

**Master in Business Administration  
(ACBSP Self-Study Year 2015-16)  
Assessed by Groshek**

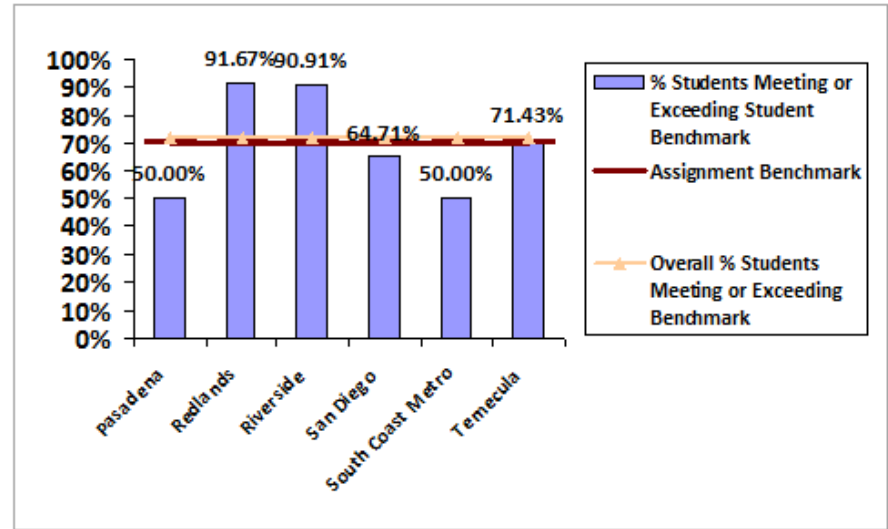
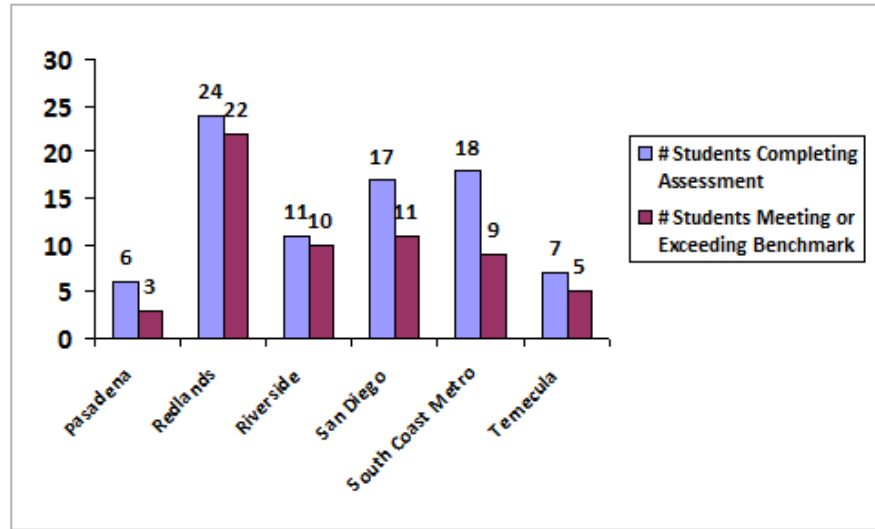
Performance Indicator	Program Description
<p><b><u>BUAD-642 International Business and Marketing</u></b></p> <p>SLO#1: Evaluate the distinctions between domestic and international business environments and the effect of globalization on each (IB Article Analysis)</p> <p>SLO #5: Assess and evaluate the elements of the marketing mix (product, price, place, promotion) and other key marketing concepts such as market segmentation, target marketing, and positioning (Marketing Plan)</p> <p><b><u>MBA Program Learning Objectives</u></b></p> <p>PLO #1</p> <p>PLO #2</p>	<p><b>The Master of Business Administration</b></p> <p>The Master of Business Administration (MBA) provides a foundation in the core functions of business and the development of leadership and integrity, enhanced through a firm grounding in the University of Redlands’ rich liberal arts tradition. Successful leaders need attributes drawn from a liberal education, especially the ability to think critically, communicate effectively, and work in teams. The MBA provides an academic balance through a combination of conceptual knowledge, critical thinking, and practical application in the fundamental disciplines of business and management.</p> <p>The program begins with the three business foundation knowledge courses that fill the gaps in knowledge a student may have in the field. Students who have recently completed an undergraduate degree in business or related field with a reasonable GPA may be permitted to waive the three foundation courses. Students will then proceed through an 18-month curriculum with four graduate level core courses to enhance their broad knowledge and skills in business. Students will continue learning by selecting a specialized area of study with four in-depth knowledge emphasis courses and conclude with an integrating/culminating capstone course.</p> <p>Program Learning Objectives and Student Learning Outcomes are assessed as follows:</p> <ul style="list-style-type: none"> <li>• <b>Direct</b> – Assessing student performance by administering [insert Term Paper, Final Exam and/or Presentation].</li> <li>• <b>Formative-</b> Assessment is conducted during the students’ enrollment in an eight week course with a [Insert Term Paper, Final Exam and/or Presentation] being administered in the last class session.</li> <li>• <b>Internal-</b> SLO is derived from the MBA Program Outcomes and delineated in the course syllabus.</li> </ul>

Analysis of Results					
Performance Measure Measurable Goal What is your goal?	What is your measurement Instrument or process? (indicate length of cycle)	Current Results What are your current results?	Analysis of results What did you learn from the results	Action Taken or Improvement made What did you improve or what is your next step	Insert Graphs or Tables of Resulting Trends
<p><b>Performance Indicator 1 –</b> Students will individually evaluate an article dealing with an international business topic from a news publication to demonstrate a critical analysis of the article's content by relating to the business concepts introduced in the course sessions using your notes, experiences, and the text.</p> <p><b>Performance Indicator 2 -</b> Each student is required to analyze one of the products/services listed on Moodle using the 4 Ps structure. Students must analyze the situation, conduct all necessary research, and prepare a written marketing plan.</p>	<p>The assessment of the chosen article evaluation is made with an assessment form at the end of the 8 week course that all instructors must complete.</p> <p>The assessment of the chosen product/service analysis is made with an assessment form at the end of the 8 week course that all instructors must complete.</p>	<p>The tables provided have a benchmark of 70% vice the 80% standard at the Masters level. Unsure of the target.</p>	<p>There is variation in the results across regions on earlier surveys. Marketing Plan results are higher than IB Analysis Paper. Marketing Plan assignment was changed in Fall 2016 and results from courses are needed to gage effects.</p> <p>Spring 2016 results are affected by grade/assessment inflation.</p>	<p>Need to evaluate data from Fall 2016 and beyond to see effect of Marketing Plan assignment change.</p> <p>Need to review assignments and mentor instructors on assessment standards.</p>	<p><b>2015 FALL 2 (201532)</b> See page 4.</p> <p><b>2016 SPRING 2 (201622)</b> See page 5.</p> <p><b>2016 FALL 1 (201631)</b> See page 6.</p> <p><b>OVERALL RESULTS</b> See page 7.</p>

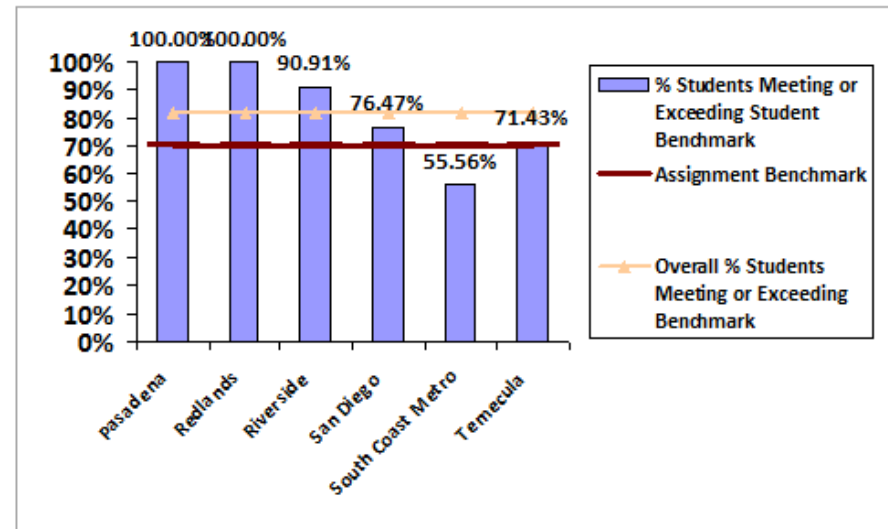
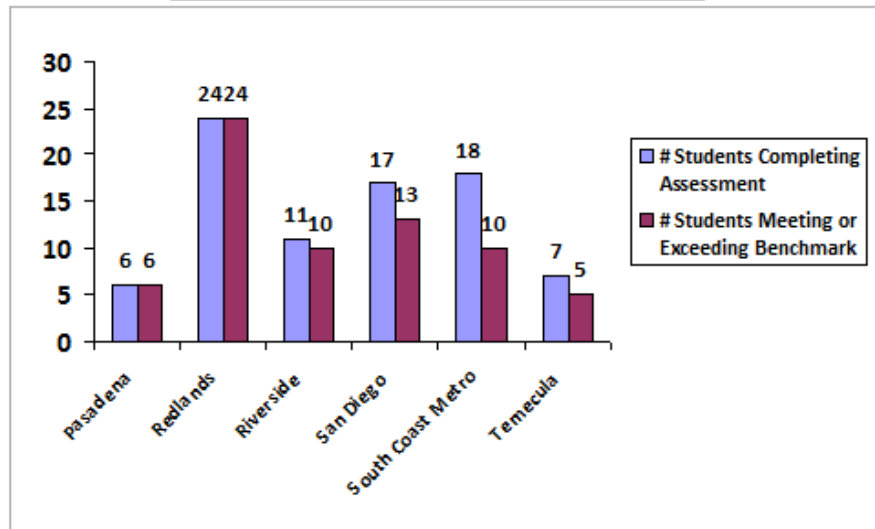
<p>International aspects of the marketing plan must be included.</p> <p><b>Measureable Goal:</b> Our goal is that 80% of the students will meet or exceed the benchmark of 80% using a standardized assessment scoring sheet.</p>					
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2015 FALL 2 (201532)

Assignment: International Business Paper

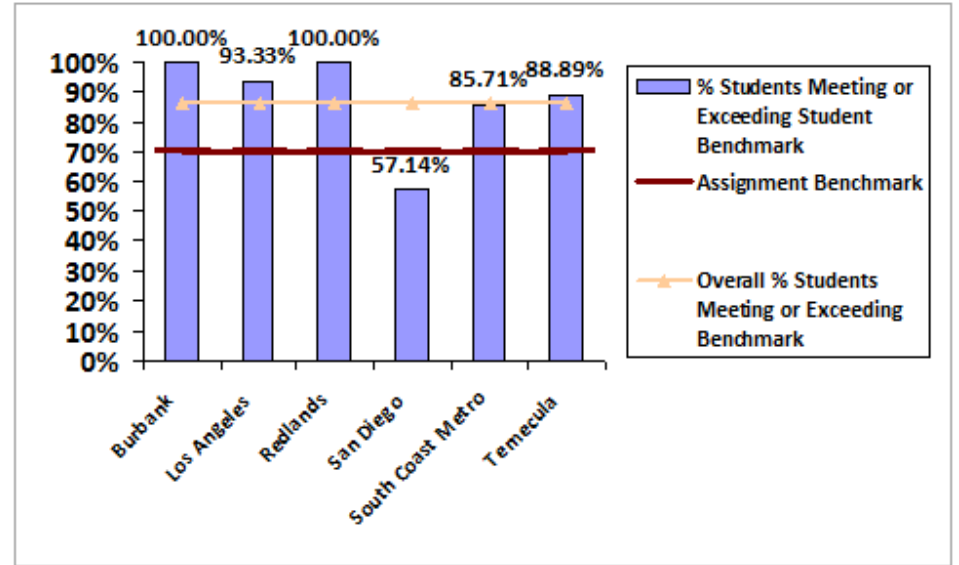
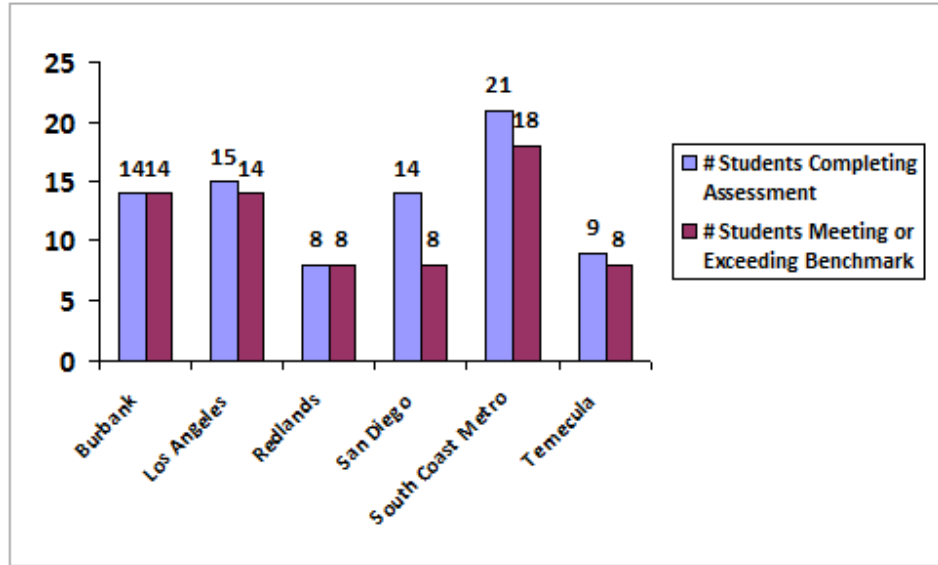


Assignment: Marketing Plan

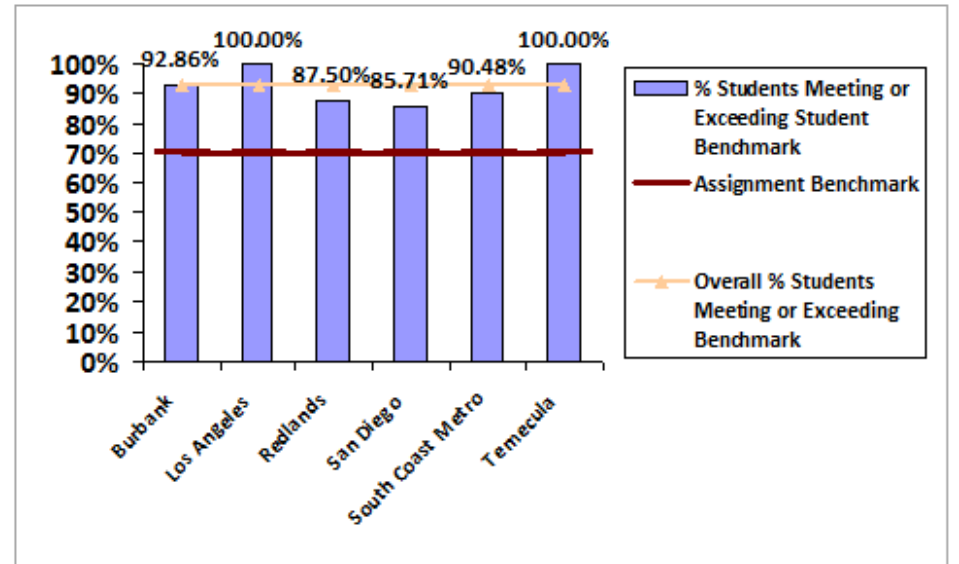
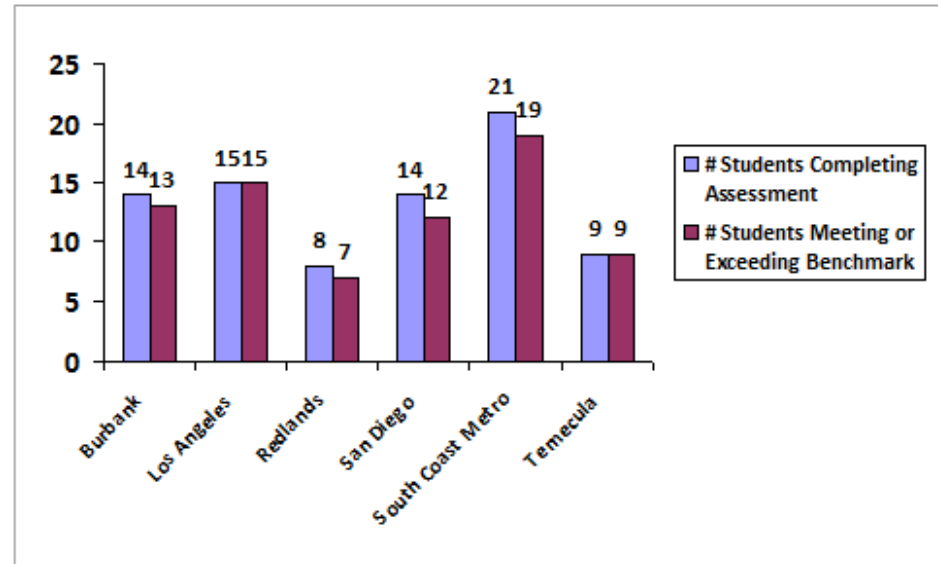


2016 SPRING 2 (201622)

Assignment:

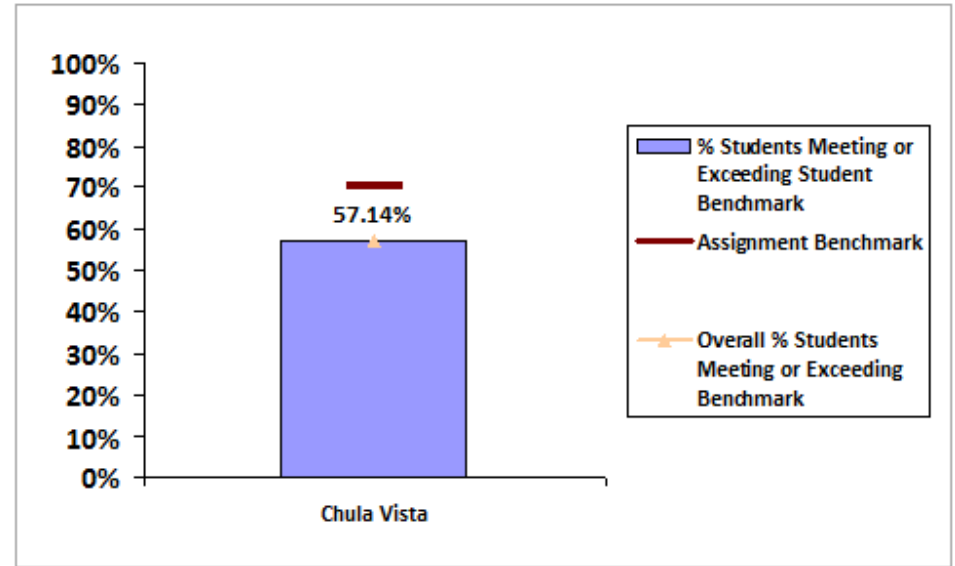
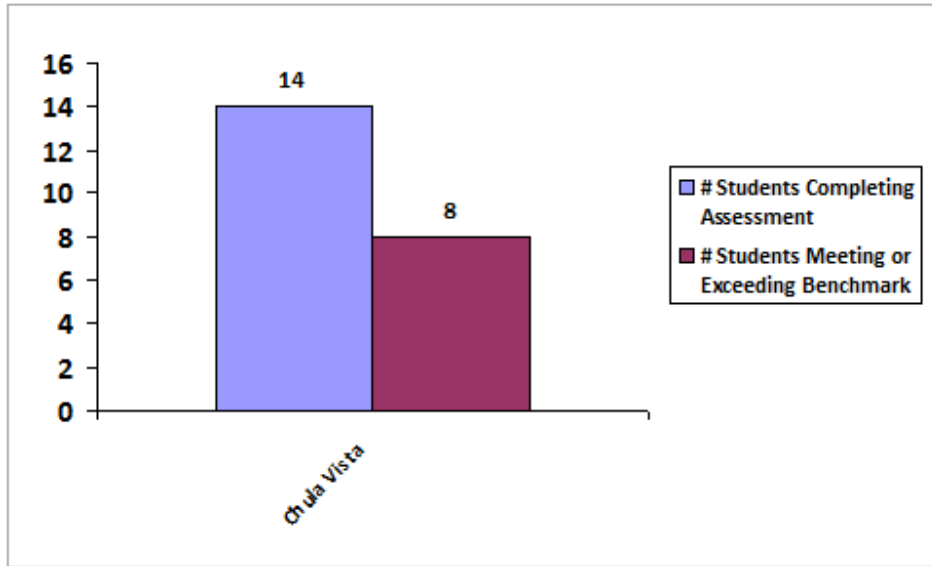


Assignment:



2016 FALL 1 (201631)

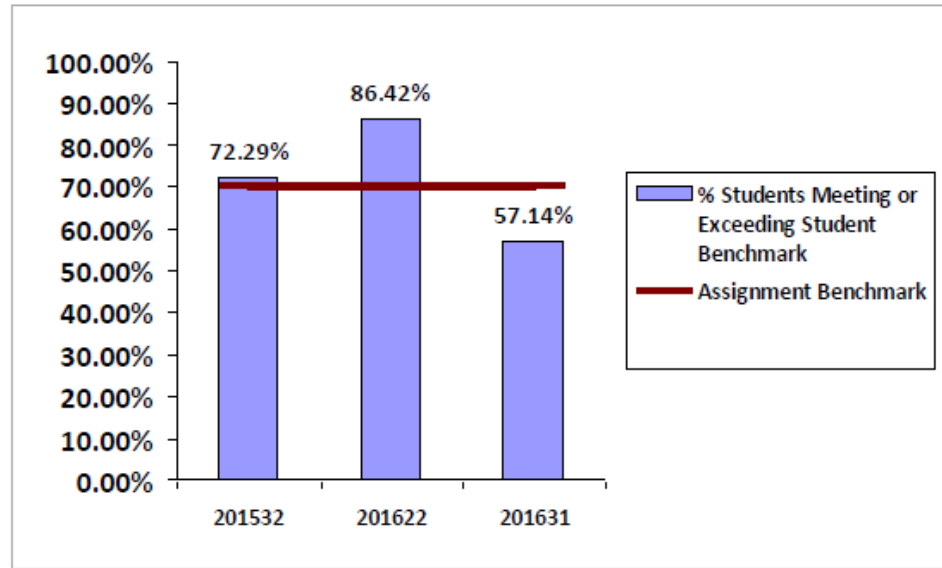
Assignment: International Business Paper



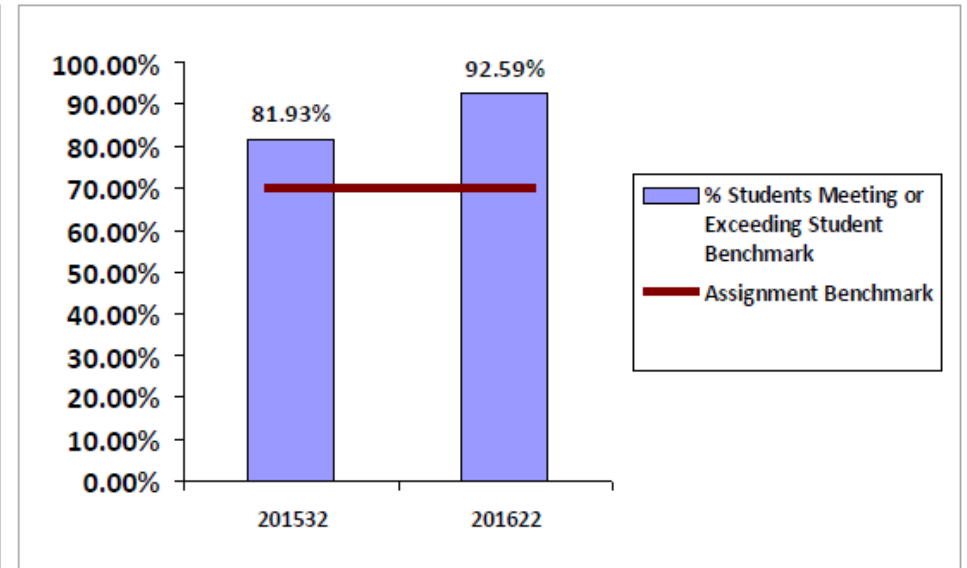
\*No data for Marketing Plan during 2016 Fall 1 because the assignment was under reconstruction.

## OVERALL RESULTS

Assignment: International Business Paper



Assignment: Marketing Plan



# Assessment Action Plan<sup>1</sup>

This table will be used to supply data for ACBSP Criterion 4.2 Reporting Results and Trends

Performance Indicator	Definition
<b>Program:</b> MBA	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination</i>. Add these to the description of the measurement instrument in column two:</p> <p><i>Direct</i> - Assessing student performance by examining samples of student work</p> <p><i>Indirect</i> - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information.</p> <p><i>Formative</i> – An assessment conducted during the student’s education.</p> <p><i>Summative</i> – An assessment conducted at the end of the student’s education.</p> <p><i>Internal</i> – An assessment instrument that was developed within the business unit.</p> <p><i>External</i> – An assessment instrument that was developed outside the business unit.</p> <p><i>Comparative</i> – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.</p>
<b>PLO 1:</b> Use and apply business knowledge from disciplines such as accounting, finance, marketing, management, information systems, operations, and global business to generate/create business solutions	
<b>Course:</b> BUAD 644 Business Statistics & Economics	
<p><b>CLO 1:</b> visualize, describe, and interpret data in order to understand and develop informed business decisions.</p> <p><b>CLO 2:</b> apply statistical inference techniques to business situations.</p> <p><b>CLO 3:</b> utilize microeconomic concepts of demand and supply analysis, consumer and producer theory within a business context.</p>	

<sup>1</sup> Please read instructions in last page carefully before drafting this action plan.



**CLO 4:** evaluate market structures and their relationships to production decisions, pricing strategies, and profit maximization.  
**CLO 5:** interpret the meaning of macroeconomic indicators, fiscal and monetary policy, and their implications for management decisions.

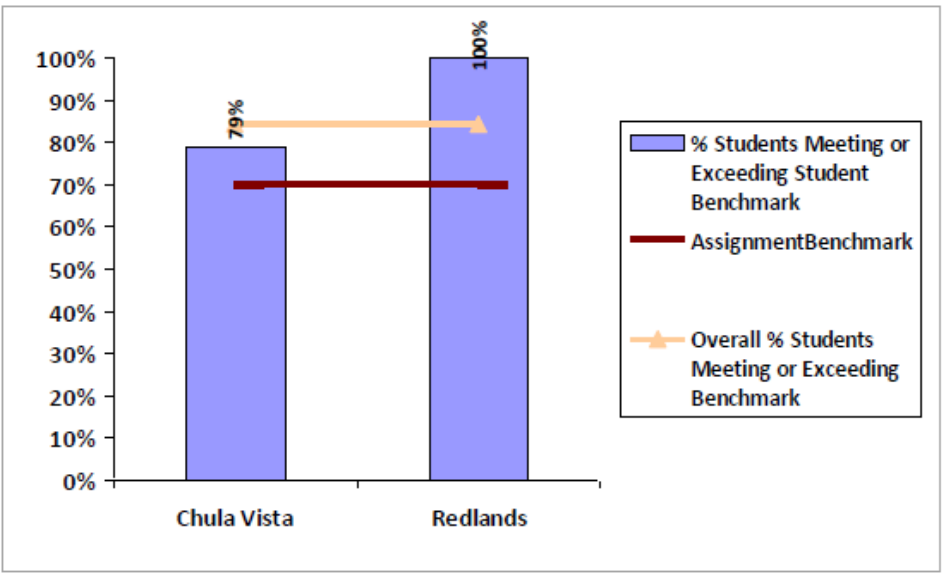
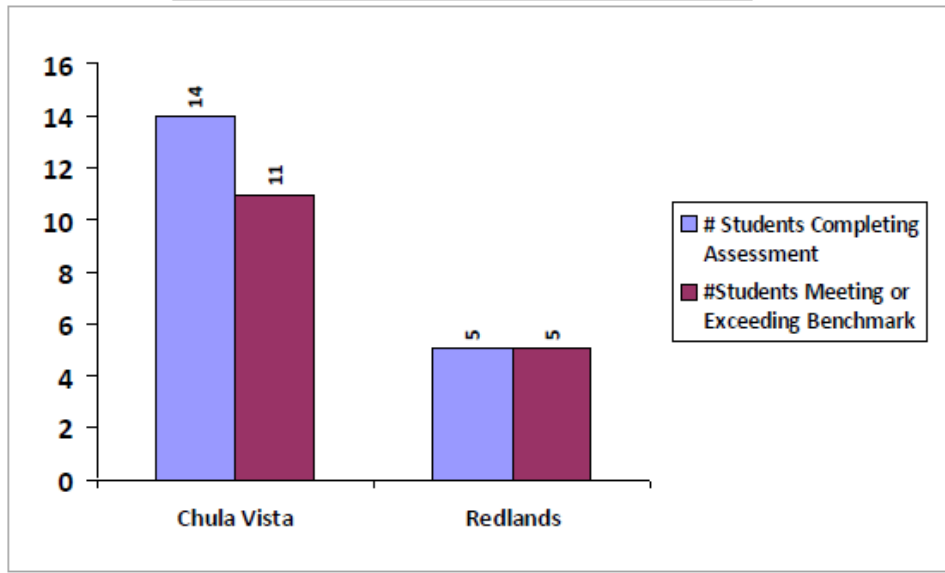
**Analysis of Results**

Measurable goal: What is your goal / benchmark?	What is your measurement instrument or process? (Indicate type of instrument, e.g., direct, formative, internal, comparative, etc)	Current Results: What are your current results?	Analysis of Results: What did you learn from the results?	Action Taken or Improvement made: What did you improve or what is your next step?	Graphs or Tables of Resulting Trends (3-5 data points preferred)
Students take tests related to either statistics or economics. Questions from these tests are used for assessment purposes. The goal is that 70% of students taken these exams will meet or exceed the benchmark of 70% on the assessment questions embedded in the exams.	Embedded questions in statistics and economics tests, taking online by students. The most recent tests are quizzes that are either taken on the McGraw/Hill online platform ALEKS (statistics) or moodle (economics). Previous tests were taken on moodle. The CLOs and PLOs are assessed as following: Direct: through embedded questions on students' tests Formative: conducted during the students' 8 weeks enrollment in	<u>2016 Fall 2:</u> 84.21 % of students met/exceeded the statistics benchmark and 89.47 students the economics benchmark. Note: only 2 class sections <u>2016 Fall 3:</u> 75.82% of students met/exceeded the statistics benchmark and 94.12% of students met/exceeded the economics benchmark.	Overall, during the presented assessment period, the benchmark has always been met or exceeded by students taken the tests. However, some courses did not meet the benchmark of 70% in statistics (2016 Fall 3: Burbank and Riverside Campus). The economics benchmark has always been met.	As statistics still seems to be more challenging for students in this course, starting Summer 2017, students will take the statistics portion through the online platform ALEKS. The continuous practice and engagement with statistics problems is meant to improve students' performance and retention rate for future classes. Similarly, the statistics topics have been reduced so that students can engage with the material more deeply. Economics quizzes are still taken through the moodle	<p><b>2016 Fall 2</b> See p. 2</p> <p><b>2016 Fall 3</b> See p. 3</p> <p><b>2017 Spring 2</b> See p. 4</p> <p><b>Overall Results</b> See p. 5</p>

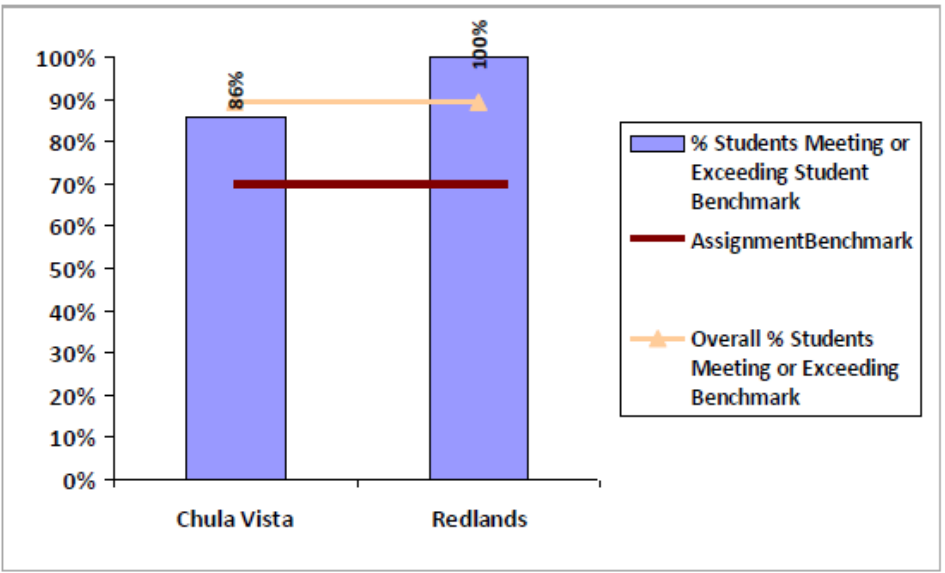
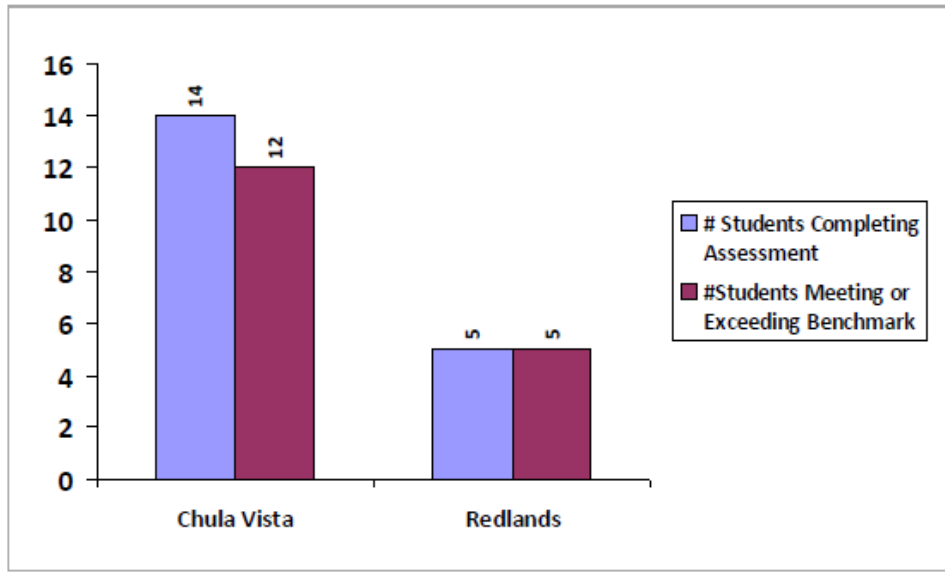
	<p>the course. Internal: Based on MBA program's PLOs and derived CLOs as outlined in the syllabus.</p>	<p><u>2017 Spring 2:</u> 75.00% of students met/exceeded the statistics benchmark and all of the students met/exceeded the economics benchmark. Note: only one class section in Redlands taught</p>		<p>platform. Given the exceptionally high rate of meeting the economics benchmark has also led to a rethinking of the material covered in the economics portion of the class. It now will include more (introductory) topics directly relevant to MBA students while still providing students the basic economic knowledge necessary to succeed. The assessment questions have thus been adjusted for both of the economics and statistics portion while maintaining the same main topics.</p>	
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**2016 Fall 2**

Assignment: Business Statistics Questions

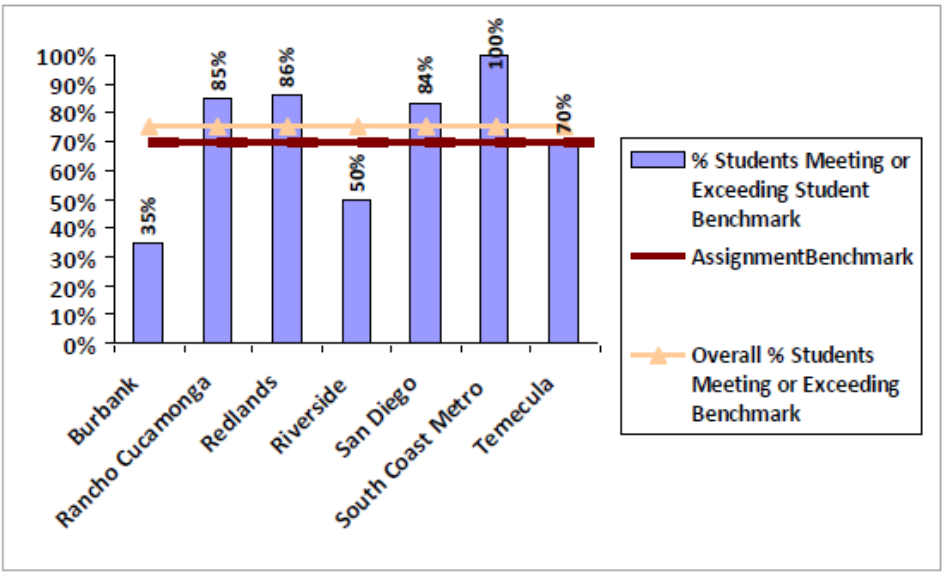
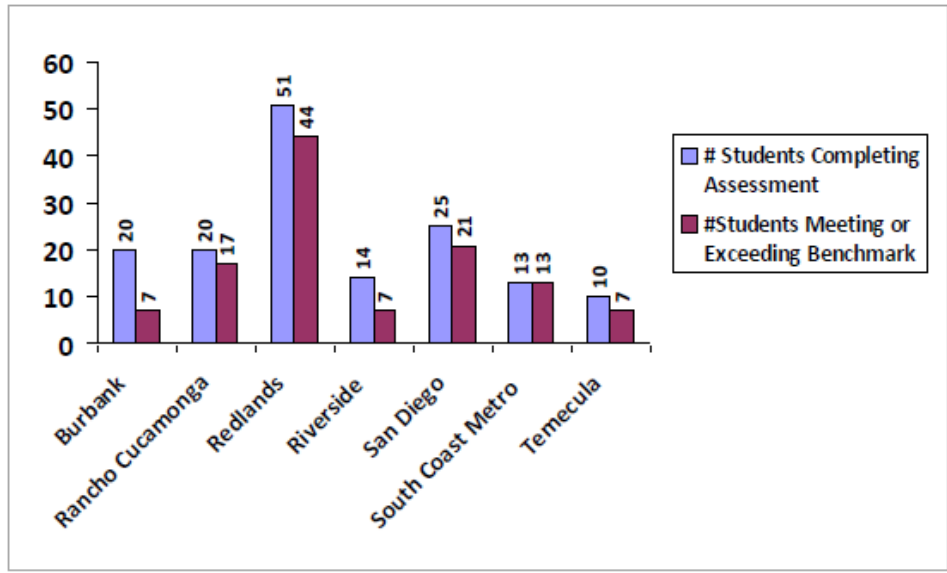


Assignment: Economics Questions

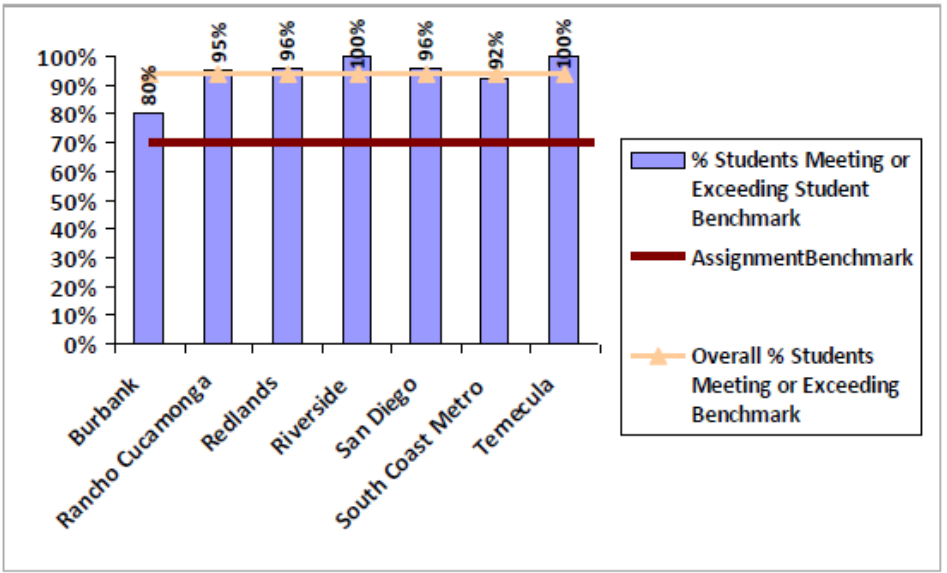
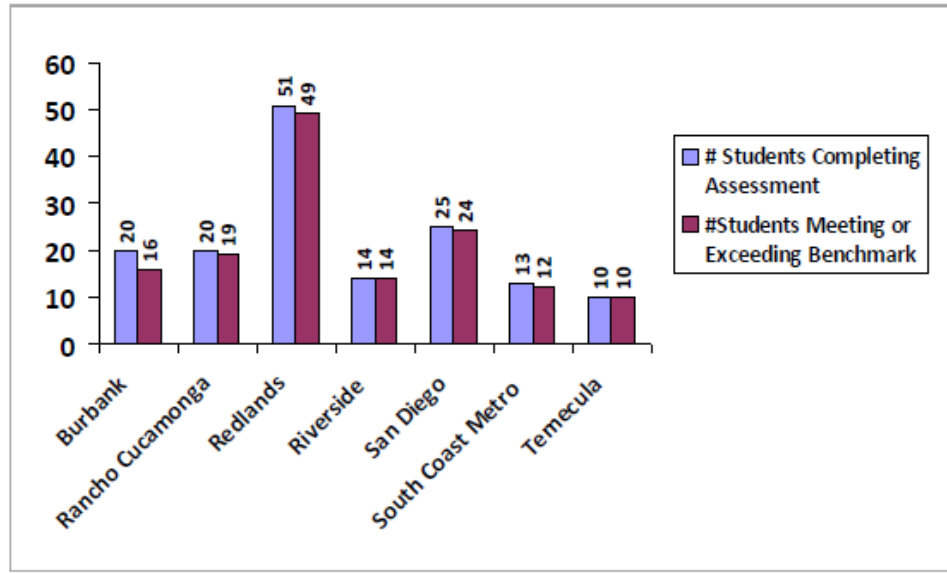


2016 Fall 3

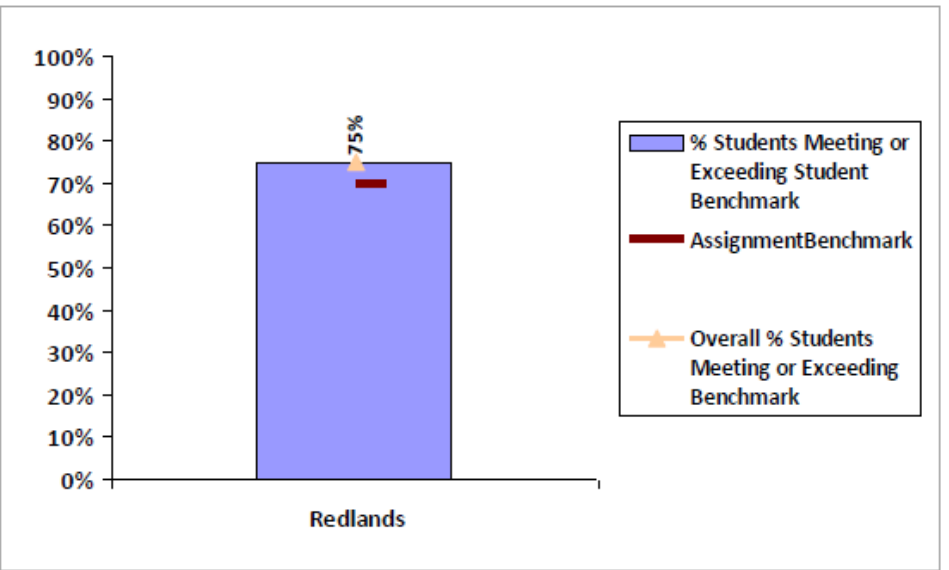
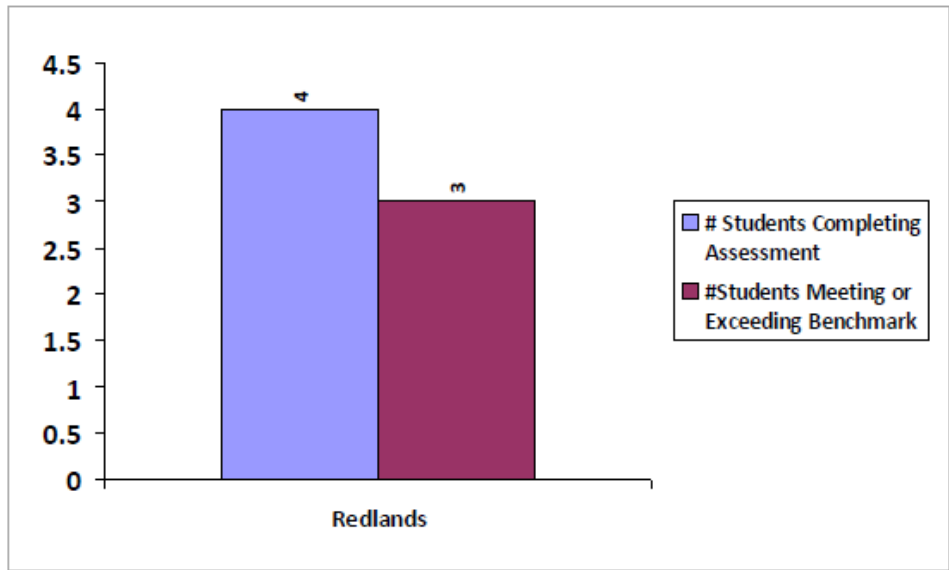
Assignment: Business Statistics Questions



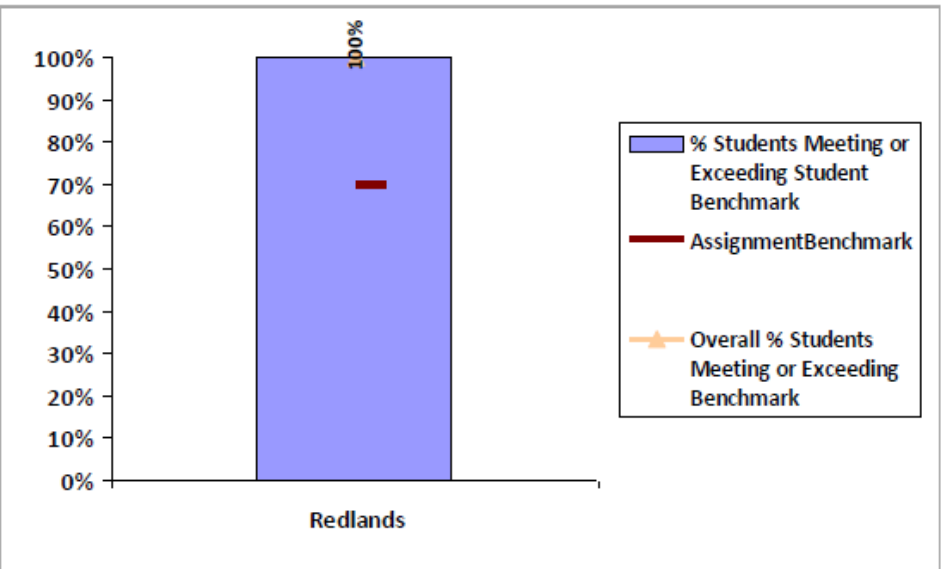
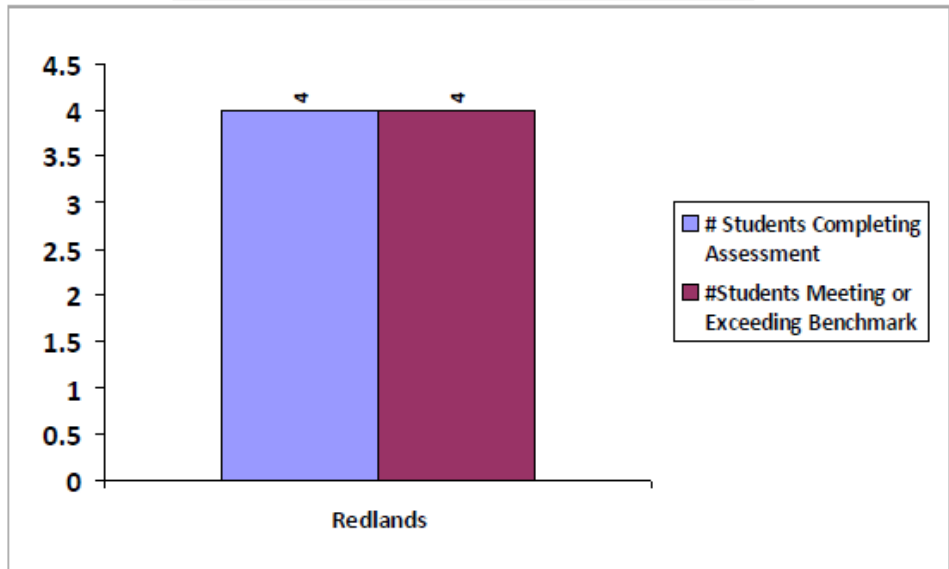
Assignment: Economics Questions



Assignment: Business Statistics Questions

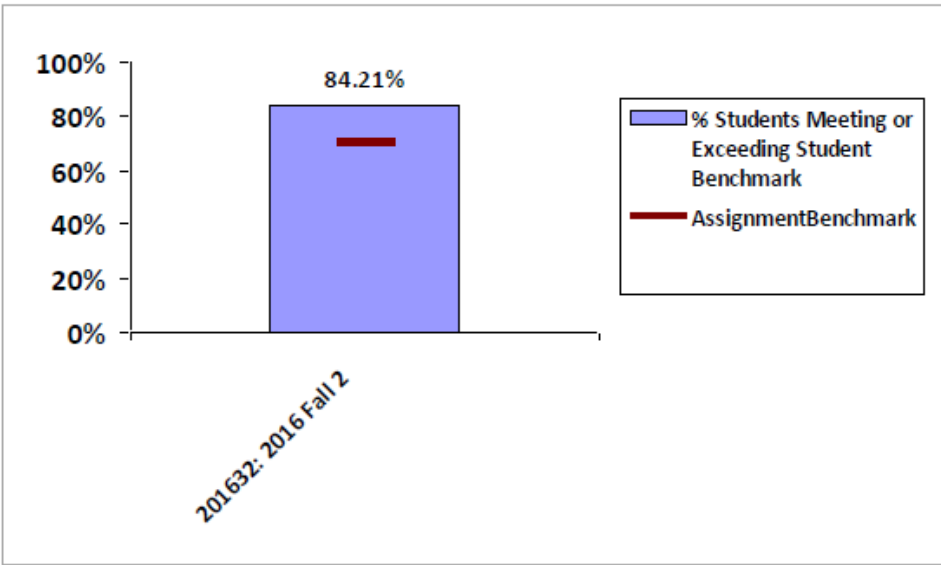


Assignment: Economics Questions

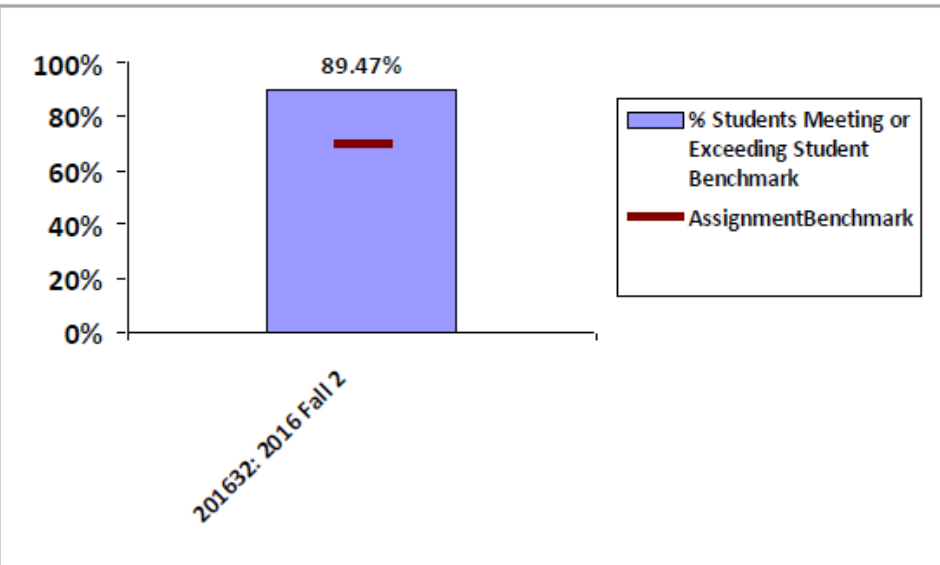


Overall Results

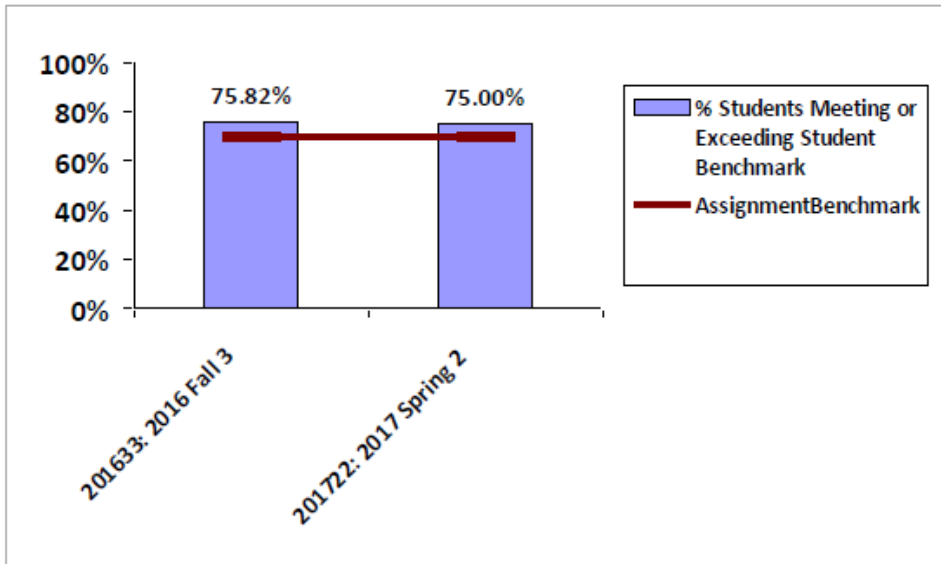
Assignment: Business Statistics Questions



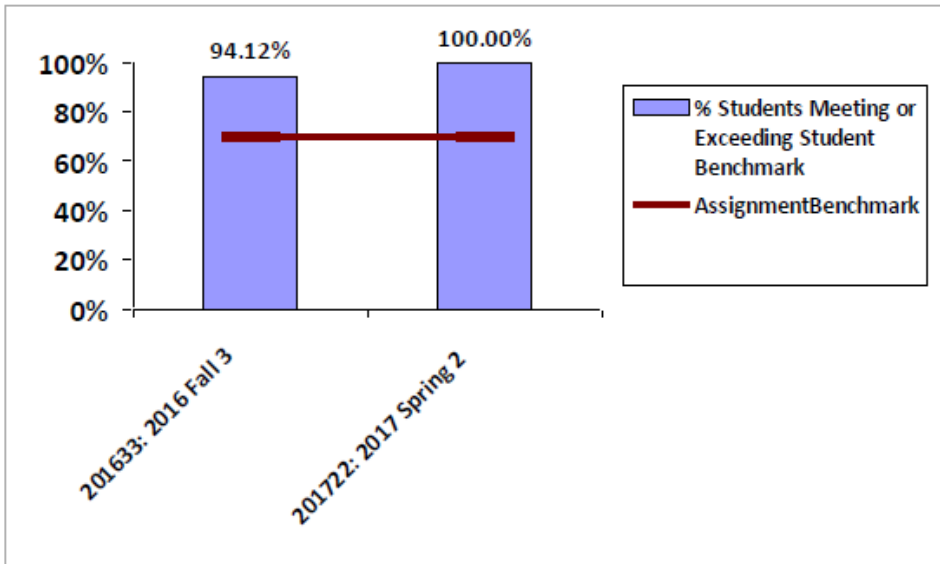
Assignment: Economics Questions



Assignment: Business Statistics Questions



Assignment: Economics Questions



INSTRUCTIONS: Please read these instructions carefully before drafting this action plan.

1. Please ensure that the text highlighted in red in the first page of this template is filled in meticulously.
2. **Measurable Goal:** What is your goal/benchmark?
  - a. **Graduate**
    - i. If assignment is being assessed using a rubric: 80% of the students will meet or exceed the benchmark score of 80% using a standardized rubric.
    - ii. Not using a rubric: 70% of the students will meet or exceed the benchmark score of 70% using a standardized assessment scoring sheet.
  - b. **Undergraduate**
    - i. *If assignment is being assessed using a rubric: 70% of the students will meet or exceed the benchmark score of 70% using a standardized rubric. (Different from Graduate benchmark)*
    - ii. Not using a rubric: 70% of the students will meet or exceed the benchmark score of 70% using a standardized assessment scoring sheet.
  - c. Other: Consult Program Director.
3. **What is your measurement instrument or process:** It is important that the assessment instrument (embedded assignment in course, assessment quiz/exam) is explicitly identified. If using an embedded assignment in course, identify the assignment clearly so that it matches the course Master Syllabus word-for-word. Indicate type of assessment conducted by this assignment. Refer to different assessment types indicated in the first page of this template.
4. **Current Results:** Be brief and to the point, and tie it back to the Measurable Goal. Indicate clearly if the Measurable Goal/Benchmark was achieved or not in the time period covered in this action plan.
5. **Action Taken or Improvement made:** Be detailed and explicit; recommended actions should be as tangible as possible. Avoid recommending generic actions such as "Assessment rubric has to be changed." State clearly what changes are required based on the data, when changes will be made, and implemented.
6. **Graphs or Tables of Resulting Trends:** Should you need the raw assessment data, contact Brian Hamilton.
7. Consult Program Director if you have any questions.

# Assessment Action Plan<sup>1</sup>

This table will be used to supply data for ACBSP Criterion 4.2 Reporting Results and Trends

Performance Indicator	Definition
<b>Program:</b> MBA  <b>PLO: 1</b> Use and apply business knowledge from disciplines such as accounting, finance, marketing, management, information systems, operations, and global business to generate/create business solutions.	A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination).</i> Add these to the description of the measurement instrument in column two: <i>Direct</i> - Assessing student performance by examining samples of student work <i>Indirect</i> - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information. <i>Formative</i> – An assessment conducted during the student’s education. <i>Summative</i> – An assessment conducted at the end of the student’s education. <i>Internal</i> – An assessment instrument that was developed within the business unit. <i>External</i> – An assessment instrument that was developed outside the business unit. <i>Comparative</i> – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.
<b>Course:</b> BUAD 644 Business Statistics & Economics	
<b>CLO:</b> 1. visualize, describe, and interpret data in order to understand and develop informed business decisions 2. apply statistical inference techniques to business situations. 3. utilize microeconomic	

<sup>1</sup> Please read instructions in last page carefully before drafting this action plan.



concepts of demand and supply analysis, consumer and producer theory within a business context.  
 4 evaluate market structures and their relationship to production decisions, pricing strategies and profit maximization  
 5. interpret the meaning of macroeconomic indicators, fiscal and monetary policy and their implications for management decisions

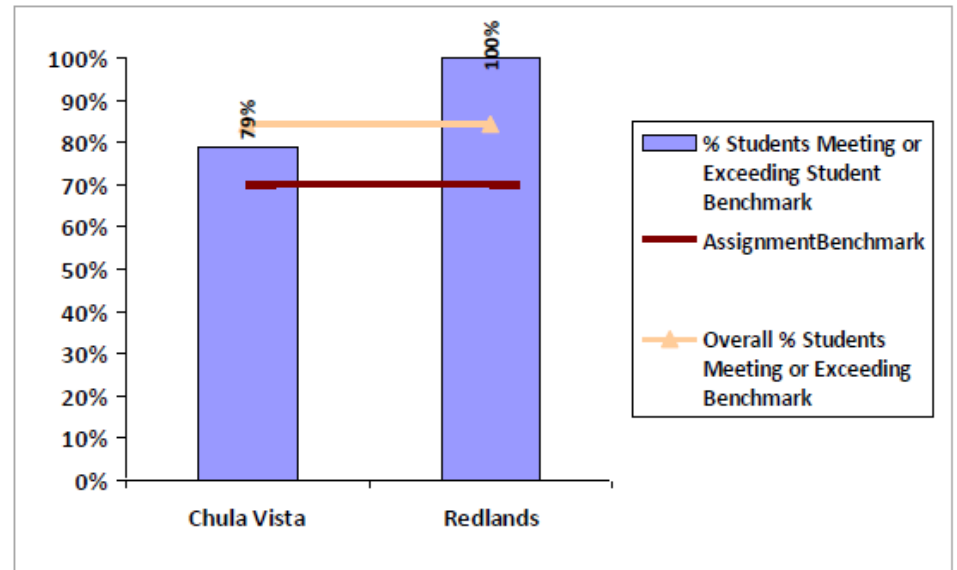
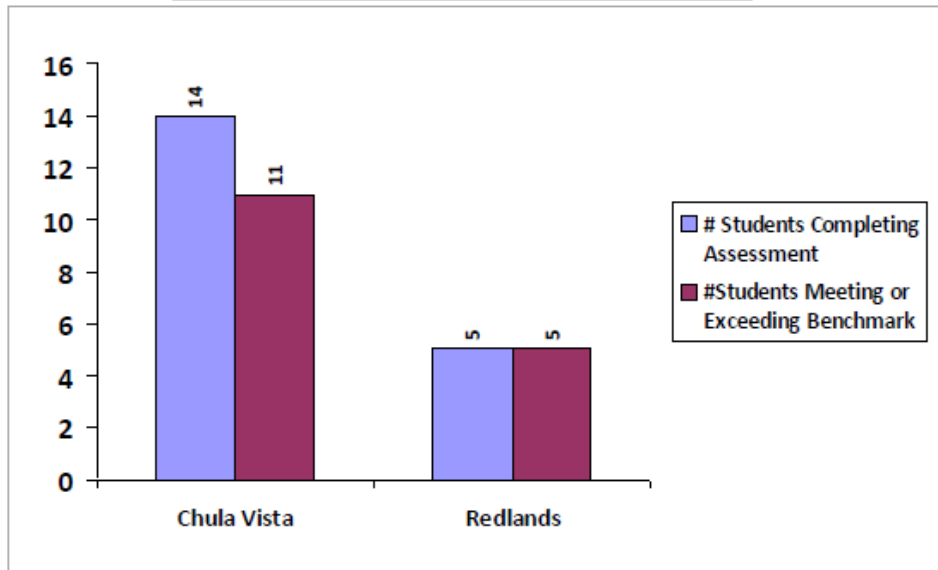
**Analysis of Results**

<b>Measurable goal: What is your goal / benchmark?</b>	<b>What is your measurement instrument or process?</b> (Indicate type of instrument, e.g., direct, formative, internal, comparative, etc)	<b>Current Results: What are your current results?</b>	<b>Analysis of Results: What did you learn from the results?</b>	<b>Action Taken or Improvement made: What did you improve or what is your next step?</b>	<b>Graphs or Tables of Resulting Trends (3-5 data points preferred)</b>

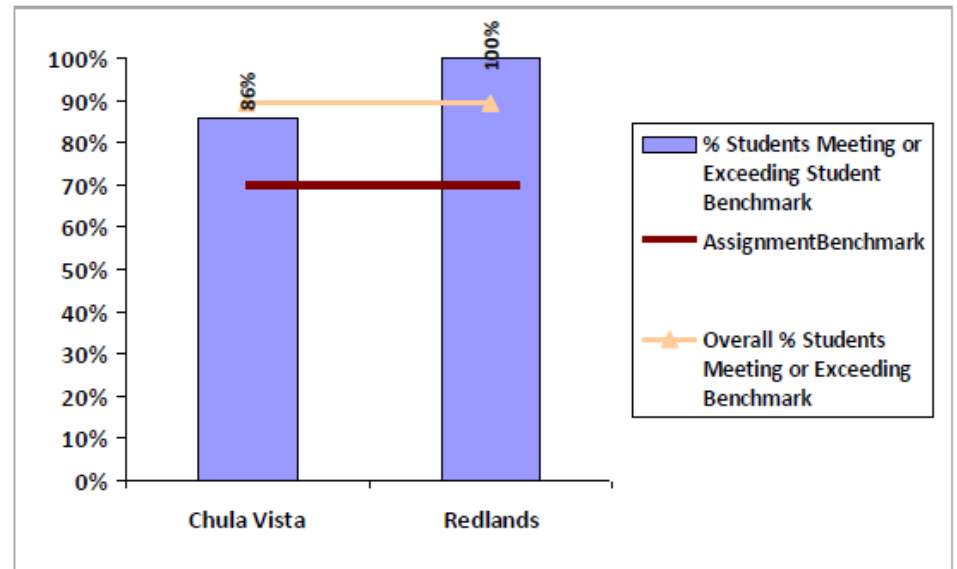
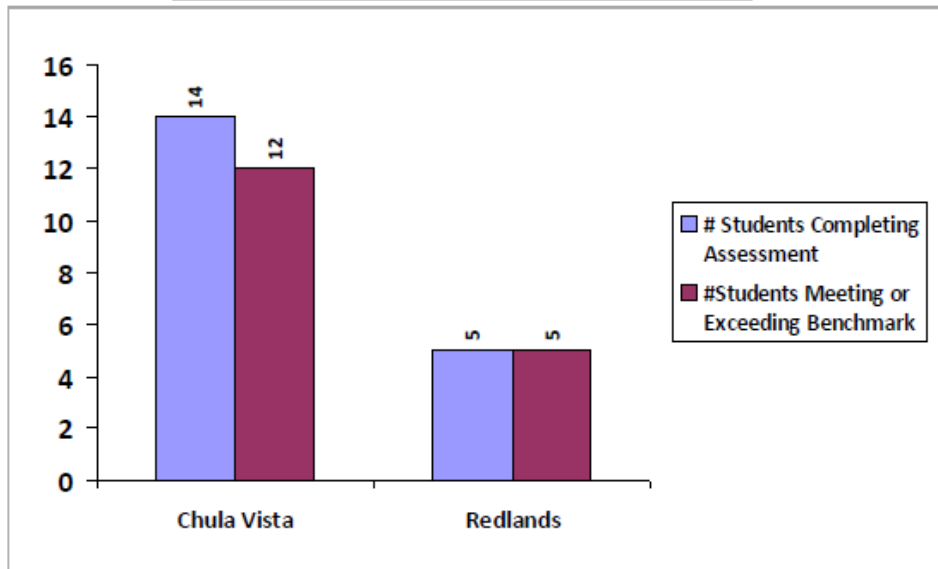
<p>Students take tests online which include questions used for assessment for CLOs 1-5, and consistent with PLO1</p> <p>Measurable Goal: 70% of the students taken the tests with the embedded assessment questions will meet or exceed the benchmark of 70% using a standardized assessment scoring sheet.</p>	<p>Online tests in economics and statistics that include assessment questions during the 8 week course.</p> <p>Direct – students are assessed through tests</p> <p>Formative – during the course over 8 weeks</p> <p>Internal – consistent with CLOs 1-5 and PLO 1</p>	<p>In all time periods listed in this assessment action plan the goal of 70% of the students meeting the 70% assignment benchmark has been met.</p>	<p>Even though the benchmark was met for both the statistics and the economics assessment questions, generally, the statistics results tend to be lower than the economics results.</p>	<p>More assessment questions had been added after the last action plan. As a consequence from the still lower statistics results it was decided to reduce the amount of the statistics material compared to the economic material of the class. Additionally, an online platform is used for the statistics portion that facilitates students' continuous engagement with and practice of the material. This is especially important as students enter the program with a wide variety of quantitative skills.</p>	<p><b>2016 Fall 2</b> See p. 2</p> <p><b>2016 Fall 3</b> See p. 3-4</p> <p><b>2017 Spring 2</b> See p. 5</p> <p><b>Overall Results</b> See p. 7-8</p>
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**2016 Fall 2**

Assignment: Business Statistics Questions

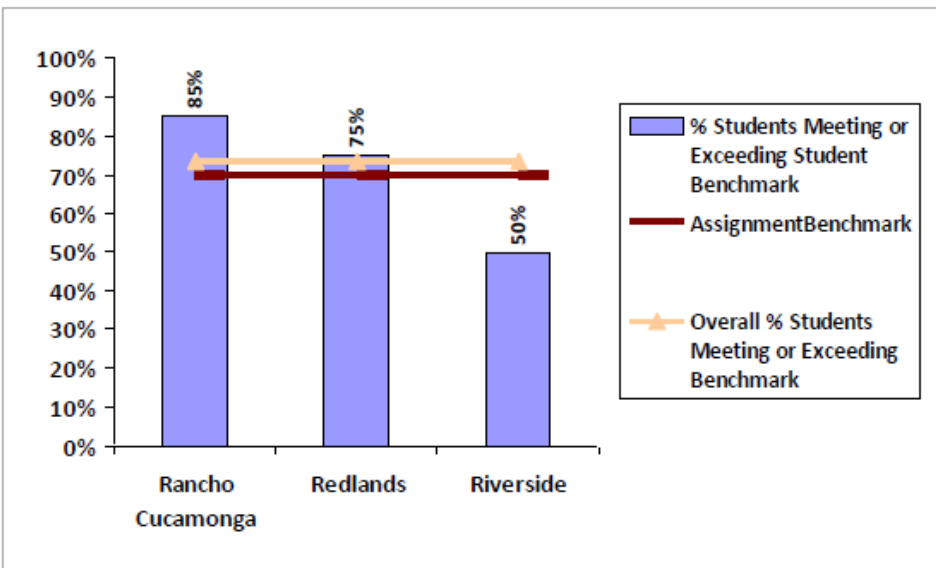
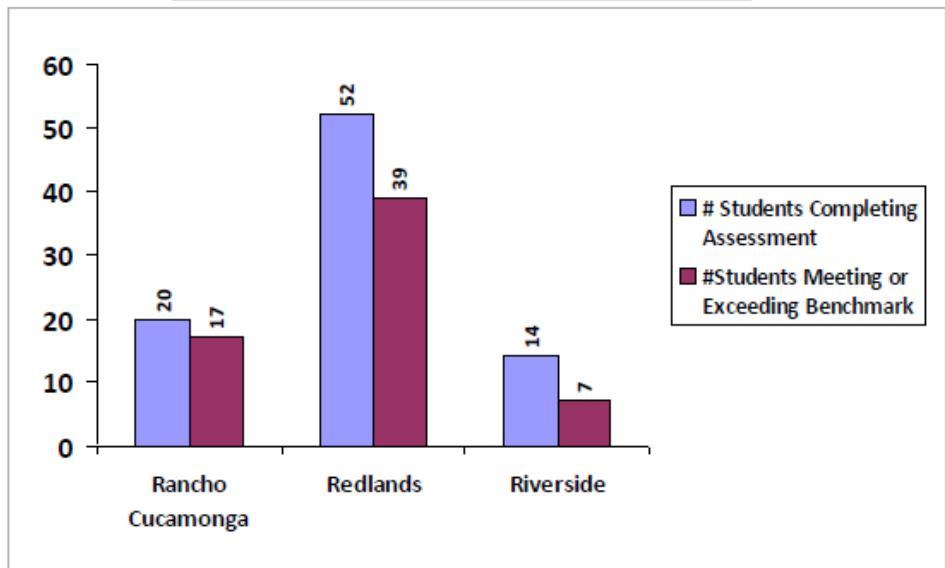


Assignment: Economics Questions

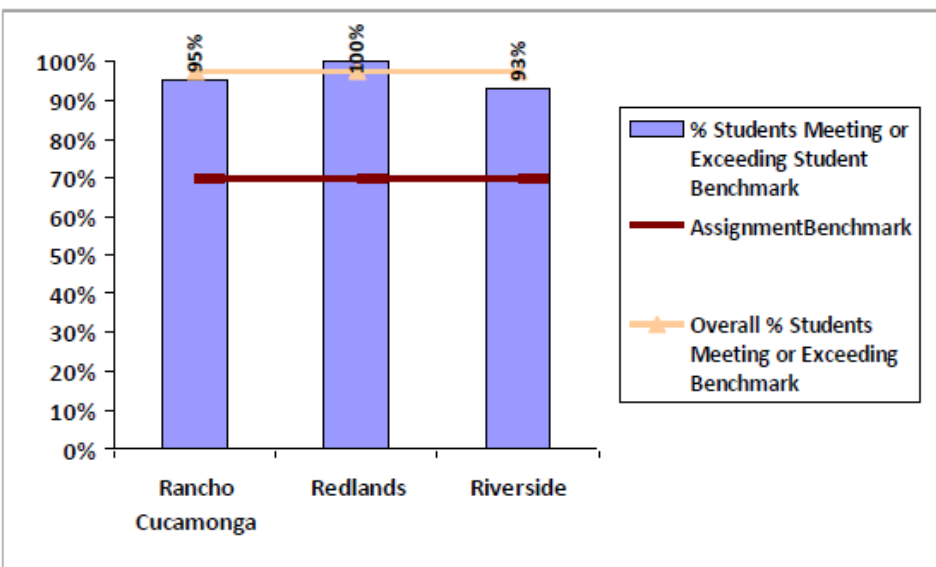
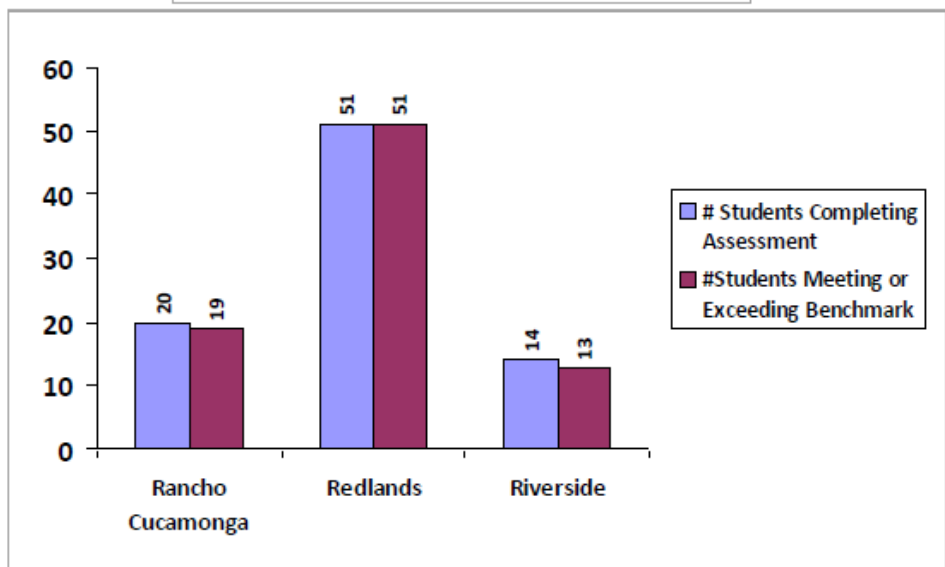


2016 Fall 3

Assignment:

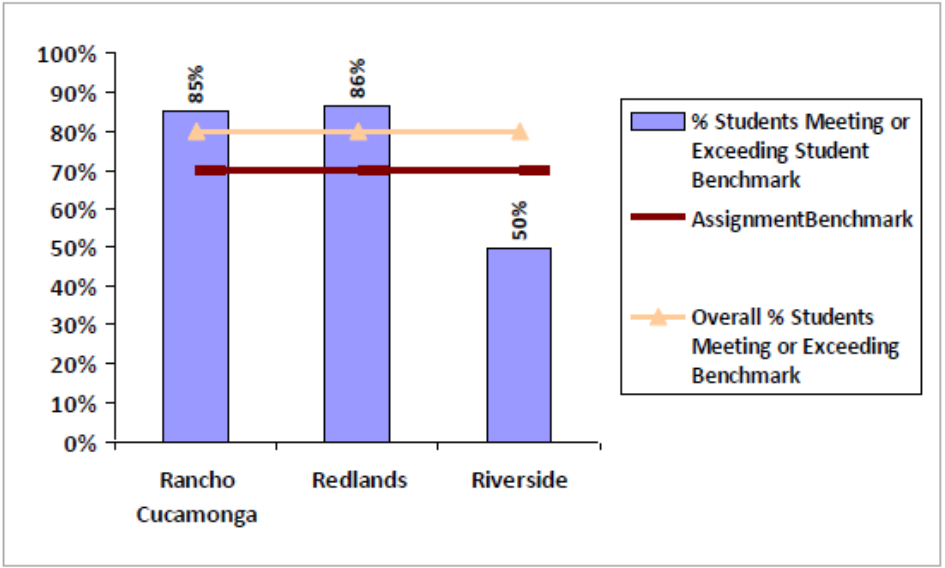
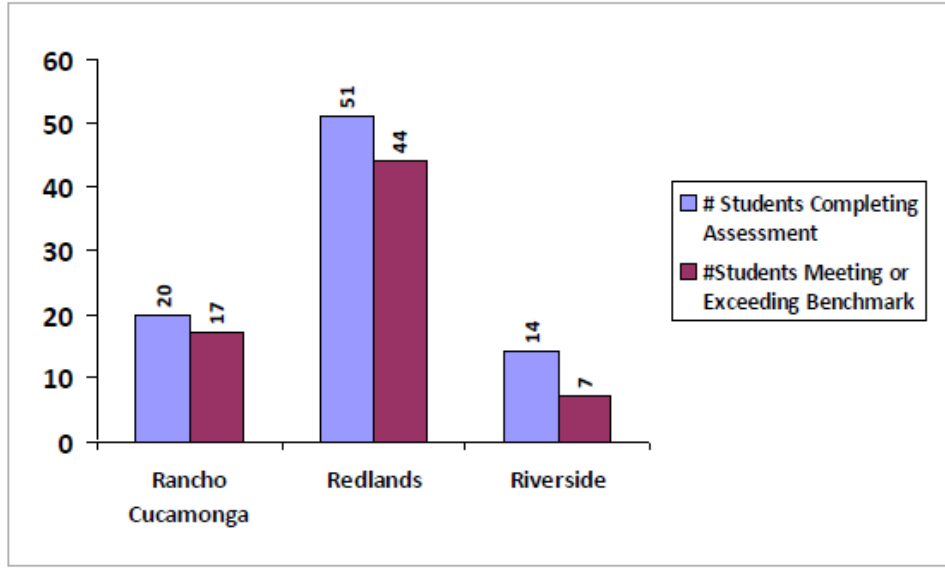


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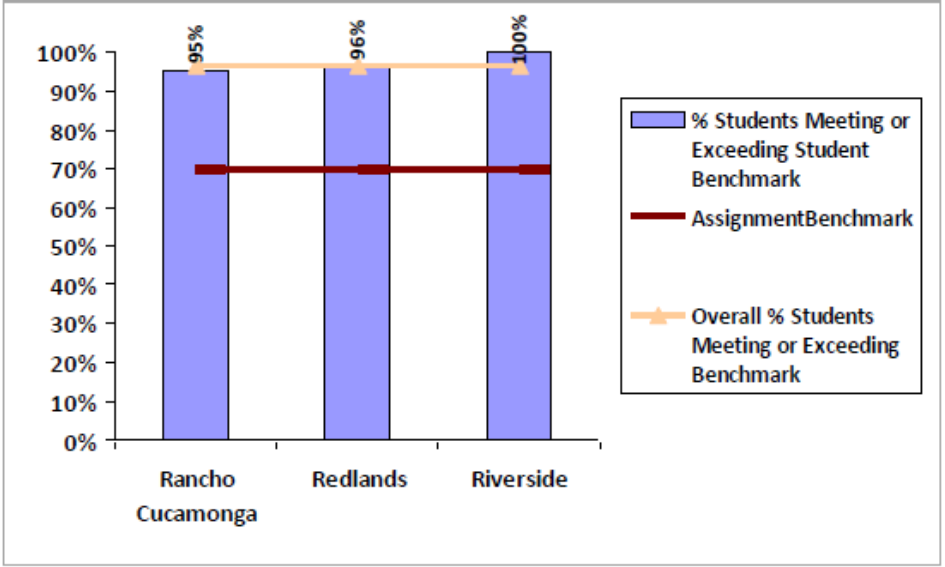
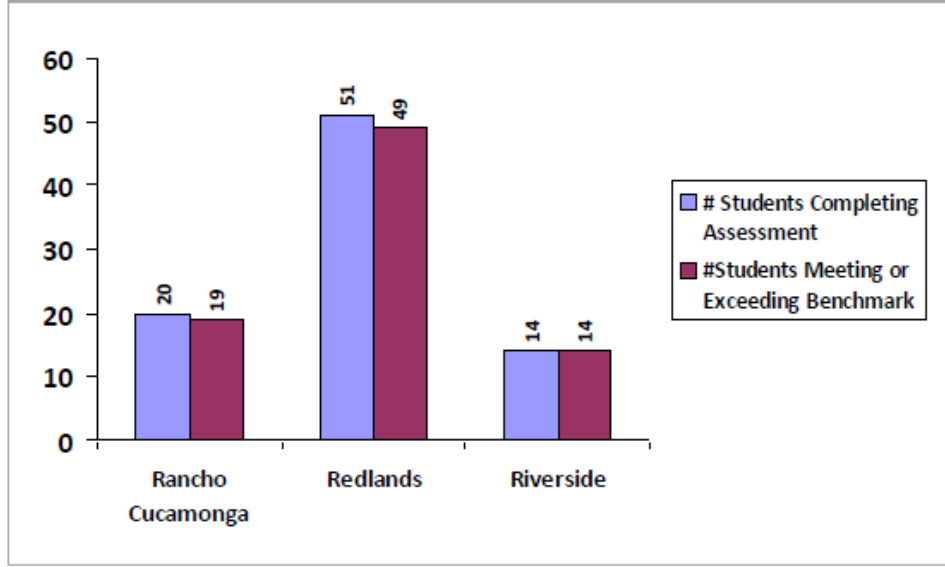


2016 Fall 3 (continued)

Assignment: Business Statistics Questions

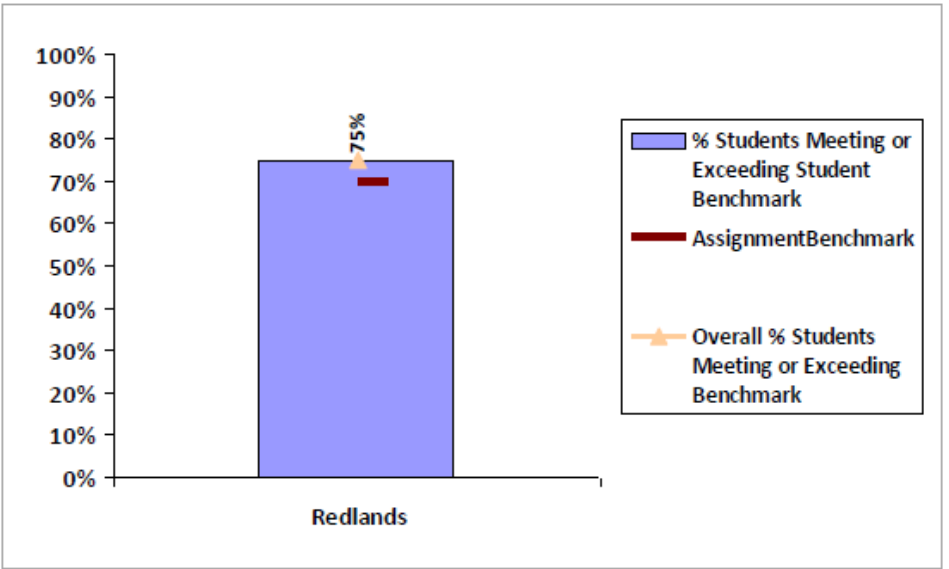
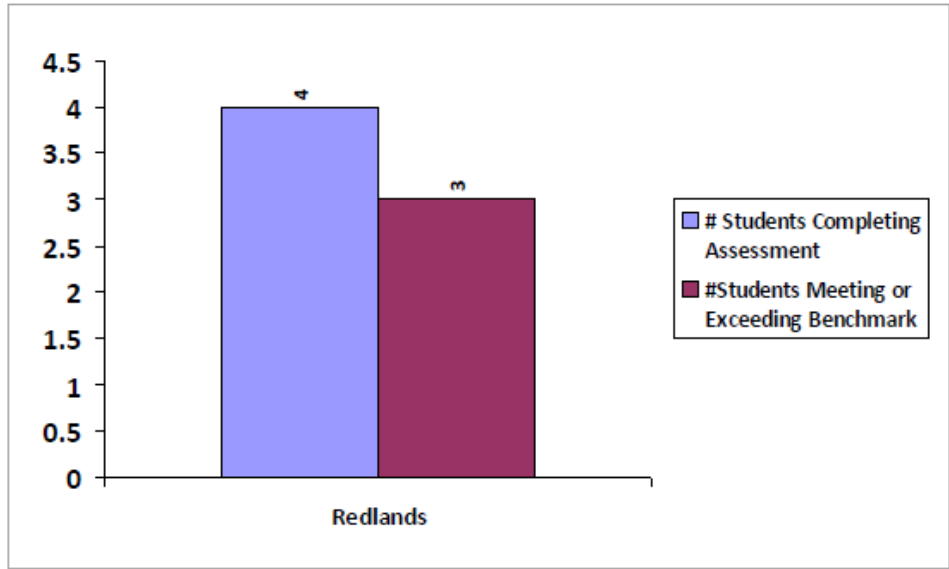


Assignment: Economics Questions

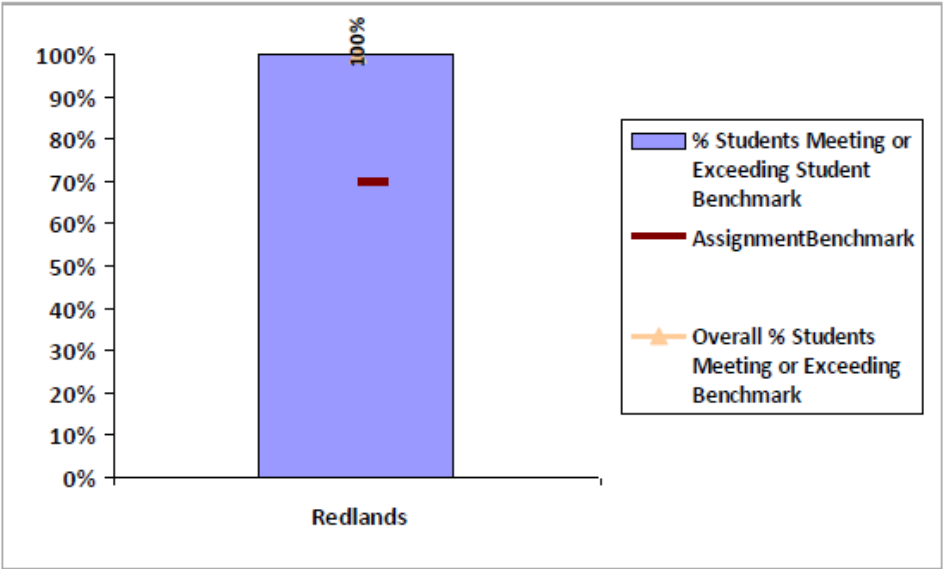
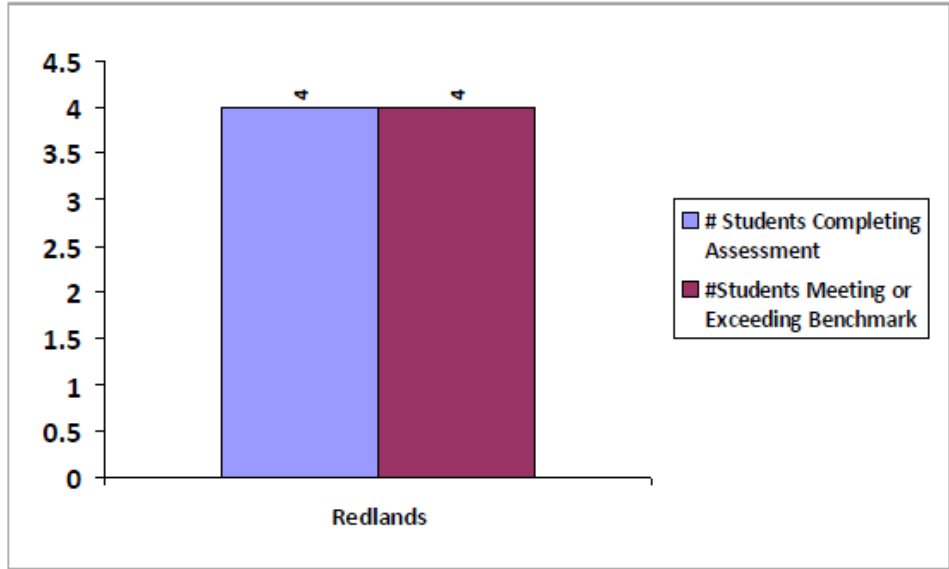


2017 Spring 2

Assignment: Business Statistics Questions

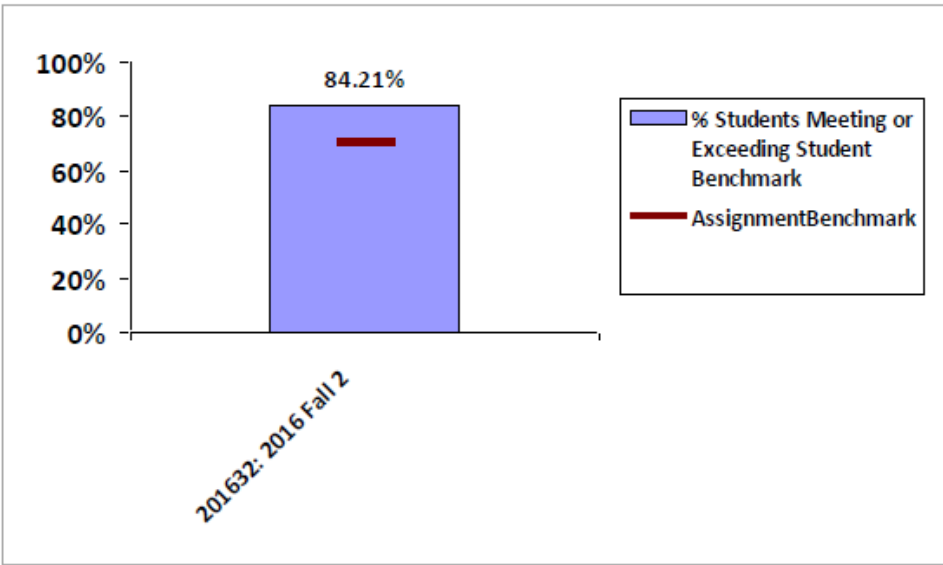


Assignment: Economics Questions

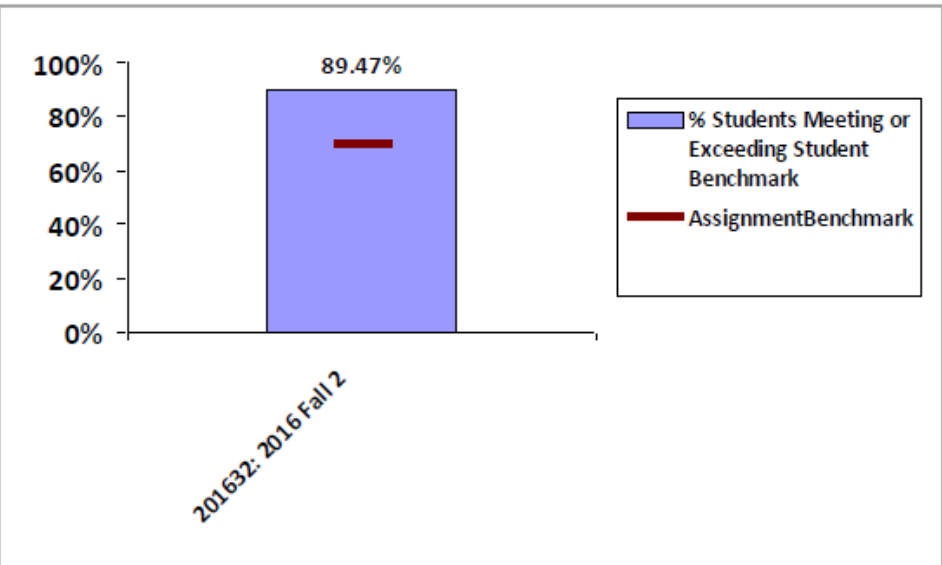


Overall Results

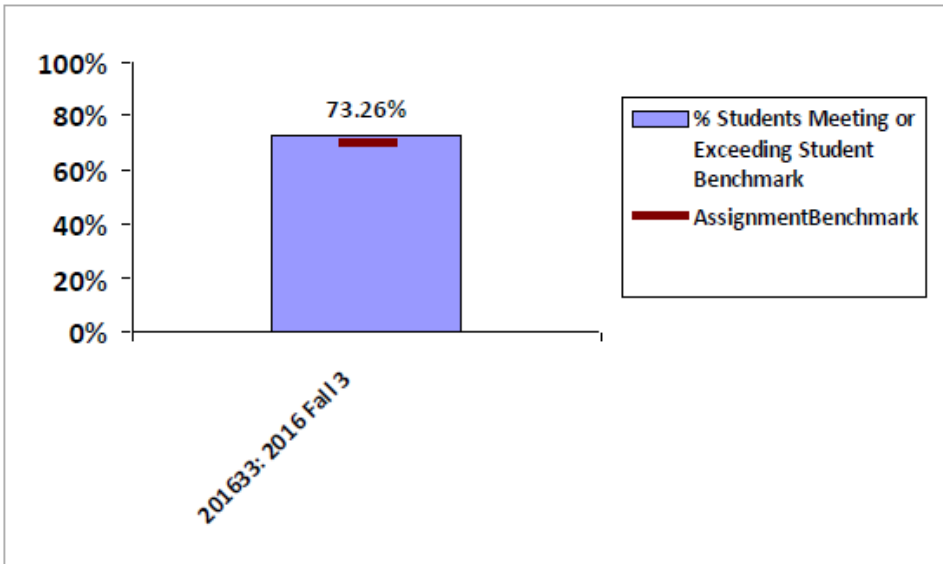
Assignment: Business Statistics Questions



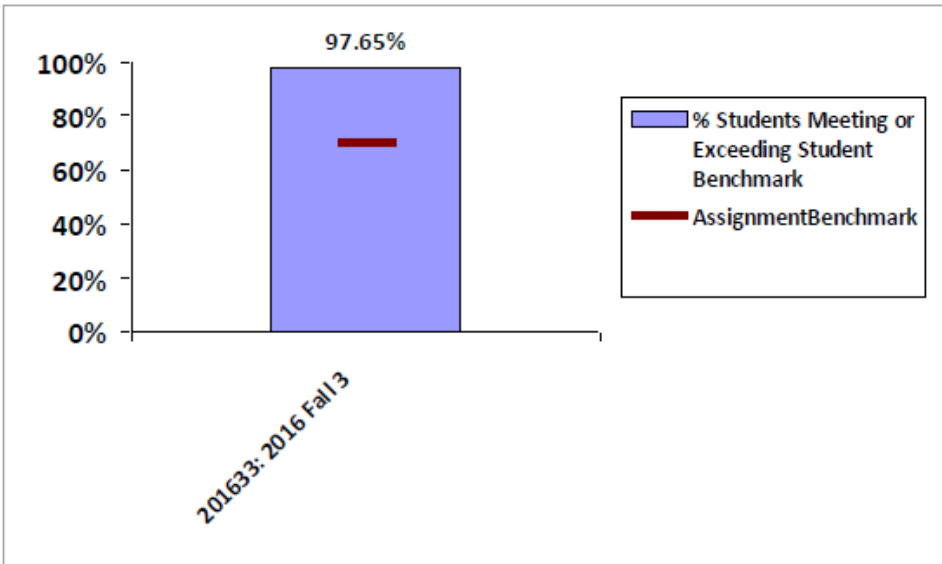
Assignment: Economics Questions



Assignment: Statistics Final

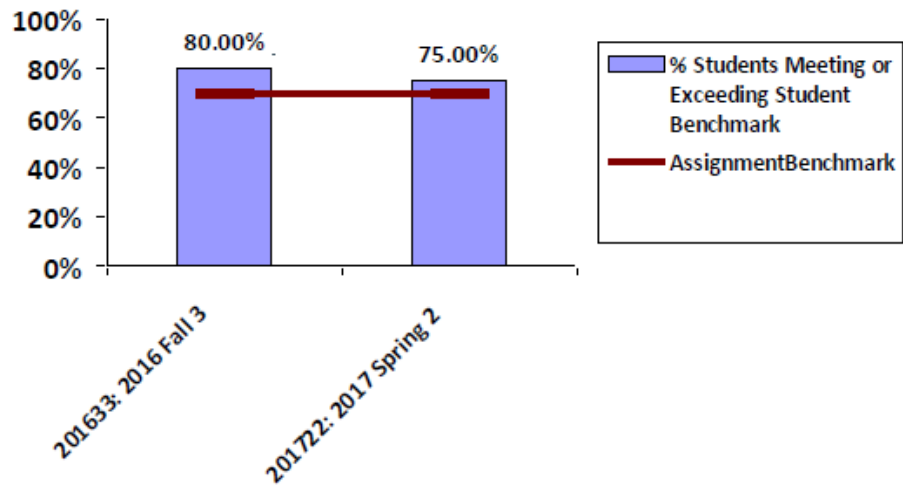


Assignment: Economics Final

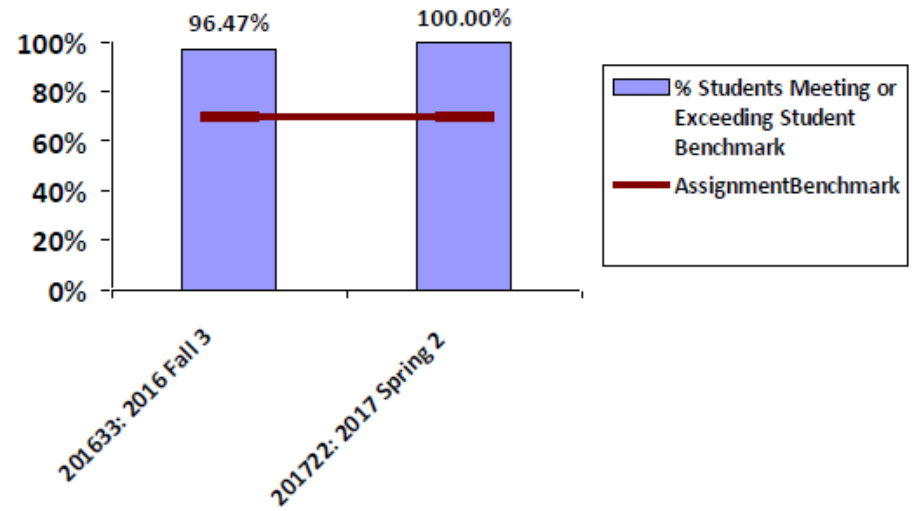


Overall Results (continued)

**Assignment:** Business Statistics Questions



**Assignment:** Economics Questions





INSTRUCTIONS: Please read these instructions carefully before drafting this action plan.

1. Please ensure that the text highlighted in red in the first page of this template is filled in meticulously.
2. **Measurable Goal:** What is your goal/benchmark?
  - a. **Graduate**
    - i. If assignment is being assessed using a rubric: 80% of the students will meet or exceed the benchmark score of 80% using a standardized rubric.
    - ii. Not using a rubric: 70% of the students will meet or exceed the benchmark score of 70% using a standardized assessment scoring sheet.
  - b. **Undergraduate**
    - i. *If assignment is being assessed using a rubric: 70% of the students will meet or exceed the benchmark score of 70% using a standardized rubric. (Different from Graduate benchmark)*
    - ii. Not using a rubric: 70% of the students will meet or exceed the benchmark score of 70% using a standardized assessment scoring sheet.
  - c. Other: Consult Program Director.
3. **What is your measurement instrument or process:** It is important that the assessment instrument (embedded assignment in course, assessment quiz/exam) is explicitly identified. If using an embedded assignment in course, identify the assignment clearly so that it matches the course Master Syllabus word-for-word. Indicate type of assessment conducted by this assignment. Refer to different assessment types indicated in the first page of this template.
4. **Current Results:** Be brief and to the point, and tie it back to the Measurable Goal. Indicate clearly if the Measurable Goal/Benchmark was achieved or not in the time period covered in this action plan.
5. **Action Taken or Improvement made:** Be detailed and explicit; recommended actions should be as tangible as possible. Avoid recommending generic actions such as "Assessment rubric has to be changed." State clearly what changes are required based on the data, when changes will be made, and implemented.
6. **Graphs or Tables of Resulting Trends:** Should you need the raw assessment data, contact Brian Hamilton.
7. Consult Program Director if you have any questions.

# Master in Business Administration (ACBSP Self-Study Year 2015-16)

Assessed by MacQueen

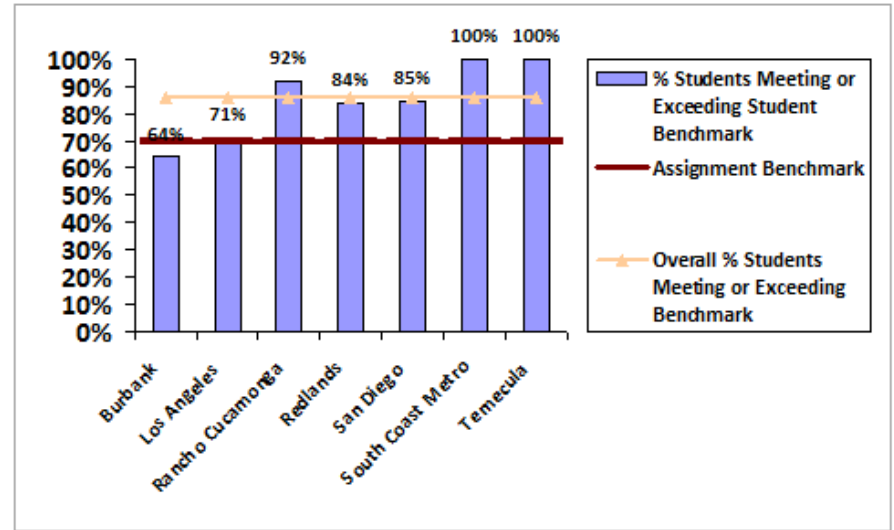
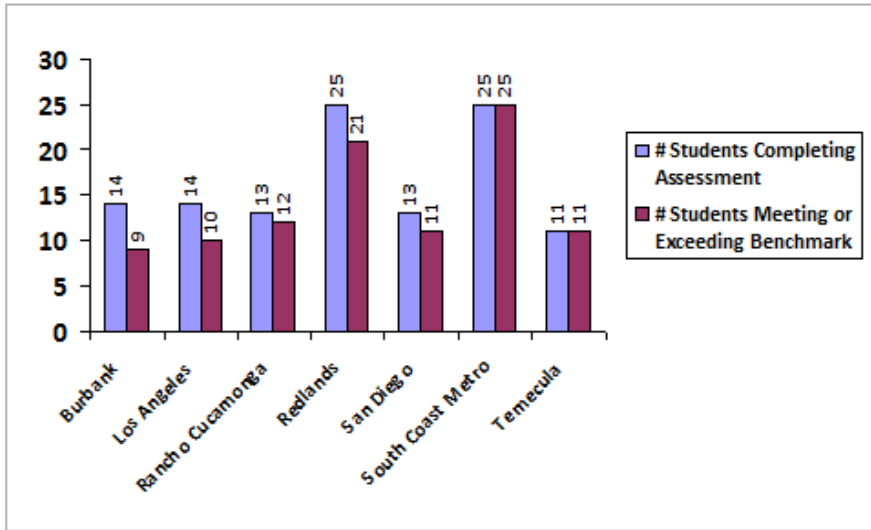
Performance Indicator		Program Description			
<p><b><u>BUAD-658 Accounting and Finance for Managers</u></b></p> <p>SLO #1: Understand the role of finance and accounting in business and other organizations</p> <p><b><u>MBA Program Learning Objectives</u></b></p> <p>1. Apply functional knowledge to solve business problems.</p>		<p><b>The Master of Business Administration</b></p> <p>The Master of Business Administration (MBA) provides a foundation in the core functions of business and the development of leadership and integrity, enhanced through a firm grounding in the University of Redlands' rich liberal arts tradition. Successful leaders need attributes drawn from a liberal education, especially the ability to think critically, communicate effectively, and work in teams. The MBA provides an academic balance through a combination of conceptual knowledge, critical thinking, and practical application in the fundamental disciplines of business and management.</p> <p>The program begins with the three business foundation knowledge courses that fill the gaps in knowledge a student may have in the field. Students who have recently completed an undergraduate degree in business or related field with a reasonable GPA may be permitted to waive the three foundation courses. Students will then proceed through an 18-month curriculum with four graduate level core courses to enhance their broad knowledge and skills in business. Students will continue learning by selecting a specialized area of study with four in-depth knowledge emphasis courses and conclude with an integrating/culminating capstone course.</p> <p>Program Learning Objectives and Student Learning Outcomes are assessed as follows:</p> <ul style="list-style-type: none"> <li>• <b>Direct</b> – Assessing student performance by administering [insert Term Paper, Final Exam and/or Presentation].</li> <li>• <b>Formative</b>- Assessment is conducted during the students' enrollment in an eight week course with a [Insert Term Paper, Final Exam and/or Presentation] being administered in the last class session.</li> <li>• <b>Internal</b>- SLO is derived from the MBA Program Outcomes and delineated in the course syllabus.</li> </ul>			
Analysis of Results					
Performance Measure	What is your measurement	Current Results	Analysis of results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends
Measureable Goal	Instrument or process?	What are your current results?	What did you learn from the results	What did you improve or what is your next step	
What is your goal?	(indicate length of cycle)				

<p><b>Performance Indicator:</b>  <b>Students will take a Final Exam which will determine if they can understand the role of finance and accounting in business and organizations.</b></p> <p><b>Measureable Goal:</b>  <b>Our goal is that 70% of the students taking the Final Exam will meet or exceed the benchmark of 70% using a standardized assessment scoring sheet.</b></p>	<p>Final Exam, internally administered in an 8 week course using a standardized assessment scoring sheet.</p>	<p>Overall, students met or exceeded the benchmark goal of 70%</p> <p>Performance was generally better on Q1 then Q2.</p>	<p>There was a wide variation in the quality of student responses to Topic 1 (Q1) v. Topic 2 (Q2). Generally, students performed better on Q1, which dealt with financial statement analysis versus Q2, which dealt with breakeven analysis and profit planning.</p> <p>There was also some discrepancy in results among the reporting classes.</p> <p>In Spring 1 2016 one of the seven classes did not meet benchmark on Q1 and six of the seven did not meet benchmark on Q2. Interestingly, the one cohort which did not meet benchmark on Q1 was the only one to meet benchmark on Q2.</p> <p>In the single Spring 3 2016 cohort, students were just under benchmark for Q1 and slightly exceeded benchmark on Q2.</p> <p>In Fall 1 2016 seven of the eight classes met benchmark</p>	<p>Additional training of instructors regarding specific topics to be covered in class to ensure proper exposure to relevant material.</p>	<p><b>2016 SPRING 1 (201621)</b>  See page 4</p> <p><b>2016 SPRING 3 (201623)</b>  See page 5</p> <p><b>2016 FALL 1 (201631)</b>  See page 6</p> <p><b>OVERALL RESULTS</b>  See page 7</p>
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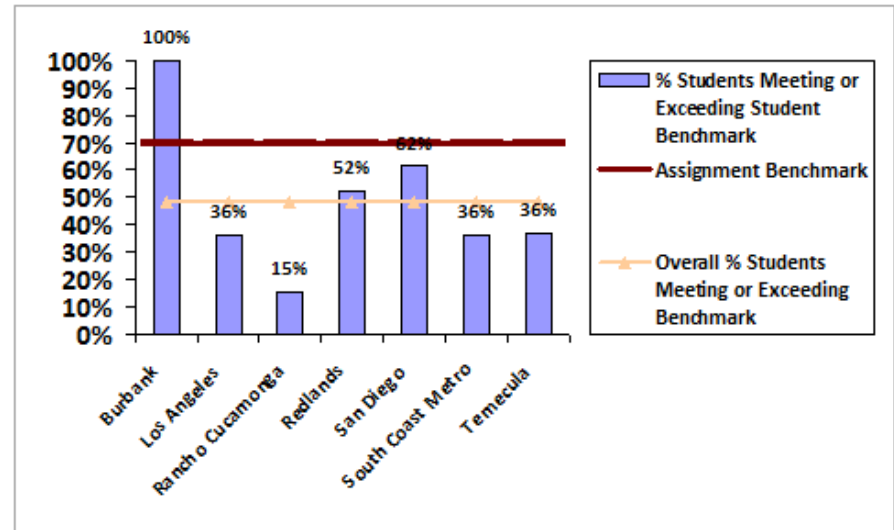
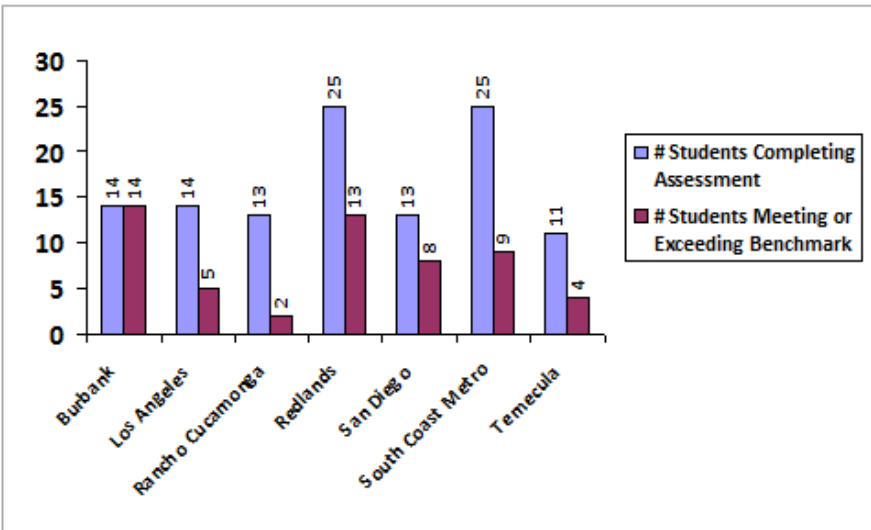
		<p>on Q1 while no cohort met benchmark on Q2.</p> <p>These results might indicate the instructors did not fully cover the material included in the assessment instrument (specifically Q2).</p> <p>There was a clear trend among the classes regarding which of the assessment questions were answered incorrectly, in some classes the average scores on certain assessment questions were low; possibly indicating once again the instructors did not adequately cover this material.</p> <p>Another possible, but perhaps less likely conclusion is that since the material pertaining to Q1 was covered later in the course (week 6 v. week 5 for Q1) students retained more of that information when the exam was administered in week 8.</p>		
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2016 SPRING 1 (201621)

Assignment: Question 01

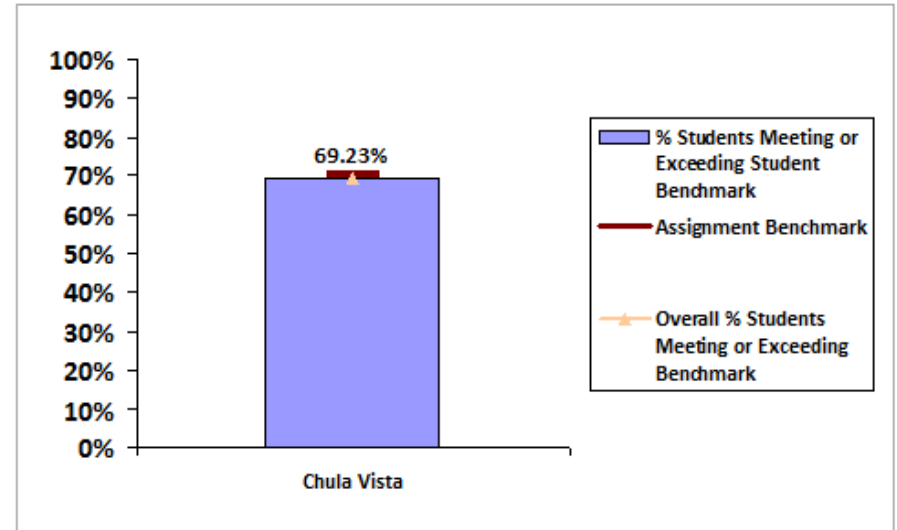
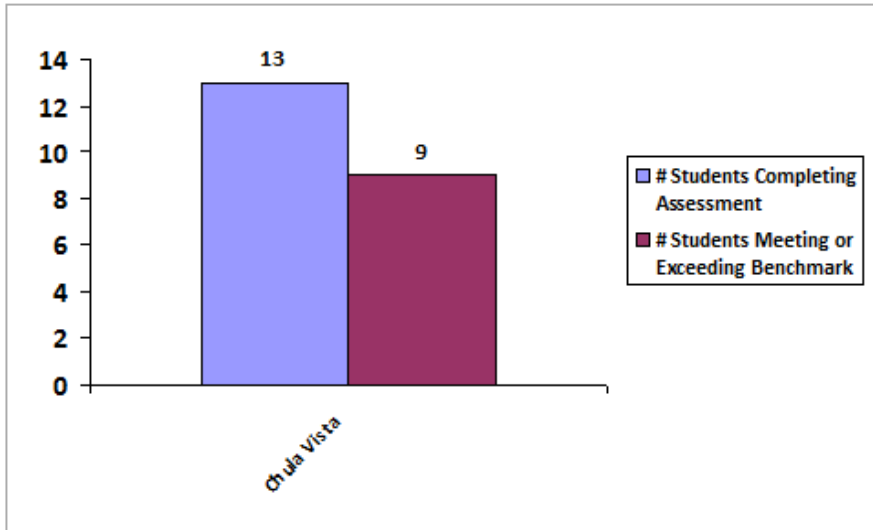


Assignment: Question 02

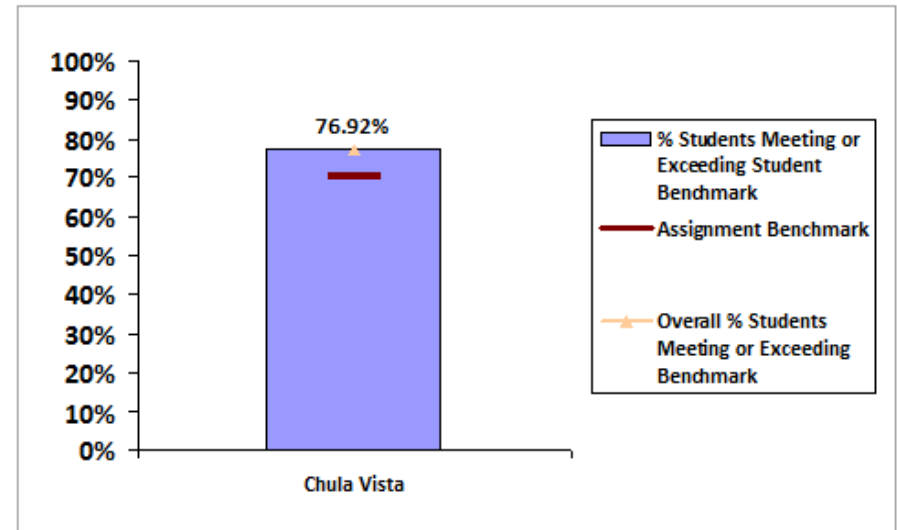
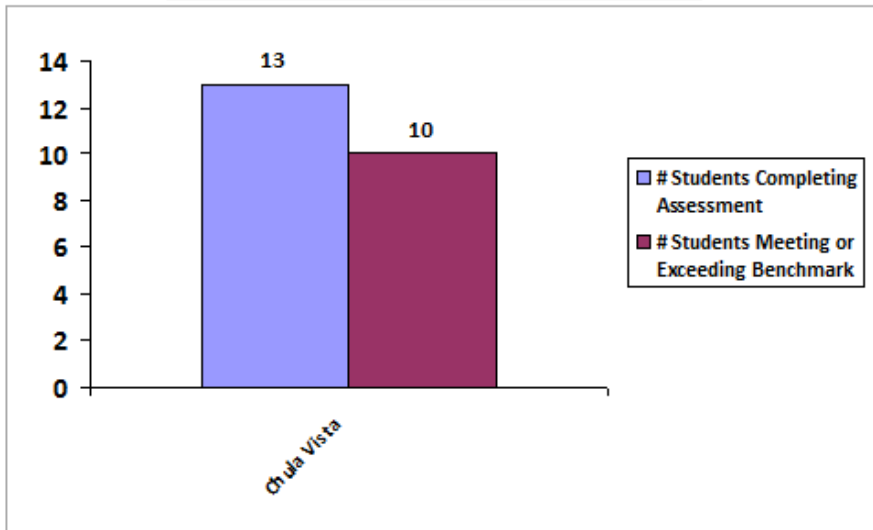


2016 SPRING 3 (201623)

Assignment: Question 01

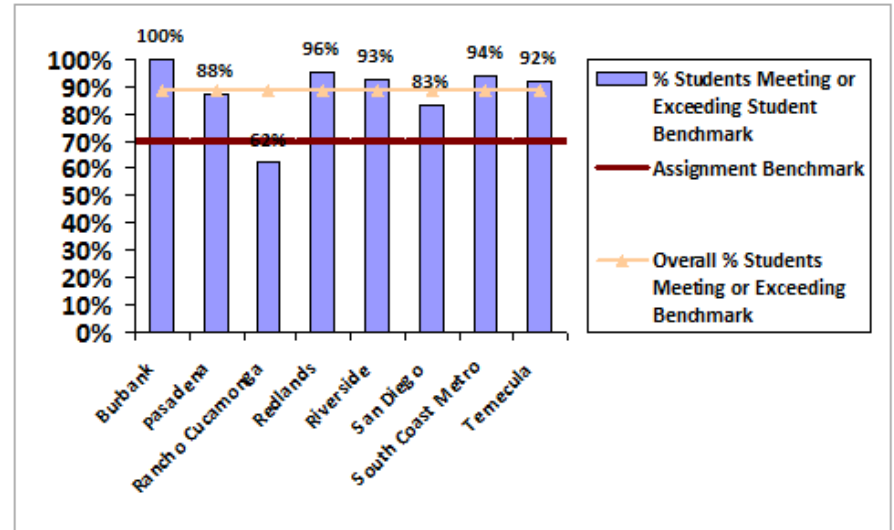
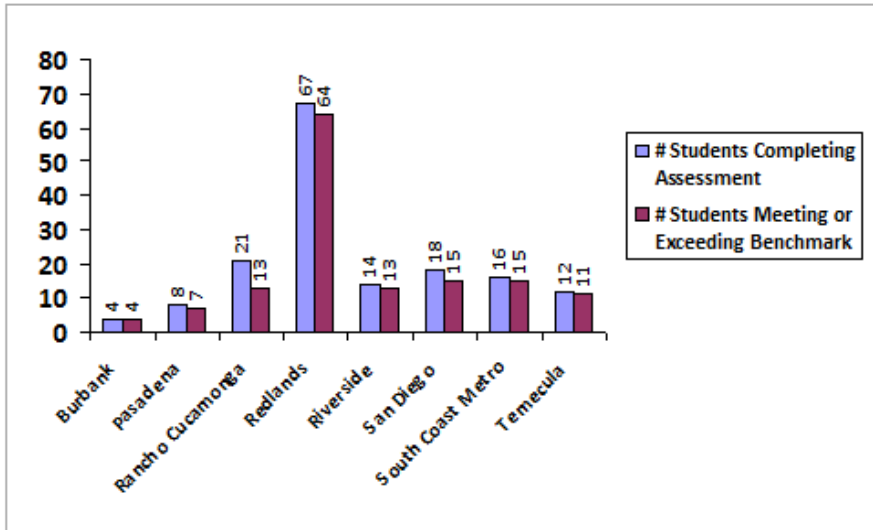


Assignment: Question 02

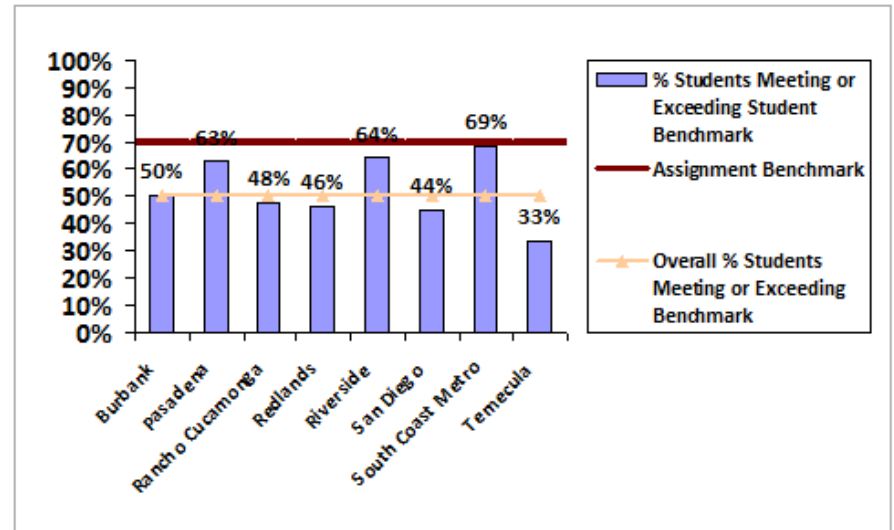
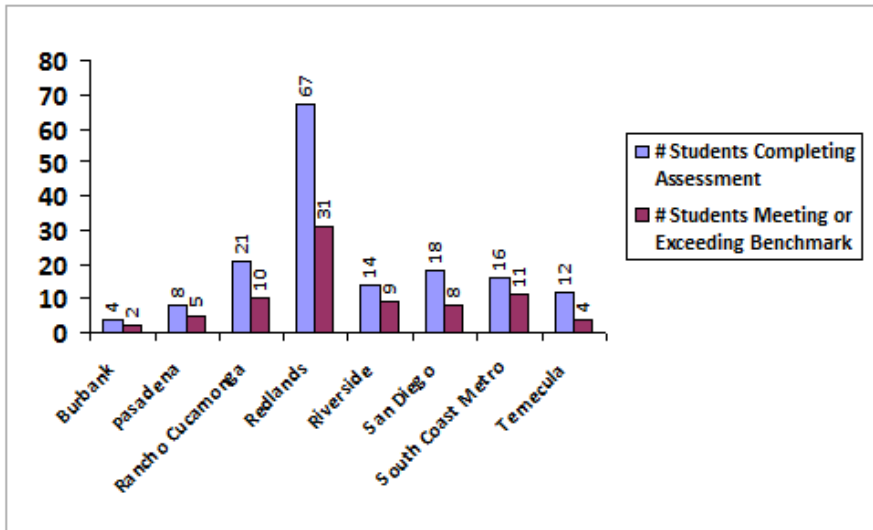


2016 FALL 3 (201631)

Assignment: Question 01

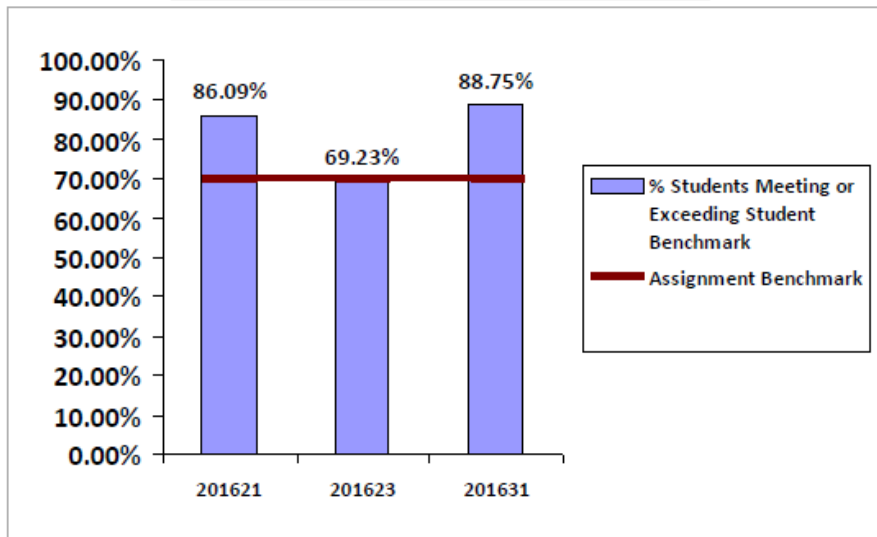


Assignment: Question 02

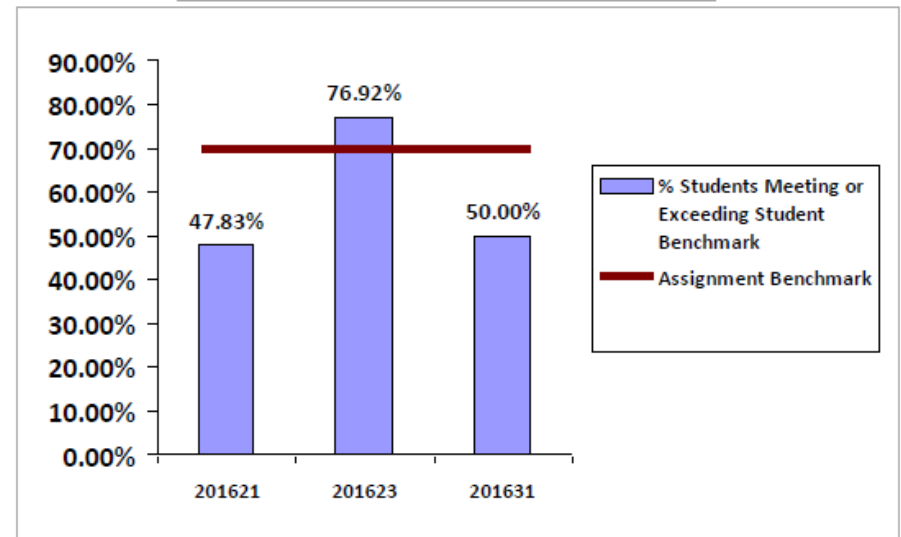


## OVERALL RESULTS

Assignment: Question 01



Assignment: Question 02





# Assessment Action Plan<sup>1</sup>

This table will be used to supply data for ACBSP Criterion 4.2 Reporting Results and Trends

Performance Indicator	Definition				
<b>Program:</b> MBA	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination.</i> Add these to the description of the measurement instrument in column two:</p> <p><i>Direct</i> - Assessing student performance by examining samples of student work</p> <p><i>Indirect</i> - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information.</p> <p><i>Formative</i> – An assessment conducted during the student’s education.</p> <p><i>Summative</i> – An assessment conducted at the end of the student’s education.</p> <p><i>Internal</i> – An assessment instrument that was developed within the business unit.</p> <p><i>External</i> – An assessment instrument that was developed outside the business unit.</p> <p><i>Comparative</i> – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.</p>				
<b>PLO:</b> 1					
<b>Course:</b> BUAD-658					
<b>CLO:</b> 2 and 4					
Analysis of Results					
Measurable goal: What is your goal / benchmark?	What is your measurement instrument or process? (Indicate type of instrument, e.g., direct, formative, internal, comparative, etc.)	Current Results: What are your current results?	Analysis of Results: What did you learn from the results?	Action Taken or Improvement made: What did you improve or what is your next step?	Graphs or Tables of Resulting Trends (3-5 data points preferred)
Measureable Goal: Our goal is that 70% of the students taking the Final Exam will meet or exceed the benchmark of 70% using a standardized assessment scoring sheet.	Final Exam, internally administered in an 8 week course using a standardized assessment scoring sheet.	When the results of both assessment questions are combined, students met or exceeded the benchmark goal of 70%.  However, performance	There was a wide variation in the quality of student responses to Topic 1 (Q1) v. Topic 2 (Q2). As in prior assessment periods, students performed significantly better on Q1, which deals with	Additional training of instructors regarding specific topics to be covered in class to ensure proper exposure to relevant material. This will be discussed during the accounting and finance breakout session at the Fall Faculty Conference.	<p><b>2016 Fall1</b> See p. 2</p> <p><b>2017 Spring 1</b> See p. 3</p> <p><b>2017 Spring 2</b> See p. 4</p> <p><b>Overall Results</b> See p. 5</p>

<sup>1</sup> Please read instructions in last page carefully before drafting this action plan.

		<p>was significantly better on Q1 than Q2. Only one cohort in the period under examination <b>did not</b> meet the established benchmark for Q1, while only one cohort in this period met the established benchmark for Q2.</p>	<p>financial statement analysis versus Q2, which deals with breakeven analysis and profit planning.</p> <p>There continues to be some discrepancy in results among the reporting cohorts.</p> <p>In Fall 1 2016 only one of the eight cohorts did not meet benchmark on Q1 while none of the eight met the benchmark on Q2 (although two of the eight were within 2% points of meeting benchmark at 68% and 69%, respectively).</p> <p>In the single Spring 1 2017 cohort, 11 of 12 students met the benchmark for Q1, while only 5 of 12 met the benchmark on Q2.</p>		
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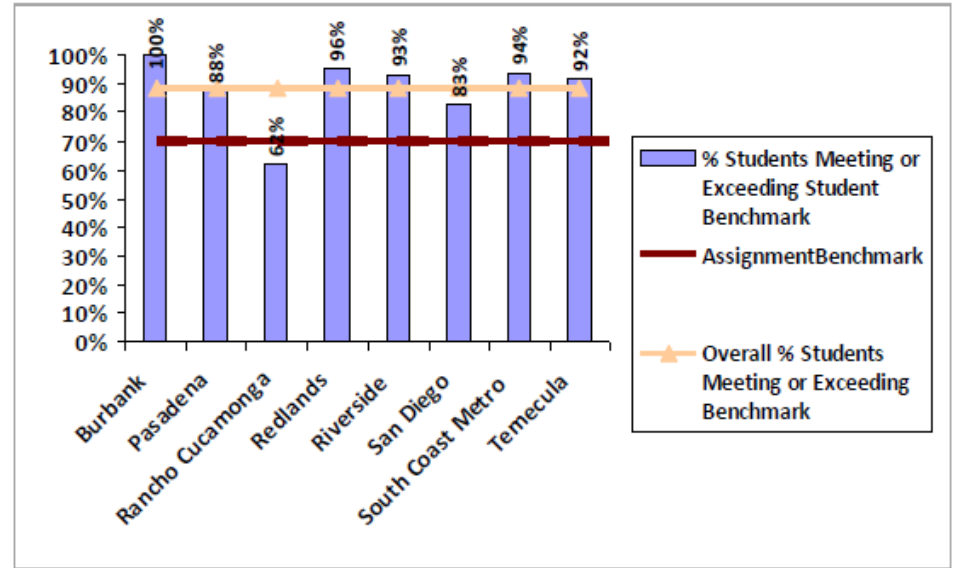
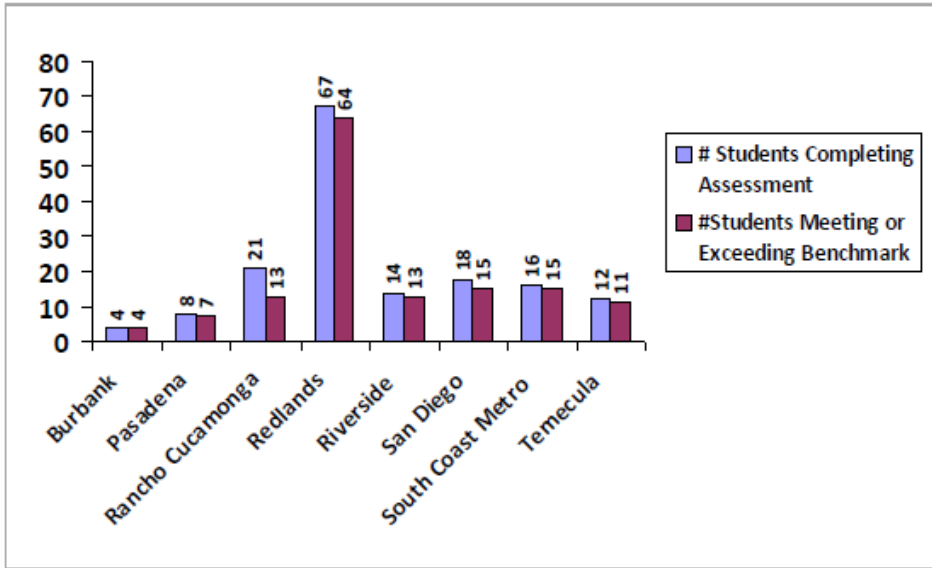
			<p>In Spring 3 2017 cohort, all eight students met benchmark on Q1, while seven of eight students met benchmark on Q2.</p> <p>A variety of conclusions could be drawn from these results.</p> <ol style="list-style-type: none"><li>1. It could be that instructors are not spending enough time covering the topics assessed in Q2 or are spending too much time covering Q1 topics.</li><li>2. Perhaps the material associated with Q2 is too advanced for our students to grasp, while Q1 material is easier.</li><li>3. Q2 itself (the assessment instrument) may be too difficult for</li></ol>		
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			<p>most students to obtain the benchmark of 70%</p> <p>4. In examining the raw data, it appears that in general, students performing poorly on Q1 also performed poorly on Q2, although this was not always the case. This might indicate that certain students are unable to grasp accounting and finance topics at the graduate level.</p> <p>5. Perhaps the most likely conclusion from reviewing the raw data is that Q1 consists of 5 parts while Q2 consists of 3 parts. Therefore, for a student to reach the benchmark of 70% they would need to answer all three parts correctly in Q2.</p>		
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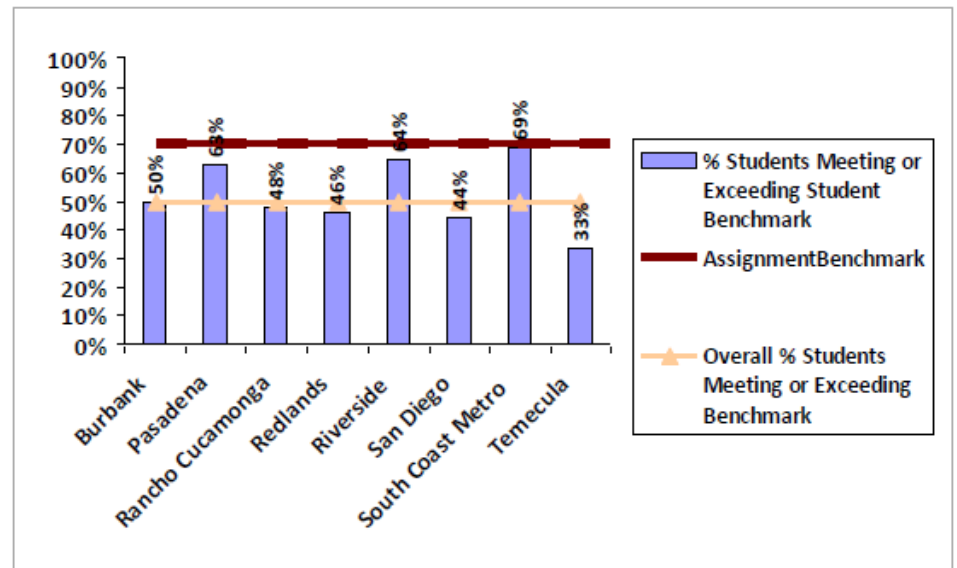
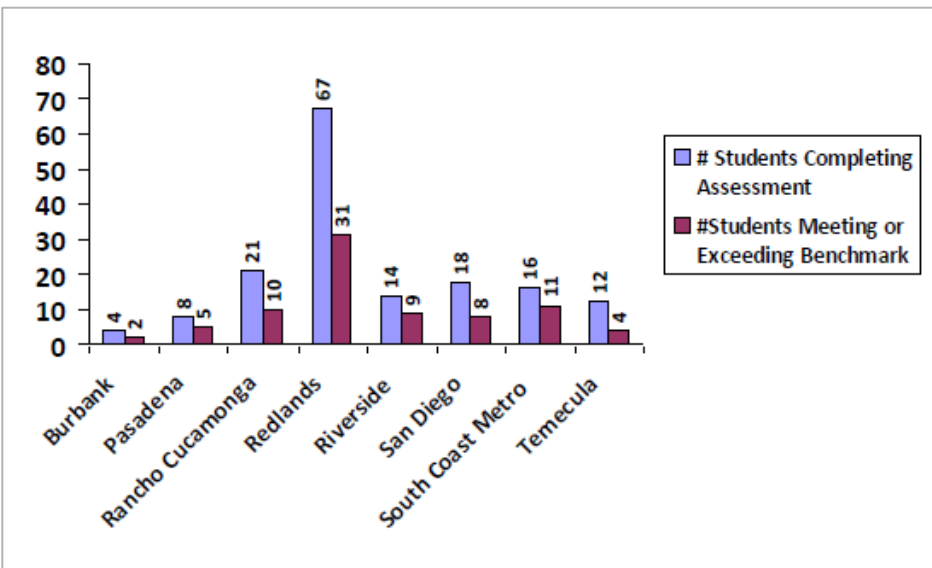
			<p>They would only need to answer four of five parts in Q1 to obtain benchmark.</p> <p>6. A final possible, but perhaps less likely conclusion, is that since the material pertaining to Q1 is covered later in the course (week 6 v. week 5 for Q2) students retained more of the Q1 information when the exam was administered in week 8.</p>		
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2016 Fall 1

Assignment: Question 01

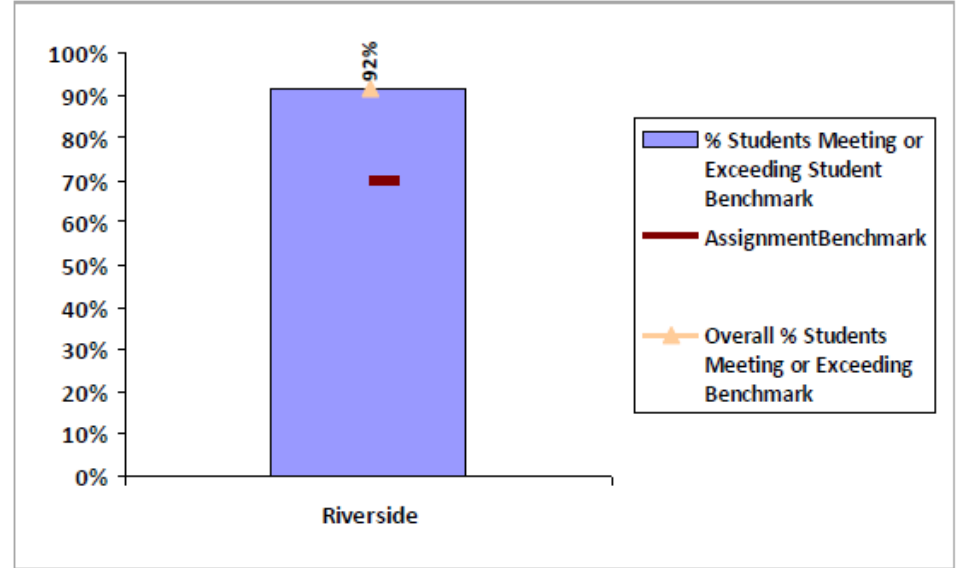
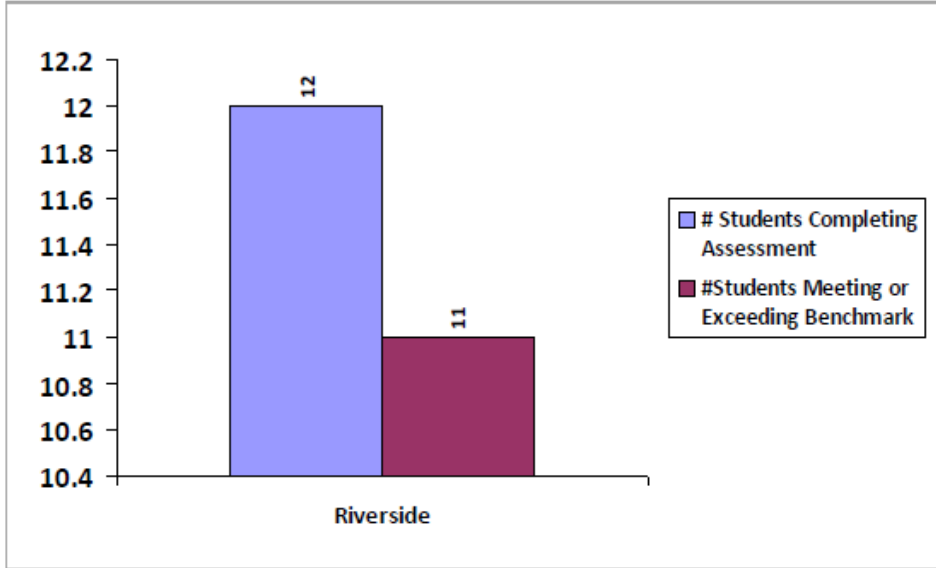


Assignment: Question 02

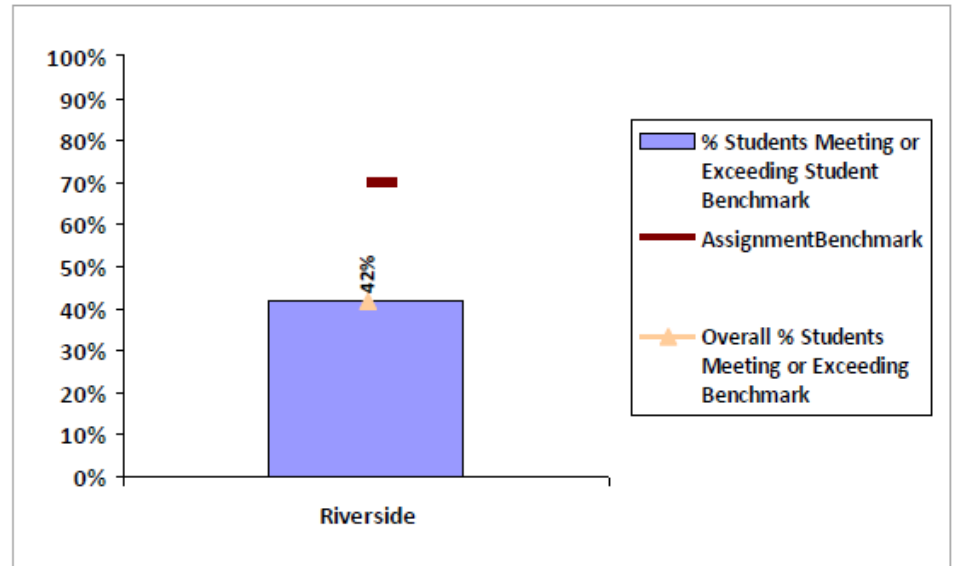
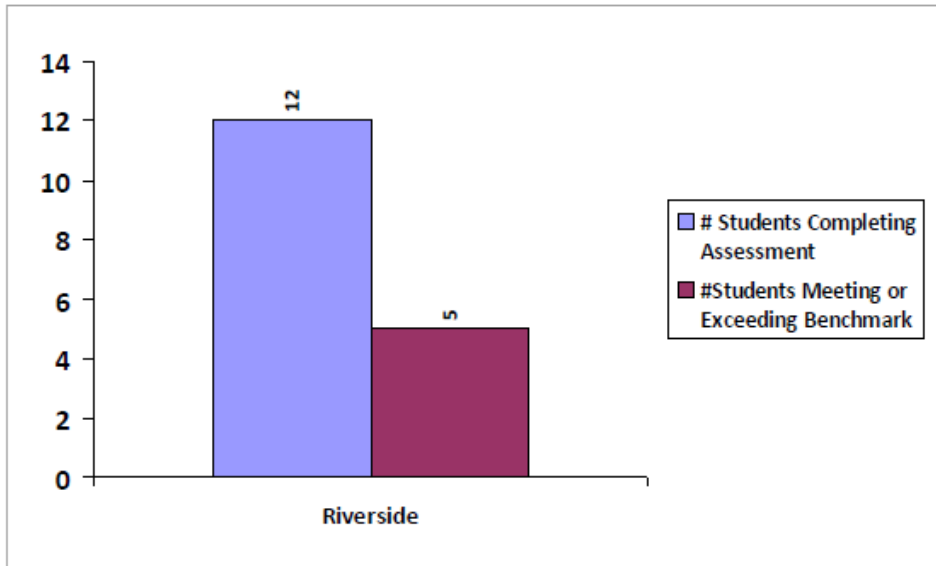


2017 Spring 1

Assignment: Question 01

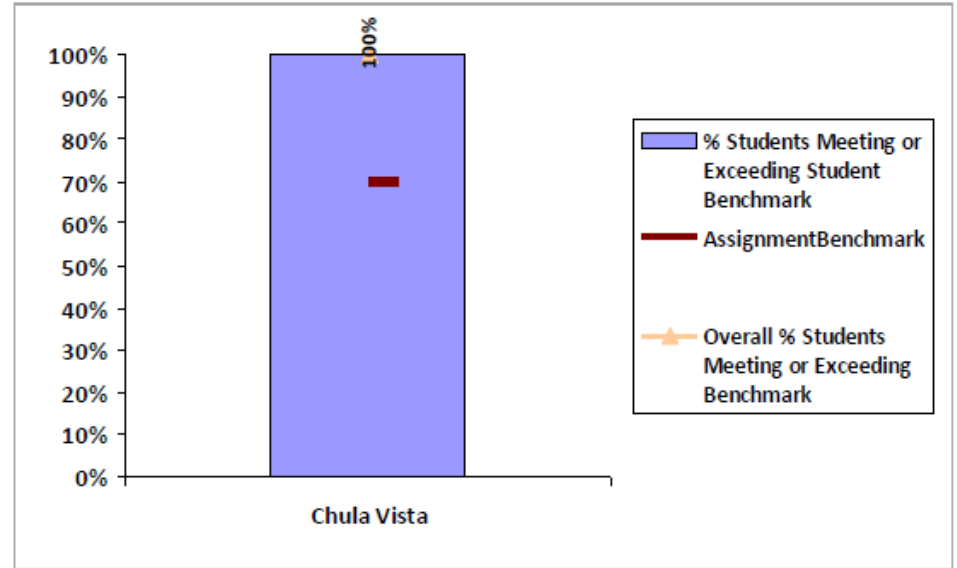
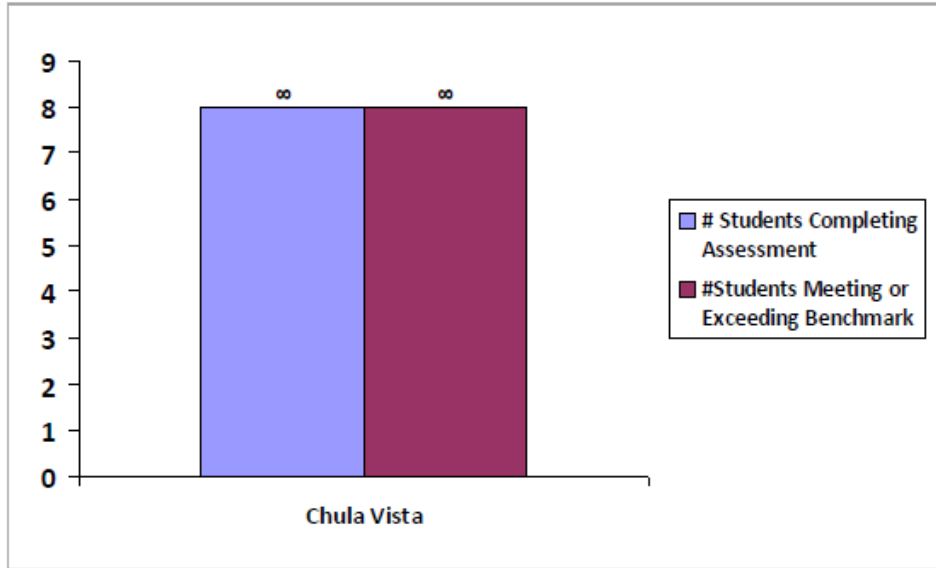


Assignment: Question 02

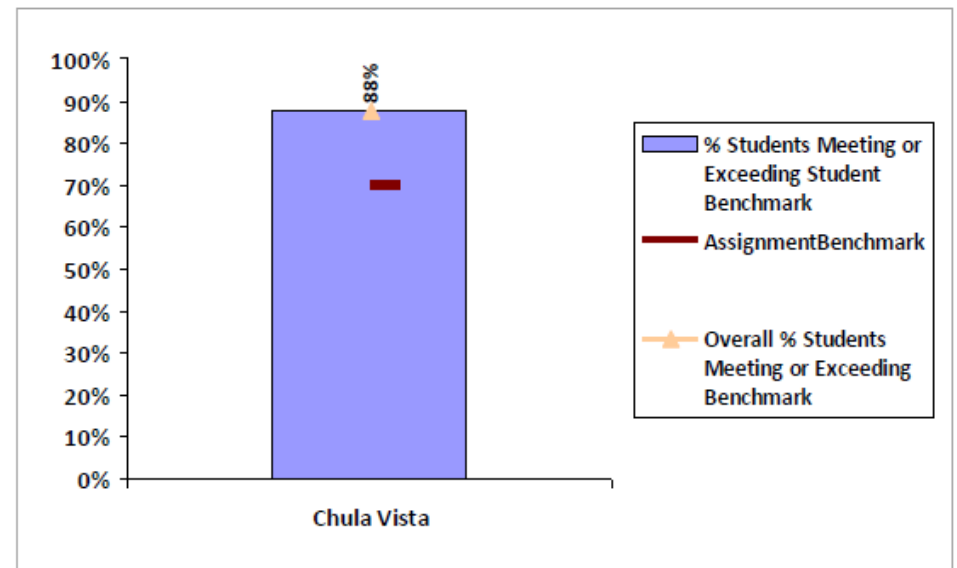
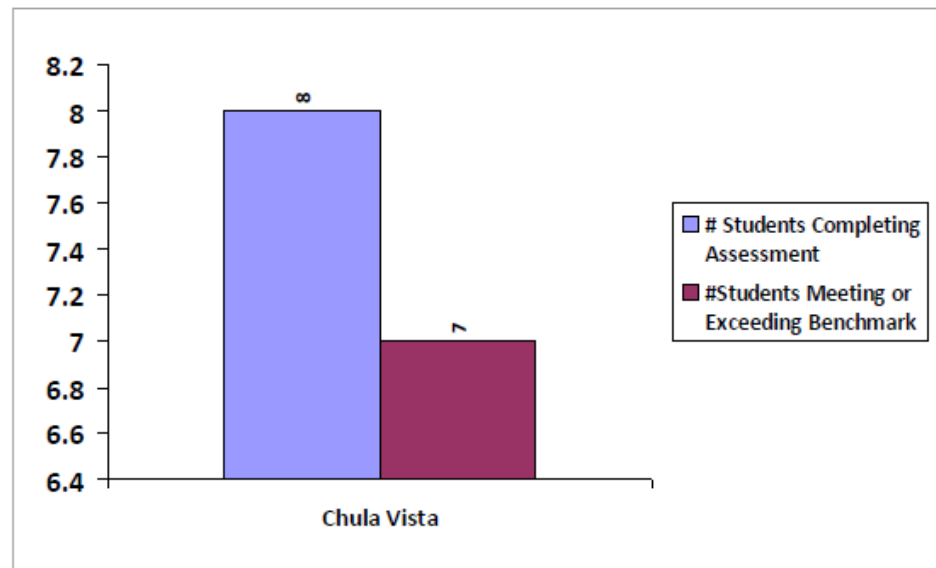


2017 Spring 2

Assignment: Question 01



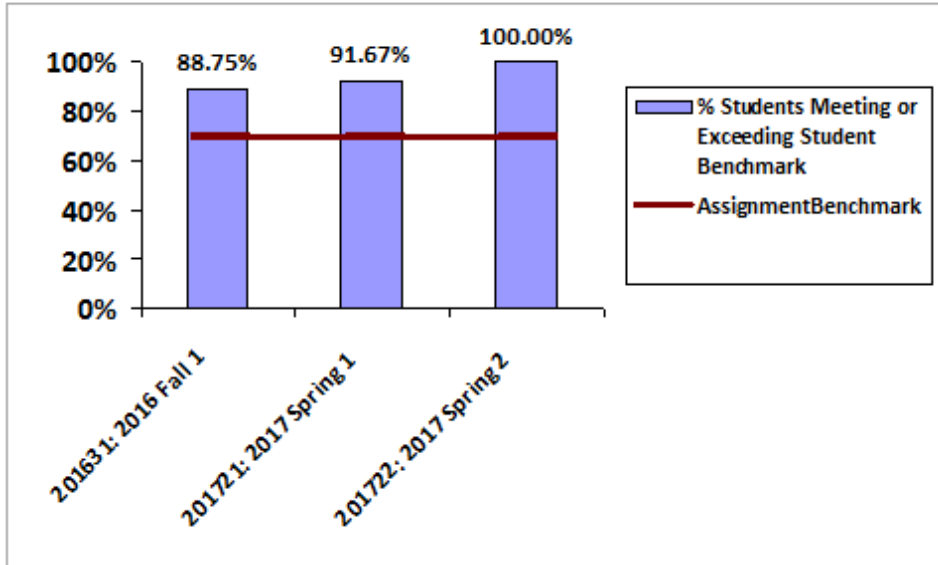
Assignment: Question 02



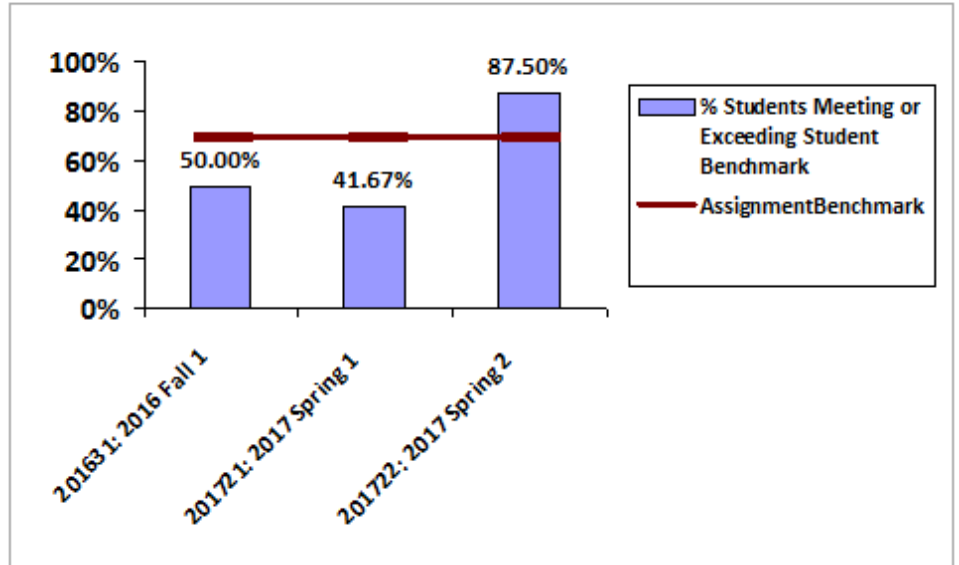


## Overall Results

Assignment: Question 01



Assignment: Question 02



INSTRUCTIONS: Please read these instructions carefully before drafting this action plan.

1. Please ensure that the text highlighted in red in the first page of this template is filled in meticulously.
2. **Measurable Goal:** What is your goal/benchmark?
  - a. **Graduate**
    - i. If assignment is being assessed using a rubric: 80% of the students will meet or exceed the benchmark score of 80% using a standardized rubric.
    - ii. Not using a rubric: 70% of the students will meet or exceed the benchmark score of 70% using a standardized assessment scoring sheet.
  - b. **Undergraduate**
    - i. *If assignment is being assessed using a rubric: 70% of the students will meet or exceed the benchmark score of 70% using a standardized rubric. (Different from Graduate benchmark)*
    - ii. Not using a rubric: 70% of the students will meet or exceed the benchmark score of 70% using a standardized assessment scoring sheet.
  - c. Other: Consult Program Director.
3. **What is your measurement instrument or process:** It is important that the assessment instrument (embedded assignment in course, assessment quiz/exam) is explicitly identified. If using an embedded assignment in course, identify the assignment clearly so that it matches the course Master Syllabus word-for-word. Indicate type of assessment conducted by this assignment. Refer to different assessment types indicated in the first page of this template.
4. **Current Results:** Be brief and to the point, and tie it back to the Measurable Goal. Indicate clearly if the Measurable Goal/Benchmark was achieved or not in the time period covered in this action plan.
5. **Action Taken or Improvement made:** Be detailed and explicit; recommended actions should be as tangible as possible. Avoid recommending generic actions such as "Assessment rubric has to be changed." State clearly what changes are required based on the data, when changes will be made, and implemented.
6. **Graphs or Tables of Resulting Trends:** Should you need the raw assessment data, contact Brian Hamilton.
7. Consult Program Director if you have any questions.

# 1Assessment Action Plan

This table will be used to supply data for ACBSP Criterion 4.2 Reporting Results and Trends

Performance Indicator	Definition				
<b>Program : MBA</b>  <b>PLO 1: Use and apply business knowledge from disciplines such as accounting, finance, marketing, management, information systems, operations, and global business to generate/create business solutions</b>  <b>Course : BUAD660 Managerial Finance</b>  <b>CLO 1: analyze critically the function of finance in organization</b>	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination).</i> Add these to the description of the measurement instrument in column two:</p> <p><i>Direct</i> - Assessing student performance by examining samples of student work  <i>Indirect</i> - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information.  <i>Formative</i> – An assessment conducted during the student’s education.  <i>Summative</i> – An assessment conducted at the end of the student’s education.  <i>Internal</i> – An assessment instrument that was developed within the business unit.  <i>External</i> – An assessment instrument that was developed outside the business unit.  <i>Comparative</i> – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.</p>				
Analysis of Results					
Measurable goal: What is your goal / benchmark?	What is your measurement instrument or process? (Indicate type of instrument, e.g., direct, formative, internal, comparative, etc)	Current Results: What are your current results?	Analysis of Results: What did you learn from the results?	Action Taken or Improvement made: What did you improve or what is your next step?	Graphs or Tables of Resulting Trends (3-5 data points preferred)

<sup>1</sup> Please read instructions carefully before drafting this action plan.

<p><b>The BUAD 660 students required to have developed understanding of how to assess, analyze and apply their functional knowledge in finance to address relevant management issues. Students will take a final exam to address this assessment.</b></p> <p><b>Measureable Goal: To satisfy the CLO Developed requirement, our goal is that 70% of the students taking the multiple choice final exam that could also include short-answer questions will meet or exceed the benchmark of 70% of learning objectives using a standardized assessment scoring sheet.</b></p>	<p>BUAD 660 is offered over 8-week's term.</p> <p>Final exam administered using a standardized assessment scoring sheet</p>	<p><b>Results:</b></p> <p>Overall, the weighted average percentage (WAP) of students who met or exceeded the benchmark was 57% for this assessment period. The overall WAP was very low as result of at least three sessions offered in Pasadena and Riverside locations did not take the assessment test. The WAP for the students who took the assessment test was over 70%.</p> <p>The assessment instrument was administered in the 2016 Fall 1, 2, and 3 term in seven campus</p>	<p><b>Analysis:</b> The instrument was designed as a multiple choice exam with fifteen questions intended to be embedded in a final exam that could also include short-answer questions. The instrument was provided to all instructors. but it may not have been clear that the assessment instrument was used by all instructors.</p> <p>1. It is clear from the following graphs that not all students taking the assessment test. This might be as result of assessment test is not taken by some students as is not part of the course grade.</p> <p>2. Students may not perform as expected in all</p>	<p><b>Action:</b> We believe the instrument is working Well as expected. However, the process for assessment may not be consistent by all instructors. We might need to develop a detailed grading form to record the scores to identify the areas that students do well and which areas perform poorly. Going forward, we will look forward to ensure that the assessment task is administered in a consistent manner i.e., embedded in a final exam that is graded and administered in-class in the final session. We proposed to move to Moodle base test bank last year with questions generated randomly as the students take the test remotely with timing constraints. The tradeoff is that with an in-class exam there is very little</p>	<p><b>2016 FALL 1</b></p> <p><b>2016 FALL 2</b></p> <p><b>2016 FALL 3</b></p> <p><b>OVERALL RESULTS</b></p>
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		<p>locations with 96 students.</p> <p>For 2016 Fall 1 term, one class was offered in Burbank location with 9 students took the assessment test. (11%) of students meet or exceed the Benchmark. It is not clear if the 9 students took the assessment test.</p> <p>The results for 2016 Fall 2 term shows that in 5 of the campus locations with 77 students took the assessment test. Over (70%) of students meet or exceed the Benchmark However, for Burbank location with 13 students took</p>	<p>Campus locations Depending on their preparations and knowledge of the subject.</p> <p>3. Possible that in some locations, instructors may have eliminated the final exam (graded) from the assessment instrument (not graded). If this were the case, students would not have had the incentive to maximize their performance on the assessment task.</p> <p>Analysis: The Results of the assessment have been improved since 2016. However, Instructors are still going through a learning curve and it is possible that we are seeing (a) more consistency in the administration of the assessment instrument and</p>	<p>opportunity for the students to collaborate but some instructors may “teach to the test”. With an online test, we encounter the possibility of some students working collaboratively. The finance area-group instructors will meet in Spring 2017 to determine a course of action. There is a professional development workshop scheduled for Fall 2017. A finance area group expected to meet during the breakout to discuss areas students perform poorly and establish alternative action plans to be consistent in the process.</p> <p>1. Instructors to be sure students taking the assessments test by incorporating the test as part of the final course grade. 2. To prepare a grid for the topics of</p>	
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		<p>assessment test only (38 %) and for Riverside with 7 students took assessment test. (0%)of students meet or exceed benchmark for the same eriod. Again, seems test was not administered. Overall, over 70% of students meet or exceed the benchmark for this 2016 Fall 2 term.</p> <p>For 2016 Fall 3 term, one class offered in Burbank location with 10 students took assessment test, (0%) of students meet or exceed the Benchmark. It is clear the test was not administered or students did not take it</p>	<p>(b) greater focus on the material considered important for the course and program learning outcomes.</p>	<p>questions asked. A work sheet to report the grades for each question. This allows us to know which areas students struggling with and make necessary changes in the syllabus.</p> <p>3. To provide data on # of students registered in the course to compare to # of students taking the assessment test.</p> <p>4. The graphs indicate that for at least three sessions, the “0” of students met or exceeded the benchmark. Clearly students did not take the assessment test. As results the overall performance is drastically suffered. We may not include the clusters in calculation where the test is not administered.</p>	
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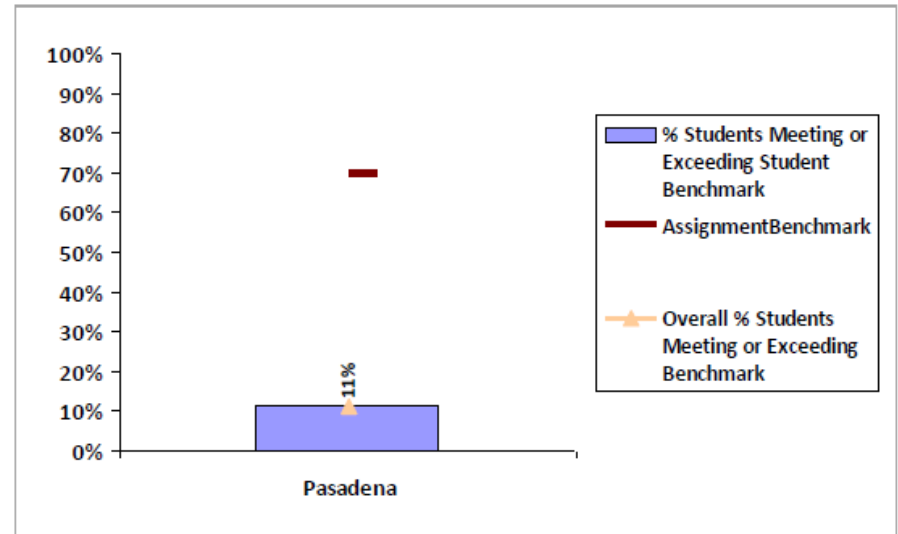
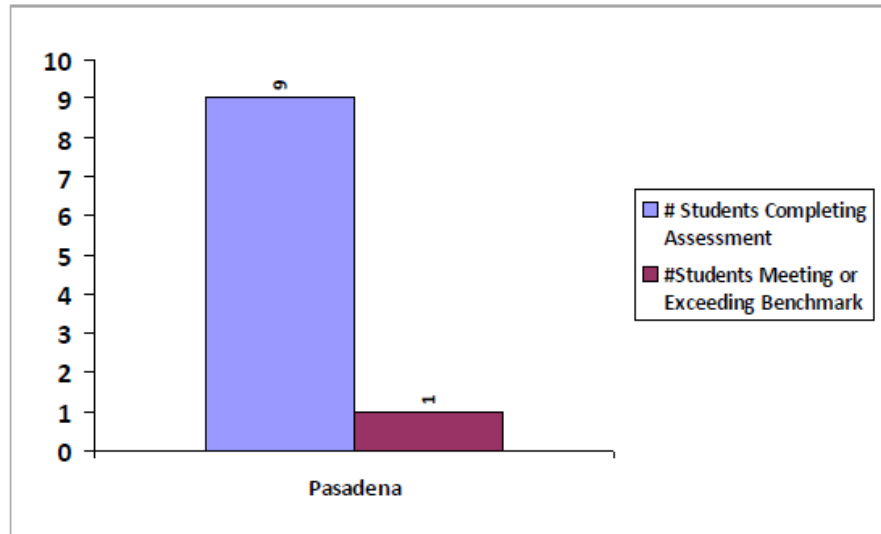
		since there was no incentive to take it as was not counted toward final exam.			
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INSTRUCTIONS: Please read these instructions carefully before drafting this action plan.

1. Please ensure that the text highlighted in red in the first page of this template is filled in meticulously.
2. **Measurable Goal:** What is your goal/benchmark?
  - a. **Graduate**
    - i. If assignment is being assessed using a rubric: 80% of the students will meet or exceed the benchmark score of 80% using a standardized rubric.
    - ii. Not using a rubric: 70% of the students will meet or exceed the benchmark score of 70% using a standardized assessment scoring sheet.
  - b. **Undergraduate**
    - i. *If assignment is being assessed using a rubric: 70% of the students will meet or exceed the benchmark score of 70% using a standardized rubric. (Different from Graduate benchmark)*
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  - c. Other: Consult Program Director.
3. **What is your measurement instrument or process:** It is important that the assessment instrument (embedded assignment in course, assessment quiz/exam) is explicitly identified. If using an embedded assignment in course, identify the assignment clearly so that it matches the course Master Syllabus word-for-word. Indicate type of assessment conducted by this assignment. Refer to different assessment types indicated in the first page of this template.
4. **Current Results:** Be brief and to the point, and tie it back to the Measurable Goal. Indicate clearly if the Measurable Goal/Benchmark was achieved or not in the time period covered in this action plan.
5. **Action Taken or Improvement made:** Be detailed and explicit; recommended actions should be as tangible as possible. Avoid recommending generic actions such as "Assessment rubric has to be changed." State clearly what changes are required based on the data, when changes will be made, and implemented.
6. **Graphs or Tables of Resulting Trends:** Should you need the raw assessment data, contact Brian Hamilton.
7. Consult Program Director if you have any questions.

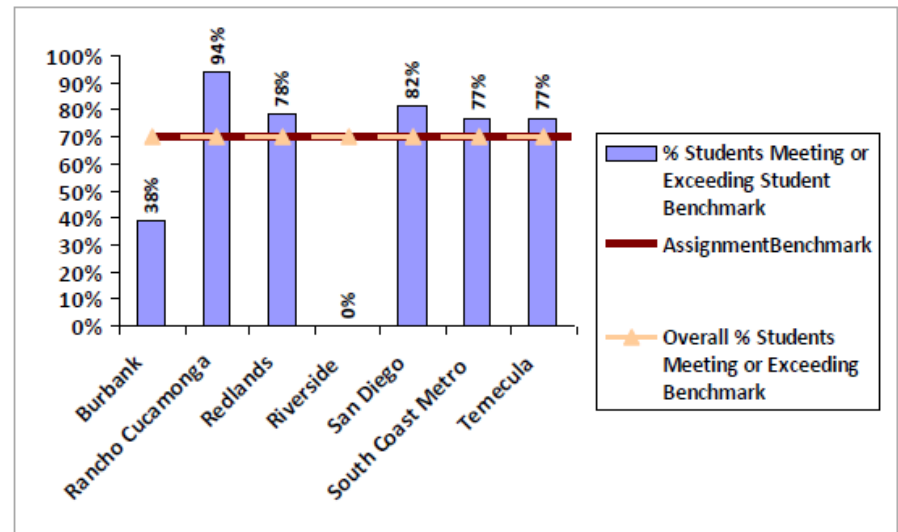
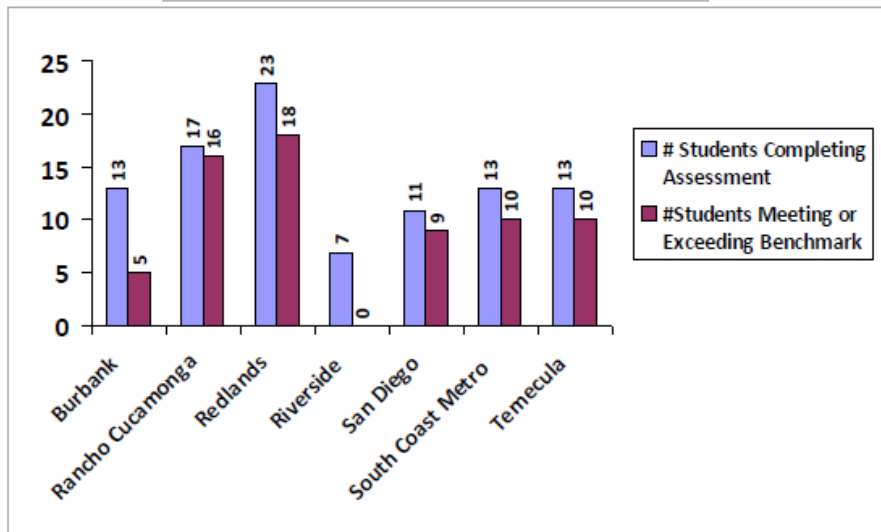
2016 FALL 1

Assignment: Questions



2016 FALL 2

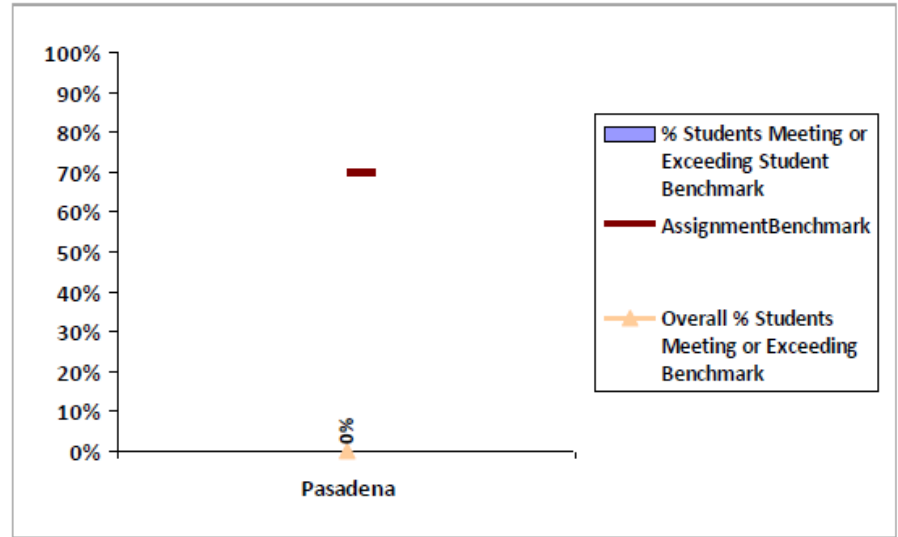
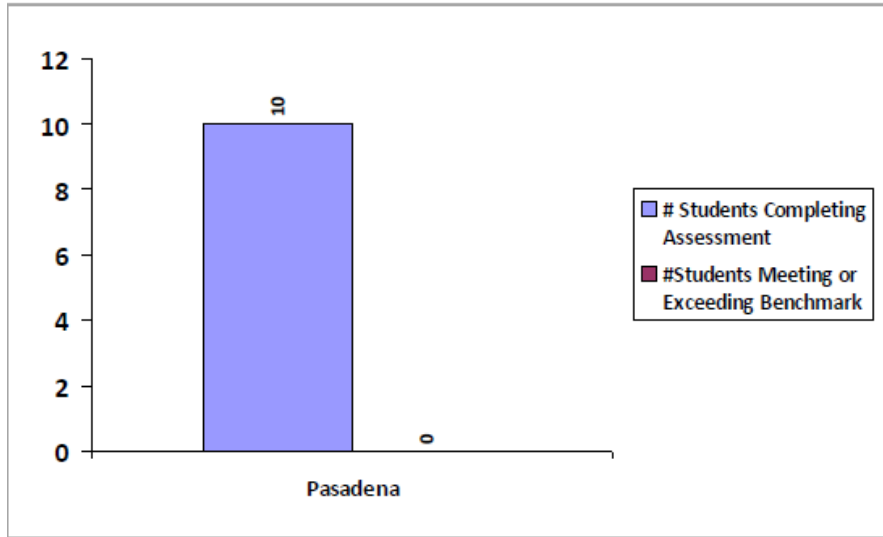
Assignment: Questions





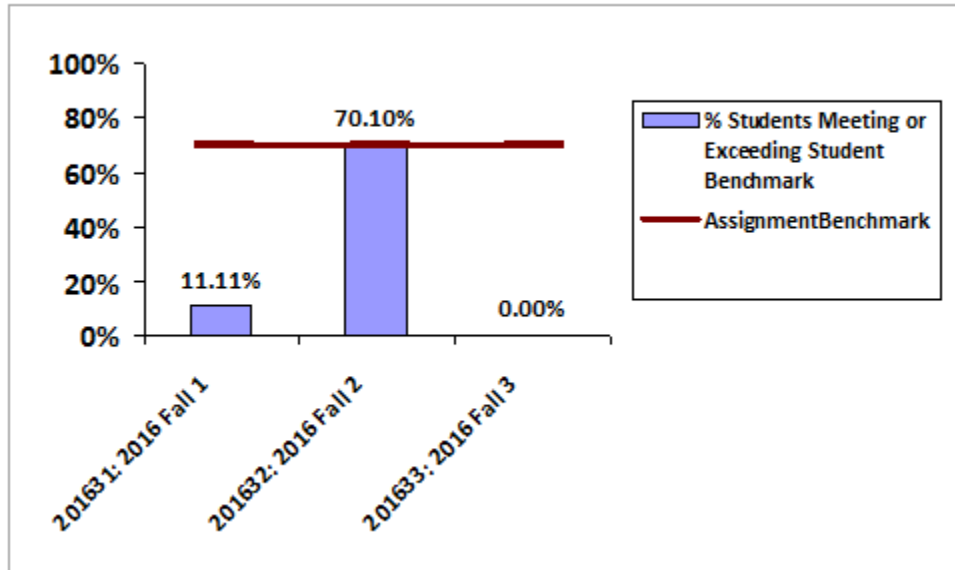
2016 FALL 3

Assignment: Questions



OVERALL RESULTS

Assignment: Questions



**Master in Business Administration**  
**(ACBSP Self-Study Year 2015-16)**  
 Assessed by Pick

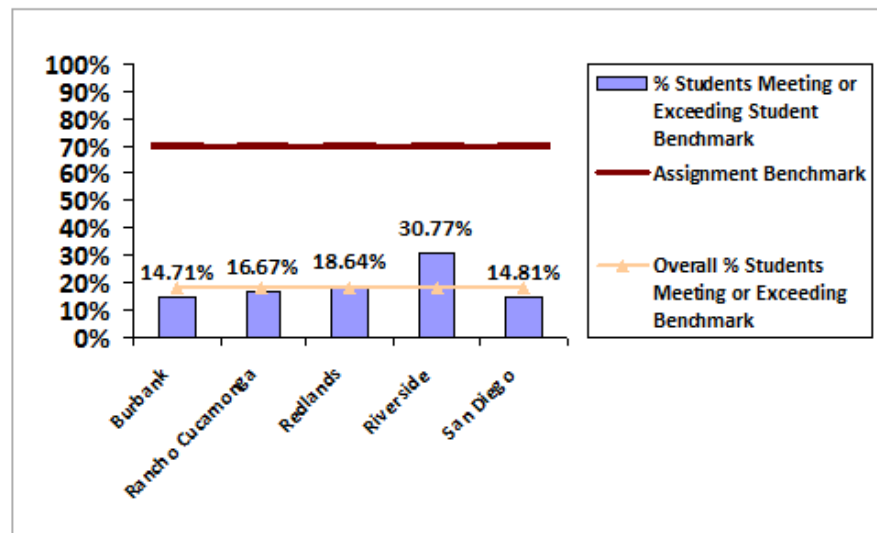
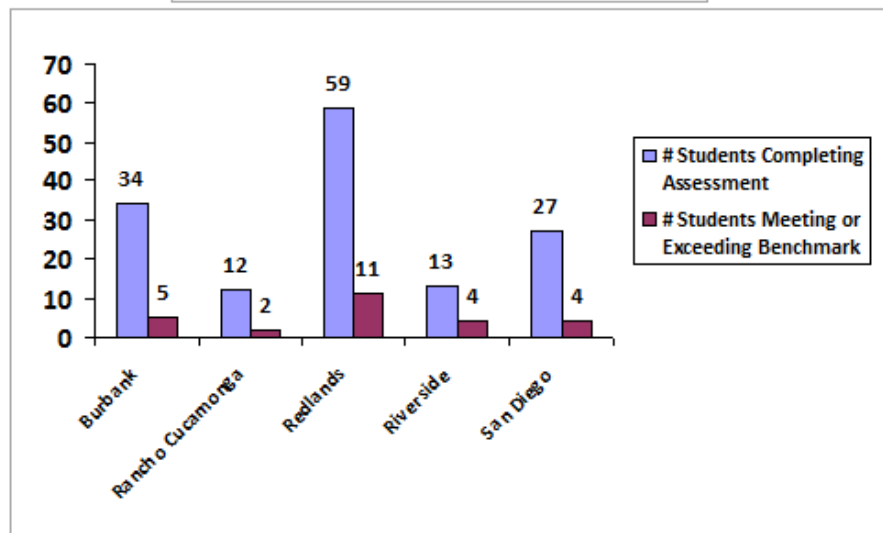
Performance Indicator	Program Description
<p><b><u>BUAD 683</u></b></p> <p><b>Student learning outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Evaluate the competitive strength of an information system</li> <li>2. Evaluate the business plan for an e-commerce application</li> <li>3. Critique the design of a database</li> <li>4. Analyze how information technology can influence an organization from standpoint of various stakeholders</li> <li>5. Evaluate the ethical responsibilities associated with a newly planned information system</li> <li>6. Assess the use of information systems in a particular industry</li> </ol> <p><b><u>MBA Program Learning Objectives</u></b></p> <p><b>PLO #1</b></p> <p><b>PLO #2</b></p>	<p><b>The Master of Business Administration</b></p> <p>The Master of Business Administration (MBA) provides a foundation in the core functions of business and the development of leadership and integrity, enhanced through a firm grounding in the University of Redlands’ rich liberal arts tradition. Successful leaders need attributes drawn from a liberal education, especially the ability to think critically, communicate effectively, and work in teams. The MBA provides an academic balance through a combination of conceptual knowledge, critical thinking, and practical application in the fundamental disciplines of business and management.</p> <p>The program begins with the three business foundation knowledge courses that fill the gaps in knowledge a student may have in the field. Students who have recently completed an undergraduate degree in business or related field with a reasonable GPA may be permitted to waive the three foundation courses. Students will then proceed through an 18-month curriculum with four graduate level core courses to enhance their broad knowledge and skills in business. Students will continue learning by selecting a specialized area of study with four in-depth knowledge emphasis courses and conclude with an integrating/culminating capstone course.</p> <p>Program Learning Objectives and Student Learning Outcomes are assessed as follows:</p> <ul style="list-style-type: none"> <li>• <b>Direct</b> – Assessing student performance by administering [insert Term Paper, Final Exam and/or Presentation].</li> <li>• <b>Formative</b>- Assessment is conducted during the students’ enrollment in an eight week course with a [Insert Term Paper, Final Exam and/or Presentation] being administered in the last class session.</li> <li>• <b>Internal</b>- SLO is derived from the MBA Program Outcomes and delineated in the course syllabus.</li> </ul>
<b>Analysis of Results</b>	

Performance Measure Measureable Goal What is your goal?	What is your measurement Instrument or process? (indicate length of cycle)	Current Results What are your current results?	Analysis of results What did you learn from the results	Action Taken or Improvement made What did you improve or what is your next step	Insert Graphs or Tables of Resulting Trends
<p><b>Performance Indicator 1 – Students will take a final exam and write a term project report that will determine if they have successfully met the six “student learning outcomes” listed above.</b></p> <p><b>Measureable Goal:</b> <b>Our goal is that xx% of the students taking the final exam and writing the term project report will score 80% or higher in both the exam and the report.</b></p>	<ol style="list-style-type: none"> <li>1. A multiple choice test (with 18 questions) administered on the last day of class to measure the student performance related to the six learning outcomes.</li> <li>2. Score on the rubric used to measure the student performance on learning outcome six.</li> </ol> <p>Measured once in the course for each student.</p>	<ol style="list-style-type: none"> <li>1. The results range from 0% to 100% of students meeting requirements in different sections of the course. Over time (from Spring to Fall), the variability has come down.</li> <li>2. The results for the project assessment (from the rubric) are much better with 75% to 83% students meeting the benchmark.</li> </ol>	<ol style="list-style-type: none"> <li>1. There is a high degree of variability in the success rate for different test questions. <ol style="list-style-type: none"> <li>a. This could mean that different instructors focus a bit more (or less) on certain topics (related to the six SLOs)</li> <li>b. Some of the test questions are probably not designed/phrased appropriately.</li> </ol> </li> <li>2. The test questions are not correctly mapped to the six SLOs.</li> <li>3. The rubric used to assess the term project report addresses only SLO 6 and hence the results from the two measures are not comparable.</li> <li>4. It is not clear how (or whether) the questions on the standardized test</li> </ol>	<p>Action 1a: Have a meeting of the area group faculty and decide on the absolute minimum coverage of topics in all classes as they relate to the six SLOs.</p> <p>Action 1b: Area group faculty should reexamine test questions on an annual basis. They should also prepare a good sized question bank so that random tests can be generated as needed.</p> <p>Action 2: As they reexamine and develop more test questions, the area group faculty should map the test questions to the six SLOs.</p> <p>Action 3: Area group faculty should explore the possibility of developing the rubric that will</p>	<p><b>2016 FALL 3 (201613)</b> See page 4.</p> <p><b>2016 SPRING 3 (201623)</b> See page 5.</p> <p><b>2016 FALL 1 (201631)</b> See page 6.</p> <p><b>OVERALL RESULTS</b> See page 7.</p>

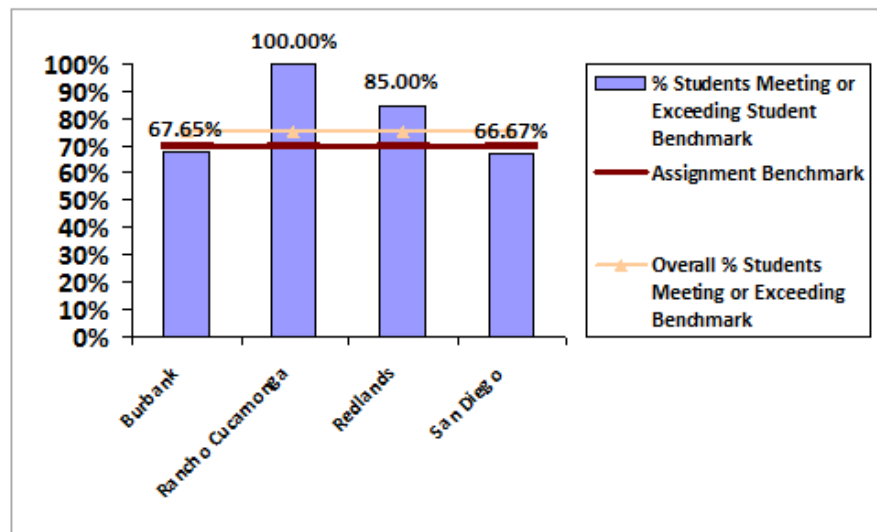
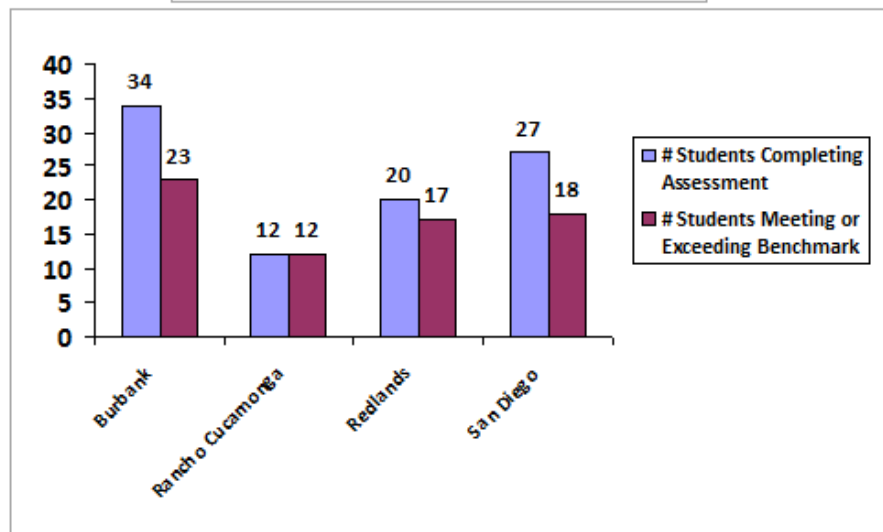
			from Peregrine (as they relate to this course) map to the six SLOs.	address all six SLOs. Action 4: Area group faculty should examine the question bank (of questions that relate to this course material), request any changes that are necessary, and then map the questions to the six SLOs.	
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2016 FALL 3 (201613)

Assignment: Questions



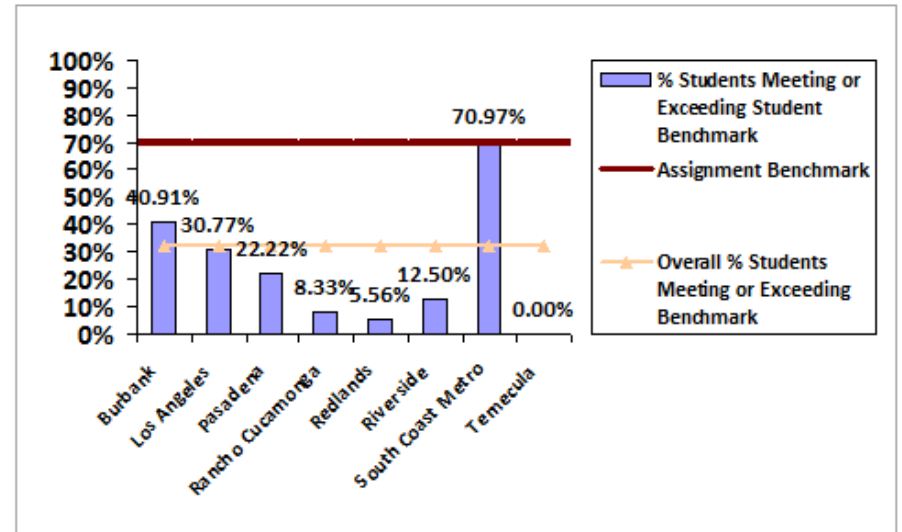
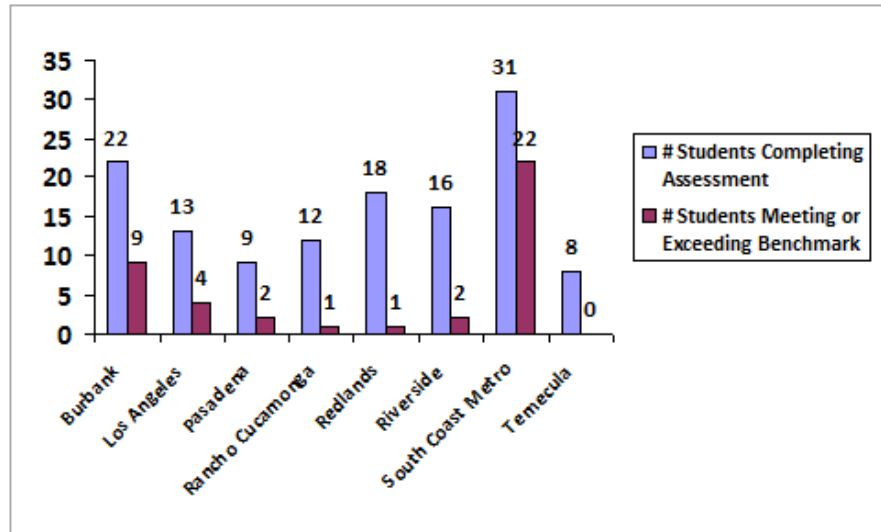
Assignment: Team Project



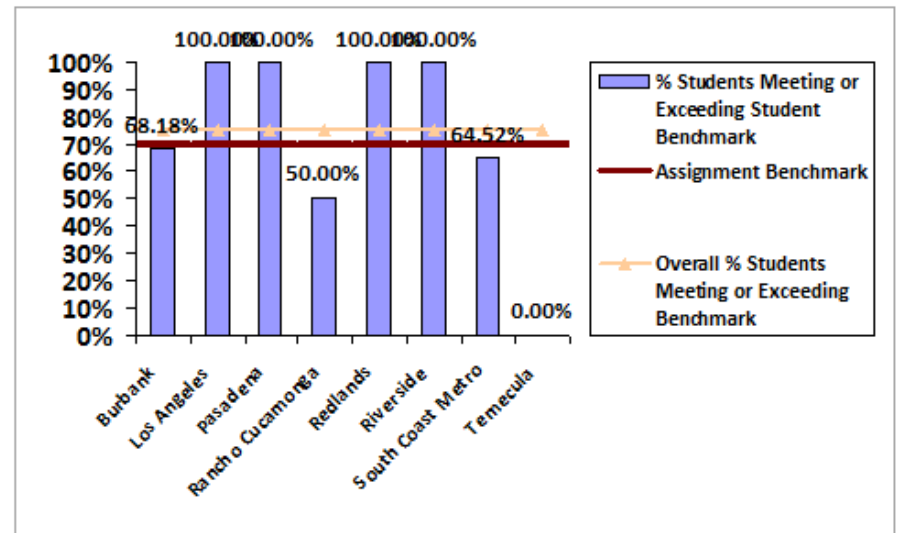
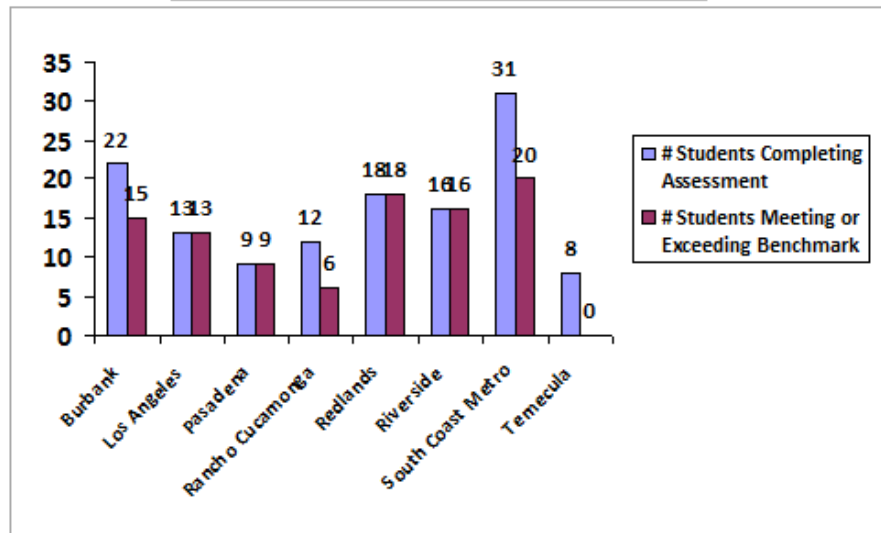
\*Two instructors from Redlands and one from Riverside failed to assess the team projects in 2016 Fall 3.

2016 SPRING 3 (201623)

Assignment: Questions

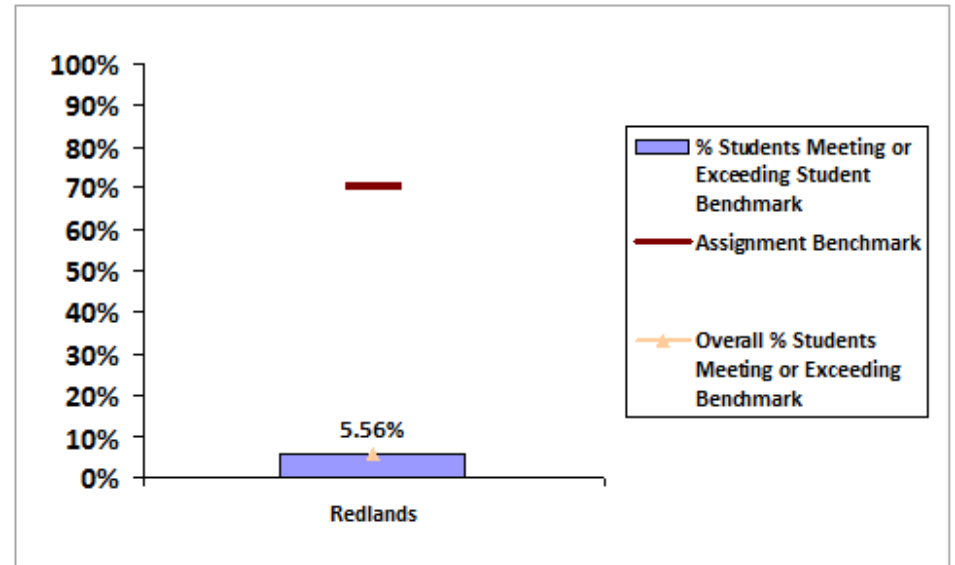
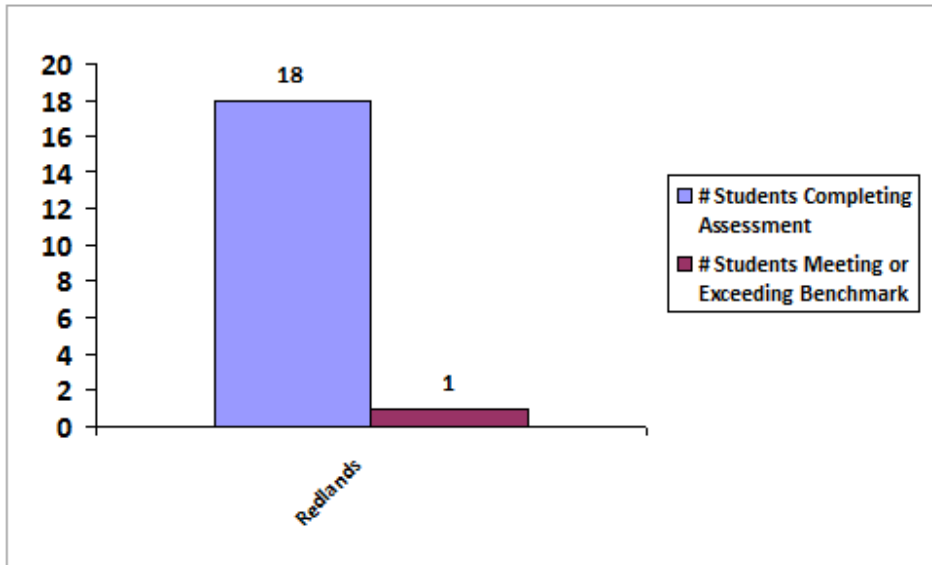


Assignment: Team Project

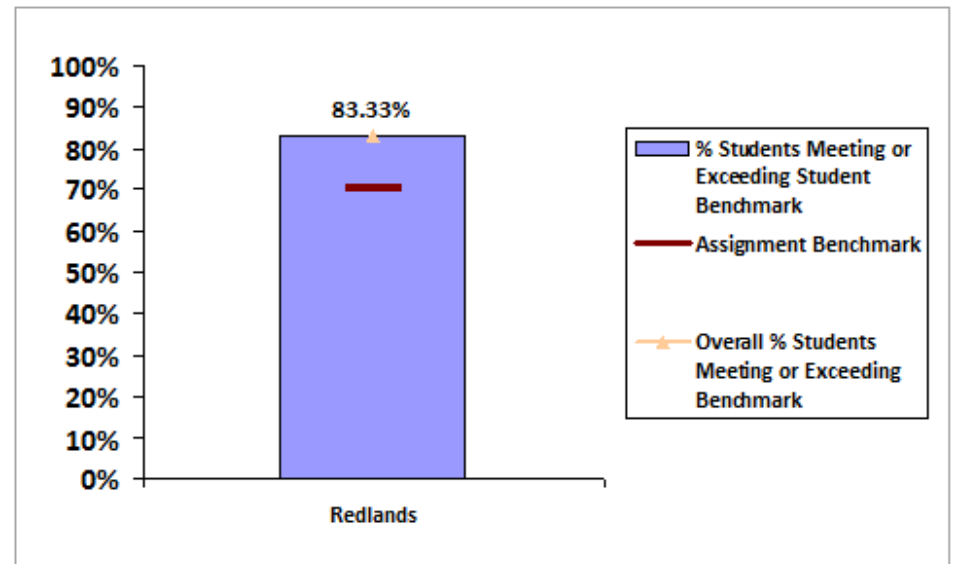
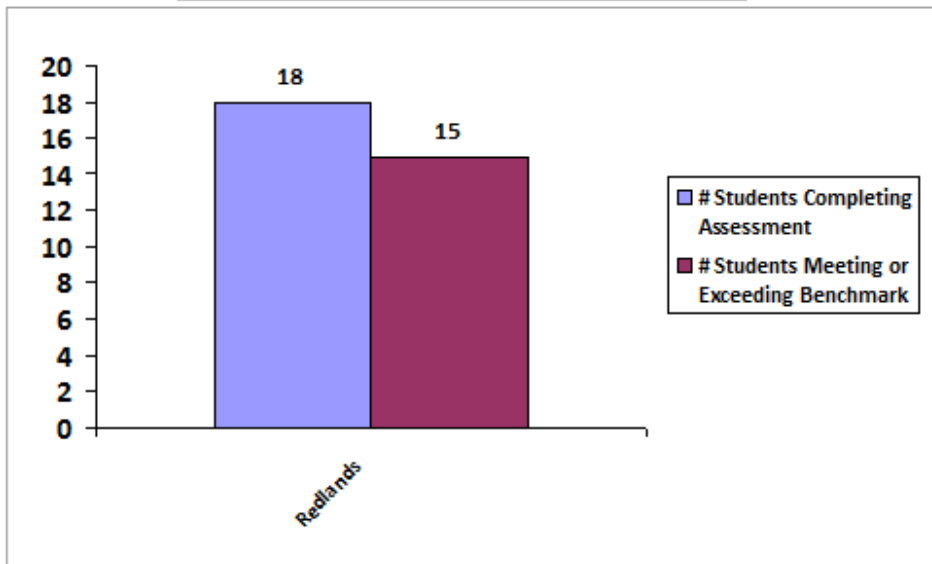


2016 FALL 1 (201631)

Assignment:

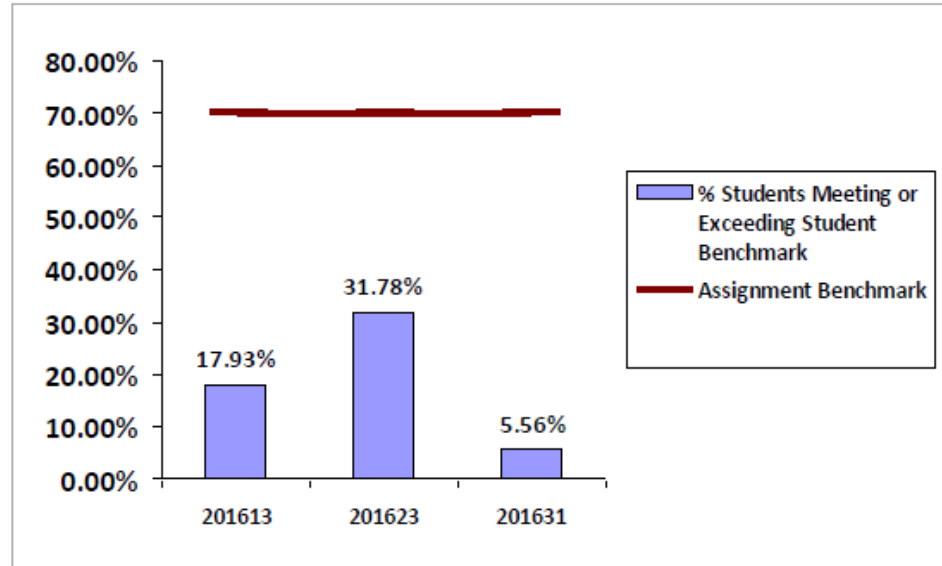


Assignment:

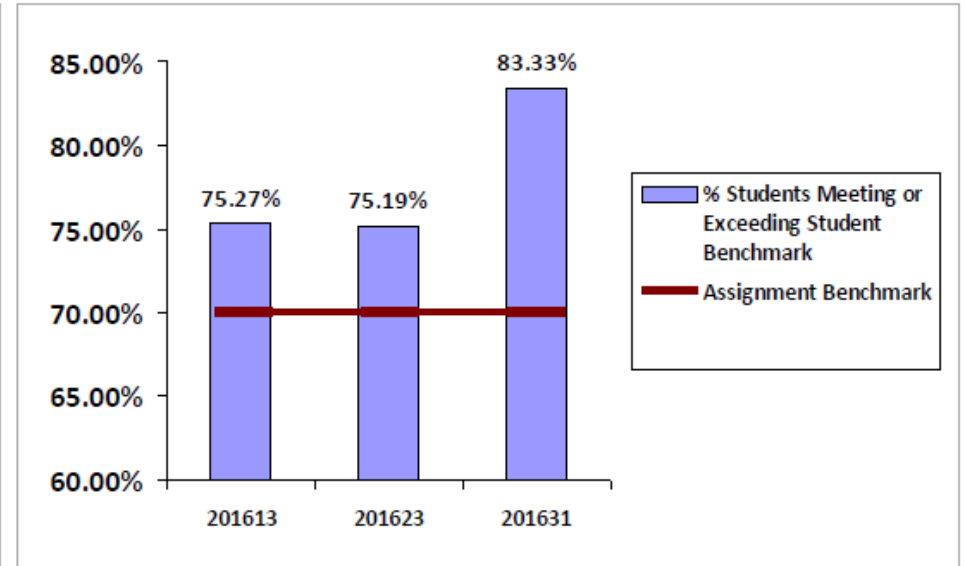


## OVERALL RESULTS

Assignment: Questions



Assignment: Team Project





# Assessment Action Plan<sup>1</sup>

This table will be used to supply data for ACBSP Criterion 4.2 Reporting Results and Trends

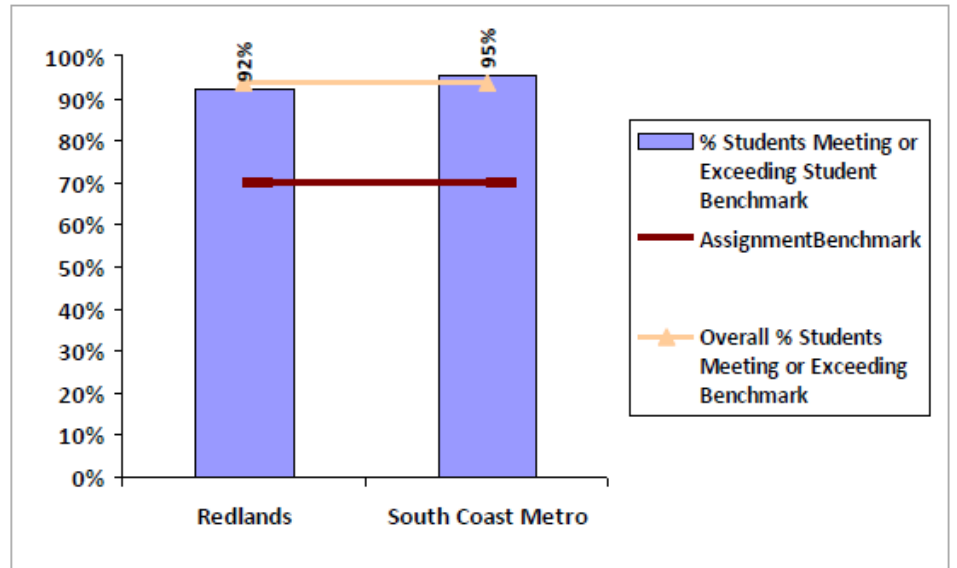
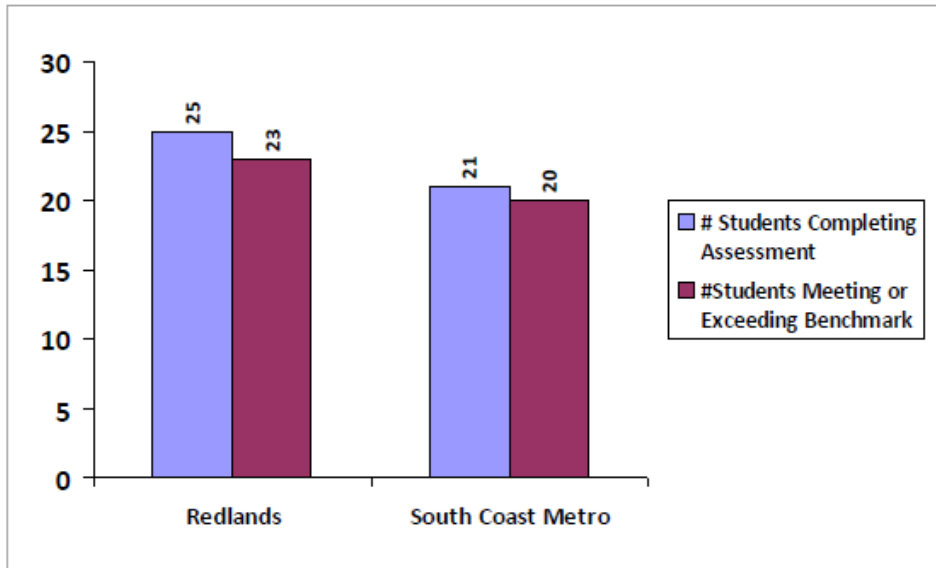
Performance Indicator	Definition					
<b>Program:</b> MBA	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination.</i> Add these to the description of the measurement instrument in column two:</p> <p><i>Direct</i> - Assessing student performance by examining samples of student work</p> <p><i>Indirect</i> - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information.</p> <p><i>Formative</i> – An assessment conducted during the student’s education.</p> <p><i>Summative</i> – An assessment conducted at the end of the student’s education.</p> <p><i>Internal</i> – An assessment instrument that was developed within the business unit.</p> <p><i>External</i> – An assessment instrument that was developed outside the business unit.</p> <p><i>Comparative</i> – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.</p>					
<b>PLO:</b> <e.g, 1>						
<b>Course:</b> FINC 661W Financial Markets and Institutions						
<b>CLO:</b> <e.g. 4>						
Analysis of Results						
Measurable goal: What is your goal / benchmark?	What is your measurement instrument or process? (Indicate type of instrument, e.g., direct, formative, internal, comparative, etc)	Current Results: What are your current results?	Analysis of Results: What did you learn from the results?	Action Taken or Improvement made: What did you improve or what is your next step?	Graphs or Tables of Resulting Trends (3-5 data points preferred)	
Measurable Goal: 70% of the students completing the Multiple Choice Questions will meet or exceed the benchmark of 70%.	Multiple Choice Questions, internally administered in an 8 week course using a standardized assessment scoring sheet.	Most students are exceeding the benchmark in all three observation periods.	Learning outcomes are being largely achieved - particularly in the qualitative areas of the course.	At this point no change is contemplated.	<p style="text-align: center;"><b>2016 Spring 1</b> See p. 3</p> <p style="text-align: center;"><b>2016 Fall 1</b> See p. 4</p> <p style="text-align: center;"><b>2017 Spring 1</b> See p. 5</p> <p style="text-align: center;"><b>Overall Results</b> See p. 6</p>	

<sup>1</sup> Please read instructions in last page carefully before drafting this action plan.

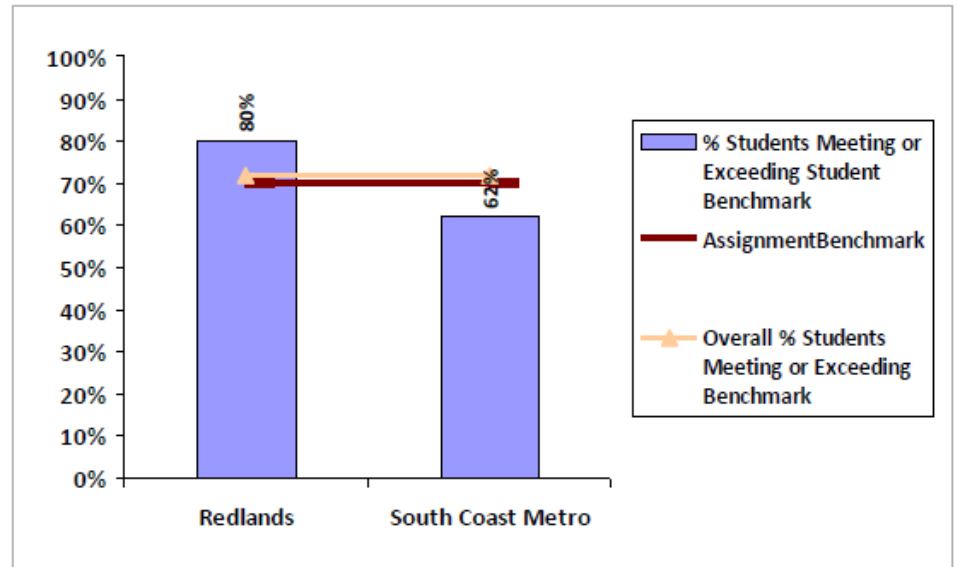
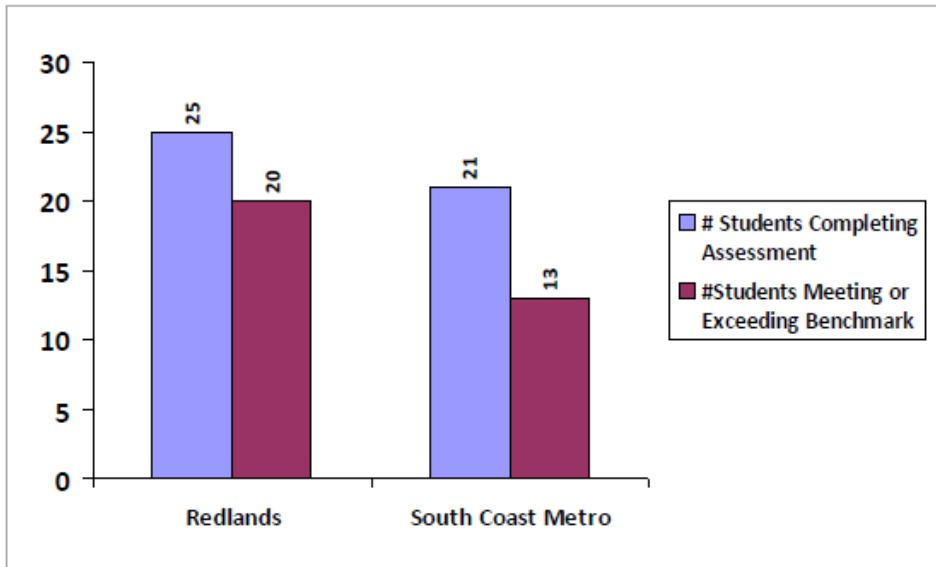
<p>Measurable Goal: 70% of the students completing the Short Answer Questions will meet or exceed the benchmark of 70%.</p>	<p>Short Answer Questions, internally administered in an 8 week course using a standardized assessment scoring sheet.</p>	<p>Unlike in the multiple choice section of the test, students are falling somewhat short of the 70% threshold but not by much. Fall 2016 was the only instance in which results were disappointing.</p>	<p>The short answer questions are entirely quantitative with four or more interlinked steps. The questions are designed to be challenging. Only a minority of students get the answer completely right. Most students arrive at an incorrect solution for one or more steps losing 1 or more points out of 4 for each question. The weighted average of scores for the multiple choice and short answer sections indicates that on the whole students are exceeding the benchmark.</p>	<p>This is the first course in the finance emphasis. It is preferable to keep the course rigorous and challenging enough that students get an idea of the quantitative nature of the subject and can make an informed decision whether to continue, switch to a different emphasis, or pursue the generic MBA. No change in course content or the assessment instrument is contemplated at this time.</p>	<p><b>2016 Spring 1</b> See p. 3</p> <p><b>2016 Fall 1</b> See p. 4</p> <p><b>2017 Spring 1</b> See p. 5</p> <p><b>Overall Results</b> See p. 6</p>
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2016 Spring 1

Assignment: Multiple Choice Questions

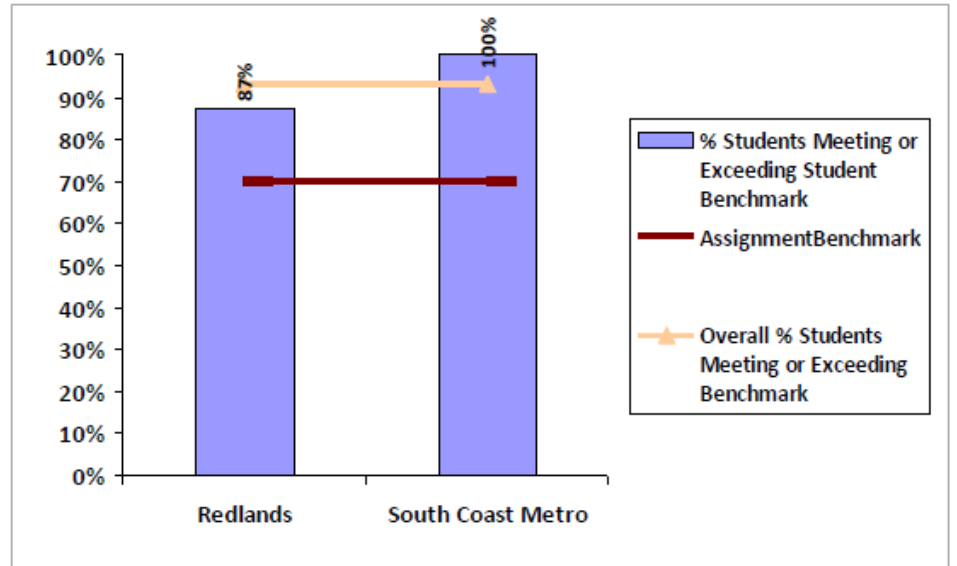
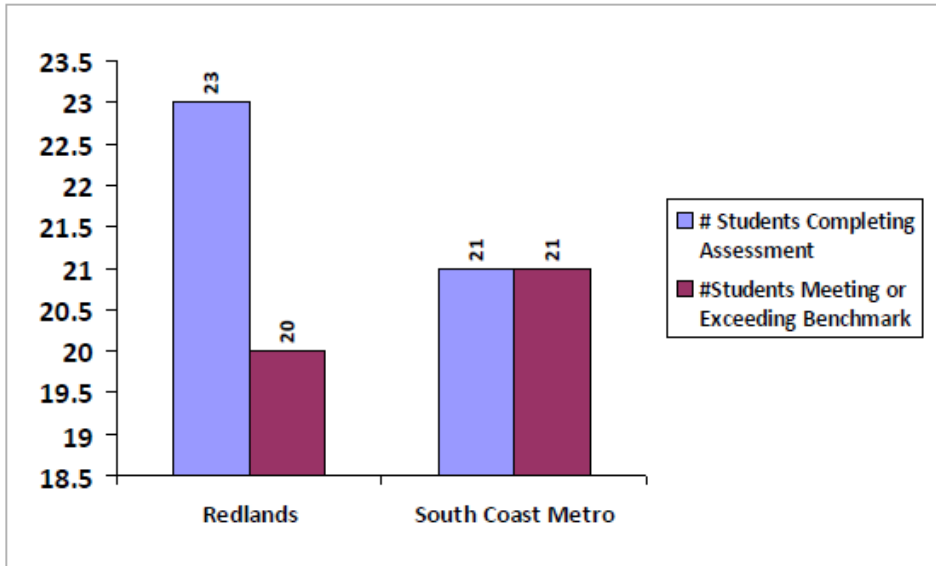


Assignment: Short Answer Questions

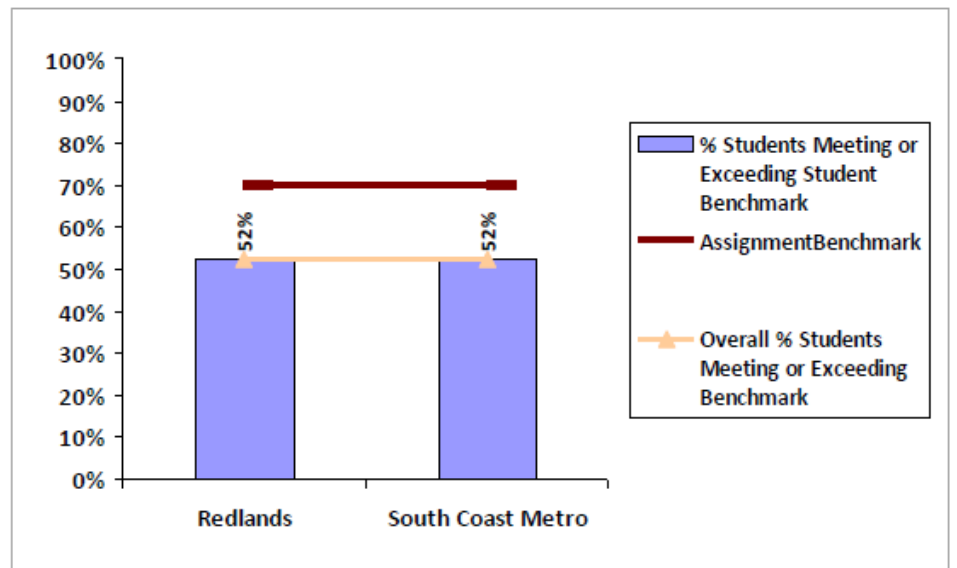
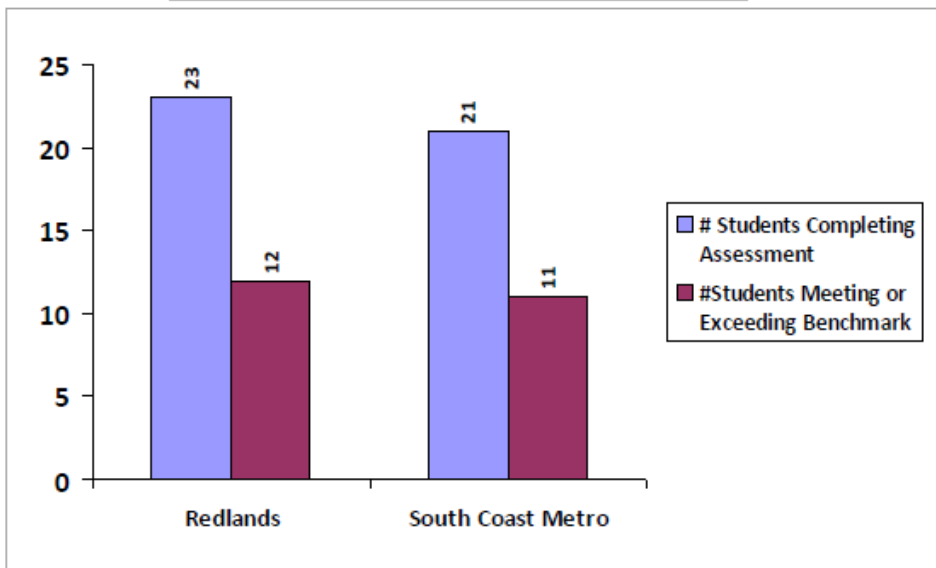


2016 Fall 1

Assignment: Multiple Choice Questions

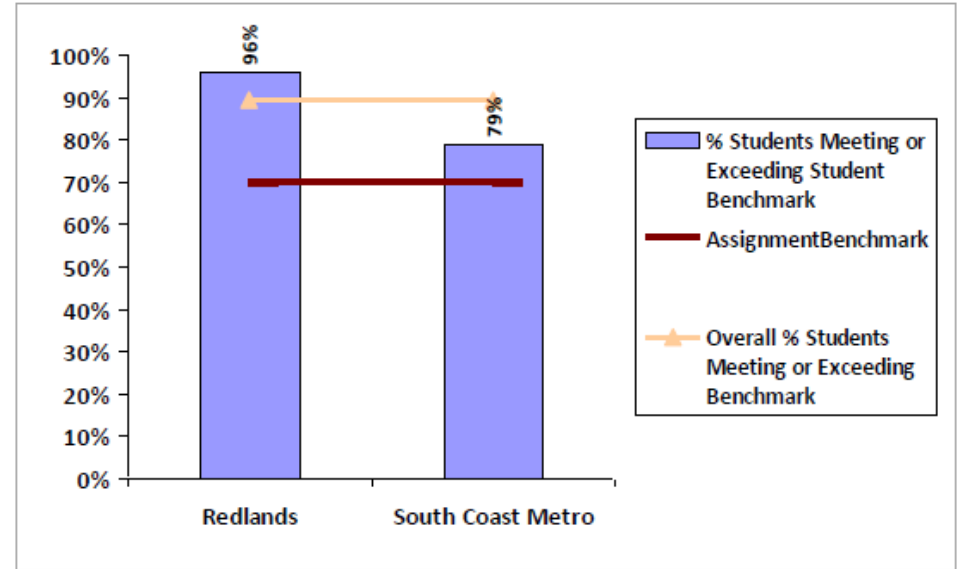
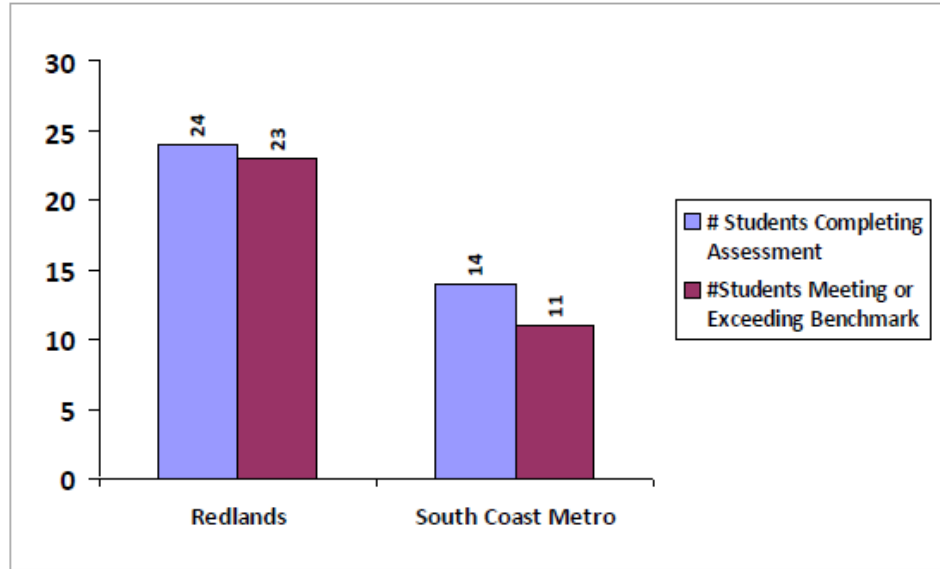


Assignment: Short Answer Questions

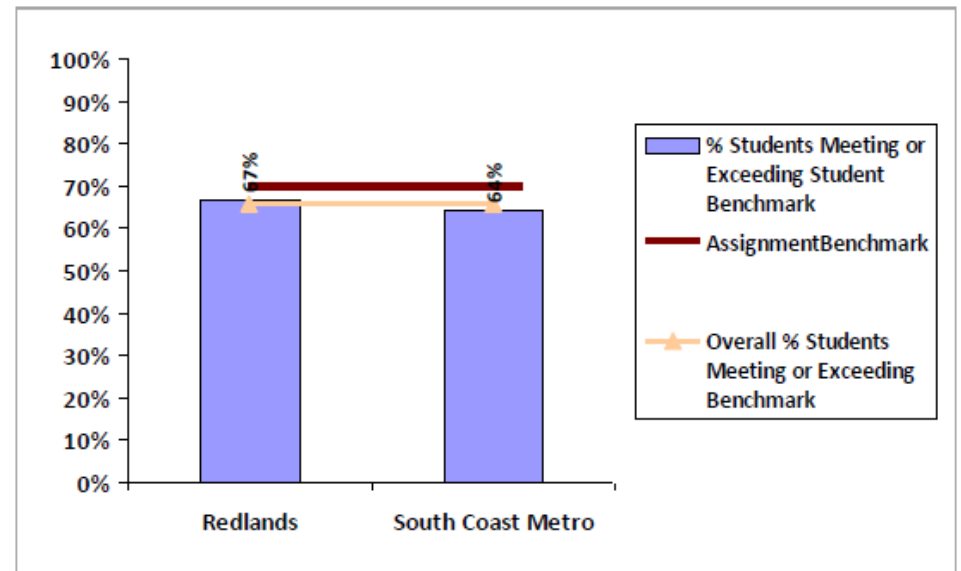
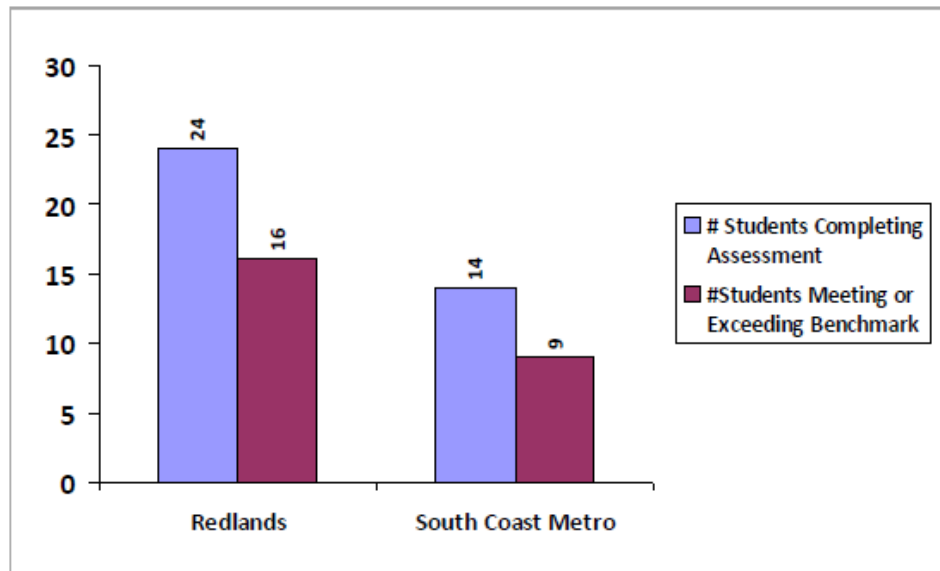


2017 Spring 1

Assignment: Multiple Choice Questions

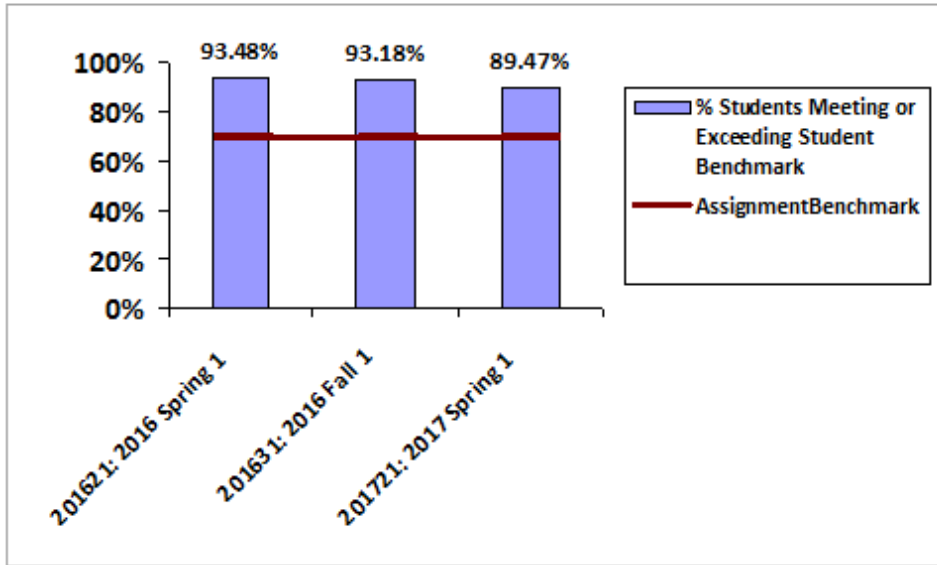


Assignment: Short Answer Questions

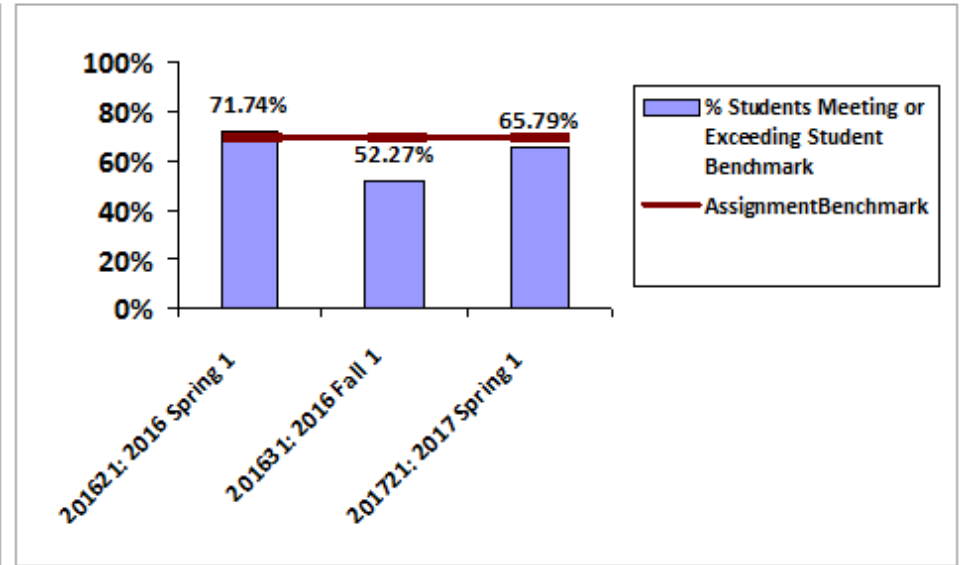


## Overall Results

Assignment: Multiple Choice Questions



Assignment: Short Answer Questions



INSTRUCTIONS: Please read these instructions carefully before drafting this action plan.

1. Please ensure that the text highlighted in red in the first page of this template is filled in meticulously.
2. **Measurable Goal:** What is your goal/benchmark?
  - a. **Graduate**
    - i. If assignment is being assessed using a rubric: 80% of the students will meet or exceed the benchmark score of 80% using a standardized rubric.
    - ii. Not using a rubric: 70% of the students will meet or exceed the benchmark score of 70% using a standardized assessment scoring sheet.
  - b. **Undergraduate**
    - i. *If assignment is being assessed using a rubric: 70% of the students will meet or exceed the benchmark score of 70% using a standardized rubric. (Different from Graduate benchmark)*
    - ii. Not using a rubric: 70% of the students will meet or exceed the benchmark score of 70% using a standardized assessment scoring sheet.
  - c. Other: Consult Program Director.
3. **What is your measurement instrument or process:** It is important that the assessment instrument (embedded assignment in course, assessment quiz/exam) is explicitly identified. If using an embedded assignment in course, identify the assignment clearly so that it matches the course Master Syllabus word-for-word. Indicate type of assessment conducted by this assignment. Refer to different assessment types indicated in the first page of this template.
4. **Current Results:** Be brief and to the point, and tie it back to the Measurable Goal. Indicate clearly if the Measurable Goal/Benchmark was achieved or not in the time period covered in this action plan.
5. **Action Taken or Improvement made:** Be detailed and explicit; recommended actions should be as tangible as possible. Avoid recommending generic actions such as "Assessment rubric has to be changed." State clearly what changes are required based on the data, when changes will be made, and implemented.
6. **Graphs or Tables of Resulting Trends:** Should you need the raw assessment data, contact Brian Hamilton.
7. Consult Program Director if you have any questions.

# 1Assessment Action Plan

This table will be used to supply data for ACBSP Criterion 4.2 Reporting Results and Trends

Performance Indicator	Definition
<p><b>Program: MBA</b></p> <p><b>PLO #1: Use and apply business knowledge from disciplines to generate/create business solutions.</b></p> <p><b>PLO#2: Illustrate persuasive communication using written, oral, and analytical expression.</b></p> <p><b>PLO#3: Apply managerial skills to collaborate &amp; lead effectively.</b></p>	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination).</i> Add these to the description of the measurement instrument in column two:</p> <p><i>Direct</i> - Assessing student performance by examining samples of student work</p> <p><i>Indirect</i> - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information.</p> <p><i>Formative</i> – An assessment conducted during the student’s education.</p> <p><i>Summative</i> – An assessment conducted at the end of the student’s education.</p> <p><i>Internal</i> – An assessment instrument that was developed within the business unit.</p> <p><i>External</i> – An assessment instrument that was developed outside the business unit.</p> <p><i>Comparative</i> – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.</p>
<p><b>Course: FINC 662W</b> <b>INVESTMENT THEORY AND ANALYSIS</b></p>	
<p><b>CLO #3: Integrate various theoretical investment models and the efficient</b></p>	

<sup>1</sup> Please read instructions carefully before drafting this action plan.



market hypotheses in forming portfolio with optimal risk-adjusted performance					
Analysis of Results					
Measurable goal: What is your goal / benchmark?	What is your measurement instrument or process? (Indicate type of instrument, e.g., direct, formative, internal, comparative, etc)	Current Results: What are your current results?	Analysis of Results: What did you learn from the results?	Action Taken or Improvement made: What did you improve or what is your next step?	Graphs or Tables of Resulting Trends (3-5 data points preferred)
<p>Measureable Goal: Our goal is that 70% of the students taking the learning outcomes assessment will meet or exceed the benchmark of 70% out of a total 100% scoring sheet.</p>					
	<p>From 2016 Spring 1 to 2016 Fall 2, the standardized assessment exam was used, which was internally administered in the final week of the 8 week course.</p>	<p>In 4 out of 5 sections, students met or exceeded the benchmark goal of 70%. The section of which students failed to meet the benchmark goal showed a relatively low performance.</p>	<p>There is variation of assessment results across campus regions and over time. However, the sample size of 5 is too small to make reliable inference.</p> <p>In 2016 Fall 1, 26 out of 27 students received perfect score (100%) of the assessment questions. This</p>	<p>The assessment tool, i.e. standardized assessment exam, may be ineffective to measure students learning outcomes (both CLOs &amp; PLOs).</p> <p>Need to re-design the assessment tools. Starting from 2017 Fall 2, portfolio construction projects &amp; assessment rubrics will be used as the</p>	<p><b>2016 SPRING 1</b></p> <p><b>2016 FALL 1</b></p> <p><b>2016 FALL 2</b></p> <p><b>OVERALL RESULTS</b></p>

			may indicate that students might already know the answers to the assessment questions before taking the assessment.	designated assignment instrument for CLO #3 and PLOs #1, #2, & #3.	
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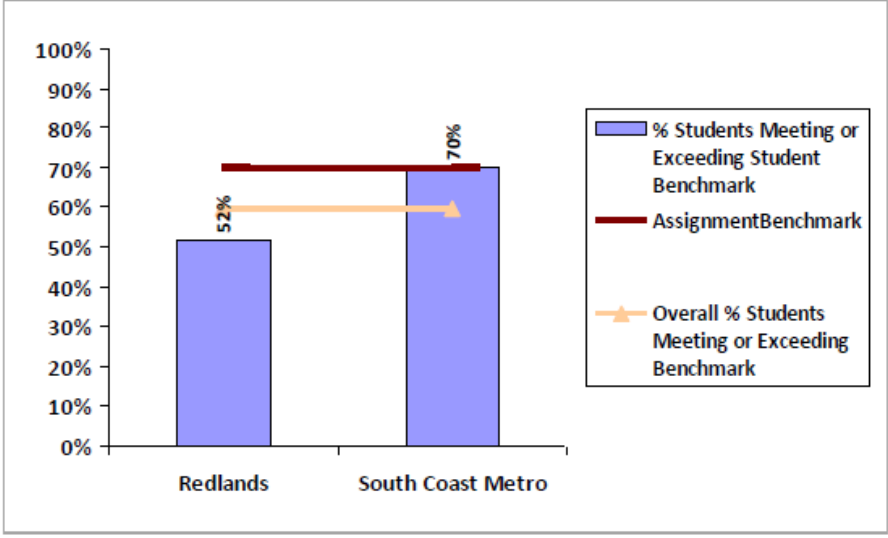
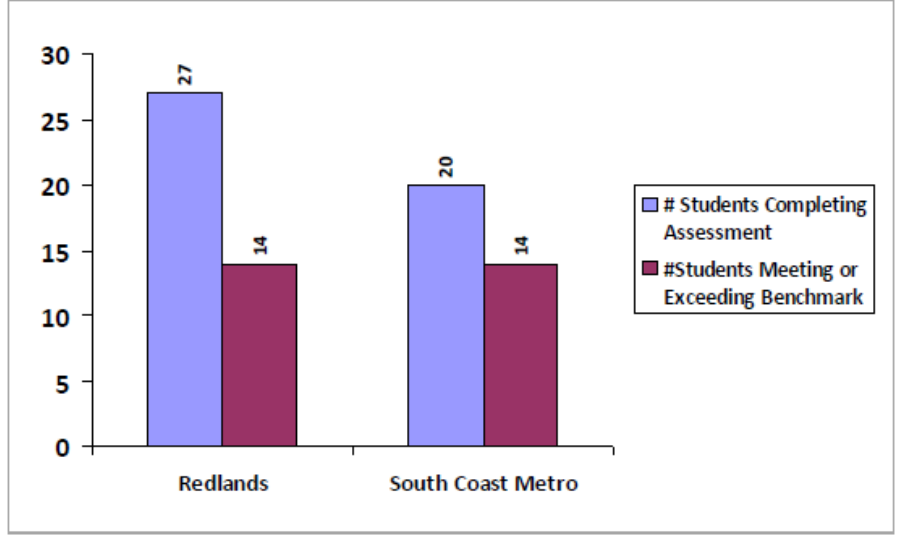
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  - b. **Undergraduate**
    - i. *If assignment is being assessed using a rubric: 70% of the students will meet or exceed the benchmark score of 70% using a standardized rubric. (Different from Graduate benchmark)*
    - ii. Not using a rubric: 70% of the students will meet or exceed the benchmark score of 70% using a standardized assessment scoring sheet.
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5. **Action Taken or Improvement made:** Be detailed and explicit; recommended actions should be as tangible as possible. Avoid recommending generic actions such as "Assessment rubric has to be changed." State clearly what changes are required based on the data, when changes will be made, and implemented.
6. **Graphs or Tables of Resulting Trends:** Should you need the raw assessment data, contact Brian Hamilton.
7. Consult Program Director if you have any questions.



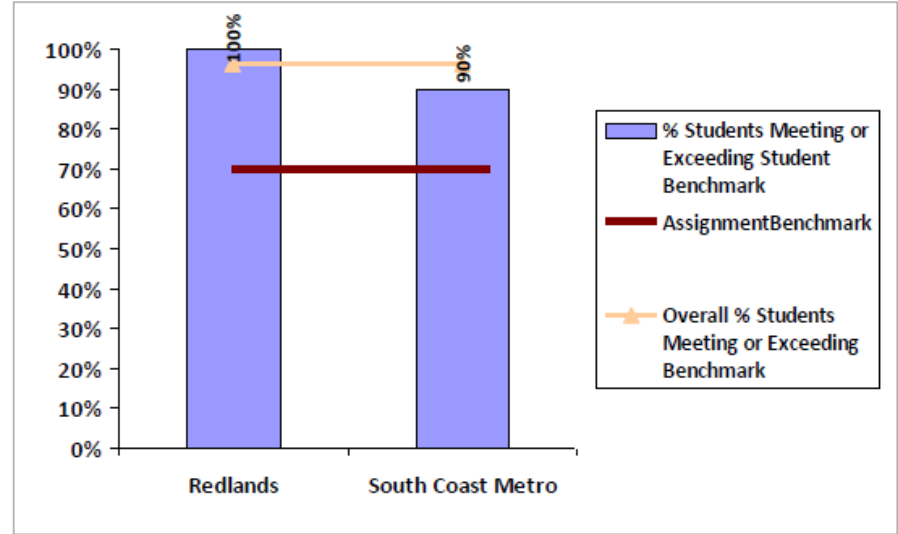
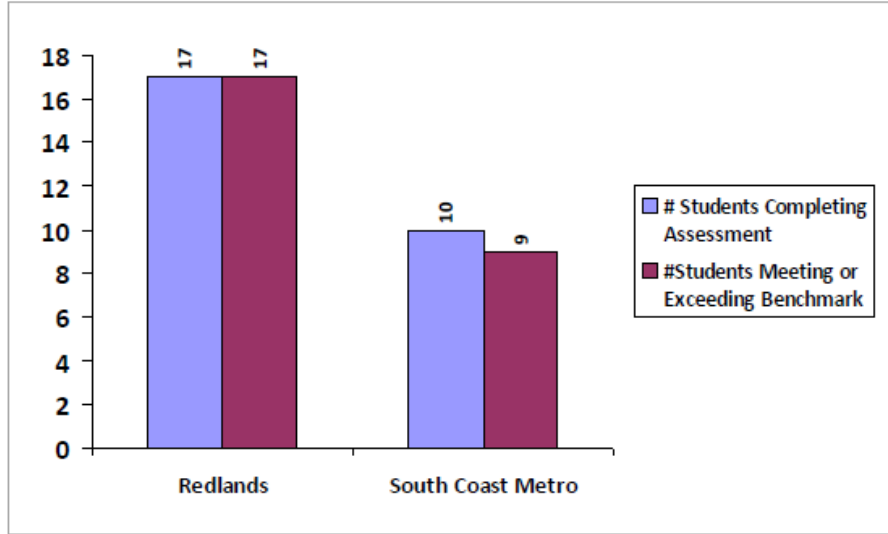
2016 SPRING 1

Assignment: Exam



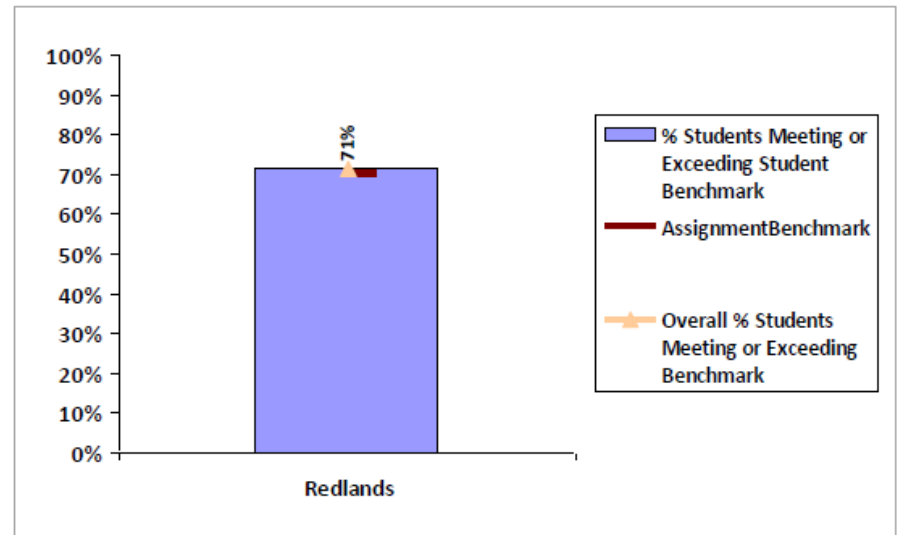
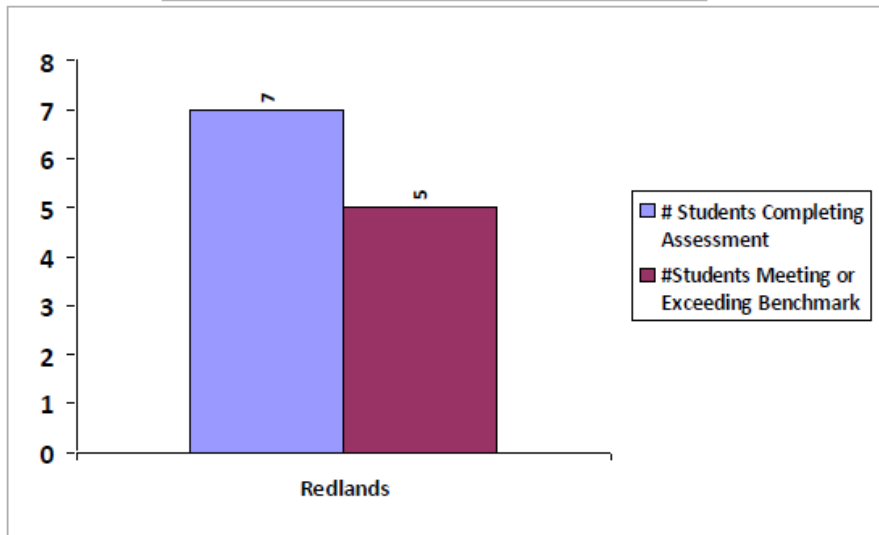
2016 FALL 1

Assignment: Exam



2016 FALL 2

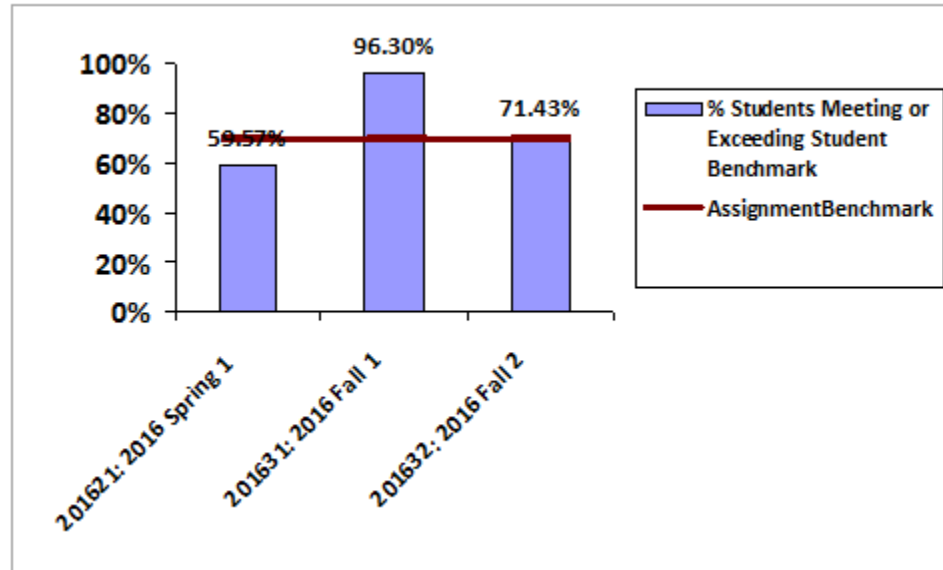
Assignment: Exam



## OVERALL RESULTS

Assignment:

Exam



# Assessment Action Plan<sup>1</sup>

This table will be used to supply data for ACBSP Criterion 4.2 Reporting Results and Trends

Performance Indicator	Definition				
<b>Program:</b> MBA  <b>PLO 4.</b> Evaluate societal, economic, environmental, spatial, and ethical implications of business decisions holistically.	A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination.</i> Add these to the description of the measurement instrument in column two:  <i>Direct</i> - Assessing student performance by examining samples of student work <i>Indirect</i> - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information. <i>Formative</i> – An assessment conducted during the student’s education. <i>Summative</i> – An assessment conducted at the end of the student’s education. <i>Internal</i> – An assessment instrument that was developed within the business unit. <i>External</i> – An assessment instrument that was developed outside the business unit. <i>Comparative</i> – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.				
<b>Course:</b> GISB 695W Strategy: Concepts and Implementation					
<b>CLO:</b> 1 Identify business problems that can be solved or confronted with GIS <b>CLO 2.</b> Interpret and evaluate the appropriateness of GIS to solve real business problems.					
Analysis of Results					
Measurable goal: What is your goal / benchmark?	What is your measurement instrument or process? (Indicate type of instrument, e.g., direct, formative, internal, comparative, etc)	Current Results: What are your current results?	Analysis of Results: What did you learn from the results?	Action Taken or Improvement made: What did you improve or what is your next step?	Graphs or Tables of Resulting Trends (3-5 data points preferred)

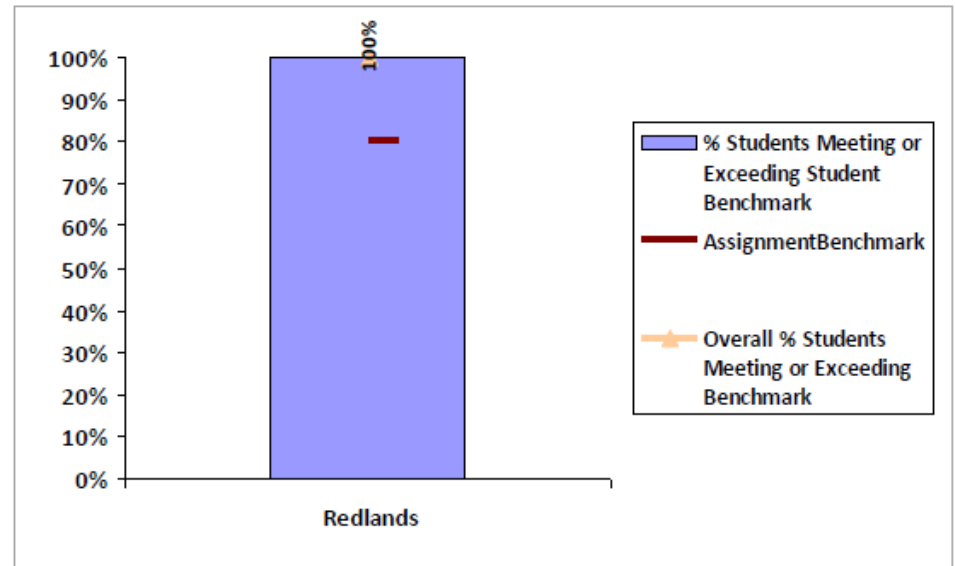
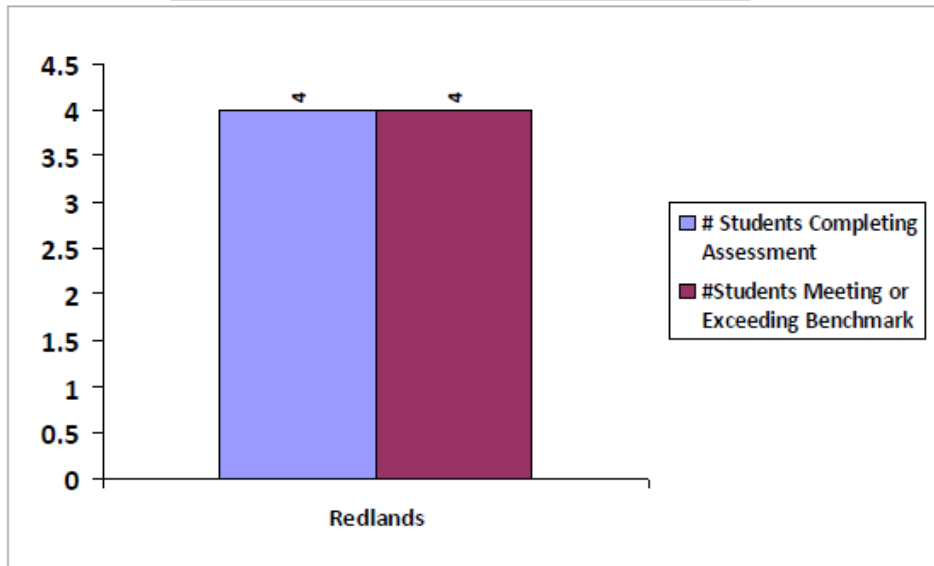
<sup>1</sup> Please read instructions in last page carefully before drafting this action plan.



Measurable Goal: 80% of the students completing the final project will meet or exceed the benchmark of 80%.	Final Project, internally administered in an 8 week course using a standardized assessment rubric.	All students were above the assessment threshold on their projects	Since 100 percent of students exceeded the threshold, the results are strong, indicating success in learning in this course	No action is necessary at this time.  The course will continue to be monitored in the next several terms, for changes in the assessment results.	<p><b>2016 Fall 2</b> See p. 2</p> <p><b>2017 Spring 2</b> See p. 3</p> <p><b>Overall Results</b> See p. 4</p>
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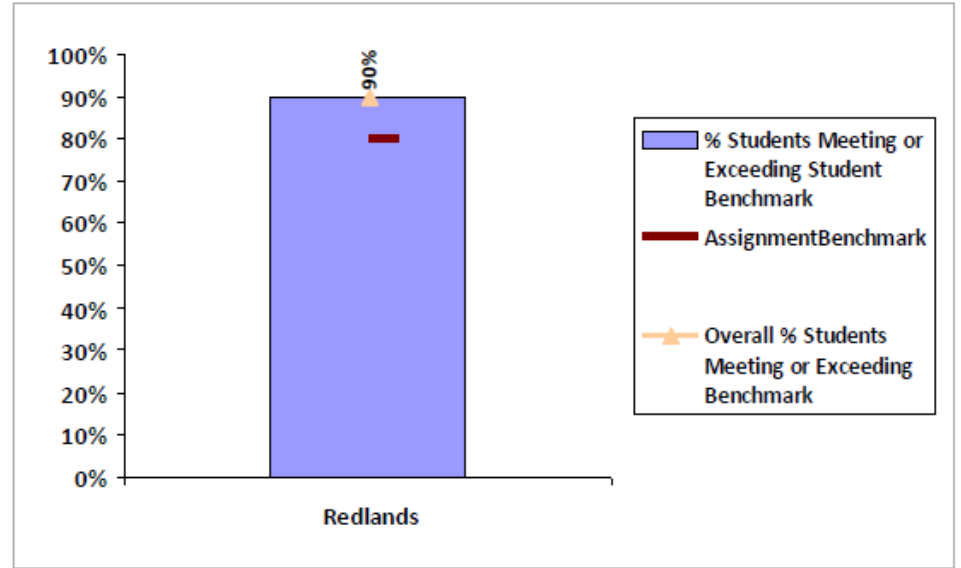
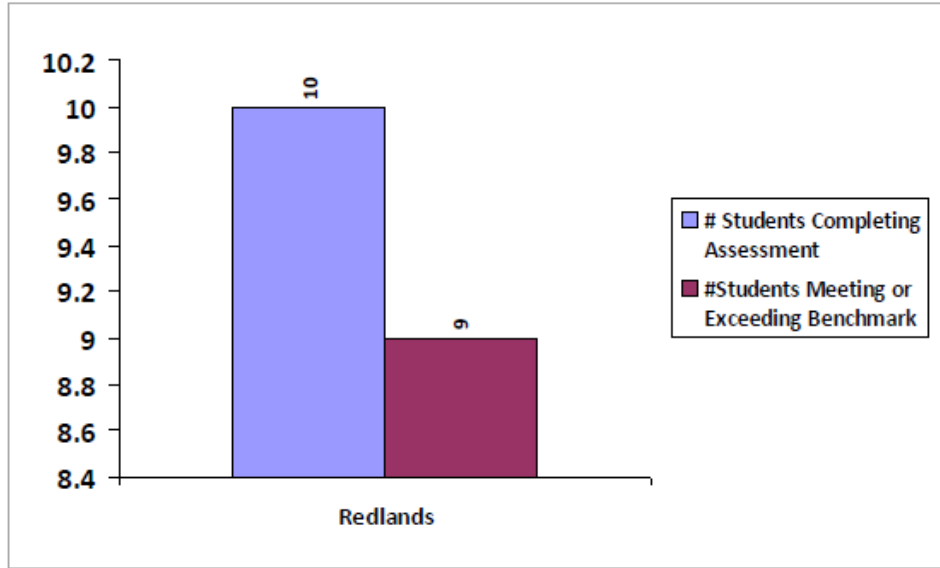
**2016 Fall 2**

Assignment:

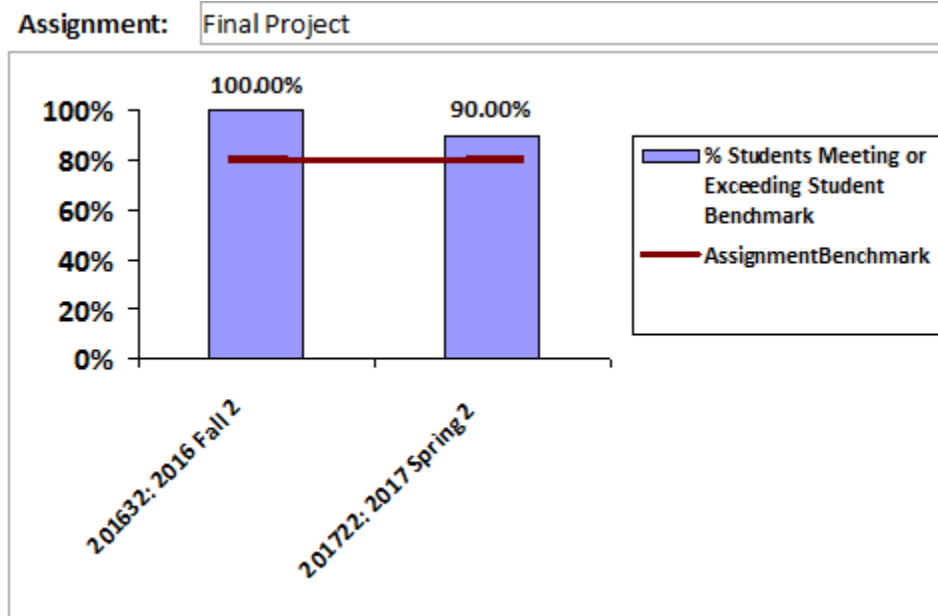


2017 Spring 2

Assignment: Final Project



## Overall Results



INSTRUCTIONS: Please read these instructions carefully before drafting this action plan.

1. Please ensure that the text highlighted in red in the first page of this template is filled in meticulously.
2. **Measurable Goal:** What is your goal/benchmark?
  - a. **Graduate**
    - i. If assignment is being assessed using a rubric: 80% of the students will meet or exceed the benchmark score of 80% using a standardized rubric.
    - ii. Not using a rubric: 70% of the students will meet or exceed the benchmark score of 70% using a standardized assessment scoring sheet.
  - b. **Undergraduate**
    - i. *If assignment is being assessed using a rubric: 70% of the students will meet or exceed the benchmark score of 70% using a standardized rubric. (Different from Graduate benchmark)*
    - ii. Not using a rubric: 70% of the students will meet or exceed the benchmark score of 70% using a standardized assessment scoring sheet.
  - c. Other: Consult Program Director.
3. **What is your measurement instrument or process:** It is important that the assessment instrument (embedded assignment in course, assessment quiz/exam) is explicitly identified. If using an embedded assignment in course, identify the assignment clearly so that it matches the course Master Syllabus word-for-word. Indicate type of assessment conducted by this assignment. Refer to different assessment types indicated in the first page of this template.
4. **Current Results:** Be brief and to the point, and tie it back to the Measurable Goal. Indicate clearly if the Measurable Goal/Benchmark was achieved or not in the time period covered in this action plan.
5. **Action Taken or Improvement made:** Be detailed and explicit; recommended actions should be as tangible as possible. Avoid recommending generic actions such as "Assessment rubric has to be changed." State clearly what changes are required based on the data, when changes will be made, and implemented.
6. **Graphs or Tables of Resulting Trends:** Should you need the raw assessment data, contact Brian Hamilton.
7. Consult Program Director if you have any questions.

# Assessment Action Plan<sup>1</sup>

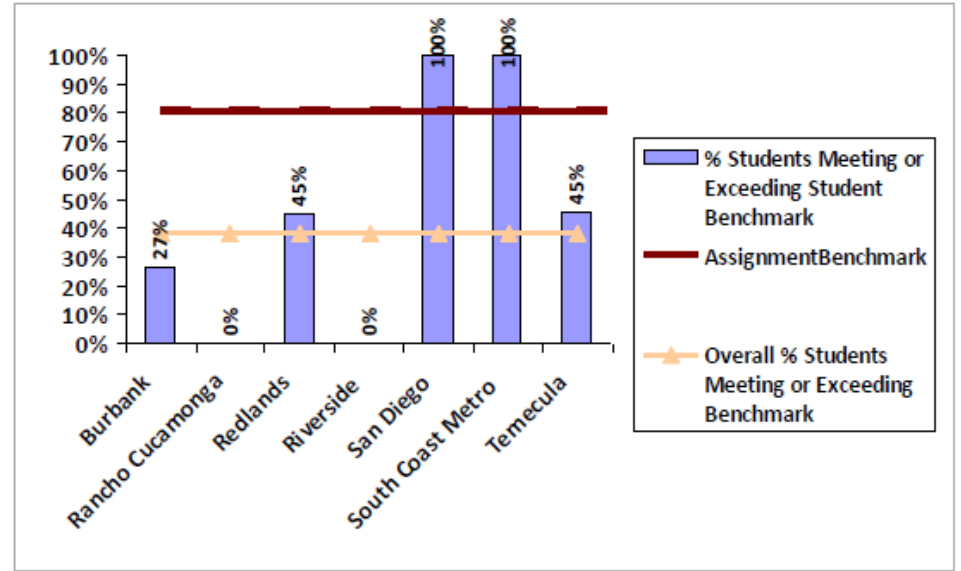
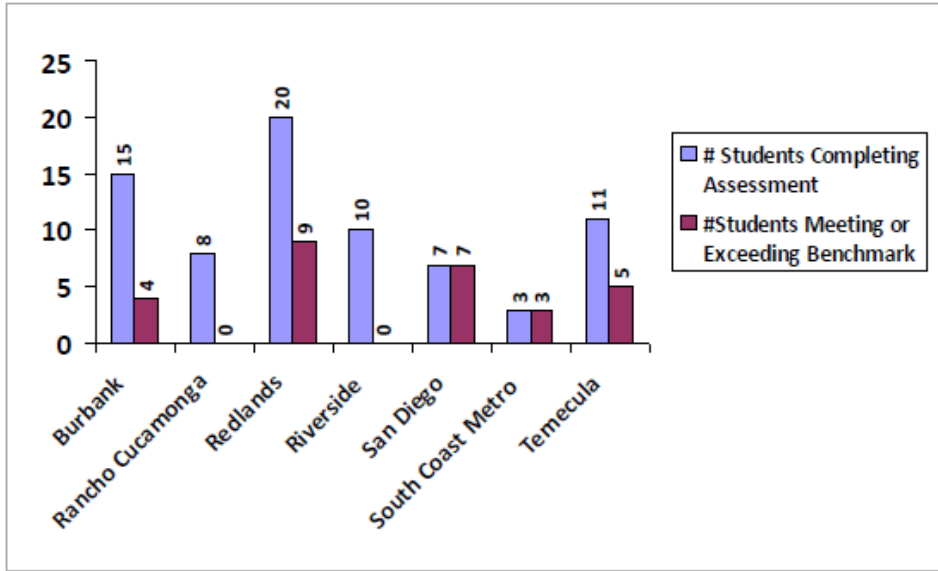
This table will be used to supply data for ACBSP Criterion 4.2 Reporting Results and Trends

Performance Indicator	Definition				
<b>Program:</b> MBA	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination.</i> Add these to the description of the measurement instrument in column two:</p> <p><i>Direct</i> - Assessing student performance by examining samples of student work</p> <p><i>Indirect</i> - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information.</p> <p><i>Formative</i> – An assessment conducted during the student’s education.</p> <p><i>Summative</i> – An assessment conducted at the end of the student’s education.</p> <p><i>Internal</i> – An assessment instrument that was developed within the business unit.</p> <p><i>External</i> – An assessment instrument that was developed outside the business unit.</p> <p><i>Comparative</i> – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.</p>				
<b>PLO:</b> 1, 2, 3, 4, 5					
<b>Course:</b> INTB 655 Global Environment for Business					
<b>CLO:</b> 1, 2, 3					
Analysis of Results					
Measurable goal: What is your goal / benchmark?	What is your measurement instrument or process? (Indicate type of instrument, e.g., direct, formative, internal, comparative, etc)	Current Results: What are your current results?	Analysis of Results: What did you learn from the results?	Action Taken or Improvement made: What did you improve or what is your next step?	Graphs or Tables of Resulting Trends (3-5 data points preferred)
Measurable Goal: 80% of the students completing the Country Risk Assessment will meet or exceed the benchmark of 80%.	Country Risk Assessment, internally administered in an 8 week course using a standardized assessment rubric.	Most groups fail to meet benchmark. The goal/benchmark is mistakenly noted in column as 70% meeting 70%. I changed it to 80% as this is a graduate course. Please change it on your master copy.	Experience teaching this course reveals students are not prepared to engage in the level of analysis/critical thinking required in the assignment. Previous courses rely on summary and description in assignments.	Implement graduate level standards in previous coursework to set expectations and practice at master level. Require drafts on assignment to direct students to appropriate expectations and level of analysis.	<p><b>2017 Spring 1</b> See p. 2</p> <p><b>2017 Spring 3</b> See p. 3</p> <p><b>Overall Results</b> See p. 4</p>

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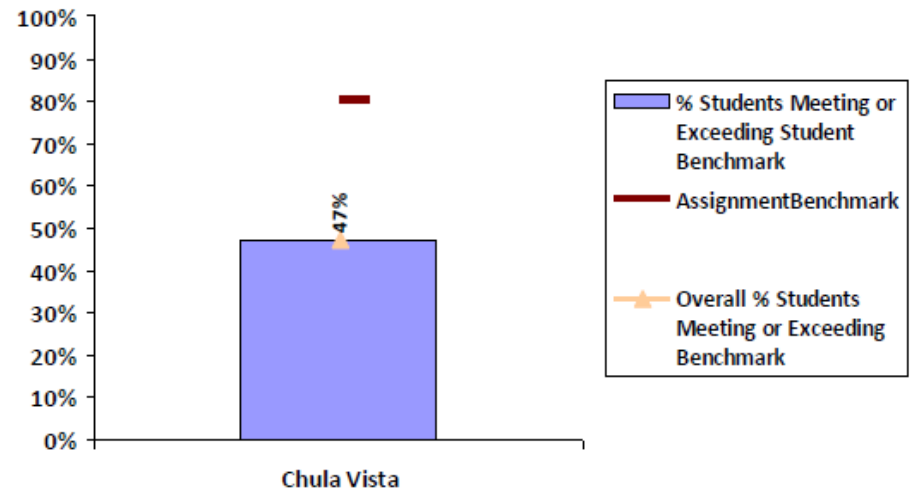
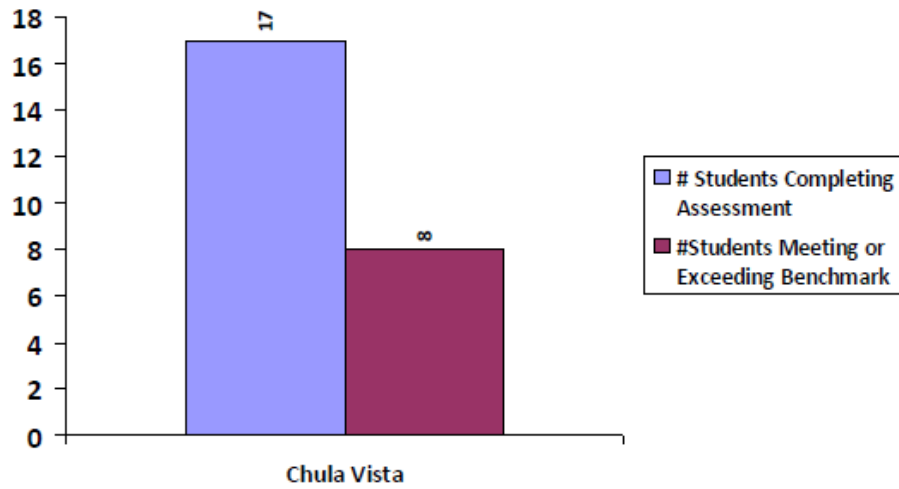
2017 Spring 1

Assignment: Country Risk Assessment

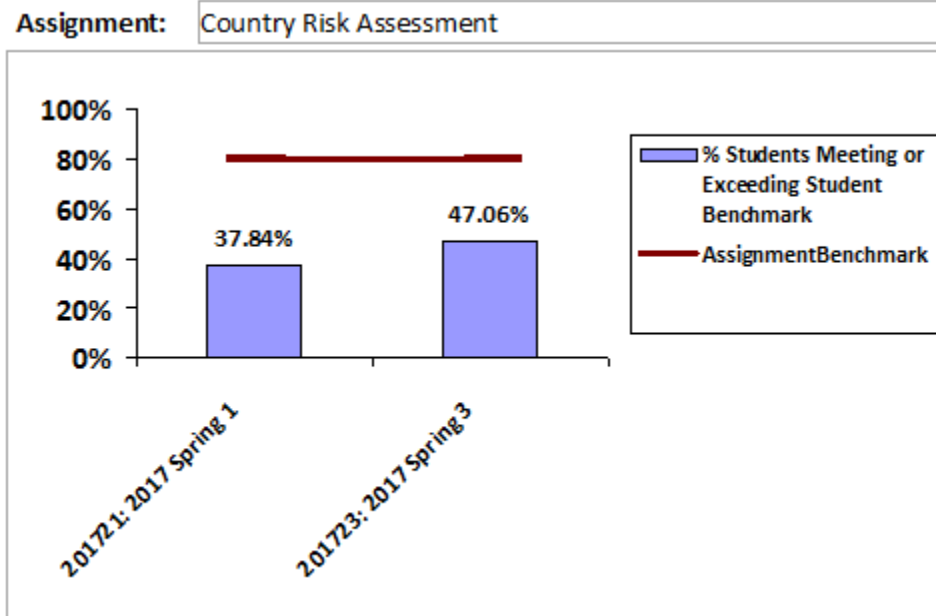


2017 Spring 3

Assignment: Country Risk Assessment



## Overall Results





INSTRUCTIONS: Please read these instructions carefully before drafting this action plan.

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2. **Measurable Goal:** What is your goal/benchmark?
  - a. **Graduate**
    - i. If assignment is being assessed using a rubric: 80% of the students will meet or exceed the benchmark score of 80% using a standardized rubric.
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  - b. **Undergraduate**
    - i. *If assignment is being assessed using a rubric: 70% of the students will meet or exceed the benchmark score of 70% using a standardized rubric. (Different from Graduate benchmark)*
    - ii. Not using a rubric: 70% of the students will meet or exceed the benchmark score of 70% using a standardized assessment scoring sheet.
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3. **What is your measurement instrument or process:** It is important that the assessment instrument (embedded assignment in course, assessment quiz/exam) is explicitly identified. If using an embedded assignment in course, identify the assignment clearly so that it matches the course Master Syllabus word-for-word. Indicate type of assessment conducted by this assignment. Refer to different assessment types indicated in the first page of this template.
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6. **Graphs or Tables of Resulting Trends:** Should you need the raw assessment data, contact Brian Hamilton.
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# 1Assessment Action Plan

This table will be used to supply data for ACBSP Criterion 4.2 Reporting Results and Trends

Performance Indicator	Definition				
<p><b>Program:</b> MBA, Marketing Emphasis</p>	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination).</i> Add these to the description of the measurement instrument in column two:</p> <p><i>Direct</i> - Assessing student performance by examining samples of student work</p> <p><i>Indirect</i> - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information.</p> <p><i>Formative</i> – An assessment conducted during the student’s education.</p> <p><i>Summative</i> – An assessment conducted at the end of the student’s education.</p> <p><i>Internal</i> – An assessment instrument that was developed within the business unit.</p> <p><i>External</i> – An assessment instrument that was developed outside the business unit.</p> <p><i>Comparative</i> – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.</p>				
<p><b>ELO 3:</b> Apply knowledge, key concepts, and analytical tools to address opportunities and challenges of marketing in a growing international and global context.</p>					
<p><b>Course:</b> INTB 694</p>					
<p><b>CLO 1:</b> apply the environmental scanning framework to assess opportunities and challenges in global markets</p>					
Analysis of Results					
Measurable goal: What is your goal / benchmark?	What is your measurement instrument or process? (Indicate type)	Current Results: What are your current results?	Analysis of Results: What did you learn from the results?	Action Taken or Improvement made: What did you improve or what is your next	Graphs or Tables of Resulting Trends (3-5 data points preferred)

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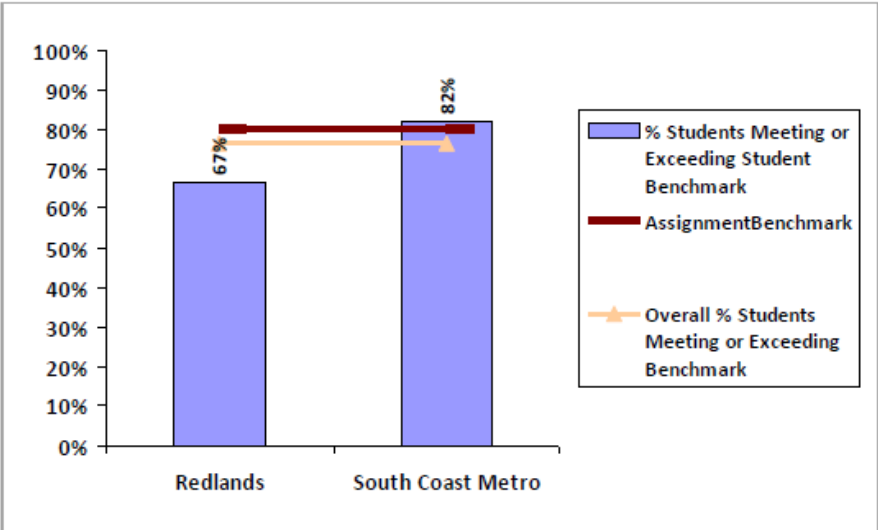
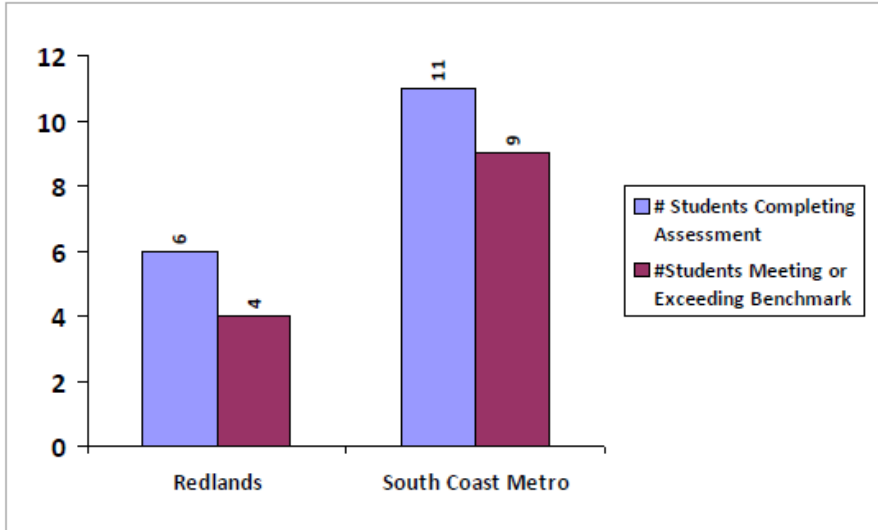
	of instrument, e.g., direct, formative, internal, comparative, etc)			step?	
80% of the students will meet or exceed the benchmark score of 80% using a standardized rubric.	Individual Article Analysis. This is a direct, formative, and internal comparative assessment tool developed by the course syllabus owner.	<p>2016 Fall 1: 17 students completed assessment across two sites. 77% of the students met or exceeded benchmark.</p> <p>2016 Fall 2: 57 students completed the assessment across 4 educational sites. 79% of the students met or exceeded the benchmark.</p> <p>2017 Spring 2: 17 students completed the assessment across 2 educational sites. 50% met or exceeded the benchmark.</p>	<p>The data is quite divergent across the four sites as well as the three terms that this course was offered. For the first two data cycles, on average, students almost met the 80% goal, but performance varied across sites. The last data point showed a big drop in students' performance with only 50% of them met or exceeded the benchmark, but it's somewhat consistent between the two sites.</p> <p>The divergence leads to a number of speculations: there might have been confusion about the assessment standards/procedure and/or faculty are interpreting the rubric in radically different ways. Or some cohorts might have had more students who were less prepared than expected.</p>	<p>The next step is to clarify to all faculty teaching this course the rubric and its components. There is a need for a norming session among instructors. If one section sees all students meeting or exceeding the benchmark and another has less than half of the students meeting or exceeding the benchmark, then the problem may not be with the students. A norming session could help establish more consistency in the evaluation of students' performance.</p> <p>However given the limited data cycles we have so far, I would observe for another year and check if this decline in 2017 Spring 2 was just a random occurrence or a continuing trend. If it's the latter, we should then create curricular-oriented solutions to address it accordingly.</p>	<p><b>2016 FALL 1</b></p> <p><b>2016 FALL 2</b></p> <p><b>2017 SPRING 2</b></p> <p><b>OVERALL RESULTS</b></p>

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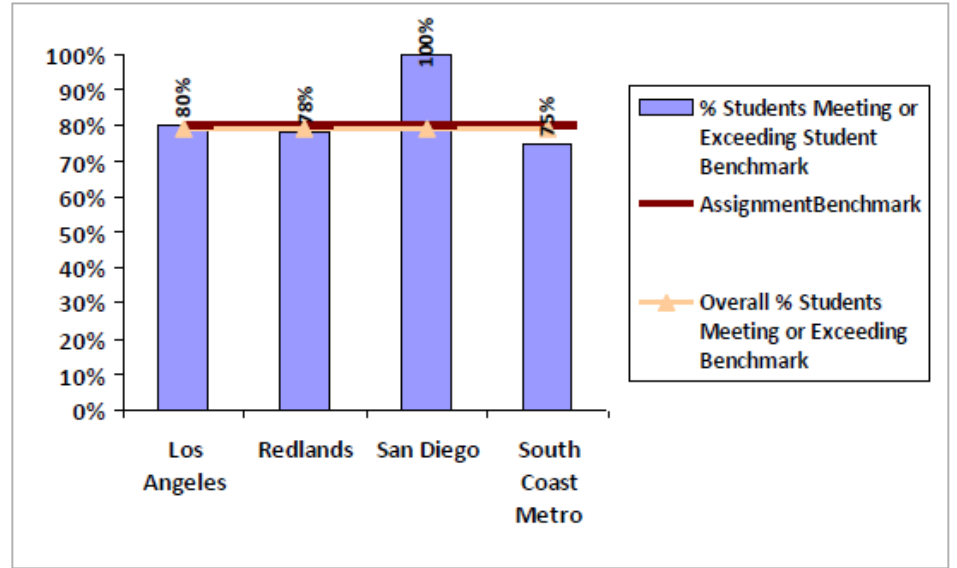
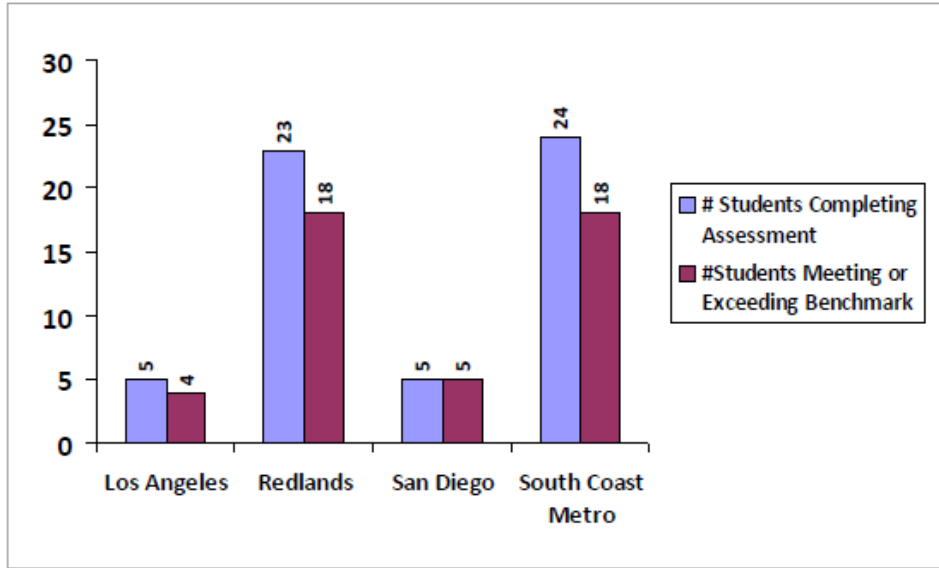
2016 FALL 1

Assignment: Individual Article Analysis



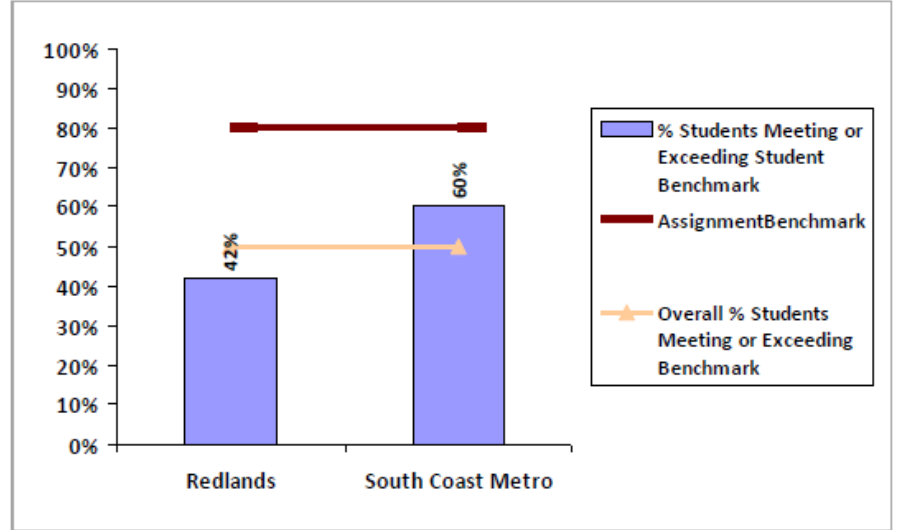
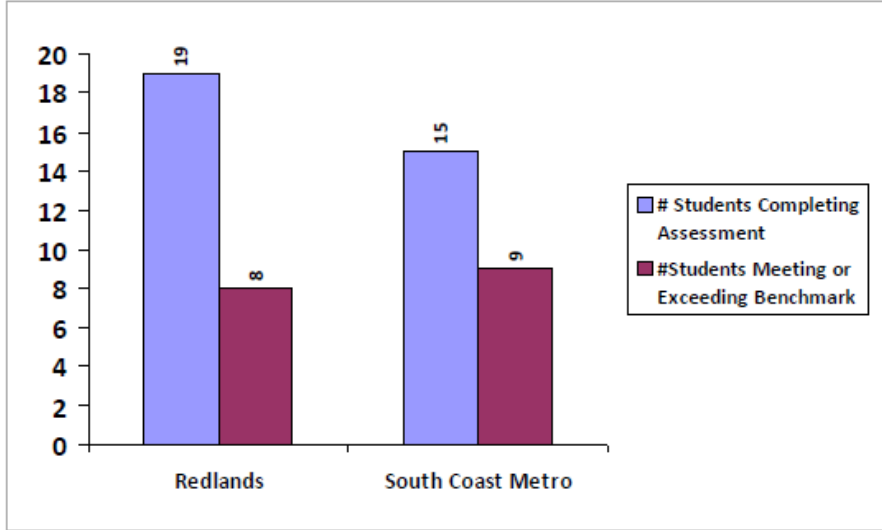
2016 FALL 2

Assignment: Individual Article Analysis

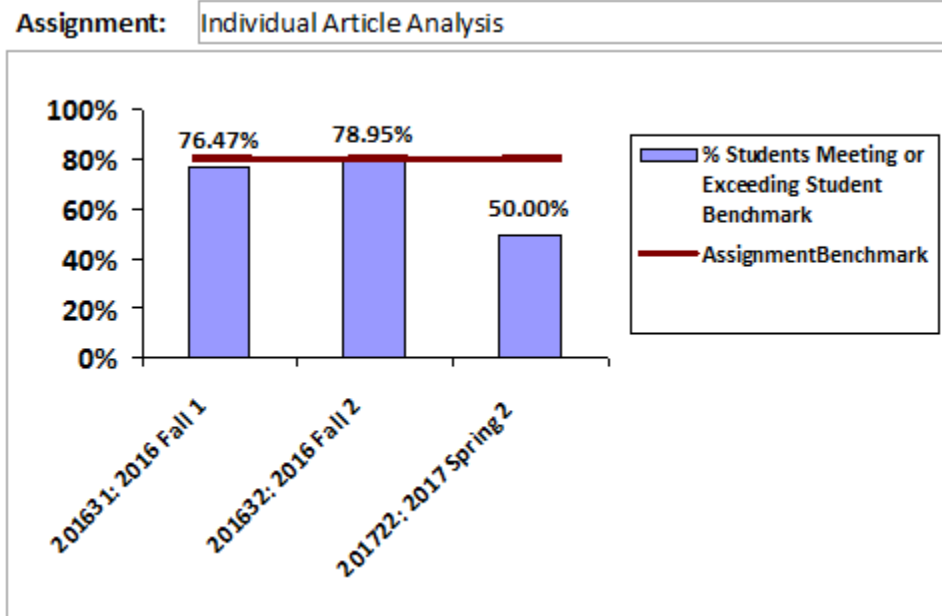


2017 SPRING 2

Assignment: Individual Article Analysis



## OVERALL RESULTS





# 1Assessment Action Plan

This table will be used to supply data for ACBSP Criterion 4.2 Reporting Results and Trends

Performance Indicator	Definition				
<b>Program: MBA</b>	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination.</i> Add these to the description of the measurement instrument in column two:</p> <p><i>Direct</i> - Assessing student performance by examining samples of student work  <i>Indirect</i> - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information.</p> <p><i>Formative</i> – An assessment conducted during the student’s education.  <i>Summative</i> – An assessment conducted at the end of the student’s education.  <i>Internal</i> – An assessment instrument that was developed within the business unit.  <i>External</i> – An assessment instrument that was developed outside the business unit.  <i>Comparative</i> – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.</p>				
<b>PLO: Apply functional knowledge to solve business problems.</b>					
<b>Course: MGMT 631</b>					
<b>CLO 1: Students will be able to explain key theories and concepts in Organizational Behavior and Theory.</b>					
Analysis of Results					
Measurable goal: What is your goal / benchmark?	What is your measurement instrument or process? (Indicate type of instrument, e.g., direct, formative, internal, comparative, etc)	Current Results: What are your current results?	Analysis of Results: What did you learn from the results?	Action Taken or Improvement made: What did you improve or what is your next step?	Graphs or Tables of Resulting Trends (3-5 data points preferred)
<b>Measurable goal:</b> Students will take a final exam which will measure their ability remember, apply, synthesize and evaluate various management theories to solve organizational problems.	Final Exam, internally administered in an 8 week course using a standardized assessment scoring sheet	In Spring 2, 2016, 166 students took the assessment test. Of these 71 students met or exceeded the benchmark (~43%). There was considerable variation in the percentage of	I examined the questions in the assessment where a majority of students answered incorrectly. I also grouped the classes by instructor. In <b>general</b> , it seems that some instructors did not use some of the	I plan to talk to the adjunct faculty teaching the class during our annual conference in October, and get feedback on the syllabus. I want to get an understanding of why some of them choose to drop the readings and some topics, while others use the readings	<p><b>2016 SPRING 2 (201622)</b></p> <p><b>2016 SPRING 3 (201623)</b></p> <p><b>2016 FALL 1 (201631)</b></p>

<sup>1</sup> Please read instructions carefully before drafting this action plan.

<p><b>Benchmark:</b> Our goal is that 70% of the students taking the Final Exam will meet or exceed the benchmark of 70% using a standardized assessment scoring sheet.</p>		<p>students who were at or above the benchmark – ranging from 90% in Burbank and Pasadena to 0% in Riverside and 9% in Rancho. In 2016 Fall 1, 75 students took the test, of whom 41 met or exceeded the benchmark (~55%). The variation between campuses existed but it was not as dramatic as in Spring 2.</p>	<p>assigned readings or may not have covered some topics in detail. I drew this conclusion based on the observation that all the sections taught by the instructor had similar low results on that question, but not on other questions. I checked with the Program Director who clarified that there is no policy regarding coverage of content and it is for each syllabus designer to make a decision as to what extent a syllabus needs to be adhered to.</p>	<p>and cover all topics. I would like to have a discussion around the course content of the class. I want to hear the views of faculty who used the readings and covered content and those who did not. I want to know if the readings did not work for some faculty members or if they feel some topics are unimportant and ask them what they covered instead of the assigned topics. Depending on their feedback I can revise the syllabus to some extent. At this time I am not sure how I can address the issue of using the same assessment quiz (which covers content) if there is no requirement for everyone to cover all the topics and readings. We might need to have different benchmarks.</p>	<p><b>OVERALL RESULTS</b></p>
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INSTRUCTIONS: Please read these instructions carefully before drafting this action plan.

1. Please ensure that the text highlighted in red in the first page of this template is filled in meticulously.
2. **Measurable Goal:** What is your goal/benchmark?
  - a. **Graduate**
    - i. If assignment is being assessed using a rubric: 80% of the students will meet or exceed the benchmark score of 80% using a standardized rubric.
    - ii. Not using a rubric: 70% of the students will meet or exceed the benchmark score of 70% using a standardized assessment scoring sheet.

**b. Undergraduate**

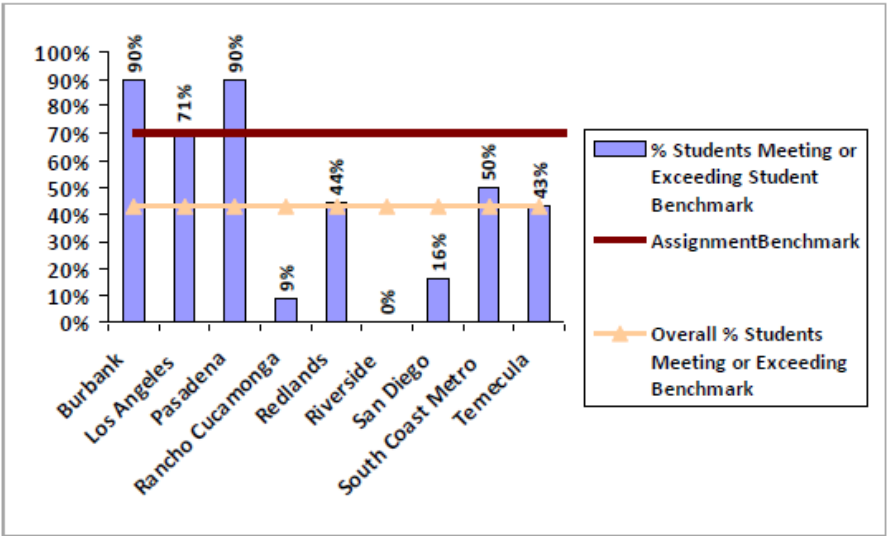
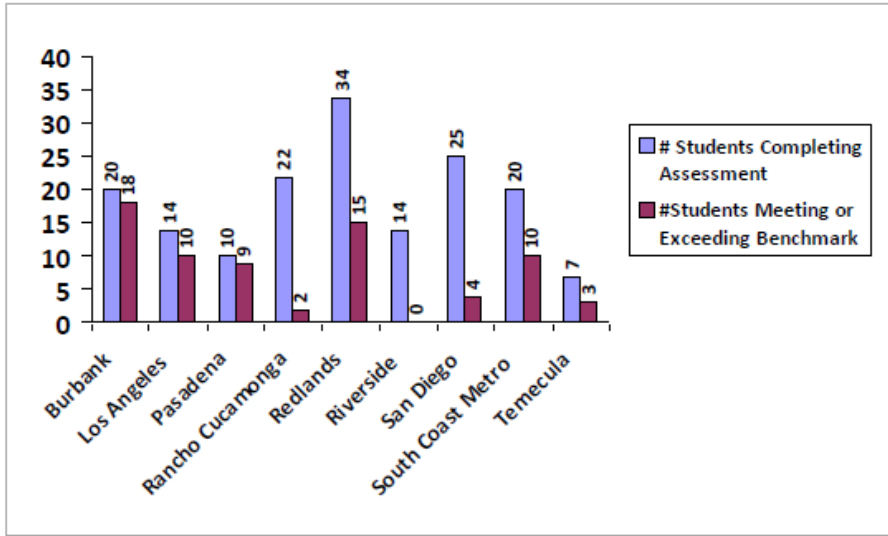
- i. *If assignment is being assessed using a rubric: 70% of the students will meet or exceed the benchmark score of 70% using a standardized rubric. (Different from Graduate benchmark)*
- ii. Not using a rubric: 70% of the students will meet or exceed the benchmark score of 70% using a standardized assessment scoring sheet.

c. Other: Consult Program Director.

3. **What is your measurement instrument or process:** It is important that the assessment instrument (embedded assignment in course, assessment quiz/exam) is explicitly identified. If using an embedded assignment in course, identify the assignment clearly so that it matches the course Master Syllabus word-for-word. Indicate type of assessment conducted by this assignment. Refer to different assessment types indicated in the first page of this template.
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5. **Action Taken or Improvement made:** Be detailed and explicit; recommended actions should be as tangible as possible. Avoid recommending generic actions such as "Assessment rubric has to be changed." State clearly what changes are required based on the data, when changes will be made, and implemented.
6. **Graphs or Tables of Resulting Trends:** Should you need the raw assessment data, contact Brian Hamilton.
7. Consult Program Director if you have any questions.

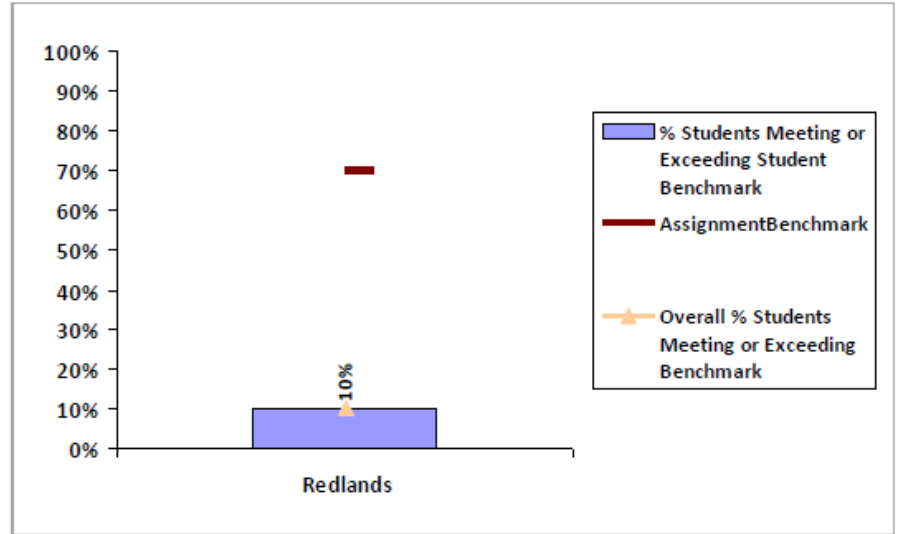
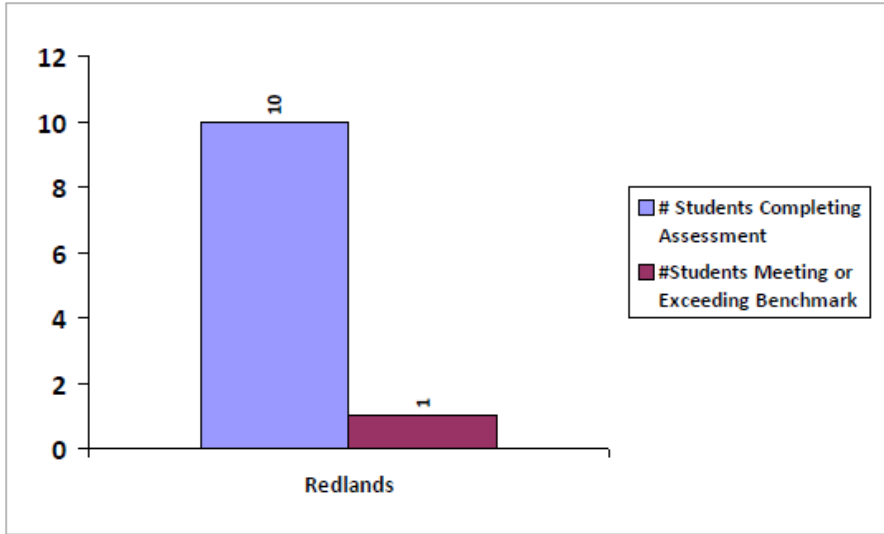
2016 SPRING 2 (201622)

Assignment: Questions



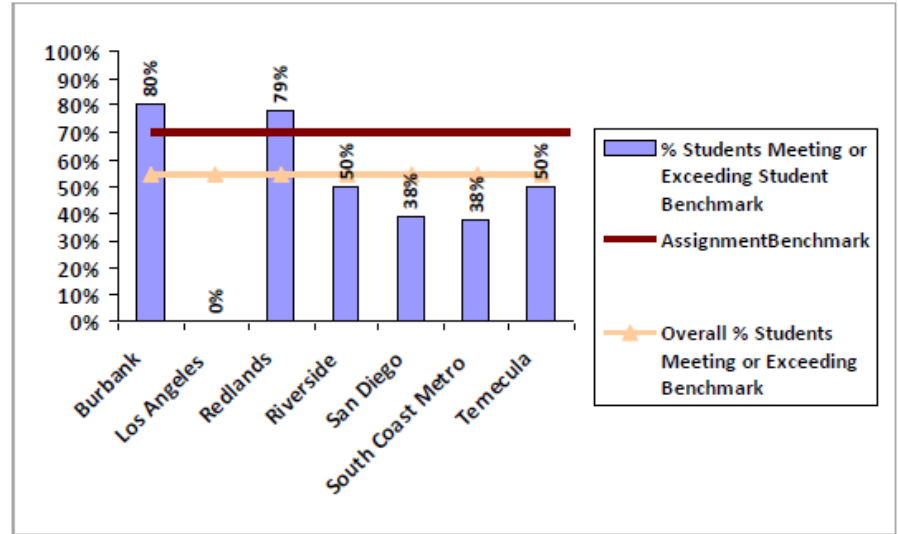
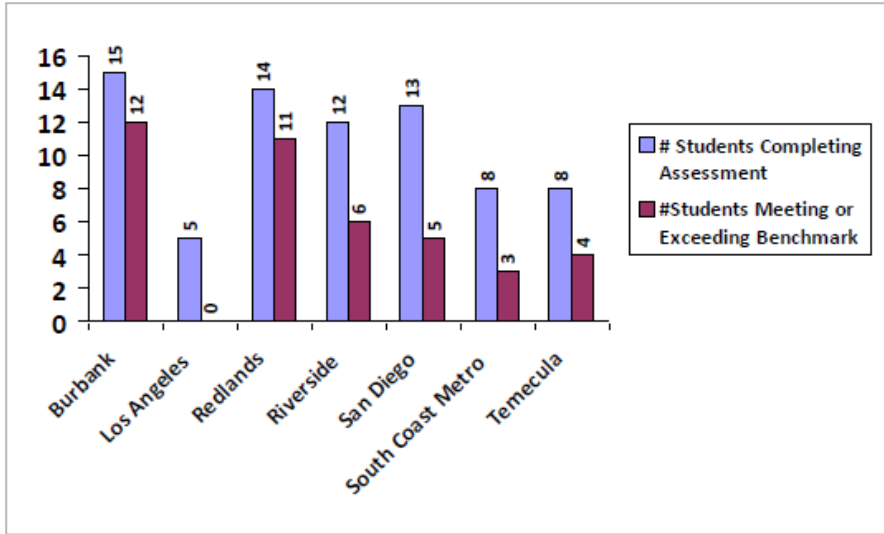
2016 SPRING 3 (201623)

Assignment: Questions

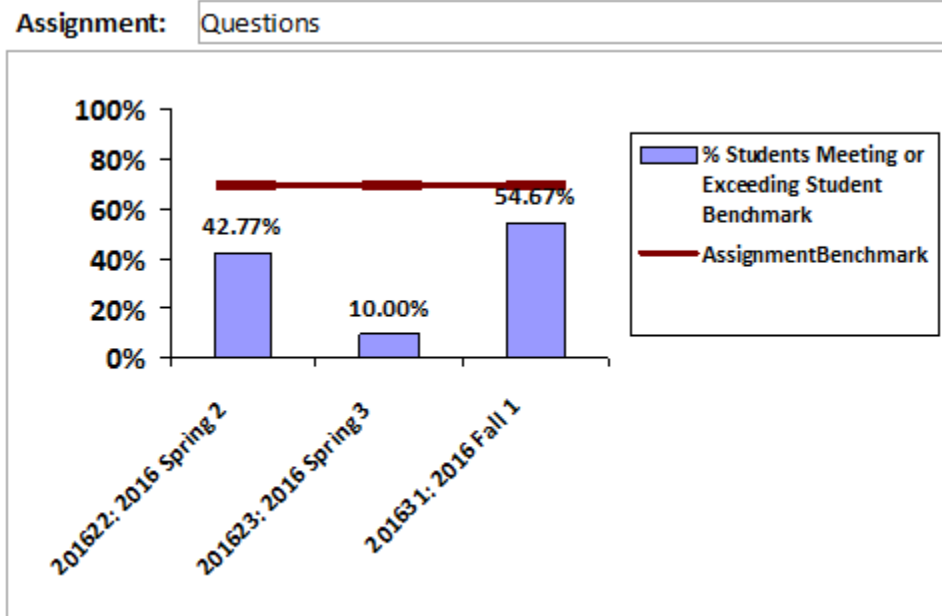


2016 FALL 1 (201631)

Assignment: Questions



## OVERALL RESULTS



# 1Assessment Action Plan

This table will be used to supply data for ACBSP Criterion 4.2 Reporting Results and Trends

Performance Indicator	Definition				
<b>Program:</b> <b>&lt;MBA&gt;</b>	A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination).</i> Add these to the description of the measurement instrument in column two: <i>Direct</i> - Assessing student performance by examining samples of student work  <i>Indirect</i> - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information.  <i>Formative</i> – An assessment conducted during the student’s education.  <i>Summative</i> – An assessment conducted at the end of the student’s education.				
<b>PLO 1:</b> Use and apply business knowledge from disciplines such as accounting, finance, marketing, management, information systems, operations, and global business to generate/create business solutions.					
<b>Course:</b> <b>MGMT</b> <b>651</b>	<i>Internal</i> – An assessment instrument that was developed within the business unit.  <i>External</i> – An assessment instrument that was developed outside the business unit.				
<b>CLO 1:</b> Apply management science knowledge and models to assist managers and decision-makers in solving organizational problems.	<i>Comparative</i> – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.				
Analysis of Results					
Measurable goal: What is your goal / benchmark?	What is your measurement instrument or process? (Indicate type of instrument, e.g., direct, formative, internal, comparative, etc)	Current Results: What are your current results?	Analysis of Results: What did you learn from the results?	Action Taken or Improvement made: What did you improve or what is your next step?	Graphs or Tables of Resulting Trends (3-5 data points preferred)

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<p>70% of the students will meet or exceed the benchmark score of 70% using a standardized assessment scoring sheet.</p>	<p>20-question multiple-choice assessment quiz. Quiz is take-home, open-book, open-notes. Students have 2 hours to complete the quiz.</p> <p>Direct, Formative, Internal, Comparative.</p>	<p>Benchmark was exceeded by more than 20% in two of the five terms, 2016 Spring 2 (n = 192 students across 9 sections/locations) &amp; 2016 Fall 3 (n = 121 students across 7 sections, 6 campuses). These terms had maximum students completing the assessment quiz among the five terms examined in this plan.</p> <p>In three other terms, 2015 Fall 2 (n=101 students, 8 sections/campuses), 2016 Spring 3 (n = 63 students, 3 sections, 2 campuses) &amp; 2016 Spring 1 (n=11 students in 1 section), performance fell below benchmark by 20%, 14%, and 15% respectively.</p>	<p>The assessment quiz is split into 4 parts with 5 multiple-choice questions in each part. PART I covers KNOWLEDGE, PART II covers APPLICATION, PART III covers ANALYSIS &amp; SYNTHESIS, and PART IV covers REFLECTION &amp; EVALUATION of analytics.</p> <p>Among the 20 questions, student performance exceeded the benchmark for all questions except questions 17 &amp; 19 (PART IV REFLECTION &amp; EVALUATION); in each of those, the gap was 8% and 6% respectively. In other words, 62% and 64% respectively of all students completing the quiz across 5 terms (n=488) answered these questions correctly.</p> <p>For PART I KNOWLEDGE, the benchmark was exceeded in 2 terms (n=192 in 2016 Spring 2 &amp; n=121 in 2016 Fall 3), just fell short in 1 term (n=101 in 2015 Fall 2), and was significantly lower (27% below benchmark) in 1 term (n=63 in 2016 Spring 3).</p> <p>For PART II APPLICATION, the benchmark was exceeded in 2016 Spring 2 (by 20%) &amp; 2016 Fall 3 (by 20%). Performance was below benchmark in 2015 Fall 2 (by 20%) &amp; 2016 Spring 3 (by 10%).</p> <p>For Part III ANALYSIS &amp; SYNTHESIS, the benchmark was exceeded in 2016 Spring 2 (by 11%) &amp; 2016 Fall 3 (by 13%). However, performance was significantly below benchmark in 2015 Fall 2 (by 39%) &amp; 2016 Spring 3 (by 13%).</p> <p>Finally in Part IV REFLECTION &amp; EVALUATION, performance exceeded benchmark in one term only (2016 Fall 3 by 6%). Performance was below benchmark in 2015 Fall 2 (by 50%), 2016 Spring 1 (by 15%), and 2016 Spring 3 (by 20%).</p>	<p>These results were presented and discussed at the Fall 2017 Faculty Development Conference.</p> <p>The evidence suggests that PART IV REFLECTION &amp; EVALUATION of analytics is an area of deficiency with performance lagging the benchmark in 4 out of 5 terms by 20 – 50%.</p> <p>To overcome this deficiency, the course MODEL SYLLABUS will be updated. It will provide more guidance to instructors by suggesting additional homework assignment problems and questions focusing on EVALUATION AND REFLECTION of knowledge in major topics such as Project Management (especially the Critical Path Method), Decision Analysis (especially Decision Trees and conceptual understanding of how they assist in managerial decision-making in certain, uncertain, and risk environments), and Forecasting (especially different types of time series and related forecasting techniques).</p> <p>The Model Syllabus will suggest additional homework problems to emphasize Sensitivity Analysis, an important, yet traditionally challenging topic in analytics where performance lagged the benchmark in 3 of 5 terms (Q11 in PART III of quiz).</p> <p>Performance in other areas (PARTS I &amp; II) will continue to be monitored in future terms.</p> <p>All certified instructors teaching this course will be notified of these results in person at the School's Fall 2017</p>	<p><b>2015 FALL 2</b></p> <p><b>2016 SPRING 1</b></p> <p><b>2016 SPRING 2</b></p> <p><b>2016 SPRING 3</b></p> <p><b>2016 FALL 3</b></p> <p><b>OVERALL RESULTS</b></p>
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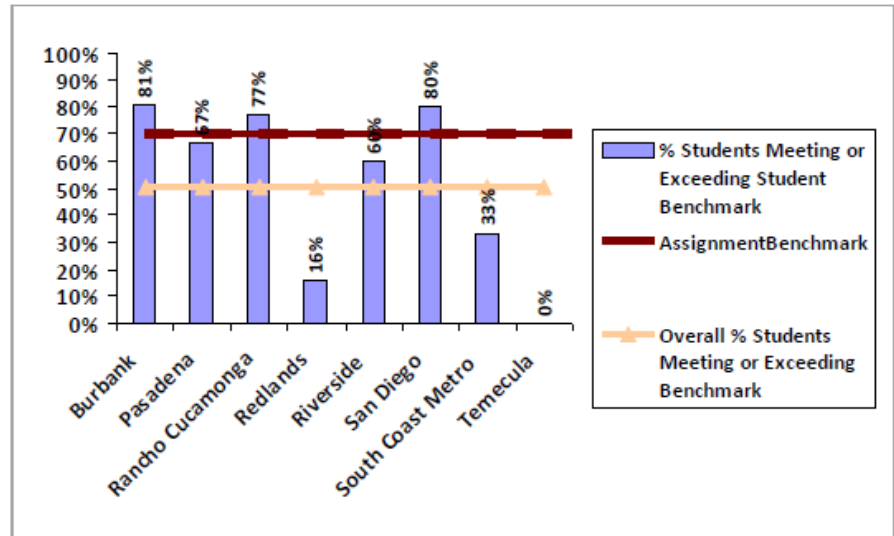
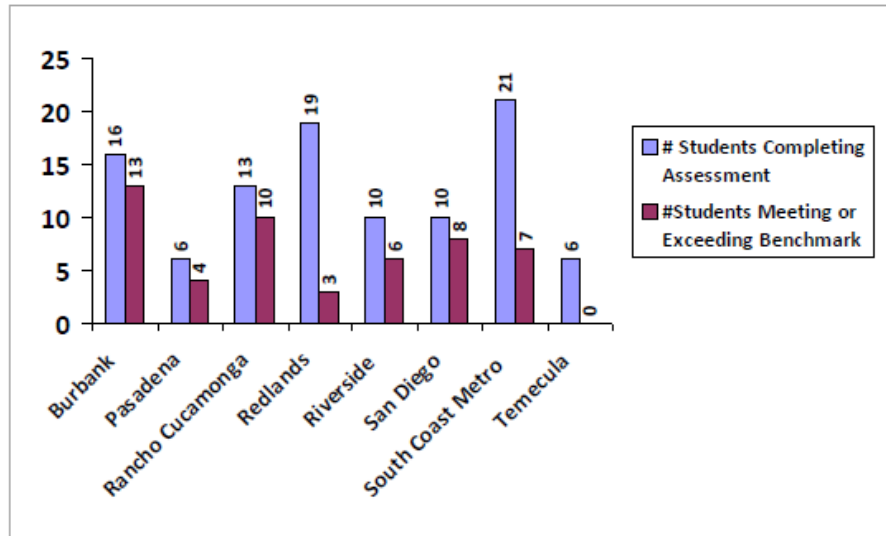
			<p>Overall, performance is similar in PARTS I, II, and III, but merits attention in PART IV.</p> <p>In 2 of 3 terms in which the exam was administered at 6 or more campus locations, performance was above benchmark at all locations in 2016 SPRING 2 (9 locations) and 2016 Fall 3(6 locations). Only in the 2015 Fall 2 term, performance was significantly below benchmark at 3 locations out of 8 (Redlands, S.C. Metro, and Temecula).</p>	<p>Faculty Development Conference and subsequently in electronic communications.</p> <p>Changes made to the Model Syllabus will also be communicated to instructors. They will be notified of changes made including topic areas to emphasize in class and in course homework assignments.</p> <p>Also, as specified in the Model Syllabus, the assessment quiz is a graded assignment. Instructors will be notified to make the assignment worth 2 – 5% of a student’s overall course grade.</p>	
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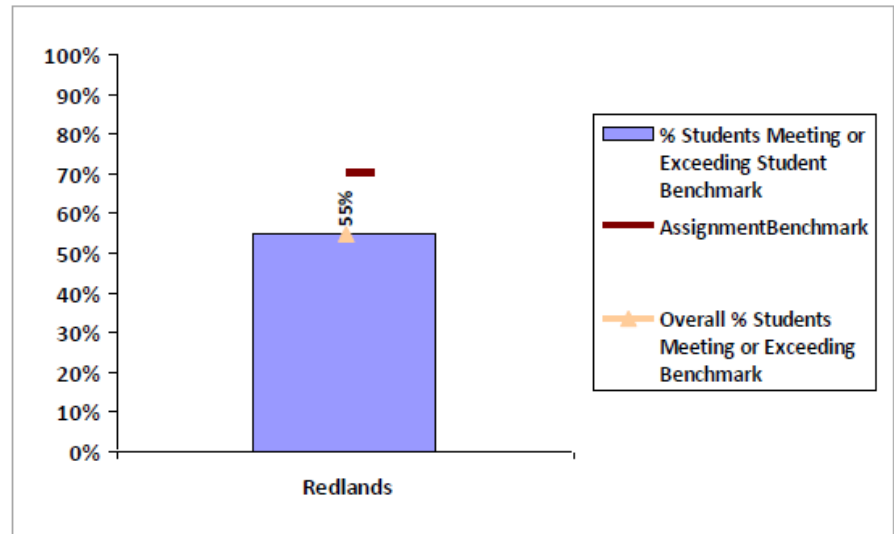
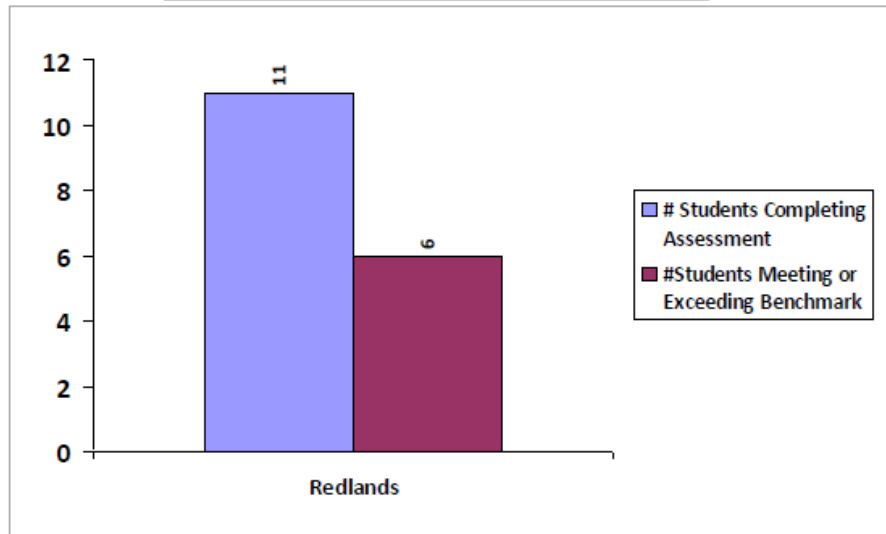
2015 FALL 2 (201532)

Assignment: Questions



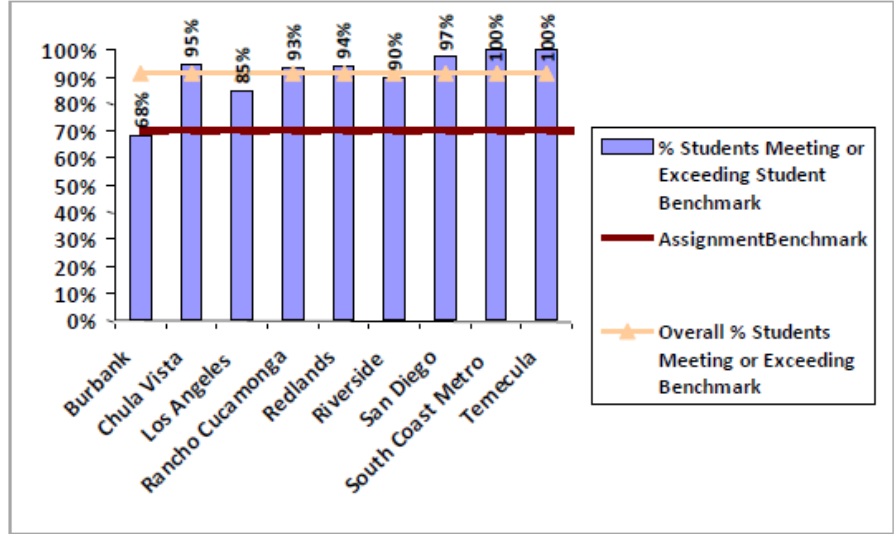
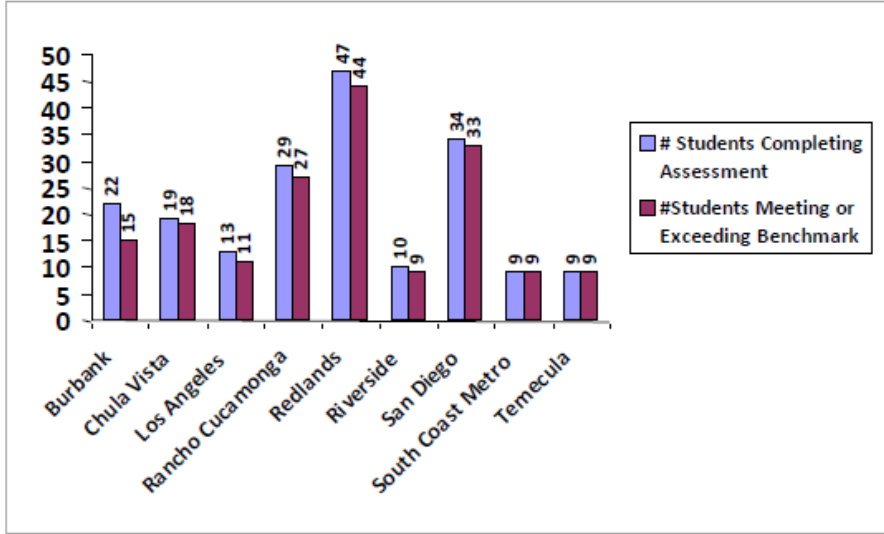
2016 SPRING 1

Assignment: Questions



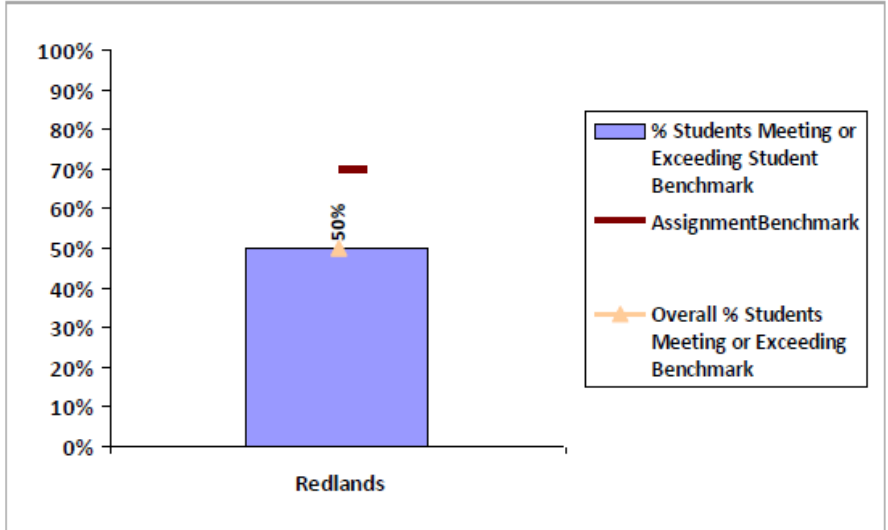
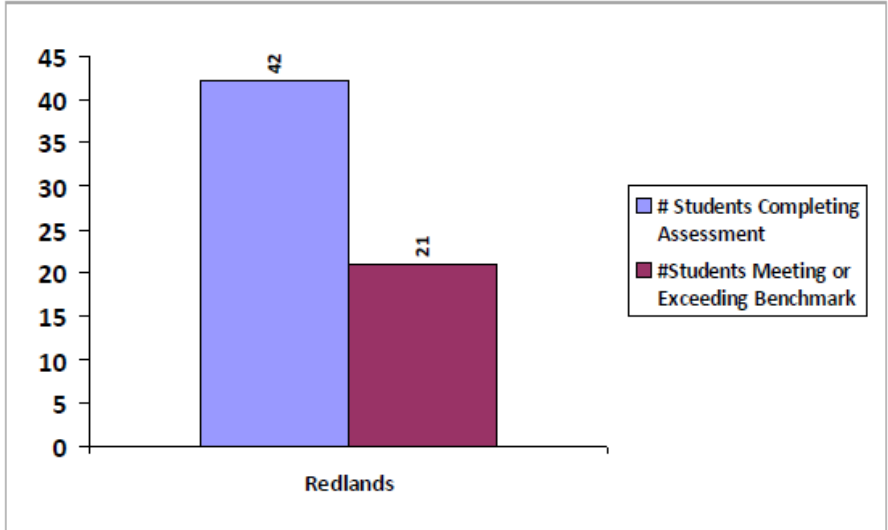
2016 SPRING 2 (201622)

Assignment: Questions

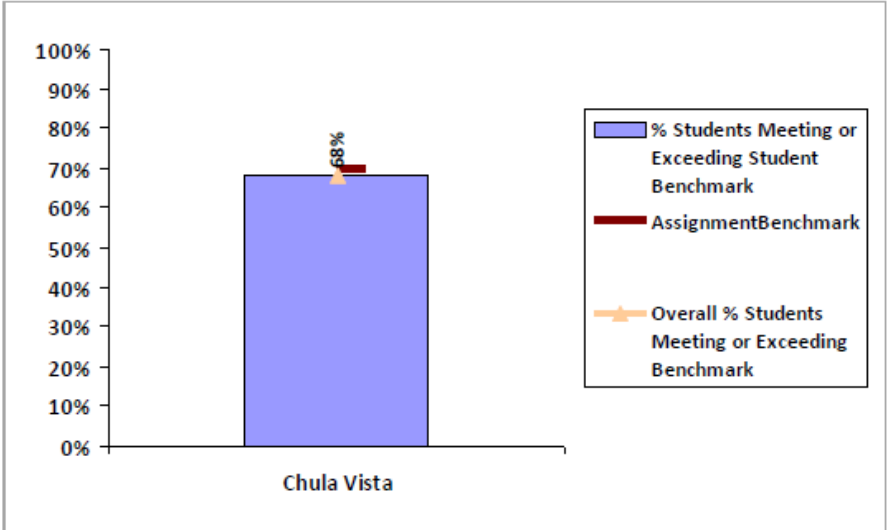
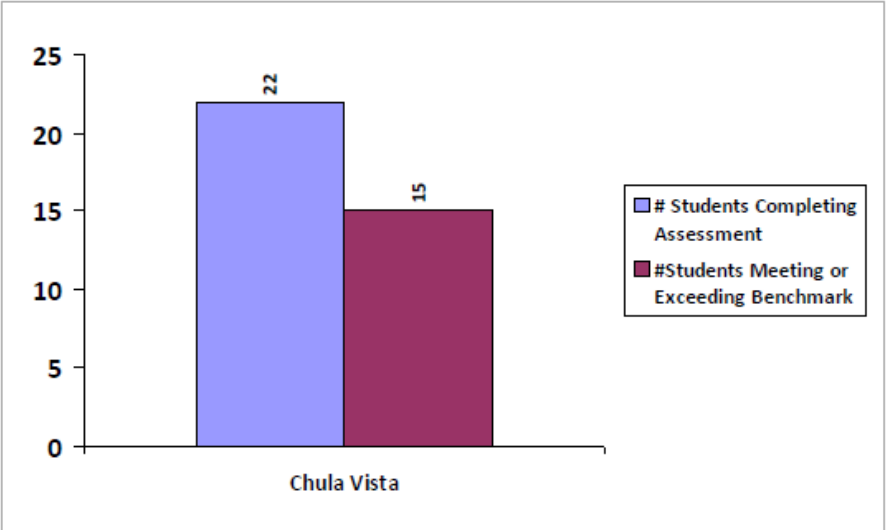


2016 SPRING 3

Assignment: Questions

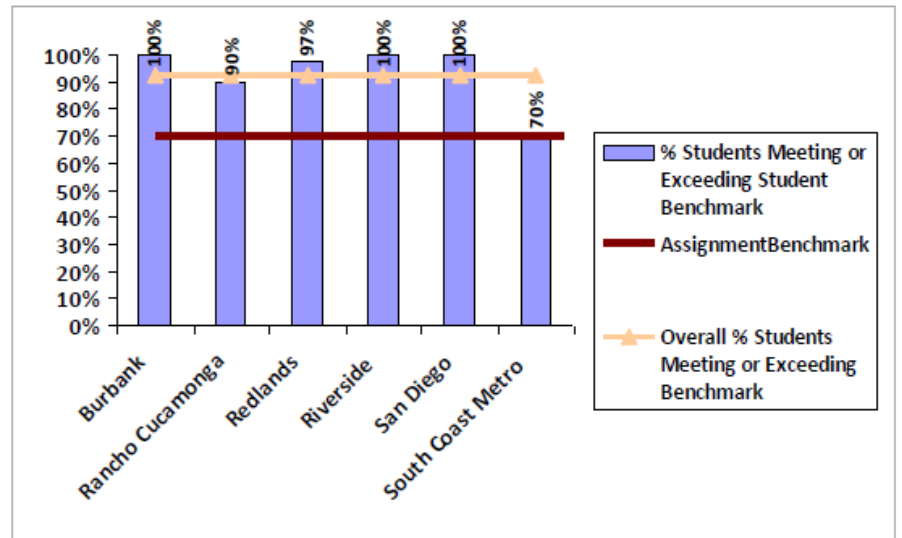
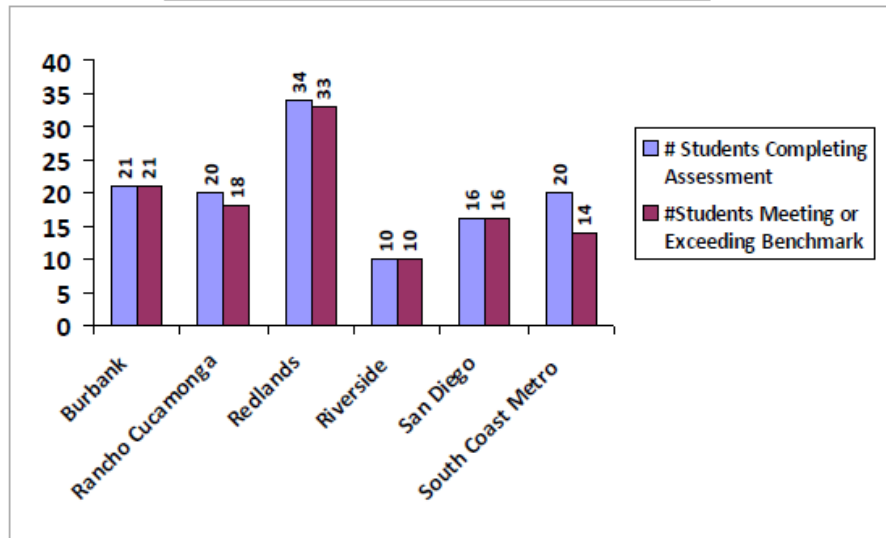


Assignment: Questions

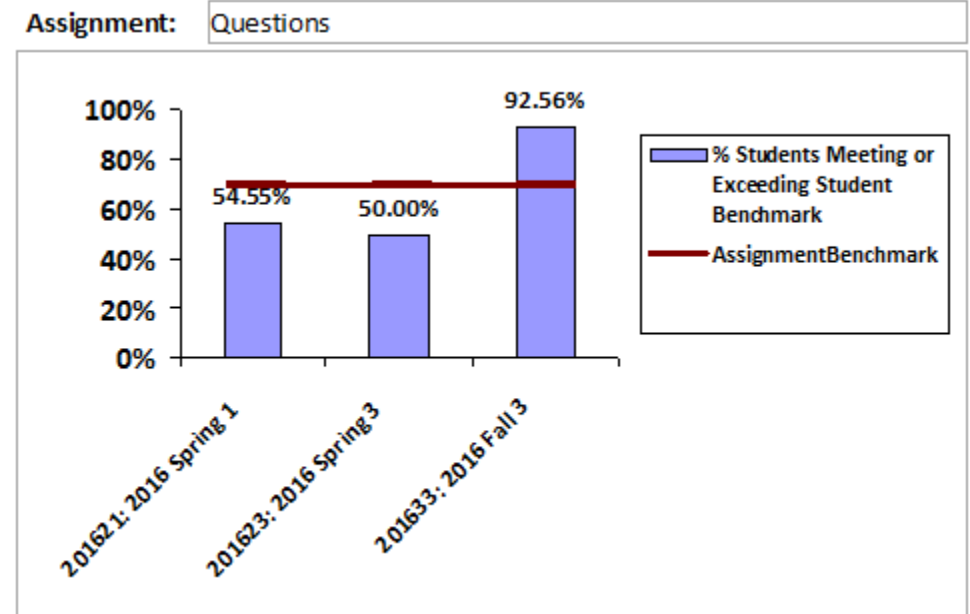
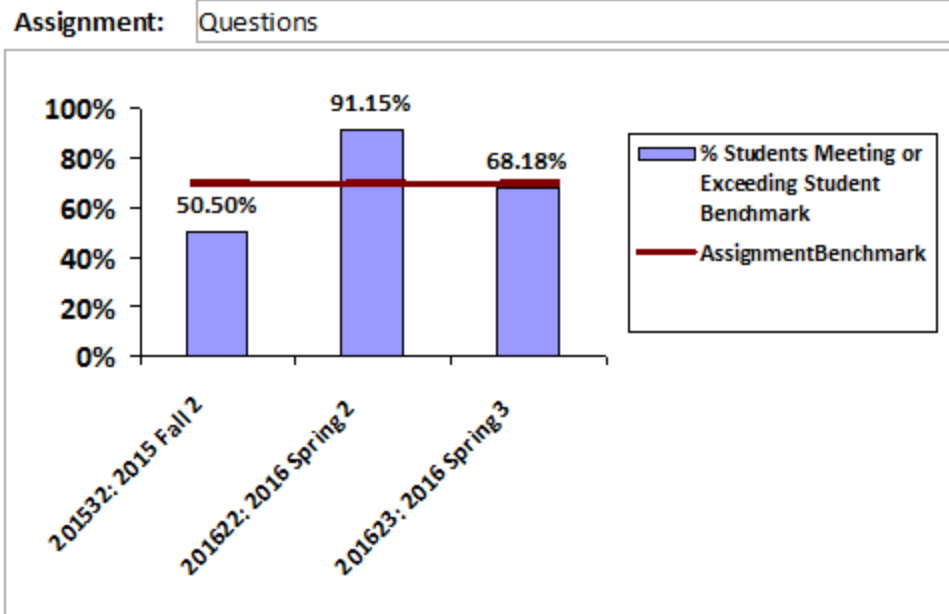


2016 FALL 3

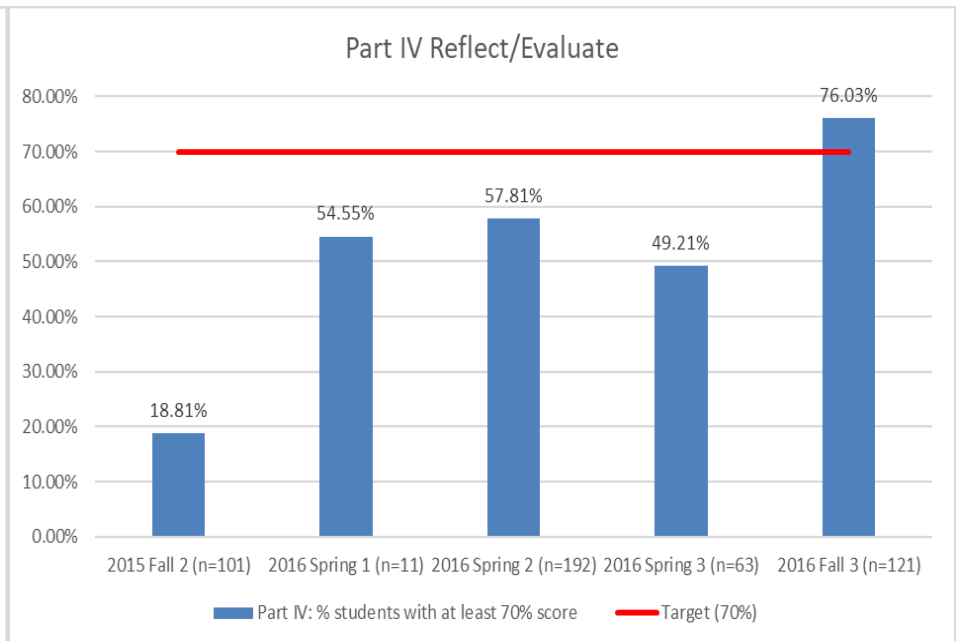
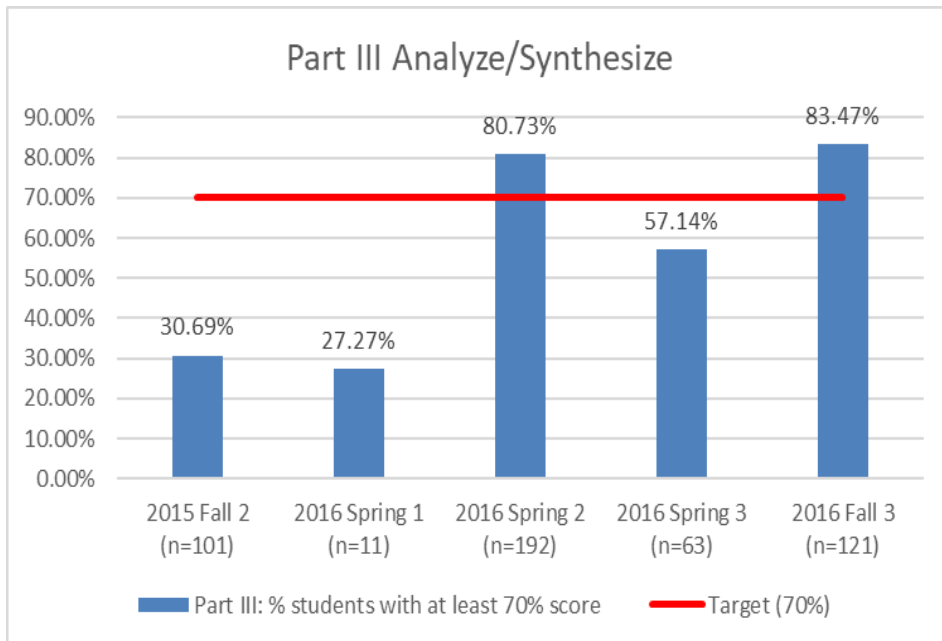
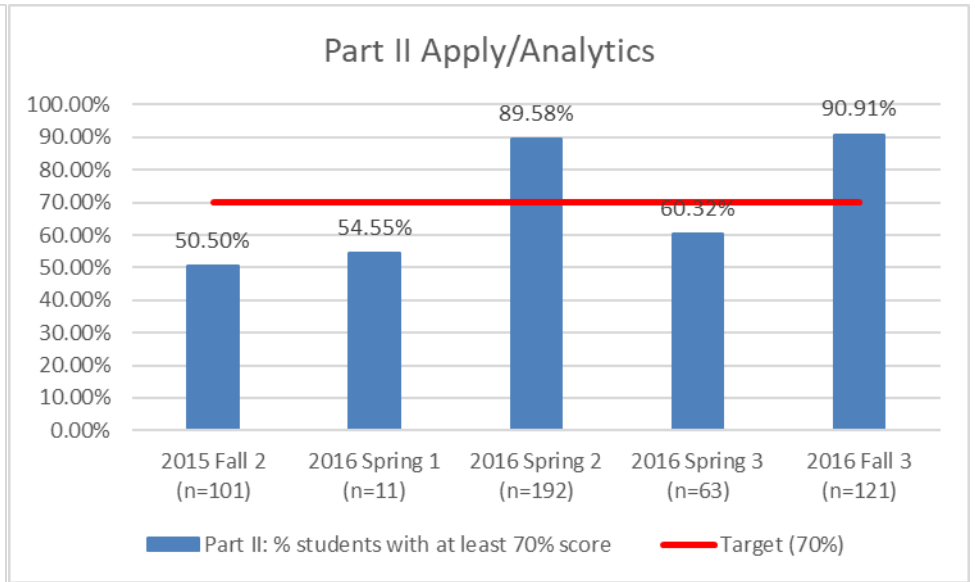
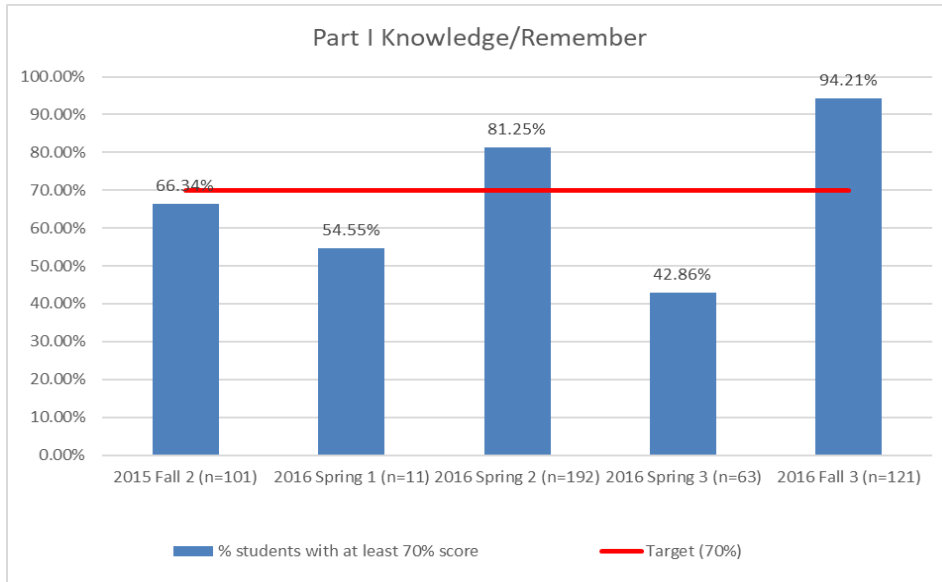
Assignment: Questions



## OVERALL RESULTS

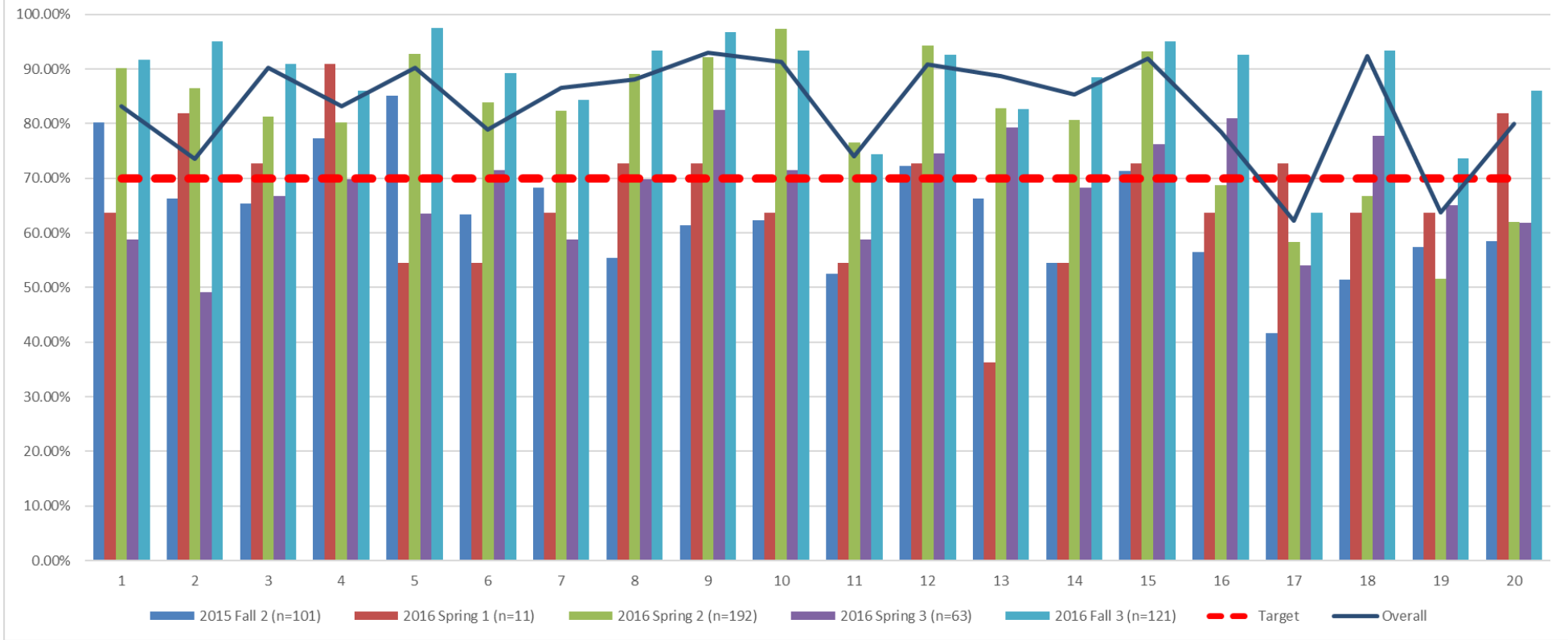


## OVERALL RESULTS by PARTS OF ASSESSMENT QUIZ





MGMT 651 Assessment Quiz: Student Performance over 5 terms



# 1Assessment Action Plan

This table will be used to supply data for ACBSP Criterion 4.2 Reporting Results and Trends

Performance Indicator	Definition
<p><b>Program: MBA/MAM</b></p> <p><b>PLO:</b></p> <p><b>4: Evaluate societal, economic, environmental, spatial, and ethical implications of business decisions holistically.</b></p>	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination).</i> Add these to the description of the measurement instrument in column two:</p> <p><i>Direct</i> - Assessing student performance by examining samples of student work</p> <p><i>Indirect</i> - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information.</p> <p><i>Formative</i> – An assessment conducted during the student’s education.</p> <p><i>Summative</i> – An assessment conducted at the end of the student’s education.</p> <p><i>Internal</i> – An assessment instrument that was developed within the business unit.</p> <p><i>External</i> – An assessment instrument that was developed outside the business unit.</p> <p><i>Comparative</i> – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.</p>
<p><b>Course:</b></p> <p><b>MGMT 667</b></p>	
<p><b>CLO:</b></p> <p><b>1: utilize a decision-making process that applies traditionally recognized ethical concepts, principles, and theories to organizations, including business, to improve managerial decisions.</b></p>	

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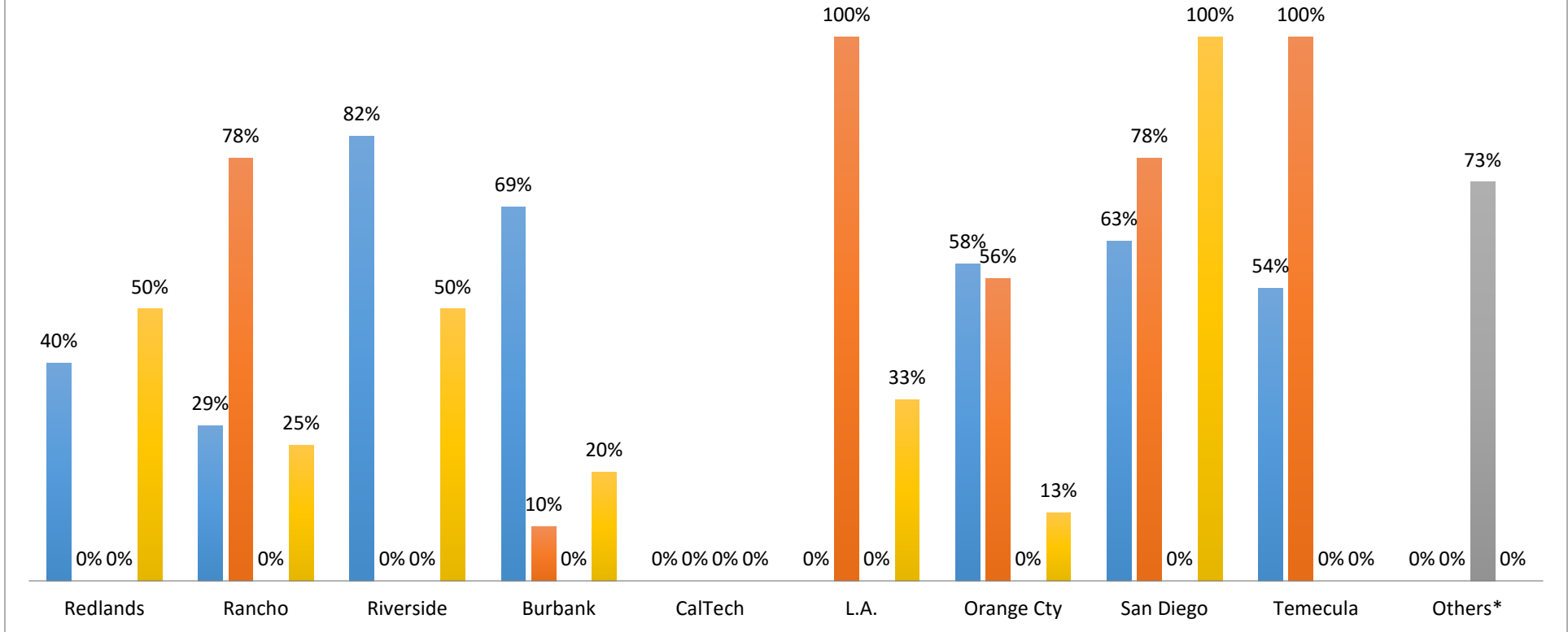
Analysis of Results					
Measurable goal: What is your goal / benchmark?	What is your measurement instrument or process? (Indicate type of instrument, e.g., direct, formative, internal, comparative, etc)	Current Results: What are your current results?	Analysis of Results: What did you learn from the results?	Action Taken or Improvement made: What did you improve or what is your next step?	Graphs or Tables of Resulting Trends (3-5 data points preferred)
<p>MGMT 667 students will demonstrate mastery in using an ethical decision making process that applies ethical concepts through a standardized term paper.</p> <p>To meet CLO mastery requirements, eighty percent of the students must score 8 out of 10 on this paper using a common rubric prepared by faculty and administrators.</p>	<p>Over an eight-week term, MGMT 667 students write a term paper prepared according to standardized assessment directions specified in the class syllabus. Students may be asked to write a term paper proposal in preparation for the term paper.</p> <p>Term Papers (and their optional presentations) are assessed in each class using a DIRECT, SUMMATIVE and INTERNALLY GENERATED (faculty) Assessment Rubric.</p>	<p>The weighted average percentage of students who met the 80% passing threshold was 54% for the four time periods under study.</p> <p>In the July/August term of 2016 (Fall 1), 53% of students met the expected SLO threshold.</p> <p>In the Sept./Oct. term of 2016 (Fall 2), 64% of students met the expected SLO threshold.</p> <p>For the</p>	<p>The 54% average should be interpreted in light of the 7-8 average rubric score. MBA students are doing relatively well even though not enough of them have crossed the 80% SLO mastery threshold. More importantly, rubric scores increased between 0.27 and 0.85 year-on-year. Passing rates, however, declined in the Nov./Dec. and Mar./April time periods.</p> <p>To meet student needs, faculty</p>	<p>Concretely accomplishing the goals mentioned in the results column has already been initiated. To ensure quality and consistency of data, ethics faculty underwent further rubric training during the Faculty development conference in September 2016. The session calibrated their grading and assessment standards to ensure greater consistency across all students. In addition, it improved directions and/or prompts in the model syllabus, especially those that help students with proper business communication and</p>	<p>See attached graphs for details</p>

		<p>Nov./Dec term of 2015, 73% of students met the expected SLO mastery level. For the Mar./Apr. 2017 term 37% of students met the expected SLO mastery level.</p> <p>Across campuses and the stated time periods, there were THREE sections out of 22 where students met the 80% standard, although the average class size was 5. Three additional sections were within 10% of meeting this standard.</p> <p>Across faculty, for all the four terms studied, student</p>	<p>should provide struggling students the necessary educational resources to improve their performance through writing tutors, constant student feedback for written work, and better framework explanation, among others. Faculty must also challenge students who are close to the 80% threshold to exert additional effort to meet the standard. To ensure proper and effective assessment, faculty should receive the necessary resources and training for such tasks.</p>	<p>framework use.</p> <p>To improve the scores, future development conferences should:</p> <ol style="list-style-type: none"> <li>1. Stress the importance of using an ethical framework in generating decisions, especially with students who face more challenges understanding and applying them. This is especially salient during the later terms of the year as the data show.</li> <li>2. inform adjunct faculty of available educational (textbooks, cases, teaching aids) and student support resources (Moodle features, additional software/apps, etc.)</li> </ol>	
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		<p>performance in classes taught by FT faculty were lower than that of the adjunct faculty.</p> <p>In terms of rubric average (over 10), scores ranged from 7.28 to 8.36 for the four time periods considered.</p> <p>This is close to the 80% (8 out of 10) standard.</p>		<ol style="list-style-type: none"> <li>3. allow faculty to share their professional expertise (e.g. legal background)</li> <li>4. provide continuing support for assessment and classroom management related issues (dealing with disabled students, etc.)</li> </ol> <p>Rubric norming sessions will continue to be undertaken to ensure that instructors are consistent in its application and use.</p> <p>To help students perform better, the School should offer English writing workshops especially in the Spring terms to help improve written and oral communication skills.</p>	
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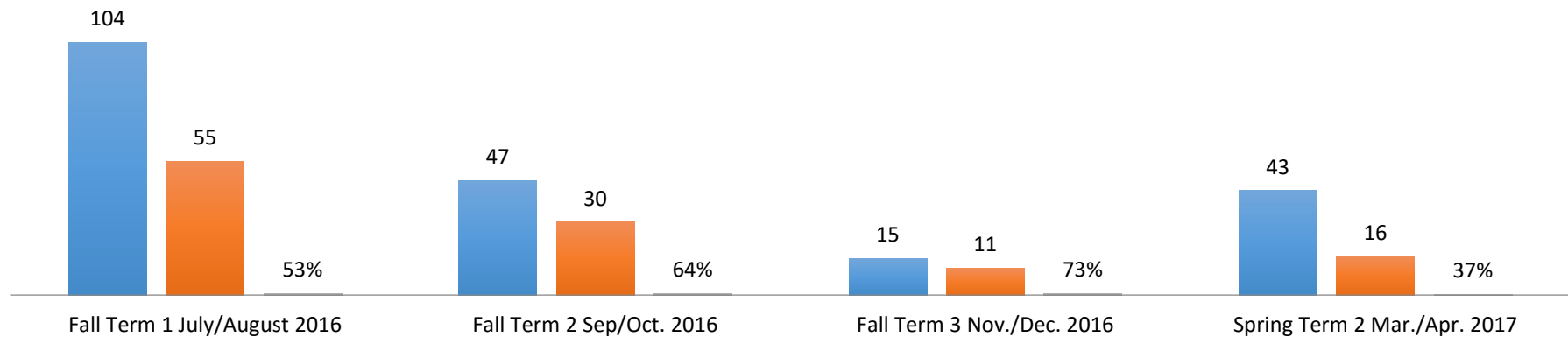
# CAMPUS CLO 1 ACHIEVEMENT ANALYSIS (% WHO MET STANDARD)

■ Fall 1 2016 
 ■ Fall 2 2016 
 ■ Fall 3 2016 
 ■ Spring 2 2017

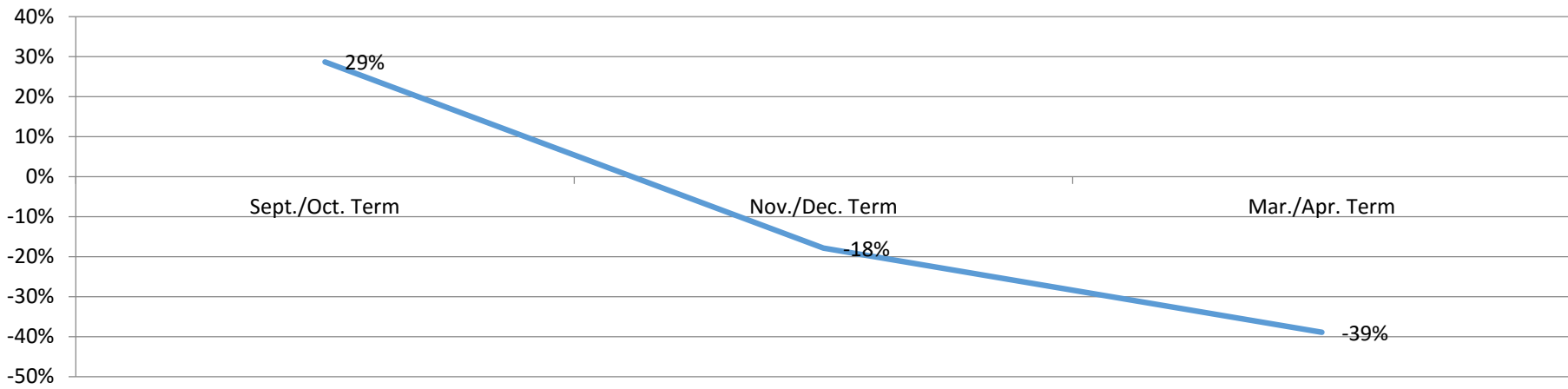


# Threshold Achievement CLO 1

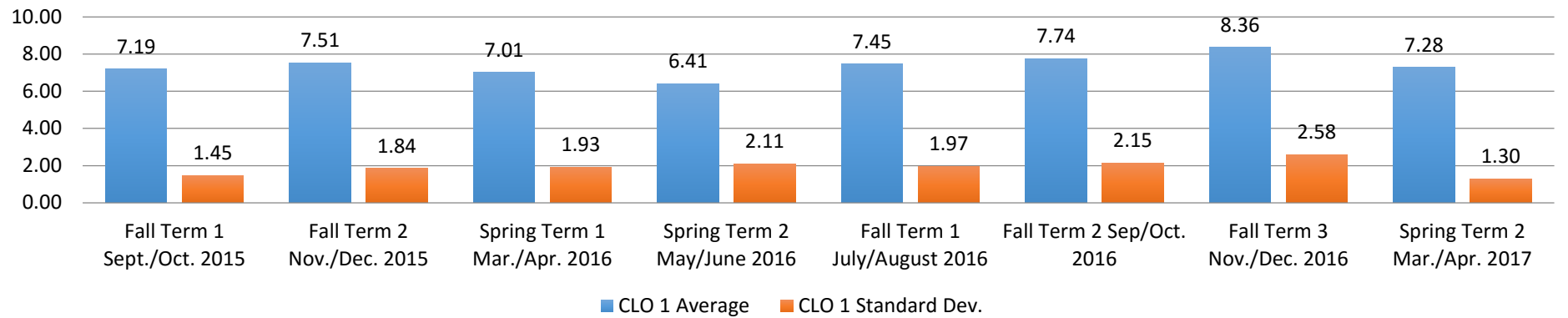
# who took # passed % PASSED



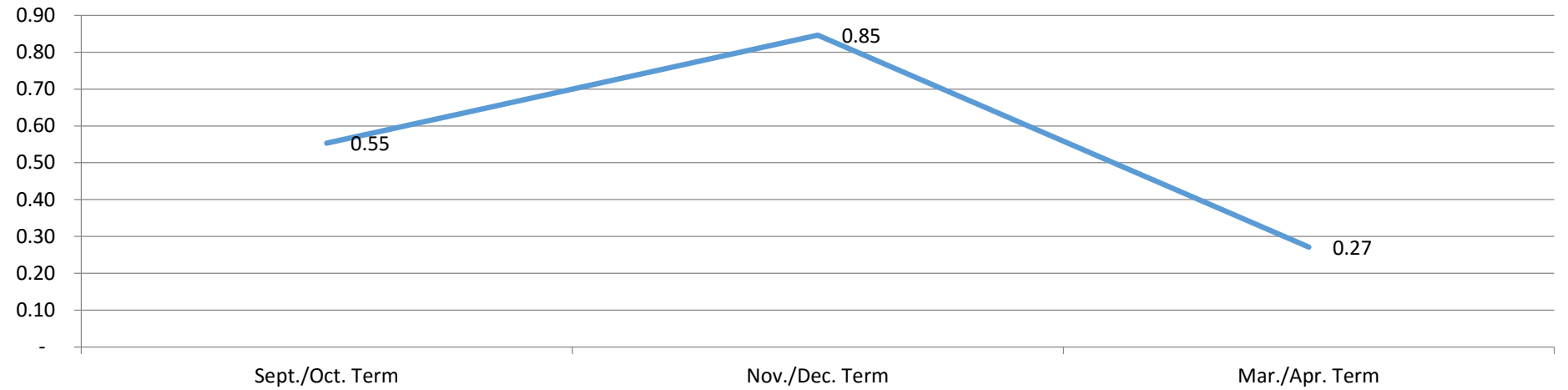
## Year-On-Year change Threshold Achievement (CLO 1)



## CLO 1 Rubric Scores

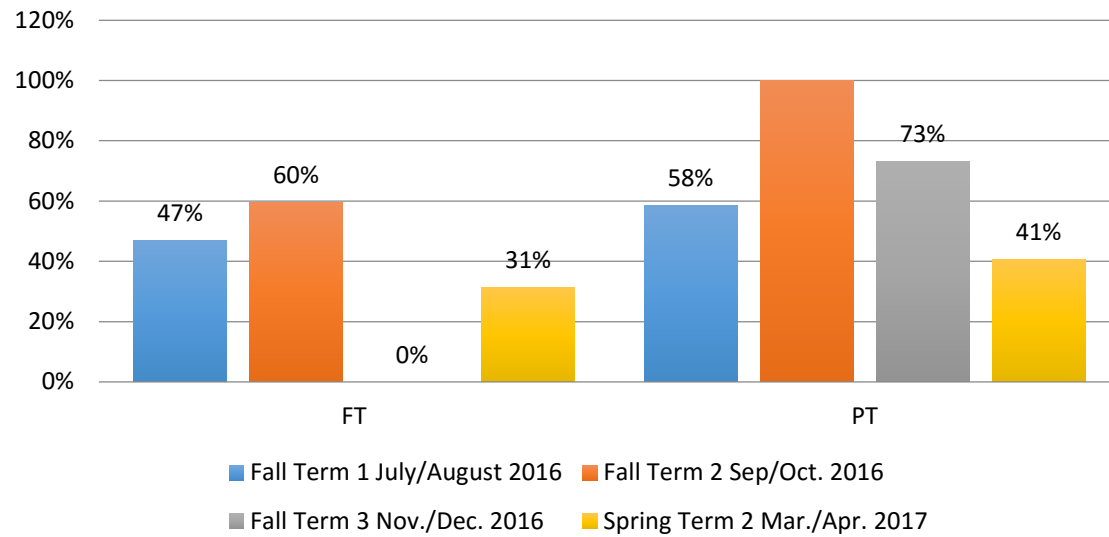


## Year-On-Year Rubric Average Change





## CLO 1 Achievement FT vs. Adjunct Faculty



# 1Assessment Action Plan

This table will be used to supply data for ACBSP Criterion 4.2 Reporting Results and Trends

Performance Indicator	Definition
<p><b>Program: MBA/MAM</b></p> <p><b>PLO:</b></p> <p><b>4: Evaluate societal, economic, environmental, spatial, and ethical implications of business decisions holistically.</b></p>	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination).</i> Add these to the description of the measurement instrument in column two:</p> <p><i>Direct</i> - Assessing student performance by examining samples of student work</p> <p><i>Indirect</i> - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information.</p> <p><i>Formative</i> – An assessment conducted during the student’s education.</p> <p><i>Summative</i> – An assessment conducted at the end of the student’s education.</p> <p><i>Internal</i> – An assessment instrument that was developed within the business unit.</p> <p><i>External</i> – An assessment instrument that was developed outside the business unit.</p> <p><i>Comparative</i> – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.</p>
<p><b>Course:</b></p> <p><b>MGMT 667</b></p>	
<p><b>CLO:</b></p> <p><b>3: generate effective managerial decisions that integrate concepts, principles, and theories from related fields such as social psychology, leadership and management.</b></p>	

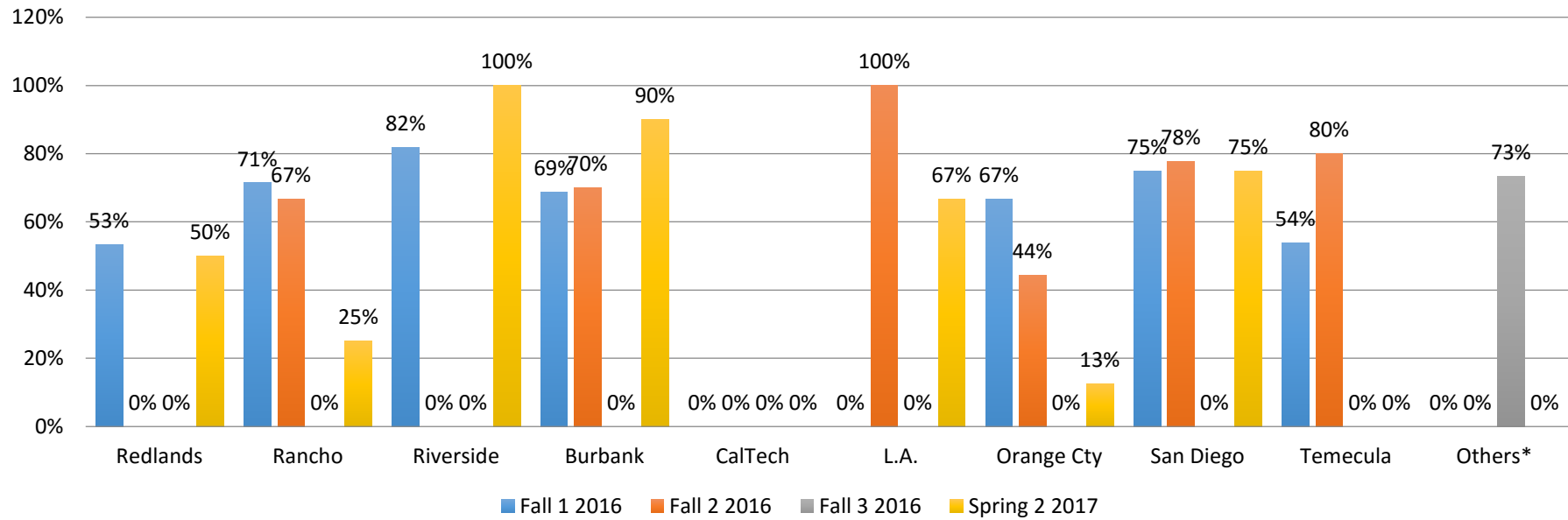
<sup>1</sup> Please read instructions carefully before drafting this action plan.

Analysis of Results					
Measurable goal: What is your goal / benchmark?	What is your measurement instrument or process? (Indicate type of instrument, e.g., direct, formative, internal, comparative, etc)	Current Results: What are your current results?	Analysis of Results: What did you learn from the results?	Action Taken or Improvement made: What did you improve or what is your next step?	Graphs or Tables of Resulting Trends (3-5 data points preferred)
<p>MGMT 667 students will demonstrate mastery in generating effective managerial decisions that integrate concepts, principles, and theories from related fields through a standardized term paper.</p> <p>To meet CLO mastery requirements, eighty percent of the students must score 8 out of 10 on this paper using a common rubric prepared by faculty and administrators.</p>	<p>Over an eight-week term, MGMT 667 students write a term paper prepared according to standardized assessment directions specified in the class syllabus. Students may be asked to write a term paper proposal in preparation for the term paper.</p> <p>Term Papers (and their optional presentations) are assessed in each class using a DIRECT, SUMMATIVE and INTERNALLY GENERATED (faculty) Assessment Rubric.</p>	<p>The weighted average percentage of students who met the 80% passing threshold was 66% for the four time periods under study.</p> <p>In the July/August term of 2016 (Fall 1), 64% of students met the expected SLO threshold.</p> <p>In the Sept./Oct. term of 2016 (Fall 2), 70% of students met the expected SLO threshold.</p> <p>For the</p>	<p>The 66% average should be interpreted in light of the 7-8 average rubric score. MBA students are doing relatively well even though not enough of them have crossed the 80% SLO mastery threshold. More importantly, rubric scores increased between 0.29 and 1.15 year-on-year. In contrast to the declining results for CLO 1, passing rates have also steadily increased between 9 to 26% year-on-year.</p> <p>This divergence is</p>	<p>Concretely accomplishing the goals mentioned in the results column has already been initiated. To ensure quality and consistency of data, ethics faculty underwent further rubric training during the Faculty development conference in September 2016. The session calibrated their grading and assessment standards to ensure greater consistency across all students. In addition, it improved directions and/or prompts in the model syllabus, especially those that help students with proper business communication and</p>	<p><b>See attached graphs for more details.</b></p>

		<p>Nov./Dec term of 2015, 73% of students met the expected SLO mastery level. For the Mar./Apr. 2017 term 60% of students met the expected SLO mastery level.</p> <p>Across campuses and the stated time periods, there were FIVE sections out of 22 where students met the 80% standard. FIVE additional sections were within 10% of meeting this standard.</p> <p>Across faculty, for all the four terms studied, student performance in classes taught by FT faculty were lower</p>	<p>interesting because rubric use should lead to better managerial decision-making. We plan to address this in the upcoming Faculty development conference.</p> <p>In general, to meet student needs, faculty should provide struggling students the necessary educational resources to improve their performance through writing tutors, constant student feedback for written work, and <b>better framework explanation, among others.</b> Faculty must also challenge students who are close to the 80% threshold to exert additional effort</p>	<p>framework use.</p> <p>To improve teaching, future development conferences should:</p> <ol style="list-style-type: none"> <li>1. Stress the importance of using an ethical framework in generating decisions, especially with students who face more challenges understanding and applying them. This is especially salient during the later terms of the year as the data show.</li> <li>2. inform adjunct faculty of available educational (textbooks, cases, teaching aids) and student support resources (Moodle features, additional software/apps, etc.)</li> <li>3. allow faculty to</li> </ol>	
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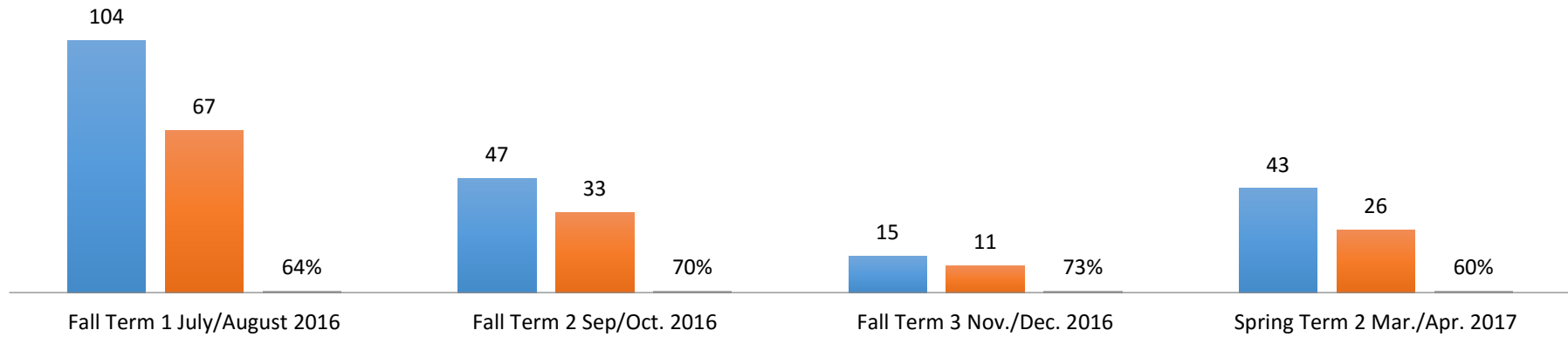
		<p>than that of the adjunct faculty.</p> <p>In terms of rubric average (over 10), scores ranged from 7.60 to 8.21 for the four time periods considered. This is very close to the 80% (8 out of 10) standard.</p>	<p>to meet the standard. To ensure proper and effective assessment, faculty should receive the necessary resources and training for such tasks.</p>	<p>share their professional expertise (e.g. legal background)</p> <p>4. provide continuing support for assessment and classroom management related issues (dealing with disabled students, etc.)</p> <p>Rubric norming sessions will continue to be undertaken to ensure that instructors are consistent in its application and use.</p> <p>To help students perform better, the School should offer English writing workshops especially in the Spring terms to help improve written and oral communication skills.</p>	
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## CAMPUS CLO 3 ACHIEVEMENT ANALYSIS (% WHO MET STANDARD)

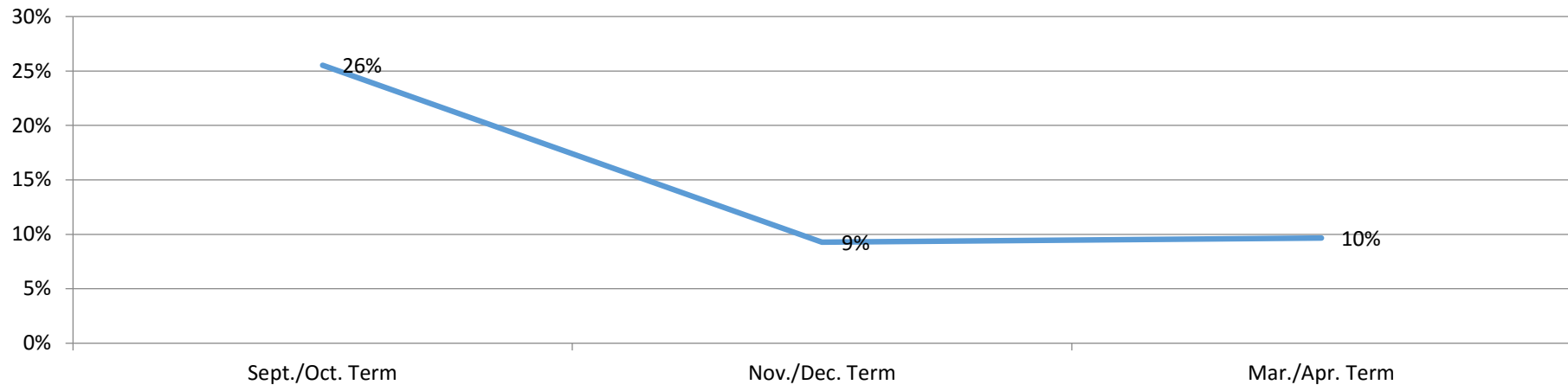


## Threshold Achievement CLO 3

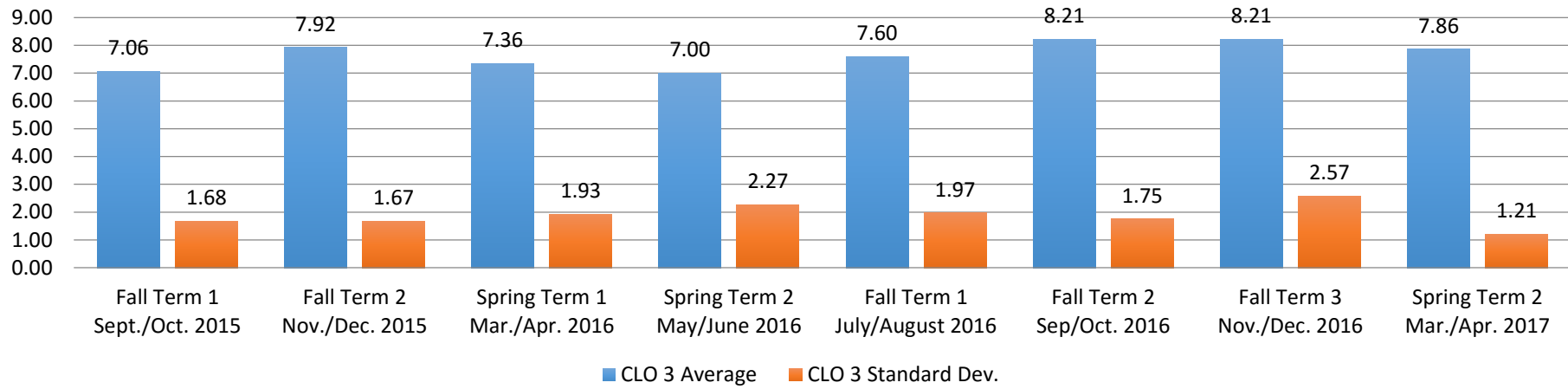
# who took # passed % PASSED



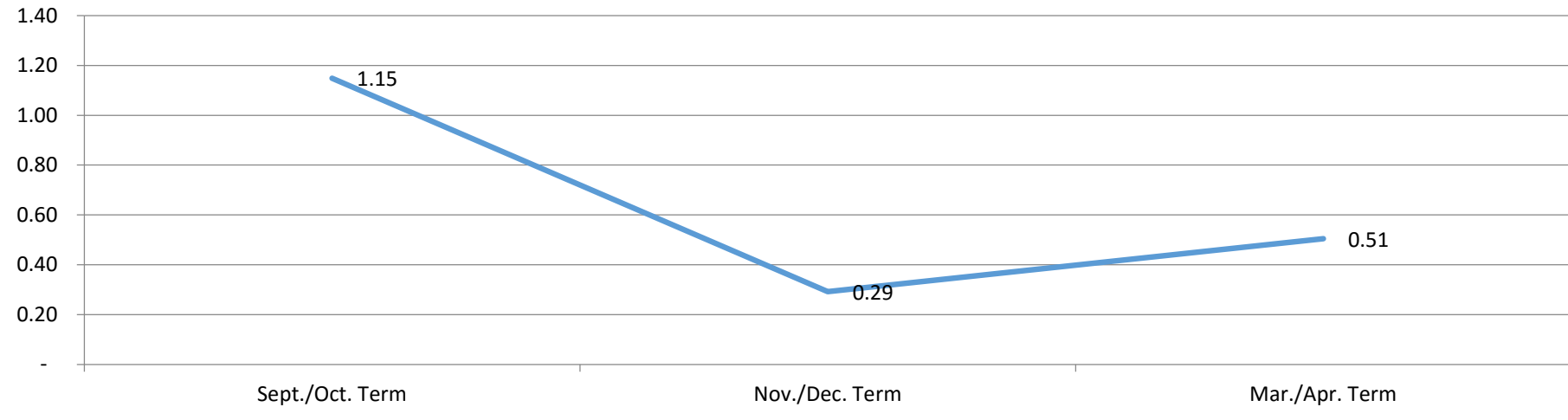
## Year-On-Year change Threshold Achievement (CLO 3)



### CLO 3 Rubric Scores

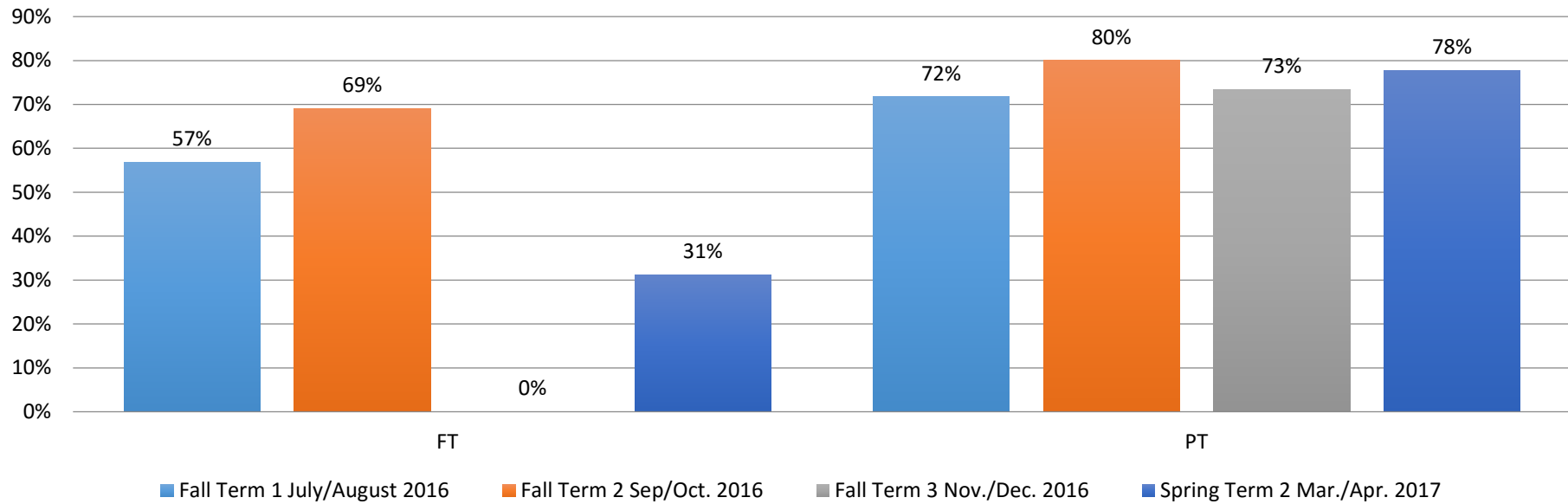


### Year-On-Year Rubric Average Change





### CLO 3 Achievement FT vs. Adjunct Faculty



# 1Assessment Action Plan

This table will be used to supply data for ACBSP Criterion 4.2 Reporting Results and Trends

Performance Indicator	Definition
<b>Program: MBA</b> <b>PLO: PLO1</b> <b>Use and apply business knowledge from disciplines such as accounting, finance, marketing, management, information systems, operations, and global business to generate/create business solutions.</b>	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination).</i> Add these to the description of the measurement instrument in column two:</p> <p><i>Direct</i> - Assessing student performance by examining samples of student work</p> <p><i>Indirect</i> - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information.</p> <p><i>Formative</i> – An assessment conducted during the student’s education.</p> <p><i>Summative</i> – An assessment conducted at the end of the student’s education.</p> <p><i>Internal</i> – An assessment instrument that was developed within the business unit.</p> <p><i>External</i> – An assessment instrument that was developed outside the business unit.</p> <p><i>Comparative</i> – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.</p>
<b>Course: MGMT 674</b>	
<b>CLO: Upon successful completion of this course, students will be able to:</b> <ol style="list-style-type: none"> <li>1. interpret the breadth and the interrelationships of the components that comprise the human resources management function in a domestic as well as global context;</li> <li>2. compare the various approaches to diversity in the workplace and design the appropriate HRM practices accordingly;</li> <li>3. identify and evaluate both the labor and management points of view;</li> <li>4. compare and integrate the various human resources management strategies and propose optimized solutions to cases and real world situations;</li> <li>5. critique, justify, and synthesize human resources management techniques for application in the workplace.</li> </ol>	

<sup>1</sup> Please read instructions carefully before drafting this action plan.

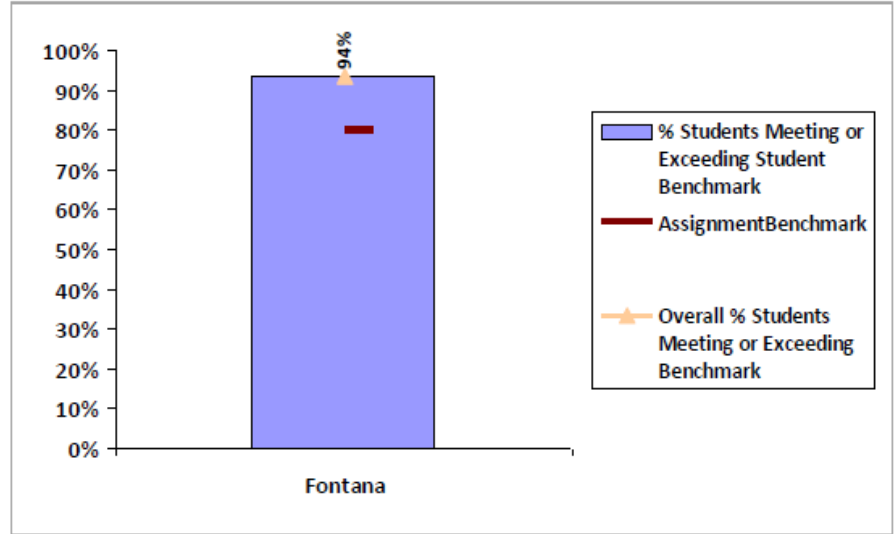
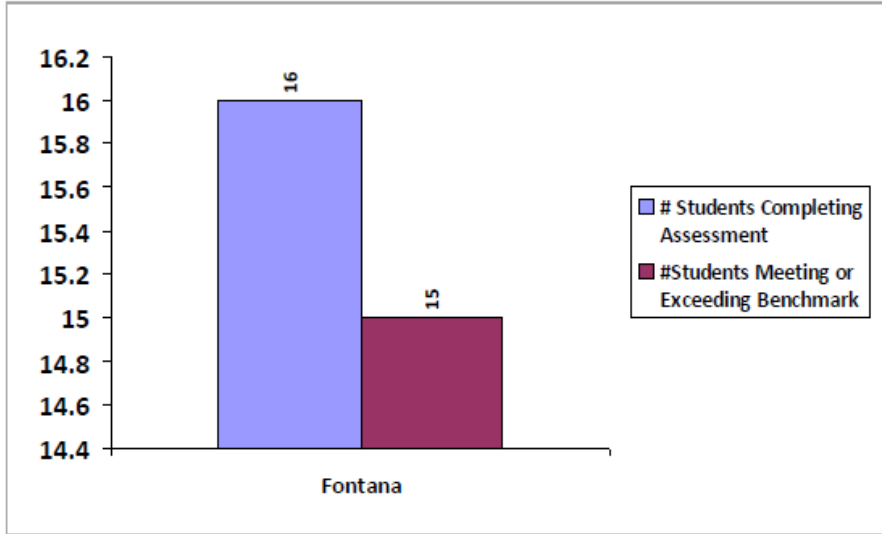
Analysis of Results					
Measurable goal: What is your goal / benchmark?	What is your measurement instrument or process? (Indicate type of instrument, e.g., direct, formative, internal, comparative, etc)	Current Results: What are your current results?	Analysis of Results: What did you learn from the results?	Action Taken or Improvement made: What did you improve or what is your next step?	Graphs or Tables of Resulting Trends (3-5 data points preferred)
80% of the students will meet or exceed the benchmark score of 80% using a standardized rubric.	Final paper, internally administered in an 8-week course.	<p>2015 Fall 2: 1 out of 1 section (overall 94%) met or exceeded benchmark.</p> <p>2016 Spring 2: 1 out of 4 sections (overall 61%) met or exceeded benchmark.</p> <p>2016 Spring 3: 0 out 1 section (overall 18%) met or exceeded benchmark.</p>	The overall results of three terms show the declining trend on students' performance (94% - 61% - 18%). The extremely high score of 2015 Fall 2 and the extremely low score of 2016 Spring 3 are due to the small sample size – only one section was included in these two terms at two different locations with two different instructors. For the Spring 2 term, there were approximately only 6 students in each section on average. Further analysis revealed that the three sections with low scores were taught by a full time faculty, which indicates that full time faculty may hold a higher standard on assessment. For 2016 Spring 3, only 2 out of 11 students in the single section met or exceeded benchmark. Conversation with the instructor is needed in order to find the reason for the low scores.	<p>-Communicate and share the assessment results with all the instructors of this course at the upcoming Faculty Development Conference.</p> <p>-Conversation with the instructor, who taught the 2016 Spring 3 term, is needed in order to find the reason behind the low scores and to develop the plan for further improvement.</p> <p>--Continue the calibration practice to establish the same standard for assessment.</p> <p>-Continue to collect data to enlarge the sample size in order to have a better trend analysis.</p>	<p><b>2015 FALL 2 TERM</b></p> <p>See Pg. 4</p> <p><b>2016 SPRING 2 TERM</b></p> <p>See Pg. 5</p> <p><b>2016 Spring 3 TERM</b></p> <p>See Pg. 6</p> <p><b>OVERALL RESULTS</b></p> <p>See Pg. 7</p>

INSTRUCTIONS: Please read these instructions carefully before drafting this action plan.

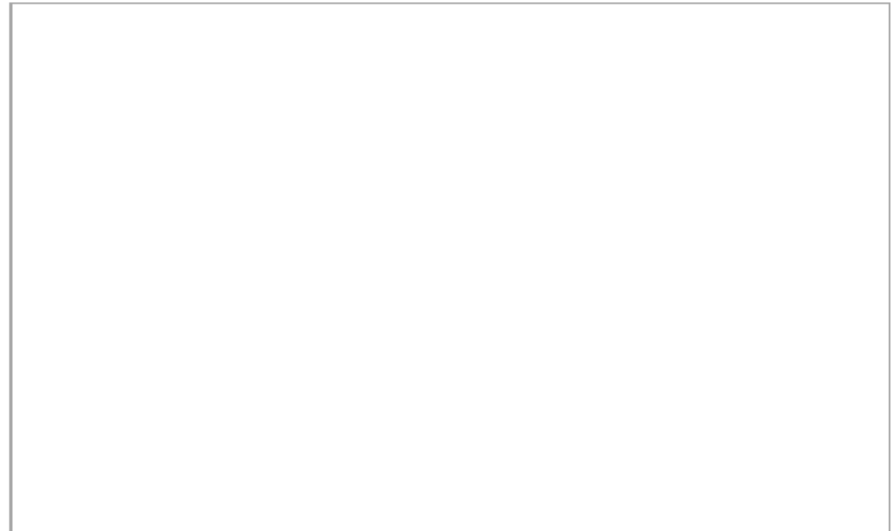
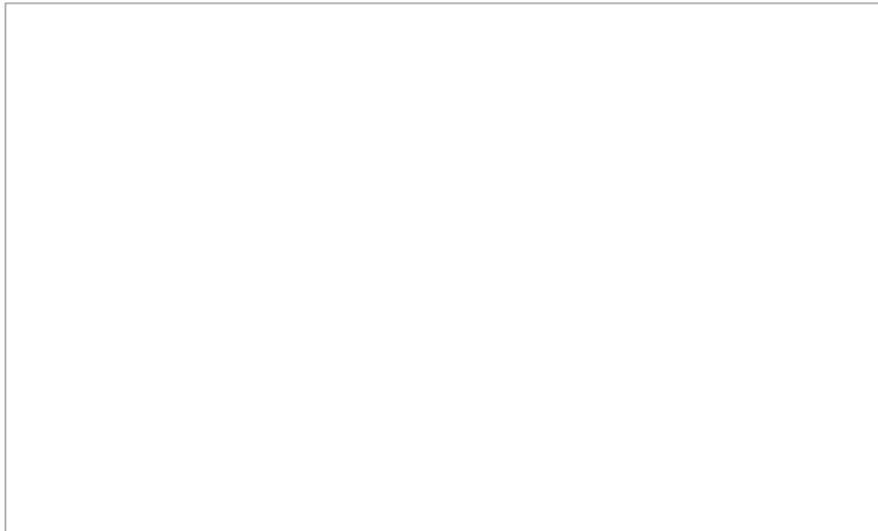
1. Please ensure that the text highlighted in red in the first page of this template is filled in meticulously.
2. **Measurable Goal:** What is your goal/benchmark?
  - a. **Graduate**
    - i. If assignment is being assessed using a rubric: 80% of the students will meet or exceed the benchmark score of 80% using a standardized rubric.
    - ii. Not using a rubric: 70% of the students will meet or exceed the benchmark score of 70% using a standardized assessment scoring sheet.
  - b. **Undergraduate**
    - i. *If assignment is being assessed using a rubric: 70% of the students will meet or exceed the benchmark score of 70% using a standardized rubric. (Different from Graduate benchmark)*
    - ii. Not using a rubric: 70% of the students will meet or exceed the benchmark score of 70% using a standardized assessment scoring sheet.
  - c. Other: Consult Program Director.
3. **What is your measurement instrument or process:** It is important that the assessment instrument (embedded assignment in course, assessment quiz/exam) is explicitly identified. If using an embedded assignment in course, identify the assignment clearly so that it matches the course Master Syllabus word-for-word. Indicate type of assessment conducted by this assignment. Refer to different assessment types indicated in the first page of this template.
4. **Current Results:** Be brief and to the point, and tie it back to the Measurable Goal. Indicate clearly if the Measurable Goal/Benchmark was achieved or not in the time period covered in this action plan.
5. **Action Taken or Improvement made:** Be detailed and explicit; recommended actions should be as tangible as possible. Avoid recommending generic actions such as "Assessment rubric has to be changed." State clearly what changes are required based on the data, when changes will be made, and implemented.
6. **Graphs or Tables of Resulting Trends:** Should you need the raw assessment data, contact Brian Hamilton.
7. Consult Program Director if you have any questions.

2015 FALL 2 (201532)

Assignment: Term Paper Option A

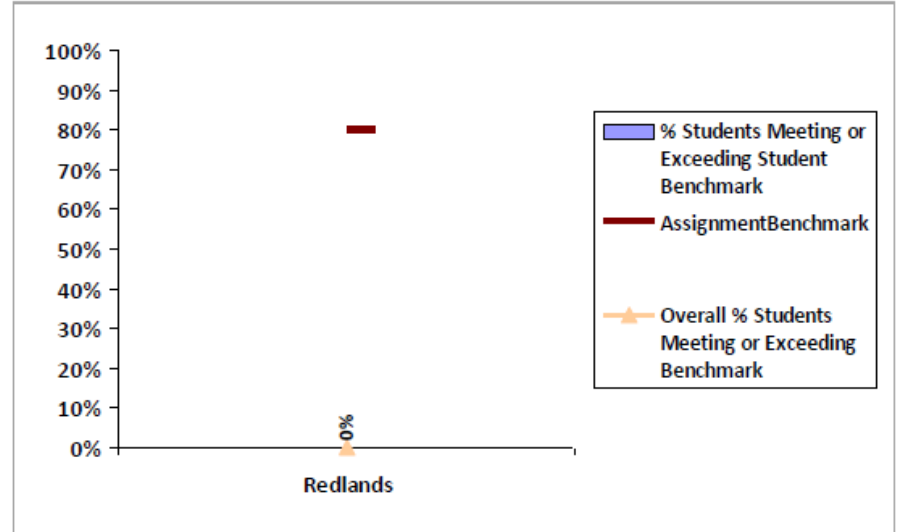
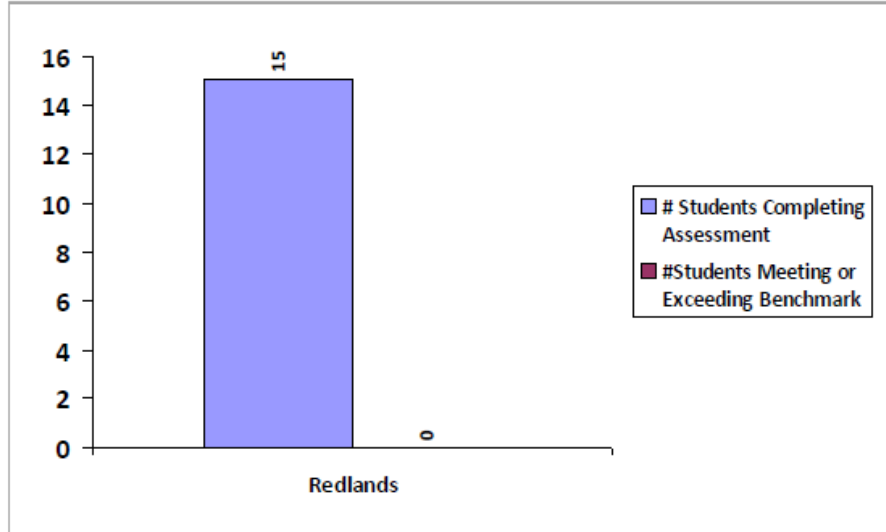


Assignment: Term Paper Option B

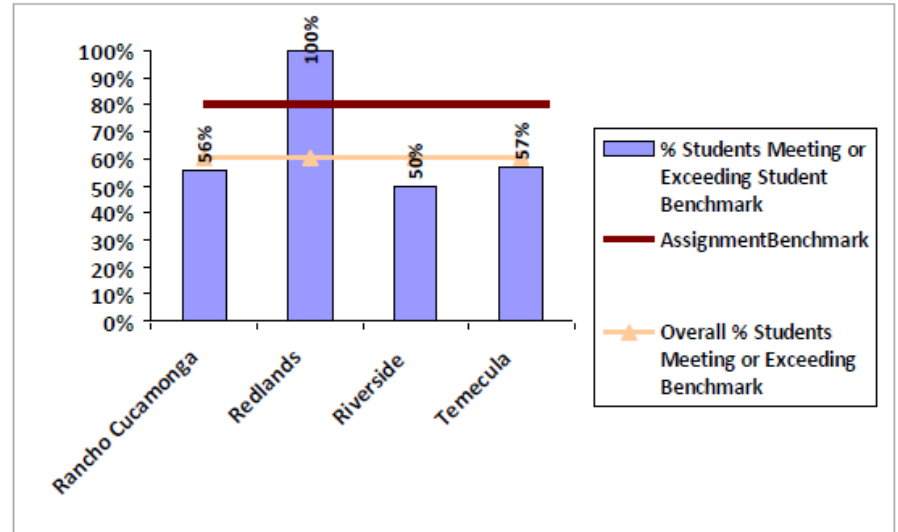
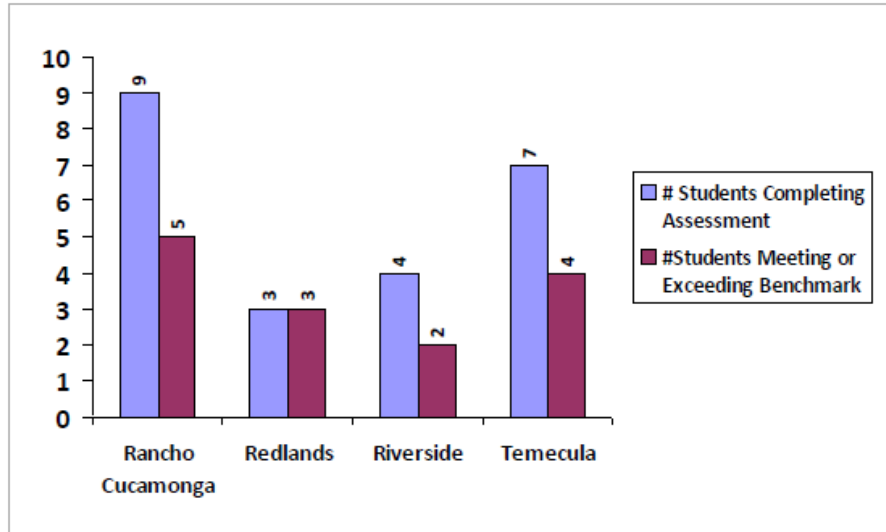


2016 SPRING 2 (201622)

Assignment: Term Paper Option A

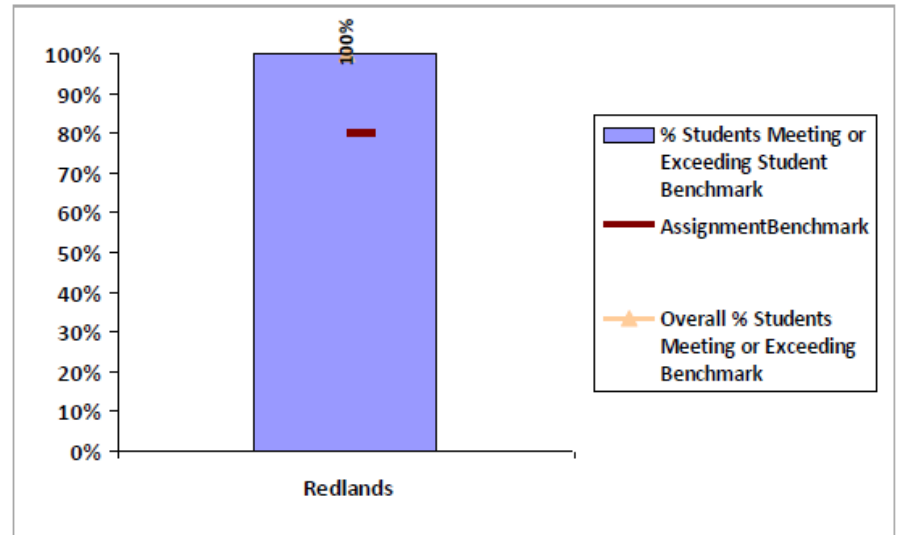
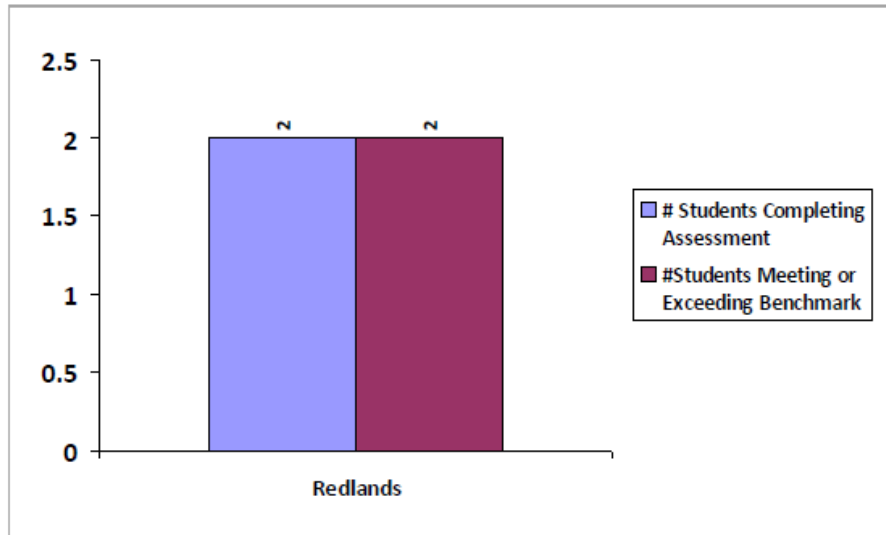


Assignment: Term Paper Option B

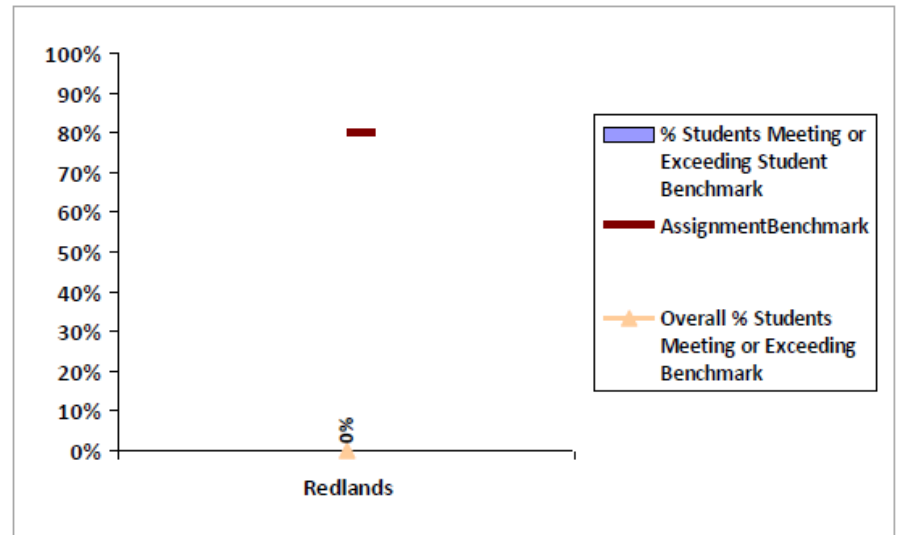
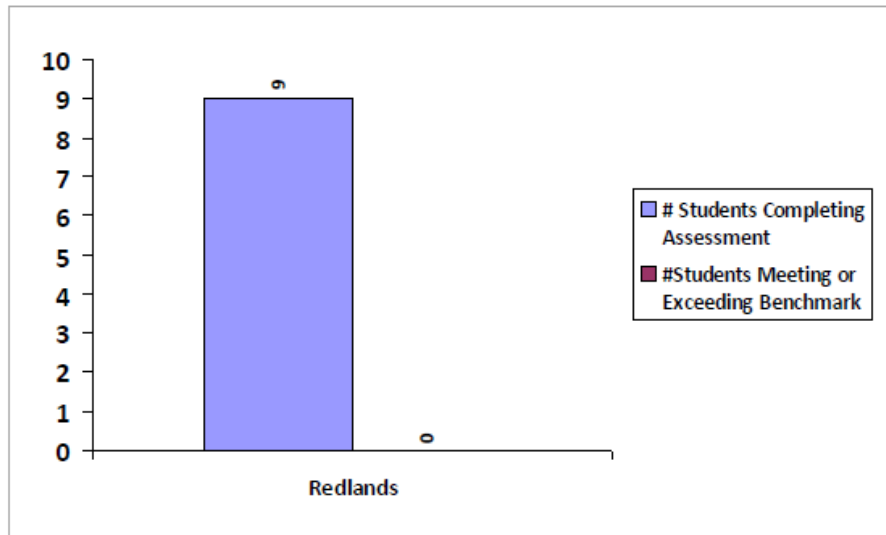


2016 SPRING 3 (201623)

Assignment: Term Paper Option A

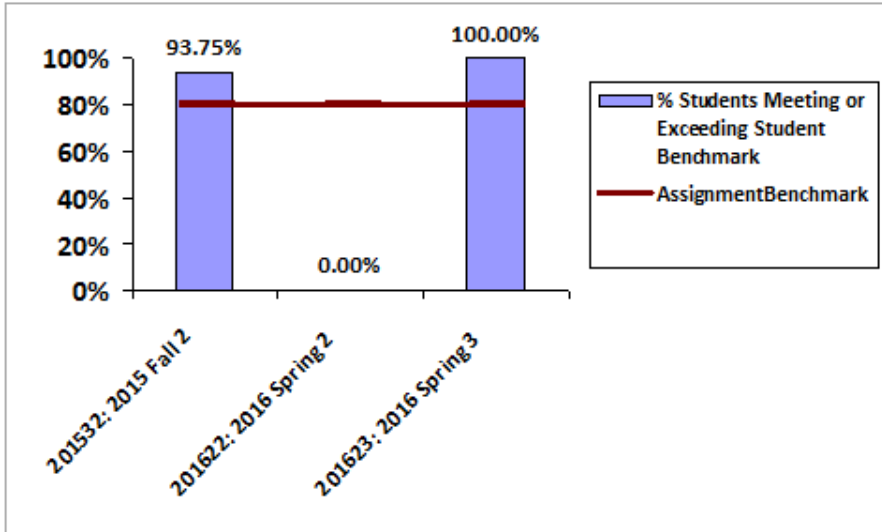


Assignment: Term Paper Option B

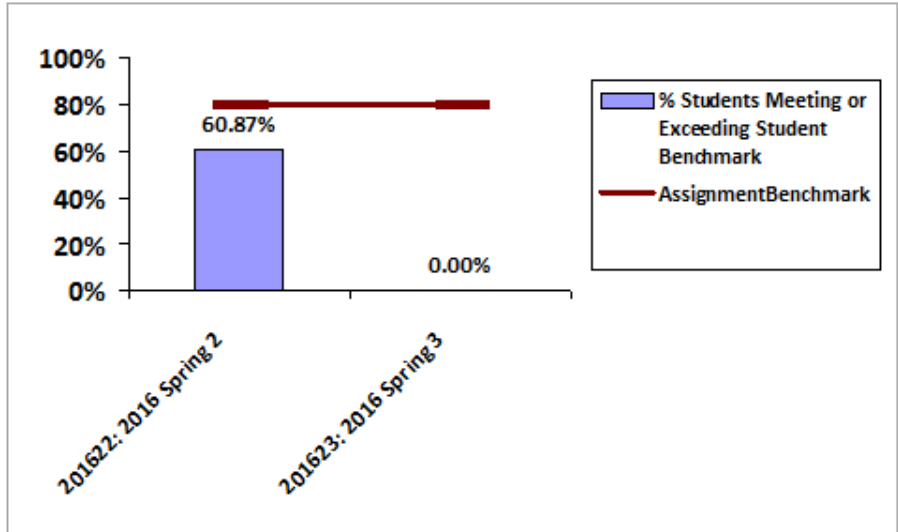


## OVERALL RESULTS

Assignment: Term Paper Option A



Assignment: Term Paper Option B





# 1Assessment Action Plan

This table will be used to supply data for ACBSP Criterion 4.2 Reporting Results and Trends

Performance Indicator	Definition
<b>Program: MBA</b>	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination</i>. Add these to the description of the measurement instrument in column two:</p> <p><i>Direct</i> - Assessing student performance by examining samples of student work</p> <p><i>Indirect</i> - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information.</p> <p><i>Formative</i> – An assessment conducted during the student’s education.</p> <p><i>Summative</i> – An assessment conducted at the end of the student’s education.</p> <p><i>Internal</i> – An assessment instrument that was developed within the business unit.</p> <p><i>External</i> – An assessment instrument that was developed outside the business unit.</p> <p><i>Comparative</i> – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.</p>
<b>PLO: 1:</b> Apply functional business knowledge from disciplines such as accounting, finance, marketing, management, information systems, operations management, and global business to solve business problems.	
<b>Course: MGMT 680</b>	
<b>CLO: 5:</b> Improve analytical, writing and presentation skills important in the real world of marketing.	
<b>Analysis of Results</b>	

<sup>1</sup> Please read instructions in last page carefully before drafting this action plan.

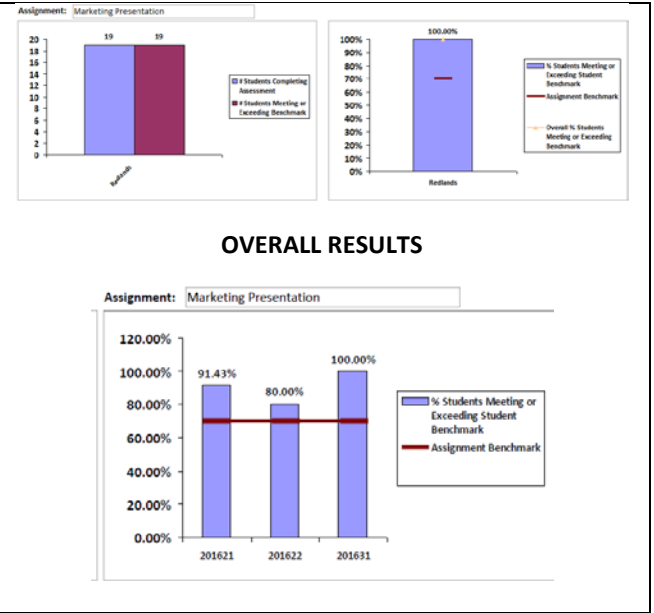
Measurable goal: What is your goal / benchmark?	What is your measurement instrument or process?	Current Results: What are your current results?	Analysis of Results: What did you learn from the results?	Action Taken or Improvement made: What did you improve or what is your next step?	Graphs or Tables of Resulting Trends (3-5 data points preferred)
<p>70% of the students will meet or exceed the 70% benchmark score using a standardized assessment scoring sheet.</p>	<p>Completion of Marketing Concept Report in an 8 week course using a standardized assessment scoring sheet. Direct, Formative.</p>	<p>Over the course of 3 terms with 5 student clusters, all but one cluster exceeded the benchmark for the Marketing Concept Report.</p>	<p>The consistency of the positive results for the Marketing Concept Report clearly support overall achievement of the MBA PLO #1 as reflected by the Marketing Concept Report. The 1 cluster (Redlands Spring 1) that did not meet the benchmark was relatively small (14 students) compared to most of other clusters.</p> <p>Two subsequent Redlands clusters which were slightly larger not only met, but exceeded the 70% benchmark. As a result, the 1 cluster that did not meet the benchmark appears to be a peculiarity rather than signifying any long-term or systemic issues.</p>	<p>Overall, the results were considerably positive, suggesting the 1 section in Redlands was an exception. Continued use of the Marketing Concept Report for assessment is recommended.</p>	<p style="text-align: center;"><b>2016 SPRING 1 (201621)</b></p> <p style="text-align: center;"><b>2016 SPRING 2 (201622)</b></p> <p style="text-align: center;"><b>2016 FALL 1 (201631)</b></p> <p style="text-align: center;"><b>OVERALL RESULTS</b></p>

<b>Performance Indicator</b>	<b>Definition</b>
<b>Program: MBA</b>	A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination).</i> Add these to the description of the measurement instrument in column two:
<b>PLO: 2:</b> Communicate effectively through written and oral expression.	<i>Direct</i> - Assessing student performance by examining samples of student work <i>Indirect</i> - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information. <i>Formative</i> – An assessment conducted during the student’s education. <i>Summative</i> – An assessment conducted at the end of the student’s education.
<b>Course: MGMT 680</b>	<i>Internal</i> – An assessment instrument that was developed within the business unit. <i>External</i> – An assessment instrument that was developed outside the business unit.
<b>CLO: 5:</b> Improve analytical, writing and presentation skills important in the real world of marketing.	<i>Comparative</i> – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.

**Analysis of Results**

Measurable goal: What is your goal / benchmark?	What is your measurement instrument or process?	Current Results: What are your current results?	Analysis of Results: What did you learn from the results?	Action Taken or Improvement made: What did you improve or what is your next step?	Graphs or Tables of Resulting Trends (3-5 data points preferred)
70% of the students will meet or exceed the 70% benchmark score using a standardized assessment scoring sheet.	Completion of Marketing Plan Presentation in an 8 week course using a standardized assessment scoring sheet. Direct, Formative Measurement.	Over the course of 3 terms with 5 student clusters, all clusters met or exceeded the benchmark for the Marketing Plan Presentation. Four of the five clusters scored over 90%.	The consistency of the strong results for the Marketing Plan Presentation Report clearly support achievement of the MBA PLO #1 as reflected by the Marketing Plan Presentation.	Given the encouraging results, continued collection of data using the existing assignment and scoring sheet is recommended.	<p align="center"><b>2016 SPRING 1 (201621)</b></p> <p align="center"><b>2016 SPRING 2 (201622)</b></p> <p align="center"><b>2016 FALL 1 (201631)</b></p>

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Performance Indicator	Definition
Program: <b>MBA</b>	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination).</i> Add these to the description of the measurement instrument in column two:</p> <p><i>Direct</i> - Assessing student performance by examining samples of student work</p> <p><i>Indirect</i> - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information.</p> <p><i>Formative</i> – An assessment conducted during the student’s education.</p> <p><i>Summative</i> – An assessment conducted at the end of the student’s education.</p> <p><i>Internal</i> – An assessment instrument that was developed within the business unit.</p> <p><i>External</i> – An assessment instrument that was developed outside the business unit.</p> <p><i>Comparative</i> – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.</p>
PLO: <b>3:</b> Lead through collaboration in teams.	
Course: <b>MGMT 680</b>	
CLO: <b>NA</b> .	

### Analysis of Results

Measurable goal: What is your goal / benchmark?	What is your measurement instrument or process? (Indicate type of instrument, e.g., direct, formative, internal, comparative, etc)	Current Results: What are your current results?	Analysis of Results: What did you learn from the results?	Action Taken or Improvement made: What did you improve or what is your next step?	Graphs or Tables of Resulting Trends (3-5 data points preferred)
70% of the students will meet or exceed the 70% benchmark score using a standardized assessment scoring sheet.	Completion of Marketing Plan Collaboration in an 8 week course using a standardized assessment scoring sheet. Direct, Formative Measurement.	Over the course of 3 terms with 5 student clusters, all but one cluster exceeded the benchmark for the Marketing Plan Collaboration. Three of the clusters achieved 100% or a nearly 100% score.	The overall consistency of the results for the Marketing Plan Collaboration clearly support overall achievement of the MBA PLO #1 as reflected by the Marketing Plan Collaboration Report. The 1 cluster (Redlands Spring 1) that did not meet the benchmark was relatively small (14	Overall, the results were positive, suggesting the 1 section in Redlands was an exception. Continued use of the Marketing Concept Report for assessment is recommended.	<p style="text-align: center;"><b>2016 SPRING 1 (201621)</b></p> <p style="text-align: center;"><b>2016 SPRING 2 (201622)</b></p>

			<p>students) compared to most of other clusters.</p> <p>Two subsequent Redlands clusters which were slightly larger met, and exceeded the 70% benchmark. As a result, the 1 cluster that did not meet the benchmark appears to be a peculiarity rather than signifying any long-term or systemic issues.</p>		<p><b>2016 FALL 1 (201631)</b></p> <p><b>OVERALL RESULTS</b></p>
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INSTRUCTIONS: Please read these instructions carefully before drafting this action plan.

1. Please ensure that the text highlighted in red in the first page of this template is filled in meticulously.
2. **Measurable Goal:** What is your goal/benchmark?
  - a. **Graduate**
    - i. If assignment is being assessed using a rubric: 80% of the students will meet or exceed the benchmark score of 80% using a standardized rubric.

- ii. Not using a rubric: 70% of the students will meet or exceed the benchmark score of 70% using a standardized assessment scoring sheet.

**b. Undergraduate**

- i. *If assignment is being assessed using a rubric: 70% of the students will meet or exceed the benchmark score of 70% using a standardized rubric. (Different from Graduate benchmark)*

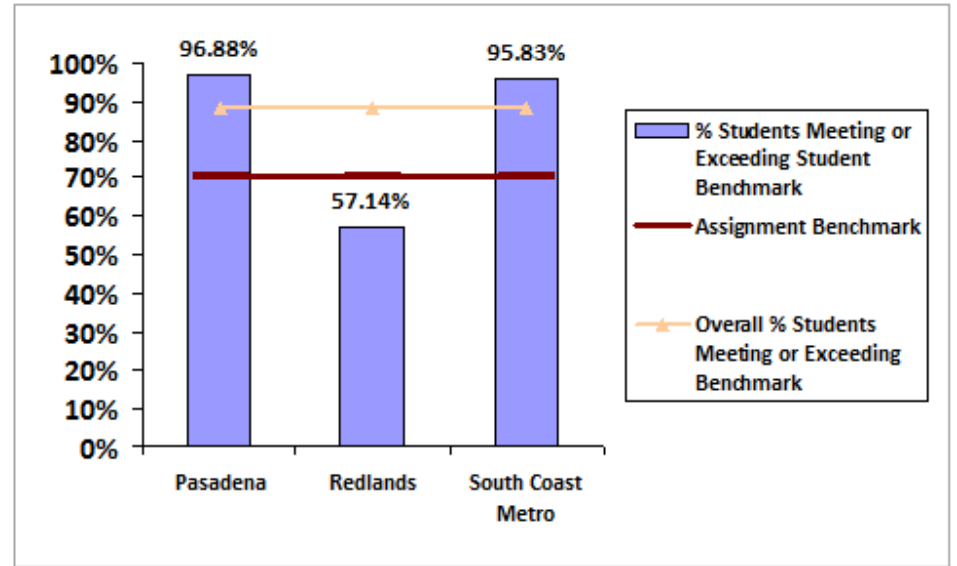
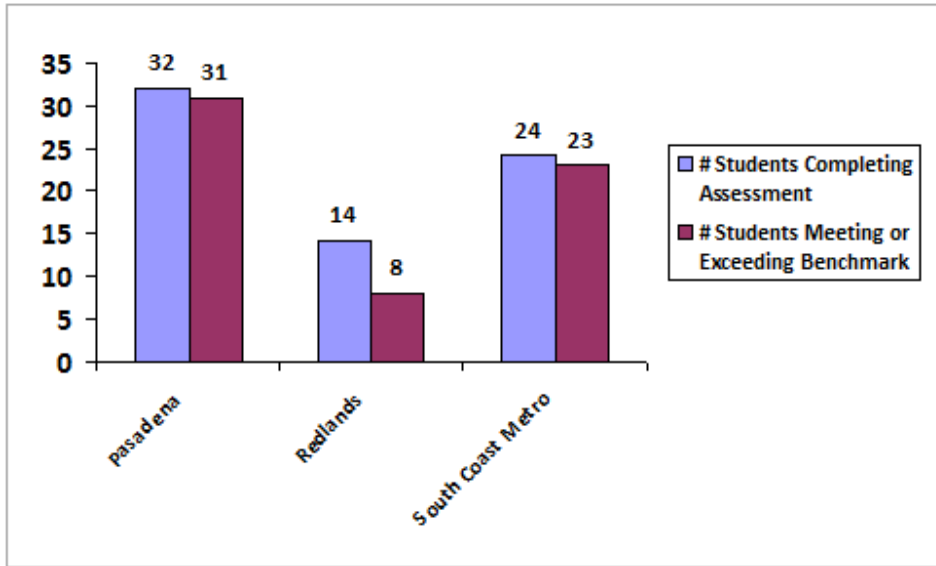
- ii. Not using a rubric: 70% of the students will meet or exceed the benchmark score of 70% using a standardized assessment scoring sheet.

**c. Other: Consult Program Director.**

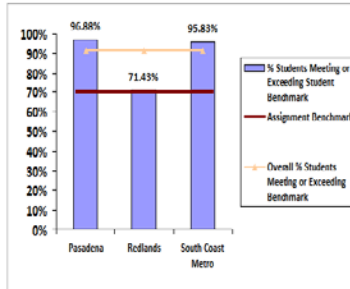
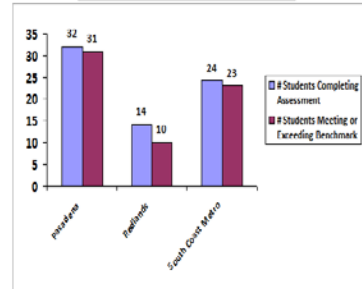
3. **What is your measurement instrument or process:** It is important that the assessment instrument (embedded assignment in course, assessment quiz/exam) is explicitly identified. If using an embedded assignment in course, identify the assignment clearly so that it matches the course Master Syllabus word-for-word. Indicate type of assessment conducted by this assignment. Refer to different assessment types indicated in the first page of this template.
4. **Current Results:** Be brief and to the point, and tie it back to the Measurable Goal. Indicate clearly if the Measurable Goal/Benchmark was achieved or not in the time period covered in this action plan.
5. **Action Taken or Improvement made:** Be detailed and explicit; recommended actions should be as tangible as possible. Avoid recommending generic actions such as “Assessment rubric has to be changed.” State clearly what changes are required based on the data, when changes will be made, and implemented.
6. **Graphs or Tables of Resulting Trends:** Should you need the raw assessment data, contact Brian Hamilton.
7. Consult Program Director if you have any questions.

2016 SPRING 1 (201621)

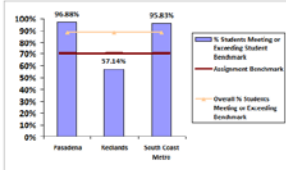
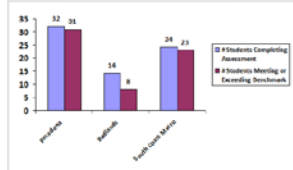
Assignment: Marketing Concept Report



Assignment: Marketing Presentation

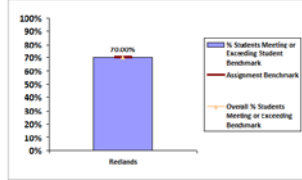
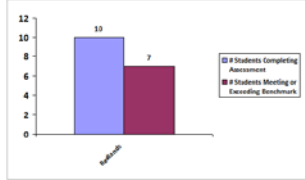


Assignment: Team Collaboration

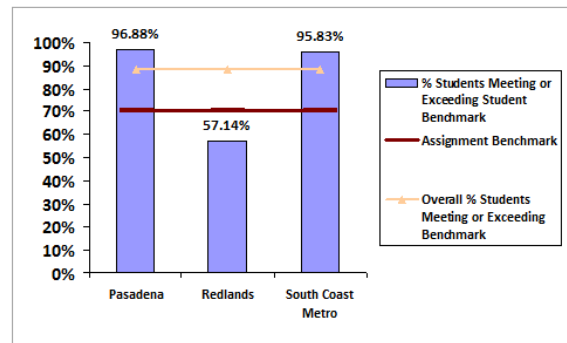
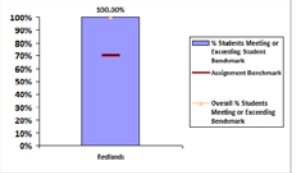
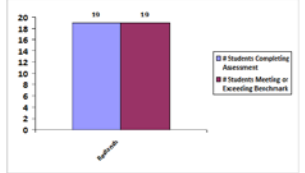




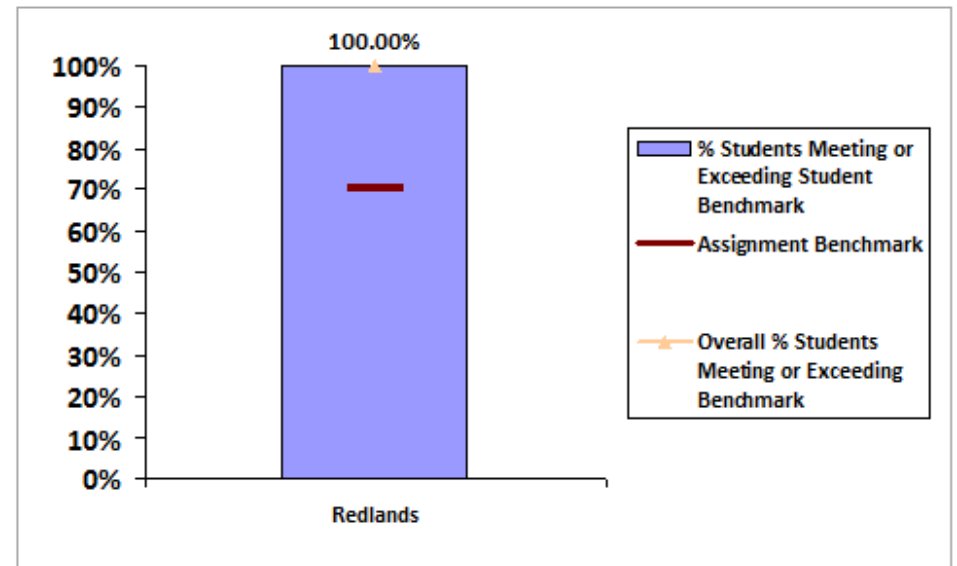
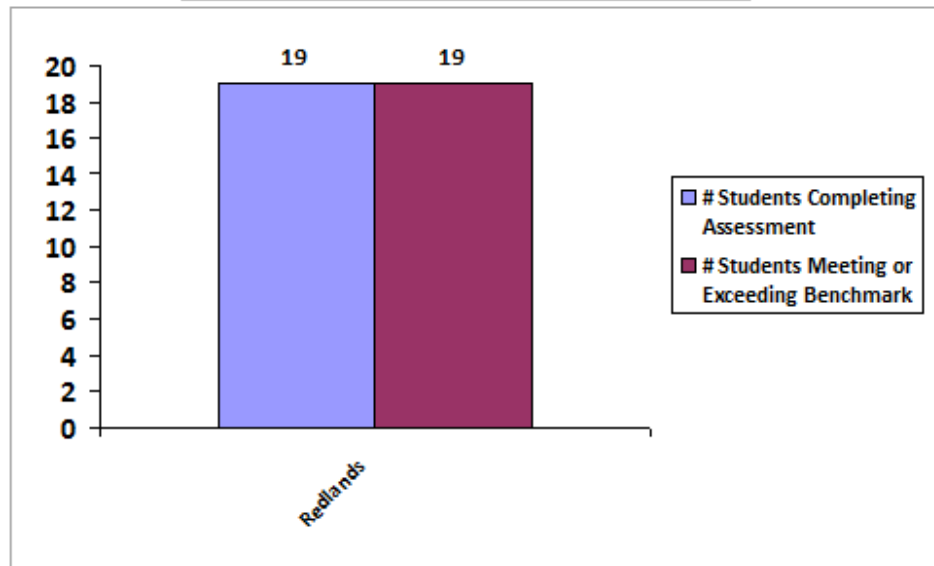
Assignment: Team Collaboration



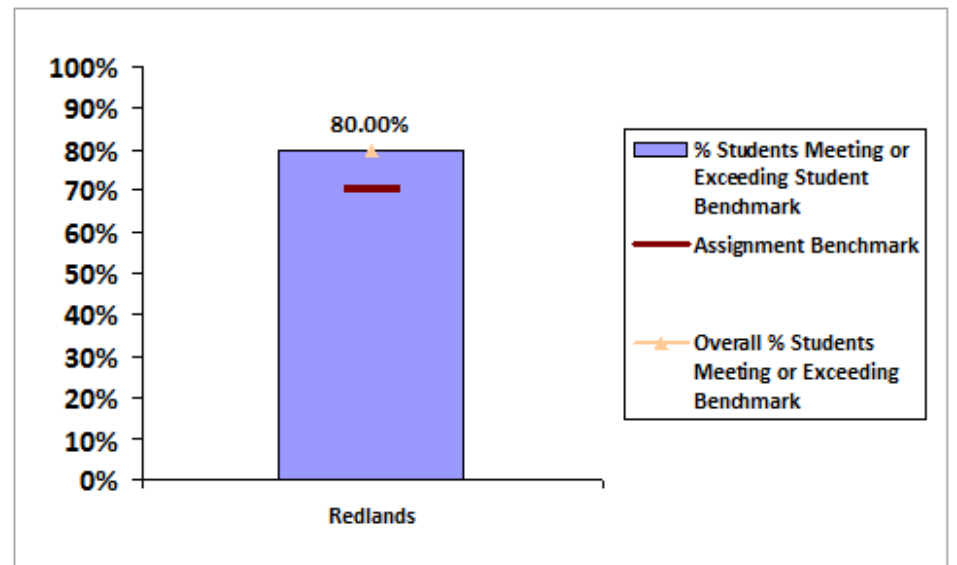
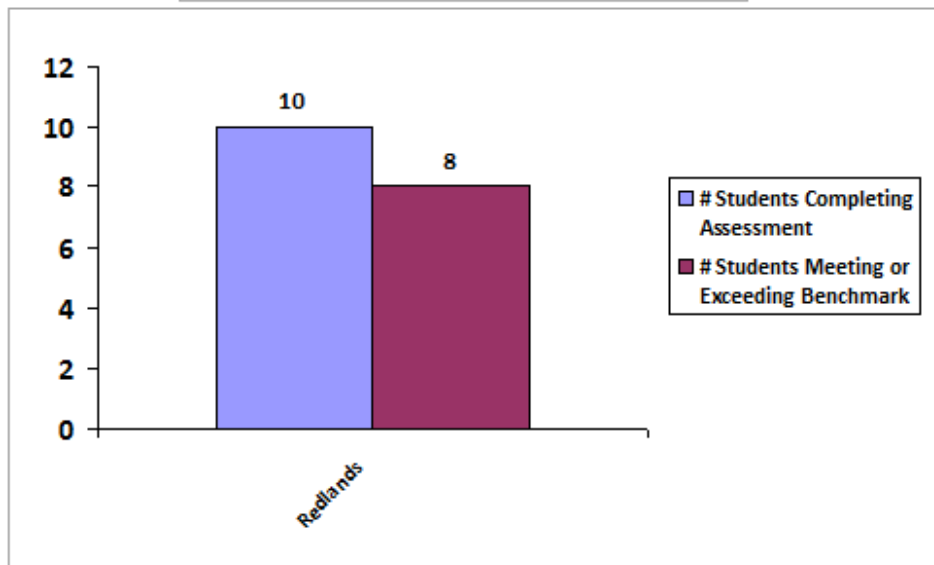
Assignment: Team Collaboration



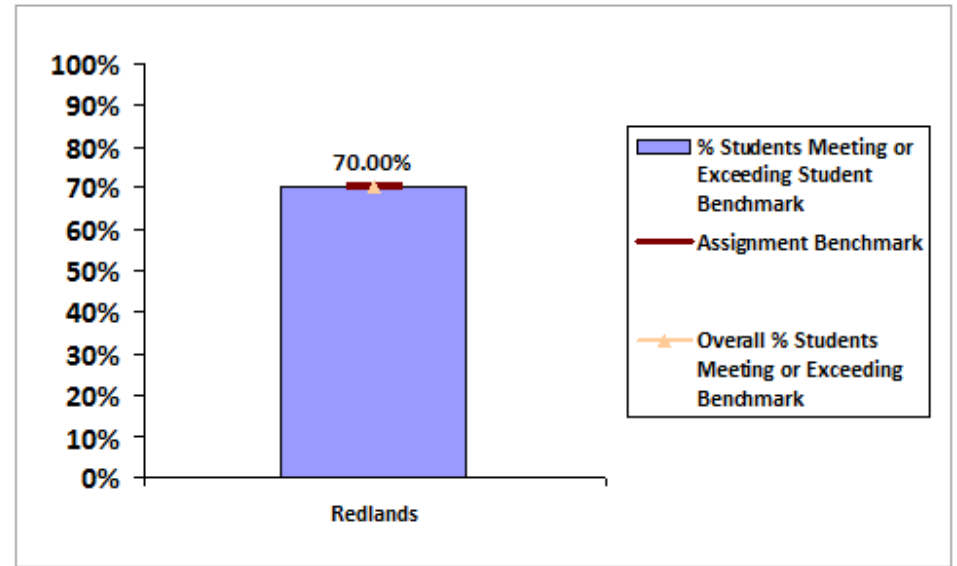
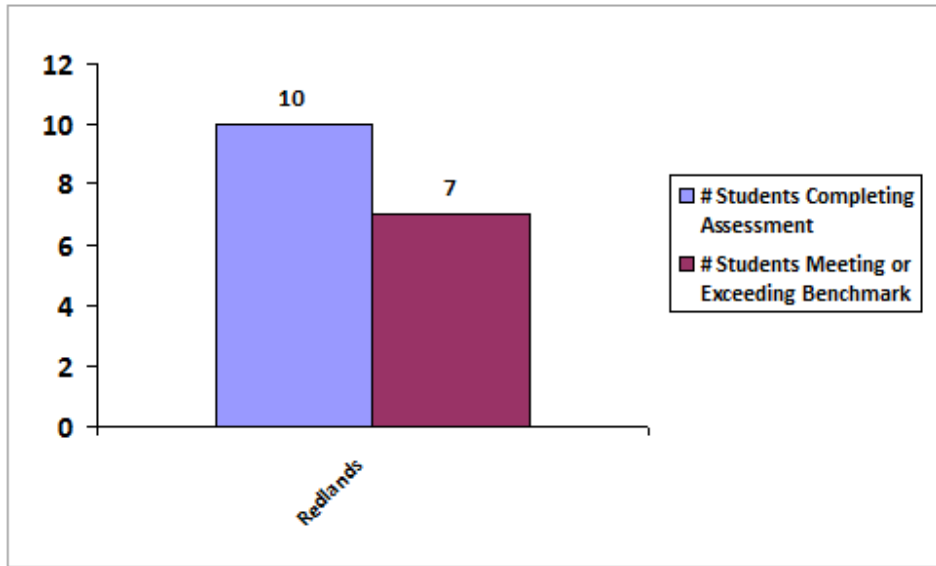
Assignment: Marketing Concept Report



Assignment: Marketing Presentation

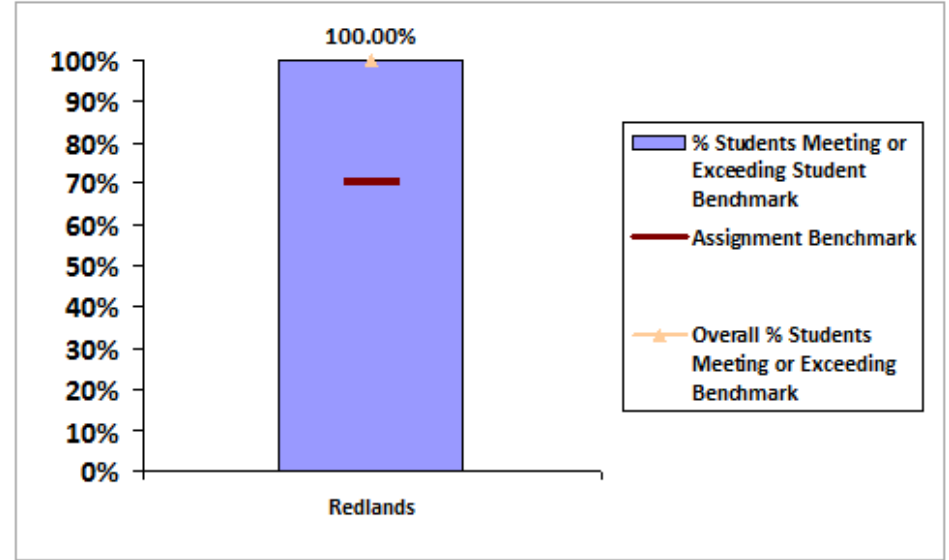
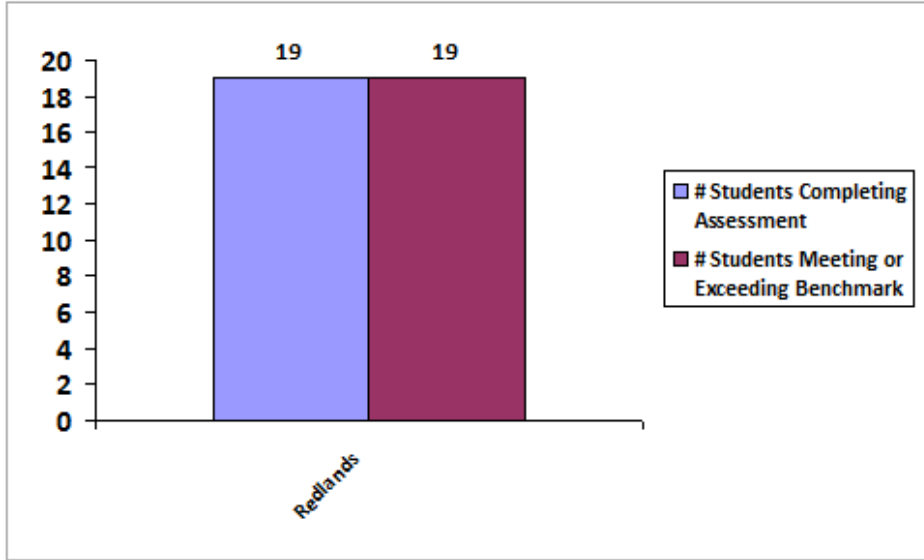


Assignment: Team Collaboration

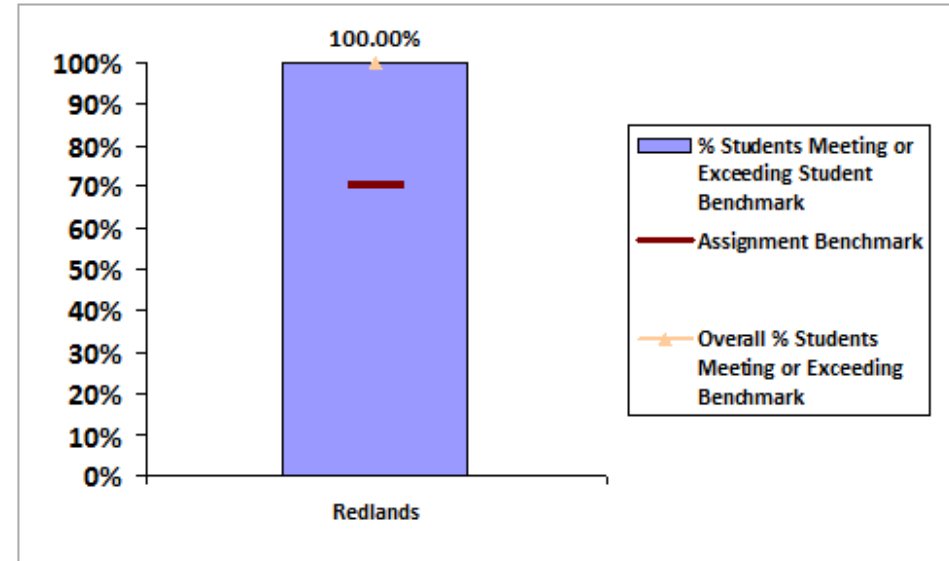
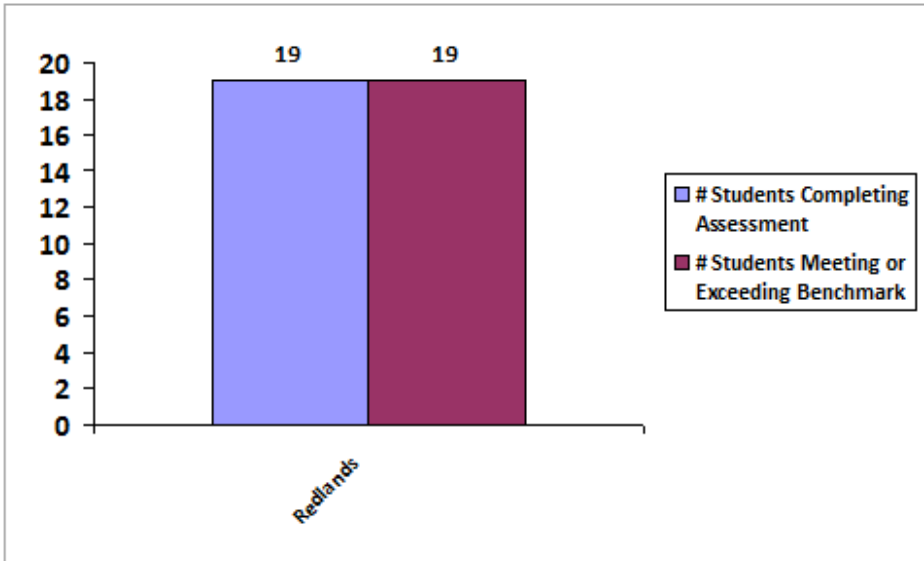


2016 FALL 1

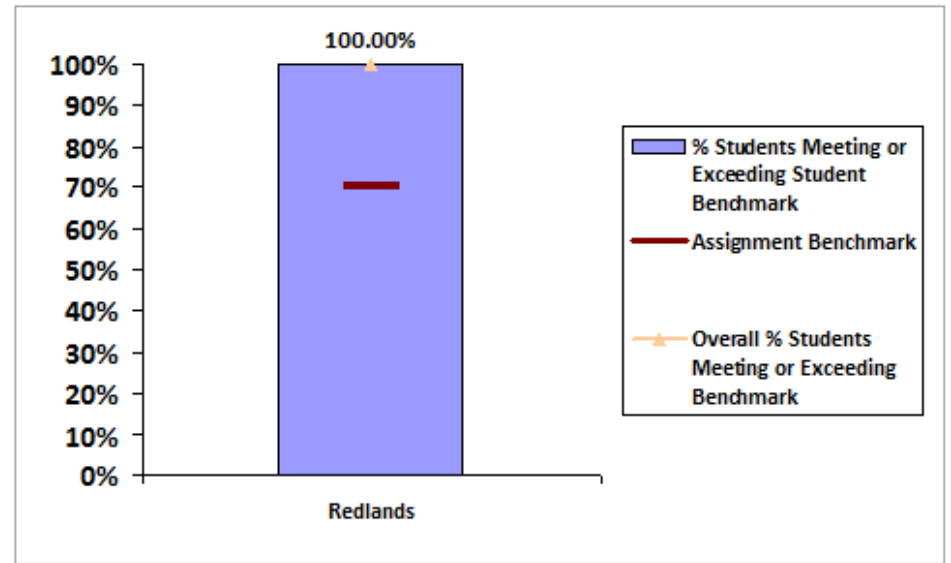
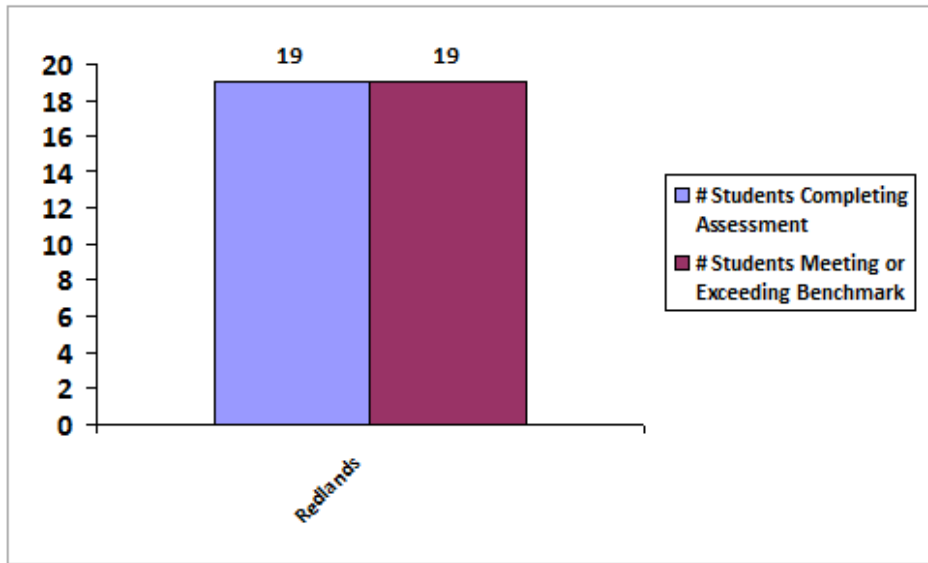
Assignment: Marketing Concept Report



Assignment: Marketing Presentation



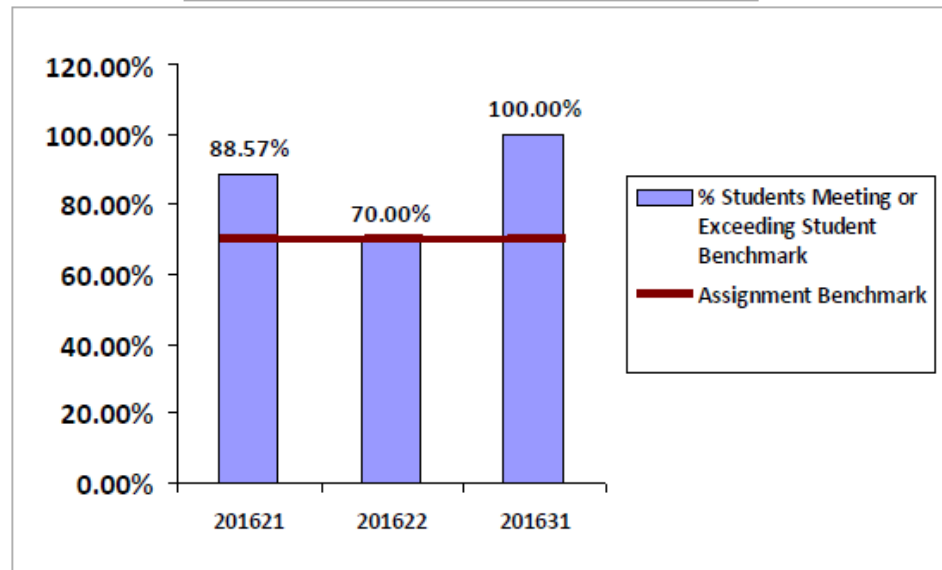
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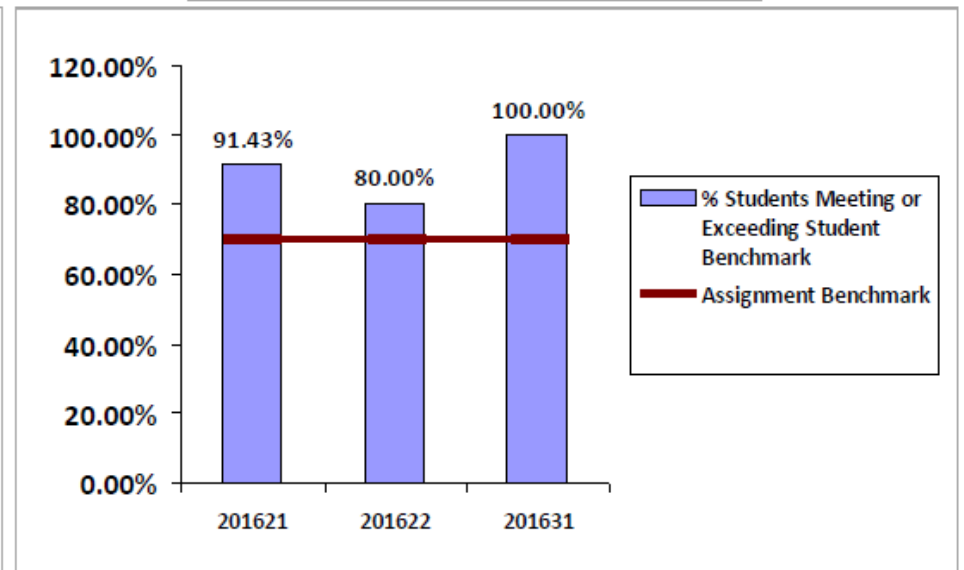
\*Missing data for two sections in 2016 Fall 1 due to confusion regarding the assessment templates.

## OVERALL RESULTS

Assignment: Marketing Concept Report



Assignment: Marketing Presentation



Assignment: Team Collaboration

