



**WILLIAM WOODS
UNIVERSITY**

Business Administration Annual Assessment 2018-2019

Business Administration	<hr/> 3
Program Profile	<hr/> 3
Program Assessment	<hr/> 5
Curriculum Map	<hr/> 7
Assessment Findings	<hr/> 10
Program Activities	<hr/> 42
Assessment Rubric	<hr/> 44

Annual Assessment 18-19

Business Administration

Program Profile

Program Mission Statement

Please insert your program mission statement here

William Woods University's business programs provide an exceptional learning environment that empowers students to succeed as they continue their education or pursue professional endeavors.

Program Data

Delivery Method

Traditional On Campus
Online
Hybrid (selected)

Students Majors 2017-18

151

Student Majors 2018-19

131

Student Minors 2017-18

59

Student Minors 2018-19

58

Concentrations 2017-18

If your program contains concentrations, please list the concentrations and the number of students identified within each concentration.

Accounting-6, Advertising & Marketing-48, Economics & Finance-20, Management-29, Management of Information Systems-2, Entrepreneurial Management-17, and Leadership-11.

Concentrations 2018-19

If your program contains concentrations, please list the concentrations and the number of students identified with each concentration.

Accounting-3, Economics/Finance-15, Accounting/Financial Services-1, Advertising/Marketing-33, Entrepreneurial Management-24, Leadership-15, Management-28, Management Information Systems-2

Student Demographics

What are the program goals for student retention, persistence and degree completion? What do the persistence numbers mean to the faculty in the program? Are your persistence numbers what you expected? If not, how could the numbers be

improved? What is the optimal enrollment for the program?

The program has a 88.9% retention rate compared to the University rate of 83.1%, a 59.1% graduation rate for new students compared to the University rate of 57.5%, and a 66.7% graduation rate for transfer students compared to the University rate of 54.1%.

Persistence numbers are expected and all numbers are above University averages. Still, we would like to increase graduation rates for both new and transfer students towards a 70% goal.

We are aware that overall enrollment decreased between 2017/18 and 2018/19 by 20 students, about a 13% decrease. We are reviewing course-work, course offerings, etc. to ensure the program is meeting current needs of students and are working with Marketing to highlight our programs.

Is the Program Externally Accredited

Yes (selected)

No

External Accreditation

Name the Accrediting Agency or entity including the last review/approval. Is there an accrediting body for the field of study? If yes, what is the name of the group. Is the program seeking accreditation? If no, why?

The Business Administration program received initial approval from the ACBSP accreditation body in May 2015. The business faculty received approval on the Quality Assurance Report in May 2017. This year the business faculty submitted documentation for removal of the last condition of the initial 2015 accreditation. The next Quality Assurance Report will be submitted to ACBSP in February, 2019.

Marketing Materials

Please reflect on the current marketing materials used for the program. Detail what documents you are reviewing and attach a screenshot of any webpages or materials that you cannot include as a document. What changes, if any should be made to the material? Are there recommendations for how or where to market the program?

I suggest that we look at the best practice links provided by the ACBSP and try to emulate some of their examples. Most included information concerning graduation rates, retention rates and enrollment. I think we could take our information and "advertise" it in a jazzy format.

Marketing Material

Program Assessment

Standard/Outcome

Identifier	Description
WWU2016.1	Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.
WWU2016.2	Ethics: Students will exhibit values and behaviors that address self- respect and respect for others that will enable success and participation in the larger society.
WWU2016.3	Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.
WWU2016.4	Lifelong Education: Students will possess an intellectual curiosity and desire for continual learning both within and beyond formal education in preparation for participation in a global society.

Additional Standards/Outcomes

Identifier	Description
BUS.1	Analyze and interpret real-world economic phenomena through the use of basic economic theories and tools.
BUS.2	Manipulate and interpret financial data as they relate to the analysis of financial statements (ratio analysis), economic models, and market research.
BUS.3	Analyze and interpret human dynamics in a business context.
BUS.4	Communicate clearly both orally and in writing, with demonstrated abilities in leadership, persuasive communications (sales skills), and teambuilding.
BUS.5	Systematically formulate and justify personal positions in relation to management decision-making.
BUS.6	Systematically assess complex issues in relation to business ethics and legal issues.
BUS.7	Utilize computer-related applications as a business decision-making tool.
BUS.8	Integrate all the various business principles, concepts and methods.

LDR.1	Develop a strong foundation in the theories of management and leadership.
LDR.2	Develop effective managerial and leadership skills
LDR.3	Apply leadership to personal, social, community, and organizational environments.
LDR.4	Analyze managerial and leadership issues and develop ethically appropriate decisions to address such issues.
LDR.5	Analyze leading and leadership from a personal, team, organizational, and global perspective.

BUS - AFS.1	Apply quantitative and qualitative skills to accounting and finance problems transferring knowledge from one situation to another.
BUS - AFS.2	Apply economic principles and financial concepts to solve economic problems, and formulate a perspective on contemporary financial regulation and monetary policy.

BUS-Advertising & Marketing.1	Analyze, design, and apply the budget models/methods as it pertains to business processes, such as marketing, advertising, sales and public relations expenses.
BUS-Advertising & Marketing.2	Apply marketing and advertising concepts effectively implementing promotional activities in making wide-ranging business decisions.

BUS-	Practice professional customer service techniques to solve problems and complaints consistently.
-------------	--

Entrepreneurial Leadership.1	
BUS-Entrepreneurial Leadership.2	Examine realistic management situations and problems encountered in non-profit organizations.
BUS-Entrepreneurial Leadership.3	Systematically assess various entrepreneurial-related issues to ensure compliance with federal and state laws and regulations.

BUS-Management.1	Analyze and interpret human dynamics in a business context by utilizing management functions such as planning, leading, controlling, and organizing complex issues facing today.
-------------------------	--

BUS-MIS.1	Use information systems (IS) and technology (IT) to help organizations and individuals perform more efficiently and effectively.
------------------	--

General Education Alignment to Program

How do the General Education criteria align with the Program Objectives? What courses within your program build upon skills learned in general education courses (please list the program course and the general education criteria). The General Education clusters are: Critical Analysis, Creative Expression, Quantitative Inquiry, and Society & the Individual. See attached for more detailed breakdown.

BMT 329 Managerial Ethics (Online) aligns with Critical Analysis - Ethical Reasoning.

BUS 214 Business Ethics (on-ground) aligns with Critical Analysis - Ethical Reasoning.

ECN 251 Macroeconomics aligns with Society & the Individual - Social Science.

ECN 252 Microeconomics aligns with Society & the Individual - Social Science.

MAT 114 Elementary Statistics aligns with Quantitative Inquiry - Mathematics.

GE_Cluster_Descriptions_FINAL_Version_Approved.docx

Curriculum Map

A - Assessed

R - Reinforced

I - Introduced

M - Master

Business Administration Program Objectives

	ACC 240	ACC 241	BUS 206	BUS 214	BUS 231	BUS 321	BUS 324	BUS 332	BUS 335	BUS 351	BUS 415	BUS 450
BUS.1 Analyze and interpret real-world economic phenomena through the use of basic economic theories and tools.			I, A		I		R				M	A, M
BUS.2 Manipulate and interpret financial data as they relate to the analysis of financial statements (ratio analysis), economic models, and market research.	I	I	A, I		I	I, R					M	A, M
BUS.3 Analyze and interpret human dynamics in a business context.			A, I		I	I, R	R	I, R		I		A, M
BUS.4 Communicate clearly both orally and in writing, with demonstrated abilities in leadership, persuasive communications (sales skills), and teambuilding.			A, I			I, R		I, R, M		R		A, M
BUS.5 Systematically formulate and justify personal positions in relation to management decision-making.			A, I			I, R	I, R	I		I, R	M	A, M
BUS.6 Systematically assess complex issues in relation to business ethics and legal issues.			A, I	I, R		I, R			R	R	M	A, M
BUS.7 Utilize computer-related applications as a business decision-making tool.			A, I		I	I, R					M	A, M
BUS.8 Integrate all the various business principles, concepts and methods.			A, I			I, R				I, R	M	A, M

	ECN 251	ECN 252	MAT 114	MIS 125	Senior Showcase	SPR	BMT 329	BMT 499
BUS.1 Analyze and interpret real-world economic phenomena through the use of basic economic theories and tools.	I	I	I		M, A	A, R, M		A, M
BUS.2 Manipulate and interpret financial data as they relate to the analysis of financial statements (ratio analysis), economic models, and market research.			I		M, A	A, R, M		A, M
BUS.3 Analyze and interpret human dynamics in a business context.					A, M	A, R, M	I, R	A, M
BUS.4 Communicate clearly both orally and in writing, with demonstrated abilities in leadership, persuasive communications (sales skills), and teambuilding.					A, M	A, R, M	I, R	A, M
BUS.5 Systematically formulate and justify personal positions in relation to management decision-making.					A, M	A, R, M	R, M	A, M
BUS.6 Systematically assess complex issues in relation to business ethics and legal issues.					A, M	A, R, M	I, R	A, M
BUS.7 Utilize computer-related applications as a business decision-making tool.				I	A, M	A, R, M		A, M
BUS.8 Integrate all the various business principles, concepts and methods.					A, M	A, R, M		A, M

Concentration-Accounting and Financial Services

	ACC 319	BUS 403	ACC 412	ACC 430	ECN 325
BUS - AFS.1 Apply quantitative and qualitative skills to accounting and finance problems transferring knowledge from one situation to another.	R	M, A	R	R, A, M	R
BUS - AFS.2 Apply economic principles and financial concepts to solve economic problems, and formulate a perspective on contemporary financial regulation and monetary policy.	R	M, A	R	R, A, M	R

Concentration-Advertising/Marketing

	BUS 309	BUS 403	BUS 428	BUS 431	BUS 461
BUS-Advertising & Marketing.1 Analyze, design, and apply the budget models/methods as it pertains to business processes, such as marketing, advertising, sales and public relations expenses.	R	A, M	R	R, M, A	R
BUS-Advertising & Marketing.2 Apply marketing and advertising concepts effectively implementing promotional activities in making wide-ranging business decisions.		A, M	R	R, M, A	R

Concentration-Management

	BUS 307	BUS 403	BUS 421	ECN 421
BUS-Management.1 Analyze and interpret human dynamics in a business context by utilizing management functions such as planning, leading, controlling, and organizing complex issues facing today.	R	A, M	R	R

Concentration-MIS

	MIS 225	MIS 250	MIS 325	MIS 403
BUS-MIS.1 Use information systems (IS) and technology (IT) to help organizations and individuals perform more efficiently and effectively.	I	I	R	A, M

Concentration - Entrepreneurial Management

	ACC 319	BMT 325	BMT 357	BMT 475
BUS-Entrepreneurial Leadership.1 Practice professional customer service techniques to solve problems and complaints consistently.	R	R	R	A, M
BUS-Entrepreneurial Leadership.2 Examine realistic management situations and problems encountered in non-profit organizations.	R	R	R	A, M
BUS-Entrepreneurial Leadership.3 Systematically assess various entrepreneurial-related issues to ensure compliance with federal and state laws and regulations.	R	R	R	A, M

Concentration - Leadership

	LDR 201	LDR 345	LDR 350	LDR 450	LDR 475
LDR.1 Develop a strong foundation in the theories of management and leadership.	I, R	I, R	I, R	M, R	M, A

Changes to Curriculum

Are there any changes made to the curriculum map for this academic year? If so, please describe the program changes made along with the rationale for why and the impact the change should have on student learning?

This year, the accounting concentration and the economics/finance concentration were collapsed into the Accounting and Financial Services Concentration. Additionally, ACC 430 was revised and renamed as the Investments with Financial Statement Analysis course.

Assessment Findings

Assessment Findings for the Assessment Measure level for Business Administration Program Objectives

BUS.1 Analyze and interpret real-world economic phenomena through the use of basic economic theories and tools.				
Assessment Measures				
BUS 206				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion Economic Peregrine inbound tests will provide a benchmark for the value added to the Peregrine outbound test. been met yet? Met	On average, students have increased their Economic Peregrine outbound when compared to their inbound Peregrine scores by 25 points. See complete BAD Assessment Information Report under Program Activities.		
Indirect - External Evaluation	Has the criterion On average, BUS 450 students will score 15% higher than BUS 206 students on their final reports. been met yet? Met	The following VIA attachments provides strong evidence BUS 450 students have scored higher than BUS 206 students on their final reports.	<p>RVia__BUS__450__Business_Policy_and_Procedures__01__FUL__3__Spring_1819_Activity_Assessments_Aggregate_d_Result_05_09_2019_113919__1__1_.pdf</p> <p>Via__BUS__206__Entrepreneurship__01__FUL__3__Spring_1819_Activity_Assessments_Aggregat ed_Result_05_09_2019_112731.pdf</p> <p>Via__BUS__206__Entrepreneurship__02__FUL__3__Spr ing_1819_Activity_Assessments_Aggregat ed_Result_05_09_2019_115301__1__.pdf</p>	
BUS 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives

Direct - External Testing	Has the criterion Peregrine tests for economics: Students will improve from their freshmen to senior year by more than 15 points. Seniors will score better than 50% compared to national averages. been met yet? Met	See quantitative values for improvements under BUS 206. On average, seniors scored 57% on the Peregrine tests in economics. See trends for the last four years in the BAD Assessment Report under Program Activities.		
Direct - External Testing	Has the criterion CompXM for economics: Class average of greater than 50th percentile. been met yet? Met	On average, students scored a 53% on the CompXM total score. See trends for the last four years in the BAD Assessment Report under Program Activities.		
Indirect - External Evaluation	Has the criterion On average, BUS 450 students will score 15% higher than BUS 206 students on their final reports. been met yet? Met	See strong evidence in the VIA Reports under BUS 206 Objective 1.		

BMT 499				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Students will complete their final business plan with a final score of 80% or higher as evaluated by their instructor. been met yet? Not met	BUS 499 online has an established criterion that students will complete their final business plan with a final score of 80% or higher as evaluated by their instructor. During this academic year, eight students completed BUS 499. The lowest average score on the final business plan was a 70%. The highest with the highest average score being a 98%.	BUS_499_Average_Scores.docx	- Revise Program Benchmark: One student did not meet this benchmark out of eight who completed the assessment assignment. An average of all students was 91%. We will consider revising this benchmark to eliminate skewed data from one outlier.
Indirect - External Evaluation	Has the criterion Peregrine tests for economics: Seniors will score better than 50% compared to national averages. been met yet? Met	Eight students completed the Peregrine examination. All scored above 50% for economics.	BUS_499_Peregrine_Results_1819.xlsx	

Senior Showcase				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Indirect - External Evaluation	Has the criterion Outside evaluators will score the final business plans by declared business majors using the Business Program Objective Rubric with an average score of 7 out of 10 or better. been met yet? Met	On average, students scored 8.29 out of 10 on the BPOR. See the complete report under Program Activities.		
SPR				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion Business Administration test scores: On average, juniors will score better than sophomores and maintain an overall average score of at least a 60% average. been met yet? Met	The junior average score was 74.48% and the sophomore average score was 64.0% with a 10.4% growth.		
Indirect - Focus Group	Has the criterion Business students qualitative comments about improvements to the business program will include more constructive suggestions than negative suggestions. been met yet? Met	See in Program Activities the BAD Assessment Report under Senior Luncheon and Exit Survey for complete comments.		

BUS.2 Manipulate and interpret financial data as they relate to the analysis of financial statements (ratio analysis), economic models, and market research.				
Assessment Measures				
BUS 206				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion Economic Peregrine inbound tests will provide a benchmark for	On average, students have increased their Accounting and Finance Peregrine outbound when compared to their inbound Peregrine		

	the value added to the Peregrine outbound test. been met yet? Met	scores by 27 and 38 points, respectively. See complete BAD Assessment Information Report under Program Activities.		
Indirect - External Evaluation	Has the criterion On average, BUS 450 students will score 15% higher than BUS 206 students on their final reports. been met yet? Met	See Objective 1 for VIA Reports.		

BUS 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion Peregrine tests for accounting, finance, marketing, management, and quantitative research: Students will improve from their freshmen to senior year by more than 15 points. Seniors will score better than 50% compared to national averages been met yet? Met	See quantitative values for improvements under BUS 206. On average, seniors scored 65 %, 62%, 72, 66%, and 63% on the Peregrine tests in accounting, finance, marketing, management and quantitative research, respectively. See trends for the last four years in the BAD Assessment Report under Program Activities.		
Direct - External Testing	Has the criterion CompXM for accounting, finance, marketing and management: Class average of greater than 50th percentile. been met yet? Met	On average, students scored a 53% on the CompXM total score. See trends for the last four years in the BAD Assessment Report under Program Activities.		
Indirect - External Evaluation	Has the criterion On average, BUS 450 students will score 15% higher than BUS 206 students on their final reports. been met yet? Met	See strong evidence in the VIA Reports under BUS 206 Objective 1.		

BMT 499				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Students will complete their final business plan with a final score of 80% or higher as evaluated by their instructor. been met yet? Not met	BUS 499 online has an established criterion that students will complete their final business plan with a final score of 80% or higher as evaluated by their instructor. During this academic year, eight students	BUS_499_Average_Scores.docx	- Revise Program Benchmark: One student did not meet this benchmark out of eight who completed the assessment assignment. An average of all students was 91%. We will consider

		completed BUS 499. The lowest average score on the final business plan was a 70%. The highest with the highest average score being a 98%.		revising this benchmark to eliminate skewed data from one outlier.
Indirect - External Evaluation	Has the criterion Peregrine tests for accounting, finance, marketing, management and quantitative research: Seniors will score better than 50% compared to national averages. been met yet? Not met	Eight students completed the Peregrine in BUS 499 (online capstone). All scored at or above 50% in accounting, 7 scored at or above 50% in finance, all scored at or above 50% in marketing, 7 scored at or above 50% in management and 6 scored at or above 50% in quantitative research.	BUS_499_Peregrine_Results_1819.xlsx	- Revise Program Benchmark: Two students did not meet this benchmark out of eight who completed the assessment examination. We will consider revising this benchmark to eliminate skewed data from one outlier.

Senior Showcase				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Indirect - External Evaluation	Has the criterion Outside evaluators will score the final business plans by declared business majors using the Business Program Objective Rubric with an average score of 7 out of 10 or better. been met yet? Met	On average, students scored 8.425 out of 10 on the BPOR. See the complete report under Program Activities.		

SPR				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion Business Administration test scores: On average, juniors will score better than sophomores and maintain an overall average score of at least a 60% average. been met yet? Met			
Indirect - Focus Group	Has the criterion Business students qualitative comments about improvements to the business program will include more constructive suggestions than	See in Program Activities the BAD Assessment Report under Senior Luncheon and Exit Survey for complete		

	negative suggestions. been met yet? Met	comments.		
--	--	-----------	--	--

BUS.3 Analyze and interpret human dynamics in a business context.				
Assessment Measures				
BUS 206				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion Peregrine tests for marketing and management: Inbound tests will provide a benchmark for the value added to the Peregrine outbound test. been met yet? Met	On average, students have increased their Leadership Peregrine outbound when compared to their inbound Peregrine scores by 20 points. See complete BAD Assessment Information Report under Program Activities.		
Indirect - External Evaluation	Has the criterion On average, BUS 450 students will score 15% higher than BUS 206 students on their final reports. been met yet? Met	See Objective 1 for VIA Reports.		
BUS 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion Peregrine tests for marketing and management: Students will improve from their freshmen to senior year by more than 15 points. Seniors will score better than 50% compared to national averages been met yet? Met	See quantitative values for improvements under BUS 206. On average, seniors scored 72% and 66% on the Peregrine tests in marketing and management, respectively. See trends for the last four years in the BAD Assessment Report under Program Activities.		
Direct - External Testing	Has the criterion CompXM for marketing and management: Class average of greater than 50th percentile. been met yet? Met	On average, students scored a 53% on the CompXM total score. See trends for the last four years in the BAD Assessment Report under Program Activities.		
Indirect - External	Has the criterion On average, BUS 450 students will score	See strong evidence in the VIA Reports under BUS 206		

Evaluation	15% higher than BUS 206 students on their final reports. been met yet? Met	Objective 1.		
------------	---	--------------	--	--

BMT 499				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Students will complete their final business plan with a final score of 80% or higher as evaluated by their instructor. been met yet? Not met	BUS 499 online has an established criterion that students will complete their final business plan with a final score of 80% or higher as evaluated by their instructor. During this academic year, eight students completed BUS 499. The lowest average score on the final business plan was a 70%. The highest with the highest average score being a 98%.	BUS_499_Average_Scores.docx	- Revise Program Benchmark: One student did not meet this benchmark out of eight who completed the assessment assignment. An average of all students was 91%. We will consider revising this benchmark to eliminate skewed data from one outlier.
Indirect - External Evaluation	Has the criterion Peregrine tests for marketing and management: Seniors will score better than 50% compared to national averages. been met yet? Not met	All students scored at or above 50% for marketing and 7 students scored at or above 50% for management.	BUS_499_Peregrine_Results_1819.xlsx	- Revise Program Benchmark: One student did not meet this benchmark out of eight who completed the assessment assignment. We will consider revising this benchmark to eliminate skewed data from one outlier.

Senior Showcase				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Indirect - External Evaluation	Has the criterion Outside evaluators will score the final business plans by declared business majors using the Business Program Objective Rubric with an average score of 7 out of 10 or better. been met yet? Not met	On average, students scored 7.225 out of 10 on the BPOR. Since it was the lowest score, very close to the benchmark and a bit lower than the previous years, faculty determined to flag this objective of not met. Consequently, several methods of improving the score was discussed. See the complete report under Program Activities.		- Curriculum Revision: Faculty discussed improving soft skills in capstone as well as other coursework, which includes stronger communication skills. Three faculty members suggested adding more presentations and group work to their courses. These courses include microeconomics, entrepreneurship, and business ethics.

SPR				
Assessment	Criterion	Summary	Attachments of	Improvement

Measure			the Assessments	Narratives
Direct - External Testing	Has the criterion Business Administration test scores: On average, juniors will score better than sophomores and maintain an overall average score of at least a 60% average. been met yet? Met			
Indirect - Focus Group	Has the criterion Business students qualitative comments about improvements to the business program will include more constructive suggestions than negative suggestions. been met yet? Met	See in Program Activities the BAD Assessment Report under Senior Luncheon and Exit Survey for complete comments.		

BUS.4 Communicate clearly both orally and in writing, with demonstrated abilities in leadership, persuasive communications (sales skills), and teambuilding.				
Assessment Measures				
BUS 206				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion Peregrine tests for leadership: Inbound tests will provide a benchmark for the value added to the Peregrine outbound test. been met yet? Met	On average, students have increased their Marketing Peregrine outbound when compared to their inbound Peregrine scores by 42 points. See complete BAD Assessment Information Report under Program Activities.		
Indirect - External Evaluation	Has the criterion On average, BUS 450 students will score 15% higher than BUS 206 students on their final reports. been met yet? Met	See Objective 1 for VIA Reports.		
BUS 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives

Direct - External Testing	Has the criterion Peregrine tests for leadership: Students will improve from their freshmen to senior year by more than 15 points. Seniors will score better than 50% compared to national averages been met yet? Met	See quantitative values for improvements under BUS 206. On average, seniors scored 58% on the Peregrine tests in leadership. See trends for the last four years in the BAD Assessment Report under Program Activities.		
Direct - External Testing	Has the criterion CompXM leadership: Class average of greater than 50th percentile. been met yet? Met	On average, students scored a 53% on the CompXM total score. See trends for the last four years in the BAD Assessment Report under Program Activities.		
Indirect - External Evaluation	Has the criterion On average, BUS 450 students will score 15% higher than BUS 206 students on their final reports. been met yet? Met	See strong evidence in the VIA Reports under BUS 206 Objective 1.		

BMT 499				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Students will complete their final business plan with a final score of 80% or higher as evaluated by their instructor. been met yet? Not met	BUS 499 online has an established criterion that students will complete their final business plan with a final score of 80% or higher as evaluated by their instructor. During this academic year, eight students completed BUS 499. The lowest average score on the final business plan was a 70%. The highest with the highest average score being a 98%.		- Revise Program Benchmark: One student did not meet this benchmark out of eight who completed the assessment assignment. An average of all students was 91%. We will consider revising this benchmark to eliminate skewed data from one outlier.
Indirect - External Evaluation	Has the criterion Peregrine tests for leadership: Seniors will score better than 50% compared to national averages. been met yet? Met	All students scored at or above 50% for leadership.	BUS_499_Peregrine_Results_1819.xlsx	

Senior Showcase				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives

Indirect - External Evaluation	Has the criterion Outside evaluators will score the final business plans by declared business majors using the Business Program Objective Rubric with an average score of 7 out of 10 or better. been met yet? Met	On average, students scored 8.225 out of 10 on the BPOR. See the complete report under Program Activities.		- Curriculum Revision: Several of the faculty discussed that students need some improvement in this area. The recommendations proposed in Objective 3 should strengthen this Objective 4, as well.
--------------------------------	---	--	--	--

SPR				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion Business Administration test scores: On average, juniors will score better than sophomores and maintain an overall average score of at least a 60% average. been met yet? Met			
Indirect - Focus Group	Has the criterion Business students qualitative comments about improvements to the business program will include more constructive suggestions than negative suggestions. been met yet? Met	See in Program Activities the BAD Assessment Report under Senior Luncheon and Exit Survey for complete comments.		

BUS.5 Systematically formulate and justify personal positions in relation to management decision-making.				
Assessment Measures				
BUS 206				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion Peregrine tests for management:Inbound tests will provide a benchmark for the value added to the Peregrine outbound test. been met yet? Met	On average, students have increased their Management Peregrine outbound when compared to their inbound Peregrine scores by 32 points. See complete BAD Assessment Information Report under Program Activities.		

Indirect - External Evaluation	Has the criterion On average, BUS 450 students will score 15% higher than BUS 206 students on their final reports. been met yet? Met			
--------------------------------	---	--	--	--

BUS 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion Peregrine tests for management: Students will improve from their freshmen to senior year by more than 15 points. Seniors will score better than 50% compared to national averages been met yet? Met	See quantitative values for improvements under BUS 206. On average, seniors scored 66% on the Peregrine tests in management. See trends for the last four years in the BAD Assessment Report under Program Activities.		
Direct - External Testing	Has the criterion CompXM for management: Class average of greater than 50th percentile. been met yet? Met			
Indirect - External Evaluation	Has the criterion On average, BUS 450 students will score 15% higher than BUS 206 students on their final reports. been met yet? Met	See strong evidence in the VIA Reports under BUS 206 Objective 1.		

BMT 499				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Students will complete their final business plan with a final score of 80% or higher as evaluated by their instructor. been met yet? Not met	BUS 499 online has an established criterion that students will complete their final business plan with a final score of 80% or higher as evaluated by their instructor. During this academic year, eight students completed BUS 499. The lowest average score on the final business plan was a 70%. The highest with the highest average score being a 98%.	BUS_499_Average_Scores.docx	- Revise Program Benchmark: One student did not meet this benchmark out of eight who completed the assessment assignment. An average of all students was 91%. We will consider revising this benchmark to eliminate skewed data from one outlier.
Indirect - External	Has the criterion	Seven students scored at or above	BUS_499_Peregrine_Results_1819.xlsx	- Revise Program Benchmark: One

Evaluation	Peregrine tests for management: Seniors will score better than 50% compared to national averages. been met yet? Not met	50% for management. Once student scored below this standard.		student did not meet this benchmark out of eight who completed the assessment assignment. We will consider revising this benchmark to eliminate skewed data from one outlier.
------------	--	--	--	---

Senior Showcase				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Indirect - External Evaluation	Has the criterion Outside evaluators will score the final business plans by declared business majors using the Business Program Objective Rubric with an average score of 7 out of 10 or better. been met yet? Met	On average, students scored 8.20 out of 10 on the BPOR. See the complete report under Program Activities.		

SPR				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion Business Administration test scores: On average, juniors will score better than sophomores and maintain an overall average score of at least a 60% average. been met yet? Met			
Indirect - Focus Group	Has the criterion Business students qualitative comments about improvements to the business program will include more constructive suggestions than negative suggestions. been met yet? Met	See in Program Activities the BAD Assessment Report under Senior Luncheon and Exit Survey for complete comments.		

BUS.6 Systematically assess complex issues in relation to business ethics and legal issues.				
Assessment Measures				
BUS 206				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion Peregrine tests for ethics and legal environment: Inbound tests will provide a benchmark for the value added to the Peregrine outbound test. been met yet? Met	On average, students have increased their Ethics and Legal Peregrine outbound when compared to their inbound Peregrine scores by 25 and 28 points, respectively. See complete BAD Assessment Information Report under Program Activities.		
Indirect - External Evaluation	Has the criterion On average, BUS 450 students will score 15% higher than BUS 206 students on their final reports. been met yet? Met			
BUS 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion Peregrine tests for ethics and legal environment: Students will improve from their freshmen to senior year by more than 15 points. Seniors will score better than 50% compared to national averages been met yet? Met	See quantitative values for improvements under BUS 206. On average, seniors scored 62% and 64% on the Peregrine tests in ethics and legal environment. See trends for the last four years in the BAD Assessment Report under Program Activities.		
Direct - External Testing	Has the criterion CompXM for ethics and legal environment: Class average of greater than 50th percentile. been met yet? Met	On average, students scored a 53% on the CompXM total score. See trends for the last four years in the BAD Assessment Report under Program Activities.		
Indirect - External Evaluation	Has the criterion On average, BUS 450 students will score 12% higher than BUS 206 students on their final reports. been met yet? Met	See strong evidence in the VIA Reports under BUS 206 Objective 1.		
BMT 499				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion	BUS 499 online has an established	BUS_499_Average_Scores.docx	- Revise Program Benchmark: One

	Students will complete their final business plan with a final score of 80% or higher as evaluated by their instructor. been met yet? Not met	criterion that students will complete their final business plan with a final score of 80% or higher as evaluated by their instructor. During this academic year, eight students completed BUS 499. The lowest average score on the final business plan was a 70%. The highest with the highest average score being a 98%.		student did not meet this benchmark out of eight who completed the assessment assignment. An average of all students was 91%. We will consider revising this benchmark to eliminate skewed data from one outlier.
Indirect - External Evaluation	Has the criterion Peregrine tests for ethics and legal environment: Seniors will score better than 50% compared to national averages. been met yet? Not met	Seven students scored at or above 50% for ethics, one student did not. All students scored at or above 50% for legal environment.	BUS_499_Peregrine_Results_1819.xlsx	- Revise Program Benchmark: One student did not meet this benchmark out of eight who completed the assessment assignment. We will consider revising this benchmark to eliminate skewed data from one outlier.

Senior Showcase				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Indirect - External Evaluation	Has the criterion Outside evaluators will score the final business plans by declared business majors using the Business Program Objective Rubric with an average score of 7 out of 10 or better. been met yet? Met	On average, students scored 7.88 out of 10 on the BPOR. See the complete report under Program Activities.		- Enrollment Requirements: The Business Ethics course enrollment limit was reduced from 30 to 20 students to enable the instructor to concentrate on case studies and discussion.

SPR				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives

Direct - External Testing	Has the criterion Business Administration test scores: On average, juniors will score better than sophomores and maintain an overall average score of at least a 60% average. been met yet? Met			
Indirect - Focus Group	Has the criterion Business students qualitative comments about improvements to the business program will include more constructive suggestions than negative suggestions. been met yet? Met	See in Program Activities the BAD Assessment Report under Senior Luncheon and Exit Survey for complete comments.		

BUS.7 Utilize computer-related applications as a business decision-making tool.				
Assessment Measures				
BUS 206				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion Peregrine tests on management information systems: Inbound tests will provide a benchmark for the value added to the Peregrine outbound test. been met yet? Met	On average, students have increased their Information Systems Peregrine outbound when compared to their inbound Peregrine scores by 25 points. See complete BAD Assessment Information Report under Program Activities.		
Indirect - External Evaluation	Has the criterion On average, BUS 450 students will score 15% higher than BUS 206 students on their final reports. been met yet? Met	See Objective 1 for VIA Reports.		
Bus 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion Peregrine tests on management information systems: Students will improve from their freshmen to senior year by	See quantitative values for improvements under BUS 206. On average, seniors scored 69% on the Peregrine tests in management information		

	more than 15 points. Seniors will score better than 50% compared to national averages been met yet? Met	systems. See trends for the last four years in the BAD Assessment Report under Program Activities.		
Direct - External Testing	Has the criterion CompXM: Class average of greater than 50th percentile. been met yet? Met	On average, students scored a 53% on the CompXM total score. See trends for the last four years in the BAD Assessment Report under Program Activities.		
Indirect - External Evaluation	Has the criterion On average, BUS 450 students will score 15% higher than BUS 206 students on their final reports. been met yet? Met	See strong evidence in the VIA Reports under BUS 206 Objective 1.		

BMT 499				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Students will complete their final business plan with a final score of 80% or higher as evaluated by their instructor. been met yet? Not met	BUS 499 online has an established criterion that students will complete their final business plan with a final score of 80% or higher as evaluated by their instructor. During this academic year, eight students completed BUS 499. The lowest average score on the final business plan was a 70%. The highest with the highest average score being a 98%.	BUS_499_Average_Scores.docx	- Revise Program Benchmark: One student did not meet this benchmark out of eight who completed the assessment assignment. An average of all students was 91%. We will consider revising this benchmark to eliminate skewed data from one outlier.
Indirect - External Evaluation	Has the criterion Peregrine tests for management information systems: Seniors will score better than 50% compared to national averages. been met yet? Met	All students scored at or above 50% for Management Information Systems.	BUS_499_Peregrine_Results_1819.xlsx	

Senior Showcase				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Indirect - External Evaluation	Has the criterion Outside evaluators will score the final business plans by declared business majors using the	On average, students scored 8.758 out of 10 on the BPOR. See the		

	Business Program Objective Rubric with an average score of 7 out of 10 or better. been met yet? Met	complete report under Program Activities.		
SPR				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion Business Administration test scores: On average, juniors will score better than sophomores and maintain an overall average score of at least a 60% average. been met yet? Met			
Indirect - Focus Group	Has the criterion Business students qualitative comments about improvements to the business program will include more constructive suggestions than negative suggestions. been met yet? Met	See in Program Activities the BAD Assessment Report under Senior Luncheon and Exit Survey for complete comments.		

BUS.8 Integrate all the various business principles, concepts and methods.				
Assessment Measures				
BUS 206				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion Peregrine tests composite score: Inbound tests will provide a benchmark for the value added to the Peregrine outbound test. been met yet? Met	On average, students have increased their Final Peregrine outbound when compared to their inbound Peregrine scores by 35 points. See complete BAD Assessment Information Report under Program Activities.		
Indirect - External Evaluation	Has the criterion On average, BUS 450 students will score 15% higher than BUS 206 students on their final reports. been met yet? Met	See Objective 1 for VIA Reports.		

BUS 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion Peregrine tests' composite scores: Students will improve from their freshmen to senior year by more than 15 points. Seniors will score better than 50% compared to national averages been met yet? Met	See quantitative values for improvements under BUS 206. On average, seniors scored 64% on the Peregrine tests on their composite scores. See trends for the last four years in the BAD Assessment Report under Program Activities.		
Direct - External Testing	Has the criterion CompXM composite scores: Class average of greater than 50th percentile. been met yet? Met	On average, students scored a 53% on the CompXM total score. See trends for the last four years in the BAD Assessment Report under Program Activities.		
Indirect - External Evaluation	Has the criterion On average, BUS 450 students will score 15% higher than BUS 206 students on their final reports. been met yet? Met	See strong evidence in the VIA Reports under BUS 206 Objective 1.		

BMT 499				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Students will complete their final business plan with a final score of 80% or higher as evaluated by their instructor. been met yet? Not met	BUS 499 online has an established criterion that students will complete their final business plan with a final score of 80% or higher as evaluated by their instructor. During this academic year, eight students completed BUS 499. The lowest average score on the final business plan was a 70%. The highest with the highest average score being a 98%.	BUS_499_Average_Scores.docx	- Revise Program Benchmark: One student did not meet this benchmark out of eight who completed the assessment assignment. An average of all students was 91%. We will consider revising this benchmark to eliminate skewed data from one outlier.
Indirect - External Evaluation	Has the criterion Peregrine tests' composite scores: Seniors will score better than 50% compared to national averages. been met yet?	All students scored at or above 50% on their composite score.	BUS_499_Peregrine_Results_1819.xlsx	

	Met			
Senior Showcase				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Indirect - External Evaluation	Has the criterion Outside evaluators will score the final business plans by declared business majors using the Business Program Objective Rubric with an average score of 7 out of 10 or better. been met yet? Met	On average, students scored 8.65 out of 10 on the BPOR. See the complete report under Program Activities.		
SPR				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion Business Administration test scores: On average, juniors will score better than sophomores and maintain an overall average score of at least a 60% average. been met yet? Met			
Indirect - Focus Group	Has the criterion Business students qualitative comments about improvements to the business program will include more constructive suggestions than negative suggestions. been met yet? Met	See in Program Activities the BAD Assessment Report under Senior Luncheon and Exit Survey for complete comments.		

Assessment Findings for the Assessment Measure level for Concentration-Accounting and Financial Services

BUS - AFS.1 Apply quantitative and qualitative skills to accounting and finance problems transferring knowledge from one situation to another.				
Assessment Measures				
BUS 403				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion Accounting and Finance Services Concentration students will score 20% better than students who are not Accounting and Finance Services Concentration students on the Peregrine Accounting and Finance sections. been met yet? Not met	The small number of students who completed the outbound Peregrine is insufficient for an accurate comparison. There should be sufficient numbers by spring 2020.		- Enrollment Requirements: Continue to track concentrations in Peregrine to increase the number of students.
ACC 430				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Presentation	Has the criterion Students will score better than 80% on their team presentations been met yet? Met	The attached VIA Reports provides strong evidence that students scored better than 80% on their team presentations.	Via_ACC_430_Investments_Financial_Statmnt_Anlys_01_FUL_3_Spring_1819_Activity_Assessments_Aggregated_Result_05_09_2019_125141.pdf	

BUS - AFS.2 Apply economic principles and financial concepts to solve economic problems, and formulate a perspective on contemporary financial regulation and monetary policy.				
Assessment Measures				
BUS 403				
Assessment	Criterion	Summary	Attachments of	Improvement

Measure			the Assessments	Narratives
Direct - External Testing	Has the criterion Accounting and Finance Services Concentration students will score 20% better than students who are not Accounting and Finance Services Concentration students on the Peregrine Accounting and Finance sections. been met yet? Not met	See AFS - Objective 1 for rationale.		- Enrollment Requirements: See AFS -Objective 1 for rationale.

Assessment Findings for the Assessment Measure level for Concentration-Advertising/Marketing

BUS-Advertising & Marketing.1 Analyze, design, and apply the budget models/methods as it pertains to business processes, such as marketing, advertising, sales and public relations expenses.				
Assessment Measures				
BUS 403				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion Advertising and Marketing Concentration students will score 20% better than students who are not Advertising and Marketing Concentration students on the Peregrine Marketing section. been met yet? Not met	See AFS - Objective 1 for rationale.		- Enrollment Requirements: See AFS -Objective 1 for rationale.
BUS 431				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Indirect - External Evaluation	Has the criterion External evaluators will score students better than a level 3 on the Business Programs Objectives 3,4 & 6. been met yet? Met	The attached VIA Reports provides strong evidence that students scored better than a Level 3 on the Business Programs Objectives 3,4 & 6.	Via__BUS__431__Advertising__01__FUL__3__Spring_1 819_Activity_Assessments_Aggregated_Result_05_09_2019_120446.pdf	

BUS-Advertising & Marketing.2 Apply marketing and advertising concepts effectively implementing promotional activities in making wide-ranging business decisions.

Assessment Measures

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion Advertising and Marketing Concentration students will score 20% better than students who are not Advertising and Marketing Concentration students on the Peregrine Marketing section. been met yet? Not met	See AFS - Objective 1 for rationale.		

Assessment Findings for the Assessment Measure level for Concentration-Management

BUS-Management.1 Analyze and interpret human dynamics in a business context by utilizing management functions such as planning, leading, controlling, and organizing complex issues facing today.

Assessment Measures

BUS 403				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion Management Concentration students will score 20% better than students who are not Management Concentration students on the Peregrine Management section. been met yet? Not met	See AFS - Objective 1 for rationale.		- Enrollment Requirements: See AFS -Objective 1 for rationale.

Assessment Findings for the Assessment Measure level for Concentration-MIS

BUS-MIS.1 Use information systems (IS) and technology (IT) to help organizations and individuals perform more efficiently and effectively.

Assessment Measures

MIS 403				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives

Direct - External Testing	Has the criterion Management Information Systems Concentration students will score 20% better than students who are not Management Information Systems Concentration students on the Peregrine Management Information Systems section. been met yet? Not met	See AFS - Objective 1 for rationale.		- Enrollment Requirements: See AFS -Objective 1 for rationale.
---------------------------	---	--------------------------------------	--	--

Assessment Findings for the Assessment Measure level for Concentration - Entrepreneurial Management

BUS-Entrepreneurial Leadership.1 Practice professional customer service techniques to solve problems and complaints consistently.				
Assessment Measures				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion Entrepreneurial Leadership Concentration students will score 20% better than students who are not Entrepreneurial Leadership Concentration students on the Peregrine Leadership section. been met yet? Not met	Not all students met this standard.	BUS_499_Peregrine_Results_1819.xlsx	

BUS-Entrepreneurial Leadership.2 Examine realistic management situations and problems encountered in non-profit organizations.				
Assessment Measures				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion Entrepreneurial Leadership Concentration students will score 20% better than students who are not Entrepreneurial Leadership Concentration students on the Peregrine Leadership section. been met yet? Not met	See AFS - Objective 1 for rationale.		

BUS-Entrepreneurial Leadership.3 Systematically assess various entrepreneurial-related issues to ensure compliance with federal and state laws and regulations.				
Assessment Measures				
BMT 475				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion Entrepreneurial Leadership Concentration students will score 20% better than students who are not Entrepreneurial Leadership Concentration students on the Peregrine Leadership section. been met yet? Not met	See AFS - Objective 1 for rationale.		

Assessment Findings for the Assessment Measure level for Concentration - Leadership

LDR.1 Develop a strong foundation in the theories of management and leadership.				
Assessment Measures				
LDR 475				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Indirect - External Evaluation	Has the criterion Leadership Concentration students will score 20% better than students who are not Leadership Concentration students on the Peregrine Leadership section. been met yet? Not met	See AFS - Objective 1 for rationale.		
Direct - Final Exam	Has the criterion Students will score an average of 80% on the final examination in LDR 475-Leadership Theory. been met yet?			

Analysis of the Assessment Process

Describe your assessment process; clearly articulate how the program is using course work and or assessment day activities for program assessment. Note any changes that occurred to that process since the previous year. Discuss what activities were successful at assessment and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.

In May 2019, David Forster, Mariam Callaghan, Matt Sveum, Vern Pierce, Brenda Popp, and Stephen Forsha met on the 7th and 8th to discuss recommendations to continuously improve the Business Administration program. A week before the meeting, Brenda Popp had e-mailed a comprehensive report for faculty to read before the meeting along with an Excel document uploaded on Sharepoint (See comprehensive report in Program Activities). One new assessment activity during Student Performance Day was the Senior Luncheon and Exit Survey. This was very helpful in gaining insight into the students' perceptions of their overall program. Another new assessment activity was Career Meetup luncheon and follow-up interview questions. This provided insights into the employers' perceptions of the WWU business programs.

During the May meeting, Brenda provided faculty Peregrine subject topics with sub topic questions documents to gain a better understanding of why questions were missed on the Peregrine outbound tests. Faculty discussed how the number of concentrations might affect the subject topic scores. Since this was the first academic year that students were required to identify their concentrations, the faculty decided that the numbers were too small for an accurate analysis.

However, two years of collecting data may provide a sufficient number of students in each concentration to increase the reliability of a comparison between those who were in a particular concentration and those who were not in a particular concentration. Another part of the discussion was that the new faculty had observed students less than stellar soft skills with a strong emphasis on oral communication and team work skills.

The faculty decided that they would make the following recommendations for the 2019-2020 academic year:

- 1) Continue to collect Peregrine information by concentration.
- 2) Improve soft skills for students in various coursework (Objective 3). It was decided that we would work on a better method of assessing soft skills using peer evaluations.
- 3) Improve oral communications skills (Objective 4). Three business faculty suggested adding more presentations in their lower level coursework (Entrepreneurship, Microeconomics and Business Ethics).

Improvement Narrative List

Assessment Findings for the Assessment Measure level

Standard/Outcome	BUS.3 Analyze and interpret human dynamics in a business context.					
Legend	A					
Course/Event	Senior Showcase					
Assessment Measure	Indirect - External Evaluation					
Assessment Findings	Not met					
Improvement Narrative	<table border="1"> <thead> <tr> <th>Improvement Type</th> <th>Summary</th> </tr> </thead> <tbody> <tr> <td>Curriculum Revision</td> <td>Faculty discussed improving soft skills in capstone as well as other coursework, which includes stronger communication skills. Three faculty members suggested adding more presentations and group work to their courses. These courses include microeconomics, entrepreneurship, and business ethics.</td> </tr> </tbody> </table>		Improvement Type	Summary	Curriculum Revision	Faculty discussed improving soft skills in capstone as well as other coursework, which includes stronger communication skills. Three faculty members suggested adding more presentations and group work to their courses. These courses include microeconomics, entrepreneurship, and business ethics.
Improvement Type	Summary					
Curriculum Revision	Faculty discussed improving soft skills in capstone as well as other coursework, which includes stronger communication skills. Three faculty members suggested adding more presentations and group work to their courses. These courses include microeconomics, entrepreneurship, and business ethics.					

Standard/Outcome	BUS.4 Communicate clearly both orally and in writing, with demonstrated abilities in leadership, persuasive communications (sales skills), and teambuilding.					
Legend	A					
Course/Event	Senior Showcase					
Assessment Measure	Indirect - External Evaluation					
Assessment Findings	Met					
Improvement Narrative	<table border="1"> <thead> <tr> <th>Improvement Type</th> <th>Summary</th> </tr> </thead> <tbody> <tr> <td>Curriculum Revision</td> <td>Several of the faculty discussed that students need some improvement in this area. The recommendations proposed in Objective 3 should strengthen this Objective 4, as well.</td> </tr> </tbody> </table>		Improvement Type	Summary	Curriculum Revision	Several of the faculty discussed that students need some improvement in this area. The recommendations proposed in Objective 3 should strengthen this Objective 4, as well.
Improvement Type	Summary					
Curriculum Revision	Several of the faculty discussed that students need some improvement in this area. The recommendations proposed in Objective 3 should strengthen this Objective 4, as well.					

Standard/Outcome	BUS.6 Systematically assess complex issues in relation to business ethics and legal issues.					
Legend	A					
Course/Event	Senior Showcase					
Assessment Measure	Indirect - External Evaluation					
Assessment Findings	Met					
Improvement Narrative	<table border="1"> <thead> <tr> <th>Improvement Type</th> <th>Summary</th> </tr> </thead> <tbody> <tr> <td>Enrollment Requirements</td> <td>The Business Ethics course enrollment limit was reduced from 30 to 20 students to enable the instructor to concentrate on case studies and discussion.</td> </tr> </tbody> </table>		Improvement Type	Summary	Enrollment Requirements	The Business Ethics course enrollment limit was reduced from 30 to 20 students to enable the instructor to concentrate on case studies and discussion.
Improvement Type	Summary					
Enrollment Requirements	The Business Ethics course enrollment limit was reduced from 30 to 20 students to enable the instructor to concentrate on case studies and discussion.					

Standard/Outcome	BUS.1 Analyze and interpret real-world economic phenomena through the use of basic economic theories and tools.			
Legend	A			
Course/Event	BMT 499			
Assessment Measure	Direct - Class Assignment			
Assessment Findings	Not met			
Improvement Narrative	<table border="1"> <thead> <tr> <th>Improvement</th> <th>Summary</th> </tr> </thead> </table>		Improvement	Summary
Improvement	Summary			

Type	Revise Program Benchmark	One student did not meet this benchmark out of eight who completed the assessment assignment. An average of all students was 91%. We will consider revising this benchmark to eliminate skewed data from one outlier.
------	--------------------------	---

Standard/Outcome	BUS.2 Manipulate and interpret financial data as they relate to the analysis of financial statements (ratio analysis), economic models, and market research.					
Legend	A					
Course/Event	BMT 499					
Assessment Measure	Direct - Class Assignment					
Assessment Findings	Not met					
Improvement Narrative	<table border="1"> <thead> <tr> <th>Improvement Type</th> <th>Summary</th> </tr> </thead> <tbody> <tr> <td>Revise Program Benchmark</td> <td>One student did not meet this benchmark out of eight who completed the assessment assignment. An average of all students was 91%. We will consider revising this benchmark to eliminate skewed data from one outlier.</td> </tr> </tbody> </table>		Improvement Type	Summary	Revise Program Benchmark	One student did not meet this benchmark out of eight who completed the assessment assignment. An average of all students was 91%. We will consider revising this benchmark to eliminate skewed data from one outlier.
Improvement Type	Summary					
Revise Program Benchmark	One student did not meet this benchmark out of eight who completed the assessment assignment. An average of all students was 91%. We will consider revising this benchmark to eliminate skewed data from one outlier.					

Standard/Outcome	BUS.2 Manipulate and interpret financial data as they relate to the analysis of financial statements (ratio analysis), economic models, and market research.					
Legend	A					
Course/Event	BMT 499					
Assessment Measure	Indirect - External Evaluation					
Assessment Findings	Not met					
Improvement Narrative	<table border="1"> <thead> <tr> <th>Improvement Type</th> <th>Summary</th> </tr> </thead> <tbody> <tr> <td>Revise Program Benchmark</td> <td>Two students did not meet this benchmark out of eight who completed the assessment examination. We will consider revising this benchmark to eliminate skewed data from one outlier.</td> </tr> </tbody> </table>		Improvement Type	Summary	Revise Program Benchmark	Two students did not meet this benchmark out of eight who completed the assessment examination. We will consider revising this benchmark to eliminate skewed data from one outlier.
Improvement Type	Summary					
Revise Program Benchmark	Two students did not meet this benchmark out of eight who completed the assessment examination. We will consider revising this benchmark to eliminate skewed data from one outlier.					

Standard/Outcome	BUS.3 Analyze and interpret human dynamics in a business context.	
Legend	A	
Course/Event	BMT 499	
Assessment	Direct - Class Assignment	

Measure		
Assessment Findings	Not met	
Improvement Narrative		
	Improvement Type	Summary
	Revise Program Benchmark	One student did not meet this benchmark out of eight who completed the assessment assignment. An average of all students was 91%. We will consider revising this benchmark to eliminate skewed data from one outlier.

Standard/Outcome	BUS.3 Analyze and interpret human dynamics in a business context.	
Legend	A	
Course/Event	BMT 499	
Assessment Measure	Indirect - External Evaluation	
Assessment Findings	Not met	
Improvement Narrative		
	Improvement Type	Summary
	Revise Program Benchmark	One student did not meet this benchmark out of eight who completed the assessment assignment. We will consider revising this benchmark to eliminate skewed data from one outlier.

Standard/Outcome	BUS.4 Communicate clearly both orally and in writing, with demonstrated abilities in leadership, persuasive communications (sales skills), and teambuilding.	
Legend	A	
Course/Event	BMT 499	
Assessment Measure	Direct - Class Assignment	
Assessment Findings	Not met	
Improvement Narrative		
	Improvement Type	Summary
	Revise Program Benchmark	One student did not meet this benchmark out of eight who completed the assessment assignment. An average of all students was 91%. We will consider revising this benchmark to eliminate skewed data from one outlier.

Standard/Outcome	BUS.5 Systematically formulate and justify personal positions in relation to management decision-making.					
Legend	A					
Course/Event	BMT 499					
Assessment Measure	Direct - Class Assignment					
Assessment Findings	Not met					
Improvement Narrative	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 5px;">Improvement Type</th> <th style="text-align: left; padding: 5px;">Summary</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Revise Program Benchmark</td> <td style="padding: 5px;">One student did not meet this benchmark out of eight who completed the assessment assignment. An average of all students was 91%. We will consider revising this benchmark to eliminate skewed data from one outlier.</td> </tr> </tbody> </table>		Improvement Type	Summary	Revise Program Benchmark	One student did not meet this benchmark out of eight who completed the assessment assignment. An average of all students was 91%. We will consider revising this benchmark to eliminate skewed data from one outlier.
Improvement Type	Summary					
Revise Program Benchmark	One student did not meet this benchmark out of eight who completed the assessment assignment. An average of all students was 91%. We will consider revising this benchmark to eliminate skewed data from one outlier.					

Standard/Outcome	BUS.5 Systematically formulate and justify personal positions in relation to management decision-making.					
Legend	A					
Course/Event	BMT 499					
Assessment Measure	Indirect - External Evaluation					
Assessment Findings	Not met					
Improvement Narrative	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 5px;">Improvement Type</th> <th style="text-align: left; padding: 5px;">Summary</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Revise Program Benchmark</td> <td style="padding: 5px;">One student did not meet this benchmark out of eight who completed the assessment assignment. We will consider revising this benchmark to eliminate skewed data from one outlier.</td> </tr> </tbody> </table>		Improvement Type	Summary	Revise Program Benchmark	One student did not meet this benchmark out of eight who completed the assessment assignment. We will consider revising this benchmark to eliminate skewed data from one outlier.
Improvement Type	Summary					
Revise Program Benchmark	One student did not meet this benchmark out of eight who completed the assessment assignment. We will consider revising this benchmark to eliminate skewed data from one outlier.					

Standard/Outcome	BUS.6 Systematically assess complex issues in relation to business ethics and legal issues.			
Legend	A			
Course/Event	BMT 499			
Assessment Measure	Direct - Class Assignment			
Assessment Findings	Not met			
Improvement Narrative	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 5px;">Improvement</th> <th style="text-align: left; padding: 5px;">Summary</th> </tr> </thead> </table>		Improvement	Summary
Improvement	Summary			

	Type	
	Revise Program Benchmark	One student did not meet this benchmark out of eight who completed the assessment assignment. An average of all students was 91%. We will consider revising this benchmark to eliminate skewed data from one outlier.

Standard/Outcome	BUS.6 Systematically assess complex issues in relation to business ethics and legal issues.					
Legend	A					
Course/Event	BMT 499					
Assessment Measure	Indirect - External Evaluation					
Assessment Findings	Not met					
Improvement Narrative	<table border="1"> <thead> <tr> <th>Improvement Type</th> <th>Summary</th> </tr> </thead> <tbody> <tr> <td>Revise Program Benchmark</td> <td>One student did not meet this benchmark out of eight who completed the assessment assignment. We will consider revising this benchmark to eliminate skewed data from one outlier.</td> </tr> </tbody> </table>		Improvement Type	Summary	Revise Program Benchmark	One student did not meet this benchmark out of eight who completed the assessment assignment. We will consider revising this benchmark to eliminate skewed data from one outlier.
Improvement Type	Summary					
Revise Program Benchmark	One student did not meet this benchmark out of eight who completed the assessment assignment. We will consider revising this benchmark to eliminate skewed data from one outlier.					

Standard/Outcome	BUS.7 Utilize computer-related applications as a business decision-making tool.					
Legend	A					
Course/Event	BMT 499					
Assessment Measure	Direct - Class Assignment					
Assessment Findings	Not met					
Improvement Narrative	<table border="1"> <thead> <tr> <th>Improvement Type</th> <th>Summary</th> </tr> </thead> <tbody> <tr> <td>Revise Program Benchmark</td> <td>One student did not meet this benchmark out of eight who completed the assessment assignment. An average of all students was 91%. We will consider revising this benchmark to eliminate skewed data from one outlier.</td> </tr> </tbody> </table>		Improvement Type	Summary	Revise Program Benchmark	One student did not meet this benchmark out of eight who completed the assessment assignment. An average of all students was 91%. We will consider revising this benchmark to eliminate skewed data from one outlier.
Improvement Type	Summary					
Revise Program Benchmark	One student did not meet this benchmark out of eight who completed the assessment assignment. An average of all students was 91%. We will consider revising this benchmark to eliminate skewed data from one outlier.					

Standard/Outcome	BUS.8 Integrate all the various business principles, concepts and methods.	
Legend	A	
Course/Event	BMT 499	
Assessment Measure	Direct - Class Assignment	

Assessment Findings	Not met	
Improvement Narrative		
	Improvement Type	Summary
	Revise Program Benchmark	One student did not meet this benchmark out of eight who completed the assessment assignment. An average of all students was 91%. We will consider revising this benchmark to eliminate skewed data from one outlier.

Standard/Outcome	BUS - AFS.1 Apply quantitative and qualitative skills to accounting and finance problems transferring knowledge from one situation to another.	
Legend	A	
Course/Event	BUS 403	
Assessment Measure	Direct - External Testing	
Assessment Findings	Not met	
Improvement Narrative		
	Improvement Type	Summary
	Enrollment Requirements	Continue to track concentrations in Peregrine to increase the number of students.

Standard/Outcome	BUS - AFS.2 Apply economic principles and financial concepts to solve economic problems, and formulate a perspective on contemporary financial regulation and monetary policy.	
Legend	A	
Course/Event	BUS 403	
Assessment Measure	Direct - External Testing	
Assessment Findings	Not met	
Improvement Narrative		
	Improvement Type	Summary
	Enrollment Requirements	See AFS -Objective 1 for rationale.

Standard/Outcome	BUS-Advertising & Marketing.1 Analyze, design, and apply the budget models/methods as it pertains to business processes, such as marketing, advertising, sales and public relations expenses.	
Legend	A	

Course/Event	BUS 403					
Assessment Measure	Direct - External Testing					
Assessment Findings	Not met					
Improvement Narrative	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 2px;">Improvement Type</th> <th style="text-align: left; padding: 2px;">Summary</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">Enrollment Requirements</td> <td style="padding: 2px;">See AFS -Objective 1 for rationale.</td> </tr> </tbody> </table>		Improvement Type	Summary	Enrollment Requirements	See AFS -Objective 1 for rationale.
Improvement Type	Summary					
Enrollment Requirements	See AFS -Objective 1 for rationale.					

Standard/Outcome	BUS-Management.1 Analyze and interpret human dynamics in a business context by utilizing management functions such as planning, leading, controlling, and organizing complex issues facing today.					
Legend	A					
Course/Event	BUS 403					
Assessment Measure	Direct - External Testing					
Assessment Findings	Not met					
Improvement Narrative	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 2px;">Improvement Type</th> <th style="text-align: left; padding: 2px;">Summary</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">Enrollment Requirements</td> <td style="padding: 2px;">See AFS -Objective 1 for rationale.</td> </tr> </tbody> </table>		Improvement Type	Summary	Enrollment Requirements	See AFS -Objective 1 for rationale.
Improvement Type	Summary					
Enrollment Requirements	See AFS -Objective 1 for rationale.					

Standard/Outcome	BUS-MIS.1 Use information systems (IS) and technology (IT) to help organizations and individuals perform more efficiently and effectively.					
Legend	A					
Course/Event	MIS 403					
Assessment Measure	Direct - External Testing					
Assessment Findings	Not met					
Improvement Narrative	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 2px;">Improvement Type</th> <th style="text-align: left; padding: 2px;">Summary</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">Enrollment Requirements</td> <td style="padding: 2px;">See AFS -Objective 1 for rationale.</td> </tr> </tbody> </table>		Improvement Type	Summary	Enrollment Requirements	See AFS -Objective 1 for rationale.
Improvement Type	Summary					
Enrollment Requirements	See AFS -Objective 1 for rationale.					

Program Activities

Student Performance Review

Describe the department assessment day activities if not already described previously. Please articulate the nature of the assessments are conducted, explain the process for assessment that happens on these two days. Include the schedule of assessment day for your program. What does the data and outcomes tell you? What changes will you make as a result of the data? What areas are successful for the program?

Attached is a comprehensive report of the Business Departments that includeds a description, process and schedule. This report also includes a bulleted section that includes what faculty would like to do differently next year what we thought was successful.

Student Performance Review Schedule

Upload the program schedule for students during Performance Reviews.

2018_19_Business_Adm_Assessment_Report.docx

Senior Showcase

Describe program Senior Showcase activities if not detailed previously in the report? What benefit does the program gain from the activities? What if any assessment of students happens during this event? What changes if any will occur due to what is learned by faculty on Senior Showcase?

Each December and April, the BUS 450 Capstone students present to outside evaluators their semester project. The evaluators assessed the written and oral report using the Business Program Objectives. The results of the rubrics are included int the above attached comprehensive report and attached below with additional comments. Due to the results of these activities, business faculty has recommended concentrating on improving the outcomes for Objective 3 and 4. The acitivities were described under the BUS 450 assessment results and recommendations for improvements.

Assessment Rubrics

Upload rubrics used for Senior Showcase or Student Performance Reviews for student assessment.

S2019CAPSIM_BUSINESS_REPORT_EVALUATIONS__1_.docx

Service Learning

Does the Program include projects/ course content that uses the philosophy of service learning?

Yes (selected)

No

Service Learning Component

If so, how is service learning infused in the coursework within your department? Is service or community engagement in the program mission? Describe the Service Learning Activities that your students and department engaged in this past year. How did the activities improve student learning? How did the activities benefit the community?

BUS 329 includes a service learning project, Student Social Responsibility Project that addresses a need in the student's community. This may include volunteering personal time to address their identified need, supporting need at public heraings, creating YouTube video campaigns, etc. Projects completed this year included voluneering at a food pantry, cmpleting a beautification project at a local school, creating an infographic about animal cruelty and working with employers to purchase Christmas presents for disabled children.

Projects completed by students have added up to almost 50 hours of volunteer time in local communities where our online students reside. Each of these projects raises awareness of local issues and demonstrates how one individual can have a positive impact on mitigating such issues. Students have expressed their enjoyment of this project and being ablet to engage in philanthropy in thier local communities.

LEAD Events

Highlight lead events sponsored by program faculty that are connected to program or general education objectives for the past academic year. Include a total number of lead events program faculty sponsored.

Financial Planning and Life Insurance-October (Brenda Popp)

Financial Planning and Retirement-November (Brenda)

Saturday Night Live Game Night with DECA-October (David Forster)

Career Fair-February (Business Faculty)

Emotional Intelligence-April (Miriam OCallaghan)

Resiliency (Scott Zimmerman)

Student Accomplishments

Highlight special examples of student successes in the field (academic: mentor-mentee, conference presentations, competitive internship, journal acceptance; extra-curricular: horse show championship, art exhibit). This is for any accomplishments that a student achieved outside of course work or the normal expectations of student success.

WWU DECA won Chapter of the Year for the third straight year. DECA Investment Group won 7 out of 21 schools in the Stock Market Game. Our student continue to obtain strong internships. (see complete list https://www.williamwoods.edu/academics/undergraduate/programs_and_degrees/business/docs/business_internships.pdf)

In October Mikala Cecole (business administration minor), presented a concept paper she developed in BUS 421- Organizational Behavior. The paper, entitled, "Conflict and Motivation in Equine Competition" was presented at the Midwest Academy of Mangement Annual Meeting in St. Louis, Missouri.

Business administration major Brian Granton presented his theory paper to the Board of Trustees during the spring semester. His paper is titled, "Identity, Student Athletes and Academic Success".

Alumni Accomplishments

Please highlight special examples of any successes of recent graduated alumni (acceptance or graduation graduate school, employment or professional milestones. Include recent graduates.

The attached report includes a summarization of how many of business alumni have received promotions and are working using their degree in their professional careers. A more detailed report is uploaded on SharePoint.

Faculty Accomplishments

Highlight special examples of faculty success in the profession/field/content area. This is for any accomplishment of a faculty activity/research/professional nature.

Dr. Stephen Forsha and Brenda Popp were nominated for the annual Beaumont Award.

Dr. Matt Sveum attended the ASSA 2019 Conference in January 2019.

Dr. Matt Sveum published in the Cornell Hospitality Quarterly.

Brenda Popp attended the ACBSP 2018 Conference in June 2018.

Dr. Stephen Forsha presented at the 2018 Midwest Academy of Management Annual Meeting, "Defensive Pessimism and Sensemaking in High-Stress Crises".

Dr. Vernon Pierce plans to attend the ACBSP 2019 Conference in June 2019.

Assessment Rubric

Annual Assessment Rubric 2018

31.000 pts 73.81%

Clear	3.000 Exceeds	2.000 Meets	1.000 Falls Below Expectations	N/A
Mission Statement Clearly Articulated weight: 1.000	<p><input checked="" type="checkbox"/> The mission statement for the program is insightful and forward thinking. It aligns with the University Mission and learning objectives showing a clear alignment between the University and the program.</p>	<p><input checked="" type="checkbox"/> The mission statement for the program clearly articulated and aligned with the University mission.</p>	<p><input checked="" type="checkbox"/> The mission statement is minimal at best.</p>	<input checked="" type="checkbox"/> N/A
Comment:				
Reflection on Retention weight: 1.000	<p><input checked="" type="checkbox"/> The program provides a detailed description on the retention numbers. The program provides new ideas on how to improve retention of their program students or articulates what they are currently doing to keep students in their program.</p>	<p><input checked="" type="checkbox"/> The program provides a basic reflection on the retention data provided.</p>	<p><input checked="" type="checkbox"/> The program does not reflect on retention data in a detailed way.</p>	<input checked="" type="checkbox"/> N/A
Comment:				
Defines External Accreditation Standards weight: 1.000	<p><input checked="" type="checkbox"/> The program provides a detailed explanation of the accreditation organizations within the field along with all the timeline and supplemental information required for accreditation.</p>	<p><input checked="" type="checkbox"/> The program provides a basic explanation of the accreditation organizations in the field.</p>	<p><input checked="" type="checkbox"/> The program fails to provide any accreditation information.</p>	<input checked="" type="checkbox"/> N/A
Comment:				
General Education alignment clearly explained weight: 1.000	<p><input checked="" type="checkbox"/> The program provides a detailed explanation of the General Education criterial and how the basic skills learned are expanded upon in the program. Details include but are not limited to: specific courses, or activities that stretch the knowledge of the specific areas.</p>	<p><input checked="" type="checkbox"/> The program provides a basic explanation of the General Education curriculum and how the skills learned are expanded in program courses.</p>	<p><input checked="" type="checkbox"/> The program provides a minimal explanation of the General Education curriculum and how the skills learned are expanded in program courses.</p>	<input checked="" type="checkbox"/> N/A
Comment:	General Education Alignment to Program could be more detailed. That section is meant to explain how the General Education Requirements help and add to the Business Administration degree. Simply listing the courses taught that are General Education requirements is no the intent of this section.			
Curriculum Map alignment weight: 1.000	<p><input checked="" type="checkbox"/> The curriculum map is detailed and complete.</p>	<p><input checked="" type="checkbox"/> The curriculum map is complete</p>	<p><input checked="" type="checkbox"/> The curriculum map is not complete</p>	<input checked="" type="checkbox"/> N/A
Comment:				
Assessment of Objectives weight: 1.000	<p><input checked="" type="checkbox"/> Assessment of objectives are spread out across the curriculum with a variety of assessment measures and each program objective is assessed a minimum of twice a year.</p>	<p><input checked="" type="checkbox"/> Each objective is assessed a minimum of 2 times a year or an assessment rotation is explained so that all objectives are assessed. The assessments are not concentrated in one class.</p>	<p><input checked="" type="checkbox"/> The assessment map is not complete or much of the assessment happens in only one course. Not all objectives are assessed annually, nor is a plan provided on assessment.</p>	<input checked="" type="checkbox"/> N/A
Comment:	Seems like a nice mix of lower level courses, upper division courses, Senior Showcase, and Student Performance days			
Data Driven Decision-making is explained weight: 1.000	<p><input checked="" type="checkbox"/> Curricular and assessment changes are articulated and validated through data based decisions. Faculty discuss the data that lead to curricular decisions being made.</p>	<p><input checked="" type="checkbox"/> Curricular and assessment decisions are made based on data provided in assessment, but detailed alignment is not provided as justification for the change.</p>	<p><input checked="" type="checkbox"/> Changes are proposed and brought forth with little explanation on the data included in the decision, if data was included in the decision.</p>	<input checked="" type="checkbox"/> N/A
Comment:	seems like most of the assessment is based on the results of the peregrine, so if the students don't meet the benchmark we then need to revise. a few classes have data points that provide a benchmark or comparable data to the peregrine results.			

Comment:	seems like most of the assessment is based on the results of the peregrine, so if the students don't meet the benchmark we then need to revise. a few classes have data points that provide a benchmark or comparable data to the peregrine results.			
Documentation provided on assessment findings weight: 1.000	<input checked="" type="checkbox"/> The program uploads all rubric and support information to support the claims in the assessment findings along with detailed instructions on the assessment process and data analysis.	<input checked="" type="checkbox"/> The program uploads all rubric and support information to support the claims in assessment findings.	<input checked="" type="checkbox"/> The program did not upload the data to support assessment claims in the assessment findings.	<input checked="" type="checkbox"/> N/A
Comment:				
Analysis of Assessment is complete weight: 1.000	<input checked="" type="checkbox"/> The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report.	<input checked="" type="checkbox"/> The program completed the assessment findings for each component and provided a summary for each assessment measure.	<input checked="" type="checkbox"/> The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure.	<input checked="" type="checkbox"/> N/A
Comment:				
Improvement narratives are selected with intentionality weight: 1.000	<input checked="" type="checkbox"/> The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options	<input checked="" type="checkbox"/> The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment.	<input checked="" type="checkbox"/> The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results.	<input checked="" type="checkbox"/> N/A
Comment:				
Student Performance Review weight: 1.000	<input checked="" type="checkbox"/> The program described and provided a detailed account of Student performance Review activities. Data evidence provided and detailed.	<input checked="" type="checkbox"/> The program provided the schedule and a brief description of Student Performance Review with data of the results.	<input checked="" type="checkbox"/> The program did not provide complete explanation on Student Performance Review nor did they provide data results.	<input checked="" type="checkbox"/> N/A
Comment:				
Senior Showcase weight: 1.000	<input checked="" type="checkbox"/> The program had all senior students participate in Senior Showcase and provided a detailed explanation of their expectation and the presentations presented.	<input checked="" type="checkbox"/> The program described the Senior showcase activities and provided some evidence of what was presented.	<input checked="" type="checkbox"/> Little to no content of Senior showcase was provided.	<input checked="" type="checkbox"/> N/A
Comment:				
Co Curricular activities weight: 1.000	<p>The program detailed the activities of LEAD and other co-curricular programing that was provided throughout the year. They provided numerous events for students.</p>	<input checked="" type="checkbox"/> The program provided a listing of LEAD events and activities provided.	<p>The program provided little to no description of the Co-curricular activities provided throughout the year.</p>	<input checked="" type="checkbox"/> N/A
Comment:				
Faculty, alumni, and Student accomplishments weight: 1.000	<input checked="" type="checkbox"/> The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced.	<input checked="" type="checkbox"/> The program provided a listing of information on Students, Alumni, and faculty accomplishments.	<input checked="" type="checkbox"/> The program provided little to no data on students, alumni, faculty accomplishments.	<input checked="" type="checkbox"/> N/A
Comment:				