

Western New Mexico University
School of Business
Quality Assurance Report 2020



**SCHOOL
OF
BUSINESS**

Table of Content

Overview	4
School of Business Vision.....	4
School of Business Mission.....	4
School of Business Culture.....	4
School of Business Values.....	4
Measure and Analysis of Student Learning and Performance	5
ASSOCIATE IN BUSINESS ADMINISTRATION (AS) PROGRAM LEARNING OUTCOMES	7
ACCOUNTING (BBA) PROGRAM LEARNING OUTCOMES	10
GENERAL BUSINESS (BAS) PROGRAM LEARNING OUTCOMES	16
BUSINESS MANAGEMENT (BBA) PROGRAM LEARNING OUTCOMES	20
MARKETING (BBA) PROGRAM LEARNING OUTCOMES	30
MASTERS OF BUSINESS ADMINISTRATION (MBA) PROGRAM LEARNING OUTCOMES	40
BBA/BAS Major Field Test Comparative Results	44
School of Business Programs Effectiveness	45
School of Business Programs – Majors Graduated per Year	46
School of Business Programs – Minors Graduated per Year	47
School of Business Student Retention (Percentage)	48
School of Business Graduation Rates - Total Students Declared vs Total Students Graduated	48
.....	55
School of Business Contributions to Economic Development	55
Stakeholders Satisfaction	58
Student Satisfaction with School of Business Advising Services	59
School of Business Course Evaluation Averages (per semester)	60
School of Business Course Evaluation Response Rates	61
Internship Evaluation, Total Student Evaluation Score	62
Internship Evaluation, Total Number of Internships School of Business Students	63
VITA Program Yearly Outcome	64
Business Community Survey Response	65
Organizations Hiring WNMU School of Business Students/Graduates	66
Alumni Satisfaction Survey Results	67

Alumni Current Occupation Degree of Relatedness to Career Goals.....	68
Degree of Relation between Current Occupation and Field of Study (Alumni).....	69
Alumni Satisfaction with Post-Graduate Occupation.	70
Enrollment of High School Student in School of Business Courses: Introduction to Business and Principles of Accounting.....	71
Annual Leadership Evaluation Survey Participation Rate.	72
Average Scores on Annual Leadership Participation Survey.	73
School of Business Stakeholder’s Distribution.....	74
School of Business Virtual Stakeholder’s Distribution.....	75
School of Business International Stakeholder’s Distribution	76

Overview

The Western New Mexico University's (WNMU) School of Business (SB) performs assessment on a continuous basis. This Quality Assurance Report 2020 provides an updated status of the School of Business academic, economic and professional activities. The report provides measurements and analysis of student learning performances, program effectiveness information, contributions to economic development, and stakeholder's satisfaction.

The 2020 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.

Measure and Analysis of Student Learning and Performance

School of Business Program Learning Outcomes (PLOs)

The School of Business (SB) approved new Program Learning Outcomes in the Fall 2016. These learning outcomes could be summarized in six broad areas:

1. Implement foundational concepts of Business disciplines.
2. Analyze, interpret, and synthesize data to make decisions.
3. Synthesize information from applicable disciplines into business concepts.
4. Apply business ethics and demonstrate understanding of corporate social responsibility.
5. Exhibit effective oral and written communication skills.

Each SB program and degree (AS, BBA, BAS, and MBA) adjusted and adopted these broad outcomes onto the specificities of their disciplines. These adoptions resulted in multiple program learning outcomes assessed using a combination of internal and external, formative and summative measures. These measures include:

- Peregrine Exit Exam
- Canvas Learning Management System built in PLOs
- Business Simulation Competition
- Business Simulation Comprehensive Exam
- Pretests and Posttests

In Fall 2016 semester, we also established benchmarks to assess student improvement at the graduate and undergraduate levels:

- Score of 70 (average score) or higher on several sections of the Business Simulation Comprehensive Exam.
- Score of 4 (on a 1-5 scale) or more on the Program Learning Outcomes built in the Canvas Learning Management System.
- Score 50 (average score) or higher on several sections of the Business Simulation Competition.
- Score of 70 (average score) or higher on all sections of the Peregrine Exit Exam.
- Score above the average scoring of the comparative group ACBPS Region 6.
- Pretest and Posttest goals are yet to be determined.

ASSOCIATE IN BUSINESS ADMINISTRATION (AS) PROGRAM LEARNING OUTCOMES

1. Ability to analyze, interpret, and synthesize data to make managerial decisions.

<p>Measurable goal. Students will score four (4) or more, on various homework in the core business principles courses.</p>	<p>RESULTS</p> <p>Associate in Business Administration PLO 1. Analyze, interpret and synthesize data to make managerial decisions.</p> <table border="1"> <caption>Chart Data: Average Score vs Academic Year</caption> <thead> <tr> <th>Academic Year</th> <th>Average Score</th> <th>Goal</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>3.8</td> <td>4.0</td> </tr> <tr> <td>2017</td> <td>2.7</td> <td>4.0</td> </tr> <tr> <td>2018</td> <td>3.7</td> <td>4.0</td> </tr> <tr> <td>2019</td> <td>3.6</td> <td>4.0</td> </tr> </tbody> </table>	Academic Year	Average Score	Goal	2016	3.8	4.0	2017	2.7	4.0	2018	3.7	4.0	2019	3.6	4.0
Academic Year		Average Score	Goal													
2016		3.8	4.0													
2017		2.7	4.0													
2018	3.7	4.0														
2019	3.6	4.0														
<p>What is your measurement instrument or process? Direct, formative, internal, comparative data built into the curriculum map for the degree and collected through the Canvas Learning Management System (LMS).</p>																
<p>Current Results The goal of a four (4) or above was set as the benchmark for students in the principles courses conducting to the Associate in Business Administration Degree. The goal has not been met in four academic years. The average score for the last four years is 3.21 and there is a slight increasing trend on the averages scores (2016-2019).</p>																
<p>Analysis of Results 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, but there is a slightly increasing trend from 2016 to 2019. The School of Business faculty is evaluating curriculum maps for all majors and identifying specific homework to assess the students on the appropriate skills at each level.</p>																
<p>Action Taken or Improvement made. Increased in-class exercises that include data interpretation, summary and analysis. Increased the number of cases and class discussions. Increased the use of pretests and posttests to assess class content and modify it, if needed. The School of Business need to address the completion of the curriculum maps.</p>																

2. Ability to synthesize information from Application Disciplines into Management Concepts.

<p>Measurable goal. Students will score four (4) or more, on various homework in the core business principles courses.</p>	<p style="text-align: center;">RESULTS</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Associate of Business PLO 2. Synthesize Information From Application Disciplines Into Management Concepts</caption> <thead> <tr> <th>Academic Year</th> <th>Average Score</th> <th>Goal</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>3.4</td> <td>4.0</td> </tr> <tr> <td>2017</td> <td>3.5</td> <td>4.0</td> </tr> <tr> <td>2018</td> <td>3.6</td> <td>4.0</td> </tr> <tr> <td>2019</td> <td>3.7</td> <td>4.0</td> </tr> </tbody> </table>	Academic Year	Average Score	Goal	2016	3.4	4.0	2017	3.5	4.0	2018	3.6	4.0	2019	3.7	4.0
Academic Year		Average Score	Goal													
2016		3.4	4.0													
2017		3.5	4.0													
2018	3.6	4.0														
2019	3.7	4.0														
<p>What is your measurement instrument or process? Direct, formative, internal, comparative data built into the curriculum map for the degree and collected through the Canvas Learning Management System (LMS).</p>																
<p>Current Results The goal of a four (4) or above was set as the benchmark for students in the principles courses conducting to the Associate in Business Administration degree. The goal has not been met in four academic years. The average score for the last four years is 3.49 and there is an increasing trend in average score.</p>																
<p>Analysis of Results 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, but there is a slightly increasing trend from 2016 to 2019 in average scores. The School of Business faculty is evaluating curriculum maps for all majors and identifying specific homework to assess the students on the appropriate skills at each level.</p>																
<p>Action Taken or Improvement made. Increased in-class cases and class discussions on contemporary cases in business. Increased the use of pretests and posttests to assess class content and modify it, if needed. Emphasize in class the basic managerial theories and concepts. The School of Business need to address the completion of the curriculum maps.</p>																

3. Exhibit effective oral and written communication skills related to management activities.

<p>Measurable goal. Students will score four (4) or more, on various homework in the principles courses.</p>	<p style="text-align: center;">RESULTS</p> <p style="text-align: center;">Associate in Business Administration PLO 3. Exhibit effective oral and written communication skills related to management activities.</p> <table border="1"> <caption>Chart Data: Average Score by Academic Year</caption> <thead> <tr> <th>Academic Year</th> <th>Average Score</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>2.15</td> </tr> <tr> <td>2016</td> <td>4.05</td> </tr> <tr> <td>2017</td> <td>3.55</td> </tr> <tr> <td>2018</td> <td>3.50</td> </tr> <tr> <td>2019</td> <td>3.25</td> </tr> </tbody> </table> <p style="text-align: center;">Average Score</p> <p style="text-align: center;">Academic Year</p> <p style="text-align: center;"> ■ Average — Goal ⋯ Linear (Average) </p>	Academic Year	Average Score	2015	2.15	2016	4.05	2017	3.55	2018	3.50	2019	3.25
Academic Year		Average Score											
2015		2.15											
2016		4.05											
2017		3.55											
2018	3.50												
2019	3.25												
<p>What is your measurement instrument or process? Direct, formative, internal, comparative data built into the curriculum map for the degree and collected through the Canvas Learning Management System (LMS).</p>													
<p>Current Results The goal of a four (4) or above was set as the benchmark for students in the principles courses conducting to the Associate in Business Administration. The goal has been met only once in five academic years. The average score for the last four years is 3.29 and there is an increasing trend in the average scores.</p>													
<p>Analysis of Results 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 been met only once in five academic years, and there is an increasing trend in scores from 2015 to 2019. The trend is less clear in the most recent three years. The School of Business faculty is evaluating curriculum maps for all majors and identifying specific homework to assess the students on the appropriate skills at each level.</p>													
<p>Action Taken or Improvement made. Increased in-class cases, presentations, and class discussions. Increased the use of pretests and posttests to assess class content and modify it, if needed. The School of Business need to address the completion of the curriculum maps.</p>													

ACCOUNTING (BBA) PROGRAM LEARNING OUTCOMES

1. Prepare professional accounting documents.

<p>Measurable goal. Students will score above an average of 70 on the practice sets.</p>	<div data-bbox="852 405 1485 1780"> <h3 style="text-align: center;">RESULTS</h3> <table border="1" style="margin: 10px auto;"> <caption>Professional Documents Preparation (Accounting Practice Sets)/Accounting Students</caption> <thead> <tr> <th>Semester</th> <th>Average Grade</th> <th>Goal</th> </tr> </thead> <tbody> <tr> <td>Spring 2017</td> <td>81</td> <td>70</td> </tr> <tr> <td>Fall 2017</td> <td>64</td> <td>70</td> </tr> <tr> <td>Spring 2018</td> <td>87</td> <td>70</td> </tr> <tr> <td>Fall 2018</td> <td>61</td> <td>70</td> </tr> <tr> <td>Spring 2019</td> <td>60</td> <td>70</td> </tr> </tbody> </table> </div>	Semester	Average Grade	Goal	Spring 2017	81	70	Fall 2017	64	70	Spring 2018	87	70	Fall 2018	61	70	Spring 2019	60	70
Semester		Average Grade	Goal																
Spring 2017		81	70																
Fall 2017		64	70																
Spring 2018		87	70																
Fall 2018	61	70																	
Spring 2019	60	70																	
<p>What is your measurement instrument or process? Direct, Formative, Internal data obtained from the Principles of Accounting Courses (ACCT 230/ACCT 231). Data is from practice sets completed.</p>																			
<p>Current Results The goal is to score an average score of 70 or higher on the total grade for the accounting practice sets. The accounting students scored above the goal in two of the five semesters assessed. The scores show a decreasing trend in scores.</p>																			
<p>Analysis of Results Students scored above the goal in two of the semesters. The average score is 70.62 and the results show a decreasing trend in the last two reports. The accounting faculty are in the process of completing the curriculum map for the accounting majors.</p>																			
<p>Action Taken or Improvement made Continue using practice sets in principles classes. Provide students with more review sessions during the semester. All students are now being assessed using pretests and posttests in accounting and other classes. The School of Business need to address the completion of the curriculum maps.</p>																			

2. Analyze, interpret, and synthesize data to make accounting decisions.

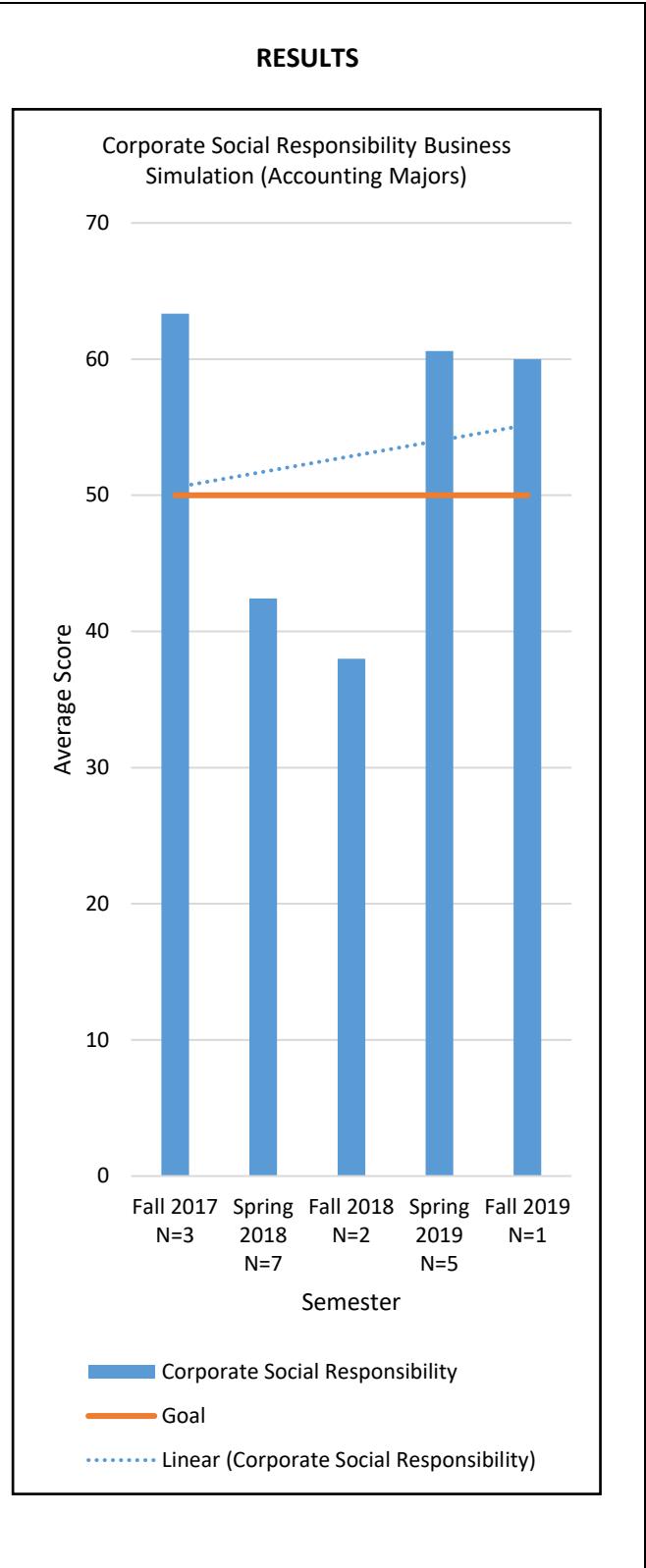
<p>Measurable goal. Students will score above an average of 50 on a business simulation by a third party vendor (specifically in the Financial Analysis section)</p>	<p style="text-align: center;">RESULTS</p> <table border="1"> <caption>Financial analysis Business Simulation (Accounting Majors)</caption> <thead> <tr> <th>Semester</th> <th>Average Score</th> <th>N</th> </tr> </thead> <tbody> <tr> <td>Fall 2017</td> <td>80</td> <td>3</td> </tr> <tr> <td>Spring 2018</td> <td>58</td> <td>7</td> </tr> <tr> <td>Fall 2018</td> <td>31</td> <td>2</td> </tr> <tr> <td>Spring 2019</td> <td>47</td> <td>5</td> </tr> <tr> <td>Fall 2019</td> <td>39</td> <td>1</td> </tr> </tbody> </table>	Semester	Average Score	N	Fall 2017	80	3	Spring 2018	58	7	Fall 2018	31	2	Spring 2019	47	5	Fall 2019	39	1
Semester		Average Score	N																
Fall 2017		80	3																
Spring 2018		58	7																
Fall 2018		31	2																
Spring 2019	47	5																	
Fall 2019	39	1																	
<p>What is your measurement instrument or process? Direct, Summative, External data obtained from the Business Simulation assessment tool and distributed in the Capstone course (BSAD 497).</p>																			
<p>Current Results 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 and the goal has been reached in 2 of the 5 semesters (40%) that the assessment data has been collected. 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.</p>																			
<p>Analysis of Results Students scored above the goal in fall and spring of 2017. The accounting students did not meet goal in fall 2018, fall 2019, and spring 2018. The School of Business need to evaluate the results from the simulation and its results in these areas, for consistency in the courses.</p>																			
<p>Action Taken or Improvement made Continue using the business simulation and provide constant reviews during the BSAD 497 class. Use additional projects to provide support to the decision making skills of the students. Continue requiring students to complete the 3-year Strategic Plan for the business simulation. All students are now being assessed using pretests and posttests in accounting and other classes. The analysis of the results as a department (School of Business) could contribute positively to reaching the goal.</p>																			

3. Identify and apply accounting standards and global guidelines.

<p>Measurable goal. Students will score above an average of 70 in the Accounting section of the Major Field Test provided by a third party vendor (Peregrine).</p>	<p style="text-align: center;">RESULTS</p> <table border="1"> <caption>Peregrine Outbound Exam Accounting Section (Accounting Majors)</caption> <thead> <tr> <th>Semester</th> <th>Accounting Average Score</th> <th>Goal</th> </tr> </thead> <tbody> <tr> <td>Fall 2017</td> <td>30</td> <td>70</td> </tr> <tr> <td>Spring 2018</td> <td>61</td> <td>70</td> </tr> <tr> <td>Fall 2018</td> <td>60</td> <td>70</td> </tr> <tr> <td>Spring 2019</td> <td>58</td> <td>70</td> </tr> <tr> <td>Fall 2019</td> <td>100</td> <td>70</td> </tr> </tbody> </table>	Semester	Accounting Average Score	Goal	Fall 2017	30	70	Spring 2018	61	70	Fall 2018	60	70	Spring 2019	58	70	Fall 2019	100	70
Semester		Accounting Average Score	Goal																
Fall 2017		30	70																
Spring 2018		61	70																
Fall 2018		60	70																
Spring 2019	58	70																	
Fall 2019	100	70																	
<p>What is your measurement instrument or process? Direct, Summative, External data obtained from the third party vendor Major Field Test given in the Capstone course (BSAD 497).</p>																			
<p>Current Results The goal is to score 70 (average score) or higher in the accounting section. Students have reached the goal in one of the five semesters on record (fall 2019). The trend during the recorded five semesters is an increasing one with the average score being 62.</p>																			
<p>Analysis of Results Students scored above the goal in the Fall 2019. The School of Business uses the Major Field Test as one of the primary assessment tools. The recent trend needs to be observed longer to analyze data trends. The School of Business must utilize Peregrine Major Field Test results in combination with other methods of assessment.</p>																			
<p>Action Taken or Improvement made Continue using the comprehensive tests and provide constant reviews during the BSAD 497 class. All students are now being assessed using pre and posttests in accounting and other classes. The objective of the pre and posttests is to have a formative tool through the course assessments and to improve the results in the Major Field Test. The analysis of the results as a department (School of Business) could contribute positively to reaching the goal.</p>																			

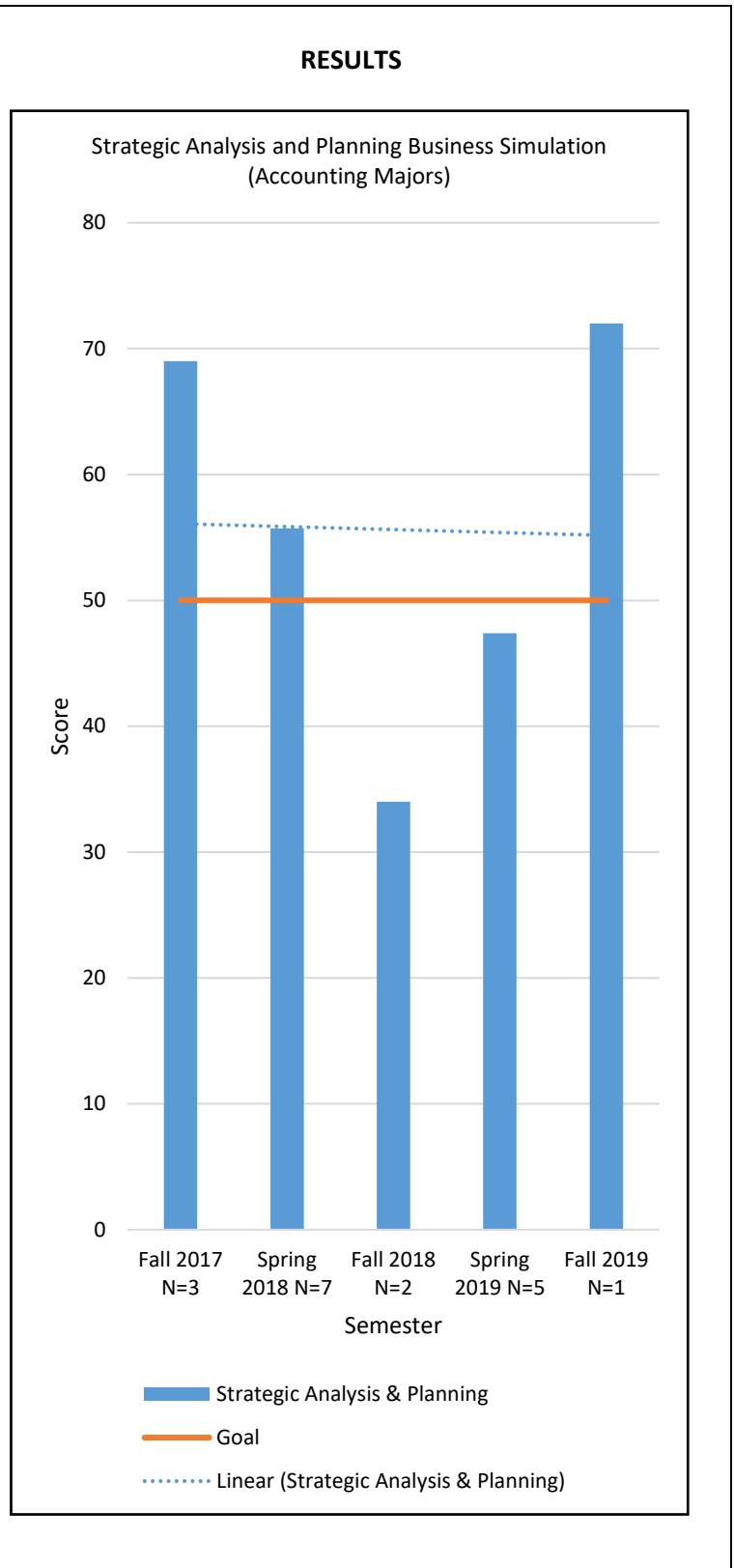
4. Apply accounting ethics and corporate social responsibility, in the context of a diverse, global/multi-cultural business environment.

<p>Measurable goal. Students will score above an average of 50 on a business simulation provided by a third party vendor (specifically on the Corporate Social Responsibility section).</p>
<p>What is your measurement instrument or process? Direct, Summative, External data obtained from the Business Simulation assessment tool and distributed in the capstone course (BSAD 497).</p>
<p>Current Results 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 2017, and the lowest score in Fall 2018. The average score of the accounting students in the last five semesters is 53.</p>
<p>Analysis of Results Students scored above the goal in fall of 2017, fall 2019 and spring 2019. However they did not meet goal in spring 2018 nor in the fall 2018. 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.</p>
<p>Action Taken or Improvement made Continue using the business simulation and provide constant reviews during the BSAD 497 class. Use additional projects and cases to provide an ethical and global context to 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 posttests in accounting and other classes. The analysis of the results as a department (School of Business) could contribute positively to reaching the goal.</p>



5. Exhibit effective oral and written communication skills related to accounting activities.

<p>Measurable goal. Students will score above an average of 50 on a business simulation provided by a third party vendor (specifically on the Strategic Analysis and Planning section).</p>
<p>What is your measurement instrument or process? Direct, Summative, External data obtained from the Business Simulation assessment tool and distributed in the capstone course (BSAD 497).</p>
<p>Current Results The goal is to score 50 (average score) or higher on the Strategic Analysis and Planning section. There is a slightly increasing trend in the scoring by the accounting students in this section. Students have reached the goal in three of the five semesters of recorded data. The highest score was achieved in Fall 2019, and the lowest score in Fall 2018. The five semester average score for the accounting students is 56.</p>
<p>Analysis of Results Students scored above the goal in three of the five semesters. The scores in most recent three semesters show a steady trend of improvement. The School of Business need to evaluate the results from the simulation and its results in several areas, for consistency in the courses.</p>
<p>Action Taken or Improvement made Continue using the business simulation and provide constant reviews during the BSAD 497 class. Use additional cases and projects 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 posttests in accounting and other classes. The analysis of the results as a department (School of Business) could contribute positively to reaching the goal.</p>



6. Demonstrate proficiency in the accounting process to include Financial, Managerial, Tax, Auditing, and Fraud Detection Accounting.

<p>Measurable goal. Students will score above an average of 70 on all sections of the Major Field Test provided by a third party vendor (Peregrine).</p>	<div style="text-align: center;"> <p>RESULTS</p> <table border="1"> <caption>Total Score Peregrine Outbound Exam (Accounting Majors)</caption> <thead> <tr> <th>Semester</th> <th>Final Score</th> <th>Goal</th> </tr> </thead> <tbody> <tr> <td>Fall 2017</td> <td>40</td> <td>70</td> </tr> <tr> <td>Spring 2018</td> <td>68</td> <td>70</td> </tr> <tr> <td>Fall 2018</td> <td>55</td> <td>70</td> </tr> <tr> <td>Spring 2019</td> <td>67</td> <td>70</td> </tr> <tr> <td>Fall 2019</td> <td>74</td> <td>70</td> </tr> </tbody> </table> </div>	Semester	Final Score	Goal	Fall 2017	40	70	Spring 2018	68	70	Fall 2018	55	70	Spring 2019	67	70	Fall 2019	74	70
Semester		Final Score	Goal																
Fall 2017		40	70																
Spring 2018		68	70																
Fall 2018		55	70																
Spring 2019	67	70																	
Fall 2019	74	70																	
<p>What is your measurement instrument or process? Direct, Summative, External data obtained from the third party vendor Major Field Test given during the capstone course (BSAD 497).</p>																			
<p>Current Results The goal is to score 70 (average score) or higher on all accounting sections of the Major Field Test. The accounting students have reached the goal in one of the five semesters of recorded data. The trend is an increasing one over the last three semesters. The five semester average score for accounting students is 61.</p>																			
<p>Analysis of Results Students scored above the goal only in the fall of 2019. The School of Business uses the Major Field Test as one of the primary assessment tools. The recent trend needs to be observed longer to analyze data trends to analyze data trends. The School of Business needs to utilize Peregrine Major Field Test results in combination with other methods of assessment.</p>																			
<p>Action Taken or Improvement made Continuing general reviews during the BSAD 497 class. There is the need to assess the trend for a longer period. All students are now being assessed using pre and posttests in accounting and other classes. The analysis of the results as a department (School of Business) could contribute positively to reaching the goal.</p>																			

GENERAL BUSINESS (BAS) PROGRAM LEARNING OUTCOMES

1. Implement foundational concepts of general business to include accounting, legal environment, management, marketing, economics, and finance.

<p>Measurable goal. General Business majors will score above an average of 70 on the Major Field Test by a third party vendor (Peregrine).</p>	<p>RESULTS</p> <p>The chart displays the average scores for General Business majors on the Peregrine Outbound Exam from Fall 2017 to Fall 2019. The y-axis represents the Average Score (0-80), and the x-axis represents the Semester. A horizontal orange line indicates the goal score of 70. Blue bars represent the final scores for each semester, and a blue dotted line shows the linear trend of these scores.</p> <table border="1"> <thead> <tr> <th>Semester</th> <th>Final Score</th> <th>Goal</th> </tr> </thead> <tbody> <tr> <td>Fall 2017</td> <td>53</td> <td>70</td> </tr> <tr> <td>Spring 2018</td> <td>62</td> <td>70</td> </tr> <tr> <td>Fall 2018</td> <td>39</td> <td>70</td> </tr> <tr> <td>Spring 2019</td> <td>73</td> <td>70</td> </tr> <tr> <td>Fall 2019</td> <td>66</td> <td>70</td> </tr> </tbody> </table>	Semester	Final Score	Goal	Fall 2017	53	70	Spring 2018	62	70	Fall 2018	39	70	Spring 2019	73	70	Fall 2019	66	70
Semester		Final Score	Goal																
Fall 2017		53	70																
Spring 2018		62	70																
Fall 2018		39	70																
Spring 2019	73	70																	
Fall 2019	66	70																	
<p>What is your measurement instrument or process?</p> <p>Direct, Summative, External data obtained from the third party vendor Major Field Test given during the capstone course (BSAD 497).</p>																			
<p>Current Results</p> <p>The goal is to score 70 (average score) or higher. The General Business students reached the goal in one of the five semesters of recorded data (spring 2019). The trend is an increasing one. The five semester average score for General Business students is 59.</p>																			
<p>Analysis of Results</p> <p>Students scored above the goal only in spring 2019. The School of Business uses the Major Field Test as one of the primary assessment tools. The recent trend needs to be observed longer to analyze data trends. The School of Business needs to utilize Peregrine Major Field Test results in combination with other methods of assessment.</p>																			
<p>Action Taken or Improvement made</p> <p>Continuing general reviews during the BSAD 497 class. There is a need to assess the trend for a longer period. All students are now being assessed using pre and posttests all classes. The analysis of the results as a department (School of Business) could contribute positively to reaching the goal.</p>																			

2. Analyze, interpret, and synthesize data to make general business decisions.

<p>Measurable goal. General Business students will score above an average of 50 on a business simulation by a third party vendor (specifically in the Financial Analysis section).</p>	<div style="text-align: center;"> <p>RESULTS</p> <p>Financial Analysis Business Simulation (General Business Majors)</p> <table border="1"> <thead> <tr> <th>Semester</th> <th>Average Score</th> <th>Sample Size (N)</th> </tr> </thead> <tbody> <tr> <td>Spring 2018</td> <td>20</td> <td>3</td> </tr> <tr> <td>Fall 2018</td> <td>70</td> <td>2</td> </tr> <tr> <td>Spring 2019</td> <td>69</td> <td>7</td> </tr> <tr> <td>Fall 2019</td> <td>28</td> <td>2</td> </tr> </tbody> </table> <p>Legend: █ Financial Analysis — Goal ⋯ Linear (Financial Analysis)</p> </div>	Semester	Average Score	Sample Size (N)	Spring 2018	20	3	Fall 2018	70	2	Spring 2019	69	7	Fall 2019	28	2
Semester		Average Score	Sample Size (N)													
Spring 2018		20	3													
Fall 2018		70	2													
Spring 2019		69	7													
Fall 2019	28	2														
<p>What is your measurement instrument or process? Direct, Summative, External data obtained from the Business Simulation assessment tool and distributed in the capstone course (BSAD 497).</p>																
<p>Current Results The goal is to score 50 (average score) or higher. The General Business students reached the goal in two of the four semesters of recorded data. The trend is an increasing one, with fall 2018 and spring 2019 being the highest scores. The student four semester average score is 47.</p>																
<p>Analysis of Results Students scored above the goal only in fall 2018 and spring 2019. In the fall 2019 there was a sharp decrease in scores. The trend needs to be observed for longer time to develop trends. The School of Business need to evaluate the results from the simulation and its results in several areas, for consistency in the courses.</p>																
<p>Action Taken or Improvement made Continue using the business simulation and provide constant reviews during the BSAD 497 class. Use additional projects and cases 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 posttests in all courses. The analysis of the results as a department (School of Business) could contribute positively to reaching the goal.</p>																

3. Apply business ethics and demonstrate corporate social responsibility, in the context of a diverse, global/multi-cultural business environment.

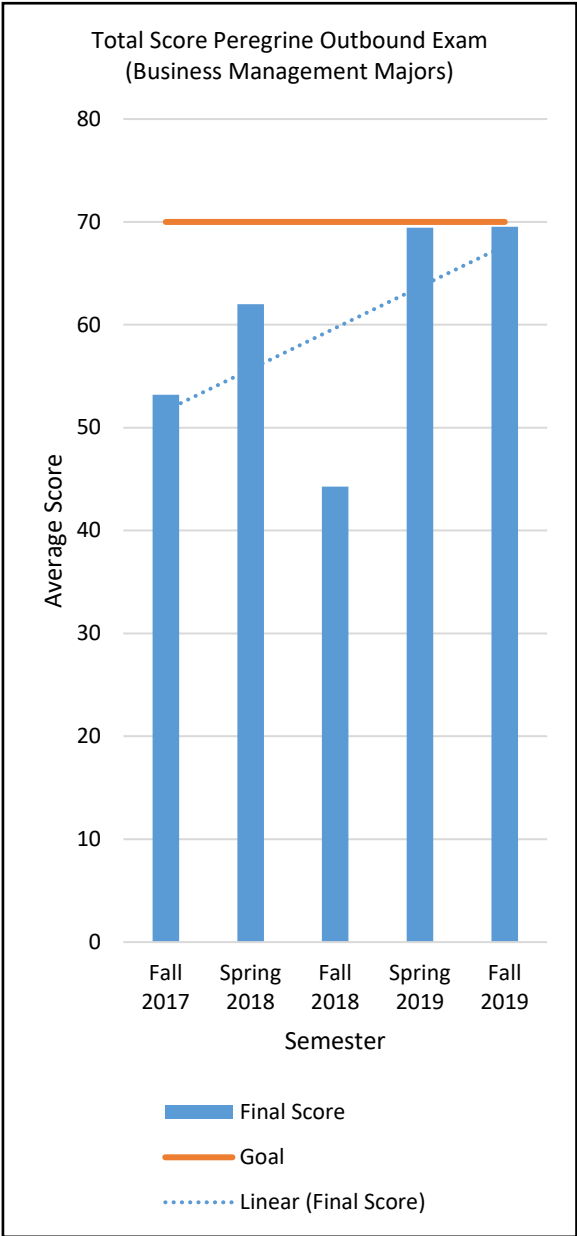
<p>Measurable goal.</p> <p>General Business students will score above an average of 50 on a business simulation provided by a third party vendor (specifically in the Corporate Social Responsibility section).</p>	<p style="text-align: center;">RESULTS</p> <table border="1"> <caption>Corporate Social Responsibility Business Simulation (General Business Majors)</caption> <thead> <tr> <th>Semester</th> <th>Average Score</th> <th>N</th> </tr> </thead> <tbody> <tr> <td>Spring 2018</td> <td>68</td> <td>3</td> </tr> <tr> <td>Fall 2018</td> <td>6</td> <td>2</td> </tr> <tr> <td>Spring 2019</td> <td>54</td> <td>7</td> </tr> <tr> <td>Fall 2019</td> <td>70</td> <td>2</td> </tr> </tbody> </table>	Semester	Average Score	N	Spring 2018	68	3	Fall 2018	6	2	Spring 2019	54	7	Fall 2019	70	2
Semester		Average Score	N													
Spring 2018		68	3													
Fall 2018		6	2													
Spring 2019	54	7														
Fall 2019	70	2														
<p>What is your measurement instrument or process?</p> <p>Direct, Summative, External data obtained from the Business Simulation assessment tool and distributed in the capstone course (BSAD 497).</p>																
<p>Current Results</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 three of the four semesters of recorded data. The trend is an increasing one, with fall 2019 and spring 2018 being the highest scores. The four semester average score for the general business students is 50.</p>																
<p>Analysis of Results</p> <p>Students scored above set goal in three semesters out of the four recorded assessments. The trend needs to be observed for longer for consistency. The School of Business need to evaluate the results from the simulation and its results in several areas, for consistency in the courses.</p>																
<p>Action Taken or Improvement made</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. All students are now being assessed using pre and posttests in all courses. The analysis of the results as a department (School of Business) could contribute positively to reaching the goal.</p>																

4. Exhibit effective oral and written communication skills related to general business activities.

<p>Measurable goal. General Business students will score above an average of 50 on a business simulation provided by a third party vendor (specifically in the Strategic Analysis and Planning section).</p>	<div style="text-align: center;"> <p>RESULTS</p> <table border="1"> <caption>Strategic Analysis and Planning Business Simulation (General Business Majors)</caption> <thead> <tr> <th>Semester</th> <th>Average Score</th> <th>Goal</th> </tr> </thead> <tbody> <tr> <td>Spring 2018 (N=3)</td> <td>47</td> <td>50</td> </tr> <tr> <td>Fall 2018 (N=2)</td> <td>30</td> <td>50</td> </tr> <tr> <td>Spring 2019 (N=7)</td> <td>74</td> <td>50</td> </tr> <tr> <td>Fall 2019 (N=2)</td> <td>71</td> <td>50</td> </tr> </tbody> </table> </div>	Semester	Average Score	Goal	Spring 2018 (N=3)	47	50	Fall 2018 (N=2)	30	50	Spring 2019 (N=7)	74	50	Fall 2019 (N=2)	71	50
Semester		Average Score	Goal													
Spring 2018 (N=3)		47	50													
Fall 2018 (N=2)		30	50													
Spring 2019 (N=7)		74	50													
Fall 2019 (N=2)	71	50														
<p>What is your measurement instrument or process? Direct, Summative, External data obtained from the Business Simulation assessment tool and distributed in the capstone course (BSAD 497).</p>																
<p>Current Results The goal is to score 50 (average score) or higher on the Strategic Analysis and Planning section. The General Business students reached the goal in two of the four semesters of recorded data. The trend is an increasing one, with spring 2019 and fall 2019 being the highest scores. The four semester average score of the general business students is 56.</p>																
<p>Analysis of Results Students scored above set goal in two consecutive semesters out of the four recorded assessments (spring 2019 and 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.</p>																
<p>Action Taken or Improvement made Continue using the business simulation and provide constant reviews during the BSAD 497 class. Use additional cases, and projects to provide support to the written and communication 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 posttests in all courses. The analysis of the results as a department (School of Business) could contribute positively to reaching the goal.</p>																

BUSINESS MANAGEMENT (BBA) PROGRAM LEARNING OUTCOMES

1. Implement foundational concepts of management and explain management roles, i.e. setting goals, objectives, and strategies to accomplish a purpose.

<p>Measurable goal. Business Management majors will score above an average of 70 all areas on the Major Field Test by a third party vendor (Peregrine).</p>	<div style="text-align: center;"> <h3>RESULTS</h3>  <table border="1" style="margin: 10px auto;"> <caption>Total Score Peregrine Outbound Exam (Business Management Majors)</caption> <thead> <tr> <th>Semester</th> <th>Final Score</th> <th>Goal</th> </tr> </thead> <tbody> <tr> <td>Fall 2017</td> <td>53</td> <td>70</td> </tr> <tr> <td>Spring 2018</td> <td>62</td> <td>70</td> </tr> <tr> <td>Fall 2018</td> <td>44</td> <td>70</td> </tr> <tr> <td>Spring 2019</td> <td>70</td> <td>70</td> </tr> <tr> <td>Fall 2019</td> <td>70</td> <td>70</td> </tr> </tbody> </table> </div>	Semester	Final Score	Goal	Fall 2017	53	70	Spring 2018	62	70	Fall 2018	44	70	Spring 2019	70	70	Fall 2019	70	70
Semester		Final Score	Goal																
Fall 2017		53	70																
Spring 2018		62	70																
Fall 2018		44	70																
Spring 2019	70	70																	
Fall 2019	70	70																	
<p>What is your measurement instrument or process? Direct, Summative, External data obtained from the third party vendor Major Field Test given at the capstone course (BSAD 497).</p>																			
<p>Current Results 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 60.</p>																			
<p>Analysis of Results Business Management students reached the goal in the two most recent semesters (Spring and Fall 2019). The lowest score was in Fall 2018. The School of Business uses the Major Field Test as one of the primary assessment tools. The recent trend needs to be observed longer to analyze data trends. The School of Business needs to utilize Peregrine Major Field Test results in combination with other methods of assessment.</p>																			
<p>Action Taken or Improvement made Continuing general reviews during BSAD 497 class. Need to assess the trend for longer periods. All students are now being assessed using pre and posttests in management and other classes. The analysis of the results as a department (School of Business) could contribute positively to reaching the goal.</p>																			

1. Implement foundational concepts of management and explain management roles, i.e. setting goals, objectives, and strategies to accomplish a purpose.

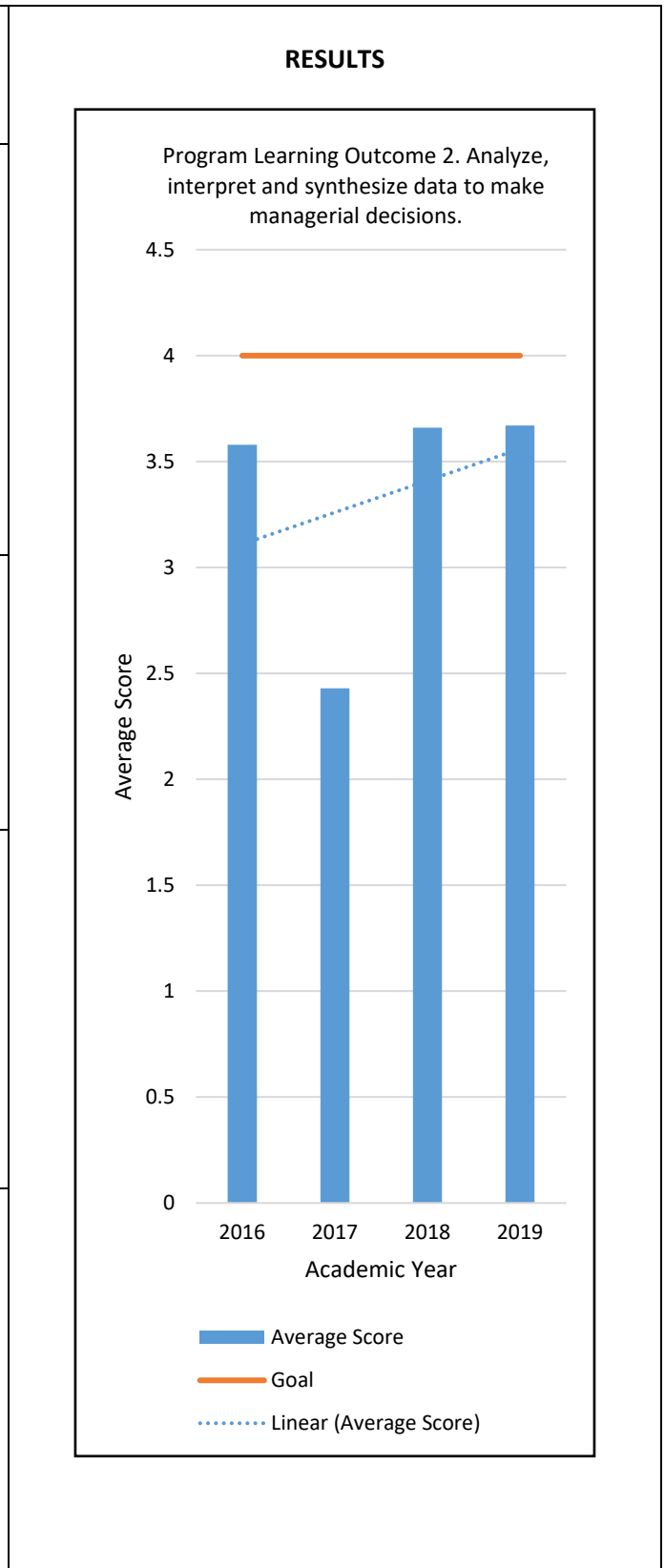
<p>Measurable goal. Business Management students will score four (4) or more, in several homework in the Business Management courses.</p>	<p style="text-align: center;">RESULTS</p> <p style="text-align: center;">Program Learning Outcome 1. Implement foundation concepts of management and explain management roles, i.e. setting goals, objectives, and strategies to accomplish a purpose.</p> <table border="1" style="margin-top: 10px;"> <caption>Chart Data</caption> <thead> <tr> <th>Academic Year</th> <th>Average Score</th> <th>Goal</th> </tr> </thead> <tbody> <tr> <td>2017</td> <td>2.95</td> <td>4.0</td> </tr> <tr> <td>2018</td> <td>3.85</td> <td>4.0</td> </tr> <tr> <td>2019</td> <td>3.95</td> <td>4.0</td> </tr> </tbody> </table>	Academic Year	Average Score	Goal	2017	2.95	4.0	2018	3.85	4.0	2019	3.95	4.0
Academic Year		Average Score	Goal										
2017		2.95	4.0										
2018		3.85	4.0										
2019		3.95	4.0										
<p>What is your measurement instrument or process? 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>Current Results 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 the spring of 2019. However, a positive trend exist, and the trend has been an increasing trend since fall 2017.</p>													
<p>Analysis of Results Students scored below the goal until spring 2019. 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 homework to assess the students on the appropriate skills at each level.</p>													
<p>Action Taken or Improvement made Increased materials that provide theory and case studies applying managerial concepts. Use the pre and posttests results to adapt class content if needed. All students are now being assessed using pre and posttests in management and other classes. The analysis of the results as a department (School of Business) could contribute positively to reaching the goal.</p>													

2. Analyze, interpret, and synthesize data to make managerial decisions.

<p>Measurable goal. Business Management students will score above an average of 50 on a business simulation by a third party vendor (specifically in the Financial Analysis section).</p>	<div style="text-align: center;"> <p>RESULTS</p> <table border="1"> <caption>Financial Analysis Business Simulation (Business Management Majors)</caption> <thead> <tr> <th>Semester</th> <th>Average Score</th> <th>Sample Size (N)</th> </tr> </thead> <tbody> <tr> <td>Fall 2017</td> <td>48</td> <td>5</td> </tr> <tr> <td>Spring 2018</td> <td>10</td> <td>4</td> </tr> <tr> <td>Fall 2018</td> <td>32</td> <td>3</td> </tr> <tr> <td>Spring 2019</td> <td>38</td> <td>4</td> </tr> <tr> <td>Fall 2019</td> <td>48</td> <td>6</td> </tr> </tbody> </table> </div>	Semester	Average Score	Sample Size (N)	Fall 2017	48	5	Spring 2018	10	4	Fall 2018	32	3	Spring 2019	38	4	Fall 2019	48	6
Semester		Average Score	Sample Size (N)																
Fall 2017		48	5																
Spring 2018		10	4																
Fall 2018		32	3																
Spring 2019	38	4																	
Fall 2019	48	6																	
<p>What is your measurement instrument or process? Direct, Summative, External data obtained from the Business Simulation assessment tool for the capstone course (BSAD 497).</p>																			
<p>Current Results The goal is to score 50 (average score) or higher. Students were one point short to reach the goal in two of the five semesters. The recent trend is an increasing one. The five semester average score for the students is 36.</p>																			
<p>Analysis of Results Students have been scoring below the goal for the last five semesters. However, the trend in the most recent three semesters indicates increasing scores. The School of Business need to evaluate the results from the simulation and its results in several areas, for consistency in the courses.</p>																			
<p>Action Taken or Improvement made Continue using the business simulation and provide constant reviews during the BSAD 497 class. 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 posttests in management and other classes. The analysis of the results as a department (School of Business) could contribute positively to reaching the goal.</p>																			

2. Analyze, interpret, and synthesize data to make managerial decisions.

<p>Measurable goal. Business Management Students will score four (4) or more, in several homework in the Business Management courses.</p>
<p>What is your measurement instrument or process? 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>Current Results The goal is to achieve a score of 4 or more (1 to 5 scale) on the Program Learning Outcome # 2. The students did not reached the goal during the recorded periods. However, a positive trend exist, and the trend has been an increasing trend since fall 2017. The four year average score for the Business Management students is 3.34.</p>
<p>Analysis of Results Students scored below the goal. However, the trend is 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 homework to assess the students on the appropriate skills at each level.</p>
<p>Action Taken or Improvement made Increased in-class exercises that include data analysis. Increase the number of cases and class discussions. Use the pre and posttests results to adapt class content if needed. All students are now being assessed using pre and posttests in management and other classes. The analysis of the results as a department (School of Business) could contribute positively to reaching the goal.</p>

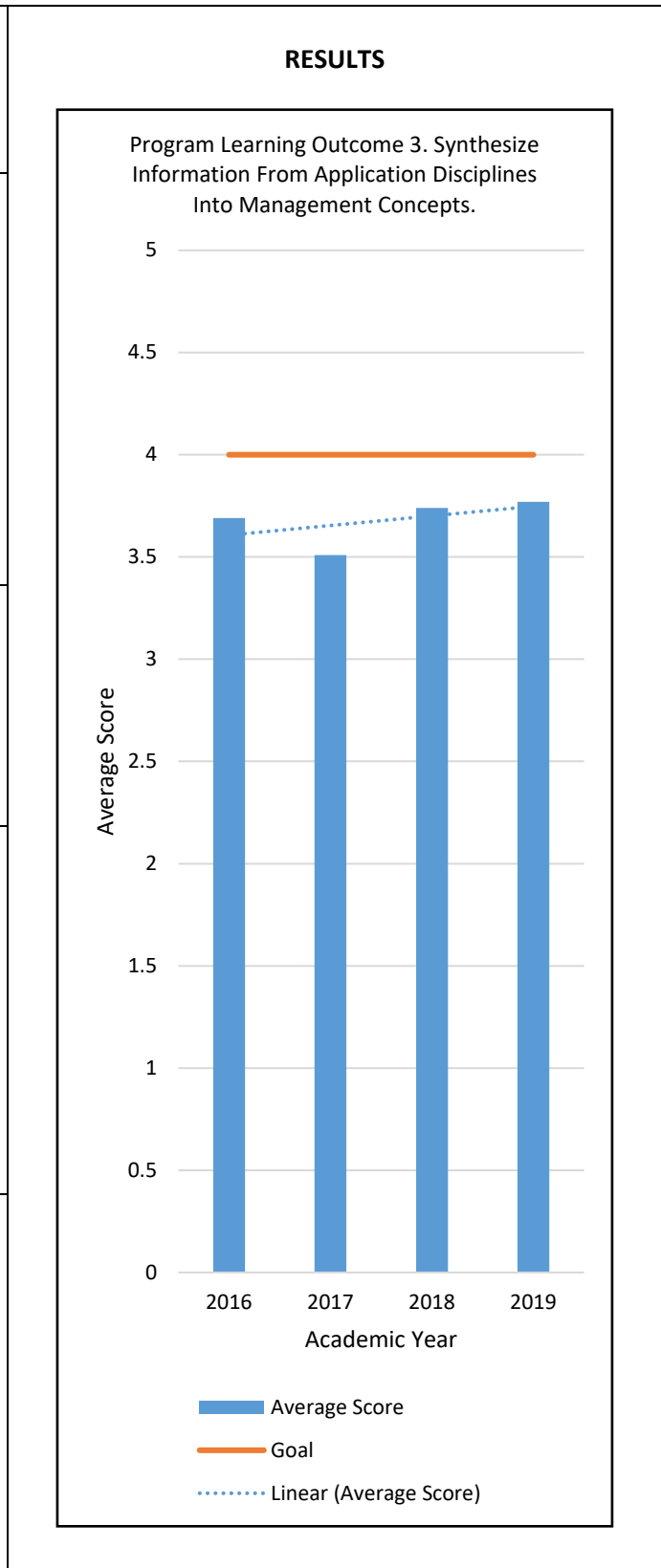


3. Synthesize information from applicable disciplines into management concepts.

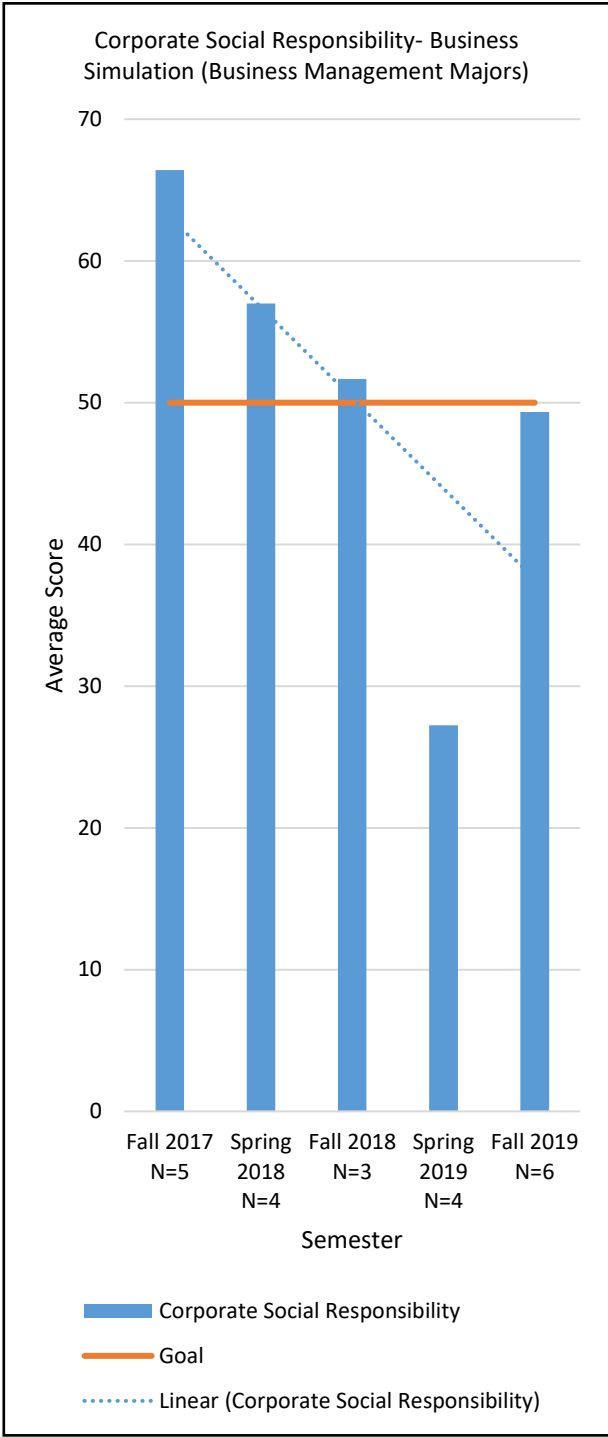
<p>Measurable goal. Business Management majors will score above an average of 70 in the business integration and strategic management areas of the Major Field Test provided by a third party vendor (Peregrine).</p>	<p style="text-align: center;">RESULTS</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>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 2017</td> <td>47</td> </tr> <tr> <td>Spring 2018</td> <td>62</td> </tr> <tr> <td>Fall 2018</td> <td>55</td> </tr> <tr> <td>Spring 2019</td> <td>70</td> </tr> <tr> <td>Fall 2019</td> <td>82</td> </tr> </tbody> </table>	Semester	Average Score	Fall 2017	47	Spring 2018	62	Fall 2018	55	Spring 2019	70	Fall 2019	82
Semester		Average Score											
Fall 2017		47											
Spring 2018		62											
Fall 2018		55											
Spring 2019	70												
Fall 2019	82												
<p>What is your measurement instrument or process? Direct, Summative, External data obtained from the third party vendor Major Field Test given at the capstone course (BSAD 497).</p>													
<p>Current Results 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 two of the five semesters. An increasing trend exist. The five semester average score is 63 for the Business Management students.</p>													
<p>Analysis of Results 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 to analyze data trends. The School of Business needs to utilize Peregrine Major Field Test results in combination with other methods of assessment.</p>													
<p>Action Taken or Improvement made Continue using the business simulation and provide constant reviews during the BSAD 497 class. Use additional projects supporting managerial concepts and development of skills in strategic management. Continue requiring the students to complete the 3-year Strategic Plan in the business simulation. All students are now being assessed using pre and posttests in management and other classes. The analysis of the results as a department (School of Business) could contribute positively to reaching the goal.</p>													

3. Synthesize information from applicable disciplines into management concepts.

<p>Measurable goal. Business Management Students will score four (4) or more, in several homework in the business management courses.</p>
<p>What is your measurement instrument or process? 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>Current Results 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. A positive trend exist, and the four year average score is 3.67 for the Business Management students.</p>
<p>Analysis of Results There is an increasing trend in the scores for the Business Management students. The School of Business faculty is evaluating curriculum maps for all majors and identifying specific homework to assess the students on the appropriate skills at each level.</p>
<p>Action Taken or Improvement made Continue using real business projects. Increase the discussion of the theories in management and human resources. Provide reviews in other disciplines and areas such as Finance, Accounting and Economics. Use the pre and posttests results to adapt class content if needed. All students are now being assessed using pre and posttests in management and other classes. The analysis of the results as a department (School of Business) could contribute positively to reaching the goal.</p>



4. Apply management ethics and demonstrate understanding of corporate social responsibility, in the context of a diverse, global/multi-cultural business environment.

<p>Measurable goal. Business Management students will score above an average of 50 on a business simulation by a third party vendor (specifically in the Corporate Social Responsibility section).</p>	<div style="text-align: center;"> <p>RESULTS</p>  <table border="1" style="margin-top: 10px;"> <caption>Corporate Social Responsibility- Business Simulation (Business Management Majors)</caption> <thead> <tr> <th>Semester</th> <th>Average Score</th> <th>Goal</th> <th>Linear Trend</th> <th>N</th> </tr> </thead> <tbody> <tr> <td>Fall 2017</td> <td>~66</td> <td>50</td> <td>~62</td> <td>5</td> </tr> <tr> <td>Spring 2018</td> <td>~57</td> <td>50</td> <td>~55</td> <td>4</td> </tr> <tr> <td>Fall 2018</td> <td>~51</td> <td>50</td> <td>~48</td> <td>3</td> </tr> <tr> <td>Spring 2019</td> <td>~27</td> <td>50</td> <td>~42</td> <td>4</td> </tr> <tr> <td>Fall 2019</td> <td>~49</td> <td>50</td> <td>~39</td> <td>6</td> </tr> </tbody> </table> </div>	Semester	Average Score	Goal	Linear Trend	N	Fall 2017	~66	50	~62	5	Spring 2018	~57	50	~55	4	Fall 2018	~51	50	~48	3	Spring 2019	~27	50	~42	4	Fall 2019	~49	50	~39	6
Semester		Average Score	Goal	Linear Trend	N																										
Fall 2017		~66	50	~62	5																										
Spring 2018		~57	50	~55	4																										
Fall 2018		~51	50	~48	3																										
Spring 2019	~27	50	~42	4																											
Fall 2019	~49	50	~39	6																											
<p>What is your measurement instrument or process? Direct, Summative, External data obtained from the Business Simulation assessment tool for the capstone course (BSAD 497).</p>																															
<p>Current Results The goal is to score 50 (average score) or higher on the Corporate Social Responsibility section. Business management students show a decreasing trend in scores at the Corporate Social Responsibility section from fall 2017 to spring 2019. Even with these decreases, the goal was achieved in three of the five semesters. The five semester average score is 50 for the business Management Students.</p>																															
<p>Analysis of Results Student's scores show a decreasing trend since fall 2017. However, there was a slight improvement in the scores in 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.</p>																															
<p>Action Taken or Improvement made Continue using the Business Simulation and provide constant reviews during the BSAD 497 class. Use other projects to provide support to global awareness 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 posttests in Management and other classes. The analysis of the results as a department (School of Business) could contribute positively to reaching the goal.</p>																															

3. Apply management ethics and demonstrate understanding of corporate social responsibility, in the context of a diverse, global/multi-cultural business environment.

<p>Measurable goal. Business Management Students will score four (4) or more, in several homework in the business management courses.</p>	<p style="text-align: center;">RESULTS</p> <div style="text-align: center;"> <p>4- Apply Management Ethics And Demonstrate Understanding Of Corporate Social Responsibility, In The Context Of A Diverse, Global/Multi-Cultural Business Environment.</p> <table border="1" style="margin: 10px auto;"> <caption>Chart Data</caption> <thead> <tr> <th>Academic Year</th> <th>Average Score</th> <th>Goal</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>3.65</td> <td>4.0</td> </tr> <tr> <td>2017</td> <td>3.95</td> <td>4.0</td> </tr> <tr> <td>2018</td> <td>3.8</td> <td>4.0</td> </tr> <tr> <td>2019</td> <td>3.75</td> <td>4.0</td> </tr> </tbody> </table> </div>	Academic Year	Average Score	Goal	2016	3.65	4.0	2017	3.95	4.0	2018	3.8	4.0	2019	3.75	4.0
Academic Year		Average Score	Goal													
2016		3.65	4.0													
2017		3.95	4.0													
2018		3.8	4.0													
2019	3.75	4.0														
<p>What is your measurement instrument or process? 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>Current Results 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 not reached the goal in five semesters of recorded data. However, the trend is an increasing trend with the highest score achieved in 2017. The four year averages score is 3.78 for the Business Management students.</p>																
<p>Analysis of Results Students have been scoring below the goal for each reported semester. However, the trend is an increasing trend (slightly) and students have shown improvement over this same time period. The School of Business faculty is evaluating curriculum maps for all majors and identifying specific assignments to assess the students on the appropriate skills at each level.</p>																
<p>Action Taken or Improvement made Continue using real and current business projects. Increase the discussion of the theories in Management and Human Resources. Provide current cases to analyze ethical behavior. Use pre and post test results to adapt class content if needed. All students are now being assessed using pre and posttests in Management and other classes. The analysis of the results as a department (School of Business) could contribute positively to reaching the goal.</p>																

5. Exhibit effective oral and written communication skills related to management activities.

<p>Measurable goal. Business Management students will score above an average of 50 on a business simulation by a third party vendor (specifically in the Strategic Analysis and Planning section).</p>	<div style="text-align: center;"> <p>RESULTS</p> <table border="1"> <caption>Strategic Analysis & Planning- Business Simulation (Business Management Majors)</caption> <thead> <tr> <th>Semester</th> <th>Average Score</th> <th>N</th> </tr> </thead> <tbody> <tr> <td>Fall 2017</td> <td>31</td> <td>5</td> </tr> <tr> <td>Spring 2018</td> <td>62</td> <td>4</td> </tr> <tr> <td>Fall 2018</td> <td>59</td> <td>3</td> </tr> <tr> <td>Spring 2019</td> <td>40</td> <td>4</td> </tr> <tr> <td>Fall 2019</td> <td>80</td> <td>6</td> </tr> </tbody> </table> </div>	Semester	Average Score	N	Fall 2017	31	5	Spring 2018	62	4	Fall 2018	59	3	Spring 2019	40	4	Fall 2019	80	6
Semester		Average Score	N																
Fall 2017		31	5																
Spring 2018		62	4																
Fall 2018		59	3																
Spring 2019	40	4																	
Fall 2019	80	6																	
<p>What is your measurement instrument or process? Direct, Summative, External data obtained from the Business Simulation assessment tool for the capstone course (BSAD 497).</p>																			
<p>Current Results The goal is to score 50 (average score) or higher on the Strategic Analysis and Planning area. Business Management students' scores showed an increasing trend in this section. The students reached the goal in three of the five semesters. The five semester average score for the Business Management students is 52.</p>																			
<p>Analysis of Results 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</p>																			
<p>Action Taken or Improvement made 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 posttests in management and other classes. The analysis of the results as a department (School of Business) could contribute positively to reaching the goal.</p>																			

5. Exhibit effective oral and written communication skills related to management activities.

<p>Measurable goal. Business Management students will score four (4) or more, on homework or assignments that are used to enhance these skills in the Business Management courses.</p>	<p style="text-align: center;">RESULTS</p> <div style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;">Program Learning Outcome 5. Exhibit effective oral and written communication skills related to management activities.</p> <table border="1" style="margin-top: 10px;"> <caption>Program Learning Outcome 5. Exhibit effective oral and written communication skills related to management activities.</caption> <thead> <tr> <th>Academic Year</th> <th>Average Score</th> <th>Goal</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>3.95</td> <td>4.0</td> </tr> <tr> <td>2017</td> <td>3.35</td> <td>4.0</td> </tr> <tr> <td>2018</td> <td>3.40</td> <td>4.0</td> </tr> <tr> <td>2019</td> <td>3.20</td> <td>4.0</td> </tr> </tbody> </table> </div>	Academic Year	Average Score	Goal	2016	3.95	4.0	2017	3.35	4.0	2018	3.40	4.0	2019	3.20	4.0
Academic Year		Average Score	Goal													
2016		3.95	4.0													
2017		3.35	4.0													
2018		3.40	4.0													
2019	3.20	4.0														
<p>What is your measurement instrument or process? 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>Current Results The goal is to achieve a score of 4 or more (1 to 5 scale) on the Program Learning Outcome # 5. Business Management students have scored below the goal, and the data shows a decreasing trend. The four year average score for the Business Management Students is 3.48.</p>																
<p>Analysis of Results Students scored below the goal since 2016. Some improvement was seen in 2018, but the overall trend is a negative one. The School of Business faculty is evaluating curriculum maps for all majors and identifying specific homework to assess the students on the appropriate skills at each level.</p>																
<p>Action Taken or Improvement made Continue using real and current business projects. By asking for multiple drafts to be submitted before the final project, this provides opportunities for feedback. Use pre and post test results to adapt class content, if needed. All students are now being assessed using pre and posttests in Management and other classes. The analysis of the results as a department (School of Business) could contribute positively to reaching the goal.</p>																

MARKETING (BBA) PROGRAM LEARNING OUTCOMES

1. Implement foundational concepts of marketing and explain marketing functions.

<p>Measurable goal. Marketing majors will score above an average of 70 on the Major Field Test by a third party vendor (Peregrine).</p>	<p>RESULTS</p> <p style="text-align: center;">Total Score-Peregrine Outbound Exam (Marketing Majors)</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Semester</th> <th>Final Score</th> <th>Goal</th> </tr> </thead> <tbody> <tr> <td>Spring 2017</td> <td>24</td> <td>70</td> </tr> <tr> <td>Fall 2018</td> <td>46</td> <td>70</td> </tr> <tr> <td>Spring 2018</td> <td>68</td> <td>70</td> </tr> <tr> <td>Spring 2019</td> <td>72</td> <td>70</td> </tr> <tr> <td>Fall 2019</td> <td>86</td> <td>70</td> </tr> </tbody> </table>	Semester	Final Score	Goal	Spring 2017	24	70	Fall 2018	46	70	Spring 2018	68	70	Spring 2019	72	70	Fall 2019	86	70
Semester		Final Score	Goal																
Spring 2017		24	70																
Fall 2018		46	70																
Spring 2018		68	70																
Spring 2019	72	70																	
Fall 2019	86	70																	
<p>What is your measurement instrument or process? Direct, Summative, External data obtained from the third party vendor Major Field Test given at the capstone course (BSAD 497).</p>																			
<p>Current Results The goal is to score 70 (average score) or higher. Students have reached the goal in two out of five semesters (spring 2018 and fall 2018). Student scores show an increasing trend with the highest score being in the most recent semester reported (fall 2019). The five semester average score for the Marketing students is 59.</p>																			
<p>Analysis of Results Students have been improving their scores consistently in three of the last five semesters. The School of Business uses the Major Field Test as one of the primary assessment tools. The recent trend needs to be observed longer to analyze data trends. The School of Business needs to utilize Peregrine Major Field Test results in combination with other methods of assessment.</p>																			
<p>Action Taken or Improvement made Continuing general reviews during the BSAD 497 class. Need to assess the trend for longer periods. Also utilize Peregrine Major Field Test results in combination with other methods of assessment in all Marketing classes (pre/posttests, weekly discussion posts, mid-term papers & final learning team projects) from real world organizations to promote learning of foundational Marketing concepts.</p>																			

1. Implement foundational concepts of marketing and explain marketing functions.

<p>Measurable goal. Marketing students will score four (4) or more, in several homework in the Marketing courses.</p>	<div style="text-align: center;"> <p>RESULTS</p> <table border="1" style="margin-top: 10px;"> <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>Academic Year</th> <th>Average Score</th> <th>Goal</th> </tr> </thead> <tbody> <tr> <td>2017</td> <td>3.8</td> <td>4.0</td> </tr> <tr> <td>2018</td> <td>4.1</td> <td>4.0</td> </tr> <tr> <td>2019</td> <td>3.0</td> <td>4.0</td> </tr> </tbody> </table> </div>	Academic Year	Average Score	Goal	2017	3.8	4.0	2018	4.1	4.0	2019	3.0	4.0
Academic Year		Average Score	Goal										
2017		3.8	4.0										
2018		4.1	4.0										
2019	3.0	4.0											
<p>What is your measurement instrument or process? Direct, formative, internal, comparative data built into the curriculum map for the degree and collected through the Canvas Learning Management System (LMS).</p>													
<p>Current Results 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 met in one of the three academic years. The three year average score for the students is 3.65.</p>													
<p>Analysis of Results The results shows the average score for the Marketing Program Learning Outcome # 1. The calculation includes homework assessing program outcomes in Marketing courses. The goal was not been reached in two of the three periods, and the trend is a decreasing one from 2017 to 2019.</p>													
<p>Action Taken or Improvement made Increase in-class exercises that include data interpretation, summaries and analysis through use of cases and class discussions. Increase the use of pre and posttests to assess class content and modify it, if needed. All students are now being assessed using pre and posttests in Marketing and other classes. The analysis of the results as a department (School of Business) could contribute positively to reaching the goal.</p>													

2. Analyze, interpret, and synthesize data to make marketing decisions.

<p>Measurable goal. Marketing students will score above an average of 50 on a business simulation by a third party vendor (specifically in the Financial Analysis section).</p>	<div style="text-align: center;"> <p>RESULTS</p> <table border="1"> <caption>Financial Analysis- Business Simulation (Marketing Majors)</caption> <thead> <tr> <th>Semester</th> <th>Average Score</th> <th>N</th> </tr> </thead> <tbody> <tr> <td>Fall 2017</td> <td>40</td> <td>4</td> </tr> <tr> <td>Spring 2018</td> <td>20</td> <td>2</td> </tr> <tr> <td>Fall 2018</td> <td>0</td> <td>0</td> </tr> <tr> <td>Spring 2019</td> <td>28</td> <td>2</td> </tr> <tr> <td>Fall 2019</td> <td>34</td> <td>6</td> </tr> </tbody> </table> </div>	Semester	Average Score	N	Fall 2017	40	4	Spring 2018	20	2	Fall 2018	0	0	Spring 2019	28	2	Fall 2019	34	6
Semester		Average Score	N																
Fall 2017		40	4																
Spring 2018		20	2																
Fall 2018		0	0																
Spring 2019	28	2																	
Fall 2019	34	6																	
<p>What is your measurement instrument or process? Direct, Summative, External data obtained from the Business Simulation assessment tool for the capstone course (BSAD 497).</p>																			
<p>Current Results The goal is to score 50 (average score) or higher. Marketing students show a decreasing trend in scoring in this section. Marketing students have not reached the goal in the last five semesters. The five semester average score is 27.</p>																			
<p>Analysis of Results The marketing students have been scoring below the goal. They scored extremely low in spring 2018. There was no marketing students participating in the simulation in Fall 2018. A decreasing trend can be seen from the four semester testing periods.</p>																			
<p>Action Taken or Improvement made Continuing general reviews during the BSAD 497 class. Need to assess the trend for a longer period. Continue requiring the students to complete the 3-year Strategic Plan for the business simulation. All students are now being assessed using pre and posttests in marketing and other classes. The analysis of the results as a department (School of Business) could contribute positively to reaching the goal.</p>																			

2. Analyze, interpret, and synthesize data to make marketing decisions.

<p>Measurable goal. Marketing students will score four (4) or more, in several homework in the marketing courses.</p>	<p style="text-align: center;">RESULTS</p> <p style="text-align: center;">Program Learning Outcome 2. Analyze, interpret and synthesize data to make marketing decisions.</p> <table border="1"> <thead> <tr> <th>Academic Year</th> <th>Average Score</th> <th>Goal</th> </tr> </thead> <tbody> <tr> <td>2017</td> <td>3.8</td> <td>4.0</td> </tr> <tr> <td>2018</td> <td>4.1</td> <td>4.0</td> </tr> <tr> <td>2019</td> <td>3.0</td> <td>4.0</td> </tr> </tbody> </table>	Academic Year	Average Score	Goal	2017	3.8	4.0	2018	4.1	4.0	2019	3.0	4.0
Academic Year		Average Score	Goal										
2017		3.8	4.0										
2018		4.1	4.0										
2019		3.0	4.0										
<p>What is your measurement instrument or process? Direct, formative, internal, comparative data built into the curriculum map for the degree and collected through the Learning Management System Canvas.</p>													
<p>Current Results The goal of a four (4) or above was set as the benchmark for students in the marketing courses conducting to the Bachelor in Marketing. The goal was met in one of the three academic years. The three year average score for the last three years is 3.65.</p>													
<p>Analysis of Results The results shows the average score of the Marketing Program Learning Outcome # 2. The calculation includes homework assessing program outcomes in marketing courses. The goal was not reached in two of the three periods, and the trend is a decreasing one from 2017 to 2019.</p>													
<p>Action Taken or Improvement made Increase in-class exercises that include data interpretation, summaries and analysis. Increase the number of cases and class discussions. Increase the use of pre and posttests to assess class content and modify it, if needed. All students are now being assessed using pre and posttests in management and other classes. The analysis of the results as a department (School of Business) could contribute positively to reaching the goal.</p>													

3. Synthesize information from applicable disciplines into marketing concepts.

<p>Measurable goal. Marketing majors will score above an average of 70 in the marketing area of the Major Field Test by a third party vendor (Peregrine).</p>	<p style="text-align: center;">RESULTS</p> <table border="1"> <caption>Marketing- Peregrine Outbound Exam (Marketing Majors)</caption> <thead> <tr> <th>Semester</th> <th>Marketing Score</th> <th>Goal</th> </tr> </thead> <tbody> <tr> <td>Spring 2017</td> <td>60</td> <td>70</td> </tr> <tr> <td>Fall 2018</td> <td>50</td> <td>70</td> </tr> <tr> <td>Spring 2018</td> <td>60</td> <td>70</td> </tr> <tr> <td>Spring 2019</td> <td>87</td> <td>70</td> </tr> <tr> <td>Fall 2019</td> <td>92</td> <td>70</td> </tr> </tbody> </table>	Semester	Marketing Score	Goal	Spring 2017	60	70	Fall 2018	50	70	Spring 2018	60	70	Spring 2019	87	70	Fall 2019	92	70
Semester		Marketing Score	Goal																
Spring 2017		60	70																
Fall 2018		50	70																
Spring 2018		60	70																
Spring 2019	87	70																	
Fall 2019	92	70																	
<p>What is your measurement instrument or process? Direct, Summative, External data obtained from the third party vendor Major Field Test given at the capstone course (BSAD 497).</p>																			
<p>Current Results 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 the most recent two semesters, which have exceeded the goal. The five semester average score is 70.</p>																			
<p>Analysis of Results Marketing students have exceeded the goal in the recent two semesters out of the five semesters on record. The School of Business uses the Major Field Test as one of the primary assessment tools. The recent trend needs to be observed longer to analyze data trends. The School of Business needs to utilize Peregrine Major Field Test results in combination with other methods of assessment.</p>																			
<p>Action Taken or Improvement made Continuing general reviews during the BSAD 497 class. Need to assess the trend for longer periods. Also utilize Peregrine Major Field Test results in combination with other methods of assessment in all Marketing classes including pre/posttests, weekly discussion posts, mid-term papers & final learning team projects for real world organizations to promote foundational Marketing concepts.</p>																			

3. Synthesize information from applicable disciplines into marketing concepts.

<p>Measurable goal. Marketing students will score four (4) or more, in several homework in the marketing courses.</p>	<div style="text-align: center;"> <p>RESULTS</p> <table border="1"> <caption>Program Learning Outcome 3- Synthesize Information from Applicable Disciplines Into Marketing Concepts</caption> <thead> <tr> <th>Academic Year</th> <th>Average Score</th> <th>Goal</th> </tr> </thead> <tbody> <tr> <td>2017</td> <td>3.75</td> <td>4.0</td> </tr> <tr> <td>2018</td> <td>4.25</td> <td>4.0</td> </tr> <tr> <td>2019</td> <td>2.95</td> <td>4.0</td> </tr> </tbody> </table> </div>	Academic Year	Average Score	Goal	2017	3.75	4.0	2018	4.25	4.0	2019	2.95	4.0
Academic Year		Average Score	Goal										
2017		3.75	4.0										
2018		4.25	4.0										
2019	2.95	4.0											
<p>What is your measurement instrument or process? Direct, formative, internal, comparative data built into the curriculum map for the degree and collected through the Learning Management System Canvas.</p>													
<p>Current Results The goal of a four (4) or above was set as the benchmark for students in the marketing courses conducting to the Bachelor in Marketing. The goal was met in one of the three academic years. The average score for the last three years is 3.66.</p>													
<p>Analysis of Results The results shows the average score of the Marketing Program Learning Outcome # 3. The calculation includes homework assessing program outcomes in marketing courses. The goal was not reached in two of the three most recent periods, and the trend is a decreasing one from 2017 to 2019.</p>													
<p>Action Taken or Improvement made Increase in-class exercises that include data interpretation, summaries and case analysis. Increase the number of cases and class discussions. Increase the use of pre and posttests to assess class content and modify it, if needed. All students are now being assessed using pre and posttests in management and other classes. The analysis of the results as a department (School of Business) could contribute positively to reaching the goal.</p>													

4. Apply marketing ethics and demonstrate corporate social responsibility, in the context of a diverse, global/multi-cultural business environment.

<p>Measurable goal. Marketing students will score above an average of 50 on a business simulation by a third party vendor (specifically in the Corporate Social Responsibility section).</p>	<p style="text-align: center;">RESULTS</p> <table border="1"> <caption>Corporate Social Responsibility Business Simulation (Marketing Majors)</caption> <thead> <tr> <th>Semester</th> <th>Score</th> <th>N</th> </tr> </thead> <tbody> <tr> <td>Fall 2017</td> <td>25</td> <td>4</td> </tr> <tr> <td>Spring 2018</td> <td>40</td> <td>2</td> </tr> <tr> <td>Fall 2018</td> <td>0</td> <td>0</td> </tr> <tr> <td>Spring 2019</td> <td>69</td> <td>2</td> </tr> <tr> <td>Fall 2019</td> <td>39</td> <td>6</td> </tr> </tbody> </table>	Semester	Score	N	Fall 2017	25	4	Spring 2018	40	2	Fall 2018	0	0	Spring 2019	69	2	Fall 2019	39	6
Semester		Score	N																
Fall 2017		25	4																
Spring 2018		40	2																
Fall 2018		0	0																
Spring 2019	69	2																	
Fall 2019	39	6																	
<p>What is your measurement instrument or process? Direct, Summative, External data obtained from the Business Simulation assessment tool for the capstone course (BSAD 497).</p>																			
<p>Current Results The goal is to score 50 (average score) or higher on the Corporate Social Responsibility section. Marketing students reached the goal in one of the five semesters recorded. There is an increasing trend with respect to the scoring in this area. The five semester average score is 37.</p>																			
<p>Analysis of Results Students have been scoring below the goal with the exception of spring 2019. 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</p>																			
<p>Action Taken or Improvement made Continuing general reviews during the BSAD 497 class. Need to assess the trend for longer periods. All students are now being assessed using pre and posttests in marketing and other classes. The analysis of the results as a department (School of Business) could contribute positively to reaching the goal.</p>																			

4. Apply marketing ethics and demonstrate corporate social responsibility, in the context of a diverse, global/multi-cultural business environment.

<p>Measurable goal. Marketing students will score four (4) or more, in several homework in the marketing courses.</p>	<p style="text-align: center;">RESULTS</p> <p style="text-align: center;">Program Learning Outcome 4. Apply Marketing Ethics and Demonstrate Corporate Social Responsibility, responsibility in the context of a diverse, global/multi-cultural business environment.</p> <table border="1"> <thead> <tr> <th>Academic Year</th> <th>Average Score</th> <th>Goal</th> </tr> </thead> <tbody> <tr> <td>2017</td> <td>4.4</td> <td>4.0</td> </tr> <tr> <td>2018</td> <td>4.1</td> <td>4.0</td> </tr> <tr> <td>2019</td> <td>3.4</td> <td>4.0</td> </tr> </tbody> </table>	Academic Year	Average Score	Goal	2017	4.4	4.0	2018	4.1	4.0	2019	3.4	4.0
Academic Year		Average Score	Goal										
2017		4.4	4.0										
2018		4.1	4.0										
2019	3.4	4.0											
<p>What is your measurement instrument or process? Direct, formative, internal, comparative data built into the curriculum map for the degree and collected through the Learning Management System Canvas.</p>													
<p>Current Results The goal of a four (4) or above was set as the benchmark for students in the marketing courses conducting to the Bachelor in Marketing. The goal was met twice in the most recent three academic years. However, there is a decreasing trend in the scores. The three year average score for the marketing students is 3.98.</p>													
<p>Analysis of Results The results shows the average score of the Marketing Program Learning Outcome # 4. The calculation includes homework assessing program outcomes in marketing courses. The goal was not reached on the most recent period, (one out of the three recorded periods), and the trend is a decreasing one from 2017 to 2019.</p>													
<p>Action Taken or Improvement made Increase in-class exercises that include data interpretation, summaries and case analysis. Increase the number of cases and class discussions. Increase the use of pre and posttests to assess class content and modify it, if needed. All students are now being assessed using pre and posttests in management and other classes. The analysis of the results as a department (School of Business) could contribute positively to reaching the goal.</p>													

5. Exhibit effective oral and written communication skills related to marketing activities.

<p>Measurable goal. Marketing students will score above an average of 50 on a business simulation by a third party vendor (specifically in the Strategic Analysis and Planning section).</p>	<div style="text-align: center;"> <p>RESULTS</p> <table border="1"> <caption>Strategic Analysis & Planning- Business Simulation (Marketing Majors)</caption> <thead> <tr> <th>Semester</th> <th>Score</th> <th>N</th> </tr> </thead> <tbody> <tr> <td>Fall 2017</td> <td>32</td> <td>4</td> </tr> <tr> <td>Spring 2018</td> <td>73</td> <td>2</td> </tr> <tr> <td>Spring 2019</td> <td>64</td> <td>2</td> </tr> <tr> <td>Fall 2019</td> <td>72</td> <td>6</td> </tr> </tbody> </table> </div>	Semester	Score	N	Fall 2017	32	4	Spring 2018	73	2	Spring 2019	64	2	Fall 2019	72	6
Semester		Score	N													
Fall 2017		32	4													
Spring 2018		73	2													
Spring 2019		64	2													
Fall 2019	72	6														
<p>What is your measurement instrument or process? Direct, Summative, External data obtained from the Business Simulation assessment tool for the capstone course (BSAD 497).</p>																
<p>Current Results The goal is to score 50 (average score) or higher on the Strategic Analysis and Planning section. Marketing students show an increasing scoring trend in this area. Marketing students scored above the goal in three of the five semesters on record; with no student participation in Fall 2018. The four semester average score is 60.</p>																
<p>Analysis of Results Marketing students have exceeded the goal in three of the five semesters. A clear increasing trend is shown in the graph. The School of Business need to evaluate the results from the simulation and its results in several areas, for consistency in the courses</p>																
<p>Action Taken or Improvement made Continuing general reviews during BSAD 497 Class. Need to assess the trend for longer periods. Also utilize Peregrine Major Field Test results in combination with other methods of assessment in all Marketing classes including pre/posttests, weekly discussion posts, mid-term papers & final learning team projects for real world organizations to promote foundational Marketing concepts.</p>																

5. Exhibit effective oral and written communication skills related to marketing activities.

<p>Measurable goal. Marketing students will score four (4) or more, in several homework in the marketing courses.</p>	<p style="text-align: center;">RESULTS</p> <div style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;">Program Learning Outcome 5. Exhibit effective oral and written communication skills related to marketing activities.</p> <table border="1" style="margin-top: 10px; width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Academic Year</th> <th>Average Score</th> <th>Goal</th> </tr> </thead> <tbody> <tr> <td>2017</td> <td>4.3</td> <td>4.0</td> </tr> <tr> <td>2018</td> <td>4.2</td> <td>4.0</td> </tr> <tr> <td>2019</td> <td>3.1</td> <td>4.0</td> </tr> </tbody> </table> </div>	Academic Year	Average Score	Goal	2017	4.3	4.0	2018	4.2	4.0	2019	3.1	4.0
Academic Year		Average Score	Goal										
2017		4.3	4.0										
2018		4.2	4.0										
2019	3.1	4.0											
<p>What is your measurement instrument or process? Direct, formative, internal, comparative data built into the curriculum map for the degree and collected through the Learning Management System Canvas.</p>													
<p>Current Results The goal of a four (4) or above was set as the benchmark for students in the marketing courses conducting to the Bachelor in Marketing. The goal was met in twice in the most recent three academic years. However, there is a decreasing trend in the scores. The average score for the last three years is 3.85.</p>													
<p>Analysis of Results The results shows the average score of the Marketing Program Learning Outcome # 5. The calculation includes homework assessing program outcomes in marketing courses. The goal was not reached on the most recent period, out of the three recorded periods, and the trend is a decreasing one from 2017 to 2019.</p>													
<p>Action Taken or Improvement made Increase in-class exercises that include data interpretation, summaries and case analysis. Increase the number of cases and class discussions. Increase the use of pre and posttests to assess class content and modify it, if needed. All students are now being assessed using pre and posttests in management and other classes. The analysis of the results as a department (School of Business) could contribute positively to reaching the goal.</p>													

MASTERS OF BUSINESS ADMINISTRATION (MBA) PROGRAM LEARNING OUTCOMES

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.

<p>Measurable goal. Students will score above an average of 50 on a business simulation by a third party vendor (Financial Management area). This business simulation is different from the business simulation used at the undergraduate level.</p>	<p style="text-align: center;">RESULTS</p> <table border="1"> <caption>Financial Management-Business Simulation (MBA) Results</caption> <thead> <tr> <th>Semester</th> <th>Average Score</th> <th>N</th> </tr> </thead> <tbody> <tr> <td>Spring 2018</td> <td>65</td> <td>8</td> </tr> <tr> <td>Fall 2018</td> <td>71</td> <td>16</td> </tr> <tr> <td>Spring 2019</td> <td>76</td> <td>4</td> </tr> <tr> <td>Fall 2019</td> <td>69</td> <td>9</td> </tr> </tbody> </table> <p style="text-align: center;">Semester</p> <p>Legend: ■ FINANCIAL MANAGEMENT — Goal ⋯ Linear (FINANCIAL MANAGEMENT)</p>	Semester	Average Score	N	Spring 2018	65	8	Fall 2018	71	16	Spring 2019	76	4	Fall 2019	69	9
Semester		Average Score	N													
Spring 2018		65	8													
Fall 2018		71	16													
Spring 2019	76	4														
Fall 2019	69	9														
<p>What is your measurement instrument or process? Direct, Formative, External data obtained from the Business Simulation assessment tool for the capstone course (BSAD 597).</p>																
<p>Current Results The goal is to score 50 (average score) or higher. Graduate students have shown an increasing trend in scores on the Financial Management area of the Business Simulation. The students reached the goal in all four periods recorded. The four semester average score is 70.</p>																
<p>Analysis of Results Students exceeded set goal in all periods recorded. In addition the scores trend is an increasing trend. The School of Business faculty is evaluating curriculum maps for all majors and identifying specific homework to assess the students on the appropriate skills at each level. This need to include the Business Simulation sections.</p>																
<p>Action Taken or Improvement made Continue using the business simulation for BSAD 597. Use additional projects to provide financial analysis, data management and cases. Start requiring the students to complete the 3-year Strategic Plan for the business simulation.</p>																

2. Exhibit leadership and team membership skills needed for coordinating and participating in business management activities.

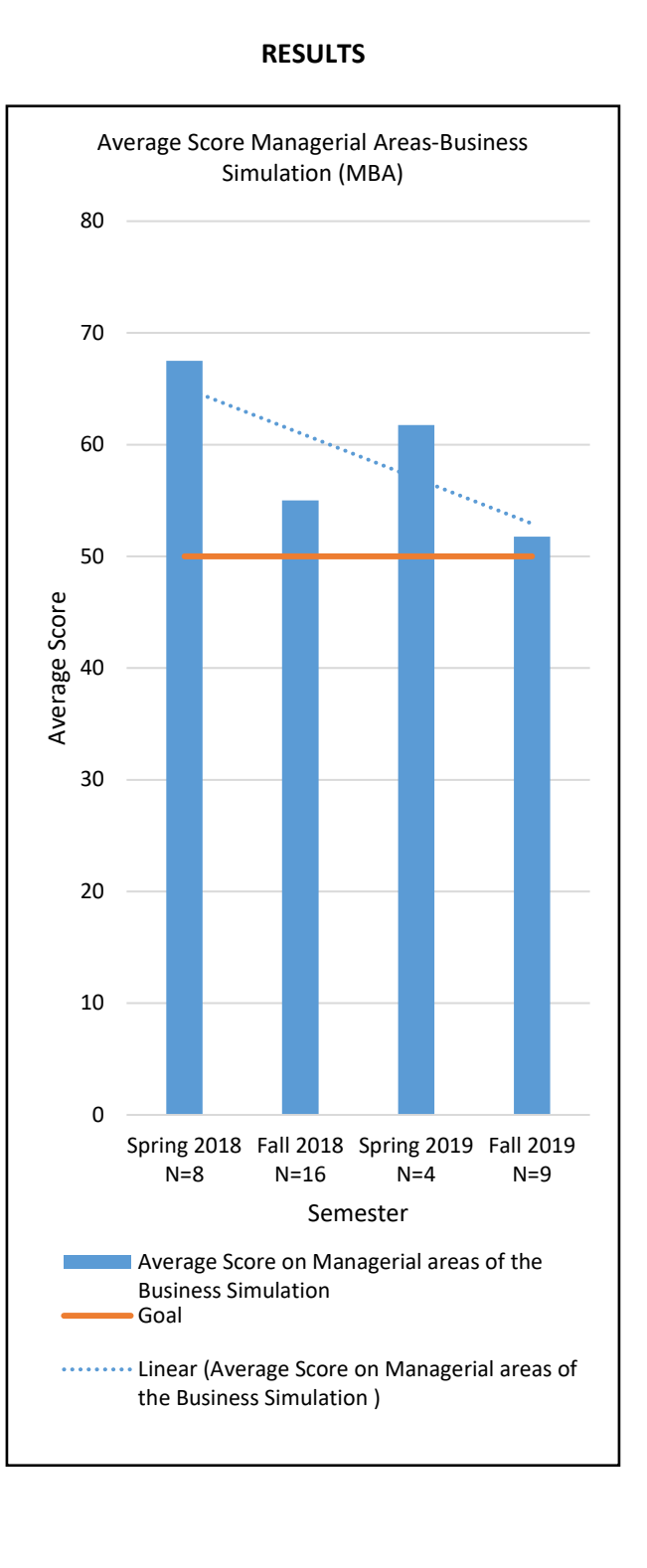
Measurable goal.
 Students will score above an average of 50 on a business simulation by a third party vendor (An average of all the managerial subjects). The graduate business simulation is different from the business simulation used at the undergraduate level.

What is your measurement instrument or process?
 Direct, Formative, External data obtained from the Business Simulation assessment tool for the capstone course (BSAD 597).

Current Results
 The goal is to score 50 (average score) or higher. Graduate students have shown a decreasing trend in scores on the management areas of the Business Simulation. The students reached the goal in all the periods recorded. The four semester average score is 59 for this section.

Analysis of Results
 Students exceeded set goal all four periods recorded. However, the trend is a decreasing trend. The School of Business faculty is evaluating curriculum maps for all majors and identifying specific homework to assess the students on the appropriate skills at each level. This need to include the Business Simulation sections.

Action Taken or Improvement made
 Continue using the business simulation for BSAD 597. Use additional projects emphasizing on group projects and case analysis. Start requiring the students to complete the 3-year Strategic Plan in the business simulation. Pre and Post tests will be required in the MBA classes.



3. Exhibit effective verbal and non-verbal communication skills at a graduate level.

<p>Measurable goal. Graduate Students will score above an average of 50 on a business simulation by a third party vendor (total average). This business simulation is different from the business simulation used at the undergraduate level.</p>	<div style="text-align: center;"> <h3>RESULTS</h3> <table border="1"> <caption>Total Average-Business Simulation (MBA)</caption> <thead> <tr> <th>Semester</th> <th>Total Average</th> <th>Goal</th> </tr> </thead> <tbody> <tr> <td>Spring 2018 (N=8)</td> <td>56.2</td> <td>50</td> </tr> <tr> <td>Fall 2018 (N=16)</td> <td>51.6</td> <td>50</td> </tr> <tr> <td>Spring 2019 (N=4)</td> <td>59.0</td> <td>50</td> </tr> <tr> <td>Fall 2019 (N=9)</td> <td>53.0</td> <td>50</td> </tr> </tbody> </table> </div>	Semester	Total Average	Goal	Spring 2018 (N=8)	56.2	50	Fall 2018 (N=16)	51.6	50	Spring 2019 (N=4)	59.0	50	Fall 2019 (N=9)	53.0	50
Semester		Total Average	Goal													
Spring 2018 (N=8)		56.2	50													
Fall 2018 (N=16)		51.6	50													
Spring 2019 (N=4)	59.0	50														
Fall 2019 (N=9)	53.0	50														
<p>What is your measurement instrument or process? Direct, Formative, External data obtained from the Business Simulation assessment tool for the capstone course (BSAD 597)</p>																
<p>Current Results 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 all periods recorded. The four semester average for this section is 55.</p>																
<p>Analysis of Results Students exceeded set goal in all periods recorded. The scoring trend is a decreasing trend. The School of Business faculty is evaluating curriculum maps for all majors and identifying specific homework to assess the students on the appropriate skills at each level. This need to include the Business Simulation sections.</p>																
<p>Action Taken or Improvement made Continue using the business simulation for BSAD 597. Start requiring the students to complete the 3-year Strategic Plan for the business simulation. Require more case analysis and discussions.</p>																

4. Evaluate and integrate business ethics and corporate social responsibility in the context of a diverse, global/multi-cultural business environment.

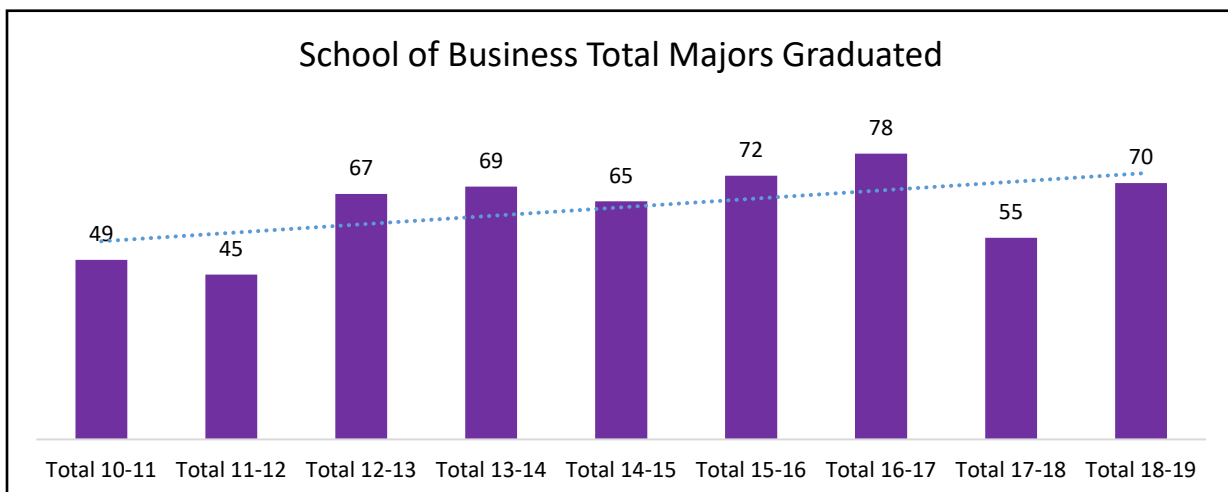
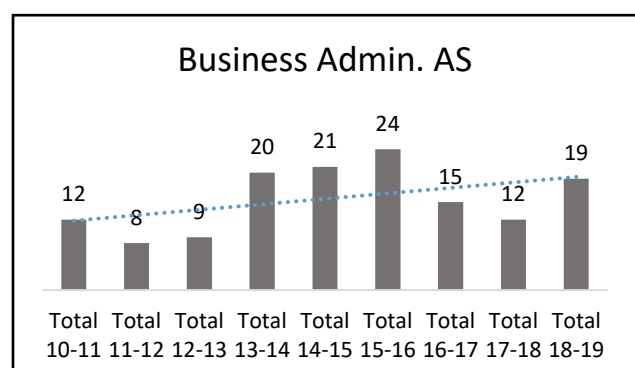
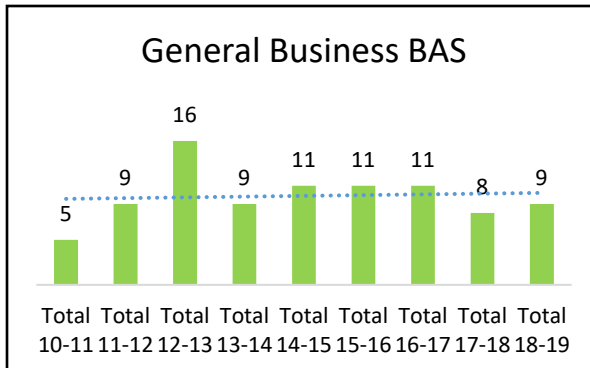
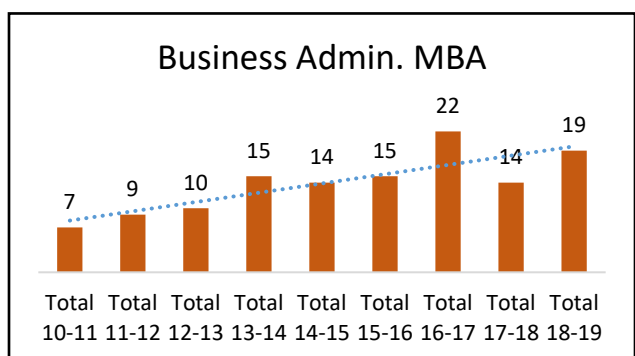
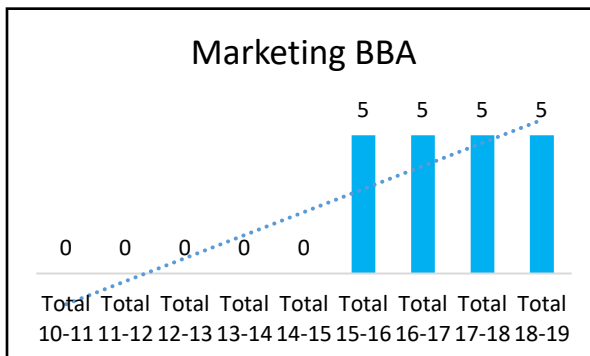
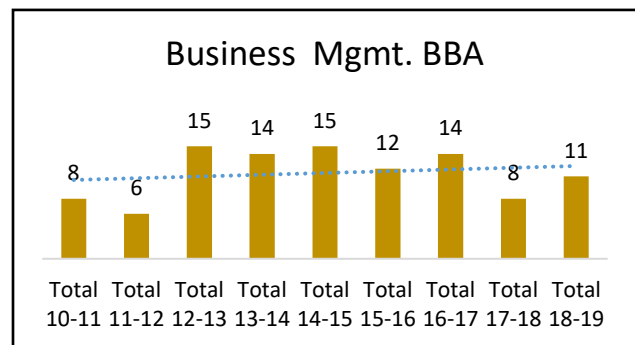
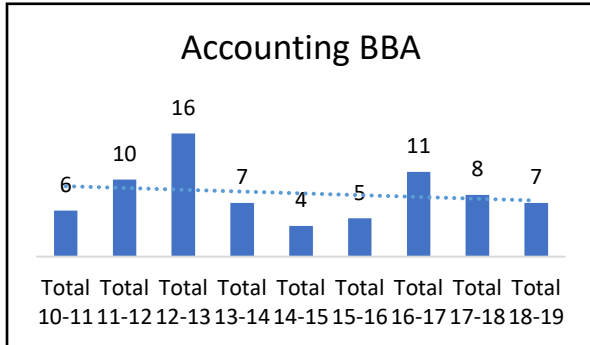
<p>Measurable goal. Students will score above an average of 50 on a business simulation by a third party vendor (corporate social responsibility area). This business simulation is different from the business simulation used at the undergraduate level.</p>	<p style="text-align: center;">RESULTS</p> <table border="1"> <caption>Corporate Social Responsibility-Business Simulation (MBA) Results</caption> <thead> <tr> <th>Semester</th> <th>Score</th> <th>N</th> </tr> </thead> <tbody> <tr> <td>Spring 2018</td> <td>11</td> <td>8</td> </tr> <tr> <td>Fall 2018</td> <td>38</td> <td>16</td> </tr> <tr> <td>Spring 2019</td> <td>48</td> <td>4</td> </tr> <tr> <td>Fall 2019</td> <td>58</td> <td>9</td> </tr> </tbody> </table>	Semester	Score	N	Spring 2018	11	8	Fall 2018	38	16	Spring 2019	48	4	Fall 2019	58	9
Semester		Score	N													
Spring 2018		11	8													
Fall 2018		38	16													
Spring 2019		48	4													
Fall 2019	58	9														
<p>What is your measurement instrument or process? Direct, Formative, External data obtained from the Business Simulation assessment tool for the capstone course (BSAD 597).</p>																
<p>Current Results The goal is to score 50 (average score) or higher. Graduate students reached the goal only once in four semesters. The trend in this area is an increasing trend, and the four semester average score is 39.</p>																
<p>Analysis of Results Graduate students scored below the average for most of the assessment periods. However, there is an increasing trend in the most recent three semesters. The School of Business faculty is evaluating curriculum maps for the MBA and identifying specific homework to assess the students on the appropriate skills at each level. This need to include the Business Simulation sections.</p>																
<p>Action Taken or Improvement made Continue using the business simulation for the BSAD 597 class. Continue monitoring trend. Require more case analysis with current cases and events for class discussions.</p>																

BBA/BAS Major Field Test Comparative Results

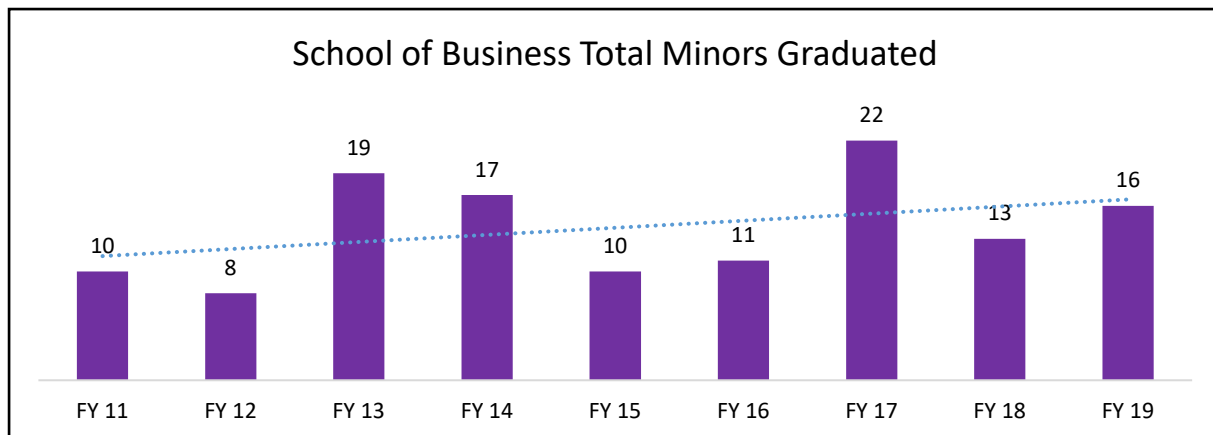
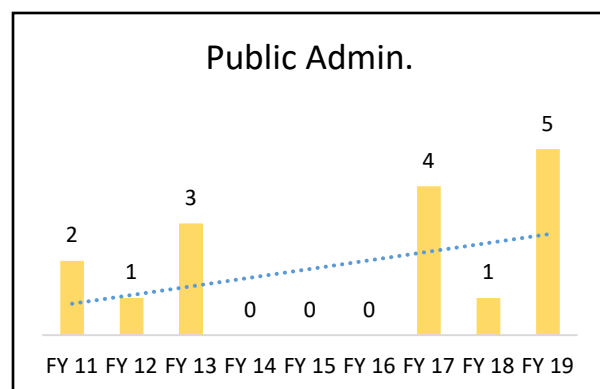
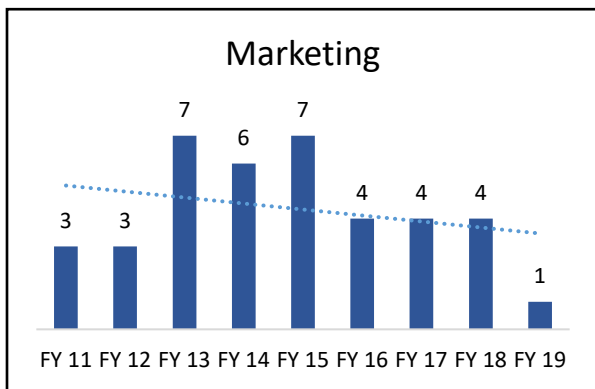
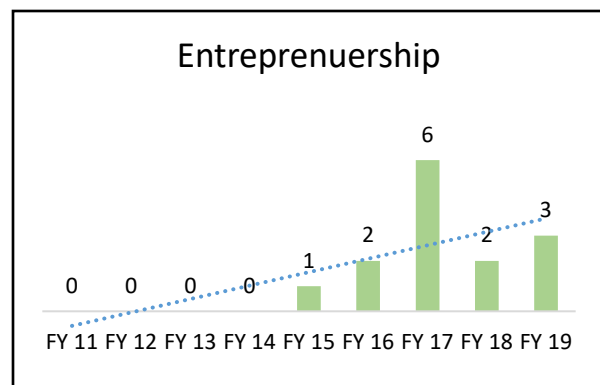
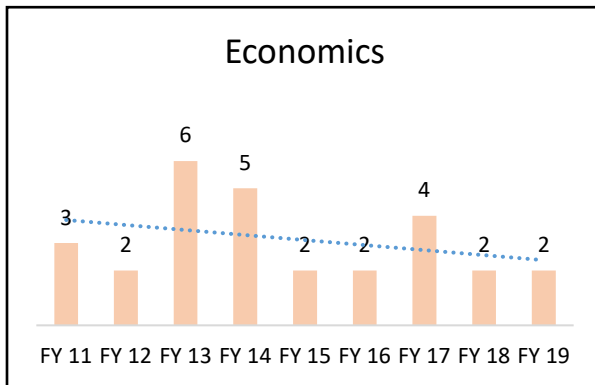
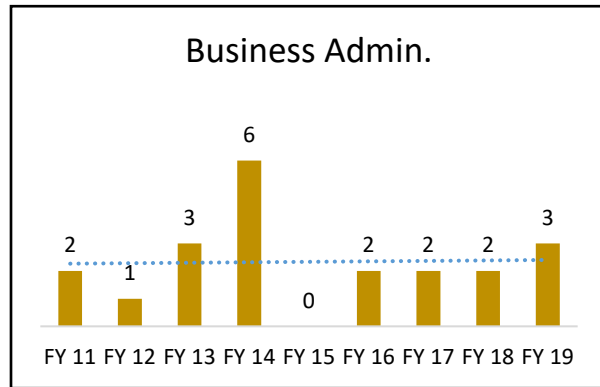
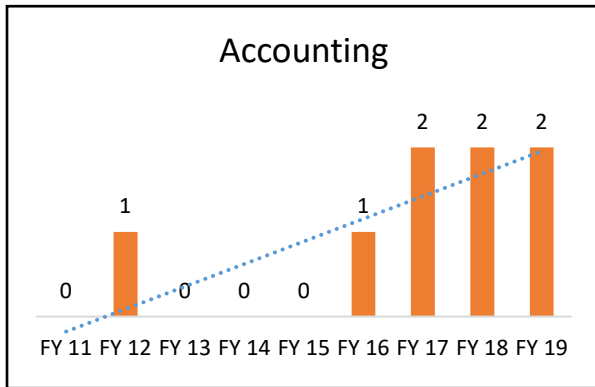
Major Field Test- Internal Analysis Report	Spring 2015 N=24		Fall 2015 N=11		SPRING 2016 N=12		Fall 2016 N=26		Spring 2017 N=17		FALL 2017 N=12		Spring 2018 N=19		FALL 2018 N=7		Spring 2019 N=19		FALL 2019 N=14	
	WN MU	ACB SP Reg ion 6	WN MU	ACBSP Region 6	WN MU	ACBSP Region 6	WN MU	ACBSP Region 6	WN MU	ACBSP Region 6	WN MU	ACBSP Region 6	WN MU	ACBSP Region 6	WN MU	ACBSP Region 6	WN MU	ACBSP Region 6	WN MU	ACBSP Region 6
Total	48	51	55	51	55	51	56	51	72	51	48	56	65	56	46	56	71	56	75	56
Accounting	45	54	54	54	65	54	63	54	71	54	40	56	63	56	41	56	69	56	70	56
Business Finance	40	45	50	45	52	45	50	45	71	45	38	50	58	50	40	50	65	50	73	51
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
Economics	53	48	57	48	46	48	55	48	60	48	53	52	61	52	49	52	62	52	69	53
Economics: Macroeconomics	50	47	51	47	37	47	52	47	59	47	48	50	62	50	49	50	58	50	71	51
Economics: Microeconomics	56	50	64	50	55	50	59	50	61	50	57	54	60	54	49	54	66	54	66	54
Legal Environment of Business	43	54	55	54	53	54	50	54	74	54	54	59	69	59	53	59	73	59	72	60
Management	50	54	57	54	49	54	60	54	76	54	48	56	68	56	50	56	74	56	76	57
Management: Human Resource Management	60	57	59	57	50	57	55	57	73	57	50	62	75	62	68	62	77	62	83	62
Management: Operations/Production Management	40	50	62	50	38	50	61	50	78	50	46	53	59	53	42	53	74	53	70	54
Management: Organizational Behavior	50	57	51	57	59	57	64	57	79	57	46	57	70	57	41	57	72	57	75	58
Marketing	48	48	49	48	60	48	56	48	71	48	53	57	66	57	44	57	79	57	81	58

School of Business Programs Effectiveness

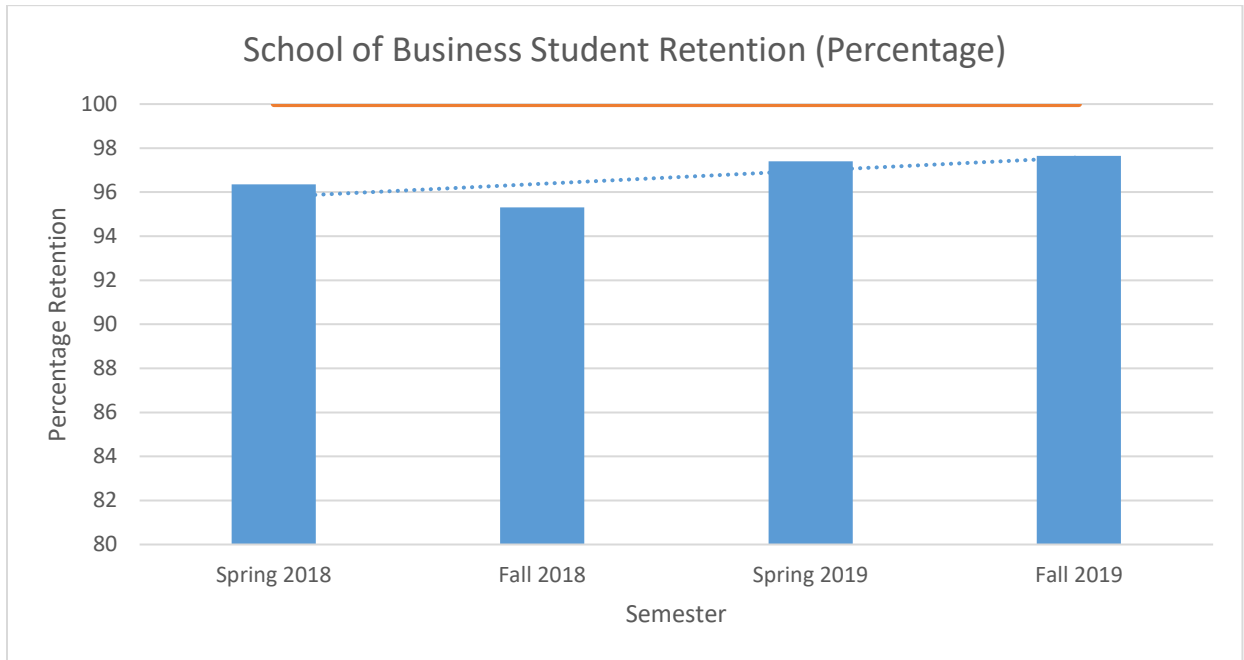
School of Business Programs – Majors Graduated per Year



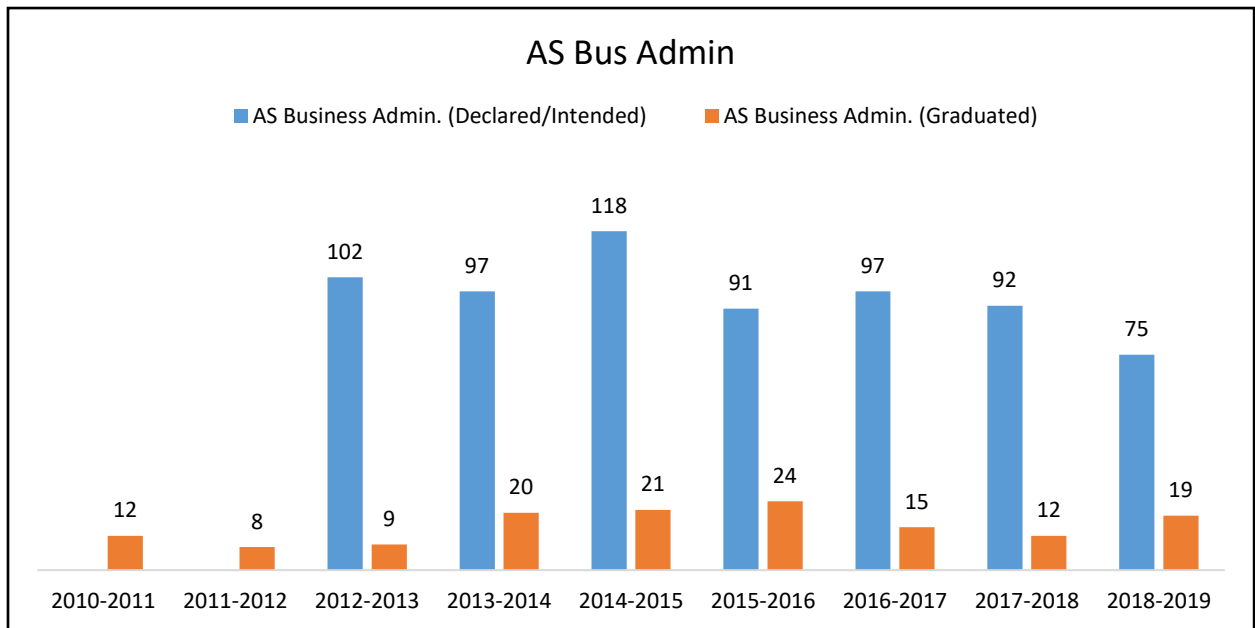
School of Business Programs – Minors Graduated per Year

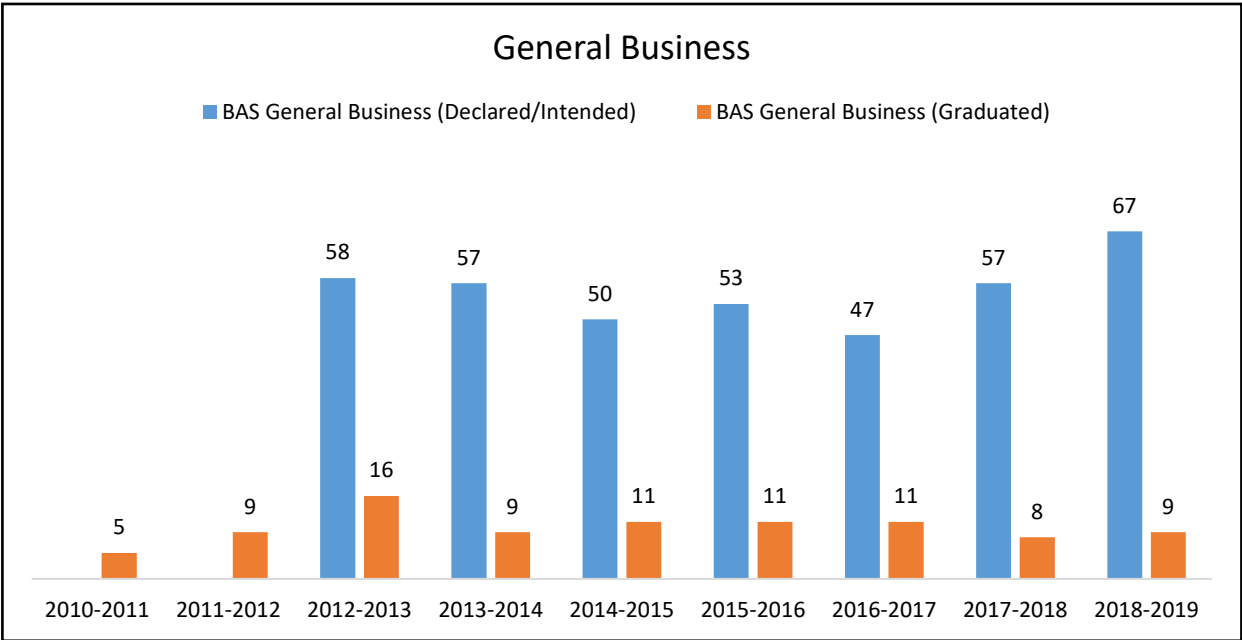
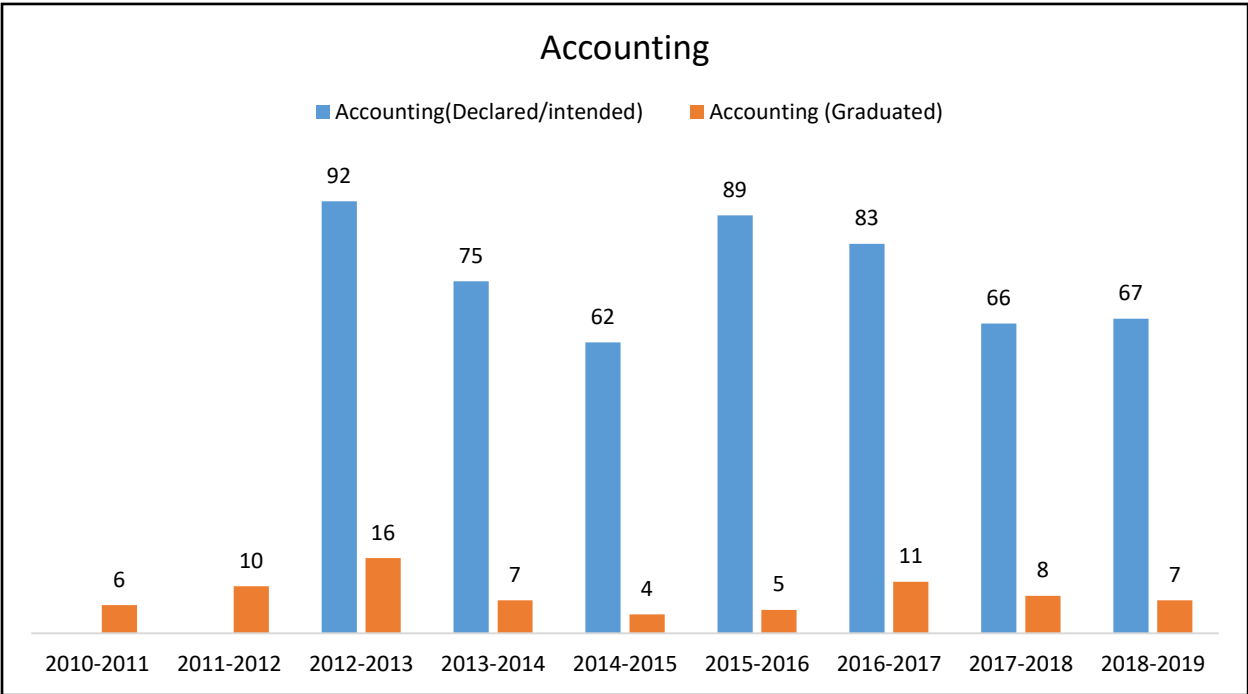


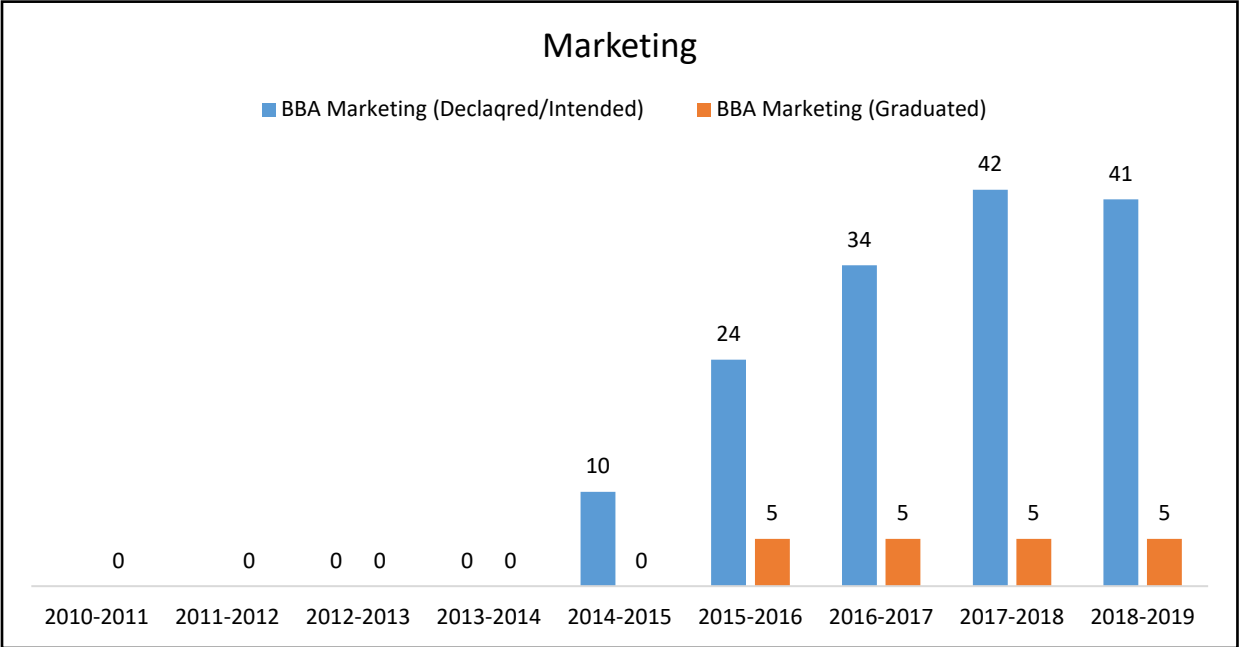
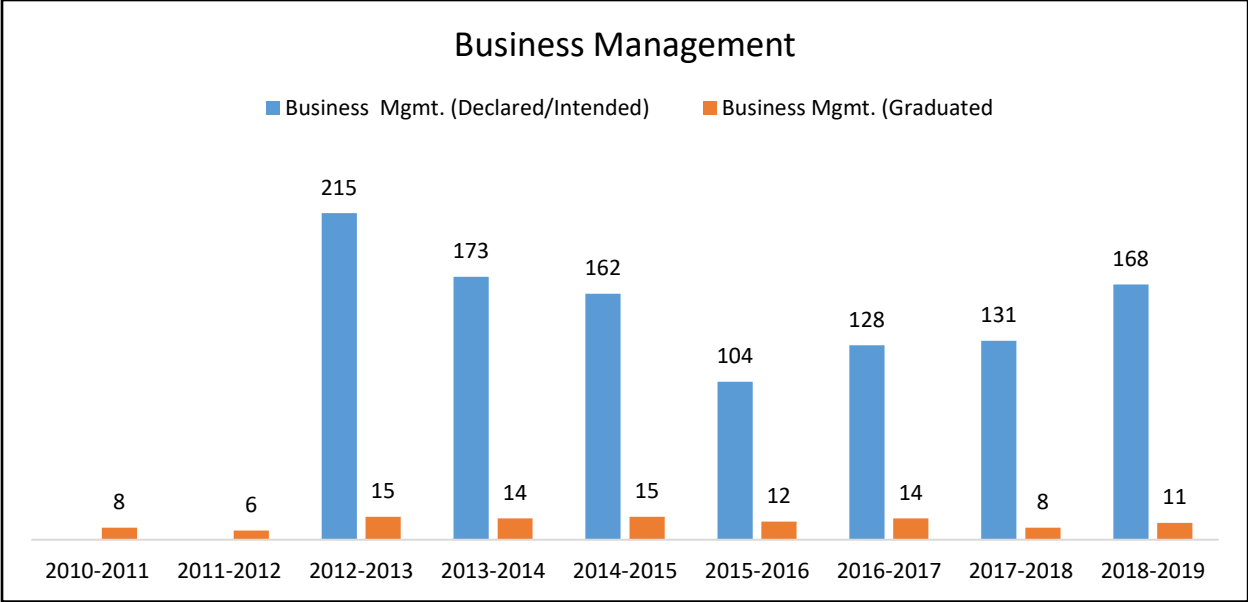
School of Business Student Retention (Percentage)

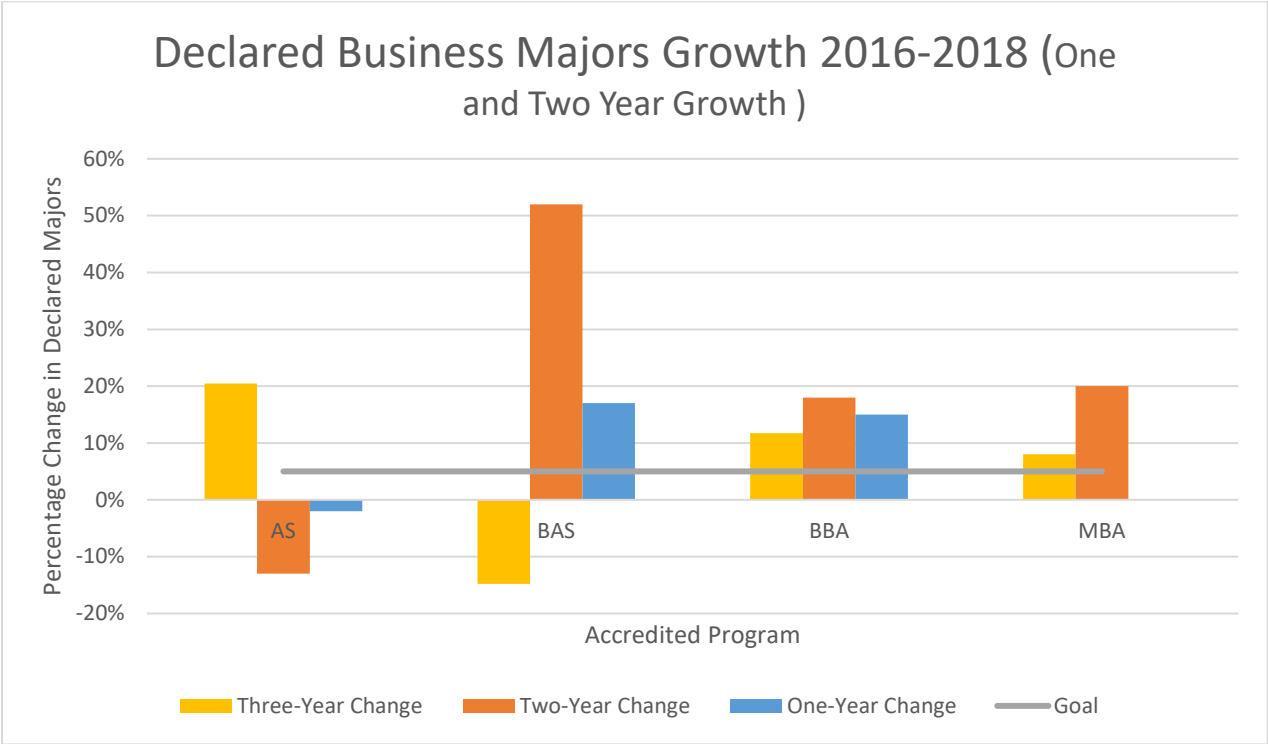
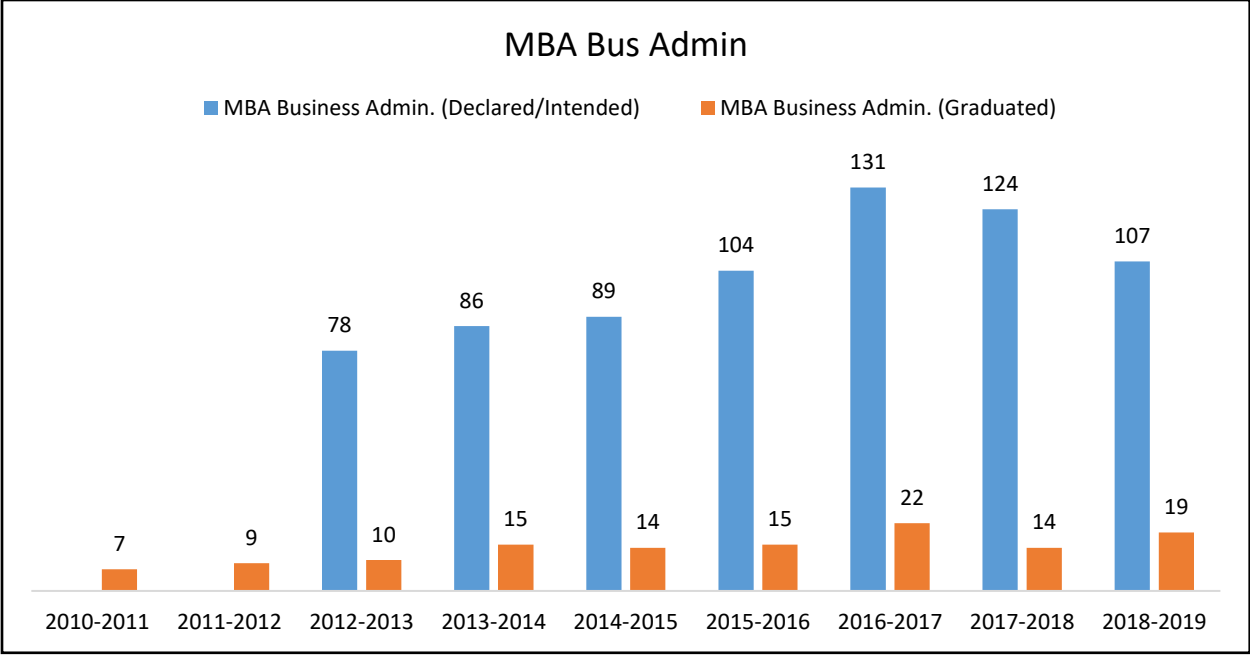


School of Business Graduation Rates - Total Students Declared vs Total Students Graduated

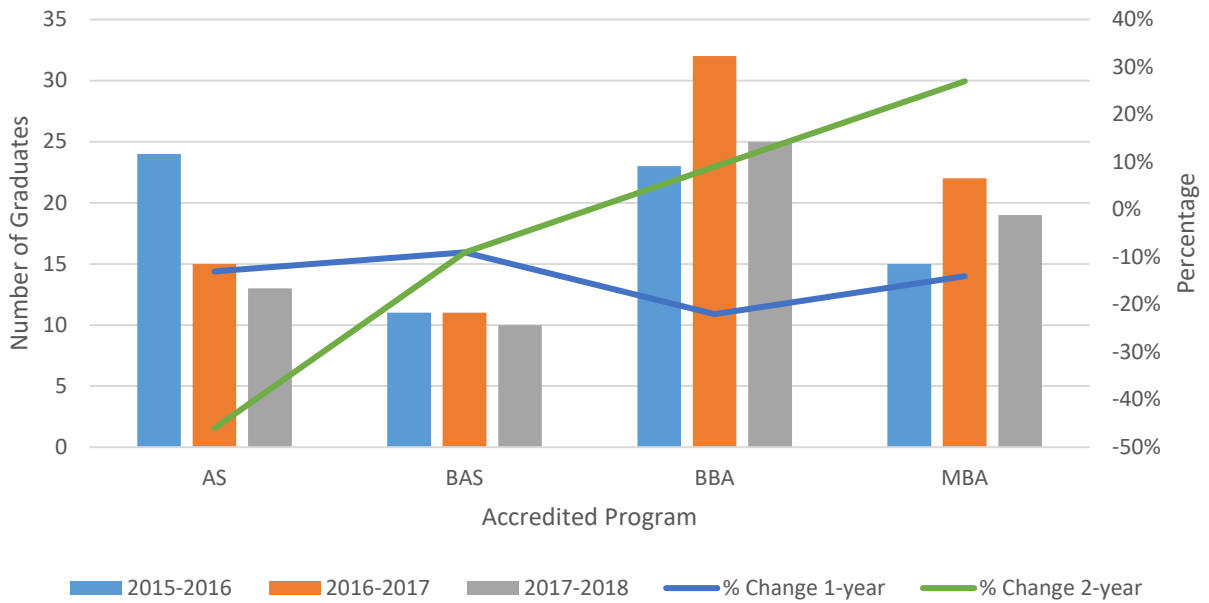




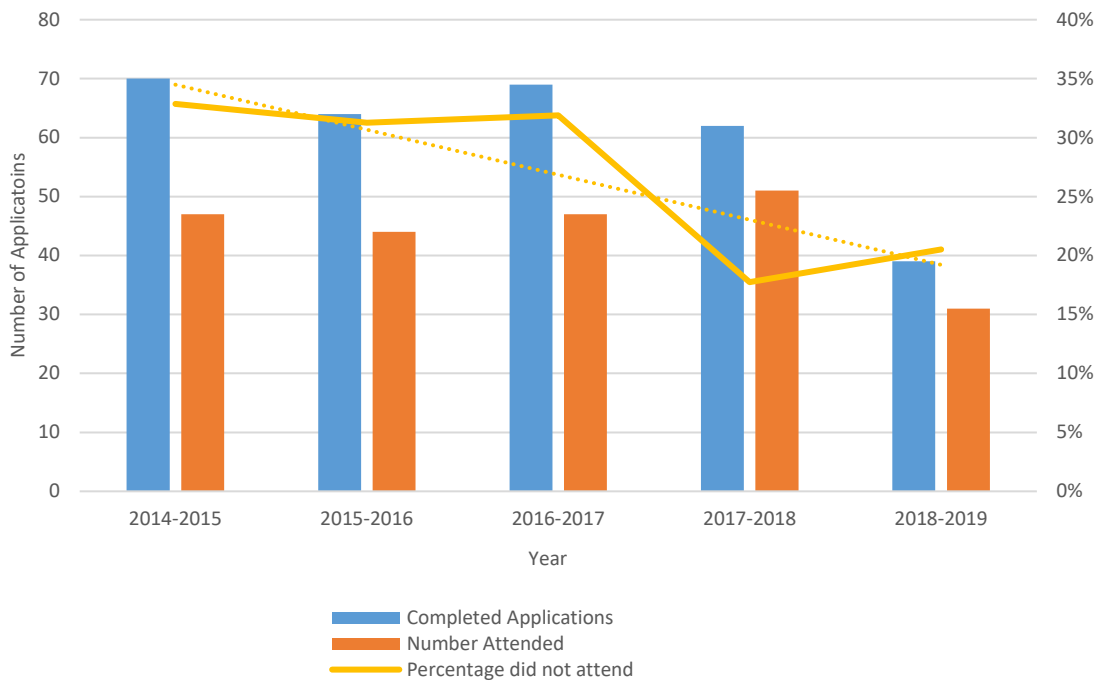


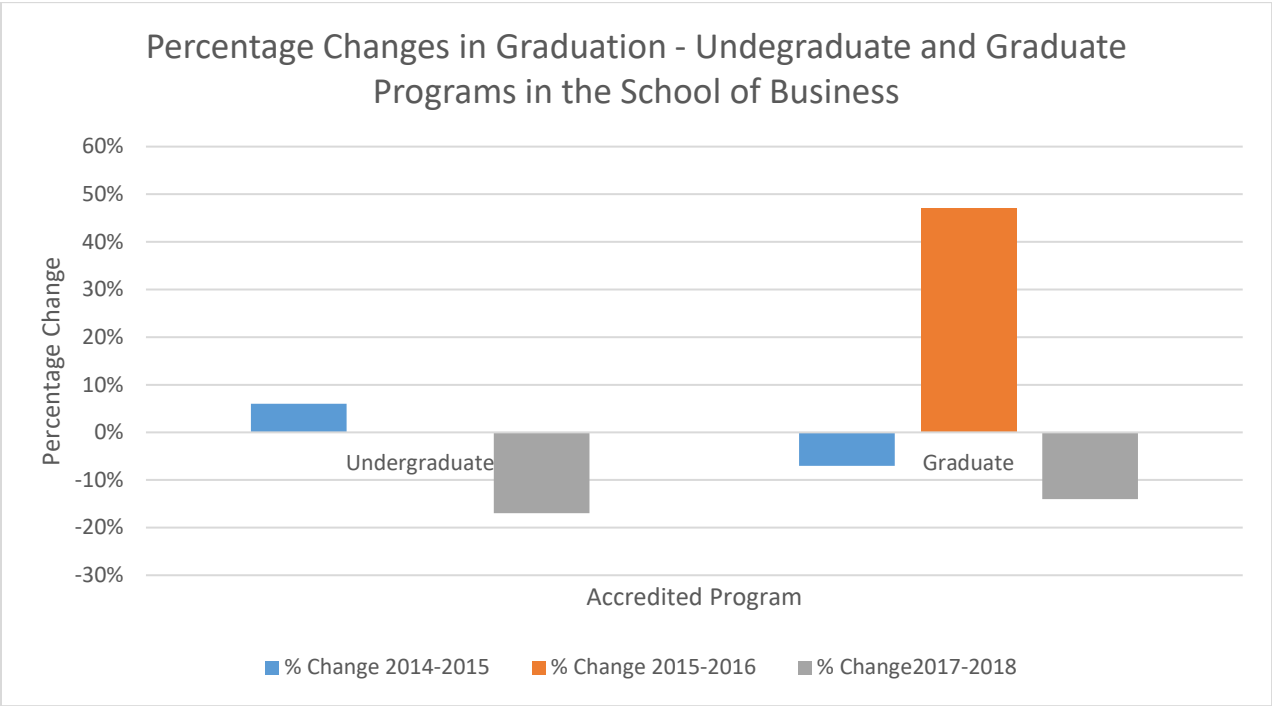
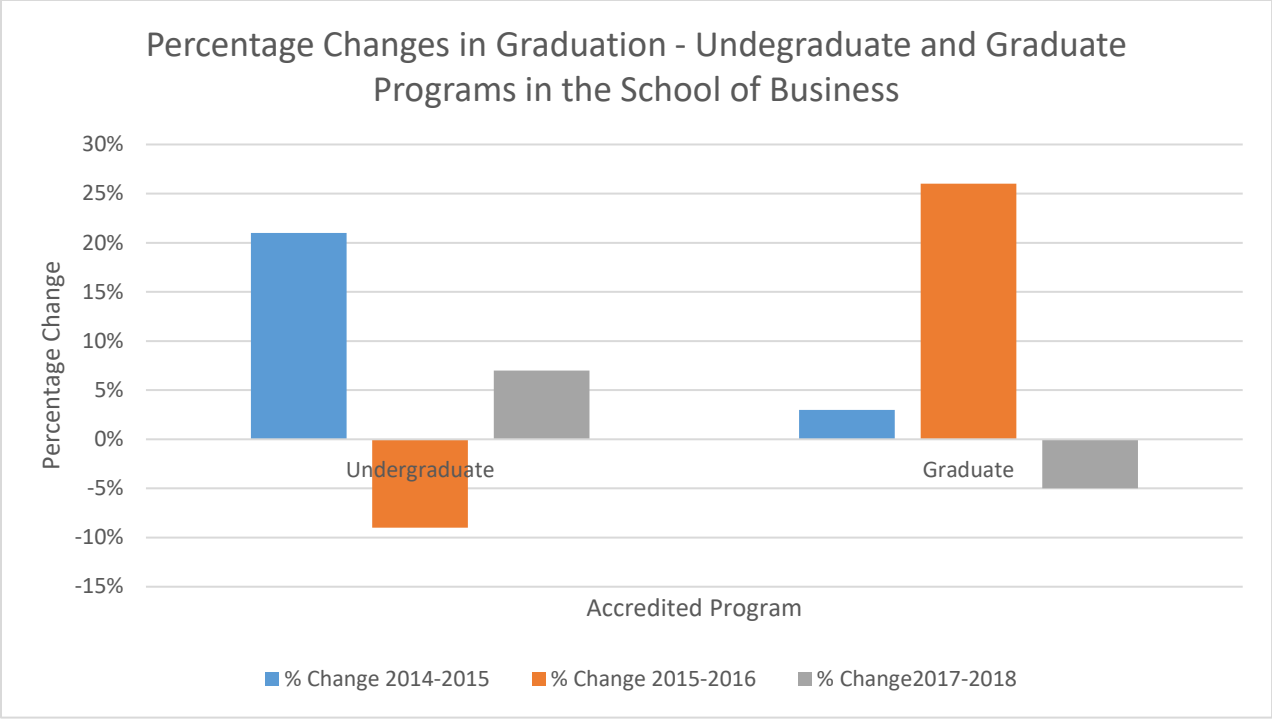


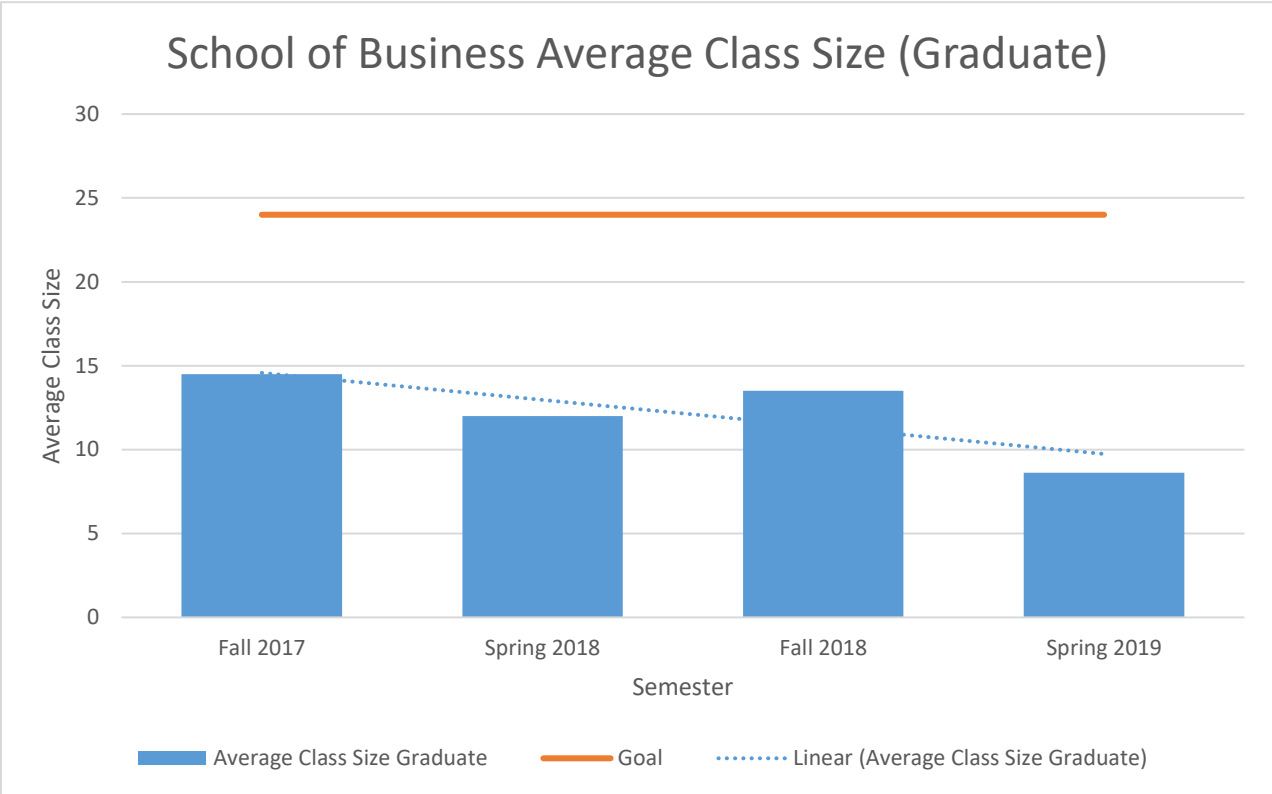
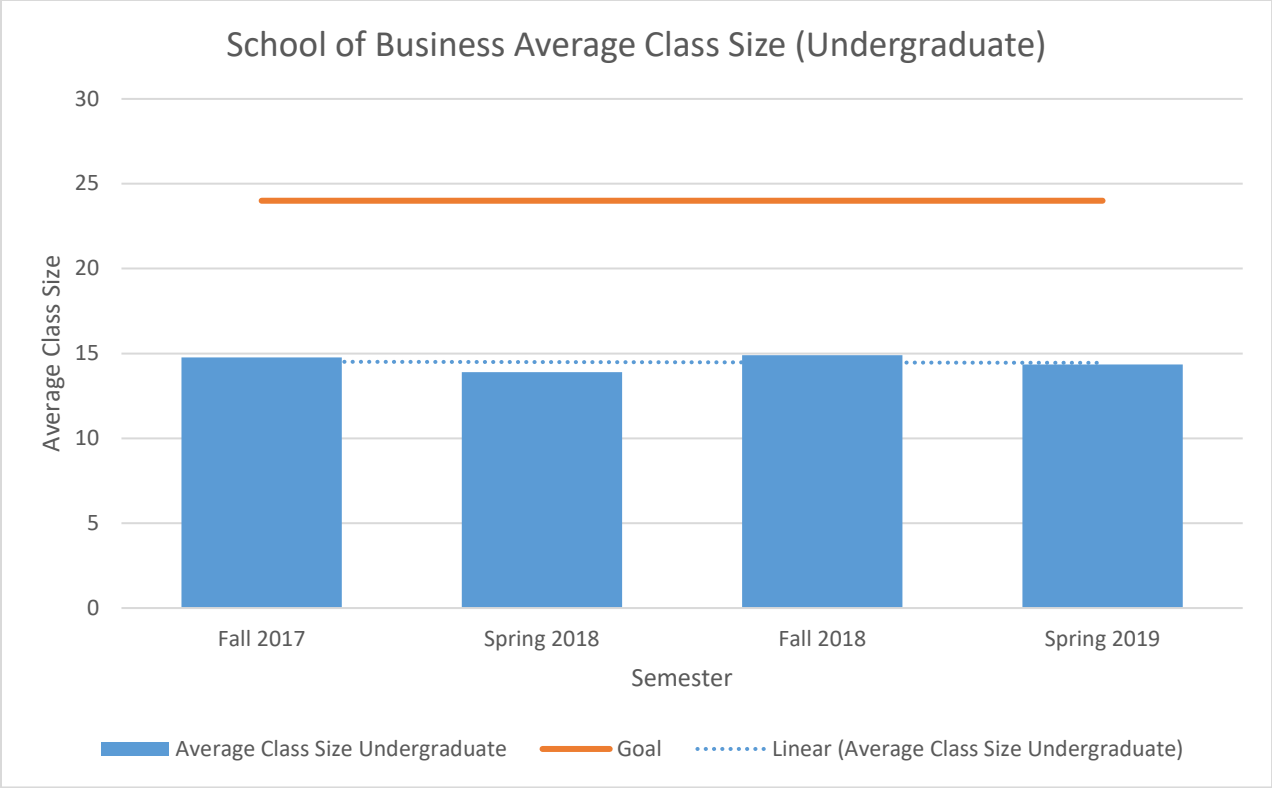
One and Two Year Growth in Graduated Business Majors 2015-2018



MBA Program Completed Applications and Number of students Attending







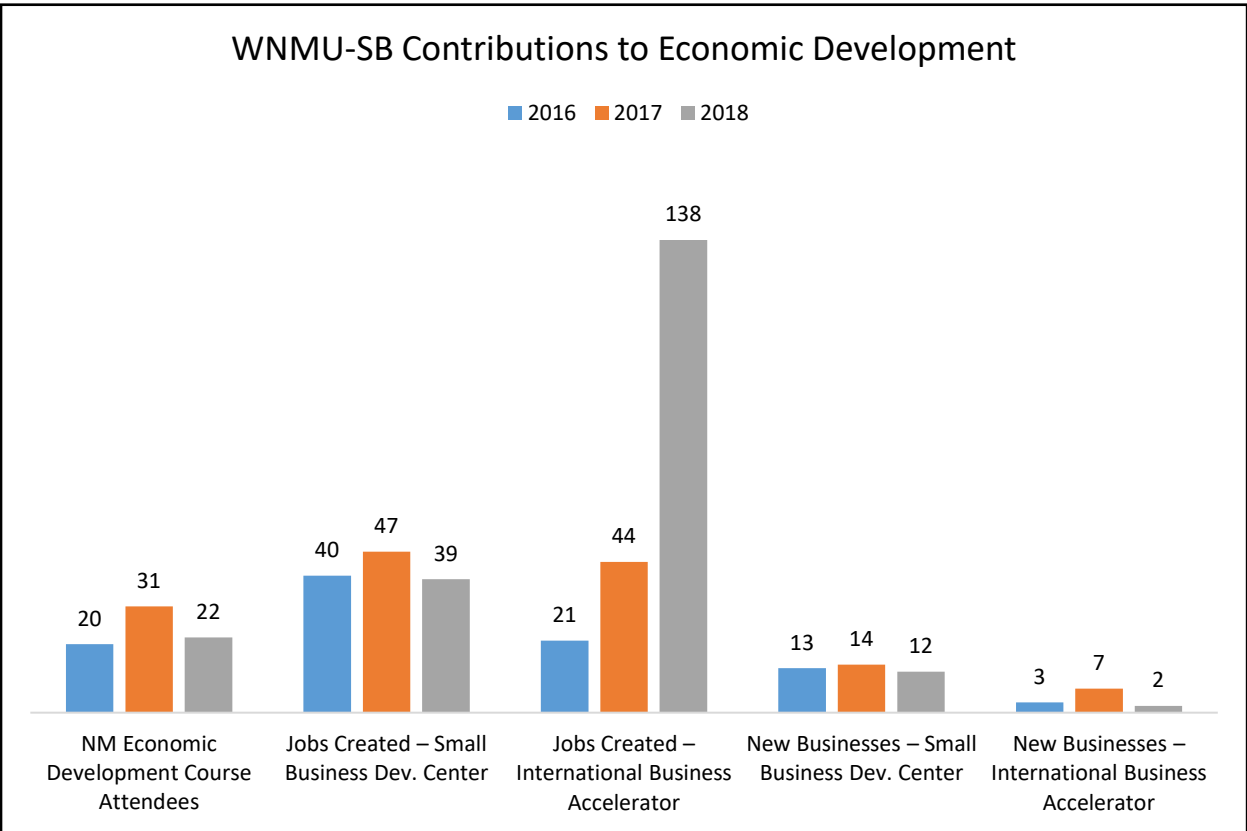


**SCHOOL
OF
BUSINESS**

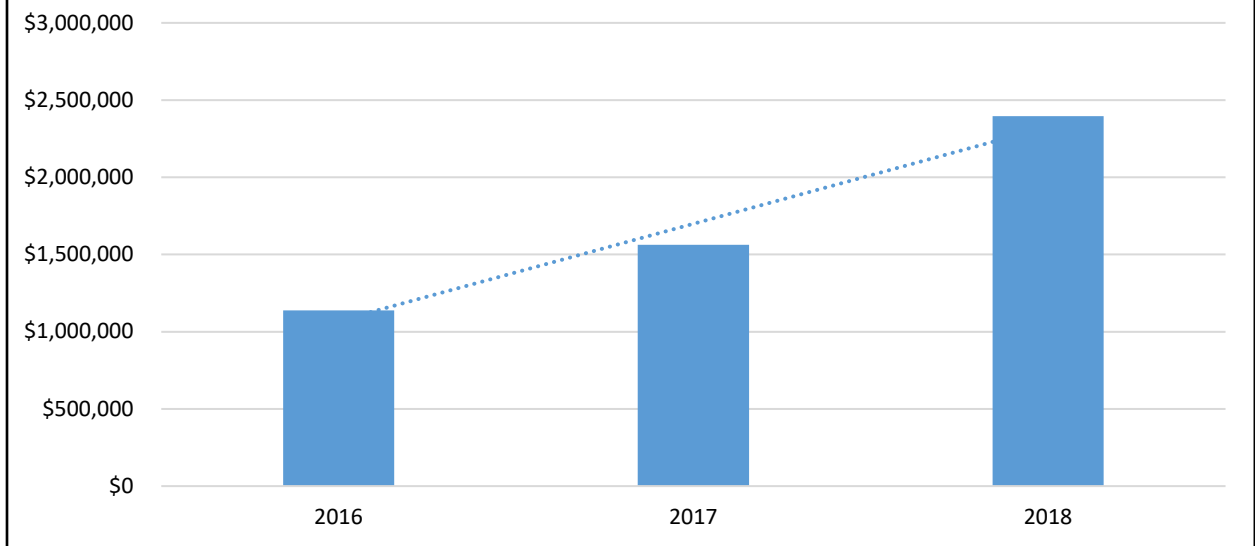
School of Business Contributions to Economic Development



Performance Effectiveness Report Council of University Presidents Report Contributions to Economic Development	2016	2017	2018
NM Economic Development Course Attendees	20	31	22
Jobs Created – Small Business Dev. Center	40	47	39
Jobs Created – International Business Accelerator	21	44	138
Capital Infusion – Small Business Dev. Center	\$1,137,965	\$1,563,220	\$2,395,588
New Businesses – Small Business Dev. Center	13	14	12
New Businesses – International Business Accelerator	3	7	2



Capital Infusion – Small Business Dev. Center



Stakeholders Satisfaction

Student Satisfaction with School of Business Advising Services.

<p>Measurable Goal</p> <p>We expect that student satisfaction will be above 80% every semester.</p>	<div style="text-align: center;">RESULTS</div> <table border="1" style="margin: 10px auto;"> <caption>Student Satisfaction Data</caption> <thead> <tr> <th>Year</th> <th>Strongly Agree/ Agree (%)</th> <th>Goal (%)</th> </tr> </thead> <tbody> <tr> <td>2017 (N=43)</td> <td>84</td> <td>80</td> </tr> <tr> <td>2018 (N=35)</td> <td>85.7</td> <td>80</td> </tr> <tr> <td>2019 (N=44)</td> <td>88.4</td> <td>80</td> </tr> </tbody> </table>	Year	Strongly Agree/ Agree (%)	Goal (%)	2017 (N=43)	84	80	2018 (N=35)	85.7	80	2019 (N=44)	88.4	80
Year		Strongly Agree/ Agree (%)	Goal (%)										
2017 (N=43)		84	80										
2018 (N=35)		85.7	80										
2019 (N=44)	88.4	80											
<p>What is your measurement instrument or process?</p> <p>The School of Business Student Advising Survey is distributed every semester through email to the total population of declared business students registered as business majors within the School of Business. The instrument results are then combined to present advising results per year.</p>													
<p>Current Results</p> <p>Currently we have collected six semesters (grouped in three years, for three data points) of advising evaluation results. We have surpassed the goal of 80% satisfaction with the advising services. The lowest score was 84 in 2017 and the highest was 88 in 2019.</p>													
<p>Analysis of Results</p> <p>The results shows an increasing student satisfaction with the advising services provided by the faculty. Dissemination of the results among faculty have resulted in an increasing satisfaction trend.</p>													
<p>Action Taken or Improvement made.</p> <p>The data was made available/presented to faculty individually and as a group. The communication of the data and its use for faculty evaluations, tenure and promotion packages, as well as student feedback, raised awareness of the importance of the advising services. The next steps is to aim for a higher satisfaction goal (90%). This decision has to be approved as a department in the next faculty retreat in Fall 2020.</p>													

School of Business Course Evaluation Averages (per semester).

<p>Measurable Goal</p> <p>The score provided by the evaluations uses a scale from 1 (lowest) to 5 (highest). The school of Business aim to have above 80% average score (4 on a scale of 5) every semester.</p>	<div style="text-align: center;"> <p>RESULTS</p> <table border="1" style="margin: 10px auto;"> <caption>SB Average Student Course Evaluations per Semester</caption> <thead> <tr> <th>Semester</th> <th>Average Score</th> </tr> </thead> <tbody> <tr> <td>Spring 2017</td> <td>4.30</td> </tr> <tr> <td>Fall 2017</td> <td>4.20</td> </tr> <tr> <td>Spring 2018</td> <td>4.65</td> </tr> <tr> <td>Fall 2018</td> <td>4.53</td> </tr> <tr> <td>Spring 2019</td> <td>4.50</td> </tr> </tbody> </table> </div>	Semester	Average Score	Spring 2017	4.30	Fall 2017	4.20	Spring 2018	4.65	Fall 2018	4.53	Spring 2019	4.50
Semester		Average Score											
Spring 2017		4.30											
Fall 2017		4.20											
Spring 2018		4.65											
Fall 2018	4.53												
Spring 2019	4.50												
<p>What is your measurement instrument or process?</p> <p>Students evaluate their courses every semester using the Canvas Learning Management System. The instrument has 11 specific questions and provides room for open-ended comments. The students will evaluate each course and faculty member every semester. The school of business uses the average scores for full-time faculty to evaluate satisfaction with the course. The goal of the School of Business is to achieve an average of four (4) or above when averaging the scores of the full-time faculty.</p>													
<p>Current Results</p> <p>Current results show an increasing trend with the student average scores. Five data points are shown in the graph. The lowest average score was 4.2 in Fall 2017 and the highest was 4.65 in Spring 2018.</p>													
<p>Analysis of Results</p> <p>The results indicate satisfaction with the full-time faculty members and the courses taught at the School of Business. Since Spring 2017, the average score have not been below four (4).</p>													
<p>Action Taken or Improvement made.</p> <p>The School of Business should consider raising the goal to 90% (4.5 out of 5). The School of Business might also consider including the part-time faculty evaluations in the average calculations or establishing a comparison between full-time and part-time faculty average scores. These decisions have to be approved as a department in the next faculty retreat in Fall 2020. The School of Business also will closely monitor the trend in the most recent three data points.</p>													

School of Business Course Evaluation Response Rates.

<p>Measurable Goal</p> <p>The School of Business aim to have a participation rate of 60% every semester.</p>	<div style="text-align: center;">RESULTS</div> <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>School of Business Course Evaluation Response Rates (Per semester)</caption> <thead> <tr> <th>Semester</th> <th>Response Rate (%)</th> </tr> </thead> <tbody> <tr> <td>Fall 2017</td> <td>63%</td> </tr> <tr> <td>Spring 2018</td> <td>52%</td> </tr> <tr> <td>Fall 2018</td> <td>53%</td> </tr> <tr> <td>Spring 2019</td> <td>45%</td> </tr> <tr> <td>Fall 2019</td> <td>42%</td> </tr> </tbody> </table>	Semester	Response Rate (%)	Fall 2017	63%	Spring 2018	52%	Fall 2018	53%	Spring 2019	45%	Fall 2019	42%
Semester		Response Rate (%)											
Fall 2017		63%											
Spring 2018		52%											
Fall 2018		53%											
Spring 2019	45%												
Fall 2019	42%												
<p>What is your measurement instrument or process?</p> <p>Students evaluate their courses every semester using the Canvas Learning Management System. The participation rate is calculated using the total number of evaluation responses divided over the total number of students registered for classes in the School of Business. The survey instrument has 11 specific questions and provides room for open-ended comments. The students evaluate each course and faculty member. The School of Business uses the average scores for full time faculty. The goal of the School of Business is to achieve a participation rate of 60% or above when collecting the evaluations of the full-time faculty.</p>													
<p>Current Results</p> <p>Current results show a decreasing trend in participation rate of the students evaluating the courses. Five data points are shown in the graph. The highest participation rate was in Fall 2017 with 63% (above the goal) and the minimum in Fall 2019 with 42% (below the goal).</p>													
<p>Analysis of Results</p> <p>The decreasing trend in response rate is concerning. The students have the ability to provide feedback about what they like or dislike about the courses, but for some reason are not choosing to do so. The survey is included in the Learning Management System and it is completely anonymous. Students are reminded by the university and the faculty about the evaluations.</p>													
<p>Action Taken or Improvement made.</p> <p>The School of Business may have to start displaying how the information obtained from the course evaluations contributes to the improvement of the different courses in the School of Business. Specific actions will have to be discussed in the faculty retreat in the Fall 2020.</p>													

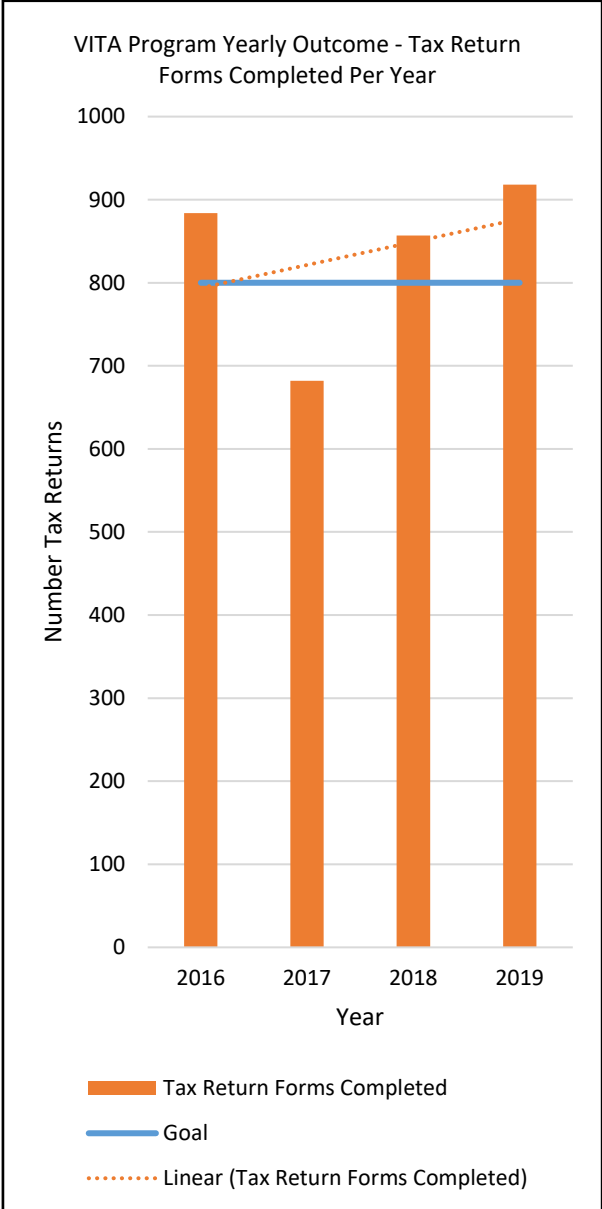
Internship Evaluation, Total Student Evaluation Score.

<p>Measurable Goal</p> <p>The goal is that students will score a total of 40 points or above on total satisfaction with the student performance (interns).</p>	<div style="text-align: center;">RESULTS</div> <table border="1" style="margin: 10px auto;"> <caption>School of Business Interims Evaluation Total Student Evaluation Score (Average)</caption> <thead> <tr> <th>Semester</th> <th>Total Student Evaluation Score (Average)</th> </tr> </thead> <tbody> <tr> <td>2017</td> <td>44.36</td> </tr> <tr> <td>2018</td> <td>44.00</td> </tr> <tr> <td>2019</td> <td>44.66</td> </tr> </tbody> </table> <p>Legend: ■ Total Student Evaluation Score (Average) — Goal ⋯ Linear (Total Student Evaluation Score (Average))</p>	Semester	Total Student Evaluation Score (Average)	2017	44.36	2018	44.00	2019	44.66
Semester		Total Student Evaluation Score (Average)							
2017		44.36							
2018		44.00							
2019		44.66							
<p>What is your measurement instrument or process?</p> <p>The internship evaluation form provided to the employer near the end of the semester include areas of punctuality, attendance, attitude, dependability, judgment, general appearance, maturity, relationship with others, and quality of work. The total evaluation score adds to 45 points (5 points per category). Interns will score a total of 40 or above on their evaluation for a satisfactory performance. Internships are awarded on a case-by-case basis every semester. The internship can last a minimum of 45 (1 credit hour) working hours up to a maximum of 270 working hours (6 credit hours).</p>									
<p>Current Results</p> <p>Current results show satisfaction with the performance of the interns in their internships. Three data points are shown in the graph. The lowest score is 44.36 and the highest is 44.66. The results show an increasing trend and the results have surpassed the goal (40 points) for the last three years.</p>									
<p>Analysis of Results</p> <p>The results show employer satisfaction with the interns provided by the School of Business. The School of Business aims to maintain the increasing trend on total student score internship evaluations.</p>									
<p>Action Taken or Improvement made.</p> <p>The School of Business will continue monitoring the internship evaluations. The School of Business might consider increasing the score to total of 45 (perfect score). These decisions have to be approved as a department in the next faculty retreat in Fall 2020.</p>									

Internship Evaluation, Total Number of Internships School of Business Students.

<p>Measurable Goal</p> <p>The School of Business goal is to provide a minimum of ten (10) internships per year to the business community.</p>	<div style="text-align: center; font-weight: bold; margin-bottom: 10px;">RESULTS</div> <table border="1" style="margin: 10px auto; border-collapse: collapse; text-align: center;"> <caption>School of Business Interims Evaluation Total Number of Internships School of Business Students</caption> <thead> <tr> <th>Academic Year</th> <th>Total Number of Internships</th> <th>Goal</th> </tr> </thead> <tbody> <tr> <td>2017</td> <td>11</td> <td>10</td> </tr> <tr> <td>2018</td> <td>3</td> <td>10</td> </tr> <tr> <td>2019</td> <td>6</td> <td>10</td> </tr> </tbody> </table>	Academic Year	Total Number of Internships	Goal	2017	11	10	2018	3	10	2019	6	10
Academic Year		Total Number of Internships	Goal										
2017		11	10										
2018		3	10										
2019		6	10										
<p>What is your measurement instrument or process?</p> <p>Internship instructions, contract and evaluation forms are provided by the School of Business to the employer and by the intern. Once the internship is completed, the evaluations are submitted to the School of Business and the student is graded accordingly. Internships are between 1-6 credit hours, equivalent to 45 - 270 working hours per semester. Internships are done by semester (fall, spring, summer). However, the School of Business groups the evaluations by academic year (2017, 2018, and 2019) and analyze the results by year. The goal is to have a minimum of 10 internships per year available to the students and employers.</p>													
<p>Current Results</p> <p>Current results indicate that the goal was reached only in 2017 with 11 internships. The trend in the last two cycles is a decreasing one. Three data points are shown in the graph. The highest number of internships was 11 in 2017 and the lowest was 3 in 2018.</p>													
<p>Analysis of Results</p> <p>The results show a decreasing trend. The number of internships depend on the student interests, availability of employers and availability of faculty to supervise the internship. In the last two years (2018-2019), the School of Business has seen high faculty turnover that might have affected the internship offerings. The number of faculty decreased from 7 faculty members in 2017 to 3 full-time faculty members in 2019. The School of Business is hiring new faculty in the Spring 2020.</p>													
<p>Action Taken or Improvement made.</p> <p>The School of Business is replacing/hiring faculty in the Spring 2020. With the new hires the expectation is that, the availability of internship supervisors (faculty) will raise to a level that makes possible achieving the goal of 10 internships per year.</p>													

VITA Program Yearly Outcome.

<p>Measurable Goal</p> <p>The goal is to provide tax services to the community and fill 800 income tax forms for low-income members of the community. The established goal for the VITA program is 800 tax returns sent before the deadline (April 15).</p>	<div style="text-align: center;">RESULTS</div>  <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>VITA Program Yearly Outcome - Tax Return Forms Completed Per Year</caption> <thead> <tr> <th>Year</th> <th>Number Tax Returns</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>882</td> </tr> <tr> <td>2017</td> <td>682</td> </tr> <tr> <td>2018</td> <td>852</td> </tr> <tr> <td>2019</td> <td>918</td> </tr> </tbody> </table>	Year	Number Tax Returns	2016	882	2017	682	2018	852	2019	918
Year		Number Tax Returns									
2016		882									
2017		682									
2018		852									
2019	918										
<p>What is your measurement instrument or process?</p> <p>The students participating in the VITA program produce a report of the total tax returns filled, and estimated economic value of the tax returns to the community. The accounting students attend VITA training in December and provide the service from February to April (tax day). Afterwards, a report is generated and submitted to the School of Business by the accounting faculty supervising the students. The goal is to fill 800 tax returns for the community during the tax season period starting in February, until the tax season ends.</p>											
<p>Current Results</p> <p>Current results show a minimum of 682 tax returns filled in 2017 and a maximum of 918 in 2019. Four data points are shown in the graph. The data shows an increasing trend in tax returns filled by School of Business students.</p>											
<p>Analysis of Results</p> <p>The results indicate that the goal was not reached in one year out of the four data points. Additional information provided by the written report (and posted to the School of Business Webpage) show a substantial monetary impact by the VITA program in the community.</p>											
<p>Action Taken or Improvement made.</p> <p>The VITA program is provided with the resources it needs to be successful. The School of Business has dedicated spaces, and equipment for the program. The data collected can be displayed and analyzed more in depth to determine effectiveness and economic impact of the program. If further analysis is needed, the change in the performance measures will have to be approved by the School of Business in the Fall 2020 faculty retreat.</p>											

Business Community Survey Response.

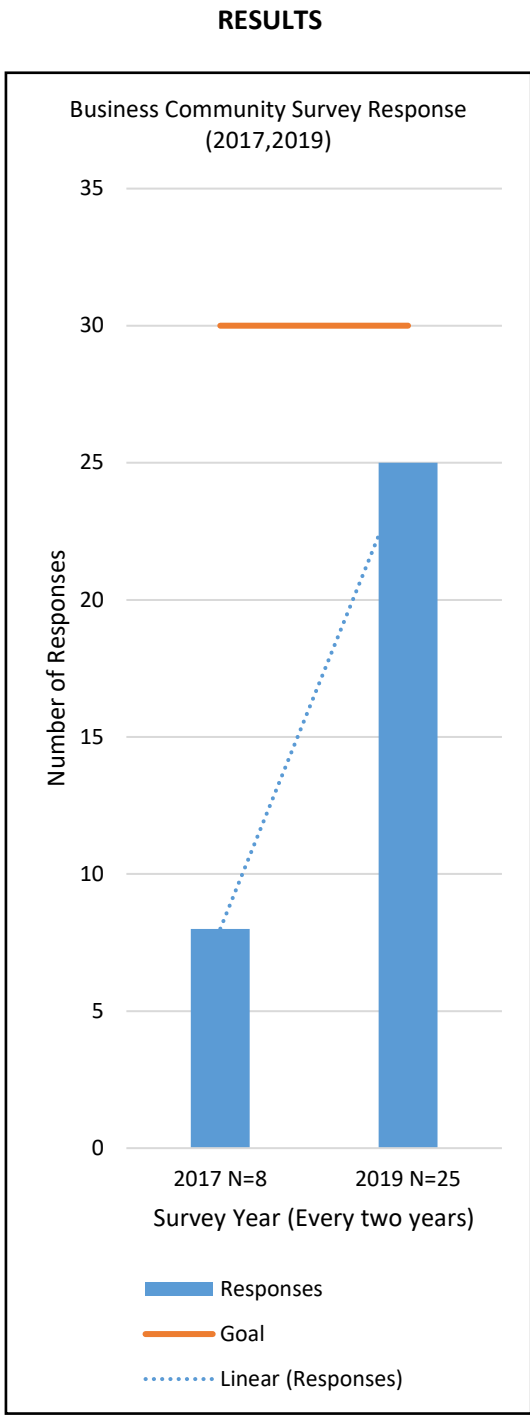
Measurable Goal
 The current goal is to increase responses and feedback to above 30 responses.

What is your measurement instrument or process?
 The School of Business in association with the Chamber of Commerce, downtown businesses, Business Advisory Board and the Silver City Arts District, distribute a survey every two years with the objective of receiving feedback from the community, businesses and the business advisory board. The first year of the survey was 2017, then in 2019, and the next data point will be in 2021.

Current Results
 Currently only two data points are available from the systematic distribution/collection of two surveys in 2017 and 2019. Two data points are shown in the graph. The recent amount of responses reached 25, from an initial response of 8.

Analysis of Results
 The goal of 30 responses has not been reached. A personal approach in reaching out to the community contributed to the increase in responses from 8 in 2017 to 25 in 2019.

Action Taken or Improvement made.
 The next survey cycle is in 2021. The School of Business will need to personally reach out to the community and convey the message of the importance of their feedback. The School of Business might also review the survey to determine its effectiveness. Changes to the questions in the survey will have to be discussed in the faculty retreat in the Fall 2020.



Organizations Hiring WNMU School of Business Students/Graduates.

Measurable Goal

The goal is that the business will be able to hire or provide internships to students and graduates. The goal is for the business to respond Yes all the time (100%).

What is your measurement instrument or process?

The School of Business in association with the Chamber of Commerce, downtown businesses, Business Advisory Board and the Silver City Arts District, distribute a survey every two years with the objective of receiving feedback from the community, businesses and the business advisory board. The first year of the survey was 2017, then in 2019, and the next data point will be in 2021.

Current Results

Currently, only two data points are available from the systematic distribution/collection of two surveys in 2017 and 2019. The results show the businesses indicating that they have not hired or provided internships to School of Business students. Two data points are shown in the graph. The affirmative response went from 63% in 2017 to 24% in 2019.

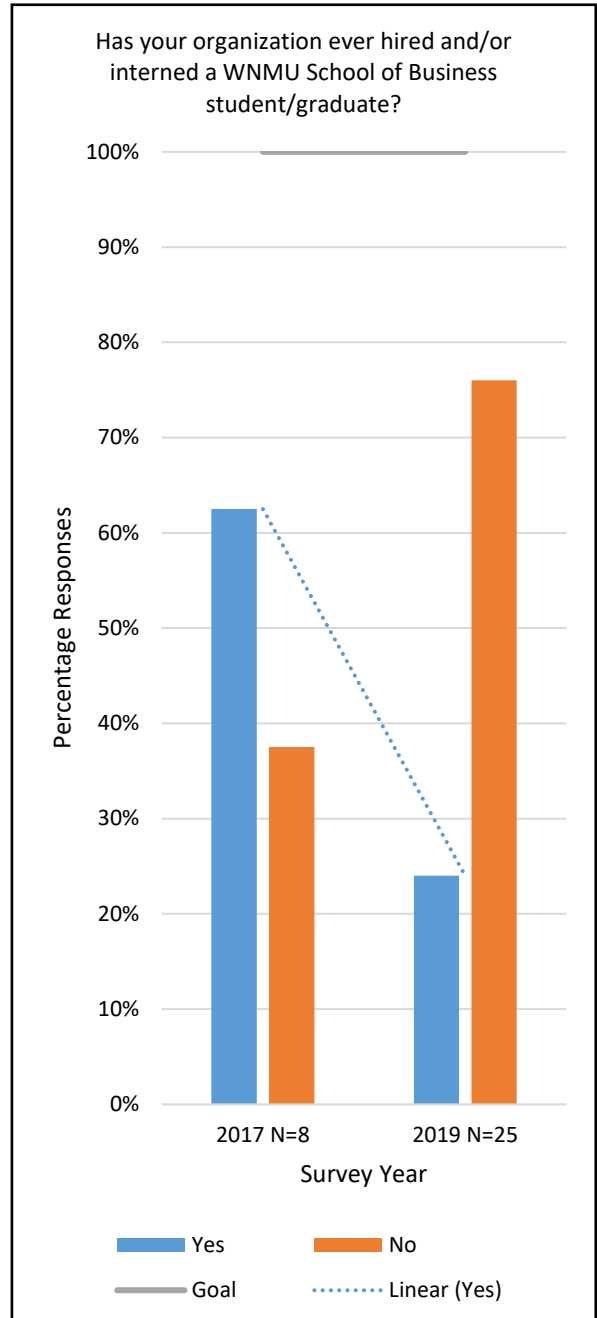
Analysis of Results

When the business respond yes to this specific question, we interpret that they have had first-hand experience with our students or graduates and indicates satisfaction with our programs. Now there is a decreasing trend shown in the results. This signals that the local community is not providing internships nor hiring School of Business graduates. A possible explanation could be the lack of faculty in the School of Business to engage with the business community.

Action Taken or Improvement made.

The next survey cycle is in 2021. The School of Business will need to continue efforts in reaching out to the community and listen to the feedback they provide about why are they not hiring graduates or providing internships. The School of Business might also review the survey to determine if it needs to modify the questions to understand better the business landscape. Changes to the questions in the survey will have to be discussed in the faculty retreat in the Fall 2020.

RESULTS



Alumni Satisfaction Survey Results.

<p>Measurable Goal</p> <p>The goal is to receive at least 60 responses to the survey. Only Business graduates are contacted to fill out the survey.</p>	<div style="text-align: center;">RESULTS</div> <p style="text-align: center;">Alumni Satisfaction Survey Results- Number of responses to survey</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Number of Responses</th> </tr> </thead> <tbody> <tr> <td>2017</td> <td>40</td> </tr> <tr> <td>2019</td> <td>54</td> </tr> </tbody> </table> <p style="text-align: center;">Legend: ■ Number of Responses — Goal ⋯ Linear (Number of Responses)</p>	Year	Number of Responses	2017	40	2019	54
Year		Number of Responses					
2017		40					
2019		54					
<p>What is your measurement instrument or process?</p> <p>The survey is sent to School of Business alumni on a two-year cycle. The first survey went out in 2017, as part of the five-year Strategic Plan of the School of Business. The second survey went out in 2019, and the third survey (data point) will be distributed in 2021.</p>							
<p>Current Results</p> <p>Current results indicate an increasing participation and responses to the survey. Two data points are shown in the graph. In 2017, 40 alumni responded survey; in 2019, 54 responded to the survey.</p>							
<p>Analysis of Results</p> <p>Alumni seem to keep engaged with the School of Business. When approached on a constant basis with useful information, they are willing to provide feedback. In the last four years the School of Business have kept communicating the alumni about events, opportunities and news happening at the School of Business.</p>							
<p>Action Taken or Improvement made.</p> <p>The School of Business in 2016 started an information campaign to the alumni and stakeholders with one-page news from the Associate Dean and with the official newsletter, The Capitalist. The increased participation on the survey could be a direct result of the constant engagement with alumni. The School of Business will continue the engagement campaign and will collect information in 2021, following the cycle established in the Strategic Plan.</p>							

Alumni Current Occupation Degree of Relatedness to Career Goals.

Measurable Goal

The goal is to have alumni that are 100% satisfied with the relationship between their career goals, degree, and their current occupation. Only Business graduates were selected for this survey.

What is your measurement instrument or process?

The survey is sent to School of Business alums on a two-year cycle. The first survey went out in 2017, as part of the five-year Strategic Plan of the School of Business. The second survey went out in 2019, and the third survey (data point) will be collected in 2021.

Current Results

Current results indicate not only increasing participation and responses to the survey, but also an increasing satisfaction trend in the relatedness of the current occupation, degree obtained at WNMU and the career goals of the graduates. Two data points are shown in the graph. In 2017, 80 percent responded affirmative to the relatedness of occupation and career goals; in 2019, 90.8% answered affirmative to the same question.

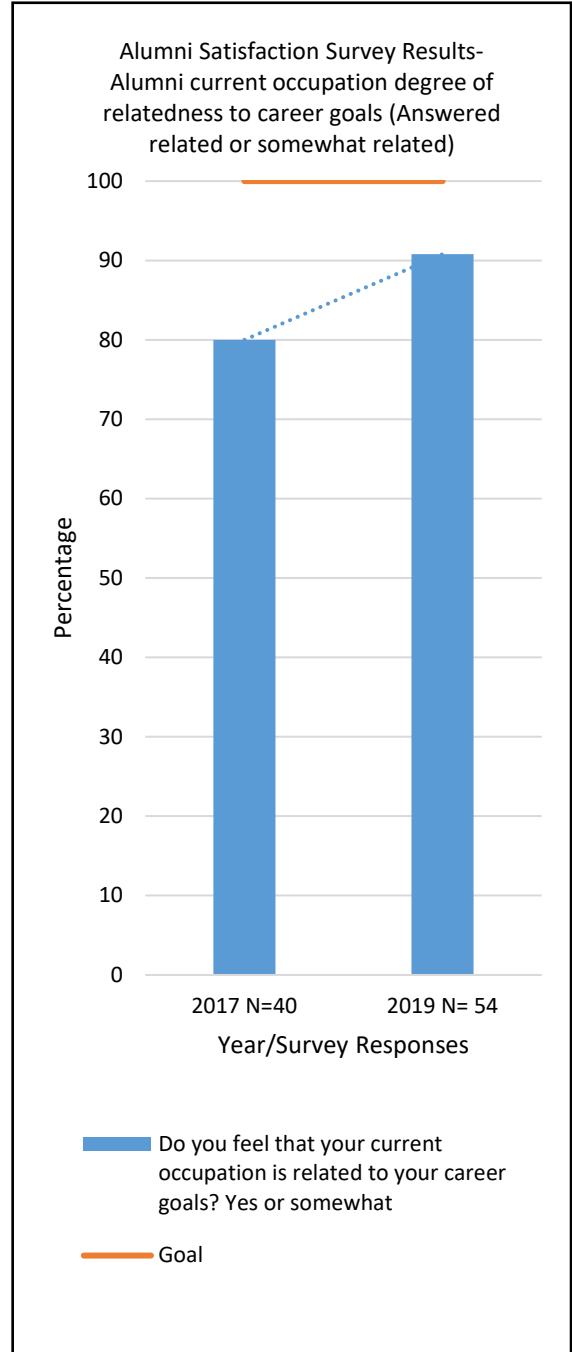
Analysis of Results

Results indicate increasing satisfaction of the graduates with their career goals, current occupation, and educational choices they have made. The relationship between the alumni's current occupation and their career goals is strong.

Action Taken or Improvement made.

Although only two data points have been collected, there is a clear increasing trend toward career goals and current occupation of our graduates. The School of Business will continue the efforts of reaching out to the alumni. The School of Business will the also review the survey to determine if it needs to modify the any of the questions to understand better the circumstances of the alumni. Changes to the questions in the survey will have to be discussed in the faculty retreat in the Fall 2020.

RESULTS



Degree of Relation between Current Occupation and Field of Study (Alumni)

<p>Measurable Goal</p> <p>The goal is to have alumni that are 100% satisfied with their field of study and their current occupation. Only Business graduates were selected for this survey.</p>	<div style="text-align: center;">RESULTS</div> <div style="text-align: center;"> <p>Alumni Satisfaction Survey Results- Degree of relation between current occupation and field of study while at WNMU? (Answered related or somewhat related)</p> <table border="1" style="margin: 10px auto;"> <thead> <tr> <th>Year/Survey Responses</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2017 N=40</td> <td>71.5%</td> </tr> <tr> <td>2019 N=54</td> <td>86.5%</td> </tr> <tr> <td>Goal</td> <td>100%</td> </tr> </tbody> </table> <p>■ Do you feel that your current occupation is related to your field of study while at WNMU? Yes or somewhat</p> <p>— Goal</p> </div>	Year/Survey Responses	Percentage	2017 N=40	71.5%	2019 N=54	86.5%	Goal	100%
Year/Survey Responses		Percentage							
2017 N=40		71.5%							
2019 N=54		86.5%							
Goal	100%								
<p>What is your measurement instrument or process?</p> <p>The survey is sent to School of Business alumni on a two-year cycle. The first survey went out in 2017, as part of the five-year Strategic Plan of the School of Business. The second survey went out in 2019, and the third survey (data point) will be collected in 2021.</p>									
<p>Current Results</p> <p>Current results indicate not only increasing participation and responses to the survey, but also an increasing satisfaction trend between the current occupation, and the field of study at WNMU. Two data points are shown in the graph. In 2017, 71.5 percent responded affirmative to the relation between their current occupation and the field of study; in 2019, 86.5% answered affirmative to the same question.</p>									
<p>Analysis of Results</p> <p>The results shows strong relationship between current occupation of the graduates and their field of study.</p>									
<p>Action Taken or Improvement made.</p> <p>Although only two data points have been collected, there is a clear increasing trend toward the relationship between the current occupation and the field of study in business at WNMU. The School of Business will continue the efforts of reaching out to the alumni. The School of Business will also review the survey questions to determine if it needs to modify any questions to understand better the circumstances of the alumni. Changes to the questions in the survey will have to be discussed in the Faculty retreat in the fall 2020.</p>									

Alumni Satisfaction with Post-Graduate Occupation.

Measurable Goal

The goal is to have alums that are 100% satisfied with their postgraduate occupation. Only Business graduates were selected for this survey.

What is your measurement instrument or process?

The survey is sent to School of Business alumni on a two-year cycle. The first survey went out in 2017, as part of the five-year Strategic Plan of the School of Business. The second survey went out in 2019, and the third survey (data point) will be collected in 2021.

Current Results

Current results indicate not only increasing participation and responses to the survey, but also a high satisfaction with the postgraduate occupation of our alumni. Two data points are shown in the graph. In 2017, 75.5 % responded affirmative to the satisfaction with postgraduate occupation; in 2019, 77.8 % answered affirmative to the same question.

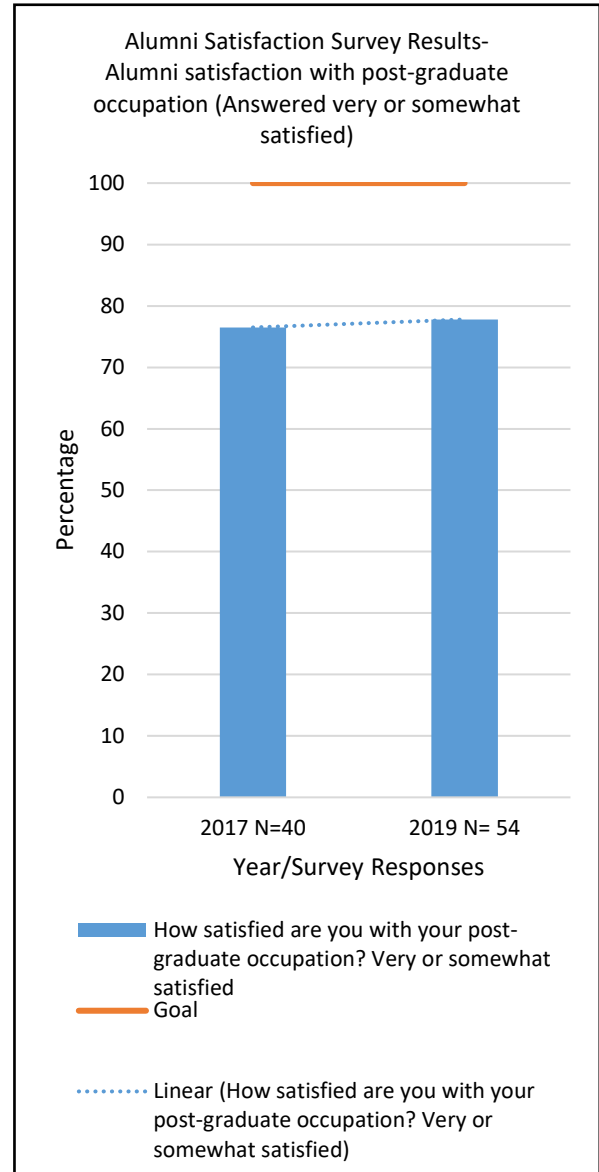
Analysis of Results

The results shows strong relationship between the postgraduate occupation of the graduates and the satisfaction with their choices in education. Specifically these are students who have completed a business degree in any of the fields offered in the School of Business.

Action Taken or Improvement made.

Although only two data points have been collected, there is an increasing trend in the alumni satisfaction with the post-graduate occupation. The School of Business will continue the efforts of reaching out to the alumni, in order to collect more data. The School of Business will also review the survey questions to determine if it needs any modification to better understand the circumstances of the alumni. Changes to the questions in the survey will have to be discussed in the faculty retreat in the Fall 2020.

RESULTS



Enrollment of High School Student in School of Business Courses: Introduction to Business and Principles of Accounting.

<p>Measurable Goal</p> <p>The goal is to have 100 students registered in the dual enrollment courses at the high schools every semester. Currently, only one out of the three high schools in the area is offering the dual enrollment courses on a constant basis.</p>	<div style="text-align: center;">RESULTS</div> <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>High School Dual Enrollment Students</caption> <thead> <tr> <th>Semester</th> <th>Grand Total</th> <th>Goal</th> </tr> </thead> <tbody> <tr> <td>Spring 2019</td> <td>69</td> <td>100</td> </tr> <tr> <td>Fall 2019</td> <td>14</td> <td>100</td> </tr> <tr> <td>Spring 2020</td> <td>68</td> <td>100</td> </tr> </tbody> </table>	Semester	Grand Total	Goal	Spring 2019	69	100	Fall 2019	14	100	Spring 2020	68	100
Semester		Grand Total	Goal										
Spring 2019		69	100										
Fall 2019		14	100										
Spring 2020		68	100										
<p>What is your measurement instrument or process?</p> <p>The measurement instrument used is the number of students registered to take dual enrollment courses approved by the School of Business, on a semester basis. The enrollment report allows the School of Business to collect information on a semester basis and to present this information to the School of Business Stakeholders.</p>													
<p>Current Results</p> <p>Current results shows demand for the business courses. Three data points are shown in the graph. The highest enrollment was in Spring 2019, with 69 students, the lowest enrollment in Fall 2019 with 14 students.</p>													
<p>Analysis of Results</p> <p>During the Spring 2019 semester more business courses sections are offered at the high school, than in the fall. In addition to understand these new collaborations with the public school system, we have learned and established processes to authorize faculty with the credentials to teach at the high schools, provide them with advising and other tools needed to be successful.</p>													
<p>Action Taken or Improvement made.</p> <p>The School of Business is looking forward to meet the goal of 100 students registered for dual enrollment courses. The School of Business will be sending information, promotional items and ultimately faculty could be visiting the local high schools to promote the importance of taking these business courses early in their careers. A discussion about the dual enrollment courses initiative will take place during the faculty retreat in the Fall 2020.</p>													

Annual Leadership Evaluation Survey Participation Rate.

Measurable Goal

The goal is to have a participation rate of at least 85% of the faculty evaluating the leadership in the academic unit.

What is your measurement instrument or process?

The Office of Institutional Research and Academic Assessment distribute an electronic survey among the faculty in each department at WNMU, to systematically collect (every spring semester) the feeling of the department towards its leadership. The anonymous survey is distributed electronically, and the results are available to the Associate Deans after the results are forwarded to the university two College Deans.

Current Results

Current results indicate an increasing participation rate. Four data points are shown in the graph. The lowest rate was in 2016 with 33% and the highest rate in 2019 with 83.33% of the faculty participating in the survey. The School of Business elects its Associate Dean every three years. The current Associate Dean started his position in 2016-2017 and was re-elected in 2019-2020 for another three year term.

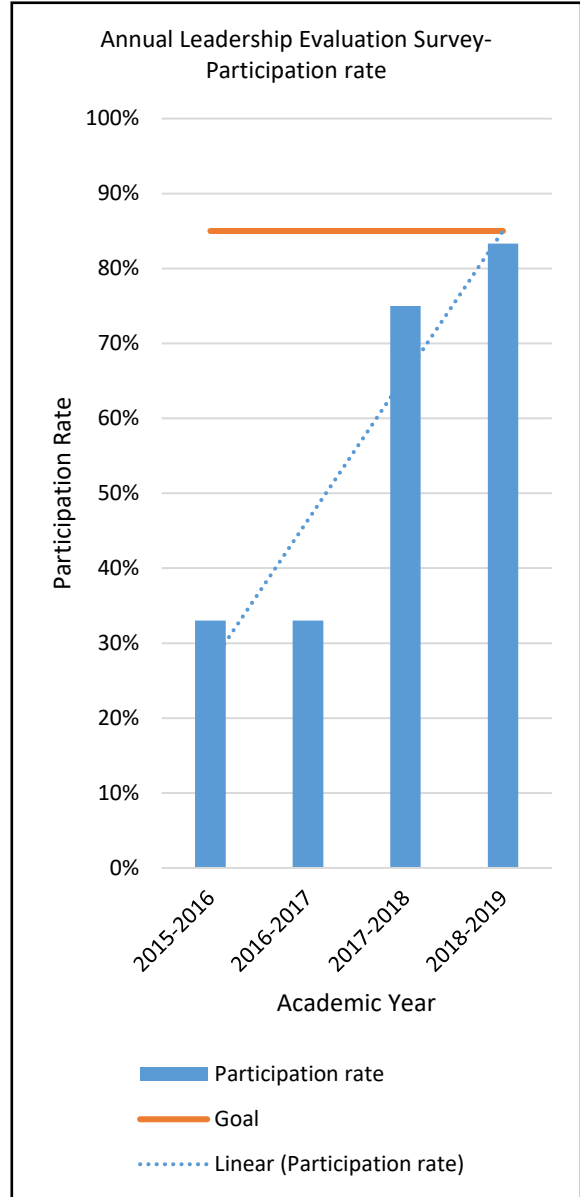
Analysis of Results

The results of the data might be interpreted as an increasing engagement of the faculty in the role they have as providers of feedback to the leadership and how the School of Business is performing in terms of the Strategic Plan and how to achieve its mission. Although the goal of 85% response rate has not been reached yet, the trend indicates a constant increase in faculty engagement.

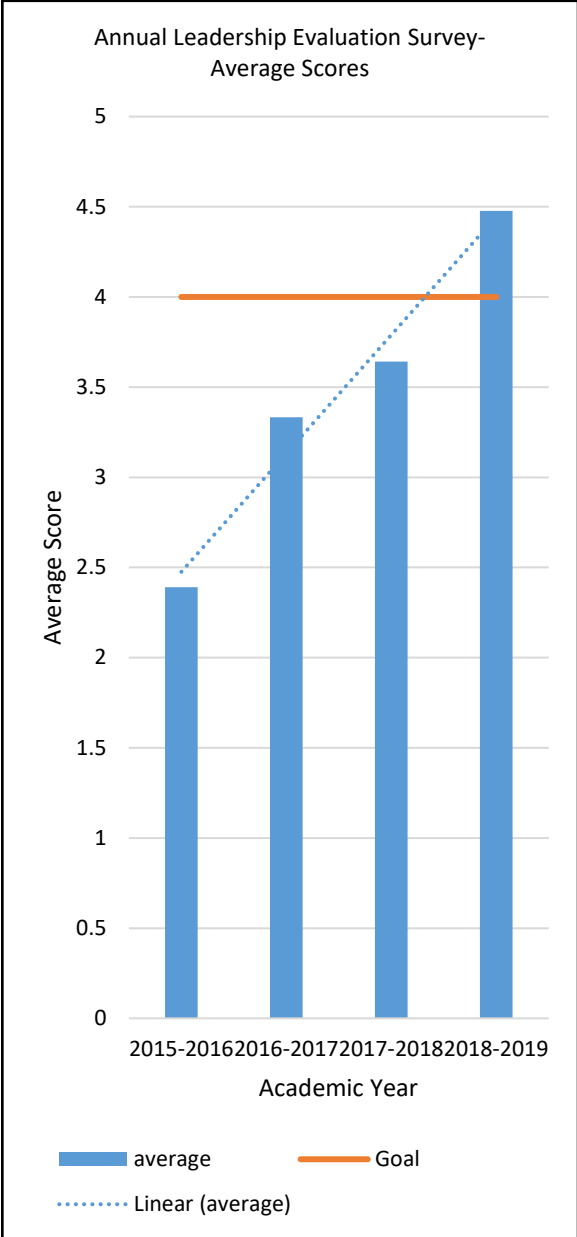
Action Taken or Improvement made.

The School of Business should continue engaging faculty with processes that are established in the Strategic Plan. No changes needed for now.

RESULTS



Average Scores on Annual Leadership Participation Survey.

<p>Measurable Goal</p> <p>The goal is to average 4 or above in the evaluation. The score provided by the evaluations uses a scale from 1 (lowest) to 5 (highest).</p>	<div style="text-align: center;">RESULTS</div>  <table border="1" style="margin-top: 10px;"> <caption>Annual Leadership Evaluation Survey - Average Scores</caption> <thead> <tr> <th>Academic Year</th> <th>Average Score</th> <th>Goal</th> </tr> </thead> <tbody> <tr> <td>2015-2016</td> <td>2.39</td> <td>4.0</td> </tr> <tr> <td>2016-2017</td> <td>3.34</td> <td>4.0</td> </tr> <tr> <td>2017-2018</td> <td>3.64</td> <td>4.0</td> </tr> <tr> <td>2018-2019</td> <td>4.48</td> <td>4.0</td> </tr> </tbody> </table>	Academic Year	Average Score	Goal	2015-2016	2.39	4.0	2016-2017	3.34	4.0	2017-2018	3.64	4.0	2018-2019	4.48	4.0
Academic Year		Average Score	Goal													
2015-2016		2.39	4.0													
2016-2017		3.34	4.0													
2017-2018		3.64	4.0													
2018-2019	4.48	4.0														
<p>What is your measurement instrument or process?</p> <p>The Office of Institutional Research and Academic Assessment distribute an electronic survey among the faculty in each department to systematically collect (every spring semester) the feeling of the department towards its leadership. The survey is distributed in the spring semester and the results are available to the Associate Deans through the College Dean. Only full-time faculty participate in this survey.</p>																
<p>Current Results</p> <p>Current results indicate an increasing satisfaction with the leadership in the School of Business. Four data points are shown in the graph. The lowest average score for the year 2015-2016 was 2.39, the highest average score was in 2018-2019 with 4.48. The 2018-2019 score reached the established goal of four (4). The School of Business elects its Associate Dean every three years. The current Associate Dean started his position in 2016-2017 and was re-elected in 2019-2020 for another three-year term.</p>																
<p>Analysis of Results</p> <p>The School of Business changed leadership in 2016. With the new Associate Dean, the School implemented changes in the Strategic Plan, mission, vision, and culture of the school. The changes seem to be resonating with the faculty who has consistently shown a more favorable view of the leadership since 2016.</p>																
<p>Action Taken or Improvement made.</p> <p>The leadership at the School of Business will keep collecting and analyzing the surveys and feedback from the faculty. It seems that the leadership is responsive to the feedback provided and that the satisfaction with the direction of the School of Business have increased since the new leadership started in 2016. No changes needed for now.</p>																

School of Business Stakeholder's Distribution

Stakeholder Location	Number of School of Business Stakeholders 2019	Number of School of Business Stakeholders 2020
<u>Total Deming</u>	17	25
<u>Total Silver City</u>	265	270
AL	2	0
AS	1	0
AZ	32	38
CA	24	19
CO	2	2
FL	0	4
GA	1	2
HI	4	5
IL	0	1
IN	1	0
MN	0	1
MO	0	2
NM	178	181
NV	2	2
NY	3	0
TX	17	12

School of Business Virtual Stakeholder's Distribution

Stakeholder Location	Number of School of Business Stakeholders 2019	Number of School of Business Stakeholders 2020
<u>Total Virtual</u>	237	205
AZ-Virtual	20	18
CA-Virtual	19	12
CO-Virtual	2	2
FL-Virtual	1	2
GA-Virtual	2	0
IA-Virtual	0	2
IN-Virtual	1	0
MN-Virtual	2	1
MS-Virtual	1	0
NJ-Virtual	2	2
NM-Virtual	154	145
NV-Virtual	2	0
NY-Virtual	6	5
OR-Virtual	2	2
PA-Virtual	2	3
TN-Virtual	2	0
TX-Virtual	14	9
UT-Virtual	2	2
VA-Virtual	1	0
WI-Virtual	2	0

School of Business International Stakeholder's Distribution

Stakeholder Location	Number of School of Business Stakeholders 2019	Number of School of Business Stakeholders 2020
Bois Colombes	0	1
Delhi	0	1
Dublin	1	0
Hermosillo	1	5
Larissa, Thessaly	1	0
Lima	1	1
Mombasa	1	0
Muehlacker	1	0
Posadas	0	1
Reynosa	1	0
Santa Cruz de La Sierra	1	0
Toluca	1	0
Zapopan	1	0
Grand Total	10	9