).</p>	<p>Direct, formative, internal, comparative data built into the curriculum map for the degree and collected through the Canvas Learning Management System (LMS).</p>	<p>The goal of a four (4) or above was set as the benchmark for students in the Marketing courses required to the Bachelor in Marketing degree. The goal was not met in any of the recent academic semesters. However, there is an increasing trend in the scores. The average score for the last four semesters saw a reduction from 3.85 in the last report to 3.09 in fall 2021. a decrease of 19%.</p>	<p>The results shows the average score (3.09) of the Marketing Program Learning Outcome # 5. The calculation includes assignments assessing program outcomes in marketing courses. The goal was not met in any of the recent academic semesters, although the scores indicate an increasing trend. The School of Business faculty is evaluating curriculum maps for all majors and identifying specific assignments from different courses across disciplines to reinforce these concepts.</p>	<p>The School of Business faculty has increased the number of writing intensive courses. We need to continue using real business projects. By asking for multiple drafts to be submitted before the final project, the students have the opportunity to receive useful feedback. Continue the use pre and post test results to adapt class content if needed. All students are now being assessed using pre and post tests in marketing and the business core classes. The analysis of the results during specific department meetings (School of Business), could contribute positively to reaching the goal.</p>	<table border="1"> <caption>Program Learning Outcome 5. Exhibit effective oral and written communication skills related to marketing activities.</caption> <thead> <tr> <th>Semester</th> <th>Average Score</th> </tr> </thead> <tbody> <tr> <td>Spring 2020</td> <td>2.9</td> </tr> <tr> <td>Fall 2020</td> <td>3.1</td> </tr> <tr> <td>Spring 2021</td> <td>3.1</td> </tr> <tr> <td>Fall 2021</td> <td>3.3</td> </tr> </tbody> </table>	Semester	Average Score	Spring 2020	2.9	Fall 2020	3.1	Spring 2021	3.1	Fall 2021	3.3								
Semester	Average Score																						
Spring 2020	2.9																						
Fall 2020	3.1																						
Spring 2021	3.1																						
Fall 2021	3.3																						

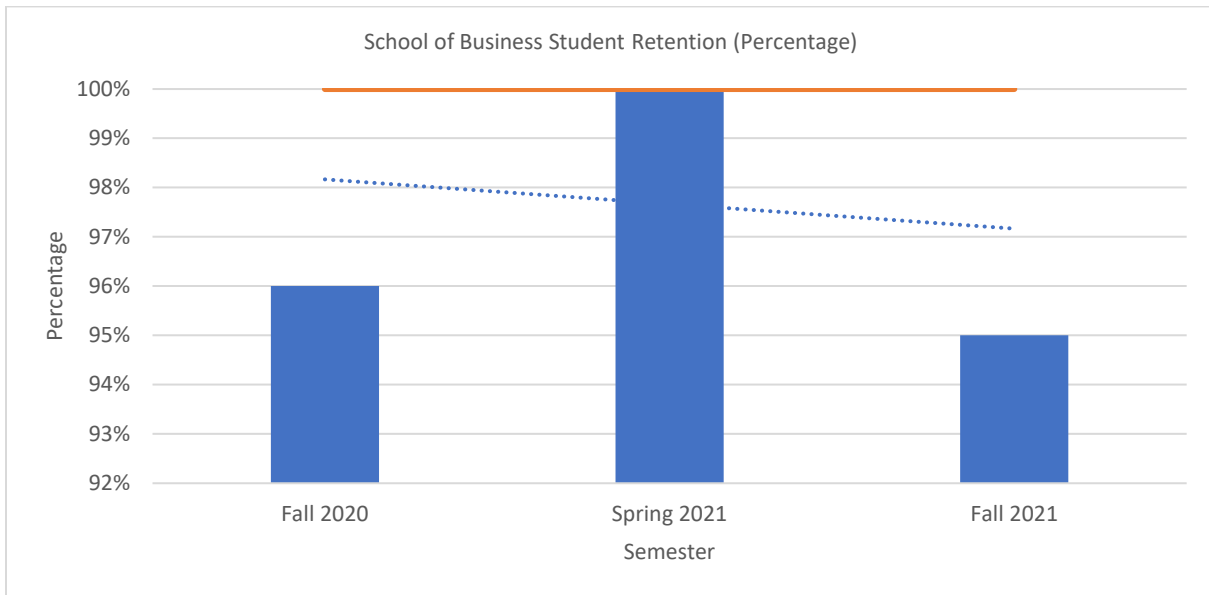
<p>Graduate students will score above an average of 50 on a Business Simulation by a third party vendor (McGraw Hill) (Financial Management area). This business simulation is different from the business simulation used at the undergraduate level. Use analytical skills, synthesizing information from appropriate disciplines and applying business analysis, data management and diagnostic problem-solving skills to support business management decision-making (Program Learning Outcome 1 (PLO 1)).</p>	<p>Direct, Formative, External data obtained from the Business Simulation assessment tool for the Capstone course (BSAD 597).</p>	<p>The goal is to score 50 (average score) or higher. Graduate students have shown a decreasing trend in scores on the Financial Management area of the Business Simulation. However the students reached the goal in all four periods recorded. The four semester average score decreased from 70 to 68.5, or a -2%.</p>	<p>Students exceeded set goal in all periods recorded. However the average score's trend is an increasing trend. The School of Business faculty is evaluating curriculum for the master coursework. Proposed changes include an Major Field Test for the MBA students. The School of Business must utilize the Business Simulation results in combination with other methods of assessment in order to diversify its assessment tools and include internal assessments.</p>	<p>Continue using the business simulation for BSAD 597. Use additional in-class projects to provide financial analysis, data management and cases. Start requiring the students to complete the 3-year Strategic Plan for the business simulation. The School of business need to implement a Major Field Test requirement for the MBA students. The Major Field Test was approved by the School of Business, but has been lacking implementation. Additional changes that need to be made include evaluating the level of difficulty of all coursework in the MBA.</p>	<table border="1"> <caption>Program Learning Outcome 1. Financial Management-Business Simulation (MBA)</caption> <thead> <tr> <th>Semester</th> <th>Average Score</th> </tr> </thead> <tbody> <tr> <td>Spring 2020 N=8</td> <td>72</td> </tr> <tr> <td>Fall 2020 N=11</td> <td>85</td> </tr> <tr> <td>Spring 2021 N=4</td> <td>72</td> </tr> <tr> <td>Fall 2021 N=13</td> <td>55</td> </tr> </tbody> </table>	Semester	Average Score	Spring 2020 N=8	72	Fall 2020 N=11	85	Spring 2021 N=4	72	Fall 2021 N=13	55
Semester	Average Score														
Spring 2020 N=8	72														
Fall 2020 N=11	85														
Spring 2021 N=4	72														
Fall 2021 N=13	55														
<p>Graduate students will score above an average of 50 on a Business Simulation by a third party vendor (McGraw Hill) (An average of all the managerial subjects). The graduate business simulation is different from the business simulation used at the undergraduate level. Exhibit the leadership and team membership skills needed for coordinating and participating in business management activities (Program Learning Outcome 2 (PLO 2)).</p>	<p>Direct, Formative, External data obtained from the Business Simulation assessment tool for the Capstone course (BSAD 597).</p>	<p>The goal is to score 50 (average score) or higher. Graduate students have shown a steady trend in scores on the managerial areas of the Business Simulation. The students reached the goal in two of the periods recorded. The four semester average score saw a decrease of 16%, from 59 to 49.</p>	<p>Students exceeded set goal two of the four periods recorded. The average score trend was steady even though there was a decrease overall in the scoring. The School of Business faculty is evaluating curriculum for the master coursework. Proposed changes include an Major Field Test for the MBA students. The School of Business must utilize the Business Simulation results in combination with other methods of assessment in order to diversify its assessment tools and include internal assessments.</p>	<p>Continue using the business simulation for BSAD 597. Use additional in-class projects to provide financial analysis, data management and cases. Start requiring the students to complete the 3-year Strategic Plan for the business simulation. The School of business need to implement a Major Field Test requirement for the MBA students. The Major Field Test was approved by the School of Business, but has been lacking implementation. Additional changes that need to be made include evaluating the level of difficulty of all coursework in the MBA.</p>	<table border="1"> <caption>Program Learning Outcome 2. Average Score Managerial Areas-Business Simulation (MBA)</caption> <thead> <tr> <th>Semester</th> <th>Average Score</th> </tr> </thead> <tbody> <tr> <td>Spring 2020 N=8</td> <td>53</td> </tr> <tr> <td>Fall 2020 N=11</td> <td>38</td> </tr> <tr> <td>Spring 2021 N=4</td> <td>55</td> </tr> <tr> <td>Fall 2021 N=13</td> <td>48</td> </tr> </tbody> </table>	Semester	Average Score	Spring 2020 N=8	53	Fall 2020 N=11	38	Spring 2021 N=4	55	Fall 2021 N=13	48
Semester	Average Score														
Spring 2020 N=8	53														
Fall 2020 N=11	38														
Spring 2021 N=4	55														
Fall 2021 N=13	48														

<p>Graduate Students will score above an average of 50 on a Business Simulation by a third party vendor (McGraw Hill) (total average). This business simulation is different from the business simulation used at the undergraduate level. Exhibit effective verbal and non-verbal communication skills at a graduate level (Program Learning Outcome 3 (PLO 3)).</p>	<p>Direct, Formative, External data obtained from the Business Simulation assessment tool for the Capstone course (BSAD 597).</p>	<p>The goal is to score 50 (average score) or higher. Graduate students have shown a decreasing trend in scores, on average in the Business Simulation (total average). The students reached the goal in only one of the periods recorded. additionally the four semester average decreased from 55 to 48, or a 13%.</p>	<p>Students exceeded set goal in only one of the periods recorded. The scoring trend saw a sharp decrease. The School of Business faculty is evaluating curriculum for the master coursework. Proposed changes include an Major Field Test for the MBA students. The School of Business must utilize the Business Simulation results in combination with other methods of assessment in order to diversify its assessment tools and include internal assessments.</p>	<p>Continue using the business simulation for BSAD 597. Use additional in-class projects to provide financial analysis, data management and cases. Start requiring the students to complete the 3-year Strategic Plan for the business simulation. The School of business need to implement a Major Field Test requirement for the MBA students. The Major Field Test was approved by the School of Business, but has been lacking implementation. Additional changes that need to be made include evaluating the level of difficulty of all coursework in the MBA.</p>	<table border="1"> <caption>Program Learning Outcome 3. Total Average-Business Simulation (MBA)</caption> <thead> <tr> <th>Semester</th> <th>Average Score</th> </tr> </thead> <tbody> <tr> <td>Spring 2020 N=8</td> <td>49.2</td> </tr> <tr> <td>Fall 2020 N=11</td> <td>46.8</td> </tr> <tr> <td>Spring 2021 N=4</td> <td>49.8</td> </tr> <tr> <td>Fall 2021 N=13</td> <td>45.3</td> </tr> </tbody> </table>	Semester	Average Score	Spring 2020 N=8	49.2	Fall 2020 N=11	46.8	Spring 2021 N=4	49.8	Fall 2021 N=13	45.3
Semester	Average Score														
Spring 2020 N=8	49.2														
Fall 2020 N=11	46.8														
Spring 2021 N=4	49.8														
Fall 2021 N=13	45.3														
<p>Graduate students will score above an average of 50 on a Business Simulation by a third party vendor (McGraw Hill) (corporate social responsibility area). This business simulation is different from the business simulation used at the undergraduate level. Evaluate and integrate business ethics and corporate social responsibility in the context of a diverse, global/multi-cultural business environment (Program Learning Outcome 4 (PLO 4)).</p>	<p>Direct, Formative, External data obtained from the Business Simulation assessment tool for the Capstone course (BSAD 597).</p>	<p>The goal is to score 50 (average score) or higher. Graduate students did not reached the goal in any of the four semesters. The trend in this area is a decreasing trend, and the four semester average score went from 39 to 40, overall a 2% increase.</p>	<p>Graduate students scored below the average during all the assessment periods. Additionally, there is a decreasing trend in the average scores. The School of Business faculty is evaluating curriculum for the master coursework. Proposed changes include an Major Field Test for the MBA students. The School of Business must utilize the Business Simulation results in combination with other methods of assessment in order to diversify its assessment tools and include internal assessments.</p>	<p>Continue using the business simulation for BSAD 597. Use additional in-class projects to provide financial analysis, data management and cases. Start requiring the students to complete the 3-year Strategic Plan for the business simulation. The School of business need to implement a Major Field Test requirement for the MBA students. The Major Field Test was approved by the School of Business, but has been lacking implementation. Additional changes that need to be made include evaluating the level of difficulty of all coursework in the MBA.</p>	<table border="1"> <caption>Program Learning Outcome 4. Corporate Social Responsibility-Business Simulation (MBA)</caption> <thead> <tr> <th>Axis Title</th> <th>Axis Title</th> </tr> </thead> <tbody> <tr> <td>Spring 2020 N=8</td> <td>43</td> </tr> <tr> <td>Fall 2020 N=11</td> <td>46</td> </tr> <tr> <td>Spring 2021 N=4</td> <td>34</td> </tr> <tr> <td>Fall 2021 N=13</td> <td>37</td> </tr> </tbody> </table>	Axis Title	Axis Title	Spring 2020 N=8	43	Fall 2020 N=11	46	Spring 2021 N=4	34	Fall 2021 N=13	37
Axis Title	Axis Title														
Spring 2020 N=8	43														
Fall 2020 N=11	46														
Spring 2021 N=4	34														
Fall 2021 N=13	37														

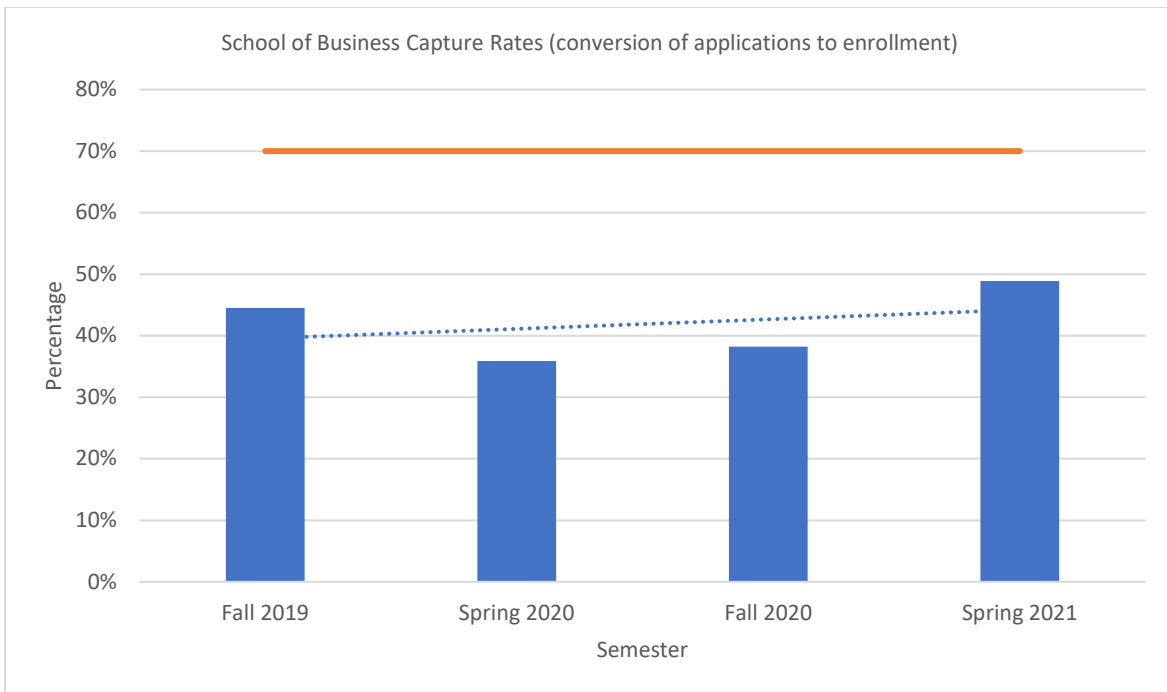
Senior Students Academic Performance 2015-2021

Major Field Test- Internal Analysis Report	Spring 2015 N=24		Fall 2015 N=11		SPRING 2016 N=12		Fall 2016 N=26		Spring 2017 N=17			FALL 2017 N=12		Spring 2018 N=19		FALL 2018 N=7		Spring 2019 N=19		FALL 2019 N=14		Spring 2020 N=26		FALL 2020 N=9		Spring 2021 N=22		FALL 2021 N=17	
	W N M U	ACBS P Regi on 6	W N M U	ACBS P Regi on 6	W N M U	ACBS P Regi on 6	W N M U	ACBS P Regi on 6	W N M U	ACBS P Regi on 6	WN MU	ACBS P Regi on 6	W N M U	ACBS P Regi on 6	W N M U	ACBS P Regi on 6	W N M U	ACBS P Regi on 6	W N M U	ACBS P Regi on 6	W N M U	ACBS P Regi on 6	W N M U	ACBS P Regi on 6	W N M U	ACBS P Regi on 6	W N M U	ACBS P Regi on 6	
Total	48	51	55	51	55	51	56	51	72	51	48	56	65	56	46	56	71	56	75	56	76	61	68	58	74	61	74	61	
Accounting	45	54	54	54	65	54	63	54	71	54	40	56	63	56	41	56	69	56	70	56	74	59	61	57	65	59	65	59	
Business Finance	40	45	50	45	52	45	50	45	71	45	38	50	58	50	40	50	65	50	73	51	72	55	61	53	76	55	76	55	
Business Integration and Strategic Management	57	56	61	56	63	56	59	56	83	56	53	59	71	59	44	59	71	59	86	60	81	65	77	62	80	65	80	65	
Economics	53	48	57	48	46	48	55	48	60	48	53	52	61	52	49	52	62	52	69	53	69	57	66	55	66	57	66	57	
Economics: Macroeconomics	50	47	51	47	37	47	52	47	59	47	48	50	62	50	49	50	58	50	71	51	69	56	62	53	68	56	68	56	
Economics: Microeconomics	56	50	64	50	55	50	59	50	61	50	57	54	60	54	49	54	66	54	66	54	68	58	69	56	64	58	74	56	
Legal Environment of Business	43	54	55	54	53	54	50	54	74	54	54	59	69	59	53	59	73	59	72	60	82	64	70	61	77	64	77	64	
Management	50	54	57	54	49	54	60	54	76	54	48	56	68	56	50	56	74	56	76	57	76	61	69	59	75	61	75	61	
Management: Human Resource Management	60	57	59	57	50	57	55	57	73	57	50	62	75	62	68	62	77	62	83	62	75	65	71	64	84	65	84	65	
Management: Operations/Prod uction Management	40	50	62	50	38	50	61	50	78	50	46	53	59	53	42	53	74	53	70	54	80	57	70	56	70	57	70	57	
Management: Organizational Behavior	50	57	51	57	59	57	64	57	79	57	46	57	70	57	41	57	72	57	75	58	74	60	66	59	73	60	73	60	
Marketing	48	48	49	48	60	48	56	48	71	48	53	57	66	57	44	57	79	57	81	58	78	64	73	61	76	64	76	64	

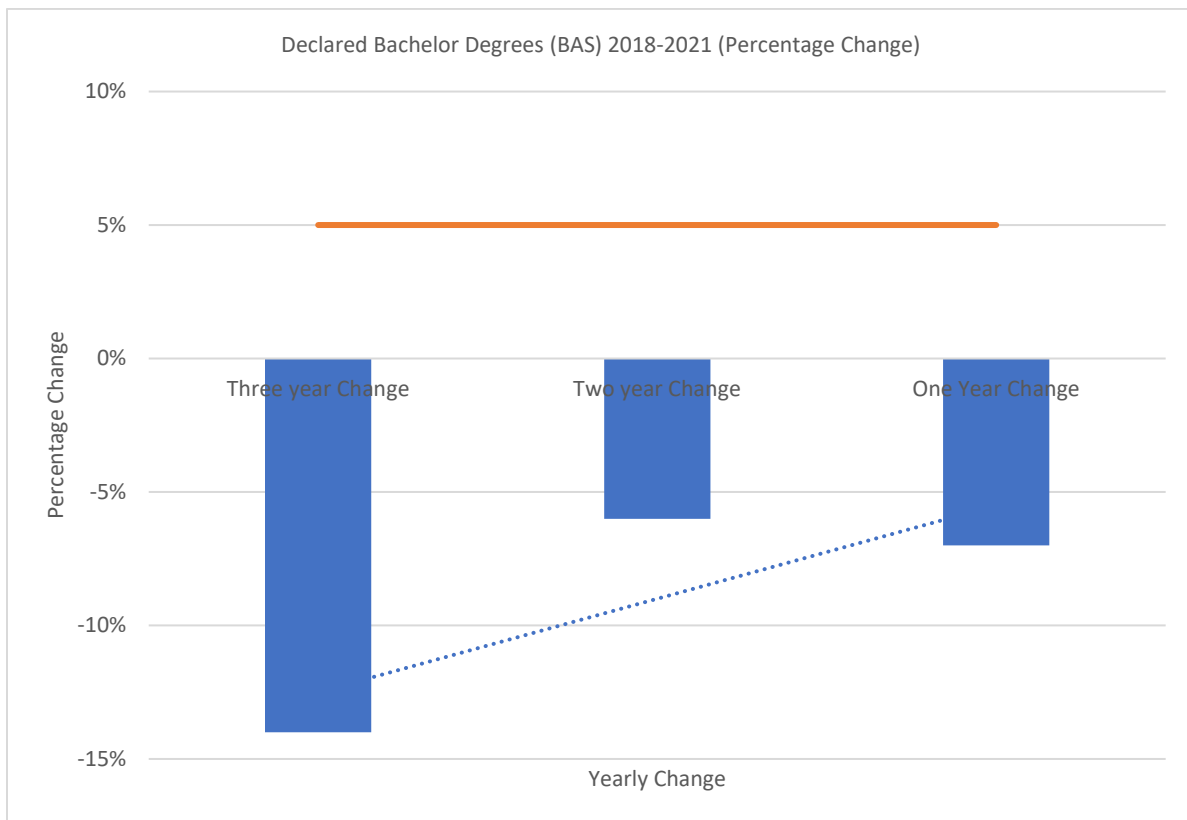
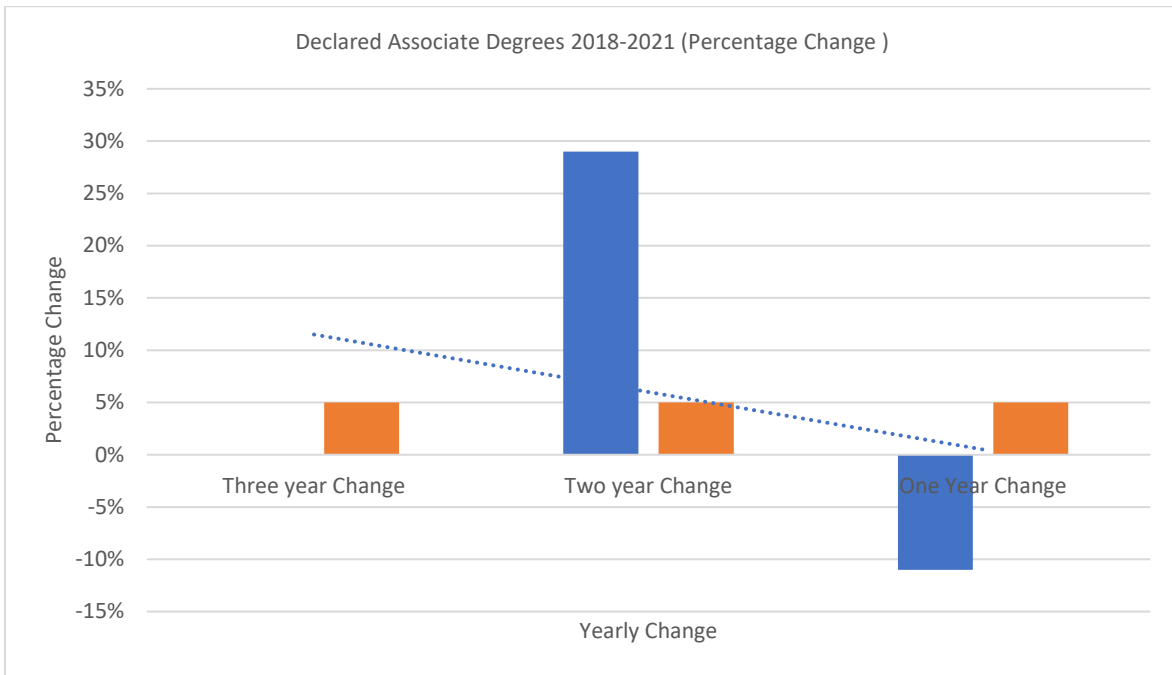
School of Business Student Retention (Percentage)

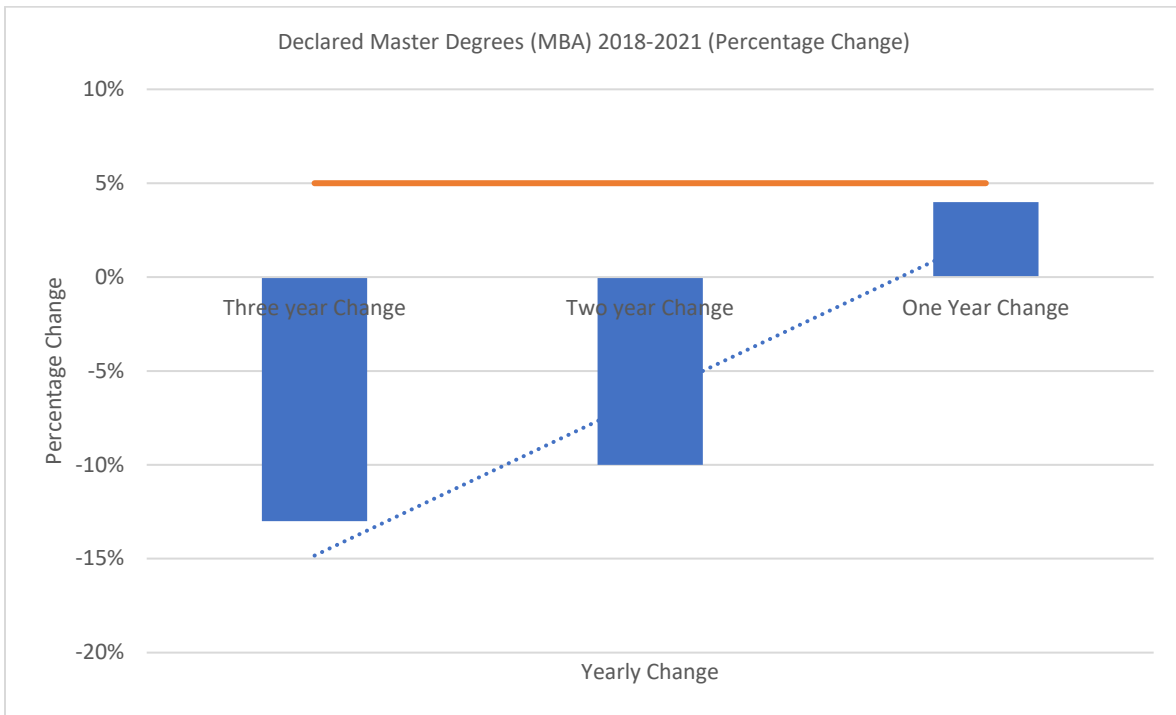
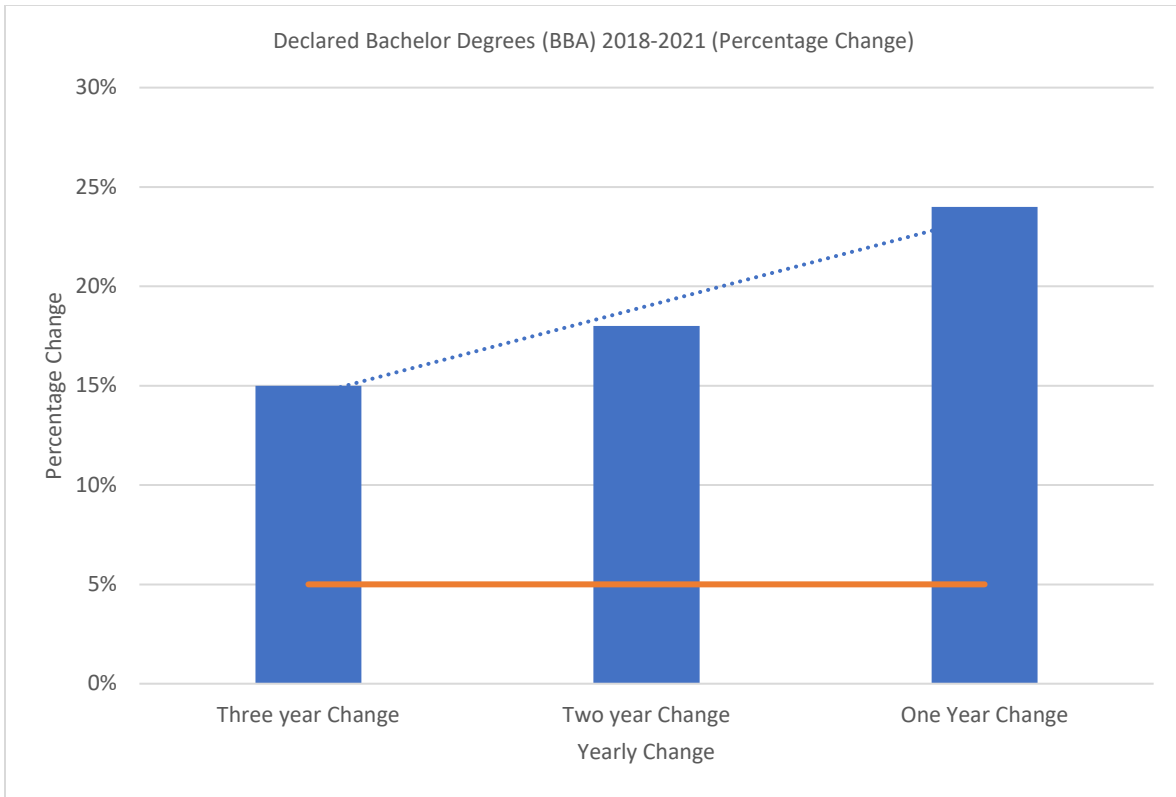


School of Business Student Capture Rates (Percentage)

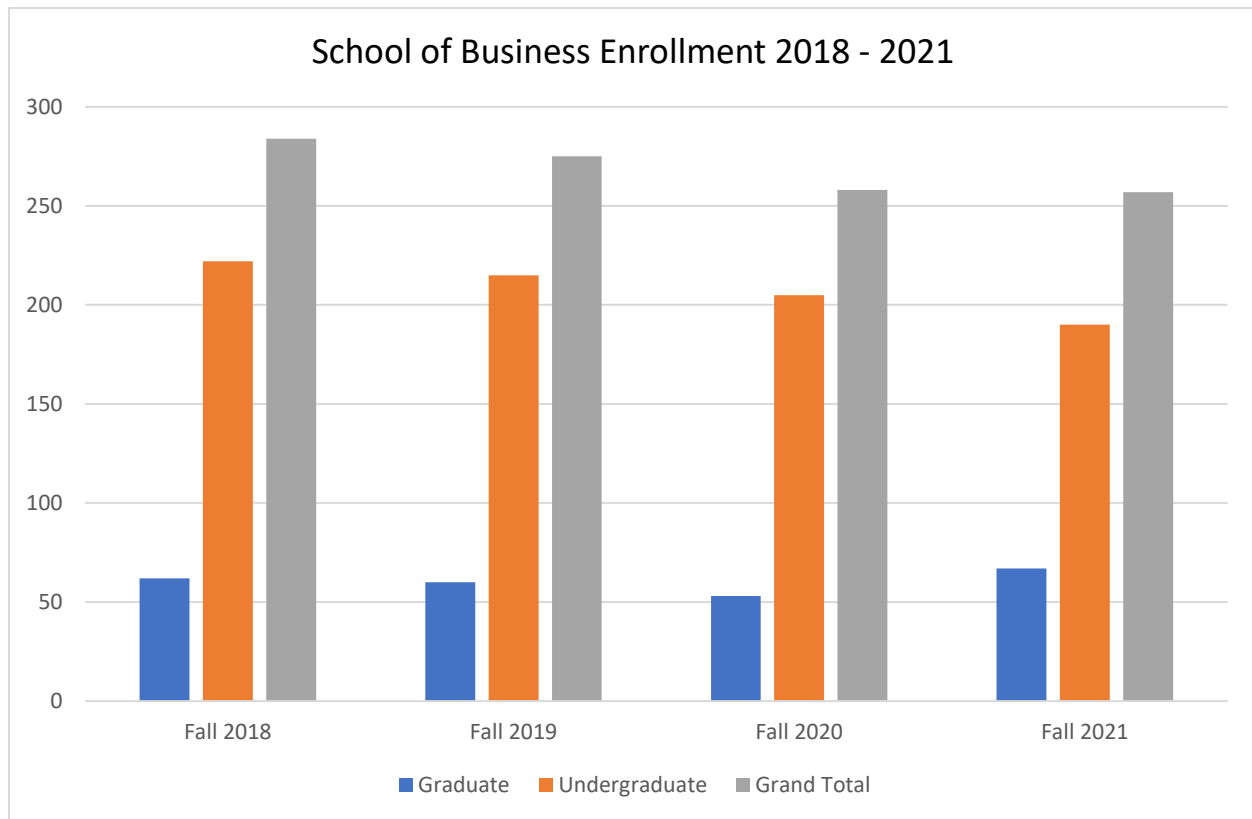


School of Business Growth (Change)





School of Business Enrollment Data



School of Business Enrollment by Major Type 2018 – 2021

	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Accounting	34	34	35	26
Business Administration - AS	44	35	43	29
Business Administration - MBA	61	59	51	65
Management	86	94	80	88
General Business	36	33	29	26
Marketing	22	18	18	21
Management Information Systems	1	1	2	2
Total	284	274	258	257

School of Business Enrollment by Class Ranking 2018 – 2021

	Fall 2018	Spring 2019	Summer 2019	Fall 2019	Spring 2020	Summer 2020	Fall 2020	Spring 2021	Summer 2021	Fall 2021
Year 1: Freshman	52	29	2	44	28	3	41	19	1	51
Year 2: Sophomore	50	35	9	43	39	10	38	39	9	35
Year 3: Junior	44	51	14	50	42	20	48	35	15	33
Year 4: Senior	76	83	24	78	87	30	78	93	43	71
Grand Total	222	198	49	215	196	63	205	186	68	190

School of Business Enrollment by Gender 2018 – 2021

	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Female	143	133	134	126
Male	141	142	124	120
Total	284	275	258	246

Enrollment by Ethnicity 2018 – 2021

	Fall 2018	Fall 2019	Fall 2020	Fall 2021
American Indian or Alaskan Nat	7	5	7	7
Asian	9	10	9	8
Black or African American	42	33	31	19
Hispanic	113	118	116	87
Native Hawaiian/Pacific Island	2	1	1	1
No response	9	7	6	7
Non-resident Alien	0	7	5	3
White	97	89	75	67
Total	279	270	250	199

Enrollment by Age (MBA Program) 2018 – 2021

	Fall 2018	Fall 2019	Fall 2020	Fall 2021
20 - 24	0	0	7	14
25-34	27	28	18	17
35-44	19	20	16	16
45-54	14	12	10	7
55+	2	0	2	2

Enrollment by Age (Undergraduate Program) 2018 – 2021

	Fall 2018	Fall 2019	Fall 2020	Fall 2021
16-17	0	0	0	3
18	0	0	5	30
19	1	2	17	18
20	2	25	28	24
21	25	29	24	20
22	34	32	26	10
23	29	34	25	13
24	19	11	9	4
Traditional Total	110	133	134	122
25-34	72	46	33	30
35-44	23	20	28	26
45-54	13	14	7	7
55+	4	2	2	5
Non-Traditional Total	112	82	70	68

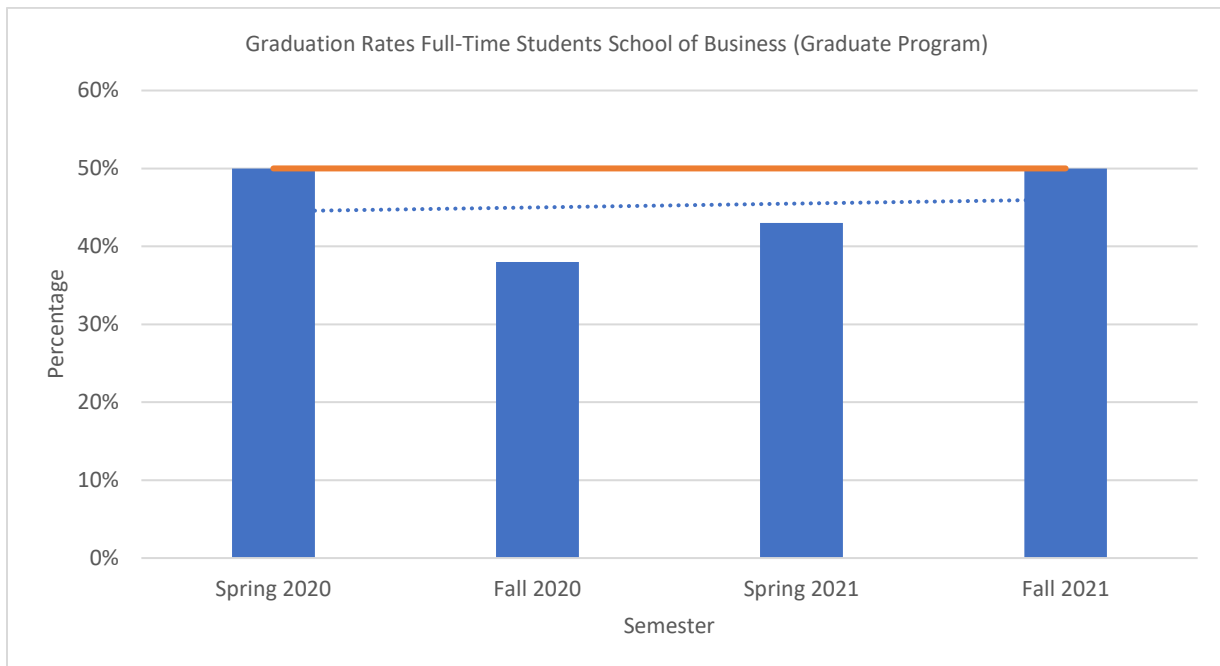
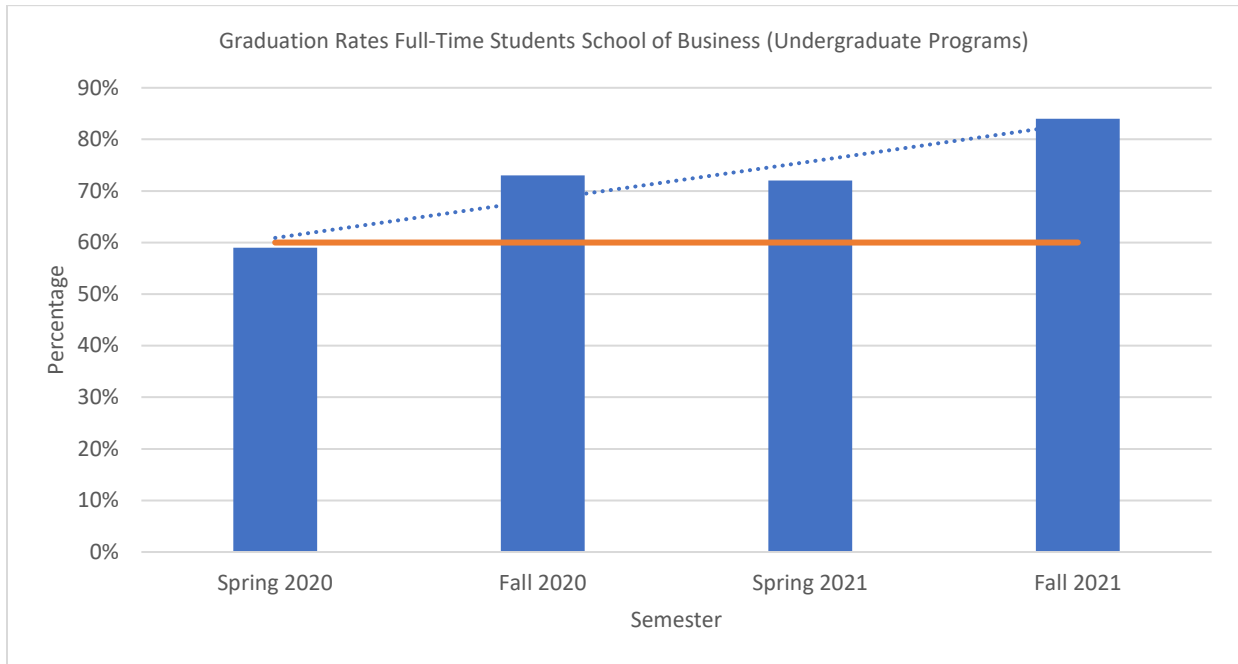
Enrollment by State (Undergraduate) 2018 – 2021

	Fall 2018	Fall 2019	Fall 2020	Fall 2021
NM	146	141	136	119
TX	18	10	11	12
AZ	18	20	25	33
CA	16	13	10	5
NV	1	0	0	1
CO	2	1	3	3
UT	1	1	0	1
Others	14	13	11	10

Enrollment by Campus Location 2018 – 2021

	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Deming	11	14	6	6
Silver City	145	135	118	114
Online	66	67	77	66
Total	222	216	201	186

School of Business Graduation Rates



School of Business Stakeholder Groups

School of Business Student/Stakeholder Group	Student/Stakeholder Requirement	Educational Program Addressing Requirement
Students	Education	SB Academic Offerings
	Belonging	SB Clubs/Organizations
	Experiences	Advising/Class Projects/Internships
Employers	Full-Time Employees	Qualified SB Graduates
	Interns	SB Internship Program
	Projects	SB Class Projects
	Information	SB Newsletter
Local Community	Involvement/Support	SB Faculty/Student Participation
	Information	SB Newsletter
	Projects	SB Class Projects
Alumni	Belonging	SB Emails, Newsletter, Reunion/Networking
	Recognition	SB Alumni Highlights in Newsletter and web-site, social media engagement, etc.
	Support	Additional education (MBA), career counseling, qualified graduates for possible hiring, letters of recommendation, etc.
Area Schools (High Schools, Community Colleges, Etc.)	Information	Attend fairs for prospective students, Virtual Events, In Person Events, etc.
	Education	Dual Enrollment Courses
	Inclusion	Surveys, invitations to SB events

School of Business Stakeholder Satisfaction Data

